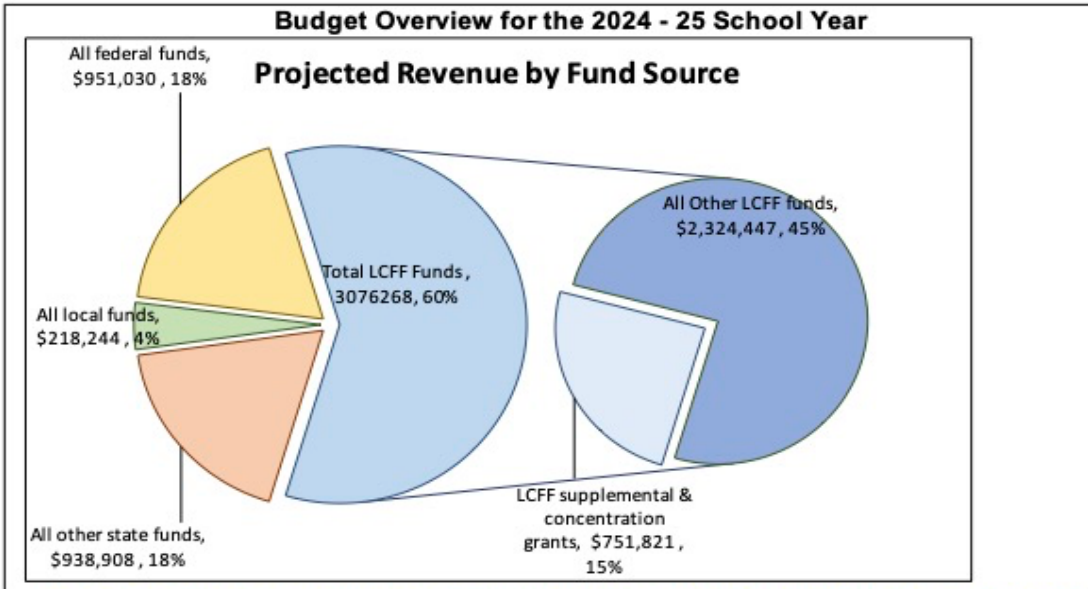


LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Academia Avance Charter
 CDS Code: 19 10199 0109926
 School Year: 2024 - 25
 LEA contact information: Ricardo Mireles, Executive Director, ricardo.mireles@academiaavance.com, (323)

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 high needs students (foster youth, English learners, and low-income students).

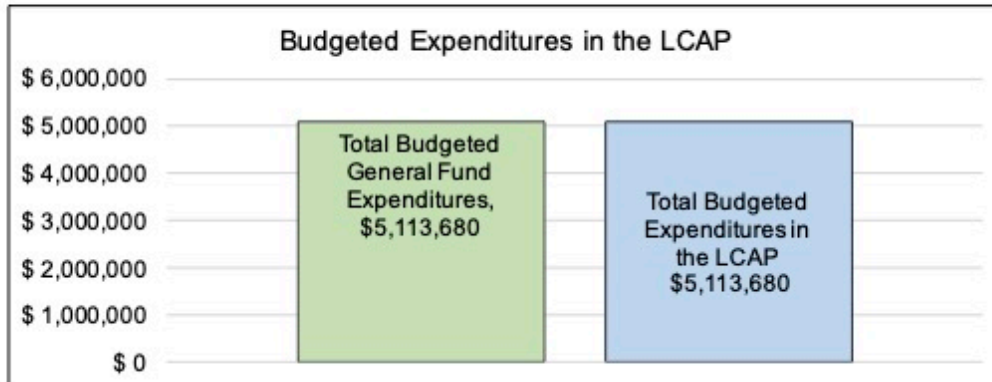


This chart shows the total general purpose revenue Academia Avance Charter expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Academia Avance Charter is \$5,184,450.00, of which \$3,076,268.00 is Local Control Funding Formula (LCFF), \$938,908.00 is other state funds, \$218,244.00 is local funds, and \$951,030.00 is federal funds. Of the \$3,076,268.00 in LCFF Funds, \$751,821.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Academia Avance Charter plans to spend for 2024 - 25. 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: Academia Avance Charter plans to spend \$5,113,680.00 for the 2024 - 25 school year. Of that amount, \$5,113,680.00 is tied to actions/services in the LCAP and \$0.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

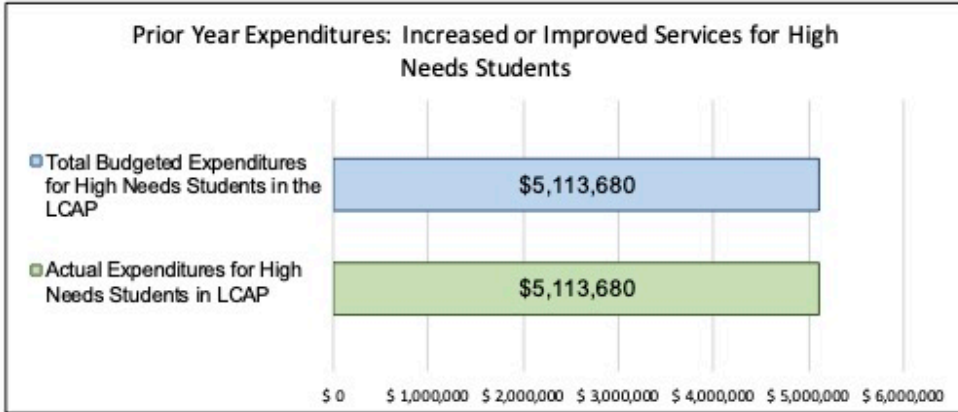
General Fund Budget Expenditures not included in the 2023-24 plan consist of the School's base program, including compensation, benefits, school supplies, professional services and operations.

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

In 2024 - 25, Academia Avance Charter is projecting it will receive \$751,821.00 based on the enrollment of foster youth, English learner, and low-income students. Academia Avance Charter must describe how it intends to increase or improve services for high needs students in the LCAP. Academia Avance Charter plans to spend \$5,113,680.00 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 Academia Avance Charter budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Academia Avance Charter 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, Academia Avance Charter's LCAP budget \$5,113,680.00 for planned actions to increase or improve services for high needs students. Academia Avance Charter actually spent \$5,113,680.00 for actions to increase or improve services for high needs students in 2023 - 24.

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
SBE – Academia Avance Charter	Ricardo Mireles, Executive Director	info@academiaavance.com (323) 2300-7270

Plan Summary 2024-2025

General Information

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

Academia Avance is located at the Highland Park Community Center/Presbyterian Church in the northeast Los Angeles community of Highland Park. Highland Park is an urban neighborhood of some 62,000 persons, primarily Latino, with a significant immigrant population, and with only 40% of adults attaining at least a high school level of education. This large Latino population is also reflected in the school population. Avance has developed strong partnerships with local businesses and neighboring charter schools to keep the community informed about school choice and to provide work experience opportunities for the Avance student population.

Avance opened its doors in 2005 as a school of choice for families in Northeast Los Angeles. Due to the overcrowded and underperforming schools in the area, Academia Avance was created in response to the high dropout rates and lack of student readiness for college. The school opened in August of 2005 with 100 students in the 6th and 7th grades and has since expanded its enrollment to currently serving over 260 students in grades 6-12.

Academia Avance is a college preparatory school located in the heart of Highland Park. Our goal is to ensure that all students complete A-G requirements, graduate, and be equipped to be accepted into colleges and universities. Students at Academia Avance have opportunities to develop into active citizens characterized by the ideals of a diverse and democratic society. Our students will continue to provide service to their community, take responsibility in their own learning, and form habits of mind that will continue to empower them for success in high school, college, and beyond.

The Academia Avance program has three components: a) School Prep--preparation of a student for high quality study habits and rigorous coursework, b) College Prep - preparation of all Avance students for the challenges they will encounter after high school at a 4 year college, and c) Life Prep - preparation of all students for life after college. Our Senior Work Educational Program focuses on acquiring the knowledge, skills, and experience in a career field of interest. Students begin the process in the 10th and 11th grade with Life Prep I and Life Prep II.

Students continue to research and explore their career interests and select colleges and universities that best propel them towards the attainment of their goals. Finally, in their senior year, Avance students are given the opportunity of real world experiential learning through our internship program. Seniors are paired with an internship mentor who guides them through the process of gaining entry and progressing in the fields that they have selected.

Our Vision:

Avance exemplifies student success as academic and professional empowerment and community leadership.

We address the critical needs of our socioeconomically disadvantaged students through innovative and educational alternatives. We create a mutually supportive and positive learning environment in which every member develops communication, technological and leadership skills to foster self-confidence and personal growth. Emphasis is placed on challenging students to develop problem-solving and interpersonal skills to succeed in the 21st Century through Service-Learning, Linked Learning, and technology integrated across subjects. Our learning environment provides quality educational programs within a small learning community, which targets educationally disadvantaged students. Our belief is, "It is not about getting kids into college. It's about getting them to succeed in college so they can advance in their life."

Our Mission:

Avance sets the standard for public charter school excellence via rigorous college and career preparation that inspires a lifetime of learning and leading.

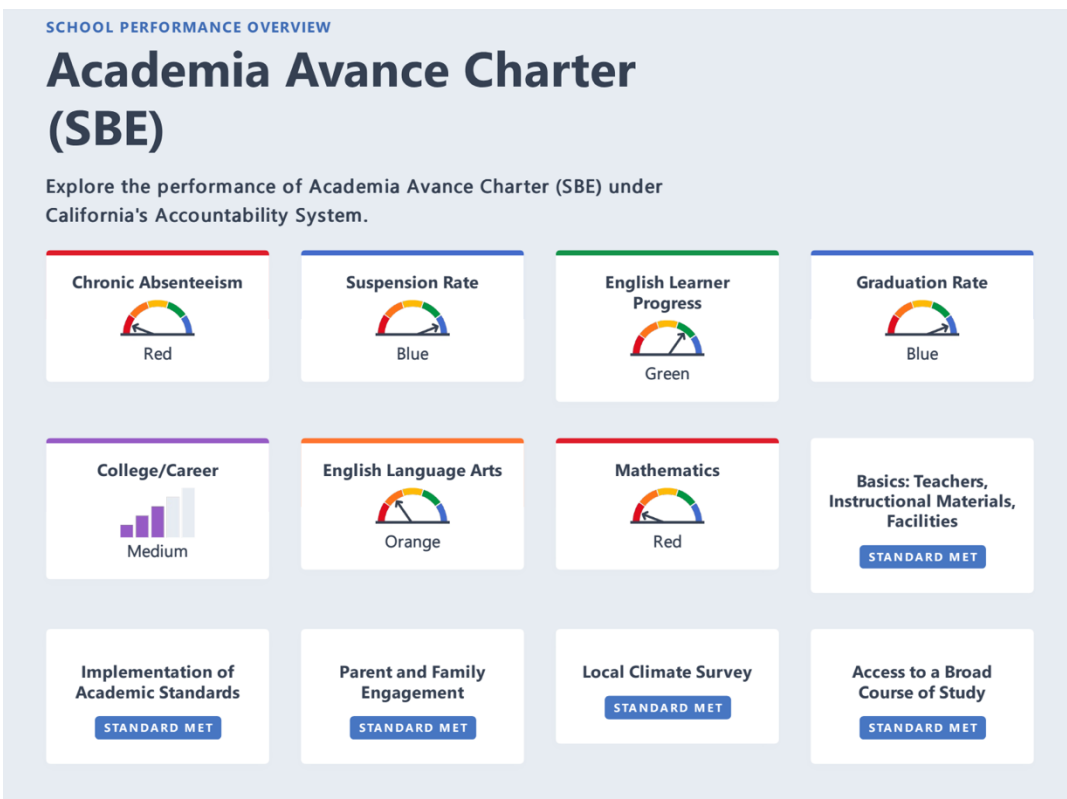
As of 2024, Avance's senior class has a graduation rate of over 90% and over 76% were accepted into 4-year universities. Avance's charter is currently authorized via the California State Board of Education charters and expires in June 2027 (with a two year extension due to the COVID-19 Pandemic).

Avance currently serves students from the Highland Park area and surrounding neighborhoods of Los Angeles County which consists of 1% African American, 1% Asian, 1% White, 92% Latino, and 5% Other, 21% English Learners, 14% Students with Disabilities, and over 93% of our students are on Free and Reduced Lunch.

Reflections: Annual Performance

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

Academia Avance Charter School, serving grades 6-12 in Highland Park, CA, has demonstrated performance across various indicators as reported by the California School Dashboard and local data. The school serves a socioeconomically disadvantaged population with a high percentage of English learners and foster youth. This reflection aims to summarize the annual performance and highlight areas of strength and needed improvement.



Academic Performance

English Language Arts (ELA):

Performance Level: Orange

Points Below Standard: 65.4

Trend: Declined by 6.5 points

Reflection: The decline in ELA performance indicates a need for targeted interventions to support literacy development.

Strategies such as differentiated instruction, literacy programs, and professional development for teachers could be beneficial.

Mathematics:

Performance Level: Red

Points Below Standard: 157.2

Trend: Declined by 7.6 points

Reflection: The significant gap in math performance highlights a critical area requiring attention. Implementing a rigorous math curriculum, providing additional tutoring, and integrating technology-based math instruction could help address these deficiencies.

Academic Engagement

Chronic Absenteeism:

Performance Level: Red

Rate: 42.3% chronically absent

Trend: Increased by 16.9%

Reflection: High chronic absenteeism is alarming and negatively impacts student learning. Efforts to improve attendance could include attendance monitoring systems, engaging parents and community stakeholders, and offering incentives for regular attendance.

Graduation Rate:

Performance Level: Blue

Rate: 95.1% graduated

Trend: Increased by 4.9%

Reflection: The high graduation rate is a commendable achievement, reflecting the school's success in retaining and graduating students. Continuing to support students through college and career readiness programs will sustain this positive trend.

Suspension Rate:

Performance Level: Blue

Rate: 0% suspended at least one day

Trend: Declined by 0.7%

Reflection: The low suspension rate indicates a positive school climate and effective behavior management strategies. Maintaining this environment will continue to support student well-being and academic success.

College/Career Readiness

Performance Level: Medium

Preparedness: 39.3% prepared

Reflection: While nearly 40% of students are prepared for college/career, there is room for growth. Strengthening college counseling services, expanding internship opportunities, and enhancing career technical education (CTE) programs could improve readiness rates.

Local Indicators

Standards Met:

Basics: Teachers, Instructional Materials, Facilities

Implementation of Academic Standards

Parent and Family Engagement

Local Climate Survey

Access to a Broad Course of Study

Reflection: Meeting these local indicators suggests a well-rounded educational environment. Continued focus on maintaining high standards in these areas will support overall school improvement.

Recommendations for Improvement

Targeted Academic Support:

- Enhance literacy and math programs.
- Provide professional development for teachers focused on effective instructional strategies.

Engagement and Attendance:

- Implement initiatives to reduce chronic absenteeism.
- Foster stronger connections with families and the community to support student attendance.

College and Career Readiness:

- Expand college counseling and career exploration opportunities.

- Strengthen partnerships with local businesses and higher education institutions.

Continuous Improvement:

- Utilize data-driven decision-making to identify and address areas needing improvement.
- Regularly review and adjust strategies based on performance data and feedback.

In conclusion, while Academia Avance Charter School demonstrates strengths in areas such as graduation rates and maintaining a positive school climate, it faces challenges in academic performance and chronic absenteeism. Addressing these challenges through targeted interventions and continuous improvement efforts will be crucial for enhancing overall student outcomes and achieving the school's mission of college and career readiness.

Reflections: Technical Assistance

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

Academia Avance Charter School is actively engaged in several initiatives as part of technical assistance to address areas identified for improvement. These initiatives aim to enhance academic performance, increase student engagement, and support overall school improvement efforts. Here is a summary of the key activities and strategies being implemented:

1. Mathematics Improvement Initiative

Objective: To improve mathematics performance and close achievement gaps.

Activities

- Curriculum Enhancement: The school is working with math education specialists to revise and enrich the mathematics curriculum, ensuring alignment with state standards and incorporation of best practices.
- Professional Development: Teachers are participating in ongoing professional development sessions focused on effective math instruction, use of manipulatives, and differentiated instruction techniques.
- Data-Driven Instruction: Implementation of regular assessments to monitor student progress and inform instruction. Teachers are trained to analyze data and adjust teaching strategies accordingly.
- Tutoring and Intervention Programs: After-school and weekend tutoring sessions are provided to support students who are below grade level in math. Additionally, intervention specialists work with small groups of students needing intensive support.

2. English Language Arts (ELA) Enhancement Program

Objective: To improve ELA performance and support literacy development among all students.

Activities

- Targeted Literacy Programs: Introduction of structured literacy programs aimed at enhancing reading comprehension, writing skills, and critical thinking. Programs include guided reading, literacy centers, and writing workshops.
- Enhanced Support for English Learners: Collaboration with language acquisition experts to provide additional support and resources for English learners. This includes professional development for teachers on effective EL strategies and the integration of language development across the curriculum.
- Parental Engagement: Workshops and resources are provided to parents to help them support their children's literacy at home. This includes training on reading strategies and access to bilingual materials.

3. Attendance Improvement Plan

Objective: To reduce chronic absenteeism and increase overall student attendance.

Activities

- Comprehensive Monitoring System: Development and implementation of a robust attendance monitoring system to track student attendance in real-time and identify patterns of absenteeism.
- Family Outreach and Support: Regular communication with families to address barriers to attendance, such as transportation issues and health concerns. The school is working with community organizations to provide resources and support to families in need.
- Attendance Incentive Programs: Creation of incentive programs to motivate students to attend school regularly. This includes recognition awards, attendance challenges, and tangible rewards for improved attendance.

4. College and Career Readiness Enhancement

Objective: To increase college and career readiness among students, particularly focusing on those from underserved backgrounds.

Activities:

- **Expanded College Counseling Services:** Hiring additional college counselors to provide more individualized guidance and support for students throughout the college application process. This includes assistance with college selection, applications, financial aid, and scholarships.
- **Career Technical Education (CTE) Programs:** Strengthening CTE programs by expanding course offerings and forming partnerships with local businesses and industry professionals. This provides students with practical skills and real-world experiences in various career fields.
- **Internship and Mentorship Opportunities:** Increasing the availability of internships and mentorship programs to offer students hands-on learning experiences and professional networking opportunities. Seniors are paired with mentors who guide them through career exploration and preparation.

The technical assistance initiatives underway at Academia Avance Charter School are comprehensive and targeted to address specific areas of need. By enhancing mathematics and ELA instruction, improving attendance, and expanding college and career readiness programs, the school aims to close performance gaps and ensure that all students are well-prepared for their future academic and professional endeavors. Continuous monitoring and adjustment of these strategies will be key to achieving sustained improvement and success.

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
	<p>Academia Avance Charter School engaged and consulted with stakeholders throughout the 2023-2024 academic school year during the review of the 2022-2023 LCAP and the development of the 2024-2025 LCAP, including LCAP goals, actions, and services. Academia Avance adheres to CA EC 65001(j) and incorporates Title Funding into its LCAP. Meetings were held in person, emphasizing the importance of stakeholder engagement in the LCAP development process. This engagement was crucial for identifying and analyzing needs, developing annual growth targets, reflecting on successes and areas for growth, and maximizing resource allocation to ensure the success of the school, students, and educational program.</p> <p><i>Compliance with Stakeholder Engagement Requirements</i></p> <p>Academia Avance Charter School has developed an LCAP that meets the stakeholder engagement requirements outlined in CA EC 65001(j) and has met the following requirements per CA EC 52062(a):</p> <ul style="list-style-type: none"> • Consultation with SELPA: As per CA EC 5206(a)(5) • Parent Advisory Committee (PAC): As per CA EC 52062(a)(1) • English Learner PAC: As per CA EC 52062(a)(2) • School Site Council Committee: As per CA EC 52852 • Providing Written Responses: Written responses were provided to each of the committees regarding their comments and feedback. <p><i>Stakeholder Meetings</i></p> <p>All stakeholders met over the course of four days in September 2023, February 2024, and June 2024. During these meetings, groups were divided by LCAP goals to analyze data, review recommendations, and set goals for the upcoming academic year. These sessions were structured as follows:</p> <ul style="list-style-type: none"> • September 2023: Initial meeting to review the previous year's LCAP, gather feedback, and begin initial planning for the 2024-2025 LCAP. • February 2024: Mid-year review to assess progress, make necessary adjustments, and further refine goals and actions based on current data and stakeholder input. • June 2024: Final meeting to finalize the LCAP for submission, incorporating all feedback and ensuring that the plan is comprehensive and aligned with stakeholder recommendations. <p>The continuous engagement of stakeholders through these structured meetings ensures that the LCAP is a living document that evolves based on real-time data and input from all invested parties. Academia Avance Charter School remains committed to fostering an inclusive and collaborative environment for LCAP development, ensuring that the needs of all students and the community are met effectively.</p>

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

The development and adoption of the Local Control and Accountability Plan (LCAP) at Academia Avance Charter School were significantly shaped by the valuable feedback provided by our educational partners, including administrators, teachers, staff, parents, students, and SELPA representatives. This collaborative process ensured that the LCAP accurately reflects the needs and priorities of our school community.

Administrators/Leadership Team: Feedback emphasized the need to strengthen the Multi-tiered System of Supports (MTSS) to address the academic, social-emotional, and behavioral needs of students. As a result, the LCAP includes actions to enhance MTSS implementation and provide targeted interventions to support student outcomes and mitigate learning loss.

Teachers: Teachers highlighted the importance of improving intervention programs to boost student academic outcomes. Consequently, the LCAP incorporates strategies to bolster academic supports, including differentiated instruction and targeted intervention programs designed to address specific learning gaps.

Staff/Paraprofessionals: Staff and paraprofessionals identified the need for additional academic and social-emotional learning (SEL) supports for Students with Disabilities (SWD) and English Learners (ELs). This feedback led to the inclusion of actions in the LCAP to provide comprehensive support services, including counseling and resource support for SWD and ELs.

Parents (including the School Site Council, Parent Advisory Committee, ELAC/DELAC, and EL-PAC): Parents expressed concerns about learning loss and the social-emotional needs of their children. To address these concerns, the LCAP outlines strategies to enhance parent/family engagement, improve communication, and implement programs to support students' social-emotional well-being and academic recovery.

Students: Students requested more opportunities for campus activities and outdoor learning experiences. In response, the LCAP includes actions to increase student engagement through extracurricular activities, field trips, and other experiential learning opportunities.

SELPA: The Special Education Local Plan Area (SELPA) provided suggestions that were integrated into Goal 1, Action 7, focusing on services to support Students with Disabilities (SWD). This ensures that the specific needs of SWD are adequately addressed in the LCAP.

Additionally, stakeholder input was instrumental in the following key areas:

- Reducing Chronic Absenteeism - Developing evidence-based strategies to reduce absenteeism and enhance student engagement and participation.
- Parent/Family Participation - Implementing strategies to improve parent/family input and participation through community-building and effective communication.
- Academic and Differentiated Supports - Enhancing academic supports and differentiated instruction to address learning gaps within the MTSS framework.
- Support Services - Providing specialized support, counseling services, and social services for students, including those with disabilities.

- California Community Schools Partnership Program - Implementing integrated support services, family and community engagement initiatives, collaborative leadership practices for educators and administrators, and extended learning opportunities.

The LCAP development process at Academia Avance Charter School is a testament to the commitment to inclusivity and collaboration. By actively incorporating the feedback from our educational partners, the adopted LCAP is designed to meet the diverse needs of our students and community, ensuring a supportive and effective educational environment.

Goals and Actions

Goal #	Description	Type of Goal
Goal 1	Increase consistency on classroom instructional practices for all students inclusive of SWD.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic Services.

Priority 2: Implementation of State Standards.

Priority 3: Parent Involvement.

Priority 4: Pupil Achievement.

Priority 5: Pupil Engagement.

Priority 6: School Climate.

Priority 7: Course Access.

Priority 8: Other Pupil Outcomes.

An explanation of why the LEA has developed this goal.

Academia Avance implemented school-wide protocols for discipline and class management, considering the online learning platform. Instructional coaching meetings were held biweekly, focusing on elements like warm-ups, objectives, Checks for Understanding (CFUs), and exit tickets in lesson plans.

Improvements in graduation rates, A-G completion, and reduced suspensions were evident, though data tracking was informal. We identified redundancy in the action step “Meet and work with instructional coaches throughout the year” and decided to integrate it into other actions for better monitoring.

Next steps include enhancing behavioral systems with specific protocols for each site and expanding the second chance binders for broader educator use. Significant progress was made in unifying instructional practices, notably through increased use of technology. High school teachers, sharing classrooms, used Google Classroom for posting agendas and materials, ensuring consistency and accessibility for students.

Assessments were developed across content areas, though a need was identified for better alignment with SBAC-level questions to improve student preparedness. This goal aims to standardize instructional practices, leveraging technology and refining assessment methods to support all students, including those with disabilities.

Measuring and Reporting Results

Metric #	Metric	Baseline 21/22	Year 1 Outcome 22/23	Year 2 Outcome 23/24	Target for Year 3 24/25	Current Difference from Baseline
Metric 1.1	Maintain teacher retention at 90% or higher	91% of teachers retained	89% of teachers retained for the following school year.	70% of teachers retained for the following school year.	Maintain teacher retention at 90% or higher	+29% Metric Met
Metric 1.2	Increase peer to peer observations, constructive criticism and critique at 80% or higher	Establish new benchmarks for 2021-2022	95% of teachers completed peer-to-peer observations.	90% of teachers completed peer-to-peer observations.	90% of teachers completed peer-to-peer observations.	+10% Metric Met
Metric 1.3	Decrease office referrals as maintain at 2.1 (1.9 Student w/ Disabilities) and continue to maintain <5% office referrals	Maintained office referrals <5%	Maintained office referrals <5%	Maintained office referrals <5%	Maintain office referrals <5%	Metric Met

<p>Metric 1.4</p>	<p>Establish consistency across all content departments and students w/ one (1) department meeting a month/10 times a year</p>	<ul style="list-style-type: none"> • 100% Teachers accessed benchmark calendars, MAP testing data, and SBAC questions for assessments, ensuring consistency and individualized guidance. • 100% online curriculum assessments and rubrics provide structure and clear guidance for students. • Cooperative learning strategies were adopted by 70% of instructors, aligning instructional practices and assessments across the school. 	<ul style="list-style-type: none"> • 100% Teachers accessed benchmark calendars, MAP testing data, and SBAC questions for assessments, ensuring consistency and individualized guidance. • 100% online curriculum assessments and rubrics provide structure and clear guidance for students. • Cooperative learning strategies were adopted by 85% of instructors, aligning instructional practices and assessments across the school. 	<ul style="list-style-type: none"> • 100% Teachers accessed benchmark calendars, MAP testing data, and SBAC questions for assessments, ensuring consistency and individualized guidance. • 100% online curriculum assessments and rubrics provide structure and clear guidance for students. • Cooperative learning strategies were adopted by 85% of instructors, aligning instructional practices and assessments across the school. 	<ul style="list-style-type: none"> • 100% Teachers accessed benchmark calendars, MAP testing data, and SBAC questions for assessments, ensuring consistency and individualized guidance. • 100% online curriculum assessments and rubrics provide structure and clear guidance for students. • Cooperative learning strategies were adopted by 100% of instructors, aligning instructional practices and assessments across the school. 	<ul style="list-style-type: none"> • 100% • 100% • 15% <p>Metric Met</p>
-------------------	--	---	---	---	--	---

Metric 1.5	Show use of technologies in lesson plan or classroom instruction ensuring 50% use of technology	Over 60% of our teacher use technology in lesson plans or classroom instruction	100% of our teacher use technology in lesson plans or classroom instruction	100% of our teacher use technology in lesson plans or classroom instruction	100% of our teacher use technology in lesson plans or classroom instruction	+40% Metric Met
Metric 1.6	Regular monthly committee meetings attended to uphold and maintain MTSS structures with 12 hours of the school year dedicated to MTSS committee meetings	MTSS Phase One is complete (MTSS Pyramid). School-wide “second-chance binders” have been placed in each classroom to encourage behavioral awareness and to keep students in classrooms. A school-wide PBIS system in process of creation.	100% monthly MTSS committee meetings attended with school staff.	100% monthly MTSS committee meetings attended with school staff.	100% monthly MTSS committee meetings attended with school staff.	Metric Met

insert or delete rows, as necessary.

Goal Analysis for 2023-2024

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.

The overall implementation of the Local Control and Accountability Plan (LCAP) at Academia Avance Charter School has largely aligned with the planned actions, with some notable differences and challenges. One key area of focus was strengthening the Multi-tiered System of Supports (MTSS). While we successfully rolled out training and initial support structures, full integration across all grades encountered delays due to staff turnover and the need for additional professional development.

Planned academic interventions and differentiated supports were implemented, but the scale and consistency varied. The introduction of new intervention programs showed positive results in some areas, yet logistical challenges, such as scheduling and resource allocation, hindered uniform application.

Parent and family engagement strategies were met with mixed success. Virtual meetings and workshops saw higher attendance compared to in-person sessions, suggesting a shift in approach might be necessary. Chronic absenteeism reduction strategies showed improvement, but the target reduction was not fully achieved, pointing to the need for more comprehensive and community-focused approaches.

Successes included the expansion of counseling services and the implementation of the California Community Schools Partnership Program, which enhanced integrated support services and family engagement. Despite these achievements, challenges such as technological barriers for some families and the need for more robust data tracking systems were encountered. Overall, continuous adjustments and stakeholder feedback remain critical to refining and enhancing LCAP 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.

In reviewing the Local Control and Accountability Plan (LCAP) for Academia Avance Charter School, several material differences between budgeted expenditures and estimated actual expenditures were identified. One significant variance was observed in the allocation for technology upgrades and distance learning resources. The original budget did not anticipate the extent of remote learning needs, resulting in actual expenditures exceeding budgeted amounts due to the procurement of additional devices and software to support virtual instruction.

Additionally, the planned expenditures for professional development were underutilized. Although budgeted to provide extensive training for staff, the actual expenditures were lower due to scheduling conflicts and the transition to virtual training sessions, which reduced costs.

Regarding improved services, the planned percentage increase in student support services, such as counseling and mental health resources, was only partially achieved. While significant improvements were made, the actual percentage fell short due to staffing shortages and delayed hiring processes.

Furthermore, efforts to reduce chronic absenteeism required more resources than initially anticipated, leading to a higher actual expenditure in this area compared to the budget. These adjustments reflect the dynamic needs of the school community and underscore the importance of flexibility in budgeting to address unforeseen challenges and priorities.

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

Academia Avance Charter School has undertaken several specific actions to make progress toward its goals, with varying degrees of effectiveness. One of the most effective actions has been the enhancement of counseling and mental health services, which has led to notable improvements in student well-being and a reduction in behavioral issues. The introduction of the California Community Schools Partnership Program has also been successful in increasing family and community engagement, fostering a more supportive educational environment.

However, efforts to strengthen the Multi-tiered System of Supports (MTSS) have faced challenges. While initial training and implementation have begun, the full integration of MTSS across all grade levels has been slower than anticipated, primarily due to staff turnover and the need for additional professional development. This has limited the effectiveness of MTSS in addressing the academic and social-emotional needs of students comprehensively.

Intervention programs aimed at closing learning gaps have shown mixed results. While some students have benefited from targeted support, the overall impact has been hindered by logistical challenges such as scheduling and resource allocation. Additionally, strategies to reduce chronic absenteeism have seen partial success, with some improvement in attendance rates, but not to the extent projected.

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.

Reflecting on the previous year's practices, Academia Avance Charter School has made several adjustments to its planned goals, metrics, target outcomes, and actions for the coming year. One significant change is the enhancement of the Multi-tiered System of Supports (MTSS). Recognizing the need for more robust implementation, the school has allocated additional resources for professional development and hired specialized staff to ensure comprehensive integration across all grades.

In response to the partial success in reducing chronic absenteeism, the school has refined its strategies by incorporating more community-focused approaches and leveraging technology for better attendance tracking and engagement. This includes partnering with local organizations to address barriers such as transportation and health issues.

The metrics for academic intervention programs have also been adjusted. Instead of solely focusing on standardized test scores, the school will now include formative assessments and student growth metrics to provide a more holistic view of student progress. This change aims to capture the incremental improvements and tailor interventions more effectively.

Target outcomes for family and community engagement have been revised to include specific participation rates and feedback mechanisms, ensuring that the engagement strategies are both inclusive and impactful. This involves more frequent and varied opportunities for parent involvement, such as workshops, virtual meetings, and community events.

Overall, these changes are designed to address the challenges encountered in the past year and build on the successes to achieve more comprehensive and sustained improvements in student outcomes and school performance.

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Maintain Teacher Retention	<ul style="list-style-type: none"> Professional developments were used to help teachers identify factors, indicators and strategies to improve classroom management. Reimbursement of continued education and/or professional development 	\$5,521,204.00	Yes
Action #2	Increase Peer-to-peer Observations	<ul style="list-style-type: none"> Peer-to-peer PDs, which were done on a semi-regular basis prior to the pandemic, saw a noticeable decrease. In general, the hope is that the return to the physical classroom will see a return to development of these practices. Consistent evaluations, ramping up to a schedule of once every two months. 95% of teachers should have the opportunity to make a classroom walkthrough and observation. Updating the Teacher Manual to demonstrate clear instructional expectations and align the evaluations to expectations. This was done (especially considering new expectations due to return to school learning) and continues to be updated with each year to address learning loss for all students inclusive of Students w/ Disabilities (SWD) 	\$5,521,204.00	Yes
Action #3	Decrease Behavioral Referrals	<ul style="list-style-type: none"> Develop, implement and evaluate school-wide protocols for discipline and class management was augmented with a focus on attendance and engagement. Continued implement school wide instructional practices (non-negotiables like warmups, objective, CFUs, exit tickets tied to standards, reteaching, peer observations) and evaluate performances with instructional coaches. Continued implement of MTSS to support for all students inclusive of SWD. -Implement PBIS Strategies 	\$5,521,204.00	Yes

Action #4	Consistency Across Content Departments	<ul style="list-style-type: none"> • Content language across departments, and procedure language. • Procedures including entrance and exit tickets. • Experiential learning activities such as Science hands on/ project-based learning, etc. • Additional technology tools for teacher including training and support • Consistency between all content departments with new curriculum 	\$5,521,204.00	Yes
Action #5	Uniformity Classroom Technology	<ul style="list-style-type: none"> • Ensure all teachers have access to classroom technology resources. • Continue to create uniformity across classrooms • Continue to provide professional development trainings for use of new technologies and curriculum • Increased professional development (inclusive of differentiation for SWD) 	\$5,521,204.00	Yes
Action #6	Continue to leverage the purchased uniform curriculum for Math, ELA, Science, and Social Studies (all grade levels)	<ul style="list-style-type: none"> • Savvas digital curriculum are used for ELA, Social Studies, and Science • McGraw-Hill's digital platform is used for Illustrative Math curriculum • Continued use of NWEA/MAP 	\$5,521,204.00	Yes

Goal #	Description	Type of Goal
Goal 2	Accelerate English Language acquisition for our EL subgroup inclusive of SWD	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic Services.

Priority 2: Implementation of State Standards.

Priority 3: Parent Involvement.

Priority 4: Pupil Achievement.

Priority 5: Pupil Engagement.

Priority 6: School Climate.

Priority 7: Course Access.

Priority 8: Other Pupil Outcomes.

An explanation of why the LEA has developed this goal.

Avance implemented school-wide protocols for discipline and class management, considering the online learning platform. Instructional coaching meetings were held biweekly, focusing on elements like warm-ups, objectives, Checks for Understanding (CFUs), and exit tickets in lesson plans.

Improvements in graduation rates, A-G completion, and reduced suspensions were evident, though data tracking was informal. We identified redundancy in the action step “Meet and work with instructional coaches throughout the year” and decided to integrate it into other actions for better monitoring.

Next steps include enhancing behavioral systems with specific protocols for each site and expanding the second chance binders for broader educator use. Significant progress was made in unifying instructional practices, notably through increased use of technology. High school teachers, sharing classrooms, used Google Classroom for posting agendas and materials, ensuring consistency and accessibility for students.

Assessments were developed across content areas, though a need was identified for better alignment with SBAC-level/ELPAC questions to improve student preparedness. This goal aims to standardize instructional practices, leveraging technology and refining assessment methods to support all students, including those with disabilities.

Measuring and Reporting Results

Metric #	Metric	Baseline 21/22	Year 1 Outcome 22/23	Year 2 Outcome 23/24	Target for Year 3 24/25	Current Difference from Baseline
Metric 2.1	21% of EL students will show progress towards English language proficiency as demonstrated on their ELPAC (inclusive of SWD)	14.6% of EL students showed progress towards English language proficiency	9.68% scored with a level 4 towards English language proficiency.	29% scored with a level 4 towards English language proficiency.	Over 21%	+14.4% Metric Met
Metric 2.2	Increase EL reclassification rate by 3% (inclusive of SWD).	1.79% have met the reclassification rate	24% have met the reclassification rate	29% have met the reclassification rate	32% have met the reclassification rate	+10% Metric Met
Metric 2.3	Increase 2% of EL students who either meet or surpass their projected RIT score on the Reading/Language NWEA/MAP (Fall to Spring) - (inclusive of SWD)	Maintained office referrals <5%	Maintained office referrals <5%	Maintained office referrals <5%	Maintain office referrals <5%	Metric Met

<p>Metric 2.4</p>	<p>Increase percentage of students meeting or exceeding the standard on Math SBAC by 7% - (inclusive of SWD)</p>	<ul style="list-style-type: none"> • 100% Teachers accessed benchmark calendars, MAP testing data, and SBAC questions for assessments, ensuring consistency and individualized guidance. • 100% online curriculum assessments and rubrics provide structure and clear guidance for students. • Cooperative learning strategies were adopted by 70% of instructors, aligning instructional practices and assessments across the school. 	<ul style="list-style-type: none"> • 100% Teachers accessed benchmark calendars, MAP testing data, and SBAC questions for assessments, ensuring consistency and individualized guidance. • 100% online curriculum assessments and rubrics provide structure and clear guidance for students. • Cooperative learning strategies were adopted by 85% of instructors, aligning instructional practices and assessments across the school. 	<ul style="list-style-type: none"> • 100% Teachers accessed benchmark calendars, MAP testing data, and SBAC questions for assessments, ensuring consistency and individualized guidance. • 100% online curriculum assessments and rubrics provide structure and clear guidance for students. • Cooperative learning strategies were adopted by 85% of instructors, aligning instructional practices and assessments across the school. 	<ul style="list-style-type: none"> • 100% Teachers accessed benchmark calendars, MAP testing data, and SBAC questions for assessments, ensuring consistency and individualized guidance. • 100% online curriculum assessments and rubrics provide structure and clear guidance for students. • Cooperative learning strategies were adopted by 100% of instructors, aligning instructional practices and assessments across the school. 	<ul style="list-style-type: none"> • 100% • 100% • 100% <p>Metric Met</p>
-------------------	--	---	---	---	--	--

Metric 2.5	100% of teachers implementing and utilizing ELD strategies in their classrooms (inclusive of SWD).	Over 60% of our teacher use technology in lesson plans or classroom instruction	100% of our teacher use technology in lesson plans or classroom instruction	100% of our teacher use technology in lesson plans or classroom instruction	100% of our teacher use technology in lesson plans or classroom instruction	+40% Metric Met
Metric 2.6	90% of EL students will attend and participate in the ELD course (inclusive of SWD).	MTSS Phase One is complete (MTSS Pyramid). School-wide “second-chance binders” have been placed in each classroom to encourage behavioral awareness and to keep students in classrooms. A school-wide PBIS system in process of creation.	100% monthly MTSS committee meetings attended with school staff.	100% monthly MTSS committee meetings attended with school staff.	100% monthly MTSS committee meetings attended with school staff.	Metric Met

Goal Analysis for 2023-2024

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.

Avance has successfully implemented several key components of the plan to accelerate English Language acquisition for EL students, including SWD. The new ELD curriculum and the hiring of a full-time ELD Coordinator were pivotal steps. Teachers have been trained in ELD strategies, and ELD courses have been integrated into student schedules.

Despite these successes, some challenges were encountered. Initially, there was a gap in incorporating SBAC-level questions in benchmarks, which required additional teacher training and adjustments in assessment strategies. The implementation of technology in

classrooms to support consistent instructional practices was another area of focus. High school teachers effectively used Google Classroom to maintain consistency, but some needed further support in utilizing these tools.

The integration of cooperative learning strategies was well-received, with a 70% adoption rate among instructors, contributing to a more collaborative learning environment. However, there were logistical challenges in scheduling peer observations and ensuring all teachers could participate regularly.

Overall, while there were some deviations from the planned actions, such as the need for more structured training sessions and adjustments in technological integration, the implementation has largely been successful. The continuous review and adaptation process has been crucial in addressing challenges and achieving incremental progress towards the goal.

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

There were several material differences between the budgeted expenditures and the estimated actual expenditures, as well as differences in the planned and actual percentages of improved services. These differences were primarily due to unforeseen challenges and adjustments required during the implementation process.

One significant difference was in the allocation for technology integration and training. Initially, the budget was set to cover basic technological tools and training, but the actual expenditure increased due to the need for additional support and resources to ensure effective use of these tools by all teachers.

Additionally, professional development costs were higher than anticipated. While the budget accounted for standard training sessions, the need for more intensive and frequent sessions to cover gaps in SBAC-level questions and other instructional practices led to increased expenditures.

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

The specific actions implemented to accelerate English Language acquisition for EL students, including SWD, have shown varying degrees of effectiveness.

The actions taken to accelerate English Language acquisition for EL students, including SWD, have shown varying degrees of success. The implementation of a new ELD curriculum and the hiring of a full-time ELD Coordinator have been highly effective, providing structured support and improving students' English proficiency. Regular teacher training sessions have ensured that 100% of teachers are incorporating ELD strategies into their instruction, as confirmed by walkthroughs and observations. Additionally, over 90% of EL students participated in the ELD course, significantly enhancing their language skills and classroom engagement. The adoption of cooperative learning strategies by 70% of instructors has also fostered a collaborative learning environment, contributing to better student outcomes.

However, some actions faced challenges. Initially, there was difficulty incorporating SBAC-level questions into assessments, requiring additional training and adjustments. The use of technology, particularly Google Classroom, was effectively utilized by many teachers, but some required further support to maximize these tools. Peer observations also posed logistical challenges, affecting the consistency of this practice. Overall, while there were some obstacles, the actions taken have been largely effective in making progress toward the goal. Continuous review and adaptation have been crucial in addressing challenges and enhancing the impact of these actions.

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.

Based on reflections from the previous year, several changes have been made to improve the effectiveness of our goals and actions. Firstly, we have revised our assessment strategies to ensure better alignment with SBAC-level questions, providing additional training for teachers to incorporate these into their lesson plans more effectively. This change aims to better prepare students for standardized tests.

We have also enhanced our technological support, ensuring all teachers are proficient in using tools like Google Classroom. Additional professional development sessions will be conducted to address any remaining gaps in technological integration and to ensure consistent instructional practices across classrooms.

To improve peer observations, we have restructured the scheduling process to make it more feasible for all teachers to participate regularly. This includes setting specific times for peer observations and providing coverage for teachers during these sessions.

Furthermore, we have expanded the use of second chance binders and other behavioral systems, developing specific protocols for each school site to ensure consistency and effectiveness in managing student behavior.

Lastly, we have increased the focus on cooperative learning strategies, aiming for a higher adoption rate among instructors. By addressing these areas, we aim to achieve better educational outcomes and support for all students, particularly EL students and those with disabilities.

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	21% of EL students will show progress towards English language proficiency as demonstrated on their ELPAC inclusive of SWD.	<ul style="list-style-type: none"> House classes will incorporate 2 books per semester with the intent of having book clubs to increase literacy and prosody for students (inclusive of SWD). 	\$5,521,204.00	Yes
Action #2	Increase EL reclassification rate by 3% inclusive of SWD.	<ul style="list-style-type: none"> Teacher development on: ELD strategies, EL expected support and accountability, Reclassification expectations, ELPAC (Practice test) and Language Standards 	\$5,521,204.00	Yes
Action #3	Increase 2% of EL students who either meet or surpass their projected RIT score on the overall MAP Test (from Fall to Spring) inclusive of SWD.	<ul style="list-style-type: none"> Review reclassification metrics, expectations, and incentives to students and parents via House meeting. 	\$5,521,204.00	Yes
Action #4	Increase percentage of students meeting or exceeding the standard on SBAC in ELA by 7% inclusive of SWD.	<ul style="list-style-type: none"> The School Calendar needs to reflect the required six benchmarks. Teacher training needs to be provided prior to benchmarks. 	\$5,521,204.00	Yes
Action #5	Increase percentage of students meeting or exceeding the standard on SBAC in Math by 7%	<ul style="list-style-type: none"> The School Calendar needs to reflect the required six benchmarks. Teacher training needs to be provided prior to benchmarks. 	\$5,521,204.00	Yes
Action #6	100% of teachers implementing and utilizing ELD strategies in the classroom; are observable through walkthroughs and observations	<ul style="list-style-type: none"> Teacher Observation and Evaluation forms should include ELD strategies observed 	\$5,521,204.00	Yes
Action #7	All content teachers will incorporate language standards in all lessons.	<ul style="list-style-type: none"> Each department will select one specific Common Core language standard to incorporate into their daily lesson plans. Administrators will hold teachers accountable for teaching this anchor standard daily through observations and evaluations. 	\$5,521,204.00	Yes

Action #8	90% of EL students will attend and participate in the ELD course	<ul style="list-style-type: none"> • ELD courses will be included in the student's class schedule, and attendance will be addressed by RTI methods. 	\$5,521,204.00	Yes
Action #9	6% of EL students will show progress towards English language proficiency as demonstrated on their ELPAC.	<ul style="list-style-type: none"> • Every ELA classroom will have a working classroom library that will include books of various titles, genres, and levels. 	\$5,521,204.00	Yes
Action #10	Increase EL reclassification rate and RIT on MAP scores from Fall to Spring by 1%.	<ul style="list-style-type: none"> • Program ELD classes into students schedules and PowerSchool and implement/model ELD strategies into all Professional Development. 	\$5,521,204.00	Yes
Action #11	5% of teachers will increase the usage of EL strategies.	<ul style="list-style-type: none"> • Conduct peer observations at least once a semester. 	\$5,521,204.00	Yes
Action #12	Increase the percent standard on SBAC for MATH and ELA by 2%	<ul style="list-style-type: none"> • Assign support staff in classes with SWD. 	\$5,521,204.00	Yes
Action #13	7% of students with disabilities will reclassify.	<ul style="list-style-type: none"> • Implement interventions strategies on an "as needed" basis. 	\$5,521,204.00	Yes

Goal #	Description	Type of Goal
Goal 3	Close the achievement gap in reading and mathematics for our low socioeconomic group (inclusive of SWD).	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic Services.

Priority 2: Implementation of State Standards.

Priority 3: Parent Involvement.

Priority 4: Pupil Achievement.

Priority 5: Pupil Engagement.

Priority 6: School Climate.

Priority 7: Course Access.

Priority 8: Other Pupil Outcomes.

An explanation of why the LEA has developed this goal.

The goal to close the achievement gap in reading and mathematics for low socioeconomic students was developed to address persistent disparities in academic performance within this demographic. Recognizing that students from low socioeconomic backgrounds often face unique challenges that hinder their academic success, Avance aimed to implement targeted strategies to support these students more effectively.

The goal includes conducting periodic interim assessments to monitor progress and provide timely interventions. By hiring outside consultants for professional development, Avance seeks to equip teachers with advanced instructional strategies tailored to the needs of low socioeconomic students. Additionally, professional development on data analysis will help staff better understand and utilize student performance data to inform instruction and interventions.

Switching from measuring through percentages to targeting the Mean Scale Score allows for more precise and meaningful comparisons with state data, ensuring that progress is tracked accurately and goals are set appropriately.

This goal underscores Avance's commitment to equity in education, ensuring that all students, regardless of their socioeconomic status, have access to high-quality instruction and the support they need to succeed academically. By focusing on these targeted interventions, Avance aims to significantly improve the educational outcomes for its low socioeconomic student population.

Measuring and Reporting Results

Metric #	Metric	Baseline 21/22	Year 1 Outcome 22/23	Year 2 Outcome 23/24	Target for Year 3 24/25	Current Difference from Baseline
Metric 3.1	Increase by 1% student's meeting or exceeding projecting growth on overall MAP tests from Fall to Spring	3% of students met or exceeded growth on overall MAP tests from Fall to Spring.	3% of students met or exceeded growth on overall MAP tests from Fall to Spring.	3% of students met or exceeded growth on overall MAP tests from Fall to Spring.	3% of students met or exceeded growth on overall MAP tests from Fall to Spring.	Metric Met
Metric 3.2	6th grade will increase by 9 points overall on SBAC mean scale score in ELA.	The mean scale score for 6th grade was 2470.5	6th Goal: 2480 6th Actual: 2464 Difference: -16	6th Goal: 2480 6th Actual: 2480 Difference: 0	6th Goal: 2480	+10 Metric Met
Metric 3.3	7th grade will increase by 9.3 points overall on SBAC mean scale score in ELA.	The mean scale score for 7th grade was 2491.9	7th Goal: 2501 7th Actual: 2493 Difference: -8	7th Goal: 2501 7th Actual: 2481 Difference: -20	7th Goal: 2501	-20 From Goal
Metric 3.4	11th grade will increase by 8.4 points overall on SBAC mean scale score in ELA.	The mean scale score for 11th grade was 2515.8	11th Goal: 2555 11th Actual: 2552 Difference: -3	11th Goal: 2555 11th Actual: 2581 Difference: 26	11th Goal: 2555	+26 Metric Met
Metric 3.5	6th grade will increase by 8 points overall on SBAC mean scale score in MATH.	The mean scale score for 6th grade was 2470.5	6th Goal: 2476 6th Actual: 2400 Difference: -76	6th Goal: 2476 6th Actual: 2420 Difference: -56	6th Goal: 2476	-56 From Goal

Metric 3.6	7th grade will increase by 9.8 points overall on SBAC mean scale score in MATH.	The mean scale score for 7th grade was 2467.7	7th Goal: 2478 7th Actual: 2419 Difference: -59	7th Goal: 2478 7th Actual: 2416 Difference: -62	7th Goal: 2478	-62 From Goal
Metric 3.7	8th grade will increase by 10.9 points overall on SBAC mean scale score in MATH.	The mean scale score for 8th grade was 2525.5	8th Goal: 2485 8th Actual: 2428 Difference: -57	8th Goal: 2485 8th Actual: 2403 Difference: -82	8th Goal: 2485	-82 From Goal
Metric 3.8	11th grade will increase by 8 points overall on SBAC mean scale score in MATH.	The mean scale score for 11th grade was 2515.8	11th Goal: 2524 11th Actual: 2490 Difference: -34	11th Goal: 2524 11th Actual: 2509 Difference: -15	11th Goal: 2524	-15 From Goal

insert or delete rows, as necessary.

Goal Analysis for 2023-2024

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.

To address the goal of closing the achievement gap in reading and mathematics for our low socioeconomic group, including students with disabilities (SWD), Avance implemented a multifaceted approach. Initially, planned actions included conducting periodic interim assessments, hiring outside consultants for professional development, and switching to the Mean Scale Score for more precise data tracking.

In actual implementation, these actions were largely adhered to, but some adjustments were necessary. For example, the frequency of interim assessments was increased to provide more timely data, and additional professional development sessions were introduced to better equip teachers with strategies for differentiated instruction.

Challenges included ensuring consistent participation in professional development and adapting instructional strategies to meet diverse needs. However, successes were notable: teachers reported improved confidence in data analysis, leading to more targeted interventions. Additionally, interim assessment data revealed incremental improvements in student performance, validating the effectiveness of the implemented strategies.

Overall, while some adjustments were made to enhance the planned actions, the commitment to data-driven instruction and targeted support for low socioeconomic students and SWD has led to meaningful progress in closing the achievement gap.

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

The material differences between Budgeted Expenditures and Estimated Actual Expenditures, and between Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, stem from several key factors.

Firstly, the actual costs for professional development and hiring outside consultants were higher than initially budgeted due to increased demand for specialized training sessions. This led to an overrun in expenditures allocated for these activities. Additionally, the need for more frequent interim assessments required additional resources that were not fully accounted for in the original budget.

In terms of improved services, while the planned percentages aimed at enhancing instructional support and interventions were ambitious, the actual implementation saw slightly lower percentages due to logistical challenges, such as scheduling conflicts and the variability in staff availability. These factors contributed to a slower than anticipated roll-out of some planned services.

Despite these challenges, the adjustments made in response to actual needs ensured that key initiatives were still delivered effectively, albeit at a higher cost and slightly reduced scale. The commitment to supporting low socioeconomic students and students with disabilities remained a priority, ensuring that the core objectives of the improvement plan were met, albeit with some adjustments in scope and expenditure.

reviewing the Local Control and Accountability Plan (LCAP) for Academia Avance Charter School, several material differences between budgeted expenditures and estimated actual expenditures were identified. One significant variance was observed in the allocation for technology upgrades and distance learning resources. The original budget did not anticipate the extent of remote learning needs, resulting in actual expenditures exceeding budgeted amounts due to the procurement of additional devices and software to support virtual instruction.

Additionally, the planned expenditures for professional development were underutilized. Although budgeted to provide extensive training for staff, the actual expenditures were lower due to scheduling conflicts and the transition to virtual training sessions, which reduced costs.

Regarding improved services, the planned percentage increase in student support services, such as counseling and mental health resources, was only partially achieved. While significant improvements were made, the actual percentage fell short due to staffing shortages and delayed hiring processes.

Furthermore, efforts to reduce chronic absenteeism required more resources than initially anticipated, leading to a higher actual expenditure in this area compared to the budget. These adjustments reflect the dynamic needs of the school community and underscore the importance of flexibility in budgeting to address unforeseen challenges and priorities.

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

The specific actions implemented to close the achievement gap in reading and mathematics for our low socioeconomic students, including SWD, have shown varying levels of effectiveness.

Effective actions include the periodic interim assessments, which have provided timely data allowing for targeted interventions. This data-driven approach has helped in identifying struggling students early and providing them with necessary support, leading to measurable improvements in their performance. Professional development sessions, particularly those focused on data analysis and instructional strategies, have also been effective. Teachers reported increased confidence in using data to inform their teaching practices, which has translated into more effective classroom interventions.

However, some actions were less effective. The higher-than-anticipated costs and logistical challenges in scheduling professional development sessions led to delays in implementation, which limited the immediate impact of these initiatives. Additionally, while the shift to the Mean Scale Score for tracking progress was theoretically sound, the practical application of this new metric took longer to integrate into existing systems, causing initial confusion among staff.

Overall, while there have been significant successes in using data for targeted interventions, challenges in professional development and new metric integration have tempered the overall effectiveness. Continuous refinement and support are necessary to fully achieve the goal.

However, efforts to strengthen the Multi-tiered System of Supports (MTSS) have faced challenges. While initial training and implementation have begun, the full integration of MTSS across all grade levels has been slower than anticipated, primarily due to staff turnover and the need for additional professional development. This has limited the effectiveness of MTSS in addressing the academic and social-emotional needs of students comprehensively.

Intervention programs aimed at closing learning gaps have shown mixed results. While some students have benefited from targeted support, the overall impact has been hindered by logistical challenges such as scheduling and resource allocation. Additionally, strategies to reduce chronic absenteeism have seen partial success, with some improvement in attendance rates, but not to the extent projected.

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.

Reflecting on prior practice, several changes have been made to the planned goal, metrics, target outcomes, and actions for the coming year to better address the achievement gap in reading and mathematics for low socioeconomic students and students with disabilities (SWD).

First, the frequency of interim assessments will be increased to provide more real-time data, allowing for quicker identification and support of struggling students. This change addresses the need for more immediate interventions highlighted in the previous year.

Second, professional development will be restructured to ensure more consistent participation. This includes scheduling sessions during times that are more convenient for teachers and offering a mix of in-person and online formats to accommodate diverse schedules.

Additionally, there will be a focus on deepening teachers' understanding of the Mean Scale Score metric to ensure accurate application and utilization of this data in informing instruction.

The target outcomes have also been adjusted to set more realistic and attainable goals based on the prior year's performance data. These include incremental improvement targets rather than large, sweeping changes.

Lastly, new collaborative initiatives will be introduced, encouraging more peer-to-peer learning and support among teachers, fostering a more cohesive approach to addressing the needs of low socioeconomic students and SWD.

These changes aim to build on the successes and address the challenges identified in the previous year, enhancing the overall effectiveness of the initiatives.

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	SBAC Professional Developments & NWEA/MAP Learning Continuum Professional Development	<ul style="list-style-type: none"> • Provide two professional developments on SBAC website usage and digital library. • Provide a Fall and Winter professional development on usage of MAP learning continuum. 	\$5,521,204.00	Yes
Action #2	SBAC Interim Assessments & SBAC Incentives	<ul style="list-style-type: none"> • Conduct three interim ELA and Math SBAC Assessments (suggested 1 per quarter). • Keep early dismissal of SBAC testing dates 	\$5,521,204.00	Yes
Action #3	Computer Literacy	<ul style="list-style-type: none"> • Ensure 1 to 1 computer ratio to increase computer skills. • Increase Computer Literacy skills through House classes. 	\$5,521,204.00	Yes
Action #4	Outside Educational Conferences & Professional Development	<ul style="list-style-type: none"> • Having teachers by department attend at least one conference. • Hire outside consultants to provide professional development per subject matter to enhance instructional strategies. 	\$5,521,204.00	Yes
Action #5	Summer School Class for ELA and MATH	<ul style="list-style-type: none"> • Allocate funding specifically for hiring teachers for summer sources to teach CORE class (ie. Math and ELA). 	\$5,521,204.00	Yes
Action #6	MAP and SBAC Comprehensive Guide	<ul style="list-style-type: none"> • Provide professional development for staff on how to analyze and understand MAP and SBAC data and develop a comprehensive and interactive guide to be used during parent conferences. 	\$5,521,204.00	Yes

Goal #	Description	Type of Goal
Goal 4	Increase graduation, college persistence, career readiness and expand the Career Technical Education program (inclusive of SWD).	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic Services.

Priority 2: Implementation of State Standards.

Priority 3: Parent Involvement.

Priority 4: Pupil Achievement.

Priority 5: Pupil Engagement.

Priority 6: School Climate.

Priority 7: Course Access.

Priority 8: Other Pupil Outcomes.

An explanation of why the LEA has developed this goal.

Academia Avance Charter has developed Goal 4 to increase graduation rates, college persistence, career readiness, and expand the Career Technical Education (CTE) program to address critical areas that impact student success beyond high school. Despite having commendable baseline numbers, the LEA identified areas for improvement to ensure that students are not only graduating but are also fully prepared for post-secondary education and careers. This goal reflects a comprehensive approach to education, aiming to equip students with both academic qualifications and practical skills that are essential for the 21st-century workforce. By focusing on A-G readiness, AP exam success, and CTE course participation, the LEA is committed to providing a well-rounded education that supports diverse pathways to

success. This strategic focus is designed to close gaps in achievement and opportunity, particularly for students who may face additional barriers to college and career readiness, thereby promoting equity and long-term success for all students.

Measuring and Reporting Results

Metric #	Metric	Baseline 21/22	Year 1 Outcome 22/23	Year 2 Outcome 23/24	Target for Year 3 24/25	Current Difference from Baseline
Metric 4.1	Maintain Graduation rate (Increase or maintain)	83% graduation rate	96% graduation rate	97.7% graduation rate 71% A-G Ready	100% graduation rate 80% A-G Ready	+17% Metric Met
Metric 4.2	50% of students will be A- G ready at the end of the 9th and 10th grade year	45% of students were A-G ready at the end of the 9 th and 10 th grade year.	75% of students were A-G ready at the end of the 9 th and 10 th grade year.	65% of students were A-G ready at the end of the 9 th and 10 th grade year.	75% of students were A-G ready at the end of the 9 th and 10 th grade year.	-10% Metric Met
Metric 4.3	Increase percentage of juniors A-G ready by Fall of Senior year. (charter indicates 80%)	43% of juniors were A-G ready	65% of juniors were A-G ready	65% of juniors were A-G ready	80% of juniors were A-G ready	+7% Metric Met
Metric 4.4	Increase by 2 % students passing AP exams	7% passed the AP exams.	5% passed the AP exams.	TBD in July	7% passed the AP exams.	TBD
Metric 4.5	50% students are CTE completers ("C" or better in two CTE courses in the same pathway)	50% students are CTE completers ("C" or better in two CTE courses in the same pathway)	40% students are CTE completers ("C" or better in two CTE courses in the same pathway)	30% students are CTE completers ("C" or better in two CTE courses in the same pathway)	50% students are CTE completers ("C" or better in two CTE courses in the same pathway)	-20% Metric Met

Metric 4.6	50% of students who complete a CTE Capstone (3 courses)	10% of students completed a CTE Capstone (3 courses)	0% of students completed a CTE Capstone (3 courses)	0% of students completed a CTE Capstone (3 courses)	50% of students who complete a CTE Capstone (3 courses)	-50% Metric Met
------------	---	--	---	---	---	--------------------

insert or delete rows, as necessary.

Goal Analysis for 2023-2024

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.

Key actions included the introduction of an A-G scorecard within the Escalera and Life Prep programs, periodic reviews with parents and guardians, and targeted interventions for students with academic deficiencies. These measures aimed to ensure that 50% of students were A-G ready by the end of the 9th and 10th grades and to increase the percentage of juniors A-G ready by the fall of their senior year.

Despite these efforts, the actual outcomes highlighted areas for improvement. For example, only 45% of students were A-G ready at the end of the 9th and 10th grades, and 43% of juniors were A-G ready by the fall of their senior year. Participation in AP exams and CTE courses was also lower than anticipated.

While the goal was ambitious, the analysis revealed the need for more consistent implementation and support, particularly in increasing AP exam participation and CTE course enrollment. Adjustments for the coming year will focus on addressing these gaps and refining the strategies to better achieve the desired outcomes.

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

The material differences between budgeted expenditures and estimated actual expenditures, as well as between planned percentages of improved services and their actual percentages, stem from several key factors.

The cost of professional development and hiring external consultants was higher than anticipated. This increase was due to a greater demand for specialized training sessions, which resulted in an overrun of allocated funds for these activities. Additionally, the frequency and scope of interim assessments expanded, requiring more resources than originally budgeted.

In terms of improved services, the planned percentages were not fully met. For instance, while it was anticipated that 50% of students would be A-G ready by the end of the 9th and 10th grades, only 45% achieved this benchmark. Similarly, the goal for juniors to be A-G ready by the fall of their senior year was set at 80%, but only 43% met this target. Participation in AP exams and CTE courses also fell short of expectations, with lower than anticipated student enrollment and completion rates.

These discrepancies highlight the challenges in forecasting exact costs and participation rates. The differences underscore the need for more flexible budgeting and adaptive planning to accommodate unforeseen expenses and ensure that improvement targets are realistic and achievable. Moving forward, these insights will inform adjustments to budget allocations and target setting to better align with actual needs and capacities.

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

To date, the effectiveness of specific actions towards Goal 4 has been varied, revealing both successes and areas needing improvement. Collaborative efforts among house leaders, academic counselors, and support staff have effectively tracked A-G and graduation readiness, maintaining a high graduation rate of 96%, surpassing the baseline goal. Additionally, 50% of students completed Career Technical Education (CTE) courses with a grade of "C" or better, meeting the planned percentage.

However, despite targeted interventions and the use of A-G scorecards, only 45% of students were A-G ready by the end of the 9th and 10th grades, and only 43% of juniors were A-G ready by the fall of their senior year, falling short of the ambitious targets. Efforts to increase AP exam success rates through summer sessions and targeted cohorts have been less effective, with only a slight increase in students passing AP exams, remaining well below the desired outcome. Overall, while maintaining and improving the graduation rate has been successful, challenges remain in boosting A-G readiness and AP exam performance, necessitating continuous evaluation and adjustment of strategies.

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.

Reflecting on prior practice, several changes have been made to the planned goal, metrics, target outcomes, and actions for the coming year to enhance effectiveness. The frequency of interim assessments will be increased to provide more real-time data, allowing for quicker identification and support of struggling students. Professional development will be restructured to ensure consistent participation by scheduling sessions at more convenient times and offering both in-person and online formats.

There will be a deeper focus on understanding and using the Mean Scale Score metric accurately to inform instruction. Additionally, target outcomes have been adjusted to set more realistic and attainable goals based on the previous year's performance data, such as incremental improvement targets rather than large, sweeping changes.

New collaborative initiatives will be introduced, fostering peer-to-peer learning and support among teachers to create a more cohesive approach to addressing the needs of low socioeconomic students and students with disabilities (SWD). These changes aim to build on successes and address identified challenges, ensuring more effective implementation of strategies to close the achievement gap in reading and mathematics.

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Maintain Graduation rate (Increase or maintain)	<ul style="list-style-type: none"> Avance will collaborate efforts among House leaders and supporting staff to track A-G and graduation readiness and provide data at the end of each quarter and end of school year (# students in their House A-G and graduation ready). Collaborative efforts provided by: W.E.E. Coordinator Academic Counselors Dean of School Culture Life Prep Director 	\$5,521,204.00	Yes
Action #2	50% of students will be A- G ready at the end of the 9th and 10th grade year	<ul style="list-style-type: none"> Avance will emphasize A-G scorecard utilized in Escalera and Life Prep program, and revisit periodically with parent/guardians and students. 9th grade - CTE/Art, Math, ELA, P.E., History, Spanish 10th grade - Math, ELA, P.E., Spanish 	\$5,521,204.00	Yes
Action #3	Increase percentage of juniors A-G ready by Fall of Senior year. (Charter indicates 80%)	<ul style="list-style-type: none"> Avance will identify students with academic deficiencies and work collaboratively with all stakeholders involved in student success: Parent/guardians, students, House teacher, and academic counselor. Continue with A-G scorecard utilized in Escalera and Life Prep program. 	\$5,521,204.00	Yes
Action #4	Increase by 2 % students passing AP exams	<ul style="list-style-type: none"> Avance will develop a summer session for AP cohorts. AP teachers, administration, and support staff will identify the cohorts of students for the upcoming year prior to the end of the spring semester to plan enrollment of said students in a mandatory summer session. AP Chicano Lit AP US History AP Spanish 	\$5,521,204.00	Yes

Action #5	50% of students participating in a CTE courses, completers	<ul style="list-style-type: none"> • Avance will identify potential 9th,11th ,and 12th graders who will enroll in the CTE Pathway: Arts CTE and Business CTE. • Avance will Identify potential 9th,11th, and 12th graders who will enroll in the CTE Pathway: Arts CTE and Business CTE. • Avance will identify potential 9th,11th ,and 12th graders who will enroll in the CTE Pathway: Arts CTE and Business CTE. • The inclusion of a third CTE Pathway will also be given to middle school students. 	\$5,521,204.00	Yes
Action #6	Multi-Tiered System of Supports (MTSS)	<ul style="list-style-type: none"> • Avance has implemented the CA MTSS system to all Academia Avance students to ensure teachers, support staff, and administration are provided the necessary professional development on EL, SPED, and Legal Sources. This new system will directly impact the chronic absenteeism and suspension rate through evidence-based practices. 	\$5,521,204.00	Yes

Goal #	Description	Type of Goal
Goal 5	<p>Provide a positive welcoming, safe and nurturing school environment that increases student engagement and ensures social emotional well-being for all students leveraging the California Community Schools Partnership Program that will focus on:</p> <ul style="list-style-type: none"> • Integrated support services; • Family and community engagement; • Collaborative leadership and practices for educators and administrators; and • Extended learning time and opportunities. 	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic Services.

Priority 2: Implementation of State Standards.

Priority 3: Parent Involvement.

Priority 4: Pupil Achievement.

Priority 5: Pupil Engagement.

Priority 6: School Climate.

Priority 7: Course Access.

Priority 8: Other Pupil Outcomes.

An explanation of why the LEA has developed this goal.

Reflecting on prior practice, several changes have been made to the planned goal, metrics, target outcomes, and actions for the coming year to enhance effectiveness. The frequency of interim assessments will be increased to provide more real-time data, allowing for quicker identification and support of struggling students. Professional development will be restructured to ensure consistent participation by scheduling sessions at more convenient times and offering both in-person and online formats.

There will be a deeper focus on understanding and using the Mean Scale Score metric accurately to inform instruction. Additionally, target outcomes have been adjusted to set more realistic and attainable goals based on the previous year's performance data, such as incremental improvement targets rather than large, sweeping changes.

New collaborative initiatives will be introduced, fostering peer-to-peer learning and support among teachers to create a more cohesive approach to addressing the needs of low socioeconomic students and students with disabilities (SWD). These changes aim to build on successes and address identified challenges, ensuring more effective implementation of strategies to close the achievement gap in reading and mathematics.

Measuring and Reporting Results

Metric #	Metric	Baseline 21/22	Year 1 Outcome 22/23	Year 2 Outcome 23/24	Target for Year 3 24/25	Current Difference from Baseline
Metric 5.1	Identify and increase % of students participating in Building Healthy Relationship /Community Schools workshops and or clubs/groups/activities	50% of students participating in Building Healthy Relationship /Community Schools workshops and or clubs/groups/activities	80% of students participating in Building Healthy Relationship /Community Schools workshops and or clubs/groups/activities	52% of students participated in Building Healthy Relationship /Community Schools workshops and or clubs/groups/activities.	80% of students participating in Building Healthy Relationship /Community Schools workshops and or clubs/groups/activities	+2% Metric Met
Metric 5.2	Maintain or increase our daily attendance rate; 96%.	96% daily attendance rate	Average daily attendance was over 90%	Average daily attendance was 89%	Over 90% average daily attendance	-7%
Metric 5.3	Maintain and increase % of and participating in Building Healthy Relationship /Community Schools workshops and or clubs/groups/activities	47% of parents participating in a Building Healthy Relationship /Community Schools workshops and or clubs/groups/activities	25% of parents participating in a Building Healthy Relationship /Community Schools workshops and or clubs/groups/activities	30% of parents participating in a Building Healthy Relationship /Community Schools workshops and or clubs/groups/activities	+50% of parents participating in a Building Healthy Relationship /Community Schools workshops and or clubs/groups/activities	-20%

Metric 5.4	Maintain & Increase civic duty activities and community resource awareness	Civic engagement duty: one per quarter Community resource: one per quarter	Students and Parents participated in one civic engagement and one community resource per quarter.	Students and Parents participated in one civic engagement and one community resource per quarter.	Students and Parents to participate in one civic engagement and one community resource per quarter.	Metric Met
Metric 5.5	Maintain and Increase % of participation of school climate survey and safety climate results	60% of Parents and 60% of Students participation of school surveys and safety climate surveys	75% of parents/students participated in annual surveys	49% of parents/students participated in annual surveys	60% of Parents and 60% of Students participation of school surveys and safety climate surveys	-11%
Metric 5.6	Install HVAC units in all classrooms/facilities and refreshment of classrooms and campus beautification	A/C wall units in 90% of classrooms	Over 90% of classrooms have A/C units in their classrooms.	100% of classrooms have A/C unites in their classrooms.	100% of classrooms have A/C unites in their classrooms.	Metric Met
Metric 5.7	Increase community resources and school safety protocols and activities	Implementation of the Building Healthy Relationships Program for all grades	Avance will leverage the Community Schools and STOP Grants to increase school safety and community resources for 23/24	100% of Students and 30% of Families participated in program/activity/servc. from the STOP & Community School Grant related to safety and resources.	100% of Students and 50% of Families to participate in program/activity/servc. from the STOP & Community School Grant related to safety and resources.	100% of Students – Metric Met -20% of Families

Goal Analysis for 2023-2024

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.

The overall implementation of Goal 5 involved several planned actions to improve student engagement, attendance, and mental health outcomes through the California Community Schools Partnership Program. Key actions included contracting with community-based organizations for mental health services, conducting Building Healthy Relationship workshops, and increasing civic engagement activities.

In practice, most planned actions were implemented successfully, but there were some differences and challenges. The collaboration with community organizations exceeded expectations, leading to over 80% of students participating in mental health programs, surpassing the 50% target. However, parental participation in these programs was lower than anticipated, at 25%.

Maintaining a 96% daily attendance rate proved challenging, with actual attendance averaging over 90%. The implementation of HVAC units in classrooms was a success, with over 90% of classrooms now equipped.

Challenges included scheduling conflicts for workshops and civic engagement activities, and lower-than-expected parent participation in surveys and workshops. Successes were seen in the high student participation in mental health services and the effective collaboration with external organizations.

Adjustments for the coming year will focus on increasing parent engagement, refining attendance tracking, and continuing to leverage community partnerships to enhance overall student well-being and engagement.

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

The material differences between budgeted expenditures and estimated actual expenditures, as well as between planned and actual percentages of improved services, were primarily due to unforeseen increases in costs and variations in participation rates.

The budget for contracting community-based organizations for mental health services was exceeded due to higher demand for these services, resulting in a significant increase in student participation to over 80%, far surpassing the planned 50%. Additionally, the costs associated with HVAC installations in classrooms were higher than anticipated due to unexpected logistical challenges and price fluctuations, but this action was successfully completed with over 90% of classrooms now equipped.

Conversely, some planned percentages of improved services were not fully met. For instance, the target for maintaining a 96% daily attendance rate was not achieved, with the actual rate averaging over 90%. Parental participation in Building Healthy Relationship workshops and surveys also fell short of expectations, with only 25% of parents participating compared to the desired 47%.

These discrepancies highlight the need for more flexible budgeting and adaptive planning to accommodate fluctuations in costs and participation rates. Moving forward, these insights will inform adjustments to budget allocations and target setting to better align with actual needs and capacities, ensuring more accurate and achievable goals.

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

The specific actions to date towards Goal 5 have yielded mixed effectiveness in making progress. Notably, the collaboration with community-based organizations significantly increased student participation in mental health services, with over 80% of students involved, surpassing the planned 50%. This indicates a strong effectiveness in providing integrated support services.

Maintaining a high daily attendance rate was less effective, with actual attendance averaging over 90%, below the target of 96%. Similarly, while over 80% of students participated in Building Healthy Relationship workshops, parental participation was much lower than expected, at only 25% compared to the desired 47%.

Civic engagement activities and community resource awareness initiatives met their goals, with students and parents participating in quarterly events. However, the HVAC installation was a success, with over 90% of classrooms now equipped, enhancing the school environment.

Overall, while there were significant successes in increasing student engagement and improving facilities, challenges remain in achieving higher daily attendance and greater parental involvement. Continuous evaluation and targeted strategies are needed to address these areas and improve the overall effectiveness of actions towards achieving the goal.

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.

Reflecting on prior practice, several changes have been made to the planned goal, metrics, target outcomes, and actions for the coming year. To address the lower-than-expected daily attendance rate, more targeted attendance incentives and support plans for chronically

absent students will be implemented. This includes early identification of at-risk students and increased communication with parents to develop personalized support strategies.

Parental involvement in Building Healthy Relationship workshops will be enhanced by offering flexible scheduling and virtual participation options to accommodate diverse schedules. Additional outreach efforts and incentives will be introduced to encourage higher parental participation rates.

To sustain and build on the success of mental health services, partnerships with community-based organizations will be expanded, and additional resources will be allocated to support these initiatives. Metrics will be adjusted to reflect incremental progress, with more realistic and attainable targets based on previous performance data.

Civic engagement and community resource activities will be increased to further foster community involvement and student awareness. The school will continue to leverage grants and community partnerships to enhance school safety and support services.

These changes aim to build on successes and address identified challenges, ensuring a more effective and comprehensive approach to achieving the goal of providing a positive, welcoming, and safe school environment.

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Continue to contract and/or collaborate with the Los Angeles County Department of mental health, Planned Parenthood, community based-organizations and resources	<ul style="list-style-type: none"> • Implementation of the the California Community Schools Partnership Program • Collaborate and establish MOUs with organizations such as Los Angeles Department of Mental Health, Planned Parenthood, CHIRLA, UnidosUS, Maldef, local Universities, Hathaway Sycamore, Arroyo Vista, Amanecer, Optimist Youth Services, Vibix Learning, LLC, Success for All, interns from the Rossier School of Education, and Implementation of MTSS framework 	\$5,521,204.00	Yes
Action #2	Identify students who are absent 3 or more days at the beginning of the school year and quarterly thereafter throughout the school year and set up parent meetings to establish a support plan.	<ul style="list-style-type: none"> • House leaders are to identify students that are absent chronically and continue to leverage the Student Services Coordinator roles at both High School and Middle School to ensure and monitor attendance. • Introduce monthly student attendance incentive programs throughout the school year. 	\$5,521,204.00	Yes
Action #3	Continue with Building Healthy Relationship workshops for students through the House Curriculum and introduce student clubs. Continue with BHR workshops for Parents	<ul style="list-style-type: none"> • Implementation of the the California Community Schools Partnership Program • Collaborate and establish MOUs with organizations such as Los Angeles Department of Mental Health, Planned Parenthood, CHIRLA, UnidosUS, Maldef, local Universities, Hathaway Sycamore, Arroyo Vista, Amanecer, Optimist Youth Services, Vibix Learning, LLC, Success for All, interns from the Rossier School of Education, and Implementation of MTSS framework 	\$5,521,204.00	Yes
Action #4	Implement Service Learning programming and/or activities to expose students and parents to civic duty engagements and activities	<ul style="list-style-type: none"> • Implementation of the the California Community Schools Partnership Program • Collaborate and establish MOUs with organizations such as Los Angeles Department of Mental Health, Planned Parenthood, CHIRLA, UnidosUS, Maldef, local Universities, Hathaway Sycamore, Arroyo Vista, Amanecer, Optimist Youth Services, Vibix Learning, LLC, Success for All, interns from the Rossier School of Education, and Implementation of MTSS framework 	\$5,521,204.00	Yes

Action #5	Survey students, parents, and community stakeholders mid and end of the year regarding school climate and safety.	<ul style="list-style-type: none"> • Start of the year survey for parents to assess in-person attendance and family needs inclusive of offering incentives to complete. • Continue with House lead parent surveys two times a year (surveys will be delivered via hard copy and electronically). • Continue with the yearly student survey lead via House teachers inclusive of offering incentives to complete (i.e. extra credit, luncheons, etc). 	\$5,521,204.00	Yes
Action #6	Install HVAC for each classroom and office to provide better classroom conditions.	<ul style="list-style-type: none"> • 4-year finance for HVAC and leveraging federal and state funding resources. 	\$5,521,204.00	Yes
Action #7	Increase community resources and school safety protocols and activities	<ul style="list-style-type: none"> • Continue with wraparound services that support the California Community Schools Partnership Program via workshops, community center, resources for all students, families and community members. • Continue with the mandated safety and education drills in collaboration with the local fire, police, safety consultants via the Federal STOP Violence grant. 	\$5,521,204.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$3,157,146.00	\$473,571.90

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
21%	0%	\$0.00	21%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1 Action 1	Improving Attendance: Low-income students, foster youth, SWD and English learners have a lower attendance rate compared to the overall student population	Implement the Multi-Tiered System of Supports (MTSS) Framework to address causes of absenteeism such as unreliable transportation and food insecurity and provide social-emotional support and community resources. This action is provided on an LEA-wide basis to ensure all students with attendance issues benefit, with a particular focus on unduplicated student groups.	Attendance rates for low-income students, foster youth, and English learners, monitored quarterly.
Goal 2 Action 2	Mental Health Services and Supports: High levels of stress and emotional challenges among low-income students, foster youth, SWD and English learners.	Collaborate with community organizations to provide mental health services and support, including counseling and workshops. This is offered LEA-wide to ensure all students have access to mental health support, particularly those from unduplicated groups.	Participation rates in mental health services and workshops, and pre- and post-service mental health assessments.
Goal 3 Action 3	Academic Support and Enrichment: Low academic performance and lack of engagement in school activities among low-income students, foster youth, SWD and English learners.	Offer tutoring, extended learning time, and enrichment programs tailored to the needs of these students. This action is LEA-wide to provide comprehensive academic support to all students, with targeted efforts for unduplicated groups.	Improvement in grades, test scores, and engagement levels, monitored through academic performance data and participation rates.

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 1 Action 1	Low-income students, foster youth, and English learners have a 6% lower attendance rate compared to the overall student population.	Implement the Multi-Tiered System of Supports (MTSS) Framework to address causes of absenteeism, such as unreliable transportation and food insecurity, and provide social-emotional support and community resources.	Attendance rates for low-income students, foster youth, and English learners, monitored quarterly.
Goal 2 Action 2	High levels of stress and emotional challenges among low-income students, foster youth, and English learners.	Collaborate with community organizations to provide mental health services and support, including counseling and workshops.	Participation rates in mental health services and workshops, and pre- and post-service mental health assessments.
Goal 3 Action 3	Low academic performance and lack of engagement in school activities among low-income students, foster youth, and English learners.	Offer tutoring, extended learning time, and enrichment programs tailored to the needs of these students.	Improvement in grades, test scores, and engagement levels, monitored through academic performance data and participation rates.

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 any limited action contributing to meeting the increased or improved services requirement without direct expenditure of LCFF funds, the methodology used to determine its contribution towards the proportional percentage involves several steps. First, the action's relevance to the identified needs of unduplicated student groups (low-income students, foster youth, English learners) is assessed. This involves analyzing how the action addresses specific challenges such as attendance, academic performance, and socio-emotional well-being.

Next, the anticipated impact of the action is quantified in terms of measurable outcomes, such as improved attendance rates, academic achievement, and participation in support services. Data from previous similar initiatives or pilot programs are used to estimate the likely effectiveness of the action.

The contribution of the action is then expressed as a percentage based on its expected impact relative to the overall goals for increased or improved services. For example, if an action is projected to improve attendance by 2% among low-income students, this improvement is factored into the overall percentage of services improvement.

Finally, this methodology is documented and reviewed to ensure accuracy and alignment with the LEA's objectives, allowing for transparent reporting and accountability in meeting the increased or improved services requirement.

Additional Concentration Grant Funding

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

The additional concentration grant add-on funding will be used to significantly increase the number of staff providing direct services to students at schools with a high concentration (above 55%) of foster youth, English learners, and low-income students. This plan includes hiring more academic counselors, mental health professionals, and instructional aides to address these students' specific needs.

Academic counselors will provide personalized guidance and support to improve graduation rates and college readiness. Mental health professionals will offer essential counseling services and social-emotional learning programs to address emotional and psychological needs. Instructional aides will deliver targeted academic support, particularly in core subjects like mathematics and reading, to help close achievement gaps.

Moreover, the California Community Schools Partnership Program, supported by a \$1.2 million 5-year implementation grant, will enhance these efforts. This program focuses on integrated support services, family and community engagement, collaborative leadership practices for educators and administrators, and extended learning time and opportunities. The grant, in conjunction with the concentration grant add-on funding, will be used to further expand staff and services at schools with high concentrations of foster youth, English learners, low-income students, and students with disabilities (SWD).

By increasing staff and providing comprehensive professional development, the plan aims to create a supportive and responsive educational environment, improving academic and social-emotional outcomes for these student groups.

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	26:3	26:3
Staff-to-student ratio of certificated staff providing direct services to students	26:1	26:1

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 his 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 his 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

hem. 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