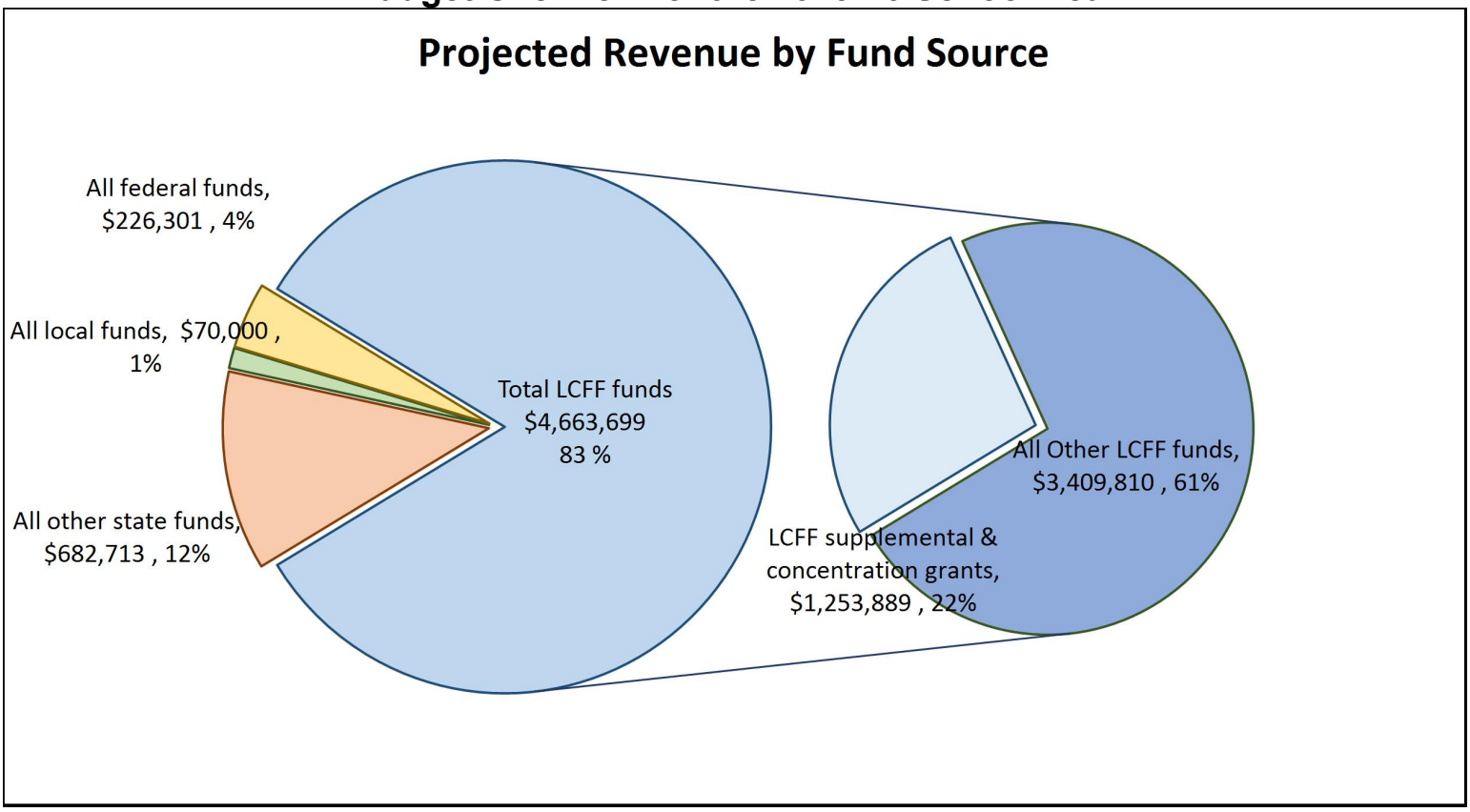
# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: ACE Charter High
CDS Code: 43 6942 0125617
School Year: 2025-26
LEA contact information:
Evonne Tan
Principal
etan@acecharter.org
(408) 251-1362

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

## Budget Overview for the 2025-26 School Year




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

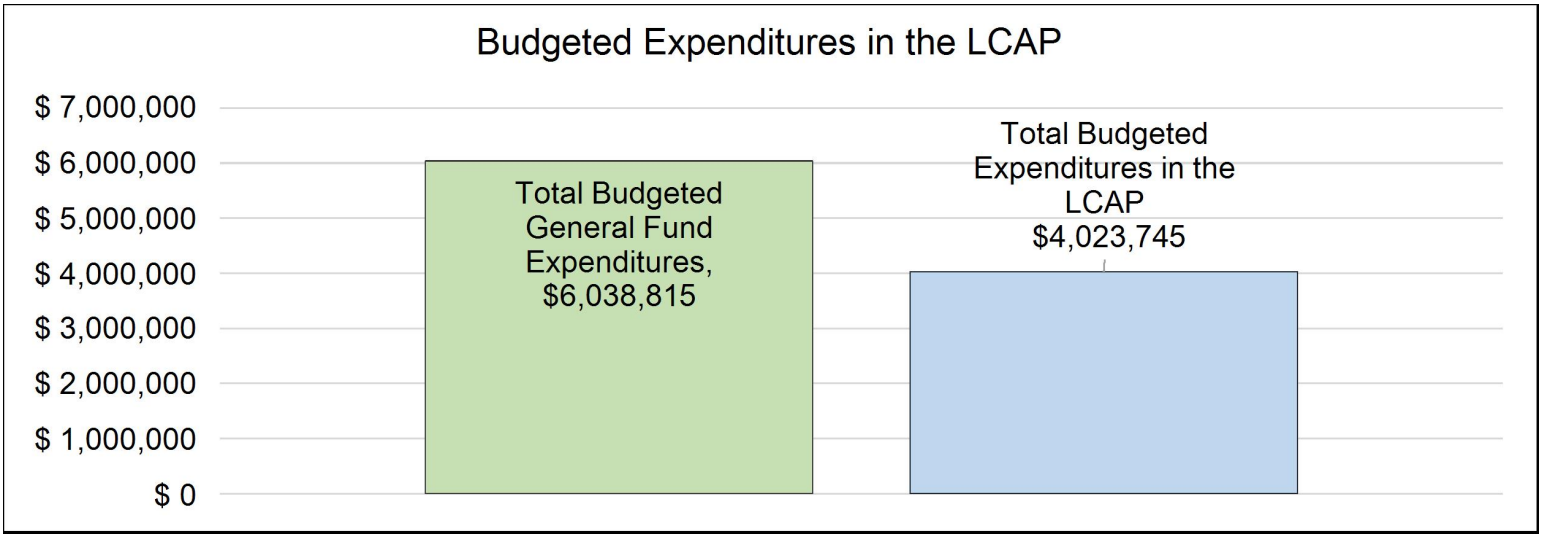
The text description for the above chart is as follows: The total revenue projected for ACE Charter High is $5,642,713, of which $4,663,699 is Local Control Funding Formula (LCFF), $682,713 is other state funds, $70,000 is local funds, and $226,301 is federal funds. Of the $4,663,699 in LCFF Funds, $1,253,889 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

The charts in the Budget Overview for Parents are automatically generated based on your updates in the input form of the standalone template in DTS. There is no need to insert images.

Please contact DTS if you would like support with overlapping labels. Thank you!

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 ACE Charter High plans to spend for 2025-26. 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: ACE Charter High plans to spend $6,038,815 for the 2025-26 school year. Of that amount, $4,023,745 is tied to actions/services in the LCAP and $2,015,070 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

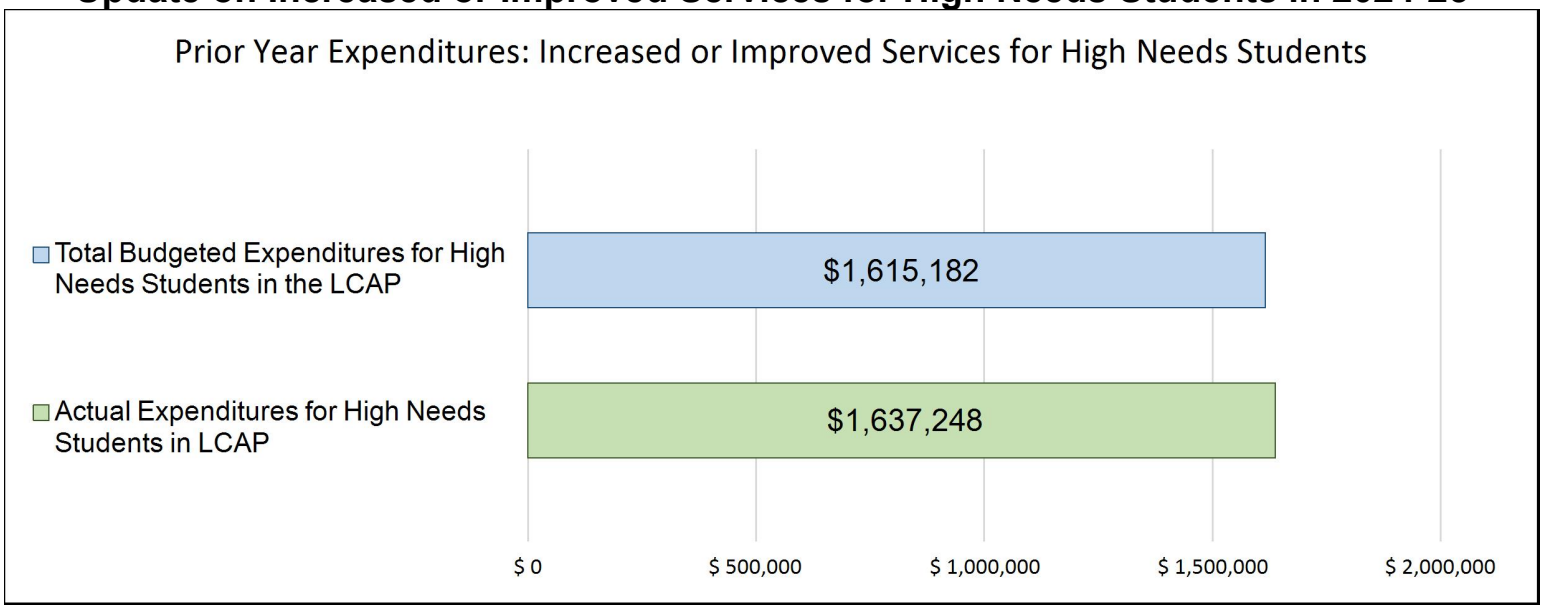
equipment leases, depreciation, food services, oversight, legal, and other professional fees.

## Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, ACE Charter High is projecting it will receive $1,253,889 based on the enrollment of foster youth, English learner, and low-income students. ACE Charter High must describe how it intends to increase or improve services for high needs students in the LCAP.  ACE Charter High plans to spend $1,403,541 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 2024-25




This chart compares what ACE Charter High budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what ACE Charter High 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 2024-25, ACE Charter High's LCAP budgeted $1,615,182 for planned actions to increase or improve services for high needs students. ACE Charter High actually spent $1,637,248 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $22,066 had the following impact on ACE Charter High’s ability to increase or improve services for high needs students:

# 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 |
|---|---|---|
| ACE Charter High | Evonne Tan<br>Principal | bsawyers@acecharter.org<br>(408) 251-1362 |

# Plan Summary [2025-26]

## General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

ACE Charter High serves 341 students in grades 9-12 whose families have selected ACE as their school of choice. The majority of ACE Charter High students are low-income Latinx students from the highest-need neighborhood in our community. Our students are from demographics that we see as underrepresented in college: 93% are socio-economically disadvantaged, 2% are Homeless, 56% are English Learners, 31% are Long Term English Learners and 24% are students with disabilities. 97% of students identify as Latino/Hispanic.

The ACE Vision and Mission states, “ACE ensures students who are struggling gain the skills and will to succeed in college and beyond.” ACE works with families and communities in the highest-need neighborhoods to create and sustain 5th - 12th grade pathways for traditionally “left behind” students to grow to be ready, by the time they leave high school, to choose to attend and graduate from a four-year college or university. The ACE mission is founded on a profoundly felt optimism about children, families, and neighborhoods. This optimism means that teachers and staff at ACE believe that children and families who are not only demographically underrepresented in college, but have a whole array of obstacles between them and a college degree, can learn the confidence and skills they need to thrive at a four-year university. Every element of the school's model is focused on developing this "college-ready confidence" - ACE's demanding yet optimistic culture permeates every aspect of the academic program, staff training, and parent engagement work, and helps students and families take their first steps toward reaching the goal of college success. ACE supports long term student success through the ACE Alumni Hub physically located on the Empower campus. The Alumni Hub is one part of the ACE Alumni Services Program strategy. Services provided include course registration, financial aid support, FAFSA application completion, career readiness exploration, and social-emotional check-ins. We also offer our graduates free wifi, Chromebooks, and printer access. As part of our alumni transition strategy, we introduce the Hub to our students to create a sense of familiarity and accessibility as they prepare to graduate and pursue their postsecondary plans.

The school is facing another very lean budget year ahead with one-time funding drawing to a close. The school is making plans for how to do more with less to ensure that student needs are met while ensuring the work is sustainable for teachers in order to minimize turnover. In order to address the shortage of qualified teachers in the state of California, and more acutely in the Bay Area, ACE has partnered with organizations such as REACH University to help teachers obtain credentials and provide pathways for paraprofessionals to obtain their teaching credentials. ACE is also expanding recruiting efforts into non-traditional sectors recruiting classified staff who have shown promise working with children and recruiting them directly to participate in teacher education programs.

The purpose of this Local Control Accountability Plan (LCAP) is to address the School Plan for Student Achievement (SPSA) for ACE Charter High which is the Schoolwide Program; herein referred to as the LCAP. The Charter School's plan is to effectively meet the ESSA Requirements in alignment with the LCAP and other federal, state, and local programs. The plans included in the LCAP address these requirements to include focusing on three goals: 1) School structures and systems will promote a positive school culture as well as growth-mindset and sense of optimism in students that further promotes engagement, increasing attendance while decreasing chronic absence, suspension, and expulsion rates; 2) College Readiness - Students will gain the academic knowledge and skills necessary to succeed in college and beyond; 3) ACE Families are empowered through structures that recognize and support them in being full partners in their children's education and promote their agency and voice in the life of the school.

The Charter School completed a comprehensive needs assessment of the entire school which included an analysis of verifiable state data and local performance data used to measure student outcomes as evidenced in the annual update portion of the LCAP. The needs assessment process included meeting parents, classified staff, teachers, and administrators to identify areas of opportunity for the students and groups of students who are not achieving standard mastery and to identify strategies which will be implemented in the LCAP to address those areas of opportunity. The identification of the process for evaluating and monitoring the implementation of the LCAP and the progress toward accomplishing the established goals will include discussing the actions and services with the use of supplemental funds at the school level through Cafecitos and the Parent Leadership Team which will include parents of English Learners and parents of students with disabilities. The groups will discuss academic performance, supplemental services and areas to make improvements with Title funds as part of the School Plan included in the LCAP conversations at the meeting in the fall and at the meeting in the spring. The teachers, staff and administrators actively participate in the decision-making process throughout the year. The decisions will consider the needs of the school based on student achievement data to include SBAC, ELPAC, and interim assessment data such as STAR Renaissance, cumulative assessments, and attendance and student demographic data to include the significant subgroups of Latino, socioeconomically disadvantaged, students with disabilities, English learners, and Long Term English Learners. Each goal includes actions and services that address the needs of all students and significant subgroups which include evidence-based strategies that provide opportunities for all children, methods and instructional strategies, and particular focus on students at risk of not meeting the State academic standards.

The school does not receive Equity Multiplier Funding.

# Reflections: Annual Performance

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

Based on our reflection on the 2024 CA Dashboard, we have identified the following successes:

Our actions designed to address Goal 2 - Students will gain the academic knowledge and skills necessary to succeed in college and beyond are showing effectiveness with a 46 point increase in ELA SBAC scores and a 30.9 point increase in Math SBAC scores in 2023-24. The 2024 CA Dashboard indicators for English Language Arts and Math are now Orange for all students and all numerically significant subgroups.

Lowest Performing areas and groups on the CA 2023 Dashboard and the Required Actions to Address them:

The English Language Arts (ELA) indicator is 'Orange' for all students and the Hispanic and Socioeconomically Disadvantaged subgroups. The ELA indicator is 'Red' for the English Learner subgroup. This need is addressed in Goal 2, Action 5 ELA MTSS Framework Implementation. The Mathematics indicator is 'Red' for all students and the English Learners, Hispanic, and Socioeconomically Disadvantaged subgroups. This need is addressed in Goal 2, Action 4 Strengthen Math Instruction. Additionally, the English Learner Progress indicator is 'Red' with 41% of English Learners making progress on the ELPAC in 2023. This need is addressed in Goal 2, Action 6 English Language Development.

To address academic needs in English Language Arts and Mathematics, ACE has heavily invested in Multi-Tiered System of Supports (MTSS). All teachers received professional development in 2022-23 on the foundational principles of tiered interventions, wrap-around services, and positive conversations with parents and students about these supports. During the same school year, ACE invested in Panorama Education's Student Success Platform to input student data, create intervention plans, and monitor progress. The school has continued to provide regular professional development to support teachers in using the Student Success Platform and deepening their knowledge of how to implement the MTSS framework to improve student outcomes. School leadership has largely focused on ensuring that the Tier I services provided to all students are of the highest quality to reduce the need for students to need additional tiers of support.

Another component to strengthening Tier I instruction has been providing all teachers with professional development on planning and implementing Guided Language Acquisition Design (GLAD) strategies across the content areas beginning in 2022-23. Teachers consider language acquisition goals during unit planning and how language skills will be developed over the course of the unit beginning with introducing vocabulary and moving to using terms orally and in writing to explain and analyze content. In Math classes, teachers use Mathematical Language Routines, anchor charts, and GLAD strategies to ensure grade level content is accessible to all students, but especially English Learners. All teachers incorporate multiple GLAD strategies into lesson plans and the TNTP rubric has been adapted to include GLAD strategies for classroom look-fors during administrative walk-throughs or observations.

Students that currently fall into Tier III are primarily students who are newcomers to the United States and are pre-literate in both their home language and English, as well as some students with disabilities. Tier III supports are one-on-one support in the classroom from the Special Education teacher or paraprofessional, and/or after school individual tutoring from the teacher.

Learning Recovery Emergency Block Grant (LREBG): ACE Charter High has no unexpended LREBG funding.

# Reflections: Technical Assistance

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

ACE Charter High is eligible for Differentiated Assistance based on performance on Red indicators for Math and English Learner Progress on the 2023 CA Dashboard and a Red indicator for English Learner Progress and Red Indicators for the English Learner and Long Term English Learner subgroups on the 2024 CA Dashboard. Also, the English Learner and Long Term English Learner subgroups are Red for the College and Career indicator on the 2024 CA Dashboard.

The school's Differentiated Assistance Team consists of High School administrators and the ACE Senior Leadership Team (SLT). The team participated in Differentiated Assistance by engaging in a Continuous Cycle of Improvement with the support of the Santa Clara County Office of Education. The school engaged in data analysis to determine the root causes of the low achievement to create an action plan to support student achievement. The school's team identified two priority areas to address through the action plan:

Problem of Practice: Our English Language Learners and long term ELLs have decreased in their college/career readiness from this past year. Our EL student group experiences a CCI rate of 7.5% compared to an all student rate of 13.1%.

Where are We Headed? (Aim Statement)
By June 2025, we aim to improve English Language Learners ELPI/academic performance by reexamining the reclassification process and improving academic and socio-emotional supports for ELLs as measured by improved academic progress in STAR and their grades.

Key Investigation Findings:

- Multilingual Learners' grades improved in English throughout second semester and students meeting benchmark for STAR has gone up 3%.
- We are still completing make up ELPAC testing, but from student and teacher feedback, students have felt more comfortable and confident.
- Wrap-around services like counseling, parent meetings and support, and attendance interventions like home visits have helped attendance improve.

Team Learning Nuggets

- Through family surveys we have found that families and students have felt more supported in school ("Climate of Support in Academic Learning") with additional structures such as Homework Club, interventions from Learning Specialists, and mental health counseling workshops and one on ones.
- Better performance in Math and English classes has lead to higher confidence for state testing and more consistent attendance.
- There are still some students who are chronically absent for various reasons that we are also still determining best practices for.
- Reexamining our reclassification has helped us decide ways in which we can better streamline the process and support our students.

Next Steps
1) We will be restructuring our reclassification process on the CMO level.
2) We will continue tracking student attendance, academic performance in terms of grades and test scores, and ELPAC data.
3) We will continue the wrap-around services we have been providing for our EL students, especially around testing and attendance.

# Comprehensive Support and Improvement

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

### *Schools Identified*

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

Not applicable

### *Support for Identified Schools*

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

Not applicable

### *Monitoring and Evaluating Effectiveness*

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

Not applicable

# Engaging Educational Partners

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

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

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

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

| Educational Partner(s) | Process for Engagement |
|---|---|
| Parents | The school has developed systems and structures to support parent engagement, including monthly Cafécitos in which the Principal meets with parents and families, facilitation of the formal Parent Leadership Team and ELAC bodies, and reporting to the Board of Directors. These bodies review data and analyze needs in the Fall of each school year, monitor the implementation of actions and strategies, then review and action plan at the end of each school year going into the next year. Data on school performance is shared through the monthly Cafécitos, as well as Parent Leadership Team, ELAC, and Board meetings - all of which are open to the public. The Parent Leadership Team met on 5/16/25 and provided feedback. All parents are surveyed at least once a year to collect feedback from parents who are unable to attend meetings.<br><br>A public hearing was held on 5/28/25 and the LCAP was approved at the 6/18/25 board meeting. |
| Administrators, teachers, and other school personnel | Administrators, teachers, and other school personnel provide feedback in leadership meetings, staff meetings, and one-on-one meetings. The ACE Leadership Team, in collaboration with the ACE Central Office, analyzes the broad range of data streams identified in the LCAP to monitor the efficacy of the actions detailed in that plan, making adjustments as needed to ensure continuous improvement. |

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| | Teachers, principals, and staff engage in Weekly Professional Development that includes weekly data meetings to monitor student growth and inform future practice. Through the data analysis work, teachers and staff provide input on needs for future professional development based on the data. |
| Students | Students provide feedback in student council meetings.<br>Students are surveyed at least once a year.<br><br>The Student Leadership team runs monthly assemblies, and all school events like the Talent Show and numerous Spirit Weeks. The team is trying really hard to engage the other students. The Newsletter students work closely with the Student Leadership students to publicize school events with write-ups, interviews, and photos. The students also run the school social media campaign and organized the fundraiser earlier in the year. |
| SELPA | SELPA consultation with the EL Dorado SELPA occurred year round. |

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

Goal 1 Analysis includes "The student leadership team feedback indicates it is very important to them to get more students to participate in school events. They would like to have additional funds available to be able to provide school student wear as prizes for different school competitions."

Goal 1 Analysis includes "Some parents have requested that the transportation from school leave later at least 2 or 3 days each week, so that the students utilizing the school transportation can access additional support during teacher office hours."

Goal 2 Analysis includes, "Administrator feedback indicates that ideally, more funding would be available to provide an ELD class for students at all ELD levels."

Goal 2 Analysis includes "Parents shared that virtual classes were hard for students, given that most students need extra support, and they hope ACE can find a solution for next year."

Goal 3 Analysis includes "Parents would like the office open for more hours, the phones being consistently picked up and advance communication about the dates of meetings/events."

The Parent Leadership group has been very engaged with brainstorming strategies to increase parental participation in the annual survey. This year's survey response rate increased to 79% due to the efforts by parent leadership and school staff.

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 1 | School structures and systems will promote a positive school culture as well as growth-mindset and sense of optimism in students that further promotes engagement, increasing attendance while decreasing chronic absence, suspension, and expulsion rates. | Broad Goal |

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

ACE target students are those who have been underserved, and as a result are often disengaged and underachieving. In addition, most ACE families are socio-economically disadvantaged, have low educational attainment levels themselves, and are often immigrants with limited English. ACE has a “majority minority” student body, composed of predominantly students who are Latino and from low-income households, as well as a larger percentage of ELLs and students with special needs than found in the local district, county, and state.

Research clearly indicates that a sense of belonging, regular attendance, building optimism, and developing a growth mindset are key to students’ academic and long-term success. Attendance intervention will support students in regular daily attendance and provide specific interventions for students who are in danger of becoming chronically absent. In addition, implementation of the Multi-Tiered System of Supports and Social Emotional Learning can support subgroups in addressing disengagement and reducing behaviors that lead to suspension. The Safe Facilities action ensures a clean, safe campus where students feel safe each day.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.1 | Average Daily Attendance<br><br>Data Source: CALPADS | Data Year: 2023-24<br><br>87.94% | Data Year: 2024-25<br>84.8% | | 95% | -3.14 |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.2 | Chronic Absence Rate for all students and all numerically significant subgroups<br><br>Data Source: CA Dashboard | Data Year: 2022-23<br><br>• Overall - 47.3%<br>• Latinx - 48.4 %<br>• SED - 47.4%<br>• SPED - 44.1%<br>• EL - 51.5% | Data Year: 2023-24<br><br>• Overall - 43.8%<br>• Latinx - 44.3 %<br>• SED - 45.9%<br>• SPED - 46.6%<br>• EL - 46.5% | | <32% | Overall -3.5<br>Latinx -4.1<br>SED -1.5<br>SPED +2.5<br>EL -5 |
| 1.3 | Suspension Rate for all students and all numerically significant subgroups<br><br>Data Source: CA Dashboard | Data Year 2022-2023<br><br>• Overall - 0%<br>• Latinx - 0%<br>• SED - 0%<br>• SPED -0%<br>• EL - 0% | Data Year: 2023-24<br><br>• Overall - 2.4%<br>• Latinx - 2.5 %<br>• SED - 2.3%<br>• SPED - 1.1%<br>• EL - 2.4% | | <3% | Overall +2.4<br>Latinx +2.5<br>SED +2.3<br>SPED +1.1<br>EL +2.4 |
| 1.4 | Expulsion Rate for all students and all numerically significant subgroups<br><br>Data Source: CA Dashboard | Data Year: 2022-23<br><br>0% | Data Year: 2023-24<br>0% | | 0% | Maintained |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.5 | Percent of students with positive feelings about school connectedness<br><br>Data Source: Student Survey | Data Year: 2023-24<br>53% positive<br>37% neutral | Data Year: 2024-25<br>70% | | 60% | +17 |
| 1.6 | Percent of families with positive feelings about school safety<br><br>Data Source: Family Survey | Data Year: 2023-24<br>95% positive | Data Year: 2024-25<br>94% positive | | 95% | -1 |
| 1.7 | Percent of students with positive feelings about school safety<br><br>Data Source: Student Survey | Data Year: 2023-24<br>59% positive<br>31% neutral | Data Year: 2024-25<br>76% positive<br>18% neutral | | 65% | +17 |
| 1.8 | High School Dropout Rate<br><br>Data Source: Dataquest | Data Year: 2022-23<br>10.5% | Data Year: 2023-24<br>17.9% | | <5% | +7.4 |
| 1.9 | Facilities Condition<br><br>Data Source: SARC | Data Year: 2022-23<br><br>Facility in Good Condition | Data Year: 2023-24<br>Facility in Good Condition | | Facility in Good Condition | Maintained |
| 1.10 | High School Graduation Rate<br><br>Data Source: CA Dashboard | Data Year: 2022-23<br><br>88.6% | Data Year: 2023-24<br><br>80% | | >90% | -8.6 |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | | | |

# Goal Analysis [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.

All actions were implemented as planned.

Attendance Intervention has been well-implemented with improved communication with parents about attendance expectations, as well as holding parent meetings and home visits when attendance is problematic. The Panorama software has been effective at tracking student attendance data to identify students of concern. Providing transportation to some students has also been successful at supporting attendance. Some parents have requested that the transportation from school leave later at least 2 or 3 days each week, so that the students utilizing the school transportation can access additional support during teacher office hours.

The implementation of social emotional learning lessons has not been as strong as last year due to staff changes in the counseling department.

The Student Leadership team runs monthly assemblies, and all school events like the Talent Show and numerous Spirit Weeks. The team is trying really hard to engage the other students. The Newsletter students work closely with the Student Leadership students to publicize school events with write-ups, interviews, and photos. The students also run the school social media campaign and organized the fundraiser earlier in the year. The student leadership team feedback indicates it is very important to them to get more students to participate in school events. They would like to have additional funds available to be able to provide school student wear as prizes for different school competitions.

Due to sharing of a district campus, facilities continue to be a challenge with limited access to space and resources. However, the athletic teams were able to secure practice space early in the morning for students. Additionally, since the track is being renovated, ACE students have been bused to another location to ensure they have adequate preparation for meets.

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 1 Attendance Intervention expenditures were higher than budgeted due to increased staffing costs.
Action 2 Social Emotional Learning expenditures were lower than budgeted due to not having a Dean of Culture this year.
Action 3 MTSS (Culture) expenditures were higher than budgeted due to having additional support staff doing the Dean of Culture work.

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

The Social Emotional Learning action was not effective at reducing dropouts as as indicated by a decreased 2023-24 high school graduation rate and an increased drop out rate compared to 2022-23.

The Attendance Intervention action has not been effective so far in returning attendance rates to pre-pandemic levels. The school did have a decrease in average daily attendance this year and a slight decrease in chronic absenteeism in 2023-24.

The MTSS culture action has shown effectiveness as evidenced by the 2.4% suspension and expulsion rates in 2023-24. The action is showing effectiveness with 95% of parents reporting positive feelings about school safety on the 2024-25 annual survey. Student survey results are demonstrating strong effectiveness of our LCAP actions directed towards fostering a positive school culture with the results showing growth of nine percentage points in sense of school safety and seventeen percentage points in sense of school connectedness.

The Safe, Clean, and Healthy School Facilities action is effective as evidenced by the facility inspection report showing the campus is safe and in good repair. However, the percentage of families with positive feelings about school safety decreased 1 percentage point to 94%.

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.

There are no changes planned to the goal, metrics, targets, or actions for the coming year.

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **1.1** | Attendance Intervention | The school provides information to educate families on the importance of regular attendance through home-school communication channels, such as Parent Square and written correspondence. The Office Manager tracks attendance and communicates with families about daily absences/tardies through phone calls and Parent Square messages. Truancy/Attendance reminders are sent out to families every other week. For students who are chronically absent or truant, home visits and one-on-one meetings with the Assistant Principal/Principal will be conducted and an attendance plan will be created.<br><br>The school incentives regular attendance with weekly competitions for best attendance by cohort for incentive, monthly perfect attendance and most | $70,029.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | improved attendance awards. The school encourages students to find Walking buddies (kids who live in the same route to help each other get to school).<br><br>This action supports all students, but provides additional staffing support to address the needs of socioeconomically disadvantaged students, English learners, and Students with Disabilities to ensure they have the necessary support to attend school each day. | | |
| **1.2** | Social Emotional Learning | All students will be provided supports to develop personal agency and resilience to develop a college going mindset with all students experiencing a sense of belonging every day that allow them to grow academically and socio-emotionally. These supports include<br>• Behavioral support through codification of restorative justice discipline program (practices, routines, roles and responsibilities)<br>• Counseling staff members with clear roles<br>• Professional development for all staff in trauma informed practices and identifying students in crisis.<br>• Leveraging community-based support- Ensuring that families are connected with the partners that can empower them to have a safe and stable home environment for wrap-around services<br>• Social Emotional Learning (SEL) lessons as part of College Seminar class<br>• Student-led conferences where students present progress on academic and social emotional goals (3 days on the calendar for parents/teachers/students to meet). Translation provided in Spanish and Vietnamese as needed.<br>• Voice and Choice: Athletics, clubs, arts programming, and drug education<br>• Culture Calendar of events, experiences, and recognitions to nurture a positive and celebratory school culture and sense of community focused on growth. | $210,577.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **1.3** | MTSS (Culture) | ACE will implement MTSS routines at every school with a network-wide intervention calendar tracking when students should progress between tiers or be referred for further services, as well as a behavioral support system. Specific focus will be placed on students who are struggling, with a focus on students who are socio-economically disadvantaged and have special needs. This will result in a safe, supportive, and responsive learning environment in which students receive uniform responses and supports to their social-emotional and behavioral needs. | $288,647.00 | Yes |
| **1.4** | Safe and Clean Facilities | The school will provide a safe, clean, and healthy school facility by implementing regular maintenance, repairs, janitorial services. The school will also ensure students are supervised during arrival, passing periods, and dismissal to ensure student safety. | $411,500.00 | No |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 2 | College Readiness - Students will gain the academic knowledge and skills necessary to succeed in college and beyond. | Broad Goal |

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

ACE currently serves a disproportionate percentage of students who are ELs, have special needs, or are academically under-achieving. To see the academic growth needed for college readiness, students must be provided high quality instruction through standards-aligned curricular materials supported by a consistently utilized Multi-Tiered System of Supports (MTSS) Framework informed by data from interim assessments. Based on the current math data, a focused effort must be undertaken to improve math instruction for all students. As the majority of our students are current English Learners, with many Long Term English Learners, we know that they need additional considerations and ELD strategies utilized when planning and delivering instruction to maximize language acquisition and provide access to grade level content. Teachers will receive professional development during the summer and throughout the year to support the creation of standards-aligned instructional plans that embed Guided Language Acquisition Design (GLAD) strategies, as well as time for teachers to plan and monitor the impact of interventions for students who are not making expected progress. We anticipate that these actions will result in full implementation of adopted academic standards, all teachers participating in ELD strategy professional development, and growth in student academic outcomes.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.1 | Number/percentage of responses on the CA School Dashboard Implementation of Academic Standards | Data Year: 2023-24<br>74%<br>17/23 | Data Year: 2024-25<br>74%<br>17/23 | | 78% | Maintained |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | Self-Reflection Tool that were rated 4 (Full Implementation) or 5 (Full Implementation and Sustainability)<br><br>Data Source: CA Dashboard Local Indicators | | | | | |
| 2.2 | % of teachers who participate in professional development focused on English Language Development (ELD) strategies<br><br>Data Source: Professional Development Sign-In Sheets | Data Year: 2023-24<br>100% | Data Year : 2024-25<br>100% | | 100% | Maintained |
| 2.3 | % of students enrolled in a broad course of study including students with exceptional needs<br><br>Data Source: SIS System | Data Year: 2023-24<br>100% | Data Year : 2024-25<br>100% | | 100% | Maintained |
| 2.4 | % of students with access to state-adopted instructional materials for use at both school and home | Data Year: 2023-24<br>100% | Data Year : 2024-25<br>100% | | 100% | Maintained |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | Data Source: SARC | | | | | |
| 2.5 | % of teachers are properly credentialed and appropriately assigned<br><br>Data Source: SARC | Data Year: 2021-22<br>69%<br>4.7 misassignments | Data Year: 2022-23<br>75%<br>1.3 misassignments | | 100% | +6 |
| 2.6 | Distance from standard on the ELA CAASPP for all students and all numerically significant subgroups<br><br>Data Source: CA Dashboard | Data Year: 2022-23<br><br>All Students -100.7<br>EL -147.9<br>SED -105.9<br>SWD -127.8<br>Hispanic -106.2 | Data Year: 2023-24<br><br>All Students -54.6<br>EL -116.2<br>SED -53.4<br>SWD -136.4<br>Hispanic -56.5 | | 15 point increase | All students +46<br>EL+31.7<br>SED +52.5<br>SWD -8.5<br>Hispanic +49.7 |
| 2.7 | Distance from standard on the Math CAASPP for all students and all numerically significant subgroups<br><br>Data Source: CA Dashboard | Data Year: 2022-23<br><br>All Students -202<br>EL -238.7<br>SED -213.6<br>SWD -234.8<br>Hispanic -208.4 | Data Year: 2023-24<br><br>All Students -171.2<br>EL -193.2<br>SED -172.4<br>SWD -224.9<br>Hispanic -172.1 | | 15 point increase | All students +30.9<br>EL+45.5<br>SED +41.2<br>SWD +9.9<br>Hispanic +36.3 |
| 2.8 | % of students meeting or exceeding standards on the CA Science Test (CAST) for all students and all numerically significant subgroups<br><br>Data Source: Dataquest | Data Year: 2022-23<br><br>All Students 7%<br>EL 1.3%<br>SED 5.2%<br>SWD 6.8%<br>Hispanic 5.5% | Data Year: 2023-24<br><br>All Students 14%<br>EL 3%<br>SED 14%<br>SWD 5%<br>Hispanic 13% | | 15 percentage point increase | All students +7<br>EL+2<br>SED +9<br>SWD -2<br>Hispanic +7 |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.9 | % of students meeting growth goals on STAR Reading and Math<br><br>Data Source: Local Assessments | Data Year: 2023-24 Fall to Winter<br><br>Reading Overall 62%<br>SPED 60%<br>EL 55%<br>SED 61%<br><br>Math Overall 58%<br>SPED 59%<br>EL 52%<br>SED 58% | Data Year: 2024-25 Fall to Spring<br><br>Reading Overall 74%<br>SPED 69%<br>EL 71%<br>SED 74%<br><br>Math Overall 64%<br>SPED 53%<br>EL 66%<br>SED 65% | | 50% | Reading Overall +12<br>SPED +9<br>EL +16<br>SED +13<br><br>Math Overall +6<br>SPED -6<br>EL +14<br>SED +7 |
| 2.10 | English learner reclassification rate<br><br>Data Source: CALPADS | 2023<br>4% | 2024<br>1% | | 10% | -3 |
| 2.11 | % of English learners making progress on the ELPAC<br><br>Data Source: CA Dashboard | Data Year: 2022-23<br><br>41% | Data Year: 2023-24<br><br>19% | | 55% | -22 |
| 2.12 | % of LTELs scoring at Levels 3 & 4 on the ELPAC<br><br>Data Source: Dataquest | Data Year: 2022-23<br><br>Level 3 37%<br>Level 4 13% | Data Year: 2023-24<br><br>Level 3: 32%<br>Level 4: 5% | | Level 3 30%<br>Level 4 40% | Level 3: -5<br>Level 4: -8 |
| 2.13 | % of graduates demonstrating readiness for college/career | Data Year: 2022-23<br><br>All:17%<br>EL 8% | Data Year: 2023-24<br><br>All:13% | | 9 percentage point increase | All-4<br>EL 0<br>SED -3<br>Hispanic -6 |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | Data Source: CA Dashboard | SED 16%<br>Hispanic 17% | EL 8%<br>SED 13%<br>Hispanic 11% | | | |
| 2.14 | % of graduates completing A-G requirements | Data Year: 2022-23<br>100% | Data Year: 2023-24<br>93% | | Maintain above 90% | -7 |

# Goal Analysis [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.

All actions were implemented as planned.

Professional development included sessions on best practices for ELD strategy implementation and vocabulary instruction at the beginning of the school year. A number of professional development sessions have been targeted to address specific needs as indicated by the Panorama system used to manage the MTSS implementation. Cross curricular planning is occurring in some subjects this year with the math classes incorporating topics addressed in the financial literacy classes to support student understanding of the use of math in daily life. Many teachers are returning teachers who are now refining their use of the available curriculum to best meet the needs of their students.

The Spanish language program has been overhauled with a new curriculum and online instructional model. This new program is being implemented successfully. Parents shared that virtual classes were hard for students, given that most students need extra support, and they hope ACE can find a solution for next year. The school is currently offering additional supports through office hours with one of the student's other teachers.

Currently, the school is only able to offer one ELD class for students at all levels. The ELD teacher is a novice teacher who is being successfully supported with planning and teaching by one of the school's more experienced teachers. Administrator feedback indicates that ideally, more funding would be available to provide an ELD class for students at all ELD levels. The school has several English learners new to the country from Columbia which has proven to be a bit challenging because the culture and Spanish language spoken there is different from that of Central America and Mexico, where most current students' families come from.

The MTSS program is being implemented successfully with grade level teams identifying students in need of additional support and involving other stakeholders (learning specialists and counseling team) in planning and implementing supports. During student lead conferences, parents are involved with the intervention plan and asked to participate by providing specific supports at home to ensure the student can be successful.

This year's College Seminar classes have focused more than in previous years on topics such as financial literacy, post-secondary options other than college with Career speakers coming to meet with students over Zoom.  Students are continuing to visit local community colleges and universities

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 6 English Language Development expenditures were lower than budgeted due to reduced staffing.
Action 8 Strengthen Instruction expenditures were higher than budgeted due to overhauling the Spanish program with new curriculum and a new model of instruction.
Action 9 College Readiness & Persistence were lower than budgeted due to one fewer staff member.

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

The High-quality Instruction, Curriculum and Materials, Assessment and Data Analysis, Strengthen Math Instruction, and ELA MTSS Framework Implementation actions demonstrated effectiveness in 2023-24 as evidenced by the 46 point increase on the ELA SBAC and the 30.9 point increase on the Math SBAC compared to the previous year.

The 2024-25 STAR Reading and Math data also shows 74% of 9th-12th graders on track to make a year or more of growth in reading, and the math results show 64% of students on track to make a year or more of growth. This high level of growth for our students demonstrates the effectiveness of our actions.

The Curriculum and Materials action is effective as 100% of students have access to standards-aligned curriculum and instructional materials.

The College Readiness and Persistence action is not showing effectiveness as evidenced by 13% of graduates demonstrating readiness for college on the CA Dashboard College and Career Indicator. However, 100% of 2023 graduates completed A-G requirements, which is a huge success for our college counseling program. The low percentage of students scoring as meeting/exceeding standards is resulting in the low percentage of students demonstrating college readiness.

The Strengthen Instruction action is demonstrating effectiveness with a strong focus on MTSS and GLAD strategies. Full implementation of academic and ELD standards is evidence of the effectiveness, as well as strong feedback from teachers and leadership.

The English Language Development action is not showing effectiveness with only 19% of English learners making progress on the ELPAC in 2023-24.

The Special Education action is demonstrating some effectiveness in the increase of 9.9 points in distance from standard from 2023 to 2024 on the Math SBAC. However, there was a 8.5 point decrease on the ELA SBAC from 2023 to 2024.

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.

The data source for Metric 2.10 English learner reclassification rate has been changed from Dataquest to CALPADS, due to Dataquest not providing this data point. The baseline data was updated accordingly.

Based on reflections on prior practice and the metric outcomes, the following Goal 1 action descriptions have been modified to align with the ACE Academic Improvement Plan:

Action 2 Curriculum and Materials has been modified by removing the description of the use of technological resources for differentiation and instead focusing on the selection of curricular materials with embedded scaffolds to allow for universal access to Tier 1 instruction. Additionally, the action now includes, "Teachers will follow the curriculum scope and sequence with minimal lesson modification to ensure all content standards are taught at the appropriate level of rigor." has been added to the action.

Action 3 Assessments & Data Analysis has been modified to focus on the use of high-quality assessments and services to gather, store, and disseminate data to inform professional development and coaching, instructional planning, and resource allocation. The action now includes "To support accurate demonstration of learning, ACE teachers will proactively establish conditions that foster strong test-taking habits in students during the administration of regular assessments used to monitor progress, identify priorities, and create action plans."

Action 4 Strengthen Math Instruction has been modified to specify that teachers will receive professional development and coaching to support implementation of the Illustrative Math curriculum in alignment with grade-level standards and expectations focusing on Tier 1 instructional practices and supported by the ACE Coaching Arc (instead of the TNTP rubric).

Action 8 Strengthen Instruction has been wholly modified to describe the activities that will be used to support and evaluate the effectiveness of professional development designed to improve the quality of Tier 1 instruction for all students by providing teachers with the tools, strategies, and support they need to deliver rigorous, engaging, and differentiated instruction in alignment with grade-level standards.

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **2.1** | High Quality Instruction | Provide High Quality Instruction by teachers appropriately credentialed and appropriately assigned in all core content areas with activities that develop the knowledge, skills, and mindsets necessary to become college and | $1,631,102.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | career ready through active goal setting, action planning, and reflection. In addition, teachers will implement lessons that develop college knowledge and awareness for students who are most frequently first-generation college going. (LCFF and Title III)) | | |
| **2.2** | Curriculum and Materials | Provide all students with access to high-quality curriculum and instructional materials aligned to the state-adopted content standards, including access to technology to support instruction. Curricular materials will include embedded scaffolds to allow for universal access to Tier 1 instruction. Teachers will follow the curriculum scope and sequence with minimal lesson modification to ensure all content standards are taught at the appropriate level of rigor. This will lead to higher levels of student achievement for all learners, particularly underserved subgroups, including those who are socioeconomically disadvantaged, are ELs, or have special needs. | $158,800.00 | Yes |
| **2.3** | Assessments & Data Analysis | ACE invests in high-quality assessments and services to gather, store, and disseminate data to inform professional development and coaching, instructional planning, and resource allocation leading to more targeted and rapid responses to student needs and improved outcomes for all learners, particularly underserved subgroups, including those who are socioeconomically disadvantaged, are ELs, or have special needs.<br>To support accurate demonstration of learning, ACE teachers will proactively establish conditions that foster strong test-taking habits in students during the administration of regular assessments that are used to monitor progress, identify priorities, and create action plans. | | No |
| **2.4** | Strengthen Math Instruction | ACE will provide professional development and coaching for math teachers to support implementation of the Illustrative Math curriculum in alignment with grade-level standards and expectations. Teachers will also receive professional development on data-driven instruction and differentiating instruction within Tier 1. The ACE Coaching Arc will be used to develop best teaching strategies and strengthen teaching practices. Illustrative Math embeds Mathematical Language Routines to support academic | $0.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | language development for all learners, but especially English Learners. Teachers will use the Mathematical Language Routines, anchor charts, and GLAD strategies to ensure grade level content is accessible to English learners.<br><br>Budgeted Expenditures are included in the Action 2.8 Strengthen Instruction expenditures. | | |
| **2.5** | ELA MTSS Framework Implementation | ACE will utilize a Multi-Tiered System of Supports (MTSS) Framework school-wide to ensure holistic student success. One component of MTSS implementation is the planning of tiered supports for English Language Arts to ensure all students, including English Learners make progress towards mastery of the standards.<br><br>Tier I: All students will receive high-quality English Language Arts instruction from the classroom teacher utilizing Amplify ELA curriculum's engaging digital resources and consumable materials that include assessment and differentiation tools. All teachers will plan using the Guided Language Acquisition Design (GLAD) strategies to ensure access to the content and language acquisition throughout the unit. Teachers will receive observation feedback using a tool adapted from the TNTP Core Teaching Rubric combined with observing for high impact GLAD strategies to support the development of effective Tier 1 instructional practices.<br>Tier II: Based on formative and interim assessment data indicating the student is not making expected progress, the student will receive small group instruction from the teacher and/or a paraprofessional acting under the direction of the teacher.<br>Tier III: Based on interim and/or summative assessment data indicating the student is not making progress despite other interventions provided, individual instruction will be provided by the classroom teacher, a special education teacher, or a paraprofessional under the direction of a teacher. (Title I and LCFF) | $166,973.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **2.6** | English Language Development | The school provides a structured English Immersion program to support English Learners acquire English language proficiency and provide access to grade level curriculum to ensure progress towards meeting grade level standards through the following components:<br><br>• Leverage network-wide professional development in Guided Language Acquisition Design (GLAD) strategies to focus on engaging ELLs in academic discourse and providing access to the curriculum. Ensure teachers have the skill and will to design text rich learning environments that cultivate participation and self-expression, both written and oral. GLAD strategies are embedded in required unit/lesson planning and explicitly looked for during administrator observations.<br><br>-Monitor English Learners and Long Term English Learner progress- Ensure student progress is tracked so that adequate interventions can be put in place when needed. Share data on student progress with families as appropriate, and ensure students themselves can celebrate their own growth. Incentives to motivate students to do their best on the test and want to reclassify.<br><br>• Provide high-quality language instruction through Structured English Immersion with both integrated English Language Development and structured English Language Development. The school provides integrated English Language Development in all core content areas through the use of GLAD strategies as well as designated English Language Development. The goal is to support English Learners to make rapid progress out of Levels 1 and 2 and into Levels 3 and 4 by focusing on oral language development, grammatical constructs, and academic vocabulary in English. This is paired with specific literacy instruction in Tier II and Tier III settings to ensure students are making adequate progress towards meeting grade level standards in English Language Arts and Mathematics. | $24,617.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **2.7** | Special Education | ACE will provide an inclusive educational environment that meets the needs of each student's IEP or 504 plan. Teachers will receive professional development on accommodating and modifying during instruction and on assignments/assessments. Students with special needs will be supported in the classroom by Learning Specialists or paraprofessionals under the direction of the Learning Specialist. Students will receive counseling support and/or other services as indicated in their IEP's. | $421,385.00 | No |
| **2.8** | Strengthen Instruction | Conduct or provide professional development to improve the quality of Tier 1 instruction for all students by providing teachers with the tools, strategies, and support they need to deliver rigorous, engaging, and differentiated instruction in alignment with grade-level standards.<br><br>• Summer Intensive PD followed by weekly professional development sessions throughout the school year.<br><br>• Ongoing Support<br>1) Coaching and Mentoring: Provide ongoing one-on-one coaching to support teachers in implementing Tier 1 strategies.<br><br>2) Peer Observations: Encourage teachers to observe one another and give constructive feedback on Tier 1 practices.<br>Monthly PLC Meetings: Hold monthly meetings for teachers to review data, discuss challenges, and share strategies.<br><br>3) Resource Sharing: Provide access to resources (e.g., lesson plans, instructional strategies, assessment tools) to continue supporting Tier 1 practices.<br><br>• Assessment & Evaluation of PD Effectiveness<br><br>1) Pre/Post-Surveys: Assess teachers' confidence and skills in Tier 1 instruction before and after the PD program.<br>2) Classroom Observations: Conduct observations to monitor the implementation of Tier 1 strategies in the classroom.<br>3) Student Data Review: Analyze student performance data to assess the | $351,400.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | impact of Tier 1 instructional improvements.<br>4) Teacher Feedback: Gather feedback from teachers on the PD experience, including what worked well and areas for improvement. | | |
| **2.9** | College Readiness & Persistence | ACE Charter High will provide a comprehensive college readiness program to ensure students have the knowledge and appropriate coursework to ensure access to college and other post-secondary programs.<br>• College Counselor<br>• Staff that run Alumni Service program (ready and persist in college enrollment and graduation)<br>Looking to establish partnerships with other local school districts<br>• College Field Trips: ACE will provide college field trips. This will result in all students having the<br>experience of being on college campuses to build college knowledge and awareness, as well as<br>optimism.<br>• Orientation Day | $154,355.00 | Yes |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 3 | ACE Families are empowered through structures that recognize and support them in being full partners in their children's education and promote their agency and voice in the life of the school. | Broad Goal |

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

ACE's mission statement: ACE works with families and communities in the highest-need neighborhoods to create and sustain middle and high schools where students who have been left behind by the traditional school system grow to be ready, by the time they leave high school, to choose to attend and graduate from a four-year college or university. From our inception, we have recognized that families and communities are critical partners in the education of children who have not been successful in traditional schools. We believe that if we provide families opportunities to engage in decision-making and parent education events, as well as community engagement events with effective communication consisting of multiple outreach attempts for each event, families will feel more connected to the school community and will participate in the family survey and student-led conferences at high rates.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.1 | Percent of families who report a sense of connectedness with the school community<br><br>Data Source: Family Survey | Data Year: 2023-24<br>96% | Data Year: 2024-25<br><br>96% | | 95% | Maintained |
| 3.2 | Percent of families participating in annual survey<br><br>Data Source: Family Survey | Data Year: 2023-24<br>123 responses/341 enrolled students<br>36% | Data Year: 2024-25<br>79% | | 50% | +45 |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | | | |
| 3.3 | Percent of families participating in Student-led conferences<br><br>Data Source: Sign-In Sheets | Data Year: 2022-23<br>90% | Data Year: 2024-25<br>89% | | 93% | -1 |
| 3.4 | # correspondence families receive to promote attendance in each individual school event for unduplicated pupils and for students with exceptional needs<br><br>Data Source: Local Records | Data Year: 2023-24<br>At least 2 | Data Year: 2024-25<br>At least 2 | | 2 for each event | Maintained |

# Goal Analysis [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.

The small group of ACE parents who attend the monthly Parent Leadership Team meetings are a important school resource, as they are parents who have been with ACE for many years and have strong connections with other families in the school community who cannot attend these types of meeting due to work or family obligations.

Our parents were a very important component of our successful charter renewal this year with many families and former students coming to speak on behalf of renewal at the public hearing.  We are proud of the strong connection that ACE families feel with our school community.

This year the Parent Leadership Team has organized Immigration Rights workshops and Mobile Libraries for the students to access books. Additionally, the Community Outreach Coordinator has worked with the Parent Recruitment team attending local events to recruit new students to attend ACE.

Family Communication has been a challenge this year due to reduced staffing. Parents would like the office open for more hours, the phones being consistently picked up and advance communication about the dates of meetings/events.

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 1 Family Engagement and Involvement Program expenditures were lower than budgeted due to reduced staffing.
Action 2 Community Engagement expenditures were higher than budgeted due to increased costs for marketing and recruiting.
Action 3 Family Communication expenditures were higher than budgeted due to increased communication costs.

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

The Family Engagement and Involvement Program, Community Engagement, and Communication actions have been successful as evidenced by each family receiving at least 2 correspondences inviting them to participate in school events. However, families have indicated these communications need to be provided further in advance of each event.

The Parent Leadership Team has been instrumental in providing feedback over the last several years about how ACE can increase family participation in the annual family survey. These efforts have paid off with an increase of 45 percentage points to 79% of families participating in the survey this year. Even with the increased participation rate, the percentage of parents who feel connected to the school community maintained at 96%.

Additionally, families are demonstrating engagement with 89% participating in student-led conferences and 79% participating in the family survey. Recruitment efforts are showing some success with increased enrollment numbers as of now.

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.

There are no changes being made to the planned goal, target outcomes, or actions for the coming year.

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **3.1** | Family Engagement and Involvement Program | ACE will invest in a broad program to engage and involve families through a Calendar of Family Engagement events such as Cafécitos, Parent Leadership Team meetings, student-led conferences, Family Community Building events, and Parent Workshops on a variety of topics such as college readiness, school data, literacy/mathematics resources, and cyber-citizenship. | $107,760.00 | Yes |
| **3.2** | Community Engagement | ACE will engage with community partners online and in-person to support recruitment of a diverse student body.<br>• Attend local events in the community.<br>• Invite prospective parents to attend school culture events.<br>• Involve current families and students in school advocacy and recruitment. | $6,600.00 | No |
| **3.3** | Family Communication | The school will utilize OneCall, Parent Square, social media, mail, Parent Organizer, principals, office manager, and individual teachers to keep families informed about student progress, school events, school policies, and decision-making opportunities. The school will provide translation services for written communication and school events. | $20,000.00 | Yes |

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
|---|---|
| $$1,253,889 | $141,677 |

**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 |
|---|---|---|---|
| 36.773% | 3.167% | $108,219.57 | 39.940% |

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

## Required Descriptions

### *LEA-wide and Schoolwide Actions*

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

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| **1.1** | **Action:**<br>Attendance Intervention<br><br>**Need:**<br>The Chronic Absence rate for the EL student group in 2022-23 was 51.5%, while the chronic absence rate for the SED student group was 47.4%.<br><br>**Scope:** | The Attendance Intervention action addresses the need to decrease chronic absenteeism for the EL and SED student groups by monitoring individual student attendance and beginning the intervention process as soon as a student is in danger of becoming chronically absent. This action is provided LEA-wide because it will benefit all students, but the individual interventions will most benefit EL and SED student groups who will benefit from collaborative brainstorming between the school and the family to determine appropriate | 1.2 Chronic Absence Rate for EL and SED subgroups |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | LEA-wide | supports to ensure the child attends school each day. | |
| **1.2** | **Action:**<br>Social Emotional Learning<br><br>**Need:**<br>The Chronic Absence rate for the EL student group in 2022-23 was 51.5%, while the chronic absence rate for the SED student group was 47.4%.<br><br>**Scope:**<br>LEA-wide | This action provides specific activities that create a positive school culture that encourages students to attend school each day. Counseling services are provided to ensure that students who are not attending school due to unresolved trauma have the opportunity to develop strategies that will enable them to attend school each day. These services will be principally directed to English Learners and Socioeconomically Disadvantaged students because these were the students that had the most difficulties remaining engaged during the school closures and now need the additional supports to attend school regularly. The action is being provided on a LEA--wide basis because it will benefit all students. | 1.2 Chronic Absence Rate for EL and SED subgroups |
| **1.3** | **Action:**<br>MTSS (Culture)<br><br>**Need:**<br>The Chronic Absence rate for the EL student group in 2022-23 was 51.5%, while the chronic absence rate for the SED student group was 47.4%.<br><br>**Scope:**<br>LEA-wide | This action provides additional staffing to collect, input, and monitor student attendance, behavior, survey, and anecdotal data in order to provide appropriate supports when necessary. When a students is receiving Tier II or III services, their progress is monitored to ensure they are making progress. This action has been designed to address the needs of English learners and Socioeconomically Disadvantaged students for additional monitoring indicated by the high chronic absence rates for both groups. It is being provided on a LEA-wide basis because it will benefit all students. | 1.2 Chronic Absence rate for EL and SED subgroups<br>1.3 Suspension Rate for EL and SED subgroups |
| **2.2** | **Action:**<br>Curriculum and Materials<br><br>**Need:** | This action provides additional differentiated curricular resources to meet the varied instructional needs of Socioeconomically Disadvantaged students and English learners but | 2.6 Distance from standard on the ELA CAASPP for EL and SED subgroups and 2.7 Distance from standard on |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | On the 2023 ELA CAASPP assessments Socioeconomically Disadvantaged students scored 105.9 points below standard and English learners scored 147.9 points below standard.<br>On the 2023 Math CAASPP assessments Socioeconomically Disadvantaged students scored 213.6 points below standard and English learners scored 238.7 points below standard. These student groups need data-based differentiated instruction to make academic progress.<br><br>**Scope:**<br>LEA-wide | it will benefit all students, so it is being provided on an LEA-wide basis. | the Mathematics CAASPP for EL and SED subgroups |
| **2.3** | **Action:**<br>Assessments & Data Analysis<br><br>**Need:**<br>On the 2023 ELA CAASPP assessments Socioeconomically Disadvantaged students scored 105.9 points below standard and English learners scored 147.9 points below standard.<br>On the 2023 Math CAASPP assessments Socioeconomically Disadvantaged students scored 213.6 points below standard and English learners scored 238.7 points below standard. These student groups need data-based differentiated instruction to make academic progress. | This action provides additional staffing to administer assessments and conduct data analysis with teachers to support the development of differentiated instructional plans. This action is designed to meet the needs of Socioeconomically Disadvantaged students and English learners for increased progress monitoring, but will benefit all students, so it is being provided on an LEA-wide basis. | 2.6 Distance from standard on the ELA CAASPP for EL and SED subgroups and 2.7 Distance from standard on the Mathematics CAASPP for EL and SED subgroups |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | **Scope:** | | |
| **2.5** | **Action:**<br>ELA MTSS Framework Implementation<br><br>**Need:**<br>On the 2023 ELA CAASPP assessments Socioeconomically Disadvantaged students scored 105.9 points below standard and English learners scored 147.9 points below standard. These student groups need data-based differentiated instruction to make academic progress.<br><br>**Scope:**<br>LEA-wide | This action provides additional staffing to support implementation of the Multi-Tiered System of Supports specific to English Language Arts. This action is designed to meet the needs of Socioeconomically Disadvantaged students and English learners for increased progress monitoring, but will benefit all students, so it is being provided on an LEA-wide basis. | 2.6 Distance from standard on the ELA CAASPP for EL and SED subgroups |
| **2.8** | **Action:**<br>Strengthen Instruction<br><br>**Need:**<br>On the 2023 ELA CAASPP assessments Socioeconomically Disadvantaged students scored 105.9 points below standard and English learners scored 147.9 points below standard.<br>On the 2023 Math CAASPP assessments Socioeconomically Disadvantaged students scored 213.6 points below standard and English learners scored 238.7 points below standard. These student groups need data-based differentiated instruction to make academic progress. | This action provides additional staffing and external professional development providers to ensure teachers have the strategies to plan differentiated instructional activities that incorporate strategies that support access to grade level content and English Language acquisition. This action is designed to meet the needs of Socioeconomically Disadvantaged students and English learners for differentiated instruction and use of specific instructional strategies, but will benefit all students, so it is being provided on an LEA-wide basis. | 2.6 Distance from standard on the ELA CAASPP for EL and SED subgroups and 2.7 2.6 Distance from standard on the Mathematics CAASPP for EL and SED subgroups |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | **Scope:**<br>LEA-wide | | |
| **2.9** | **Action:**<br>College Readiness & Persistence<br><br>**Need:**<br>On the 2023 CA Dashboard, English Learners were at the Very Low level for College and Career Preparedness and Low Income students were at the Low level. Students in these subgroups are usually potential first generation college students and need additional support to navigate the application and admission process for college.<br><br>**Scope:**<br>LEA-wide | ACE Charter High will provide additional staffing to provide a comprehensive college readiness program to ensure students have the knowledge and appropriate coursework to ensure access to college and other post-secondary programs. | 2.13 % of graduates demonstrating readiness for college/career |
| **3.1** | **Action:**<br>Family Engagement and Involvement Program<br><br>**Need:**<br>Parents and guardians of our socioeconomically disadvantaged students and English learners need additional opportunities that increase their ability to support their students' learning. Parents and guardians of our socioeconomically disadvantaged students and English learners need additional information about how to navigate the pathway to college.<br><br>**Scope:** | This action provides increased staffing to support the development of Parent Workshops and parent engagement opportunities. This action is provided LEA-wide because it addresses the specific needs of parent of SED and EL students for increased learning opportunities, but it will benefit all students. | 3.1 Percent of families who report a sense of connectedness with the school community |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | LEA-wide | | |
| **3.3** | **Action:**<br>Family Communication<br><br>**Need:**<br>Parents and guardians of our socioeconomically disadvantaged students and English learners need additional opportunities that increase their ability to support their students' learning. Parents and guardians of our socioeconomically disadvantaged students and English learners need additional information about how to navigate the pathway to college.<br><br>**Scope:**<br>LEA-wide | This action provides increased staffing for communication and resources that allow for translation to ensure all parents receive understandable communication from the school about upcoming opportunities that will help them support their students' learning. This action is provided LEA-wide because it addresses the specific needs of parent of SED and EL students for increased communication about school activities, but it will benefit all students. | 3.1 Percent of families who report a sense of connectedness with the school community |

## *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 |
|---|---|---|---|

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.

ACE Charter High is a single school LEA that will utilize the additional concentration grant funding to retain existing staff that provide direct services to students in the following action:

Goal 2, Action 5 ELA MTSS Framework Implementation retains additional staffing to provide instruction to students.

| **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 | N/A | N/A |
| Staff-to-student ratio of certificated staff providing direct services to students | N/A | N/A |

# 2025-26 Total Planned Expenditures Table

| LCAP Year | 1. Projected LCFF Base Grant (Input Dollar Amount) | 2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Input Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) |
|---|---|---|---|---|---|
| Totals | $3,409,810 | $1,253,889 | 36.773% | 3.167% | 39.940% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| Totals | $2,807,718.00 | $1,191,410.00 | $0.00 | $24,617.00 | $4,023,745.00 | $2,629,443.00 | $1,394,302.00 |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 1.1 | Attendance Intervention | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $70,029.00 | $0.00 | $70,029.00 | | | | $70,029.00 | |
| 1 | 1.2 | Social Emotional Learning | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $210,577.00 | $0.00 | $210,577.00 | | | | $210,577.00 | |
| 1 | 1.3 | MTSS (Culture) | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $288,647.00 | $0.00 | $288,647.00 | | | | $288,647.00 | |
| 1 | 1.4 | Safe and Clean Facilities | All | No | | | All Schools | Ongoing | $0.00 | $411,500.00 | $411,500.00 | | | | $411,500.00 | |
| 2 | 2.1 | High Quality Instruction | All | No | | | All Schools | Ongoing | $1,631,102.00 | $0.00 | $986,077.00 | $645,025.00 | | | $1,631,102.00 | |
| 2 | 2.2 | Curriculum and Materials | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $0.00 | $158,800.00 | $158,800.00 | | | | $158,800.00 | |
| 2 | 2.3 | Assessments & Data Analysis | All | No | | | All Schools | Ongoing | | | | | | | | |
| 2 | 2.4 | Strengthen Math Instruction | All | No | | | All Schools | | $0.00 | $0.00 | $0.00 | | | | $0.00 | |
| 2 | 2.5 | ELA MTSS Framework Implementation | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $166,973.00 | $0.00 | $166,973.00 | | | | $166,973.00 | |
| 2 | 2.6 | English Language Development | English Learners | No | | | All Schools | Ongoing | $0.00 | $24,617.00 | | | | $24,617.00 | $24,617.00 | |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | | | | | |
| 2 | 2.7 | Special Education | Students with Disabilities | No | | | | Ongoing | $0.00 | $421,385.00 | | $421,385.00 | | | $421,385.00 | |
| 2 | 2.8 | Strengthen Instruction | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $0.00 | $351,400.00 | $226,400.00 | $125,000.00 | | | $351,400.00 | |
| 2 | 2.9 | College Readiness & Persistence | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $154,355.00 | $0.00 | $154,355.00 | | | | $154,355.00 | |
| 3 | 3.1 | Family Engagement and Involvement Program | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $107,760.00 | $0.00 | $107,760.00 | | | | $107,760.00 | |
| 3 | 3.2 | Community Engagement | All | No | | | All Schools | Ongoing | $0.00 | $6,600.00 | $6,600.00 | | | | $6,600.00 | |
| 3 | 3.3 | Family Communication | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $0.00 | $20,000.00 | $20,000.00 | | | | $20,000.00 | |

# 2025-26 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type | Total LCFF Funds |
|---|---|---|---|---|---|---|---|---|---|
| $3,409,810 | $1,253,889 | 36.773% | 3.167% | 39.940% | $1,403,541.00 | 0.000% | 41.162 % | **Total:** | $1,403,541.00 |
| | | | | | | | | **LEA-wide Total:** | $1,403,541.00 |
| | | | | | | | | **Limited Total:** | $0.00 |
| | | | | | | | | **Schoolwide Total:** | $0.00 |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| **1** | **1.1** | Attendance Intervention | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $70,029.00 | |
| **1** | **1.2** | Social Emotional Learning | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $210,577.00 | |
| **1** | **1.3** | MTSS (Culture) | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $288,647.00 | |
| **2** | **2.2** | Curriculum and Materials | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $158,800.00 | |
| **2** | **2.5** | ELA MTSS Framework Implementation | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $166,973.00 | |
| **2** | **2.8** | Strengthen Instruction | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $226,400.00 | |
| **2** | **2.9** | College Readiness & Persistence | Yes | LEA-wide | English Learners<br>Foster Youth | All Schools | $154,355.00 | |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| | | | | | Low Income | | | |
| **3** | **3.1** | Family Engagement and Involvement Program | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $107,760.00 | |
| **3** | **3.3** | Family Communication | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $20,000.00 | |

# 2024-25 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---|---|---|
| **Totals** | $3,879,095.00 | $3,667,275.00 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| **1** | **1.1** | Attendance Intervention | Yes | $70,119.00 | $91,992 |
| **1** | **1.2** | Social Emotional Learning | Yes | $166,496.00 | $94,786 |
| **1** | **1.3** | MTSS (Culture) | Yes | $268,849.00 | $369,112 |
| **1** | **1.4** | Safe and Clean Facilities | No | $392,700.00 | $403,621 |
| **2** | **2.1** | High Quality Instruction | No | $1,729,617.00 | $1,438,412 |
| **2** | **2.2** | Curriculum and Materials | Yes | $176,800.00 | $160,790 |
| **2** | **2.3** | Assessments & Data Analysis | No | $59,225.00 | $59,403 |
| **2** | **2.4** | Strengthen Math Instruction | No | $0.00 | $0 |
| **2** | **2.5** | ELA MTSS Framework Implementation | Yes | $239,313.00 | $246,101 |
| **2** | **2.6** | English Language Development | Yes | $81,766.00 | $24,617 |
| **2** | **2.7** | Special Education | Yes | $224,200.00 | $195,638 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| | | | | | |
| **2** | **2.8** | Strengthen Instruction | Yes | $49,300.00 | $245,118 |
| **2** | **2.9** | College Readiness & Persistence | Yes | $286,350.00 | $199,315 |
| **3** | **3.1** | Family Engagement and Involvement Program | Yes | $107,760.00 | $81,008 |
| **3** | **3.2** | Community Engagement | No | $6,600.00 | $30,000 |
| **3** | **3.3** | Family Communication | Yes | $20,000.00 | $27,362 |

# 2024-25 Contributing Actions Annual Update Table

| 6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Percentage of Improved Services (%) | Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8) |
|---|---|---|---|---|---|---|
| $1,233,550 | $1,615,182.00 | $1,637,248.00 | ($22,066.00) | 0.000% | 0.000% | 0.000% |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| 1 | 1.1 | Attendance Intervention | Yes | $70,119.00 | $68,994 | | |
| 1 | 1.2 | Social Emotional Learning | Yes | $166,496.00 | $94,786 | | |
| 1 | 1.3 | MTSS (Culture) | Yes | $268,849.00 | $369,112 | | |
| 2 | 2.2 | Curriculum and Materials | Yes | $176,800.00 | $160,790 | | |
| 2 | 2.5 | ELA MTSS Framework Implementation | Yes | $177,870.00 | $177,870 | | |
| 2 | 2.6 | English Language Development | Yes | $81,766.00 | $24,617 | | |
| 2 | 2.7 | Special Education | Yes | $224,200.00 | $195,638 | | |
| 2 | 2.8 | Strengthen Instruction | Yes | $34,972.00 | $245,118 | | |
| 2 | 2.9 | College Readiness & Persistence | Yes | $286,350.00 | $199,315 | | |
| 3 | 3.1 | Family Engagement and Involvement Program | Yes | $107,760.00 | $81,008 | | |
| 3 | 3.3 | Family Communication | Yes | $20,000.00 | $20,000 | | |

# 2024-25 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|---|---|---|---|---|---|---|
| $3,416,656 | $1,233,550 | 14.983% | 51.087% | $1,637,248.00 | 0.000% | 47.920% | $108,219.57 | 3.167% |

# 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 and Senate Bill 153, Chapter 38, Statues of 2024.

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. LEAs may also provide information about their strategic plan, vision, etc.

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.
- LEAs may also provide information about their strategic plan, vision, etc.
- 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.

*EC* Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

**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

## *Requirements*

**School districts and COEs:** *EC* Section 52060(g) and *EC* Section 52066(g) 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) 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;
    - **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; and
- For charter schools, see *Education Code* Section 47606.5.

- **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) 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.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

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

### For English Learners and Long-Term English Learners

- 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.

### For Technical Assistance

- 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.

### For Lowest Performing Dashboard Indicators

- 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.

### For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

# 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 the number and concentration of unduplicated students in the current school year.

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

## LCFF Carryover Table

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

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

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

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

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

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