



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Ackerman Charter School District

CDS Code: 31-66761-6031009

School Year: 2024-25

LEA contact information:

Kristin Wells

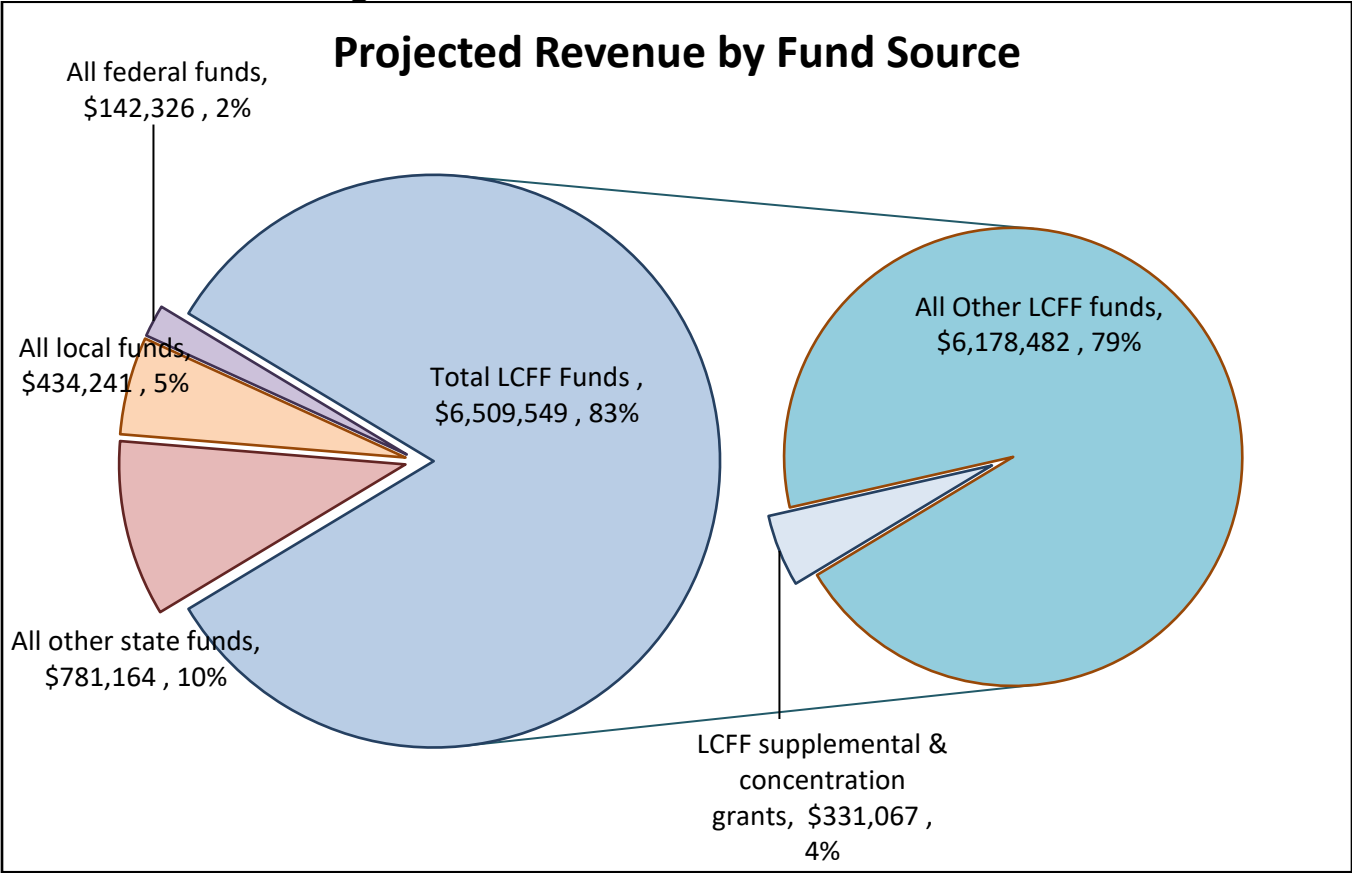
Superintendent/Principal

kwells@ackerman.k12.ca.us

530-885-1974

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

Budget Overview for the 2024-25 School Year

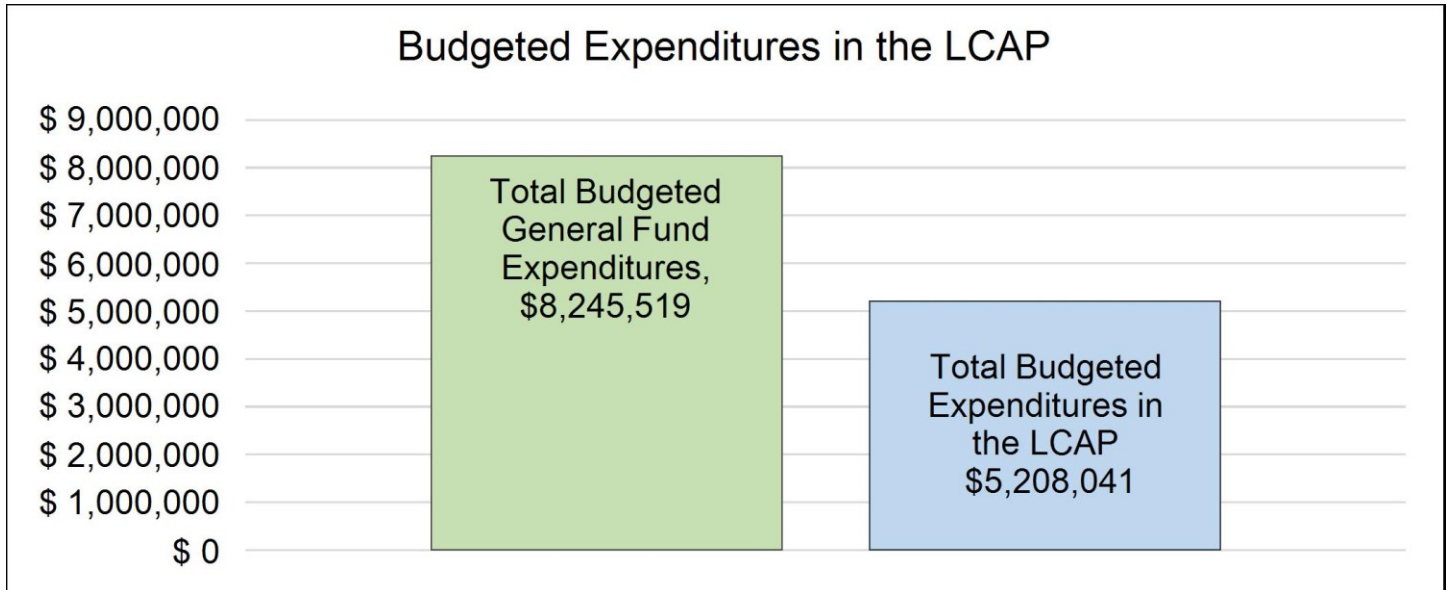


This chart shows the total general purpose revenue Ackerman Charter School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Ackerman Charter School District is \$7,867,280, of which \$6,509,549 is Local Control Funding Formula (LCFF), \$781,164 is other state funds, \$434,241 is local funds, and \$142,326 is federal funds. Of the \$6,509,549 in LCFF Funds, \$331,067 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Ackerman Charter School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Ackerman Charter School District plans to spend \$8,245,519 for the 2024-25 school year. Of that amount, \$5,208,041 is tied to actions/services in the LCAP and \$3,037,478 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

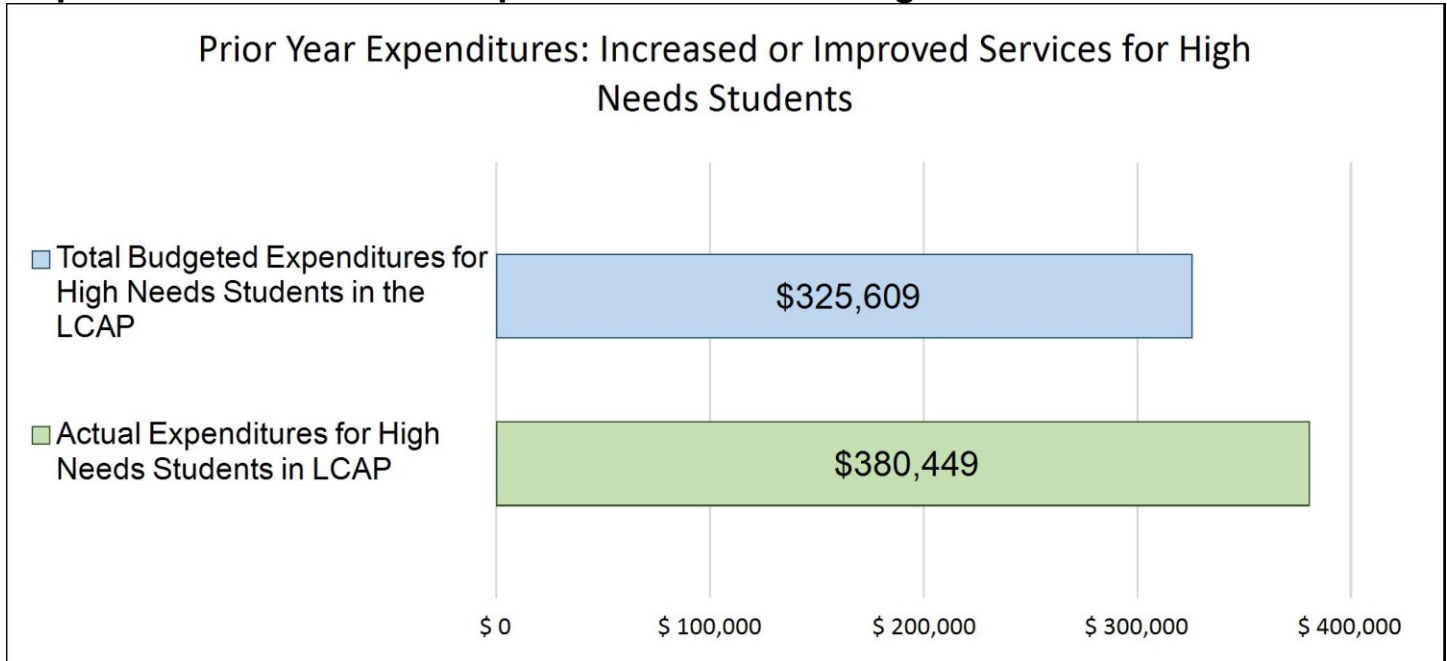
The General Fund Budget Expenditures that are not included in the LCAP will be spent on school staff salaries & benefits (certificated, classified and confidential), student books & supplies, student services, facility services and operating expenses.

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

In 2024-25, Ackerman Charter School District is projecting it will receive \$331,067 based on the enrollment of foster youth, English learner, and low-income students. Ackerman Charter School District must describe how it intends to increase or improve services for high needs students in the LCAP. Ackerman Charter School District plans to spend \$394,151 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 Ackerman Charter School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Ackerman Charter School District 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, Ackerman Charter School District's LCAP budgeted \$325,609 for planned actions to increase or improve services for high needs students. Ackerman Charter School District actually spent \$380,449 for actions to increase or improve services for high needs students in 2023-24.



2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Ackerman Charter School District	Kristin Wells Superintendent/Principal	kwells@ackerman.k12.ca.us 530-885-1974

Goals and Actions

Goal

Goal #	Description
1	ACSD will increase all student academic performance towards meeting or exceeding standards in language arts through high quality instruction, tiered interventions, and enrichments as demonstrated by local and state assessment data.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of students who meet or exceed standards on district benchmark assessments.	63% of students met or exceeded standards on District Benchmark assessments (DIBELS).	65% of students met or exceeded standards on District Benchmark assessments (DIBELS)	68% of students met or exceeded standards on District Benchmark assessments (DIBELS)	63% of students met or exceeded standards on District Benchmark assessments (DIBELS). This is an increase of 14% this school year.	75% of students met or exceeded standards on District Benchmark assessments (DIBELS).
Percent of students who were at/above benchmark with the AR STAR reading assessment.	Primary: 64% (n=59/92) students were at/above benchmark. Intermediate: 60% (n=80/133) were at/above benchmark.	Primary: 61% (n=70/115) scored at or above the 50th percentile (benchmark). Intermediate: 61% (n=72/118) scored at or above the 50th percentile	Primary: 71% (91/128) scored at or above the 50th percentile (benchmark). Intermediate: 67% (n=83/123) scored at or above the 50th percentile (benchmark)	Primary Students: 70% of students were at/above the 50th percentile and 59% in intermediate grades.	Increase percent of students who score at/above 50th percentile to 75% in primary and 70% in intermediate grades.
School wide Benchmark assessment (NWEA MAP) Growth percentile	Median Conditional Growth percentile in Language Usage is 43%. The Median Conditional Growth	Median Conditional Growth percentile in Language Usage is 38%. The Median Conditional Growth	The percentage of students who met their growth projection in Language Usage is 51%. The percentage of students who met	Median Growth percentile is Language Usage is 53%. The Median Conditional Growth percentile in Reading is 53%.	Increase percentage of students who met their growth projection in NWEA MAP English Language Arts to 60%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	percentile in Reading is 34%.	percentile in Reading is 36%.	their growth projection in Reading is 52%.		
Student Survey % of students who agree/strongly agree	50% of students reported their school work in ELA was just right. 37% of students reported their school work in ELA was challenging or too difficult.	47% of students reported their school work in ELA was just right. 43% of students reported their school work in ELA was challenging or too difficult.	51% of students reported their school work in ELA was just right. 40% of students reported their school work in ELA was challenging or too difficult.	51% of students reported their school work in ELA was just right. 40% of students reported their school work in ELA was challenging or too difficult.	Increase percent of students who felt their school work in ELA was just right to 65% Decrease the percent of student who felt their school was challenging or too difficult to 25%
ESGI (Educational Software for Guiding Instruction) Data-Kindergarten	Establish baseline in Year 1 (spring 2022)	Average score of letter sound recognition was 79%. Average classroom score of sight word recognition was 32 words.	Average score of letter sound recognition was 76%. Average classroom score of sight words was 32 words.	Average score of upper case letter recognition: 92% Average score of lower case letter recognition: 90% Average score of sight word recognition: Not yet tested	Average score of upper case letter recognition: 80% Average score of lower case letter recognition: 80% Average score of sight word recognition: 35 words
CAASPP Data % met/exceeded Standards	71.35% met or exceeded standards in ELA.	61.74% met or exceeded standards in ELA.	69.80% met or exceeded standards in ELA.	62% of students met/exceeded standards in ELA.	70% of students will meet/exceed standards in ELA.

Goal Analysis

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

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

Actions for this goal were implemented as planned. Our school fully implemented Common Core English Language Arts using Benchmark and Mirrors & Windows Curriculum. Writing by Design curriculum was used in grades K-8th. ACSD purchased and implemented Handwriting Without Tears in the primary grades. Sightword Busters was implemented for all students in grades K-2nd, taught by our middle school students in their roles as Buster Buddies. ACSD also implemented Amplify Science curriculum to further support literacy skills along with purchasing science notebooks. 100% of our staff are highly qualified and hold the appropriate credential for teaching their subject. ACSD purchased, provided staff training, and implemented NWEA MAP assessment system. ACSD staff participated in a Book Study on the impacts of technology on the adolescent brain. Staff also attended weekly Professional Learning Communities and bi-monthly staff meetings. Interventions and supports were provided to students through a MTSS Model of support based on analyzed student data. ACSD students have access to 1:1 technology devices to access instructional curriculum and complete diagnostic assessments.

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.

Goal 1 Action 3 The increased expenditures over Budget reflects the increased cost of assessment programs we utilized..

Goal 1 Action 4 Using the grant funds received for targeting expanded learning and or learning recovery, we added EL support software and a Bilingual Instructional Assistant.

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

Overall, our actions were effective in making progress toward meeting our goals when analyzing our three year data trends. Achievement data shows ACSD still performing higher than the state and county in ELA (62% proficiency). Our Hispanic (55% meeting/exceeding standards) and socioeconomically disadvantaged (55% meeting/exceeding standards) students also scored higher than the state (36%) and county averages (47%). Our students with disabilities subgroup showed that 19% met/exceeded standards. Students with disabilities struggled to perform in comparison to their county peers (25%). All other student groups outperformed their peers.

The DIBELS composite baseline score demonstrated that 63% of students met or exceeded standards on District Benchmark assessments. This is an increase of 14% this school year. Our ESGI data showed that kindergartners demonstrated an average score of upper case letter recognition of 92%, an average score of lower case letter recognition of 90%, and an average score of sight word recognition of words was 21.

When examining AR scores, our goal is to increase the percent of students who score at/above 50th percentile to 75% in primary and 70% in intermediate grades. This year's data shows that 70% of primary students scored at or above the 50th percentile (benchmark). Our intermediate students showed that 59% (this is winter's score, spring benchmark has not been administered) scored at or above the 50th percentile (benchmark). We attribute these growth results to our staffs' willingness work collaboratively together to identify students' needs

and strengths, differentiating curriculum, and use of multiple forms of data to monitor student progress over time (Actions 1.1, 1.2, 1.3, and 1.4).

NWEA MAP data's baseline score showed that the students' Median Conditional Growth percentile in Language Usage was 53% and the Median Conditional Growth percentile in Reading was 53%. This year's data demonstrated an increase in scores. We attribute these growth results to our staff and students having more experience with this type of assessment measure, staff helping students understand the purpose of the assessment, and communicating the MAP Growth data in order to provide our students with feedback, along with helping them set and stay connected to learning goals. Students were asked about the difficulty of their school work in ELA. 51% of students reported their school work in ELA was just right. This shows the data maintained a similar score to prior years. 40% of students reported their school work in ELA was challenging or too difficult. This shows the data maintained a similar score to prior years. We believe that our continuing focus on promoting literacy through family literacy nights, our summer reading initiative, summer bridge curriculum for every student, and our home/school connections strengthened our students' feelings about the ELA core curriculum.

ACSD has focused on using technology intentionally this school year to reduce the amount of screen time our students encounter. We strive to use technology to improve instruction and target students' individual learning needs, and not just use technology for the sake of using technology. Taking the time to select the technology we use that will have the most benefit to the teacher and the student has been a focus for our professional development (Action 1.5)

Specific actions also included providing a MTSS tiered level of support. Support Staff was trained in Lively Letters which is a research-based and clinically-proven, multi-sensory reading program to accelerate reading achievement and close gaps for struggling readers based on ESGI data. Support Staff was trained and implemented Orton Gillingham and Lindamood-Bell intervention programs (Sonday System, Seeing Stars) to increase the offerings of our Tier 2 intervention level (Actions 1.1, 1.2, 1.4).

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

As a result of this analysis, LCFF Evaluation Rubrics, assessment data, and educational partner input, there will be some changes to the goal, metrics, actions and desired outcomes.

Based on the Analysis of Goals and Data, we will be changing the language of goal 1 to focus on Tier 1 interventions that are happening in the classroom in order to increase student achievement on meeting/exceeding standards. The goal for the next three-year period will be "ACSD will increase all student academic performance towards meeting or exceeding standards in language arts through high-quality Tier 1 instruction and curriculum, tiered interventions, and enrichments as demonstrated by local and state assessment data."

Looking at Action 1.3, and in order to inform real-time teaching and learning, ACSD will begin the process of implementing school wide writing assessments to identify students' needs and strengths in writing along with our comprehensive assessment system, universal screening, and formative/summative assessments.

When reflecting on Action 1.4, the staff has been focusing on which professional development, curriculum, and materials are needed to help support the students in the general education classroom. Each staff member has completed a professional needs document reflecting on their own practice along with their grade level, indicating which additional resources, strategies, and curriculum would be beneficial to their students' learning in ELA.

Analyzing the survey results has resulted in changes to metrics. Educational partner input from the staff indicated the need to change the wording on the student survey regarding percent of students who agree/ strongly agree on their ELA school work being just right or challenging/too difficult. At ACSD, we focus on growth mindset, and challenge being something that helps us grow. Therefore, we will change the question next year in the student survey to be asking if the student's work in ELA was just right or too difficult. ACSD focuses on challenging each individual student in their learning, so the wording in the survey will be changed to match the intent of the question/metric.

*Resulting from Reflection on Prior Practice

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

Goals and Actions

Goal

Goal #	Description
2	ACSD will increase all student academic performance towards meeting or exceeding standards in mathematics through high quality instruction, tiered interventions, and enrichments as demonstrated by local and state assessment data.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of students who meet or exceed standards on district benchmark assessments.	38% of students met or exceeded standards on District Benchmark assessments.	This data source will be replaced by NWEA MAP.	This data source will be replaced by NWEA MAP.	This data source will be replaced by NWEA MAP.	50% of students met or exceeded standards on District Benchmark assessments.
School wide formative/summative assessment NWEA MAP- Median Growth Percentile	Median Conditional Growth percentile in mathematics is 35%	Median Conditional Growth percentile in mathematics is 43%	The percentage of students who met their growth projection in mathematics is 44%.	Median Conditional Growth percentile in mathematics is 69%.	Increase the percentage of students who met their growth projection to 50%.
Student Survey % of students who agree/strongly agree	40% of students reported their school work in math was just right. 46% of students reported their school work in math was challenging or too difficult.	38% of students reported their school work in math was just right. 45% of students reported their school work in math was challenging or too difficult.	37% of students reported their school work in math was just right. 47% of students reported their school work in math was challenging or too difficult.	38% of students reported their school work in math was just right. 44% of students reported their school work in math was challenging or too difficult.	Increase percent of students who felt their school work in math was just right to 55% Decrease the percent of student who felt their school was challenging or too difficult to 30%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ESGI (Educational Software for Guiding Instruction)Data-Kindergarten	Students average number recognition score was 20%. Students average on counting was 24 out of 100.	Students average number recognition score was 99%. Students average on counting was 86 out of 100.	Students average number recognition score was 97%. Students average on counting was 87 out of 100.	Students average number recognition score was TBD Students average on counting was TBD	Increase average score on number recognition to 100%. Increase counting score to 100.
CAASPP % of students who met/exceeded standards	57.34% met or exceeded standards in mathematics.	53.93% met or exceeded standards in mathematics.	54.55% met or exceeded standards in mathematics.	55% of students met or exceeded standards in mathematics.	60% of students will meet or exceed standards in mathematics.

Goal Analysis

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

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

Actions for this goal were implemented as planned. ACSD fully implemented Common Core math using Go Math! and additional math curriculum from Open Up Resources for our 6th-8th grade students. 100% of our staff are highly qualified and hold the appropriate credential for teaching their subject. We administered and analyzed NWEA MAP assessments, CAASPP assessments, and IAB's. Interventions and supports were provided to students based on analyzed assessment data through a tiered model of support. Professional Development included: NWEA MAP data analysis and student progress, weekly Professional Learning Communities and bi-monthly staff meetings.

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.

Goal 2 Action 4 Using the ELOP grant funds received for targeting expanded learning we purchased materials for the after-school "homework help" math classes.

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

The specific actions that ACS D implemented show some progress toward meeting our goals. Our three year CAASPP goal is to have 60% of our students meet/exceed standards in mathematics. 2023 CAASPP scores demonstrated that 55% of students met/exceeded standards in mathematics. While we did not meet our goal, we did increase slightly over the last three years and we are performing higher than the county and state average.

NWEA MAP data's baseline score showed that the students' Median Conditional Growth Percentile in mathematics to be 35%. This year's median conditional growth percentile in mathematics is 69% which represents an increase since the original baseline. We attribute these results to our staff and students having more experience with the MAP assessment, staff helping students understand the purpose of the assessment and communicating the MAP growth data in order to provide our students with feedback, along with helping them set and stay connected to learning goals which are communicated to families (Action 2.3). Additionally, having Extended Day Learning Opportunities for students provided more opportunities for students to interact with the math curriculum in a small group setting. Small groups allow for more individualized feedback, increased collaboration among students, and confidence (Action 2.4).

Students were asked about the difficulty of their school work in math. 38% of students reported their school work in math was just right. 44% of students reported their school work in math was challenging or too difficult. This data represents a slight increase from previous years. We believe that our continuing focus on promoting math through Family Math Nights, summer bridge curriculum for every student, and our home/school connections strengthened our students' feelings about Math core curriculum (Action 2.1).

ACS D has focused on using technology intentionally this school year to reduce the amount of screen time our students encounter. We strive to use technology to improve instruction and target students' individual learning needs, and not just use technology for the sake of using technology. Taking the time to select the technology we use that will have the most benefit to the teacher and the student has been a focus for our professional development (Action 2.5)

Specific actions also included providing a MTSS tiered level of support. Staff was introduced to Marcy Cook Math tiles in order to provide both enrichment and intervention for students. Marcy Cook tiles focuses on creating an environment which invites students to become actively engaged, build math skills, and differentiate math instruction with multi-level activities (Actions 2.1, 2.2, 2.4, 2.6).

Support staff provided push-in/pull-out support for math intervention, as well as students using the Learning Center and Title 1 Rm for additional support. The Learning Center increased their staff to further support students in the core curricular areas including math. A middle school math intervention class was implemented for students in grades 7th-8th (Actions 2.1,2.2,2.4).

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

As a result of this analysis, LCFF Evaluation Rubrics, assessment data, and educational partner input, there will be some changes to the goal, metrics, actions and desired outcomes.

Based on the Analysis of Goals and Data, we will be changing the language of goal 2 to focus on Tier 1 interventions that are happening in the classroom in order to increase student achievement on meeting/exceeding standards. The goal for the next three-year period will be "ACSD will increase all student academic performance towards meeting or exceeding standards in mathematics through high-quality Tier 1 instruction and curriculum, tiered interventions, and enrichments as demonstrated by local and state assessment data."

When reflecting on Action 2.4, the staff has been focusing on which professional development, curriculum, and materials are needed to help support the students in the general education classroom. Each staff member has completed a professional needs document reflecting on their own practice along with their grade level, indicating which additional resources, strategies, and curriculum would be beneficial to their students' learning in math.

Analyzing the survey results has resulted in changes to metrics. Educational partner input from the staff indicated the need to change the wording on the student survey regarding percent of students who agree/ strongly agree on their math school work being just right or challenging/too difficult. At ACSD, we focus on growth mindset, and challenge being something that helps us grow. Therefore, we will change the question next year in the student survey to be asking if the student's work in math was just right or too difficult. ACSD focuses on challenging each individual student in their learning, so the wording in the survey will be changed to match the intent of the question/metric.

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

Goals and Actions

Goal

Goal #	Description
3	ACSD will implement strategies to engage students in their learning and provide interventions to eliminate barriers to student success.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP Scores % met/exceeded standards	CAASPP ELA testing results for Socioeconomically Disadvantaged showed 56% of students met or exceeded standards. The Math Testing results for Socioeconomically Disadvantaged showed 36% met or exceeded standards.	CAASPP ELA testing results for Socioeconomically Disadvantaged showed 43% of students met or exceeded standards. The Math Testing results for Socioeconomically Disadvantaged showed 27% met or exceeded standards.	CAASPP ELA testing results for Socioeconomically Disadvantaged showed 56.84% of students met or exceeded standards. The Math Testing results for Socioeconomically Disadvantaged showed 34.37% met or exceeded standards.	CAASPP ELA testing results for Socioeconomically Disadvantaged showed 55% of students met or exceeded standards. The Math Testing results for Socioeconomically Disadvantaged showed 42% met or exceeded standards.	Increase the percentage of students who scored at met/exceeds standards to 60%.
ELPAC Scores	29% of students scored at a Level 4 (well developed). 47% of students scored at a Level 3 (moderately developed). 23% of	14% of students scored at a Level 4 (well developed). 34% of students scored at a Level 3 (moderately developed). 33% of	62.5% of ELs progressed at least one ELPI level. 6.3% of ELs maintained their ELPI level 4. 18.8% of ELs maintained their ELPI level. 12.5% of Els	87.5% making progress towards English language proficiency demonstrating an increase of 18.8% 69% of ELs progressed at least	Students will show growth on the English Learner Progress Indicator (California School Dashboard)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	students scored at a Level 2 (somewhat developed). 0% of students scored at a Level 1 (minimally developed).	students scored at a Level 2 (somewhat developed). 20% of students scored at a Level 1 (minimally developed).	decreased one ELPI level.	one ELPI level. 18.8% of ELs maintained their ELPI level 4. 6.3% of ELs maintained their ELPI level. 6.3% of ELs decreased one ELPI level.	
Family Surveys % agree/strongly agreed	76% of families surveyed agreed/strongly agreed their child feels connected to his/her school. 63% of families surveyed felt that their child's social/emotional needs are addressed at school.	85% of families surveyed agreed/strongly agreed their child feels connected to his/her school. 61% of families surveyed felt that their child's social/emotional needs are addressed at school.	85% of families surveyed agreed/strongly agreed their child feels connected to his/her school. 68% of families surveyed felt that their child's social/emotional needs are addressed at school.	87% of families surveyed agreed/strongly agreed their child feels connected to his/her school. 73% of families surveyed felt that their child's social/emotional needs are addressed at school.	85% of families surveyed agreed/strongly agreed their child feels connected to his/her school. 75% of families surveyed felt that their child's social/emotional needs are addressed at school.
Student Survey % agree/strongly agree	68% of students agreed/strongly agreed that teachers provide options or choices on ways to demonstrate their learning	62% of students agreed that teachers provide options or choices on ways to demonstrate their learning.	55% of students agreed that teachers provide options or choices on ways to demonstrate their learning	62% of students agreed/strongly agreed that teachers provide options or choices on ways to demonstrate their learning	80% of students agree that teachers provide options or choices on ways to demonstrate their learning
Staff Survey % agree/strongly agree	92% of staff surveyed agreed/strongly agreed that they are	88% of staff surveyed agreed/strongly agreed that they are	76% of staff surveyed agreed/strongly agreed that they are	88% of staff surveyed agreed/strongly agreed that they are	Maintain 92% or increase the percentage of staff

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	provided time to collaborate regularly with each other.	provided time to collaborate regularly with each other.	provided time to collaborate regularly with each other.	provided time to collaborate regularly with each other.	agreeing/ strongly agreeing that they are provided time to collaborate regularly with each other.

Goal Analysis

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

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

Actions and Services for this goal were implemented as planned. In order to increase academic outcomes, the Learning Center expanded their staff by hiring an additional assistant for Learning Center 2 and a bilingual assistant for the Title 1 program. Also, we hired a coordinator of student services to increase mental health service for our general education students, focus on attendance, and homeless/foster youth subgroups . This increase in staffing was done to support the unique needs of each individual student. At risk students were identified through data analysis using CAASPP scores, Smarter Balanced Formative Assessments (Interim Assessment Blocks/Formative Assessment Blocks), Initial/Summative ELPAC scores, and NWEA MAP data. Students received targeted services from Support Staff through the Learning Center, intervention small-groups, leveled groups, instructional assistant support, and peer tutoring. Furthermore, summer school is offered to targeted students identified through data analysis focusing on mastering material that they did not learn during the previous school year, reversing summer learning loss, and achieving learning gains. Summer bridge materials were provided to families in order engage students in active learning tasks so the students can apply knowledge, explore creativity, connect with others, and be ready for a new school year.

Staff continued with the daily schedule that provide common blocks of time for grade levels to collaborate, intervene, and enrich the academic experience of students (Action 3.2).The staff participated in professional learning communities (PLC) in order to enhance our teaching practice and create a learning environment where all students can reach their fullest potential. Our primary/intermediate grades implemented Caring Schools Community in their classroom. Some of our teachers attended Responsive Classroom training and implemented this more grade level appropriate approach to building classroom community in order to engage school students in developing resources to increase self-awareness, academic achievement, and positive behaviors both in and out of the classroom. Staff also received Responsive Classroom curriculum to learn more about the impact of enhancing students' social and emotional learning.

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.

Goal 3 Action 1 Using the grant funds received for targeting learning recovery and expanded learning, we were able to provide increased staff professional development, an additional classroom aide for the RSP program, after school intervention programs and schoolwide assemblies.

Goal 3 Action 2 We have a decrease in anticipated expenditures due to a reclassification. We originally had a music teacher charged to this goal and action, but feel it would be more in line with Goal 4 Action 4.

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

Overall, our actions were effective in making progress toward meeting our goals when analyzing our three year data trends. Goal 3, Action 1, was effectively implemented as the school hired additional staff to provide increased intervention opportunities. A Coordinator of Student Services was hired to increase mental health service for our general education students, focus on attendance, and homeless/foster youth subgroups.

Two assistants were hired, one for Learning Center 2 (RSP) and a bilingual assistant for Title 1. Providing this increase in staffing improved facilitation in small groups, promoted student centered learning, and increased in student outcomes based on MAP and ELPAC data.

According to metric (Goal 3, Action 4), increasing students connectedness to school by fostering academic motivation, achievement, and character formation in order to promote student engagement in the educational process, 87% of families surveyed agree/strongly agreed their child feels connected to his/her school. 73% of families surveyed felt that their child's social/emotional needs are addressed at school. This represents a increase score in families feeling than their child is connected to school and families feeling their child's social/emotional needs are being addressed at school. To further grow in supporting the social and emotional needs of our students, the middle school staff added a homeroom period to their daily schedule for the purpose of implementing social emotional learning curriculum that is grade/age appropriate (Responsive Classroom).

According to the metric addressing (Goal 3, Action 3), we saw an increase of 7 percent of students agreeing that teachers provide options or choices on ways to demonstrate their learning. In order to be even more effective in this area, ACS D will continue to strive to have a proactive approach that supports planning for every learner while providing greater opportunities for students to fully, and more accurately, demonstrate their knowledge.

According to the metric addressing staff collaboration 88% of staff surveyed agreed/strongly agreed that they are provided time to collaborate regularly with each other. This demonstrates an increase of 6%. We were close to our original three year outcome of 92% of staff agreeing/strongly agreeing that they are provided collaboration time. To improve this action, a year long PLC schedule was emailed in the beginning of the year in order to transparently communicate the collaboration time for teachers. We will continue to have weekly PLC meetings. PLCs help the staff stay on top of new research and emerging technology tools for the classroom. Collaboration is essential in order for educators to have ongoing and regular opportunities to learn from each other Goal 3, Action 2).

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

As a result of this analysis and analysis of the Families, Students, Staff surveys, LCFF Evaluation Rubrics and the California Dashboard, our overall goal will remain the same next year. By reflecting on this year's outcomes and in order to meet the diverse needs of all of our students, our grade levels will continue to combine resources to build knowledge, foster student motivation, and drive student outcomes. We will be adding an action to further support our students. ACSD will be forming an Intervention Team which will provide a support system that will generate effective interventions for students who are experiencing challenges in learning and/or behavior difficulties at school. The Intervention Team will be examining our current SST process and look at ways to update our process to have our focus be on solution-oriented SST meetings to have impactful outcomes in order to increase engagement, improve academic achievement, and enhance our school climate and collaborative culture.

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

Goals and Actions

Goal

Goal #	Description
4	ACSD will create and maintain a positive school climate promoting equity, safety, and student engagement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facilities in good repair (FIT report) Status	“Good” rating on the Facilities Inspection Toolkit (FIT)	Maintained a "Good" rating on the Facilities Inspection Toolkit (FIT). According to the family survey, 95% of families feel the school is in good condition and well maintained.	Maintained a "Good" rating on the Facilities Inspection Toolkit (FIT).	Maintained a "Good" rating on the Facilities Inspection Toolkit (FIT).	Maintain an overall “Good” rating on the Facilities Inspection Toolkit (FIT)
Family Survey % agree/strongly agree	92% of families surveyed reported that they agree/strongly agree that their child feels safe at school.	86% of families surveyed agreed/strongly agreed that their child feels safe at school.	89% of families surveyed agreed/strongly agreed that their child feels safe at school.	90% of families surveyed agreed/strongly agreed that their child feels safe at school.	Maintain 92% or increase the percentage of families reporting their child feels safe at school.
Family Survey % agree/strongly agree	95% of families surveyed use email and the Sunday email blast to stay up-to-date with information about my child's school.	96% of families surveyed used email and the Sunday email blast to stay up-to-date with information about my child's school.	95% of families surveyed used email and the Sunday email blast to stay up-to-date with information about my child's school.	88% of families surveyed used email and the Sunday email blast to stay up-to-date with information about my child's school.	Maintain 95% or increase percentage of families surveyed using email and the Sunday email blast to stay up-to-date with information about ACSD.
Student Survey	83% of students reported that they feel	81% of students reported that they feel	73% of students reported that they feel	82% of students reported that they feel	Maintain 83% or increase percentage

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% agree/strongly agree	safe at school most/all the time	safe at school most/all the time.	safe at school most/all the time.	safe at school most/all the time.	of students feeling safe at school.
Student Survey % agree/strongly agree	54% of students reported there are many different and interesting choices of electives in middle school	63% of students reported there are many different and interesting choices of electives in middle school.	53% of students reported there are many different and interesting choices of electives in middle school	50% of students reported there are many different and interesting choices of electives in middle school	Increase the number of students who feel that there are interesting middle school electives to 65%.
Suspension Rates	Based on the 2019 California School Dashboard, 2.9% of students were suspended at least once.	Based on Aeries data, 1% of students were suspended at least once.	Based on the 2022 California School Dashboard, 1.7% of students were suspended at least one day.	Based on the 2023 California School Dashboard, 0.5% of students were suspended at least one day.	Decrease the percentage of students suspended to 2% based on the California School Dashboard,
Chronic Absenteeism Rates	Based on the 2019 California School Dashboard, 5.9% of students were chronically absent.	Our overall chronic absenteeism rate increased to 7.6%.	Based on the 2022 California School Dashboard, 19.7% of our students were chronically absent.	Based on the 2023 California School Dashboard, 15.1% of our students were chronically absent.	Decrease the percentage of students chronically absent to 4% based on the California School Dashboard.
Attendance Rates	2021 P2 was recorded at 95%	Our current P2 is 94.03%.	Our current P2 is 94%	Our current P2 is 96%	Increase attendance rate to 98% at P2

Goal Analysis

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

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

Actions and services were implemented as planned. Facilities were maintained in a safe and operational manner as measured by safety plan compliance. ACSD completed our roof replacement project in order to provide safe and secure buildings along with increasing energy efficiency. Additionally, a shade structure was installed in our kindergarten play yard to provide some much needed shade for our students.

Additional cameras, signage, first aid supplies, and installing a gate to the upper parking lot and crosswalk to Project Fit were also implemented. ACSD implemented meaningful enrichment programs that promoted critical thinking, problem solving skills and increased student engagement. Enrichment opportunities for students included a production of Monty Python and The Holy Grail Jr Musical, band concerts, choir concerts, grade level performances, after school sports, intramurals, March Madness tournament, and field trips (on and offsite, including a 3 day, two night trip to Coloma for our 4th grade classes). ACSD staff encouraged positive student behavior and choices through modeling, supportive teacher-student relationships, and family communication so that all students remain in classrooms. There was a decrease in suspension rate to 0.5%. ACSD implemented an attendance campaign and incentives to encourage students to be at school every day. Our P2 rate is 96% which represents an increase of 2 percent from prior year.

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

Goal 4 Action 2 Originally we had not budgeted any expenditures for the "field" project. However, during the year, it came up that we were in need of additional environmental studies to be able to move forward with the permitting process.

Goal 4 Action 5 Due to some staffing changes charged to this goal and action, the expenditures were less than originally anticipated.

Goal 4 Action 6 Due to some staffing changes charged to this goal and action, the expenditures were more than originally anticipated. The addition of a Student Services Coordinator was largest portion of the increase.

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

Overall, our actions were effective in making progress toward meeting our goals when analyzing our three year data trends. ACSD developed this goal in order to create and maintain a positive school climate promoting equity, safety, and student engagement. We maintained our current facilities in a safe and operational matter as evidenced by our continued "good" rating on our Fit Report (Goal 4, Action 1) along with safety plan compliance to keep our campus safe.

Our chronic absenteeism rates have decreased over the last two years. In 2022-2023 school year, our chronic absenteeism rate was 19.7% compared to 15.1% last year. ACSD continues to emphasize the importance of daily attendance at school (Goal 4, Action 5). An attendance campaign was implemented highlighting the importance of showing up every day to school. Our overall P2 attendance increased 2% from prior year (96%).

Our suspension rate has dropped significantly since last year. We attribute that success to getting away from the pandemic, and implementing student support programs such as counseling, and daily social emotional learning for all students. In 2022-2023 school year Bowman's Suspension Rate was 0.5%, compared to 1.7% in 2021-22 and 2.9% in 2018-19.

To gather more information, attendance questions were added into the LCAP family, staff, and student surveys. According to the LCAP family survey, 91.5% of families feel that the school communicates the importance of daily attendance. The staff survey showed that 94%

agree/strongly agree that the school prioritizes student attendance. The student survey indicated that 78% agreed/strongly agreed that daily attendance at school is important and encouraged by teachers. These data results demonstrate that ACSD is sending a clear, consistent attendance message as evidenced by all three surveys (families, staff, and students) increased their responses to the attendance questions in the surveys. A survey question that decreased by 4% was in families using email and the Sunday email blast to stay up-to-date with information about my child's school. We attribute this decrease due to adding Parent Square as our delivery method instead of traditional email. We will be changing how parents access the school's weekly information email through Parent Square to be easier to access. We look forward to seeing an increase in this response when the changes are implemented to how the information is accessed through the email.

An area where we had a slight increase was in families and students feeling safe at school. 90% of families reported that their child feels safe at school (increase of 1%) and 82% of students reported they feel safe at school (increase of 9% from previous year). As we continue moving forward into the new school year, one of our professional development focus is on safety. School safety plays a crucial role in student development and academic success. Students who feel safe at school tend to have better emotional health and also experience an overall feeling of connectedness. By focusing on safety, we foresee a continued increase in these responses (Goal 4. Action 1 and Action 3).

An area in where we showed a decrease in results was students reporting there are many different and interesting choices of electives in middle school. The results showed a decrease of 3%. A contributing factor to this decrease was not being able to offer many elective choices during each period. We did hire a full time band director working with students in grades 4th-8th. Middle school student leaders were asked to provide input on future middle school offerings. Their ideas will be included in middle school discussions as we move forward into looking at what offerings to provide next year. This year we did offer some interesting electives such as Farm to Fork, Culinary skills, and Photography. We believe that by giving our students choices in elective courses will encourage students to explore and possibly discover new interests or skills they didn't know they have. Electives provide creative outlets as well as helping students see their unique strengths (Goal 4, Action 4).

Focusing on keeping families updated improved student academic achievement progress (growth) in math, reading, and all subjects combined. We held ACSD parent conferences, Back-to-School nights, Open House, Art Show, book fair, BEF Big Day of Giving, Charter Information Nights, and 8th grade graduation. Additionally, a Family Literacy and Math night was held in the fall and spring. These events had over 100 participants including ELs, students with disabilities, and socioeconomically disadvantaged students. The event also included our interpreter to provide translation support for our EL families (Goal 4, Action 3).

Additionally, ACSD has established an ELAC committee this year to provide parents of English Learners opportunities to: learn more about the programs offered to their children, participate in the school's needs assessment of students, parents, and teachers, provide input in the most effective ways to support full participation of English Learners in all school activities and provide input on the most effective ways to ensure regular school attendance. (Action 4, Goal 3).

ACSD made some progress in developing athletic fields to increase student and community engagement. (Goal 4, Action 2). Developing athletic fields is making slow progress forward. ACSD has contracted with Padre Biological to complete and review an environmental impact study and also provide an additional tree study. This is a very long and costly process which will take more time to implement.

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

As a result of this analysis and analysis of the Families, Students, Staff surveys, LCFF Evaluation Rubrics and the California Dashboard, our overall goal will remain the same next year. We will include our ELAC committee in Action 4, Goal 3.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023



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
Ackerman Charter School District	Kristin Wells Superintendent/Principal	kwells@ackerman.k12.ca.us 530-885-1974

Plan Summary [2024-25]

General Information

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

Bowman School was established in 1895 and has served as a focal point for the Bowman community since its establishment. When widening of the interstate cut a swathe through the area, the school remained to keep the community intact. Placer County’s Bowman community, the intersection of mini marts and mountain homes, agriculture and fast food huts, sees traffic move to and from the Sierras. Behind the franchised facades and small one of a kind cafes are residential neighborhoods that date back to the days of the Gold Rush. Settled in the mid 1800’s, the community of Bowman was an outgrowth of the regions’ mining camps. Sitting on the bluffs above the North Fork of the American River, this area proved more suitable for raising cattle and growing fruit than for mining gold. The village of Bowman, a country store and post office was firmly established with a spur from the Central Pacific Railroad. The school, originally a one room school building topped by a wood shingled bell tower, was opened to serve the growing population which included dairy farmers, cattle ranchers, and fruit growers. Berries, especially raspberries and strawberries were some of the richest crops, although apples, pears, and peaches were also planted. Longtime residents will tell you that the one thing that makes Bowman, Bowman is the school.

In 2006, Bowman School was recognized as a California Distinguished School. In 2007, the Ackerman School District was granted charter status. Consequently, families outside of the area boundaries have the opportunity to enroll their children as charter students. Bowman Charter School is located in the Ackerman Charter School District and serves students in Transitional-Kindergarten through eighth grades

with an enrollment of 600 students. Our enrollment includes 275 students in primary grades (TK-3), 189 students in intermediate grades (4-6), and 131 students in middle school (7-8). California Dashboard subgroups include: Socioeconomically Disadvantaged (162 students), Students with Disabilities (56 students), Hispanic (96 students) and White (426 students). Refer to our School Accountability Report Card for further student group demographics.

Bowman School is known in the area as a "school of choice" and subsequently has a waiting list of students hoping to attend. Ackerman Charter School District recently completed the building of a state-of-the-art Community Multipurpose Center that houses a regulation-size basketball court, two large music classrooms, and additional storage. The goal of this center is to promote a greater sense of community while enhancing our school's existing programs. Having deep roots and a rich history in our community, Ackerman Charter embraces the generations of families that continue to attend our school.

Reflections: Annual Performance

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

Successes: ACSD has enjoyed multiple successes across outcome domains which reflect alignment to ACSD's LCAP goals: academic performance, socioemotional competencies, school safety, culture, and climate.

The 2023 California School Dashboard's data for ACSD places our students' CAASPP scores in English Language Arts at a high level. In ELA, our students scored at a high status, with a score of 26.9 points above standard. In the area of Mathematics, our students scored at a high status, with a score of 7.9 points above standard. Bowman students outperform both of their Placer County and California peers in ELA and Math when comparing overall CAASPP scores. Our English Learner population demonstrated that 87.5% are making progress towards English language proficiency. Also, ACSD has met our local performance indicators included in the LCFF Evaluation Rubric: Basics, Implementation of Academic Standards, Parent and Family Engagement, Access to a Broad Course of Study, and Local Climate Survey. ACSD will continue maintain and build upon this success by engaging the students in CCSS curriculum, rigorous electives, engaging enrichment activities, and targeted intervention.

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, educational partner input, and other information, ACSD is proud of this year's growth. According to CAASPP results in English Language Arts, 62% of our students met or exceeded standards and in the area of mathematics, 55% met or exceeded standards, which demonstrates a slight increase. When comparing ACSD ELA CAASPP scores to the state average, ACSD scores an average of 16% higher than the state level. When comparing ACSD Math CAASPP scores to the state average, ACSD consistently scores an average of 20% higher than the state level. Additionally, ACSD has adopted and implemented the NWEA MAP assessment platform in order to provide teachers with longitudinal, accurate, and actionable data to help target instruction for each student or groups of students regardless of how far above or below they are from their grade level. In order to maintain and increase performance from all student groups, we will continue to provide professional learning, data analysis, goal setting, in order to support instruction and best practices for all. 91% of the staff agreed/strongly agreed that the teachers at Bowman have resources and data available to them to progress monitor students' growth in ELA and math.

Providing high quality enrichments allows students to extend their learning to enhance skills, knowledge, and well-being. We strive to support all students as they prepare for their future careers in a global society. ACSD's students had multiple enrichment opportunities including KIDS CLUB which is a program offered by ACSD. The KIDS CLUB staff are CPR and First Aid certified, with the required education and experience to make the program a healthy, stimulating and safe environment for students in need of before/after school care. Enrichments also include the musical Spamalot Jr, general classroom music, choir, band, after school sports, STAR NOVA, Art Docent, Destination Imagination, and field trips (on and off site, including overnight field trips).

Additionally, ACSD is proud of the rigorous electives we are able to offer students. Our goal is to provide challenging and relevant electives that teach students application of what they learn as well as potential career paths. Elective offerings included Forestry, Farm to Fork, Art history, Greek mythology, Money Matters, Peer Tutors, Dance, Photography, Leadership and Forensic Science.

ACSD recognizes the importance social emotional learning. Social and emotional learning (SEL) provides a foundation for safe and positive learning, and enhances students' ability to succeed in school. 73% of families surveyed felt that their child's social/emotional needs are addressed at school which demonstrates a 5% increase from the prior year. Based on administration, teacher, student, and family input, ACSD implemented an evidence-based social and emotional learning program, Caring School Community, in our primary and intermediate classrooms which promoted positive behavior through direct teaching of responsibility, empathy, and cooperation. According to the student survey, 77% of students feel a part of their classroom community most/all of the time. This data demonstrates a 13% increase from the prior year. 72% of students reported that their teacher provides activities to build classroom community daily. This data demonstrates a 15% increase from the prior year.

Suspension Rates: ACSD has made progress in the area of decreasing our suspension rate. According to the CA Dashboard, ACSD is in the blue range with a 0.5% suspension rate. This data represents a decline of 1.2% from the prior year.

ACSD has made progress in developing athletic fields to increase student and community engagement. We have contracted with Padre Biological to complete an environmental impact study of the proposed site. We look forward to completing this project to benefit the students and surrounding community of Bowman.

Identified Areas of Need:

ACSD will address the following areas of academic performance, academic engagement, and conditions and climate by a variety of approaches.

Chronic Absenteeism: According to the California dashboard, our chronic absenteeism rate decreased overall to 15.1%. Our students with disabilities subgroups' chronic absenteeism rates were higher when compared to overall chronic absenteeism. Students with disabilities chronic absenteeism rate was 21.1% . The students with disabilities chronic absenteeism rate decreased 3.9% which shows we are making small gains in this area. ACSD will continue implementing a multi-tiered attendance plan to increase attendance rates (focusing on our subgroups along with the whole school). The plan includes creating a welcoming environment for all students and families, increasing the messaging that educates the public at large and bring awareness about attendance, celebrating positive attendance during rallies, and

emphasizing the role attendance plays in promoting student achievement. In addition, ACSD hired a Student Service Coordinator, who focuses on attendance, general education counseling, and homeless/foster youth populations. ACSD also uses participation data to identify students who are not engaged/attending school and work with the family to overcome barriers and develop resiliency. Although this is a continued need and focus for ACSD, the strategies we put in place increased our attendance and removed us from being in ATSI (Additional Targeted Support and Improvement). The steps taken to address this area can be found in Goal 4, Action 5.

Referring to the 2022-2023 CAASPP Scores in the area of Mathematics, the Students with Disabilities students showed that 21% of students met/exceeded standards compared to "all student" performance of 55%. One way ACSD is addressing this performance gap is by implementing UDL School wide. Universal Design for Learning (UDL) is a framework that provides all students equal opportunities to learn. 88% of our staff feel that ACSD encourages teachers to teach lessons using multiple modalities that are relevant to students. Additionally, ACSD implemented a targeted middle school math intervention class focusing on reviewing grade level content taught in class. Intermediate grade students are receiving small group instruction in math utilizing Lindamood-Bell's On Cloud 9 math program. During this school year, we extended our school day by providing before and after school homework/curriculum support in ELA and math for targeted students.

Referring to the 2022-2023 CAASPP scores in the area of English Language Arts, the Students with Disabilities subgroup reported that 19% of students met/exceeded standard compared to "all student" performance of 62%, which places them in the red on the California Dashboard. To address this area, ACSD has provided staff development for our support staff and has added the following intervention classes: Read Live, Lexia, Lindamood-Bell's Seeing Stars as well as Orton Gillingham's Sonday Systems I and II. Also, Lively Letters, a research-based and clinically-proven, multi-sensory reading program, was implemented in the primary grades. These programs are delivered in a small group setting in order provide opportunities for flexible and differentiated learning. Furthermore, in the primary grade levels, students are provided leveled ELA instruction daily. This daily differentiation supports all students through providing access to the same learning outcomes. Grade level "walk to learn" time provides multiple benefits including: improving student outcomes, increasing student engagement, inclusivity, and informing teachers.

Additionally, we are increasing staffing in order to better support students with disabilities. ACSD is developing an Intervention Team whose focus will be supporting students with disabilities in order to keep our students in our school providing for the unique needs of each individual. Not only will the Intervention Team focus on students with disabilities, the team will also revamp our school's SST process to better support all of our students and staff. The steps to address this area have been added to Goal 3, Action 1. We will continue with the following forms of intervention: Targeted after school homework help, CAASPP testing in the Testing Hub where additional staff is available to meet each student's testing accommodation and weekly administration led meetings focusing on student needs. The steps to address this area have been added to Goal 3, Action 1 and Action 2.

In the area of social emotional well being, ACSD is researching curriculum that is appropriate for the unique needs of our middle school/intermediate population. 54% of teachers agreed they have the needed training and curriculum to support students' social emotional needs. To address the meaningfulness of the SEL Curriculum, some of the staff is attend Responsive Classroom Training in the summer. Responsive Classroom is a student-centered, social and emotional learning approach to teaching and discipline. The steps to address this area have been added to Goal 3, Action 4. ACSD will continue to send more of the staff to the training over the course of the next three years.

ACSD is in the process of aligning our systems (NWEA MAP, CAASPP, SEL Curriculum, district benchmarks) in order to make the changes necessary to support the students' academic, behavioral, and social success. Being in our third year of implementation, we will continue professional development focusing on differentiating with flexible groups based on data in order to improve student outcomes. By utilizing Professional Learning Communities, staff will share ideas to enhance their teaching practice and create a learning environment. It is envisioned that ACSD's PLC (Professional Learning Community) would address the critical questions of what educators should do when students do not learn as measured by formative assessments, and what indicates non-mastery in order for all students can reach their fullest potential. The steps to address these areas can be found in Goals 1 and 2, Action 3.

Reflections: Technical Assistance

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

Not applicable

Comprehensive Support and Improvement

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

Schools Identified

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

Not applicable

Support for Identified Schools

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

Not applicable

Monitoring and Evaluating Effectiveness

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

Not applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
ACSD School Board	The School Board received LCAP updates during the monthly scheduled meeting. Clarifying questions were answered regarding the LCAP process and timeline, suggestions from the Board were considered and further edits and/or additions were made to the document.
Teachers	Surveyed staff to request input related to student needs, possible actions to address needs, and potential updates to the LCAP [March] Met with staff to request feedback to inform the LCAP development [April]
Students	Surveyed students to request input related to student needs, possible actions to address needs, and potential updates to the LCAP [March] Met with members of student leadership groups to request feedback. This includes, but is not limited to, asking them to help identify student needs as well as actions to address the identified needs, specifically in elective offerings. [April]
Administrators	Surveyed administrators to request input related to student needs, possible actions to address needs, and potential updates to the LCAP [March]
ELAC	ELAC met and gave input on the proposed LCAP Goals. Provided input in the most effective ways to support full participation of English Learners in all school activities

Educational Partner(s)	Process for Engagement
	Provided ideas for encouraging school connectedness. [April, May]
SELPA	As a part of engaging educational partners, ACSD met with the Special Education Local Planning Area (SELPA) to address the specific needs of students with disabilities to ensure that actions reflected and addressed the needs of this student population. [May]
SSC/ LCAP PAC	SSC met monthly to offer input related to student needs, potential updates to the LCAP, as well as focus on increasing student attendance [monthly] LCAP PAC was surveyed, presented drafts of the LCAP, and provided input to the potential updates to the LCAP. [March, April, May]
PTO	PTO (Parent Teacher Organization) met monthly to promote student/family engagement, as well as funding specific projects for the school. Administration attended meetings to provide updates and receive feedback from parents and teachers.

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

The LCAP has been collaboratively created and revised with input from the LCAP and Leadership committees, Family Surveys, Student Surveys, Staff Surveys, Parent Advisory Committee, and ACSD Administration. Each priority and goal has indicators/metrics or outcomes, a three year projected target, actions, and specific budget items.

In summary, based on educational partner input and local data analysis, ACSD will continue to focus on maximizing student achievement in the areas of English language arts and math, expand intervention opportunities for all students with special considerations to our subgroup populations, and focus on maintaining a positive school climate promoting equity, safety, and student engagement.

Consultation with SELPA on May 8, 2024, provided direction TBD

Educational partner input (ELAC) provided direction to increase the number of enrichment opportunities within and/or out of the regular school day with focus on all students, including subgroup populations. Educational partners provided a variety of ideas to increase student and family engagement. Student representatives from leader groups also gave input on ways to expand our middle school elective offerings.

In response, ACSD will continue our current student and family enrichment opportunities and see how we can include even more offerings for our community. (Goal 4)

In response to student surveys, ACSD will continue to offer extended day support, both before and after school led by certificated teachers, serving students who benefit from additional curriculum support. The Student School Climate survey indicates that 18% of our students participate in before/after school homework help and 62% of students felt that intervention time with a teacher was helpful, which maintains our score from last year with total student responses.

Consulting with our educational partners has provided valuable insight in developing our attendance plan (refer to Goal 4, to see identified actions that are being used to make progress towards the goal). 92% of our families surveyed agree/strongly agree that daily attendance is an important part of their child's education. 94% of staff surveyed responded that ACSD prioritizes attendance. This feedback demonstrates that our focus on attendance is working and we will continue to emphasize that attendance matters.

According to the Staff Climate Survey, 69% of teachers reported that they have the needed training and curriculum to support students' social emotional needs. ACSD will continue to have more of our staff trained Responsive Classroom SEL curriculum to better meet the needs of that specific student population. This action will be included in Goal #4.

In response to the needs that educational partners identified related to tiered interventions, ACSD will create an Intervention Team which will focus on supporting students with disabilities along with all students to expand our MTSS services in order to improve academic outcomes for all students. Additionally, supporting the behavioral and social emotional needs of students through staff training and professional development. These changes can be found in the in Goal 1 and Goal 2 (Tiered interventions) and Goal 3, Action 1 for the Intervention Team. (Action 1)

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	ACSD will increase all student academic performance towards meeting or exceeding standards in language arts through high-quality Tier 1 instruction and curriculum, tiered interventions, and enrichments as demonstrated by local and state assessment data.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

<p>This goal was developed in response to the needs identified through data analysis and input from educational partners. The students' reading levels were assessed during multiple benchmarking and progress monitoring periods to measure students' reading progress by at least one (1) grade level. Analysis of student performance on local DIBELS benchmark assessments shows that 63% of students met or exceeded standards. AR STAR reading reports indicated that 70% of students were at/above the 50th percentile and 58% in intermediate grades. According to CAASPP scores, 62% of students met or exceeded standards in ELA.</p> <p>In order to gain more data to assess students' current level of performance and progress, ACSD will continue the implementation of comprehensive diagnostic assessments (NWEA MAP) in order to gain present individual academic performance data as well as longitudinal student data. ACSD will focus on generating timely results for planning instruction and identifying appropriate interventions, and strategically assessing learning progress and gaps throughout the year.</p> <p>Input received from stakeholders in addition to local benchmark assessment data indicates a need to improve ELA achievement for all students.</p>

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Distance from standard: ELA Data Year 2022-2023 Data Source: CAASPP	Overall: 26.9 points above standard (green, 62% met/exceeded standard) White: 32.9 points above standard (green, 63% met/exceeded standard) Hispanic: 10 points above standard (green, 55% met/exceeded standard) SED: 0.4 points below standard (yellow, 55% met/exceeded standard) SWD: 72.4 points below standard (red, 19% met/exceeded standard)			. Overall: 45 points above standard White: 45 points above standard Hispanic: 28 points above standard SED: 18 points above standard SWD: 54 points below standard	
1.2	Percent of students who meet or exceed standards on district benchmark assessments. Data Source: Acadience Learning Online	63% of students met or exceeded standards on District Benchmark assessments (DIBELS).			Increase percent of students who meet or exceed grade level standards to 70%	
1.3	School wide Benchmark assessment (NWEA MAP)	Percent of students who met their growth projections in Language			Increase percentage of students who met	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percent of students who met growth projection	Usage is 62%. The percent of students who met their growth projections in reading is 53%.			their growth projection in NWEA MAP English Language Arts to 70% for Language Usage and 60% for Reading.	
1.4	Student Survey % of students who agree/strongly agree	48% of students reported their school work in ELA was just right. 38% of students reported their school work in ELA was too difficult.			Increase percent of students who felt their school work in ELA was just right to 60% Decrease the percent of student who felt their school was too difficult to 30%.	
1.5	ESGI (Educational Software for Guiding Instruction) Data- Kindergarten First Grade	Kindergarten: Average letter sound recognition: 83% Average sight word recognition: 24 words Average CVC blending: 74%			Maintain (83%) or increase kindergarten average letter sound recognition. Maintain (24) or increase average sight word recognition: Increase CVC blending to 80%	
1.6	Establish district-wide writing assessments.	Pilot one district-wide common writing			Administer three district wide common	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		assessment in grades 1st- 8th.			assessments per year in grades 1st-8th.	
1.7	Teacher Misassignments and Vacant Teacher Positions	100 % of teachers are appropriately assigned and credentialed in the subject area(s) and there are no vacant teacher positions.			Maintain 100 % of teachers are appropriately assigned and credentialed in the subject area(s) and there are no vacant teacher positions.	
1.8	Curriculum and Instructional Materials	100% of students in the school district has sufficient access to the standards-aligned instructional materials.			Maintain 100% of students in the school district has sufficient access to the standards-aligned instructional materials.	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Williams Act tenets	a. ACSD will ensure all students will receive CCSS aligned ELA texts, materials, and curriculum in order to build on student's prior knowledge to teach new concepts. b. ACSD will ensure all students will receive a science curriculum (social science, physical science, life science, etc.) that further supports literacy to develop students' analytical reading, thinking, writing, and oral communication skills through the content.	\$33,836.00	No
1.2	Staffing	a. ACSD will ensure that all students shall be instructed in ELA by highly qualified staff in order to produce greater gains in student achievement. b. ACSD will provide staff with ELA related professional development activities to develop the knowledge and skills to address students' learning challenges.	\$2,291,395.00	No
1.3	Assessment/Data Analysis	Purchase, provide staff training, and implement a comprehensive assessment system including universal screening, diagnostic data collection, and summative assessments so that ACSD staff will identify students' needs and strengths, monitor progress over time, and inform	\$18,183.00	No

Action #	Title	Description	Total Funds	Contributing
		real-time teaching and learning.		
1.4	Interventions	<p>ACSD will Implement a multi-tiered system of support (MTSS) for students, inclusive of unduplicated pupils, in order to increase and improve education for students by providing intervention services.</p> <p>MTSS will include:</p> <ul style="list-style-type: none"> a. Tier 1 is for all students and is designed to meet the needs of at least 80 percent of the student population. Teachers will provide differentiated instruction, including integrated/designated ELD, during core learning time for students who have not met academic and non-academic goals. Purchase and train teachers on a variety of research based instructional resources that are focused on standards and student needs. b. Tier 2 is for some students who need additional support to meet academic and nonacademic goals. This level will include targeted instructional groups implementing evidence-based research curriculum based on sensory-cognitive instruction. c. Tier 3 level instruction is for interventions that are intensive, including a Learning Center Delivery Model. The Learning Center model offers students guidance in the general education classroom while providing support and research based curriculum and instructional strategies from Special Education personnel. d. Provide resources and training in the ELD standards in order to guide instruction, intervention services and supports. 	\$116,061.00	No
1.5	Technology	<ul style="list-style-type: none"> a. ACSD will ensure that all students will have access to technology to support academic learning (i.e., Chromebooks, eBooks, Google products) in order to incorporate different learning styles to improve student performance in ELA. b. ACSD staff shall receive professional development in the area of integrating technology into classroom activities and instruction in order to 	\$223,974.00	No

Action #	Title	Description	Total Funds	Contributing
		provide more effective teaching for all learners to improve content mastery in ELA.		
1.6	Enrichments	<p>ACSD will purchase additional curriculum to provide enrichment opportunities for all students in order to promote critical thinking and problem solving skills, improve student's ability to concentrate, and make learning more meaningful, valuable, and rewarding so that students are engaged in their learning and retain more information.</p> <p>*Budgeted expenditures shared with Goal 4 Action 4.</p>		No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	ACSD will increase all student academic performance towards meeting or exceeding standards in mathematics through high-quality Tier 1 instruction and curriculum, tiered interventions, and enrichments as demonstrated by local and state assessment data.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning) Priority 3: Parental Involvement (Engagement) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
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An explanation of why the LEA has developed this goal.

<p>The students' (Kindergarten-8th) math levels were assessed during multiple benchmarking periods to measure students' math progress by at least one (1) grade level. According to CAASPP scores, 55% of students met or exceeded standards in mathematics.</p> <p>In order to gather data to assess students' current level of performance and progress, ACSD will continue the implementation of NWEA MAP, a comprehensive diagnostic assessments that captures individual academic performance data. ACSD will ensure that our comprehensive assessment system aligns closely with CCSS aligned curriculum, generates timely results for planning instruction and identifying appropriate interventions, and strategically assessing learning progress and gaps throughout the year.</p> <p>Input received from stakeholders in addition to local benchmark assessment data indicates a need to improve mathematic achievement for all students.</p> <p>State Priorities:</p> <p>Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning) Priority 3: Parental Involvement (Engagement) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p>
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Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Distance from standard: Math Data Year 2022-2023 Data Source: CAASPP	Overall: 7.9 points above standard (green, 55% met/exceeded standard) White: 15.6 points above standard (green, 57% met/exceeded standard) Hispanic: 25.6 points below standard (yellow, 44% met/exceeded standard) SED: 25 points below standard (green, 42% met/exceeded standard) SWD: 90 points below standard (orange, 21% met/exceeded standard)			Increase proficiency and status yearly for all groups. Close proficiency gap between "All" students and subgroups with yearly increases. Overall: 26 points above standard White: 33.6 points above standard Hispanic: 25.6 points below standard SED: 7 points below standard SWD: 72 points below standard	
2.2	School wide Benchmark assessment (NWEA MAP) Percent of students who met growth projection	Percent of students who met their growth projections in math is 70%			Maintain or increase the percentage of students who met their growth projection to 75%.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	Student Survey % of students who agree/strongly agree	38% of students reported their school work in math was just right. 44% of students reported their school work in math was challenging or too difficult.			Increase percent of students who felt their school work in math was just right to 50% Decrease the percent of student who felt their school was too difficult to 30%.	
2.4	ESGI (Educational Software for Guiding Instruction)Data-Kindergarten/1st Grade	Kindergarten; Students average number recognition score was 88%. Students average on counting to 100 was 75%.			Maintain (88%) or increase Kindergarten students' average number recognition score. Maintain (75%) or increase the students' average o counting to 100.	
2.5	Teacher Misassignments and Vacant Teacher Positions	100 % of teachers are appropriately assigned and credentialed in the subject area(s) and there are no vacant teacher positions.			Maintain 100 % of teachers are appropriately assigned and credentialed in the subject area(s) and there are no vacant teacher positions.	
2.6	Curriculum and Instructional Materials	100% of students in the school district has			Maintain100% of students in the	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		sufficient access to the standards-aligned instructional materials.			school district has sufficient access to the standards-aligned instructional materials.	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Williams Act tenets	a. ACSD will ensure all students will receive CCSS aligned mathematic texts, materials, and curriculum in order to build on student's prior knowledge to teach new concepts.	\$7,950.00	No

Action #	Title	Description	Total Funds	Contributing
2.2	Staffing	<p>a. ACSD will ensure that all students shall be instructed in math by highly qualified staff in order to produce greater gains in student achievement.</p> <p>b. ACSD will provide staff with math related professional development activities to develop the knowledge and skills to address students' learning challenges.</p> <p>*Budgeted Expenditures shared with Goal1 Action 2</p>	\$0.00	No
2.3	Assessment/Data Analysis	Purchase, provide staff training, and implement a comprehensive assessment system including universal screening, diagnostic data collection, and summative assessments so that ACSD staff will identify students' needs and strengths, monitor progress over time, and inform real-time teaching and learning.	\$3,449.00	No
2.4	Interventions	<p>ACSD will Implement a multi-tiered system of support (MTSS) for students, inclusive of unduplicated pupils, in order to increase and improve education for students by providing intervention services.</p> <p>MTSS will include:</p> <p>a. Tier 1 is for all students and is designed to meet the needs of at least 80 percent of the student population. Teachers will provide differentiated instruction, including integrated/designated ELD, during core learning time for students who have not met academic and non-academic goals. Purchase and train teachers on a variety of research based instructional resources that are focused on standards and student needs.</p> <p>b. Tier 2 is for some students who need additional support to meet academic and nonacademic goals. This level will include targeted instructional groups implementing evidence-based research curriculum based on sensory-cognitive instruction.</p> <p>c. Tier 3 level instruction is for interventions that are intensive, including a Learning Center Delivery Model. The Learning Center model offers students guidance in the general education classroom</p>	\$200.00	No

Action #	Title	Description	Total Funds	Contributing
		while providing support and research based curriculum and instructional strategies from Special Education personnel. d. Provide resources and training in the ELD standards in order to guide instruction, intervention services and supports.		
2.5	Technology	a. ACSD will ensure that all students shall have access to technology to support academic learning (i.e., Chromebooks, eBooks, Google products) in order to incorporate different learning styles to improve student performance in math. b. ACSD staff shall receive professional development in the area of Integrating technology into classroom activities and instruction in order to provide more effective teaching for all learners to improve content mastery in math. *Budgeted Expenditures shared with Goal1 Action 5.	\$0.00	No
2.6	Enrichments	ACSD will purchase additional curriculum to provide enrichment opportunities for all students in order to promote critical thinking and problem solving skills, improve student's ability to concentrate, and make learning more meaningful, valuable, and rewarding so that students are engaged in their learning and retain more information. *Budgeted Expenditures shared with Goal1 Action 6.	\$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	ACSD will implement strategies to engage students in their learning and provide interventions to eliminate barriers to student success, including Tier 2 and 3 targeted academic support as needed.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

<p>ACSD is committed to supporting learning by not only focusing on academics, but also on providing opportunities for both students and staff to collaborate, make choices, be creative, and engaged. Student well being will be prioritized as we implement the Social Emotional Learning Curriculum, Caring School Community and Responsive Classroom.</p> <p>ACSD's teaching staff is our greatest resource and vehicle for change. To this end, ACSD will continue implementing PLC keeping the four critical questions in mind:</p> <p>What do we want all students to know and be able to do?</p> <p>How will we know if they learn it?</p> <p>How will we respond when some students do not learn?</p> <p>How will we extend the learning for students who are already proficient?</p> <p>ACSD will implement a comprehensive schoolwide assessment program which will provide accurate and actionable evidence to help target instruction for each student or groups of students regardless of how far above or below they are from their grade level. The comprehensive assessment system will give the teaching staff a foundational understanding of student's strengths and areas of need and will support tailored instruction and remediation.</p> <p>State Priorities:</p> <p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 3: Parental Involvement (Engagement)</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 7: Course Access (Conditions of Learning)</p> <p>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p>
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Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	ELPI Indicator	87.5% making progress towards English language proficiency demonstrating an increase of 18.8% 69% of ELs progressed at least one ELPI level. 1 8.8% of ELs maintained their ELPI level 4. 6.3% of ELs maintained their ELPI level. 6.3% of ELs decreased one ELPI level.			Students will maintain or increase on the English Learner Progress Indicator (California School Dashboard)	
3.2	Family Survey	87% of families surveyed agreed/strongly agreed their child feels connected to his/her school. 73% of families surveyed felt that their child's social/emotional needs are addressed at school.			Maintain or increase the of percentage (87%) of families surveyed agreed/strongly agreed their child feels connected to his/her school. Maintain or increase the percentage (73%) of families surveyed felt that their	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					child's social/emotional needs are addressed at school.	
3.3	Student Survey	72% of students feel that intervention time during the school day with their teacher is helpful.			Increase the percentage of students feeling that intervention time during the school day with their teacher is helpful to 80%.	
3.4	Staff Survey	88% of staff surveyed agreed/strongly agreed that they are provided time to collaborate regularly with each other.			Maintain or increase the percentage (88%) of staff agreeing/strongly agreeing that they are provided time to collaborate regularly with each other.	
3.5	Percent of Middle school students that dropout. Source: Calpads	0% dropout rate for middle school students.			ACSD will maintain a 0% middle school dropout rate.	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Increased Intervention Opportunities	By implementing Intervention programs, ACSD will focus on supporting students who are at risk in order to increase academic outcomes. Expenditures may include translation/interpretation services, curriculum, additional administration position, and staffing for the Learning Centers / Title 1 Program.	\$1,277,359.00	Yes
3.2	Collaboration for Improved Instruction	a. By implementing weekly PLC meetings, ACSD staff will work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for our students we serve. b. ACSD will establish an Intervention Team in order to firm the vision of our MTSS model, streamline the structure and processes of MTSS, and monitor and evaluate the effectiveness of our school wide implementation.	\$310,554.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.3	Schoolwide UDL	ACSD will implement the UDL framework for instruction and include in our professional development opportunities. ACSD may purchase additional curriculum resources in order to benefit all learners regardless of ability, disability, age, gender, culture or language background by removing barriers to learning so students can access the core curriculum in order to improve academic outcomes.	\$0.00	No
3.4	Social Emotional Learning Curriculum	By implementing and providing training in Responsive Classroom and Caring Schools Community/Social Emotional Curriculum School wide, ACSD will strengthen students' connectedness to school by fostering academic motivation, achievement, and character formation in order to promote student engagement in the educational process. Staff will receive professional development in Responsive Classroom in order to engage students in developing resources to increase self-awareness, academic achievement, and positive behaviors both in and out of the classroom. To further support middle school students, a whole student wellness unit will be incorporated into the science curriculum focusing on mental health, nutrition, and exercise.	\$1,381.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	ACSD will create and maintain a positive school climate promoting equity, safety, and student engagement.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Having a positive school climate establishes a tone for all teaching and learning done on a campus. Also, a safe learning environment is essential for students of all ages. Without a safe learning environment, students are unable to focus on learning the skills needed for a successful education and future. 63% of students feel the school is well maintained and kept clean and tidy. ACSD recognizes the importance of having good attendance at school. Having a strong attendance rate is important because students are more likely to succeed in academics when they attend school consistently. Our P2 attendance rate is benchmarked at 96%. State Priorities: Priority 3: Parental Involvement (Engagement) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Chronic Absenteeism Rates	Based on the 2023 California School Dashboard, 15.1% of our students were chronically absent.			Decrease the percentage of students chronically absent by 5% based on	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All: 15.1% SWD:21% Hispanic: 16% Two or More Races: 20% SED: 28% White: 14%			the California School Dashboard.	
4.2	Suspension Rates	Based on the 2023 California School Dashboard, 0.5% of students were suspended at least one day.			Maintain or decrease the percentage of students suspended based on the California School Dashboard	
4.3	Attendance Rates	2023-2024 PT was recorded at 96%			Maintain or increase PT (96%)	
4.4	Student Survey % agree/strongly agree	50% of students reported there are many different and interesting choices of electives in middle school			Increase the number of students who feel that there are interesting middle school electives to 60%.	
4.5	Student Survey % agree/strongly agree	82% of students reported that they feel safe at school most/all the time.			Maintain 82% or increase percentage of students feeling safe at school.	
4.6	Family Survey % agree/strongly agree	90% of families surveyed agreed/strongly agreed that their child feels safe at school.			Maintain 90% or increase the percentage of families reporting their child feels safe at school.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.7	Family Survey % agree/strongly agree	88% of families surveyed used technology to stay up-to-date with information about my child's school.			Maintain 88% or increase percentage of families surveyed using technology to stay up-to-date with information about ACSD	
4.8	FIT Report	School facilities are maintained in good repair as measured by "Good" rating on FIT report			Maintain school facilities are in good repair as measured by "Good" rating on FIT report	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Facilities	ACSD will maintain current facilities in a safe and operational manner as measured by safety plan compliance (facilities related matters) so the school environment will be more conducive to high-quality teaching and learning.	\$479,531.00	No
4.2	Fields	ACSD will develop athletic fields for student/community use in order for students to build friendships, life skills, and a healthy lifestyle.	\$450.00	No
4.3	Family/School Communication and Participation	ACSD faculty will extend family/school communication and activities to build relationships between schools, families, and community members to positively affect student achievement and outcomes.	\$0.00	No
4.4	Enrichment activities and electives programs for each grade span	ACSD will implement robust and meaningful enrichment programs that promote critical thinking and problem solving skills in order to make learning more meaningful, valuable and rewarding.	\$277,723.00	No
4.5	Increase Attendance	<p>Attendance personnel will contact absent students' families daily through an automated system in order to improve attendance so that students will achieve academically.</p> <p>a. Unduplicated pupils with absence/attendance challenges are supported by school administration, teachers, and Support Service personnel (i.e.; School Psychologist) to increase their attendance rate to improve academic outcomes.</p> <p>b. ACSD will explore using local community and PCOE resources to decrease chronic absenteeism in order to provide resources to contribute to increased services for unduplicated pupils.</p> <p>c. ACSD will create a MTSS to decrease chronic absenteeism.</p>	\$83,289.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>Tier 1 strategies are aimed at encouraging better attendance for all students and at addressing absenteeism before it affects achievement. Strategies include: creating a welcoming environment for students and families, provide incentives to classes that show increased attendance, and tracking attendance weekly or biweekly for students who are missing 10 percent of the school year, or about two days a month for any reason.</p> <p>Tier 2 interventions target students who are at greater risk of chronic absenteeism (especially students from our subgroup populations) by providing increased communication and understanding of the importance of attendance and create a plan to eliminate the barriers they are facing. Additionally, focusing on creating a team approach (including administration, school health aide, teachers, school psychologist) to address absenteeism and review attendance data</p> <p>Tier 3 interventions provide the most intensive support including SARB and conferencing with students/families.</p>		
4.6	Student Discipline	ACSD staff will encourage positive student behavior and choices through modeling, supportive teacher-student relationships, family communication and support, so that all students remain in classrooms.	\$82,706.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$\$331,067.00	\$0

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
5.379%	0.000%	\$0.00	5.379%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

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

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
3.1	<p>Action: Increased Intervention Opportunities</p> <p>Need: As demonstrated in the Metrics sections of Goal 3, CAASPP ELA data, school-level reading assessments, and input from educational partners, it is identified that foster youth, English Learners, and students with disabilities have lower reading scores when compared to all students. Students with disabilities ELA CAASPP scores indicate that 19% of students met/exceeded standard and 21% met/exceeded standard in math; our Hispanic students showed that 55% met/exceeded standards in ELA and 44% met/exceeded standards in math compared to all student performance of 62% meeting/exceeding standards in ELA and 55% meeting/exceeding standards in math.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>To address these needs, ACSD will focus on supporting students who are at risk in order to increase academic outcomes. Expenditures may include translation/interpretation services, curriculum, additional administration position, and staffing for the Learning Center / Intervention Program. ACSD's bilingual assistant provides spoken language interpretation, as well as interpreting ELAC meetings and parent- teacher conferences. According to the CDE, research shows that strong family-school relationships are an indicator of student success (Weiss, López, & Rosenberg, 2011). Communication with limited English proficient (LEP) parents in a language they can understand provides a foundation for students' academic success and creates a welcoming school community; it provides these parents with access to all the necessary information about their child's education.</p> <p>ACSD's implementation of research-based intervention curriculum will support student content mastery. According to the Early Childhood Learning and Knowledge Center, a research-based curriculum promotes domain-specific teaching practices that are effective in supporting positive child outcomes (Goal 3, Action 1). ACSD's Learning Center and Intervention Program provide staffing support to students, principally targeting subgroups, in order to increase academic outcomes through push-in and pull-out small group instruction. The Learning Center/ Intervention staff</p>	<p>Percentage of unduplicated student groups making progress toward meeting standard. Data Source: CAASPP data, MAP data, district assessment data</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		<p>support, supplement, and extend instruction. Research suggests that children living in communities with high rates of poverty, struggling students, and English language learners are particularly well served by small group instruction. Small-group instruction offers an environment for teachers to provide students extensive opportunities to express what they know and receive feedback from other students and the teacher. Instructional conversations are easier to conduct and support with a small group of students (Goldenberg, 1993). ACSD implemented an extended school day option and summer school for targeted unduplicated students in order to provide extra support in the area of homework and core curriculum. Staffed by credential teachers, students received extra time and support to increase academic outcomes. According to Youth.gov, afterschool programs provide learning settings that bring a wide range of benefits to youth, families, and communities. Afterschool programs can support social, emotional, cognitive, and academic development, reduce risky behaviors, promote physical health, and provide a safe and supportive environment for children and youth.</p>	
3.2	<p>Action: Collaboration for Improved Instruction</p> <p>Need:</p>	<p>Collaboration for Improved Instruction, states that by implementing weekly PLC meetings, ACSD staff will work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for our students we serve, focusing on unduplicated pupils and subgroups. Staff</p>	<p>Percentage of unduplicated student groups making progress toward meeting standard. Data Source: CAASPP data, MAP data, district assessment data</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>To address ACSD's growing population of diverse learners, we are redesigning our MTSS framework for delivering targeted support to students. The goal of our MTSS is to ensure that all students have access to high-quality instruction and services. Students with disabilities ELA CAASPP scores indicate that 19% of students met/exceeded standard and 21% met/exceeded standard in math; our Hispanic students showed that 55% met/exceeded standards in ELA and 44% met/exceeded standards in math compared to all student performance of 62% meeting/exceeding standards in ELA and 55% meeting/exceeding standards in math. ACSD needs to streamline our Student Success Team process in order to provide timely collaboration and solutions for staff, students, and families.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>desegregates data in order to target the most at risk students and focus on subgroup populations. According to research, PLC's help us... "To assess our effectiveness in helping all students learn we must focus on results—evidence of student learning—and use results to inform and improve our professional practice and respond to students who need intervention or enrichment." Richard DuFour, Learning by Doing: A Handbook for Professional Learning Communities at Work Expenditures may include additional staff planning time beyond regular contract hours, curriculum, and paraprofessionals. According to CDE, offering increased services provide the potential to create needed systematic change through intentional design and redesign of services and supports that quickly identify and match the needs of all students. As reported by Richards-Tutor, C., Aceves, T., & Reese, L. (2016). Evidence-based practices for English Learners (Document No. IC-18), using small-group instruction is important to meet the needs of ELs for whom Tier 1 is not enough. Utilizing extended learning time and intervention programs, has been shown to support social, emotional, cognitive, and academic development, reduce risky behaviors, promote physical health, and provide a safe and supportive environment for children and youth (Youth.gov-benefits-youth-families). (Goal 3: Action 2) By providing these services to our students, including those identified as low income, foster youth, and English learners, we better prepare all students to be global learners, thereby increasing</p>	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		their potential to be successful in high-school and beyond.	

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

Additional Concentration Grant Funding

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

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

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$6,154,993	\$331,067.00	5.379%	0.000%	5.379%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$3,832,418.00	\$1,245,244.00		\$130,379.00	\$5,208,041.00	\$4,505,331.00	\$702,710.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Williams Act tenets	All	No			All Schools		\$0.00	\$33,836.00	\$4,450.00	\$29,386.00			\$33,836.00	
1	1.2	Staffing	All	No			All Schools		\$2,291,395.00	\$0.00	\$2,271,395.00	\$20,000.00			\$2,291,395.00	
1	1.3	Assessment/Data Analysis	All	No			All Schools		\$0.00	\$18,183.00	\$6,556.00	\$11,627.00			\$18,183.00	
1	1.4	Interventions	All	No			All Schools		\$97,841.00	\$18,220.00	\$94,721.00	\$21,340.00			\$116,061.00	
1	1.5	Technology	All	No			All Schools		\$139,172.00	\$84,802.00	\$212,451.00	\$5,523.00		\$6,000.00	\$223,974.00	
1	1.6	Enrichments	All	No			All Schools									
2	2.1	Williams Act tenets	All	No			All Schools		\$0.00	\$7,950.00		\$7,950.00			\$7,950.00	
2	2.2	Staffing	All	No			All Schools		\$0.00	\$0.00	\$0.00				\$0.00	
2	2.3	Assessment/Data Analysis	All	No			All Schools		\$0.00	\$3,449.00		\$3,449.00			\$3,449.00	
2	2.4	Interventions	All	No			All Schools		\$0.00	\$200.00		\$200.00			\$200.00	
2	2.5	Technology	All	No			All Schools		\$0.00	\$0.00	\$0.00				\$0.00	
2	2.6	Enrichments	All Students with Disabilities	No					\$0.00	\$0.00	\$0.00				\$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.1	Increased Intervention Opportunities	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		\$1,241,431.00	\$35,928.00	\$84,897.00	\$1,072,183.00	\$0.00	\$120,279.00	\$1,277,359.00	
3	3.2	Collaboration for Improved Instruction	English Learners Foster Youth	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth	All Schools		\$309,254.00	\$1,300.00	\$309,254.00	\$1,300.00			\$310,554.00	
3	3.3	Schoolwide UDL	All	No			All Schools		\$0.00	\$0.00	\$0.00				\$0.00	
3	3.4	Social Emotional Learning Curriculum	All	No					\$0.00	\$1,381.00		\$1,381.00			\$1,381.00	
4	4.1	Facilities	All	No			All Schools		\$0.00	\$479,531.00	\$479,531.00				\$479,531.00	
4	4.2	Fields	All	No			All Schools		\$0.00	\$450.00	\$450.00				\$450.00	
4	4.3	Family/School Communication and Participation	All	No			All Schools		\$0.00	\$0.00	\$0.00				\$0.00	
4	4.4	Enrichment activities and electives programs for each grade span	All	No			All Schools		\$267,943.00	\$9,780.00	\$206,818.00	\$70,905.00			\$277,723.00	
4	4.5	Increase Attendance	All	No			All Schools		\$75,589.00	\$7,700.00	\$79,189.00			\$4,100.00	\$83,289.00	
4	4.6	Student Discipline	All	No			All Schools		\$82,706.00	\$0.00	\$82,706.00				\$82,706.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$6,154,993	\$331,067.00	5.379%	0.000%	5.379%	\$394,151.00	0.000%	6.404 %	Total:	\$394,151.00
								LEA-wide Total:	\$0.00
								Limited Total:	\$394,151.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.1	Increased Intervention Opportunities	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$84,897.00	
3	3.2	Collaboration for Improved Instruction	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth	All Schools	\$309,254.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$4,812,349.00	\$5,239,081.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Williams Act tenets	No	\$34,065.00	\$38,839.00
1	1.2	Staffing	No	\$2,159,518.00	\$2,300,561.00
1	1.3	Assessment/Data Analysis	No	\$13,707.00	\$17,002.00
1	1.4	Interventions	No	\$55,718.00	\$111,965.00
1	1.5	Technology	No	\$200,914.00	\$220,519.00
1	1.6	Enrichments	No	\$0.00	\$0.00
2	2.1	Williams Act tenets	No	\$8,462.00	\$8,462.00
2	2.2	Staffing	No	\$1.00	\$1.00
2	2.3	Assessment/Data Analysis	No	\$332.00	\$332.00
2	2.4	Interventions	No	\$1.00	\$1,110.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.5	Technology	No	\$1.00	\$1.00
2	2.6	Enrichments	No	\$1.00	\$1.00
3	3.1	Increased Intervention Opportunities	Yes	\$993,977.00	\$1,259,502.00
3	3.2	Collaboration for Improved Instruction	Yes	\$463,397.00	\$334,761.00
3	3.3	Schoolwide UDL	No	\$0.00	\$0.00
3	3.4	Social Emotional Learning Curriculum	No	\$0.00	\$426.00
4	4.1	Facilities	No	\$479,531.00	\$488,844.00
4	4.2	Fields	No	\$500.00	\$19,936.00
4	4.3	Family/School Communication and Participation	No	\$200.00	\$200.00
4	4.4	Enrichment activities and electives programs for each grade span	No	\$248,033.00	\$263,953.00
4	4.5	Increase Attendance	No	\$109,224.00	\$78,853.00
4	4.6	Student Discipline	No	\$44,767.00	\$93,813.00

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$316,096.00	\$325,609.00	\$380,449.00	(\$54,840.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.1	Increased Intervention Opportunities	Yes	\$34,499.00	\$78,063.00		
3	3.2	Collaboration for Improved Instruction	Yes	\$291,110.00	\$302,386.00		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$6,089,815.00	\$316,096.00	0	5.191%	\$380,449.00	0.000%	6.247%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);

- **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

- Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
- Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
- Indicate the school year to which the baseline data applies.
- The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

- Professional development for teachers.
- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

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

Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic

Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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

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

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

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