LCFF Budget Overview for Parents

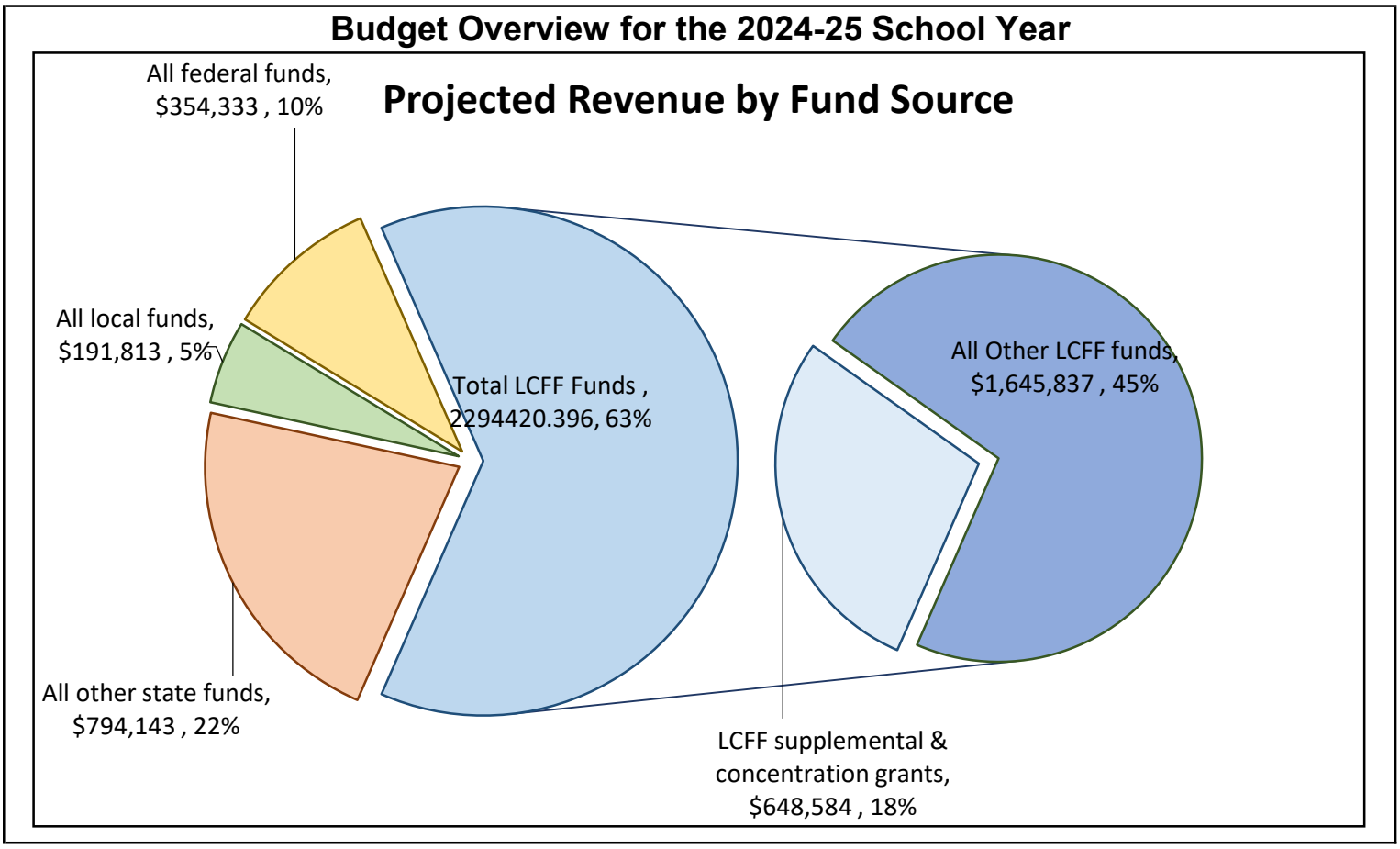
Local Educational Agency (LEA) Name: Extera Public School #2

CDS Code: 19647330128132

School Year: 2024-25

LEA contact information: Brenna Horan, 323-780-8300, bhoran@exteraschools.org

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

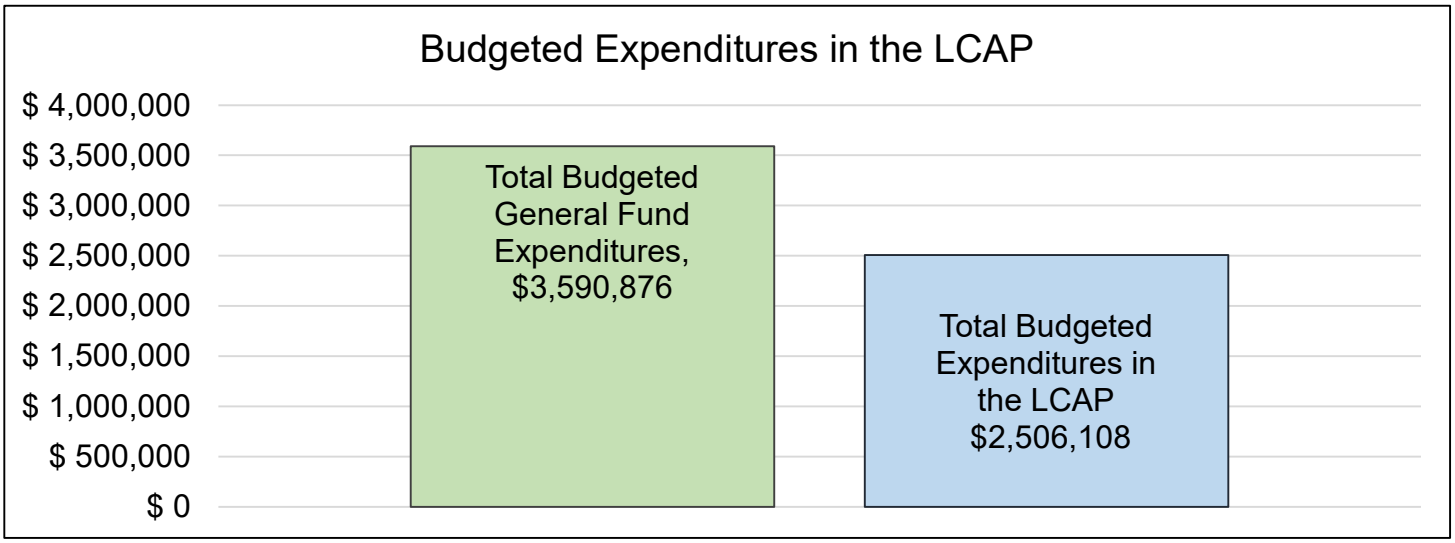


This chart shows the total general purpose revenue Extera Public School #2 expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Extera Public School #2 is $3,634,709.15, of which $2,294,420.40 is Local Control Funding Formula (LCFF), $794,142.91 is other state funds, $191,813.15 is local funds, and $354,332.69 is federal funds. Of the $2,294,420.40 in LCFF Funds, $648,583.80 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 Extera Public School #2 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: Extera Public School #2 plans to spend $3,590,876.46 for the 2024-25 school year. Of that amount, $2,506,108.00 is tied to actions/services in the LCAP and $1,084,768.46 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

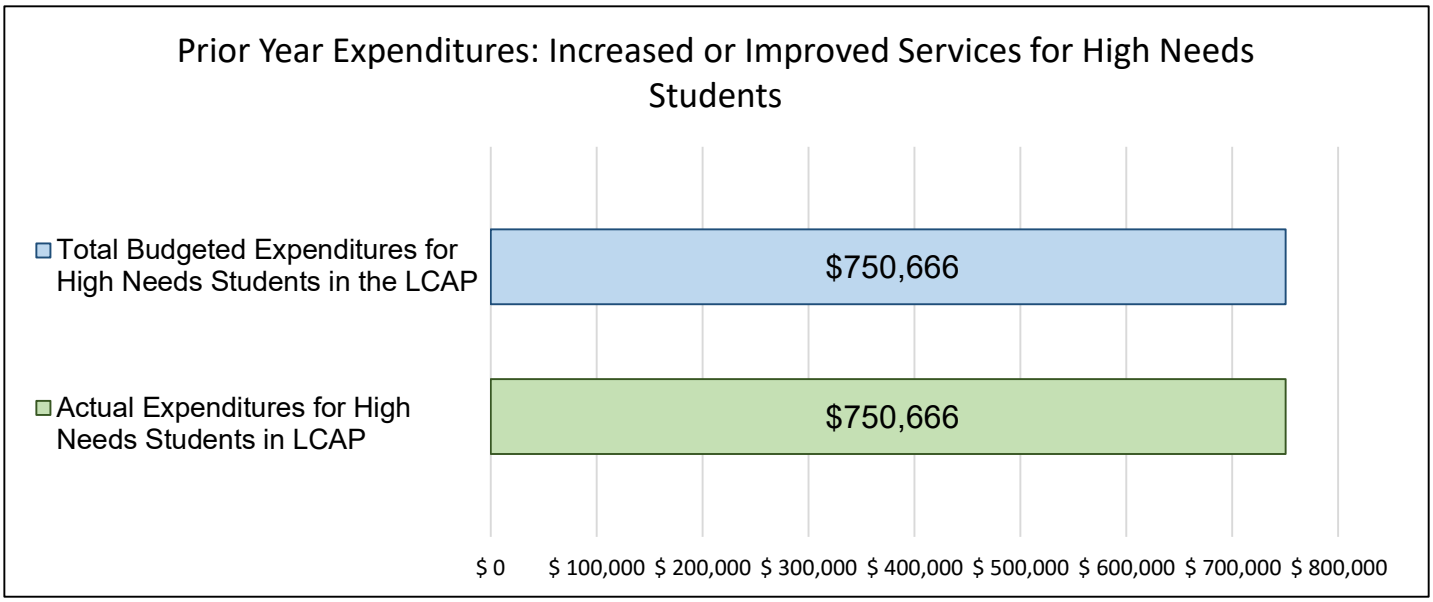
Expenses that may not be captured within the LCAP are mainly attributable to auxiliary services and costs that are not associated with the educational program. Larger expenses not mentioned include, benefits, district oversight fee, general insurance, other fees and services, depreciation and auxiliary salaries. In

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

In 2024-25, Extera Public School #2 is projecting it will receive $648,583.80 based on the enrollment of foster youth, English learner, and low-income students. Extera Public School #2 must describe how it intends to increase or improve services for high needs students in the LCAP. Extera Public School #2 plans to spend $648,583.80 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 Extera Public School #2 budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Extera Public School #2 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, Extera Public School #2's LCAP budgeted $750,666.00 for planned actions to increase or improve services for high needs students. Extera Public School #2 actually spent $750,666.00 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
Extera Public School #2	Nicole Duquette, Interim CEO	nduquette@exteraschools.org 323.261.0059

Goals and Actions

Goal

Goal #	Description
1	Provide a high-quality instructional program that includes access for all students to Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) aligned materials and learning experiences.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of Students Meeting or Exceeding the Standard on the annual Smarter Balanced Assessments Consortium (SBAC) /CA Assessment of Student Performance CAASPP – All Students Results – ELA	41.08%	2020-21: 25.12% met or exceeded standard	2021-22: 36.54% met or exceeded standard	2022-23: 37.19% met or exceeded standard	Match or exceed the state's percentage of all students meeting or exceeding grade level expectations on the CAASPP for ELA
English Language Arts DFS (Distance from Standard) as measured by the CA School Dashboard	25.6 points below standard	2020-21: Dashboard not published	2021-22: -23.9DFS	2022-23: -38.2DFS	Match or exceed LAUSD's "Status" for Distance from Standard (DFS) on English Language Arts.
ELA DFS on the annual Smarter Balanced Assessments Consortium	State DFS for each subgroup statewide per School Dashboard	N/A	2021-22: EL: -35.3DFS SED: -23.7DFS	2022-23: EL: -63.3DFS SED: -38.2DFS	Continue to Meet or Exceed the State of California's "Status" for

(SBAC) /CA Assessment of Student Performance CAASPP – Subgroups - English Learner, Hispanic, SWDs, and Socioeconomically Disadvantaged Results per School Dashboard			SWD: -71.4DFS Hispanic: -23.6DFS	SWD: -73.4DFS Hispanic: -37.6DFS	Distance from Standard (DFS) on English Language Arts for each subgroup in comparison to the subgroup statewide.
Percentage of Students Meeting or Exceeding the Standard on the annual Smarter Balanced Assessments Consortium (SBAC)/CA Assessment of Student Performance CAASPP – All Students Results – Math	40%	2020-21: 16.49% met or exceeded standard	2021-22: 26.29% met or exceeded standard	2022-23: 23.14% met or exceeded standard)	Match or exceed the state's percentage of all students meeting or exceeding grade level expectations on the CAASPP for Math
Mathematics DFS (Distance from Standard) as measured by the CA School Dashboard	26 points below standard	2020-21: Dashboard not published	2021-22: -54.5DFS	2022-23: -45.5DFS	Match or exceed LAUSD's "Status" for Distance from Standard (DFS) on Mathematics
Math DFS on the annual Smarter Balanced Assessments Consortium (SBAC) /CA Assessment of Student Performance CAASPP – Subgroups - English Learner, Hispanic, SWDs, and Socioeconomically Disadvantaged Results per School Dashboard	State DFS for each subgroup statewide per School Dashboard	N/A	<u>2021-22:</u> EL: +75DFS SED: +148DFS SWD: +30DFS Hispanic: +152DFS	<u>2022-23:</u> EL: -63.3DFS SED: -38.2DFS SWD: -73.4DFS Hispanic: -37.6DFS	Match or exceed the state's "Status" for Distance from Standard (DFS) for each subgroup in comparison to the subgroup performance statewide.
English Learner English Language Arts DFS (Distance from Standard) as measured	33.5 points below standard	N/A	2021-22: -35.3DFS	2022-23: -63.3DFS	Match or exceed the state's "Status" for Distance from Standard (DFS) on English Language Arts.

by the CA School Dashboard					
English Learner Mathematics DFS (Distance from Standard) as measured by the CA School Dashboard	29.9 points below standard	N/A	2021-22: -49.6DFS	2022-23: -51DFS	Match or exceed the state's "Status" (68.6 points below standard) for Distance from Standard (DFS) on Mathematics.
English learner progress towards English language proficiency as measured by performance on the ELPAC and the English Learner Progress Indicator on the CA School Dashboard	52.1% making progress towards English Language Proficiency	N/A	2021-22: 22.89% Proficient (Summative ELPAC) 2021-22: 64.1% EL made progress towards English Language Proficiency (ELPI)	2022-23: 15.63% Proficient (Summative ELPAC) 2022-23: 47.7% EL made progress towards English Language Proficiency (ELPI)	Match or exceed the state's percentage of students making progress towards English language proficiency (48.3%).
English learner reclassification rate as reported on Dataquest	2018-19: 44.6% Source Dataquest	2020-21: 2.6% Source: Dataquest	2021-22: 20.65% Source: CALPADS	2022-23: 14% Source: CALPADS	Match or exceed the state's percentage of students reclassifying (13.8%).
Students with Disabilities English Language Arts DFS (Distance from Standard) as measured by the CA School Dashboard	70 points below standard	N/A	2021-22: -71.4DFS	2022-23: -73.4DFS	Match or exceed the state's "Status" (88.1 points below standard) for Distance from Standard (DFS) on English Language Arts.
Students with Disabilities Mathematics DFS (Distance from Standard) as measured by the CA School Dashboard	84.8 points below standard	N/A	2021-22: -83.5DFS	2022-23: -38DFS	Match or exceed the state's "Status" (119.4 points below standard) for Distance from Standard (DFS) on Mathematics
Teacher mis assignments as measured by the SARC	0%	N/A	0 reported misassignments with one corrected	2021-2022: 1	0 teacher misassignments

(School Accountability Report Card)			misassignment for the 21-22 school year.		
Percentage of second grade students meeting or exceeding NWEA MAP Reading Fluency sentence reading fluency expectations at end of the year	48.5% met or exceeded based on Fall 2022 data for incoming third graders	N/A	62% (Spring 2023)	33% as of Dec. 2023	90% of students will Meet or Exceed the NWEA MAP Reading Fluency Sentence Fluency measure at the end of second grade

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.

- Action 1: This action was fully implemented. This year's focus for Professional Development is ensuring teachers are know and understand the ELA and math curriculum. Teacher professional development, grade level planning, and grade level release days focus on the utilization of core curriculum with fidelity. Our Teachers have expressed an increase in their familiarity with the curricula resulting from professional development and grade level planning. Learning walks and observations conducted by the Instructional Coach demonstrate an increase with the implementation of the ELA and math curricula this school year as compared to prior years.

- Action 2: This action was partially implemented. NWEA MAP assessments continue to be implemented with fidelity in Reading, and Math. As a small school, our teachers are involved in every aspect from teaching, administering, reviewing and analyzing data, its application, therefore having a single platform allows teachers the additional time to prepare differentiated lessons to provide small group instruction. Teachers utilize student assessment data to plan small group lessons and re-teaching. Throughout the year, teachers analyze data with their grade level teams and coaches. Administrators analyze and discuss data regularly with educational partners. Students discuss their data in class and with families during student-led conferences.

- Action 3: This action was fully implemented. EPS #2 supports teachers including teachers new to the profession and interns, through Induction, BTSA, Master Teacher Pathways, to clear their credential.

- Action 4: This action was fully implemented. There is a need to continue to professional development for all instructional staff is needed in terms of how to use technology to increase access and engagement for all students, including students with disabilities. Modifications and changes were not made to the actions. EPS#2 provides all students with access to a technology device and has implemented a 1:1 student to

device ratio. The IT support team provides technical support and ensures all devices are functional and updated for students to access curricular, and instructional materials, online applications, and state testing.

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.

For Action 4: There was a slight material difference between Budgeted Expenditures and Estimated Actual Expenditures, however it was due to an over-estimation of costs. Technology devices were purchased an all students have access to device.

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

- Action 1: EPS 2 students are outperforming peers within the same subgroups statewide, and 99.5% of our students fall into subgroups and did last year as well. This implementation of the new ELA curriculum and focus on math PD began after returning from distance learning and an ELA adoption are a success. Last year was the first full year of implementation of the new ELA and this year is a focus year for math PD. Teacher familiarity and use of curriculum has greatly improved, and dedicated PD has been implemented with fidelity. We expect to see increased academic results from these changes on our Spring summative assessments this year and in future years.

Challenges: Three challenges have been our academic outcomes with regards to ELA and Math outcomes on the CAASPP in comparison to state average of all students. With any new curriculum adoption, it takes time for teachers to fully utilize those materials. In 2022-23 the focus was on ELA and ELD. In 23-24 the focus is on math. One challenge is to support teachers with curriculum deployment through grade level planning and targeted professional development to help them understand how the new curriculum supports the state standards in each content area. A second challenge is that due to vacancies and teacher turnover, there has been necessary re-training and additional supports to bring those new faculty up to the expected levels of implementation to achieve fidelity.

- Action 2: Assessment programming, staffing support, and strategic planning are all coming together to provide layers of resources and supports for the teachers.

Challenges: Developing unit plans that include UDL strategies and supports, especially for students with disabilities, are under way. This is partially implemented at this time due to the amount of time and training it will take to create full unit plans with UDL across all grade levels in Reading/Writing and Mathematics. In addition, the plan for UDL implementation through key instructional practices will be ongoing within the next three academic years.

- Action 3: The LACOE Intern Teacher program and partnership has reduced teacher vacancies over the last two years.

Challenges: Overall, the teacher and substitute shortage continue. We continue to have vacant teaching positions.

- Action 4: The shift to a single sign-on system for individualized app deployment to students is helping students access their online learning tools with ease

Challenges: The rising cost of software and hardware due to inflation is a challenge. In addition, having a less experienced teacher population and teacher turnover has made implementation of technological strategies a challenge.

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.

For the 2024-25 LCAP: Goal 1 was revised to align to the schoolwide areas for growth and resulting from the school's performance on the 2023 CA School Dashboard. Actions and metrics were also revised to align to the newly developed goal and address the required state priorities. Goal #1 will address State Priorities #1 and #2. Additionally, for the 2024-25 LCAP, Extera Public School#2 has developed a one-year LCAP that includes "Target for Year 1 Outcome," under the section measuring and reporting results, rather than "Target for Year 3 Outcome," an allowable option for charter schools, as instructed in CDE approved LCAP template instructions.

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 for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal

Goal #	Description
2	Engage parents and community partners through education, communication, and collaboration to ensure equitable student outcomes.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Panorama Education Annual Parent Survey Participation	193 participants from Spring 2019 survey	21% of families completed the Spring 2022 survey	36% of families completed the Spring 2023 survey	2023-24: 49%	70% of parents complete the Panorama Education Annual Parent Survey
Parent Survey Results: Percentage of parents answering that they support their child in the Family Support section of questions on the Panorama Education Annual Parent Survey	2020-21:	2021-22:	66% (2022-2023 Spring Survey)	2023-24: 66%	75% of parents will respond favorable to the question regarding family support on the Panorama Education Annual Parent Survey
Average Daily Attendance (ADA)	96.2%	2021-22: 90.80%	2022-23: 92.6%	2023-24: Preliminary 93.42% EPS 2 93.9% at Eastman 92.89% at Lorena	98% ADA
Chronic Absenteeism Rate as reported on the CA School Dashboard	7.3%	2021-22: 26.6%	2022-23: 24.9%	2023-24: Preliminary 22.5% (as of Jan 2024 internal data)	34.3% Chronic Absenteeism Rate
Parent attendance at Back to School Night in the Fall	100 parents	Data unavailable	Data unavailable	2023-24: 111 Parents	100 parents
Number of academic family events during the school year	5 academic family events	Data unavailable	Data unavailable	2023-24: 8 events with one planned in May and one in June	1 a month (10

Number of ELAC/DELAC meetings during the school year	6 meetings	6 meetings	6 meetings	2023-24: 5 meetings so far, last meeting scheduled for May	6 meetings will be held throughout the year
Number of School Site Council Meetings (SSC) during the year	5 meetings	5 meetings	5 meetings	2023-24: 1 meeting, 1 PAC meeting with 2 more scheduled	5 meetings will be held throughout the year

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.

- Action 1: This action was partially implemented. Extera Public School hosted campus parent events, workshops, and Tier I supports to improve daily attendance. However, the following were not fully implemented: Attendance SSPTs and SARB/SARTs and SPED attendance interventions outside of IEP Discussions. Our school is in the initial phase of developing and implementing a SART team to address attendance and the truancy intervention plan. The role of the parent coordinator, development of attendance teams, and use of parent workshops have been fully implemented.

- Action 2: This action was fully implemented. EPS#2 has hired a parent coordinator and manager of student recruitment and family engagement. With the addition of these position, they have planned and implemented a balance of academic and non-academic community-based events for families and students.

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

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

- Action 1: Attendance is improving in the 23-24 school year and the school is providing more parent workshops and opportunities for parent engagement on campus. Currently, chronic absenteeism for EPS#2 is 22% a decline from prior year.

Challenges: Post-pandemic, parent engagement in workshops events remains lower than pre-pandemic. We continue to struggle with a decline in attendance rates. Parents continue to keep their child at home for minor illnesses. Attendance on rainy days is significantly higher resulting in

a decline in attendance rates. Another trend that continues to be a challenge is families leaving early or returning late from Winter Break resulting in an increase in student absenteeism.

- Action 2: EPS has increased parent support at community and campus events compared with the prior year. The Home Office hosts four parent engagement events annually. Through our extensive student recruitment efforts, we successfully had one of two TK/Kinder classes at capacity for the 23-24 school year for the first time since COVID.

Challenges: One main challenge has been staff turnover with the manager of student recruitment roles. Another challenge has been reduced student enrollment and student turnover. Additionally, more of the school's parents are now working during the school day since COVID so fewer parents are available to attend events during the school day compared to before COVID.

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.

For the 2024-25 LCAP: Goal 2 was revised to align to the schoolwide areas for growth and resulting from the school's performance on the 2023 CA School Dashboard. Actions and metrics were also revised to align to the newly developed goal and address state priorities #4-8. Extera Public School #2 will use Distance from Standard when reporting ELA and Math CAASPP Scale Scores for State Priority #4. Metrics will also be reported by numerically significant student group using the 2023 CA School Dashboard data. Additionally, for the 2024-25 LCAP, Extera Public School #2 has developed a one-year LCAP that includes "Target for Year 1 Outcome," under the section measuring and reporting results, rather than "Target for Year 3 Outcome," an allowable option for charter schools, as instructed in CDE approved LCAP template instructions.

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 for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal

Goal #	Description
3	Crate an interconnected, safe, inclusive and welcoming learning environment where students take ownership of their learning and their contributions to the school community.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of ELAC/DELAC meetings during the school year	6 meetings	6 meetings	6 meetings	2023-24: 5 meetings so far, last meeting scheduled for May	6 meetings will be held throughout the year
Panorama Parent Survey "School Climate" section: Percent of parent respondents will indicate the "School Climate" is favorable	92.5% from Spring 2019 survey	87.5% from Spring 2022 survey	89% from Spring 2023 survey	2023-24: 89% Spring 2024 survey	95% of parents respond favorably to School Climate on the Panorama Parent Survey
Panorama Parent Survey "School Fit" section: Percent of parent respondents will indicate the "School Fit" is favorable	84.5% from Spring 2019 survey	77% from Spring 2022 survey	85% from Spring 2023 survey	2023-24: 86% Spring 2024 survey	90% of parents respond favorably to School Fit on the Panorama Parent Survey
Panorama Teacher and Staff "School Climate" section: Percent of teachers and staff that respond favorably to the question "How respectful are the relationships between staff and students?"	80% from Spring 2019 survey	100% from Spring 2022 survey	100% Spring 2023 survey	2023-24: 84% Spring 2024 survey	95% of teachers and staff respond favorably to the question "How respectful are the relationships between staff and students?"
Student Survey Results for School Climate and Connectedness portion	83%	64.5% from Spring 2022 survey	58.5% from Spring 2023 student survey	2023-24: 63.5% from Spring 2024 student survey	90% of students feel like a part of the school community

of the Student School Experience Survey					
Student survey results for Social & Emotional Learning and Student Social Awareness portion of the Student School Experience Survey	55.1%	60.5% from Spring 2022 survey	63% from Spring 2023 student survey	2023-24: 86.5% from Spring 2024 student survey	75% of students will be able to clearly describe their own feelings
Average Daily Attendance (ADA)	96.2%	90.8%	93.45%	2022-23: 92.6%	97% ADA
Suspension Rate as reported on the CA School Dashboard	0.2%	2020-21: Dashboard not published	2021-22: 0.7%	2022-23: 1.8%	0% of students will be suspended
Suspensions – Students with Disabilities as reported on the CA School Dashboard	1.4%	2020-21: Dashboard not published	2021-22: 1.9%	2022-23: 2%	0% of students with disabilities will be suspended
Expulsion Rate as reported on Dataquest	0%	2020-21: 0%	2021-22: 0%	2022-23: 0%	0% of students expelled

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.

- Action 1: This action was fully implemented. Extera Public School (EPS) #2 received an ORANGE Performance level for Chronic Absenteeism Rate; and Suspension Rate Indicator.

EPS#2 has implemented this action with the administration of two survey windows to date for students in grades 3-8, with the next/final school climate survey to take place in Spring 2024, which will also include staff and parents/families.

- Action 2: This action was partially implemented. EPS#2 provides its students field trip that provide meaningful placed-based learning opportunities. which include Underwood Family Farms, the Natural History Museum and visits to Colleges & Universities. Culturally relevant texts are embedded in the ELA curriculum.

- Action 3: This action was fully implemented. Our school has maintained high levels of retention among staff that support with food service, campus safety, and office support staff.

- Action 4: This action was fully implemented. EPS provides all students with access to the Expanded Learning Opportunities Program (ELOP), which includes camp and enrichment - afterschool, during intersession, and summer programming.

- Action 5: Extera Public School (EPS) #2 received an ORANGE Performance level for Chronic Absenteeism Rate; and Suspension Rate Indicator. EPS#2 is currently in year two of PBIS implementation, following a revision of the PBIS and student behavior policies. The staff positions identified in this action have been filled. EPS#2 continues to provide robust professional development for teachers and staff. Learning walks are in the initial phase of implementation with a focus on fully implementing these practices at the classroom level, throughout the day.

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.

Action 5: There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures, rather there was an overestimation of the planned expenditures. The action was implemented by the designated school staff.

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

- Action 1: Successes this year include providing teachers and school leadership fall data regarding student SEL, classroom and school climate, and time to analyze the data.

Challenges: Parent completion rates are still lower than desired and strategies to ensure parent completion are under review. Additionally, this is the first year that teachers received fall data, so a next step is to ensure teachers use that data to meaningfully inform their classroom culture and environment and the supports that their students need around behavior and social emotional learning.

- Action 2: One success is that every grade level has the opportunity for a grade-level field trip with embedded learning opportunities.

Challenges: One challenge is securing meaningful and reasonably priced learning adventures and outdoor overnight field trips for students. The cost of learning opportunities and student transportation have both gone up exponentially in relation to inflation and there is a student bus shortage in LA County. Over the past years, prices have increased so this has reduced the number of fieldtrips that we can offer.

- Action 3: EPS #2 employs campus monitors, food service coordinators, front office support staff.

Challenges: No challenges.

- Action 4: The camp programs have increased engagement this year compared to last year.

Challenges: Maximizing student enrollment and participation in the afterschool program is an area for growth.

- Action 5: Successes include an increase in PBIS visible in all areas of the school setting (classroom, outdoors, during transitions). There is a normed positive and negative behavior response as a school, and positive reinforcement from all partners. In addition, there is the implementation of the SEL pilot programs.

Challenges: While students receive weekly direct instruction in SEL curriculum, the transfer of the SEL strategies for self-regulation and empowerment have not transferred to routine practices within each classroom. Longer classroom projects around desired behavior outcomes for PBIS have been a challenge as well as fully implementing PBIS expectations in the out of classroom areas like the lunch/recess area.

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.

For the 204-25 LCAP: Goal 3 was revised to align to schoolwide initiatives and State Priorities #1, 3, and 6. Actions and metrics were also revised to align to the newly developed goal and address the required state priorities. For State Priority 3 – EPS#2 is using the CDE's Local Indicator Report for purposes of transparency and alignment of the LCAP with the Local Indicators. Additionally, for the 2024-25 LCAP, Extera Public School #2 has developed a one-year LCAP that includes "Target for Year 1 Outcome," under the section measuring and reporting results, rather than "Target for Year 3 Outcome," an allowable option for charter schools, as instructed in CDE approved LCAP template instructions.

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 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.

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
Extera Public School #2	Nicole Duquette, Interim CEO	nduquette@exteraschools.org 323.261.0059

Plan Summary 2024-25

General Information

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

The mission of Extera Public Schools is to prepare students for 21st century life and careers. Grounded in a program built upon excellence, equity, and engagement, Extera will grow students into trailblazers who are conscientious change agents for their communities and beyond. With a focus on the natural world and the interconnectedness of all living things, children attending Extera Public Schools engage in learning that provides real world relevance and nurtures self-empowerment to develop students from local to global citizens.

The vision of Extera Public Schools is to empower children in Boyle Heights and East Los Angeles to thrive as leaders in the 21st century.

Extera Public School #2 (EPS#2) personalizes the instructional program to meet the needs of every student. EPS#2 provides all students with a longer school day and longer school year, that includes 185 instructional days, that exceed the CA requirement for charter schools of 175 days. All students have access to expanded learning opportunities that takes place before and after school, during intersession (fall, winter, spring) and summer programming.

EPS#2 will continue to develop its Multi-tiered System of Supports (MTSS) For the upcoming 2024-25 school year, EPS#2 has designed a robust professional development plan that is content focused in Literacy and Mathematics for all teachers and support staff to address student learning gaps. Instructional Coaches will provide training on the use of evidence-based pedagogical strategies including backwards planning, and differentiation to improve student engagement and address the diverse learning needs of students. The Assistant Principal will lead the PBIS schoolwide initiative and provide coaching on restorative practices and strategies to address behavioral incidents, de-escalation techniques and alternatives to suspension. School wellness Counselors will support teachers with SEL implementation using the MooZoom SEL Platform; and provide small group counseling for students. The Attendance Committee, led by the Assistant Principal and support team will closely monitor student attendance, communicate with families, conduct home visits for at-risk students and connect families to resources to address barriers to attendance, to reduce chronic absenteeism rates.

Extera Public School#2 is situated in East Los Angeles serving 180 students in grades TK-5 with the following student demographics: 99% Hispanic, 31% English Learners (EL), 19% Students with Disabilities (SWD), and 99% Socioeconomically Disadvantaged (SED).

EPS#2 is not eligible for Equity Multiplier funds.

Extera Public School #2 has developed a one-year LCAP for 2024-25, that also serves as the school's School Plan for Student Achievement (SPSA) and meets the educational partner engagement requirements outlined in CA EC 64001(j) and has met the requirements per CA EC 52062(a) as it applies to charter schools.

- Consultation with SELPA per CA EC 5206(a)(5)
- Parent Advisory Committee (PAC): CA EC 52062(a)(1)
- English Learner PAC: CA EC 52062(a)(2)
- Providing written response to each of the committees regarding their comments

Reflections: Annual Performance

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

The following chart reflects Extera Public Schools #2 performance on the 2023 CA School Dashboard by indicator and student group.

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics
All Students	N/A	Orange	Orange	N/A	Orange	Yellow
English Learners	Orange	Yellow	Green	N/A	Orange	Orange
Foster Youth	N/A	--	--	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	Orange	Orange	N/A	Orange	Yellow
Students with Disabilities	N/A	Orange	Yellow	N/A	--	--
Hispanic	N/A	Orange	Orange	N/A	Orange	Yellow
White	N/A	--	--	N/A	--	--
Two or More Races	N/A	--	--	N/A	N/A	N/A

Chronic Absenteeism: Extera Public School#2 received an ORANGE Performance level for the Chronic Absenteeism indicator for 'all students' and the Socioeconomically Disadvantaged (SED), Students with Disabilities (SWD), and Hispanic student groups. This school year, an Attendance Team was developed a needs assessment and identify root causes of truancy and chronic absenteeism, since

EPS#2 conducted a needs assessment and root cause analysis to address chronic absenteeism rates and develop a proactive approach to address barriers to attendance. We identified the following:

1. Transportation: attendance declines when there are changes in the weather (rainy days)
2. Health issues: chronic conditions, and 504 identification, and family emergencies.
3. Safety concerns: bullying, peer relationships, need to strengthen SEL implementation schoolwide
4. Disengagement: students struggling academically leading to lack of engagement, lack of routine at home, and need to strengthen student and staff relationships
5. Need for accountability: increase responsiveness to attendance data, implementation of SARC meetings, and leadership communicating with families in a timely manner.
6. Parent Education: parents lack awareness of attendance policy, and the impact of attendance on student learning, and understanding 504/IEP services.
7. Implement incentives: to reward students for perfect and improved attendance; and engage families.

The Attendance Committee will implement the Attendance and Truancy guidelines and communicate this policy with school staff and families. This a multi-tiered approach for attendance/truancy intervention to reduce chronic absenteeism rates, improve daily student attendance. This will include SART meetings that will be monitored by MTSS. The guidelines include staff role and responsibilities which the Attendance Committee will be tasked with.

ELA Academic Indicator: The findings from our Literacy Task most recent needs assessment, and root cause analysis identified the following: need to strengthen Tier 1 instructional practices since most students were not performing at grade level. EPS#2 developed the following plan which was implemented schoolwide in the 2022-23 school year with monthly professional development and instructional coaching.

1. Ensure all students have grade level aligned curriculum based on complex text schoolwide: TK-5.
2. Aligned literacy interventions schoolwide (TK-8) for struggling learners, focusing on foundational skills with ongoing monitoring and daily intervention embedded in the instructional day.
3. Professional development on standards-aligned curriculum, opportunities for grade level planning to deepen the knowledge on vertical and horizontal use of newly adopted curriculum.

The 2023-24 school year marks the second year of implementation of SIPPS and Expeditionary Learning. SIIPS is a multi-level foundational skills program designed to help struggling readers with phonological awareness, phonics, and sight words. Teachers continue to receive coaching and professional learning on strengthen delivery of instruction and unit plan development.

The Academic Leadership Team and instructional coaches focused on ensuring implementation of these strategies schoolwide with fidelity during the English Language Arts block of instruction. However, there were mid-year teacher resignations which impacted our schoolwide ELA

Initiative. To further reduce future resignations and support teacher retention, EPS#2 implemented community building activities, instructional coaching, regular check-ins with teachers, and teacher retention bonuses.

This year we initiated professional development on Universal Design for Learning (UDL), a framework that guides educators in designing learning experiences that meet the needs of all learners. It helps teachers move from a one-size-fits-all approach toward one that adapts to learner variability. UDL embraces the idea that we should have firm goals for students—using flexible means to reach those goals. The result is more equitable and engaging classrooms for all learners including English Learners and Students with Disabilities (SWD).

Based on the needs assessment and root cause analysis, and identified area of need are students' foundational reading levels are impacting student performance in ELA. This is largely due to challenges with decoding and automaticity impacting student independent comprehension. In mathematics, the root causes are foundational mathematics needs such as math fact fluency, reading skills, lack of practice, procedural fluency and targeting major standards in instruction. There is a need to provide phonics instruction and address fluency gaps, support with SIPPS, and support with Tier 2 instruction. The following will take place in the 2024-25 school year to further support our scholars: professional development on backwards mapping from the key standard and assessment, frequent observations and feedback cycles with coaching, structured phonics built into the master schedule, Air Reading literacy intervention, and Khanmigo intervention for middle school. Air Reading literacy intervention will be offered daily before school. It is a virtual literacy program taught by teachers online in small group for 40 minutes per daily session. It is based on the Science of Reading. This will supplement SIPPS intervention during the school day by providing additional support to students. Students will be prioritized for Air Reading based on performance with grade level reading expectations. Khanmigo is an AI based tutoring program that complements Khan Academy and allows for immediate feedback and guidance for students that need academic support.

Using the Alliance for Resource Equity tool on the 10 Dimensions of Education Resource Equity to Unlock opportunities for every student, we identified the following ***resource inequities*** – and how each is being addressed in the 2024-25 LCAP by goal and action:

1. Teaching Quality & Diversity: With the teacher turnover rates, combined with teacher shortages, resulting in hiring teachers new to the profession, requiring significant professional learning opportunities and instructional coaching. To address this inequity EPS's Professional development plan has been designed to address schoolwide initiatives, address student learning gaps, and to support teachers, build capacity and expertise to support high teacher retention rates. (LCAP Goal 1, Action 2)
2. Empowering Rigorous Content: EPS provides all students with standards-aligned curriculum. Teachers will receive instructional coaching on differentiation to tailor and adjust instruction to support student learning. (LCAP Goal 1, Actions 2-3)
3. Positive & Inviting School Climate: Safe, positive working conditions impact teacher retention and high teacher turnover in schools with greater levels of student need can disrupt and negatively affect student learning. When student feel that they belong and are accepted, supported, and connect to their school community, the perform better academically and have better social-emotional and behavioral outcomes. The Assistant Principal will lead schoolwide PBIS & SEL implementation. (LCAP Goal 2, Action 3)
4. Student Supports & Intervention: Through a structured MTSS, and administering universal screeners, EPS will effectively and accurately identify students for tiered support; and address their individualized needs. (LCAP Goal 2, Action 2)

English Learners (EL): As part of the needs assessment and root cause analysis we identified the need to research and adopt new ELD curriculum that was rigorous, standards-aligned and would meet the language needs of our students. We've implemented EL Achieve and provided five days of professional development throughout the year. Administrators also participated in professional development on the curriculum and the supplemental tools to conduct observations and feedback cycles. This year the focus was to ensure appropriate scaffolding of curriculum with the delivery of instruction based on the student areas for growth. With the staff turnover this year, including leadership, this will be the focus for the 2024-25 school year, to be led by the Instructional Coaches and the Managing Director of Academics.

Additional strategies that have been and will continue to be implemented and strengthened to improve outcomes for ELs includes:

- Annual review and revision of the EL Master Plan

- Revise the middle school schedule (designated ELD) to include addressing foundational reading skills

- Implement "newcomer" meetings" led by the Managing Director of Academics, Instructional Coaches and Counselor.

- Provide ELs with Practice ELPAC tests, to provide students the opportunity to become familiar with the computer-based test delivery platform and the types of questions that may appear on the operational test.

- Implement Rosetta Stone for ELs (grades 2-5)

- Teachers will continue to participate in EL Achieve Symposium

- Increase student education on goal setting during mentor block, and recognized students for growth (awards).

Math Academic Indicator: In the 2022-23 school year, EPS#2 shifted its instructional focus on math to strengthen alignment to the CA Math Frameworks. This shift emphasizes a deeper conceptual understanding of our mathematics curriculum, a change that enriches our educational approach but also necessitates an adaptation of our teaching methodologies for effective implementation in the classroom.

To facilitate this transition, the math instructional coach led a year-long series professional development, coaching, and modeling lessons, for all educators which focused on the following:

1. Implementation of the 8 Mathematical Practices: Two dedicated days were set aside to focus on integrating these practices into our curriculum, supplemented with support from an external presenter to assist teachers in applying these practices across all classrooms.
2. Eureka: Great Minds Launch Training: A comprehensive day-long training was conducted, focusing on the Eureka Math curriculum, providing teachers with valuable insights and strategies for implementation.
3. Math Instructional Guidelines PD: This professional development session, along with allocated release days, supported teachers in their planning and application of the new guidelines.
4. Lesson Internalization Process: Teachers have begun the process of internalizing each math lesson, a shift from focusing on the entire module to a more detailed, lesson-based approach.
5. Focus on Math Small Groups: Professional development on starting small math groups was provided, informed by data from the MAP test. This initiative aims to tailor instruction more closely to student needs.

The findings from our most recent needs assessment, and root cause analysis identified the following: need to strengthen Tier 1 instructional practices since most students were not performing at grade level, with a focus on foundational skills (math fact fluency, procedural fluency), and math vocabulary, which includes:

1. Deep understanding of the design and approach of the Math curriculum (Eureka Math) through professional development.
2. Consistent data review and time for differentiated small group instruction built into the daily master schedule.
3. Grade level planning and use of curriculum vertically and horizontally.
4. Teacher training on using the 8 mathematical practices regularly in the classroom to increase the depth of student learning in mathematics as well as enhancing the student experience and opportunities for authentic engagement.

This year's professional development plan focused on strengthening the delivery of math instruction, through extensive coaching from the curriculum experts: Eureka launch; and fluency. The Math Instructional Coach led and facilitated professional development throughout the year with a focus on the 8 Mathematical practices, strengthening academic rigor, expectations, and embedding intervention through small group instruction (math centers) and spiral review. Instructional coaches also focused on creating structures and systems for teachers to participate in continuity of grade level planning meetings which now take place twice per month, to review and develop unit plans.

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.

Extera Public School #2 is not eligible 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.

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
Administrators, Principals	**On 2/27/24**, discussions took place with school administrators including the principals on revising the LCAP goals, actions, metrics, & 2023 Dashboard. This content and data were then presented during in-person monthly meetings (March – May 2024) with the Instructional Leadership Team (Instructional coaches, home office leadership, counselors, and business managers) to solicit input and feedback with the development of the 2024-25 LCAP. **On 3/14/24**, discussion took place on developing new goals, actions, and adherence to CDE LCAP required metrics. Meeting included the Instructional Leadership Team (home office leadership, school leadership including coaches, counselors, and business managers). **On 4/23/24** discussion continued with the 2024-25 LCAP Goals, actions and developing year 1 targets (metrics). Meeting included the Instructional Leadership Team (home office leadership, school leadership including coaches, counselors, and business managers). Feedback provided: • For ELA: Need to prioritize phonics and fluency literacy gaps, enhance teacher instructional practices and scaffolding with Expeditionary learning. • For Math: Need to target foundational skills & Tier 1 teaching practices to increase engagement and ensure teachers differentiate instruction. • For attendance: Need to increase frequency of positive recognition and awards, including parent accountability. • For suspension: Need to increase schoolwide culture through schoolwide celebrations and activities and increase student conflict resolution skills through our SEL curriculum.

	• For EL: Need to provide professional development for teachers and increase the use of language acceleration strategies during designated ELD.
Teachers	Teachers were surveyed in **April 2024**; and participated in a staff meeting with the Principal in May 2024. Discussion took place on developing new LCAP goals, metrics, and actions, and performance on the 2023 CA School Dashboard. Feedback provided: • Would like to continue to have independent planning time and grade level planning time, receive instructional coaching for ELA, math, and designated ELD, SIPPS (literacy intervention), strengthening small group instruction, and how to improve the effectiveness of the acceleration block. They would like to participate in peer observations and increase the frequency; and would like to collaborate with the SPED Team for lesson planning, and training on supporting SWD with modifications and accommodations. Teachers also requested differentiated professional development based on their teacher experience/identified needs from classroom observation feedback; and would like to adopt new Science curriculum. • Teachers would like to continue with PBIS implementation and coaching on PBIS strategies, alternatives to suspension, restorative practices, de-escalation techniques to address student behavioral incidents. • Teachers were concerned with teacher turnover rates. • Modify the master schedule for grades K-2 to provide increased instructional time for phonics instruction. • There is a need to increase parent participation at schoolwide events; and play a role in their child's daily attendance. (accountability).
Other School Personnel	Staff were surveyed in **April 2024**; and participated in a staff meeting with the Principal in May 2024. Discussion took place on developing new LCAP goals, metrics, and actions, including the school's performance on the 2023 CA School Dashboard. Feedback provided: • Requested participation in professional development and receive coaching from the Instructional coaches, including training on PBIS practices to support a positive school climate. Staff would like to see an improvement with PBIS implementation to address/improve student behavioral incidents, social skills, and self-regulation. Provide differentiated professional development for non-instructional staff.

Students	Students were surveyed in **April 2024**; and participated in a focus group (interview) on March 4, 2024. Discussion took place on school climate, student engagement, attendance, and school connectedness. Feedback provided: Students would like to continue with afterschool clubs, pizza celebrations, increased differentiation, and engagement options during instruction, increase the number of electives, and would like to change the school uniform.
Parent Advisory Committee (PAC)	**On 3/5/24**, Discussion took place on developing new LCAP goals, metrics, and actions, including the school's performance on the 2023 CA School Dashboard. Feedback provided: Parents would like morning student drop-off to be more structured, longer parent meetings, opportunities to volunteer on campus, requested HVAC for classrooms, training for students on internet safety, implement de-escalation strategies to reduce peer conflict, and implement strategies to improve staff retention. **On 5/30/24**, The 2024-25 LCAP was presented, reviewed and approved by the Parent Advisory Committee for submission to the Extera Public Schools Governing Board. Feedback provided: Parents would like parenting classes, parent orientation sharing expectations that the school has for families, picnic for families, and events (Bring your parent to school day), parent/student field trips, and parent led activity tables at Academic Nights (Math Fiesta, Reading Night). The feedback was incorporated into the 2024-25 LCAP (Goal 3, Action 1 and 3). The Instructional Coach will facilitate Parent workshops, orientation and support sessions.
ELAC, DELAC & EL-PAC	**On 4/11/24**: Discussion took place on developing new LCAP goals, metrics, and actions, including the school's performance on the 2023 CA School Dashboard and solicit input on what parents want to return on-campus. Feedback provided: Provide additional parent committee and volunteer opportunities, cover costs for fingerprinting (volunteers), provide tours of classrooms, and identify barriers to parent volunteering/engagement. Parent committees for schoolwide events, and parent tours of classrooms. **On 5/24/24:** The 2024-25 LCAP was presented, reviewed and approved by the English Learner - Parent Advisory Committee for submission to the Extera Public Schools Governing Board. Feedback provided: Parents would like committees for schoolwide shows, opportunities to tour classrooms and observe instruction. In response, EPS#2 will be revising the parent/student handbook to include opportunities to volunteer in various capacities. We will introduce those opportunities during back-to-

	school night and solicit volunteers to sign-up. We will continue to host tours in the 2024-25 school year, that will be led by the Instructional Coach and parent coordinator.
Parents including those representing Unduplicated Pupils	Parents were surveyed in **April 2024**, to solicit input on the 2024-25 LCAP, solicit feedback on school climate, student engagement, attendance, and school connectedness. Feedback provided: Would like the school to prioritize STEM implementation, activities related to college readiness, school safety and continue with enrichment opportunities.
SELPA Administrator	**April 2024**: The SPED Coordinator communicated with the SELPA Administrator (LAUSD) on the SWD Action (Goal 2, Action 5). Feedback provided: Need to explain SpED Learning walks and suspension rates. Goal 1, Action 5 was revised and approved by the LAUSD SELPA on **5/16/24.**

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

The development of the 2024-25 LCAP was influenced by feedback provided by our educational partners as follows:

- Goal 1, Action 2: Professional Development: Backward planning, Differentiation, Literacy, Math, UDL, and new NGSS curriculum implementation; and Instructional Coaching.
- Goal 1, Action 3: New Science curriculum adoption.
- Goal 2, Action 2: Academic intervention, tutoring services, SIPPS Phonics, Intervention block.
- Goal 2, Action 3: Attendance Committee, PBIS training and implementation, School wellness Counselor.
- Goal 2, Action 4: Enrichment and Electives
- Goal 2, Action 5: Special Education services
- Goal 2, Action 6: EL Achieve
- Goal 2, Action 7: Tutoring services
- Goal 3, Action 1: School Climate: MooZoom SEL
- Goal 3, Action 2: Parent Committees
- Goal 3, Action 3: Parent workshops & volunteer opportunities

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Provide professional learning opportunities and instructional coaching to strengthen implementation of the CA Academic Standards, use of evidence-based instructional strategies that addresses the diverse learning needs of all students including English Learners (EL) and Students with Disabilities (SWD) and promotes scholar engagement.	Broad

State Priorities addressed by this goal.

Priority 1: Basic

Priority 2: Implementation of the State Standards

An explanation of why the LEA has developed this goal.

With the significant teacher turnover in part due to the pandemic, there is a need for all teachers to implement backwards planning and scaffold lessons, and rigor and engagement (reading, writing, speaking, and listening) to address the diverse learning needs of our students. There is also a need for general education teachers to collaborate with Special Education educators implementing Universal Design for Learning (UDL), ensure appropriate accommodations and modifications are implemented to provide equitable and differentiated lessons to increase student engagement and improver student learning. Teachers also need additional training on the ELD standards to strengthen designated ELD instruction to support the language acquisition needs of ELs, to increase English Language proficiency, resulting in higher reclassification rates); and an improvement on the ELPI (Dashboard). With the new adoption of NGSS aligned curriculum, teachers will participate in professional development and receive ongoing coaching.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 1 Outcome	Current Difference from Baseline
1	% teachers – fully credentialed & appropriately assigned. Source: CDE TAMO	2021-22: 94.1%			2022-23: 95%	

2	% students with access to standards-aligned materials. Source: Textbook Inventory/classroom observations	2023-24: 100%			2024-25: 100%	
3	Implementation of the State Academic content & performance standards for all students & enable ELs access. Rating Scale: 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability Source: Priority 2 Self Reflection Tool - Local Indicator CA School Dashboard)	2023-24 ELA: 4 ELD: 4 Math: 3 Social Science: 1 Science: 2 CTE: NA Health: 4 PE: 3 VAPA: 3 World Language: NA			2024-25: ELA: 4 ELD: 4 Math: 4 Social Science: 2 Science: 2 CTE: NA Health: 4 PE: 3 VAPA: 3 World Language: NA	

Goal Analysis for 2024-25

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.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Staffing: Educational Program	Extera Public School #2 (EPS#2) will employ a principal and appropriately credentialed teachers as part of the school's core educational program providing instruction in ELA, ELD, Math, Science, Social Studies, and Physical Education. EPS will provide all students with 185 instructional days (longer school year). All teachers will participate in professional development as follows: • 7 days Summer (prior to the start of the school year) • 4 non-instructional days during the academic year Weekly professional development during the school year	$650,807	Y

2	Professional Learning Opportunities	EPS#2 will provide all teachers with professional learning opportunities in alignment with schoolwide initiatives and identified student needs. As noted in Goal 1, Action 1 – EPS#2 will provide robust professional development and instructional coaching for all educators with a focus on the following areas based on schoolwide and student identified needs, and the school's performance on the 2023 Dashboard: • TWIG Science Curriculum (new adoption) • Backward planning • Literacy • Universal Design for Learning • Rigor & engagement (reading, writing, speaking, and listening) • Eureka math • Special Education: modifications & accommodations • PBIS • Data Analysis: Using data to inform instruction & differentiation Instructional Coaches will provide extensive professional development on backward planning and will review all lesson plans and provide feedback. The principal, Instructional coaches, Managing Director of Academics, and Director of SPED & Intervention Programming will conduct classroom walkthroughs, feedback cycles, facilitate professional development, ensuring schoolwide initiatives and evidence-based pedagogical strategies are implemented in all classrooms with fidelity. During weekly observations, leaders will also observe for academic rigor, intentional use of DOK in discussions and coursework, student engagement, classroom management, and the use of differentiation to address the diverse learning needs of students. EPS#2 will implement 'Learning Walks' that includes instructional coaches, and school leaders focusing on content-based learning with a total of four for ELA, two for mathematics, and two for English Language Development (ELD).	$22,800	N

		To support teachers new to the profession and/or working towards clearing their credentials, and improve teacher retention rates, EPS#2 will reimburse for induction expenses. Administrators, Instructional Coaches, and Teachers will have the opportunity to attend conferences, workshops, and symposiums aligned to schoolwide initiatives.		
3	Basic Services: Core Curricular Materials	EPS#2 will ensure all students have access to standards aligned core curriculum and instructional materials. Annual purchases will be made to ensure sufficient materials which include: • TWIG Science curriculum – new adoption • Expeditionary Learning (ELA) • Eureka Math • TCI: Social Studies	$26,904	N
4	Technology Learning Platform	EPS#2 provides all students with access to a technology device to access instructional, curricular materials and testing platforms. Annual purchases will be made as needed. The AD of Technology will provide IT support and ensure devices are up-to-date, and functional for student use.	$111,999	Y

Goal

Goal #	Description	Type of Goal
2	Develop a Multi-tiered System of Support (MTSS) to address student barriers to learning including academic, social-emotional, behavioral, and mental health; and implement systems for the collection and analysis of multiple types of student data; to ensure services are provided in a timely manner to improve student outcomes. Utilize MTSS and data collection to evaluate program implementation on an annual basis.	Broad

State Priorities addressed by this goal.

Priority 4: Student Achievement

Priority 5: Student Engagement

Priority 6: School Climate

Priority 7: Course Access

Priority 8: Pupil Outcomes

An explanation of why the LEA has developed this goal.

To improve student achievement, there is a need to establish and implement a MTSS, using multiple types of data, to establish baseline performance and develop annual targets for all students. To effectively implement MTSS, there is a need to establish systems and protocols to ensure accountability and measure program effectiveness. This includes administering academic and SEL universal screeners to identify and address the academic, social-emotional, behavioral, and mental health needs of our students which impacts academic outcomes, student engagement, attendance, overall school culture.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 1 Outcome	Current Difference from Baseline
4	CAASPP ELA Assessment: Distance from Standard (DFS) Source: CA School Dashboard	**2022-23 ELA CAASPP** **Student Group** / **DFS** All Students -38.2 Hispanic -37.6 EL -63.3 SED -38.2			**2023-24 ELA CAASPP** **Student Group** / **DFS** All Students -35.2 Hispanic -34.6 EL -59.9 SED -35.2	
5	CAASPP Math Assessment: Distance from Standard (DFS) Source: CA School Dashboard	**2022-23 Math CAASPP** **Student Group** / **DFS** All Students -45.5 Hispanic -45.2 EL -51 SED -45.5			**2023-24 Math CAASPP** **Student Group** / **DFS** All Students -42 Hispanic -42 EL -48 SED -42	
6	% Proficient CAST Source: CAASPP website	**2022-23 CAST % Proficient** **Student Group** / **%** All Students 11.11% Hispanic 11.43% SED 11.11%			**2023-24 CAST % Proficient** **Student Group** / **%** All Students 14.0% Hispanic 14.0% SED 14.0%	
7	% EL who made progress towards English Language Proficiency Source: ELPI – CA School Dashboard	47.7% Source: 2023 Dashboard			2023-24: 48.7% Source: 2024 Dashboard	
8	% students English Language Proficiency for Summative ELPAC Source: ELPAC website	2022-23: 15.63%			2023-24: 18.63%	
9	Reclassification Rate	2022-23: 14%			2023-24: 15%	

<table>
<tr><td></td><td>Source: Dataquest</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>10</td><td>Attendance Rate
Source: CALPADS</td><td>2022-23: 92.6%</td><td></td><td></td><td>2023-24: 93%</td><td></td></tr>
<tr><td>11</td><td>Chronic Absenteeism Rates
Source: Dataquest</td><td><table><tr><th colspan="2">2022-23: Chronic Absenteeism</th></tr><tr><th>Student Group</th><th>Rate</th></tr><tr><td>All Students</td><td>24.9%</td></tr><tr><td>Hispanic</td><td>25.2%</td></tr><tr><td>EL</td><td>17.4%</td></tr><tr><td>SED</td><td>25.1%</td></tr><tr><td>SWD</td><td>28.6%</td></tr></table></td><td></td><td></td><td><table><tr><th colspan="2">2023-24: Chronic Absenteeism</th></tr><tr><th>Student Group</th><th>Rate</th></tr><tr><td>All Students</td><td>20%</td></tr><tr><td>Hispanic</td><td>18%</td></tr><tr><td>EL</td><td>18%</td></tr><tr><td>SED</td><td>20%</td></tr><tr><td>SWD</td><td>21%</td></tr></table></td><td></td></tr>
<tr><td>12</td><td>Suspension Rate
Source: Dataquest</td><td><table><tr><th colspan="2">2022-23: Suspension</th></tr><tr><th>Student Group</th><th>Rate</th></tr><tr><td>All Students</td><td>1.8%</td></tr><tr><td>Hispanic</td><td>1.8%</td></tr><tr><td>EL</td><td>1.4%</td></tr><tr><td>SED</td><td>1.8%</td></tr><tr><td>SWD</td><td>2.0%</td></tr></table></td><td></td><td></td><td><table><tr><th colspan="2">2023-24: Suspension</th></tr><tr><th>Student Group</th><th>Rate</th></tr><tr><td>All Students</td><td>1%</td></tr><tr><td>Hispanic</td><td>1%</td></tr><tr><td>EL</td><td>1%</td></tr><tr><td>SED</td><td>1%</td></tr><tr><td>SWD</td><td>3%</td></tr></table></td><td></td></tr>
<tr><td>13</td><td>Expulsion Rate
Source: Dataquest</td><td>2022-23: 0%</td><td></td><td></td><td>2023-24: 0%</td><td></td></tr>
<tr><td>14</td><td>% students participating in enrichment course.
Source: Master Schedule
CALPADS</td><td>2023-24: 100%</td><td></td><td></td><td>2024-25: 100%</td><td></td></tr>
<tr><td>15</td><td>% students participating in in all 5 Components of the Physical Fitness Test (PFT): Grade 5
Source: SARC</td><td>2022-23: 100%</td><td></td><td></td><td>2023-24: 100%</td><td></td></tr>
</table>

NOTE: Extera Public School #2 currently serves grades TK-5, therefore the following CDE LCAP required metrics do not apply:

- Priority 4:
  - % of pupils who complete courses that satisfy UC A-G
  - % of pupils who complete CTE course from approved pathways
  - % of pupils who have completed both A-G & CTE
  - % of pupils who pass AP exams with a score of 3 or higher.
  - % of pupils prepared for college by the EAP (gr 11 SBAC)
- Priority 5:
  - Middle School dropout rate
  - High School dropout rate
  - High School graduation rates

Goal Analysis for 2024-25

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.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Student assessment of learning	EPS#2 will administer the following assessments to establish baseline reports, monitor student growth, and identify learning gaps for additional targeted tiered intervention: • NWEA Measure of Academic Progress (MAP) assessments in reading and math, three times a year: Grades TK-5 • NWEA MAP Writing, three times a year: Grades 2-5 • CDE: Interim Comprehensive Assessments (ICA): Grades 3-5 The Data compliance team (principal, teachers, Instructional coaches, and Director of SPED and Intervention Programming) will review, disaggregate, analyze, and present assessment findings during professional/staff development meetings, and teacher planning meetings to inform instruction, and goal setting. EPS#2 will utilize Panorama Success Platform for identifying students for intervention, measuring and monitoring student performance and outcomes, to ensure all students meet annual growth targets.	$12,149	N
2	Addressing Academic Barriers to Learning	An area of identified need is the decline in student performance on the ELA Academic Indicator. An analysis of our needs assessment identified that students lack basic foundational skills (decoding, automaticity impacting independent reading comprehension; and for math lack math fact fluency, reading skills, lack of practice, procedural fluency and targeting major standards in instruction. EPS#2 will identify and monitor students for additional support and tiered intervention using its Multi-tiered System of Supports (MTSS) model. All	$557,761	Y

		teachers will implement daily small group instruction for literacy, with structured phonics built into the instructional day, and mathematics, in addition to the daily 30-minute intervention block. Teachers will also provide an acceleration block (TK-5) four times per week, led by teachers, using NWEA MAP and ICA (reading or math) assessments to address learning gaps and accelerate learning. Based on the Science of Reading, Air Reading Literacy intervention, is a virtual literacy program taught by teachers in small groups daily for 40 minutes and will also be offered daily before school for students in grade 5. For students in grades K-2: SIPPS Phonics Program will be utilized in differentiated groups taught by a credentialed teacher. Language & Literacy will be utilized for K-2, to strengthen student foundational literacy skills. Students in grades TK-5, will utilize Edgenuity's MyPath, a supplemental online ELA intervention tool. Instructional Coaches will provide Tier 2 small group instruction based on phonics/reading comprehensive during the intervention block, in addition to coaching teachers on developing and delivering scaffolded lessons for implementation in daily instruction and intervention block. EPS#2 will provide all students with access to onsite tutoring services available before and after school as an additional academic support.		
3	Addressing SEL/Behavioral Barriers to Learning	An area of concern is the high Chronic Absenteeism across all student groups. A needs assessment was conducted to identify the root causes, which resulted in the development of an Attendance Committee that includes the principal, school wellness counselors, and Intervention Team). The Attendance Committee will review daily attendance reports and contact families when a student is absent to identify root cause, provide resources if necessary to improve daily student attendance, which impacts student academic outcomes. Home visits will take place for at-risk students, to re-engage our students. The (Bilingual) Attendance Committee will lead implementation of the Attendance & Truancy Policy, a multi-tiered approach that outlines the attendance policy, and the available supports to address truancy/chronic absenteeism. The Attendance Committee will ensure tiered services are	$542,183	Y

		implemented with fidelity to reduce chronic absenteeism rates and take a proactive approach to improve student attendance and address barriers to learning. The Assistant Principal, Psychologist, and the School Wellness Counselor will lead the PBIS team and facilitate staffwide professional learning and coaching on positive behavior, restorative practices, alternatives to suspension, community circles and de-escalation techniques. Campus monitors and BII will provide behavior support in the classroom and during the instructional day, to reduce suspension rates, and support a positive and safe learning environment for all students. EPS#2 will adopt MooZoom SEL Curriculum that will be embedded in daily instruction and during mentor block for the middle school grades. EPS#2 will implement PBIS strategies including PBIS rewards, recognize students for positive behavior, and perfect/improved attendance. EPS#2 will continue to administer Panorama SEL surveys which also serve as a universal screener within our PBIS. The Counselor will provide small group and one-on-one counseling to address the behavioral, and/or mental health needs of our students.		
4	Broad Course of Study	All students will be enrolled in a broad course of study (ELA, math, Science, Social Studies, and Physical Education) and Art. EPS#2 will also provide the following clubs during lunch and afterschool for students in grades 2-4: Coding and Arts & Crafts.	$12,935	N
5	Supporting Students with Disabilities (SWD)	To address the needs of our students with disabilities, we have built inclusive support in the General Education classroom, supplemented with pull-out sessions for reteaching content and explicit instruction targeting deficits in reading and math; we also have a full continuum of support from service providers ranging from behavioral intervention, speech therapy, and occupational therapy. We have a full inclusion model for our SpEd program. Our students are all in the general education setting and receive support for individualized needs through a collaborative model	$228,958	N

		with special education teachers and instructional assistants supporting them in the classroom or teaching explicit skills to address students' needs in small groups during pull-out sessions. We also have co-teaching for English language arts for grades 3 and 5. Our students receive instruction from the Gen Ed and Special Education teachers during the co-taught class periods. In addition, we provide counseling, speech therapy, and other services to ensure that students can access the curriculum in the classroom. Our SWDs have also struggled to achieve the expected progress in ELA and Math. Root causes in ELA include missing foundational skills in reading and scaffolds in ELA and Math to reach grade-level rigor. In response to the needs of our students in Math and ELA, we are adjusting our co-teaching model, which covers only 5th-grade levels, and one subject area, ELA, to have a collaboration model, which will cover ELA and Math across 4th-grade levels per school site. This will allow our Gen Ed and SpEd teachers more time to plan for instructional strategies and adjust lessons in response to SWD needs. Each collaboration period will follow a specific collaboration protocol, and SpEd PDs will focus on specific modeling of UDL strategies to improve instruction for SWDs. We will offer more Sped-related PDs for teachers and staff to strengthen instruction for SWD than previously offered. This will include PDs from our partners, such as speech therapy agencies and PDs focusing on the best instructional practices for specific disabilities. We also will continue with our Sped learning walks to see how instructional practices are being implemented for SWD and continue to provide coaching and PDs based on the data collected during those SpEd learning walks. Chronic Absenteeism has also been an issue for our SWDs at EPS2. The root causes of chronic absenteeism include parent misunderstandings regarding the impact of attendance on student outcomes, the need to increase student belonging, and the importance of school. This demonstrates that parents need more support and education around attendance, so moving forward for 24-25, we have parent workshops specifically focused on SpEd incorporated with the rest of our parent workshops. In addition to discussing the importance of attendance for students with disabilities at our SpEd parent workshops, we will begin reviewing attendance at the beginning of every IEP meeting at Extera		

		Public Schools. Parents need more support and education around attendance, so moving forward for 24-25, we have parent workshops specifically focused on SpEd incorporated with the rest of our parent workshops. In addition to discussing the importance of attendance for students with disabilities at our SpEd parent workshops, we will begin reviewing attendance at the beginning of every IEP meeting at Extera Public Schools. To address student belonging, we will work with our counselors and teachers to create more buy-in from students by incorporating activities designed at the beginning of the year to create high engagement and a sense of belonging for our students. It is important to note that 50% of our students with disabilities are dually identified as ELs. Students with disabilities who are dually identified have ELD goals and services. RSTs will collaborate with ELD teachers to identify learning targets from current ELD units to support student ELD during ELD services. In addition, barriers to students with disabilities reclassifying include minimal growth on the ELPAC. A root cause analysis showed this is largely due to independent reading level, attendance, and teacher fidelity with the ELD curriculum during the 22-23 school year. Attendance will be targeted through the interventions described above. SIPPs, grade-level phonics, and pull-out services will address the reading level. Parent meetings for ELs will also be held at the beginning of the year to review scores with families and create action plans. In addition, families give input through the six ELAC meetings held each school year. Teacher fidelity with curriculum will be addressed through subject-specific learning walks at the beginning of the year to identify teachers struggling with curriculum early in the year and to align coaching support for those teachers to support them in the planning and implementation of the curriculum until they can be exited from this additional support. The suspension rate for students with disabilities was 0.1% at EPS 2. We would like to celebrate the restorative practices across these school sites, which have led to this decrease from previous years. Our schools' actions include restorative practices, behavior contracts, in-school reassignment, and more social skills workshops.		

		Action Items - 1. Collaboration across Math/ELA and 4 grade levels per site between Gen Ed and SpEd teachers 2. SpEd PDs - Focused on scaffolding instruction through UDL for SWD. 3. Students in grade 5 attend IEP meetings. 4. Disability awareness goals in IEPs. 5. SpEd Parent Workshops - IEP & You, Air Reading/Tutoring, Transition/Social Skills Outcomes - Improvement in DFS rate for SWD in ELA & Math.		
6	Supporting EL with Language Acquisition	An area for growth is the English Learner Progress Indicator (ELPI) as measured on the 2023 CA School Dashboard. As part of the needs assessment and root cause analysis we identified the need to research and adopt new ELD curriculum that was rigorous, standards-aligned and would meet the language needs of our students. EPS#2 will provide designated ELD using Systematic EL Achieve, with differentiated supports based on their Summative ELPAC results, to support the language acquisition needs of each English Learner. For our Newcomers (EL) EPS#2 will also utilize Rosetta Stone (grades 2-8) to support with language acquisition and proficiency. Instructional Coaches will provide professional development on evidence-based strategies to support the language and learning needs of English Learners. Teachers will utilize NWEA MAP assessments to measure and monitor student progress and scaffold instruction. Additional supports and interventions available to ELs is outlined in Goal 2, Action 2.	$1,480	N

Goal

Goal #	Description	Type of Goal
3	Develop and implement strategies to engage and collaborate with families/parents as partners through ongoing effective communication, and education to improve school climate, connectedness and student outcomes.	Broad

State Priorities addressed by this goal.

Priority 1: Basic

Priority 3: Parental Involvement & Family Engagement

Priority 6: School Climate

An explanation of why the LEA has developed this goal.

Critical to success of our students is ensuring parents feel welcomed and connected to our school as partners. There is a need to further connect with families to improve student outcomes, improve daily attendance, and educate families on the impact the pandemic has had on student learning, socialization, and self-regulation. There is a need to continue improving school climate through restorative practices, community circles, and ensuring students feel a sense of belonging, connectedness and safe. Utilizing MooZoom SEL Platform will support the SEL work we've initiated to address SEL and behavioral needs.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 1 Outcome	Current Difference from Baseline
16	Facility Inspection Tool (FIT) Report Score Source: SARC	2023-24: Exemplary			2024-25: Good	
17	Parent input in decision-making for UP & SWD. (Questions 9-12) Rating Scale: 1 - Exploration & Research Phase; 2 – Beginning Development;	2023-24: 9. 4 10.4 11.4 12.3			2024-25: 9. 4 10.4 11.4 12.4	

	3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability Source: Score - CDE Priority 3 Self-reflection tool.					
18	Parent participation in programs for UP & SWD. (Questions 1-4) Rating Scale: 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability Source: Score - CDE Priority 3 Self-reflection tool	2023-24: 1. 3 2. 4 3. 3 4. 5			2024-25: 1. 4 2. 4 3. 4 4. 5	
19	Other Local Measure - Student Survey: Sense of safety & school connectedness Source: Panorama	2023-24: 58% Sense of Safety 65% School connectedness			2024-25: 63% Sense of Safety 70% School connectedness	
20	Other Local Measure - Parent Survey: Sense of safety & school connectedness. Source: Panorama	2023-24: 76% Sense of Safety 86% School connectedness			2024-25: 80% Sense of Safety 87% School connectedness	

21	Other Local Measure - Staff Survey: Sense of safety & school connectedness Source: Panorama	2023-24: 63% Sense of Safety 73% School connectedness			2024-25: 66% Sense of Safety 75% School connectedness	

Goal Analysis for 2024-25

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.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	School Climate	EPS#2 will implement strategies to improve school climate, sense of connectedness and provide a safe learning environment for students and staff. As identified in school climate surveys this is an area for growth. The PBIS team will support schoolwide implementation of MooZoom SEL curriculum, through restorative practices, daily SEL practices, and assemblies to promote a positive school climate. EPS#2 will implement daily morning community circles for TK-4; and weekly for middle school (grades 5-8) that will set the tone and expectations for all students. SEL practices will be integrated into the mentor block. To support a sense of belonging and engagement, EPS#2 will host schoolwide competitions (Spelling Bee, Art Walk), Spirit Days (College Week, Read Across America), Schoolwide Events (showcase, Literacy night) to also engage and welcome families. Students will participate in hands-on learning experiences, aligned to the standards through field trips to the CA Science Center, Natural History Museum, La Brea Tar pits, to name a few. EPS#2 will offer an afterschool sports program including clubs and organizations.	$49,162	N
2	Parents: Decision-making	Extera Public School#2 will provide all parents/families (including those representing Unduplicated Pupils and Students with Disabilities) opportunities to serve on decision-making committees: • English Language Advisory Committee (ELAC), DELAC, • Parent Advisory Committee (PAC) per CA EC 52062(a)(1) Interpreter services will be available for all committee meetings, and upon request.	$1,500	N
3	Parent Engagement	EPS#2 will provide families including those of Unduplicated Pupils and those representing Students with Disabilities (SWD), with opportunities to	$32,446	N

		engage in their child's education through participation in schoolwide events, Coffee with the Principal (Platicas), and volunteer opportunities. To support the English Learners and engage families, EPS#2 will add an EL parent conference in the fall to meet with families individually, discuss ELPAC and CAASPP results, and develop meaningful action plans to support EL with language proficiency and provide families with tools to support their child's language needs at home. EPS's Attendance Committee will host parent education workshops on the importance of daily attendance and the impact of chronic absenteeism on a child's development and learning. Workshops will focus on engaging families in their child's education and to build school connectedness. The Attendance Committee will conduct home visits for at-risk students and unresponsive families to identify root causes and provide resources to re-engage students back to school. The Instructional Coach and Instructional Leadership team will be leading parent workshops including parent orientation and parent support sessions Parent workshops will focus on key areas that include but are not limited to: • Attendance • Literacy – strategies to support reading • Math – strategies to support students in mathematics • PBIS/MooZoom SEL Curriculum • Addressing adolescent behavior • Accessing Infinite Campus Gradebook EPS#2 will utilize its website and social media to inform families of events, resources and to increase parent engagement, in addition to Infinite Campus where families can access their child's academic progress, attendance, and communicate with staff.		

		All materials sent to families will be translated to Spanish as required; and interpreter services will be available for parent events, workshops and upon request.		
4	Basic Services: Facilities	Extera Public School#2 strives to provide all students and staff with a safe and clean school facility site that meets the learning needs of our students. Annually, the Facility Inspection Tool (FIT) report will be completed and address issues/findings in a timely manner. FIT results are reported annually in the SARC and LCAP.	$255,024	N

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$648,584	$74,918

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
39.41%	0%	$0	39.41%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1, Action 1	Student performance (Schoolwide and all numerically significant student groups) declined in academic performance as measured by the ELA and Math CAASPP assessment. There is a need for all teachers to provide Tier 1 and 2 interventions.	Grade level Lead teachers will co-plan to review local data, and design tiered intervention plans for implementation during the instructional day to improve students' academic outcomes in ELA and Math. They will coach their grade level peers on how to effectively implement Tier 1 and 2 interventions.	The metrics that will be used to monitor effectiveness: • #4: CAASPP ELA Assessment: Distance from Standard (DFS) • #5: CAASPP Math Assessment: Distance from Standard (DFS)

Goal 1, Action 4:	There is a need to ensure all students have access to a technology device to access curricular, instructional material and online supplemental intervention programs.	EPS will provide all students with access to a technology device to access instructional, curricular materials, online intervention platforms, and testing platforms. This is an essential need for all students.	The metric that will be used to monitor effectiveness: • #2: % students with access to standards-aligned materials.
Goal 2, Action 2	An area of identified need is the decline in student performance on the ELA Academic Indicator. An analysis of our needs assessment identified that students lack basic foundational skills (decoding, automaticity impacting independent reading comprehension; and for math lack math fact fluency, reading skills, lack of practice, procedural fluency and targeting major standards in instruction.	EPS#2 will identify and monitor students for additional support and tiered intervention using its Multi-tiered System of Supports (MTSS) model. All teachers will implement daily small group instruction for literacy, with structured phonics built into the instructional day, and mathematics, in addition to the daily 30-minute intervention block. Teachers will also provide an acceleration block (TK-5) four times per week, led by teachers, using NWEA MAP and ICA (reading or math) assessments to address learning gaps and accelerate learning. Based on the Science of Reading, Air Reading Literacy intervention, is a virtual literacy program taught by teachers in small groups daily for 40 minutes and will also be offered daily before school for students in grade 5. For students in grades K-2: SIPPS Phonics Program will be utilized in differentiated groups taught by a credentialed teacher. Language & Literacy will be utilized for K-2, to strengthen student foundational literacy skills. Students in grades TK-5, will utilize Edgenuity's MyPath, a supplemental online ELA intervention tool. Instructional Coaches will provide Tier 2 small group instruction based on phonics/reading comprehensive during the intervention block, in addition to coaching teachers on developing and delivering scaffolded lessons for implementation in daily instruction and intervention block.	The metrics that will be used to monitor effectiveness: • #4: CAASPP ELA Assessment: Distance from Standard (DFS) • #5: CAASPP Math Assessment: Distance from Standard (DFS)

Goal 2, Action 3	An area of concern is the high Chronic Absenteeism across all student groups. A needs assessment was conducted to identify the root causes, which resulted in the development of an Attendance Committee that includes the principal, school wellness counselors, and Intervention Team). The Attendance Committee will review daily attendance reports and contact families when a student is absent to identify root cause, provide resources if necessary to improve daily student attendance, which impacts student academic outcomes. Home visits will take place for at-risk students, to re-engage our students.	The (Bilingual) Attendance Committee will lead implementation of the Attendance & Truancy Policy, a multi-tiered approach that outlines the attendance policy, and the available supports to address truancy/chronic absenteeism. The Attendance Committee will ensure tiered services are implemented with fidelity to reduce chronic absenteeism rates and take a proactive approach to improve student attendance and address barriers to learning. The Assistant Principal, Psychologist, and the School Wellness Counselor will lead the PBIS team and facilitate staffwide professional learning and coaching on positive behavior, restorative practices, alternatives to suspension, community circles and de-escalation techniques. Campus monitors and BII will provide behavior support in the classroom and during the instructional day, to reduce suspension rates, and support a positive and safe learning environment for all students. EPS#2 will adopt MooZoom SEL Curriculum that will be embedded in daily instruction and during mentor block for the middle school grades. EPS#2 will implement PBIS strategies including PBIS rewards, recognize students for positive behavior, and perfect/improved attendance. EPS#2 will continue to administer Panorama SEL surveys which also serve as a universal screener within our PBIS. The Counselor will provide small group and one-on-one counseling to address the behavioral, and/or mental health needs of our students.	

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
N/A	Not applicable.	Not applicable	Not applicable

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

Not applicable

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.

Extera Public School will use additional concentration grant add-on funds to fund Campus Monitors to provide additional supervision, campus safety, and the Behavior Interventionist, that will provide behavior support in the classroom and during the instructional day, to reduce suspension rates, and support a positive and safe learning environment for all students. Both the BII and Campus Monitors will also serve on the Attendance Committee to help reduce chronic absenteeism rates and improve overall daily attendance rates. (Goal 2, Action 3)

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	Not applicable to charter schools	Not applicable to charter schools
Staff-to-student ratio of certificated staff providing direct services to students	Not applicable to charter schools	Not applicable to charter schools

2023-24 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 3,124,418.00	$ 2,823,385.00

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	Utilize curricula and instruction aligned to the Common Core and Next Generation Science Standards & improve subgroup progress (literacy, ELD) and professional development	Yes	$ 660,953	$ 659,699
1	2	Strategic programming, data driven instruction and Universal Design for Learning	Yes	$ 797,893	$ 801,936
1	3	Attract, develop and maintain a high-quality and appropriately credentialed teaching staff	No	$ 127,288	$ 112,038
1	4	Acquire and maintain the technology infrastructure and digital resources students need to take the CAASPP and gain general technology skills and strengths.	No	$ 172,139	$ 133,597
2	1	Year round parent outreach, engagement and education, including attendance outreach	Yes	$ 74,560	$ 73,360
2	2	Year round community outreach and engagement	No	$ 89,837	$ 72,837
3	1	Administer an annual stakeholder satisfaction survey to students, teachers, staff, families and board members	No	$ 4,000	$ 5,960
3	2	Provide meaningful place- based and project-based learning opportunities	Yes	$ 25,800	$ 22,500
3	3	Extera Public School #2 will provide a clean, safe and fun learning environment for all students and staff.	No	$ 440,365	$ 410,365
3	4	Provide an After School program to extend the school day in a safe and structured environment.	No	$ 181,612	$ 172,612
3	5	Provide Comprehensive Schoolwide Positive Behavioral Interventions and Supports Program & Alternatives to Suspension	Yes	$ 549,971	$ 358,481

2023-24 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 717,869	$ 708,098	$ 750,666	$ (42,568)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Utilize curricula and instruction aligned to the Common Core and Next Generation Science Standards & improve subgroup progress (literacy, ELD) and professional development	Yes	$ 211,820	$ 244,436.30	0.00%	0.00%
1	2	Strategic programming, data driven instruction and Universal Design for Learning	Yes	$ 186,837	$ 323,237.29	0.00%	0.00%
2	1	Year round parent outreach, engagement and education, including attendance outreach	Yes	$ 1,010	$ 1,010.00	0.00%	0.00%
3	2	Provide meaningful place- based and project-based learning opportunities	Yes	$ 17,300	$ 4,870.00	0.00%	0.00%
3	5	Provide Comprehensive Schoolwide Positive Behavioral Interventions and Supports Program & Alternatives to Suspension	Yes	$ 291,131	$ 177,112.00	0.00%	0.00%

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)
$ 1,801,722	$ 717,869	0.00%	39.84%	$ 750,666	0.00%	41.66%	$0.00 - No Carryover	0.00% - No Carryover

2024-25 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2024-25	$ 1,645,837	$ 648,584	39.408%	0.000%	39.408%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 1,438,165	$ 879,098	$ -	$ 188,845	$ 2,506,108.00	$ 1,799,934	$ 706,174

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	Staffing: Educational Program	All	Yes	Schoolwide	English Learners and Low-Income	EPS2	On-going	$ 12,914	$ -	$ 12,914	$ -	$ -	$ -	$ 12,914	0.000%
1	1	Staffing: Educational Program	All	No				On-going	$ 637,893	$ -	$ 496,607	$ 141,286	$ -	$ -	$ 637,893	0.000%
1	2	Professional Learning Opportunities	All	No				On-going	$ -	$ 22,800	$ 14,100	$ 8,700	$ -	$ -	$ 22,800	0.000%
1	3	Basic Services: Core Curricular Materials	All	No				On-going	$ -	$ 26,904	$ -	$ 26,904	$ -	$ -	$ 26,904	0.000%
1	4	Technology Learning Platform	All	Yes	Schoolwide	English Learners and Low-Income	EPS2	On-going	$ -	$ 27,167	$ 27,167	$ -	$ -	$ -	$ 27,167	0.000%
1	4	Technology Learning Platform	All	No				On-going	$ 75,381	$ 9,451	$ 64,073	$ 20,759	$ -	$ -	$ 84,832	0.000%
2	1	Student assessment of learning	All	No				On-going	$ -	$ 12,149	$ 7,475	$ -	$ -	$ 4,674	$ 12,149	0.000%
2	2	Addressing Academic Barriers to Learning	All	Yes	Schoolwide	English Learners and Low-Income	EPS2	On-going	$ 164,148	$ 30,028	$ 194,176	$ -	$ -	$ -	$ 194,176	0.000%
2	2	Addressing Academic Barriers to Learning	All	No				On-going	$ 218,210	$ 145,375	$ -	$ 363,585	$ -	$ -	$ 363,585	0.000%
2	3	Addressing SEL/Behavioral Barriers to Learning	All	Yes	Schoolwide	English Learners and Low-Income	EPS2	On-going	$ 411,827	$ 2,500	$ 414,327	$ -	$ -	$ -	$ 414,327	0.000%
2	3	Addressing SEL/Behavioral Barriers to Learning	All	No				On-going	$ 125,856	$ 2,000	$ -	$ 11,006	$ -	$ 116,850	$ 127,856	0.000%
2	4	Broad Course of Study	All	No				On-going	$ 12,935	$ -	$ -	$ 12,935	$ -	$ -	$ 12,935	0.000%
2	5	Supporting Students with Disabilities (SWD)	Students with Disabilities	No				On-going	$ 81,449	$ 147,509	$ 78,519	$ 150,439	$ -	$ -	$ 228,958	0.000%
2	6	Supporting EL with Language Acquisition	English learners	No				On-going	$ -	$ 1,480	$ -	$ 1,480	$ -	$ -	$ 1,480	0.000%
3	1	School Climate	All	No				On-going	$ 35,162	$ 14,000	$ -	$ 6,000	$ -	$ 43,162	$ 49,162	0.000%
3	2	Parents: Decision-making	All	No				On-going	$ -	$ 1,500	$ 1,500	$ -	$ -	$ -	$ 1,500	0.000%
3	3	Parent Engagement	All	No				On-going	$ 24,159	$ 8,287	$ 8,287	$ -	$ -	$ 24,159	$ 32,446	0.000%
3	4	Basic Services: Facilities	All	No				On-going	$ -	$ 255,024	$ 119,020	$ 136,004	$ -	$ -	$ 255,024	0.000%

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
$ 1,645,837	$ 648,584	39.408%	0.000%	39.408%	$ 648,584	0.000%	39.408%	Total:	$ 648,584
								LEA-wide Total:	$ -
								Limited Total:	$ -
								Schoolwide Total:	$ 648,584

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Staffing: Educational Program	Yes	Schoolwide	English Learners and Low-Income	EPS2	$ 12,914	0.000%
1	4	Technology Learning Platform	Yes	Schoolwide	English Learners and Low-Income	EPS2	$ 27,167	0.000%
2	2	Addressing Academic Barriers to Learning	Yes	Schoolwide	English Learners and Low-Income	EPS2	$ 194,176	0.000%
2	3	Addressing SEL/Behavioral Barriers to Learning	Yes	Schoolwide	English Learners and Low-Income	EPS2	$ 414,327	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).