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
California Connections Academy Northern California	Dr. Richard Savage Superintendent	rsavage@californiaops.org 949-461-1667

Plan Summary [2024-25]

General Information

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

California Connections Academy Northern California serves students in grades TK-12 through an online program under California's independent study laws, operating as a non-classroom based public charter school. The school operates under a charter authorized by Ripon Unified School District and enrolls students in eight counties: San Joaquin, Alameda, Amador, Calaveras, Contra Costa, Sacramento,and Stanislaus. In 2012, the school opened its doors for the first time. The school is governed by the non-profit charter management organization, California Online Public Schools (CalOPS). There are currently six schools in the CalOPS family that run under the same school model.

Students attend school primarily from home, supervised by a Learning Coach (generally a parent), following a Personalized Learning Plan that integrates technology and standards-aligned curriculum under the supervision of professional, fully qualified, certificated teachers. California Connections Academy Northern California is tailor-made for a diverse array of students who benefit from a quality alternative to the traditional brick and mortar classroom. These include students whose families seek more direct involvement in their education; students who are homebound due to illness or disability; exceptional students who are far ahead of or far behind their peers in school; young people pursuing artistic or athletic careers that require a flexible school schedule; students in group homes or institutions; and students at risk of academic failure who may particularly benefit from intensive, personalized instruction. The school is governed and operated by an independent Board of Directors, CalOPS, that is made up of a mix of educators, parents, and community representatives. California Connections Academy's goal is to set a new standard for virtual education excellence in California. To reach this goal, students at the school are provided with a top-quality and diverse curriculum that combines the best in print and technology and which is designed to meet all state standards. Students have opportunities to engage in community based field trips and other in-person learning and social activities to supplement the online program.

Some considerations that are unique to the California Connections Academy Northern California program and which have an effect on the performance metrics described in this LCAP include:
A public charter school of choice, which parents choose for a wide variety of reasons
The school serves all grade levels, TK-12, which is different from most traditional public schools

A high mobility rate which results in a large population of new students each year
A diverse and spread out population that has difficulty participating in State Testing.
A high percentage of high school students who enroll deficient in the credits needed to graduate on time and therefore, take more than 4 years to graduate
A high enrollment growth rate each year, so that every year the school is bigger and additional staff and other resources are needed
A growing unduplicated pupil demographic, specifically English Language Learners at all grade levels.

When considering student outcomes for the school these factors are important to take into consideration, in particular, the high mobility rate for students, as well as the time it takes for students to adapt to a completely online learning environment. Due to the unique virtual charter school program offered, the school experiences a lot of student turnover both during the year, as well as from year to year. Many students and families choose a virtual charter school program to serve a unique need for a particular period of time, e.g., medical reasons, sports, a family move, bullying, etc. Their intent is to solve a family issue and enroll in a virtual school for a limited time. Families report that it takes a while to adapt to working in an independent study and virtual school environment, so students who do choose to stay in the program for more than one year are more academically successful in their second and subsequent years. The school makes ongoing significant efforts to provide training and support to increase retention and student success in the program, as reflected in some of the goals and actions in this LCAP.

Reflections: Annual Performance

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

California Connections Academy Northern California's 2023 Dashboard performance reflects a concerted alignment with our school's LCAP goals and actions. We have rigorously analyzed and engaged stakeholders in discussions about the performance data to maintain a steadfast focus on student and school achievement and advancement throughout the LCAP development process. While it is crucial to address all areas of the accountability system to ensure equitable outcomes for all student groups, we are particularly attentive to both our successes highlighted on the dashboard and the specific areas and groups demonstrating the greatest need based on the data. Our strengths on the 2023 Dashboard are prominently reflected in our school's Suspension Rate and English Learner Progress. California Connections Academy proudly boasts a Suspension Rate of zero percent across all student groups, a noteworthy achievement compared to the state's average suspension rate of 3.5%. This accomplishment underscores our dedication to fostering open communication with our students, cultivating robust teacher-student relationships, and promoting academic consistency.

Additionally, our English Learner Progress has shown a commendable increase of 3.8%, reaching 44.1%, signaling substantial progress toward English language proficiency. This growth speaks volumes about the efficacy of our English Language Development (ELD) plan and the unwavering commitment of our teachers, including those directly supporting our English Learner population and content area instructors, in equipping students with the requisite tools and support for advancement in this critical area. However, the 2023 Dashboard also sheds light on areas of focus and growth that necessitate our attention to ensure the success of all students and student groups at our school. These areas serve as guiding points for our ongoing efforts to enhance our educational offerings and support systems, ultimately striving for continuous improvement and student achievement.

Notably, California Connections Academy Northern California finds itself listed on the lowest performance level for both Academic Engagement, encompassing Chronic Absenteeism and Graduation Rate, and Academic Performance, encompassing English Language Arts and Mathematics. A deeper examination of the Academic Engagement state indicators reveals that our Students with Disabilities and Socioeconomically Disadvantaged groups are situated within both of these categories under the lowest performance level. For our Students with Disabilities student group, the proportion of chronically absent students increased by 9% from the previous year to 17.3%, while our Socioeconomically Disadvantaged student group experienced a 4% increase from the previous year to 19.6%. Acknowledging the paramount importance of engagement with all our students while prioritizing groups with the greatest needs, we are implementing several strategies to address Chronic Absenteeism at California Connections Academy. These include overhauling attendance tracking starting in Fall 2024, fostering ongoing communication among students, teachers, and parents, and implementing more efficient means to identify students in need of targeted intervention surrounding school engagement and attendance.

Furthermore, an in-depth analysis of our school's Graduation Rate on the 2023 Dashboard, particularly for our two lowest performing groups, Students with Disabilities and Socioeconomically Disadvantaged students, reveals concerning low growth and decline. The Graduation Rate for our Students with Disabilities population increased by 1% to 66.7%, while the Socioeconomically Disadvantaged population experienced a 12.3% decrease to 65.1%. Though any decrease in Graduation Rate for any student group is worrisome, it is noteworthy that California Connections Academy's all-student and student group Graduation Rate stands at 73.2%, surpassing the state threshold of 68%. We remain vigilant in our efforts to improve our Graduation Rate through early intervention measures to prevent students from falling off track, our in-house credit recovery program, continued emphasis on student-homeroom teacher connections through regular contacts, and in-house summer school initiatives.

Moreover, California Connections Academy finds itself in the lowest performance level for Academic Performance in both English Language Arts and Mathematics. Our student groups in both of these areas mirror each other in the areas of African American, English Learner, Hispanic, Two or more races, and, Students with Disabilities. The lowest performance level for English Language Arts translates to an overall 168.6 points below standard, with a decline of 37.8 points from the previous year. In Mathematics, our performance resulted in 216.6 points below standard, with a decline of 13 points from the previous year. Upon deeper examination of the data, we found that our participation rate in State Testing for all student groups is a key contributor to our points below standard and, consequently, our lowest performance level on the dashboard. As an online school, we encounter persistent challenges in ensuring our students participate in various testing locations. Consulting with key stakeholders, including parents, students, and staff, revealed that travel, time off work, and health or anxiety were the primary reasons behind this challenge. We are actively pursuing ways to help our families understand the importance of testing and participation by hosting parent and student meetings, offering smaller and more convenient testing locations, providing Saturday testing options, enhancing our curriculum, and offering practice testing to familiarize students with the testing process. Additionally, we have begun focusing on early testing grades at the elementary level, aiming to instill the importance of testing as a regular part of the academic year at California Connections Academy.

In conclusion, California Connections Academy Northern California remains steadfast in its commitment to addressing areas of improvement highlighted by the 2023 Dashboard while building upon our strengths to ensure the success of all our students. Through collaborative efforts, targeted interventions, and ongoing support, we are dedicated to fostering a culture of continuous improvement and student achievement at California Connections Academy Northern California.

Reflections: Technical Assistance

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

Based on the 2023 California Dashboard, California Connections Academy Northern California qualifies for level two technical assistance regarding Priority 4: Pupil Achievement in English Language Arts and Mathematics, Priority 5: Chronic Absenteeism and Graduation Rate, and Priority 8: Student Outcomes in the College and Career indicator. This designation is the result of our Socioeconomically Disadvantaged, Students with Disabilities, and our Hispanic Student Groups all receiving the lowest indicator level in both state priorities.

For Pupil Achievement, our scores for all students were 91.2 points below standard, declining by 13.1 points in English Language Arts and 152.4 points below standard, declining by 4.3 points in Mathematics. Regarding Chronic Absenteeism, the Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic student populations performed 'very low' at a 13.2 Chronically Absent rate, which is a 3.5% increase from the previous year. Graduation Rate was also at the lowest level for these student groups with an average of 65.9 %. Lastly, regarding College and Career Indicators, this same student population scored 'very low'.
This data prompted us to reflect deeply on the services we provide not only to our SED, SWD, and Hispanic student population but to all students. We initiated technical assistance in January 2024 with the San Joaquin County Office of Education (SJCOE) to guide us through this process. Our meetings since then have involved thoughtful reflection, discussion, and the development of a plan to improve Pupil Achievement and provide services that promote academic success for all students, with a strong focus on our student population outlined above.

Our focus has been on Pupil Achievement in English Language Arts and Mathematics, aiming to implement processes that drive positive change for our students to excel in these areas. Analyzing our student scores and state testing data from the 2023 Dashboard, we found that while our distance from the standard for all student groups was notably low, especially in math, it was the LOSS score penalty that predominantly kept us low. Lack of participation in state testing from our families was the primary reason for our low scores in most cases. As a fully online Charter School, we diligently educate our families on the importance of state testing but encounter obstacles such as travel, work schedules, and student health concerns.

Academic data shows that our students are academically or near academically proficient in comparable diagnostics like iReady for K-8 and MAP for high school. Participation in these internal diagnostics is high, over 95%, due to their virtual nature. Our survey of parents, students, and staff regarding state testing revealed that travel, work commitments, and student anxiety and health concerns were the top reasons for disengagement. Teachers and staff also cited inadequate curriculum and lack of CAASPP practice tests as factors contributing to low participation.

As a result, we devised the following actions in collaboration with our technical assistance team:
- Parent/Student Testing Information Nights
- Small Testing Sites
- More Testing Locations (Closer to More Families)
- Saturday Testing Sites
- Implementation of New Curriculum in all Content Areas and Grade Bands for the 24/25 School Year
- Implementation and Monitoring of IXL and Smarter Balanced CAASPP Testing Prep by all grade level teams and administration.

We anticipate these efforts will result in a 5% increase in academic scores for all student populations, with emphasis on our SED, DWS and Hispanic populations, which currently exhibits the largest deficit. Specifically, our most deficient student populations will increase their distance from the standard and move closer to the state benchmark.

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.

California Connections Academy Northern California

Support for Identified Schools

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

Needs Assessment:

Our 2023 graduation rate is 73.2%, above the ESSA-defined threshold of 68%. However, our graduation rate percentage dropped 9%, from 82.2% to 73.2%, which put California Connections Academy Northern California in the 'schools falling under the 5% of lowest schools' category for the 2023 school year. Therefore, California Connections Academy Northern California falls under CSI (Comprehensive Support and Improvement) as a low-performing school according to the California Dashboard requirements. As an organization, we are dedicated to improving and maintaining our graduation rate. Several groups were consulted to complete the following plan, including but not limited to school-wide leadership, high school-specific leadership, counseling leadership, student services leadership, and community and parents through our School Advisory Committee and English Learner Advisory Committee. These groups were consulted at regular intervals throughout the school year in order for all voices to be heard in the decision-making process. During these meetings, stakeholders were involved in all elements of the CSI plan by providing insight, input, and decision-making. The School Advisory Committee and English Learner Advisory Committee input reinforced the continuation of the in-house summer school program and credit recovery opportunities. High school-specific leadership input reinforced the work done to increase student-to-teacher contact rates and early intervention.

The annual planning cycle starts each year in the spring (April/May) for the school year to come. The following is a sample of the data analyzed.

As reported by the California Dashboard, in 2023, the all-student graduation rate was 73.2%, which is still above 68% threshold set forth by the State. However, there was a 9% decrease in graduation rate from the 2022 graduation rate of 82.2%. The lowest group in 2022 was the Students with Disabilities group at 65.6%, and the highest was the Two or More Races group at 80.7%. In 2023, the lowest group was the Socioeconomically Disadvantaged student group at 65.1%, and the highest was the White student group at 82.7%. As an organization, we are dedicated to continuing our efforts to increase the graduation rate and make significant annual progress with all student groups.

Currently, the school tracks the change in the percent of students on track for graduation. In 2022-2023, 9th graders dropped to 72.5% on track for graduation after the conclusion of the first semester. In 2023-2024, 69.5% of 9th graders remained on track at the conclusion of the

first semester, a decrease compared to the prior year. This percentage of 9th grade students falling off cohort so early is directly contributing to our low graduation rate and must continue to be addressed.

As an educational organization focused on continuous improvement, interventions to address the graduation rate have begun prior to being identified as CSI. These interventions include the continued focus on a homeroom model at the high school level, the conceptualization and implementation of the credit recovery program known as Project Success, and the continued development of the CHAMPS (Community Helps Achieve My Personal Success) program. The results of these programs are encouraging. As a result of the homeroom model, students have received an increase in successful contacts from staff. An increase in successful contacts relates to increased active engagement with our school program. Throughout the 2022-2023 school year, high school students received biweekly successful contacts (i.e. phone calls, small group lessons) at a rate of 98% as the year progressed. This has increased to 99.5% in the first semester of the 2023-2024 school year. Being fully aware of the realities of graduation rate, the high school staff has continued the refinement of an internal credit recovery program called Project Success. During the 2022-2023 school year, historically at-risk high school students passed an average of 94.5% of their classes in the Project Success program. During the first semester of the 2023-2024 school year, the average pass rate increased to 96.5%. Furthermore, the introduction of the CHAMPS program in 2021 has continued to be promising. In the first half of the 2023-2024 school year, the CHAMPS students had a pass rate of 85%. These successes provide justification and motivation to continue and expand these programs.

As a result of the school's continued focus on struggles with graduation rate and the potential for learning loss due to the pandemic, our school continues its own in-house summer school program that began in the summer of 2020. This was the first in its history. Prior to the summer of 2020, credit-deficient high school students were sent to a third-party program with a success rate of an average of around 50% pass rate. Our in-house summer school has shown increased success from a 77% pass rate and an 85% summer graduation rate in 2020 to an 83% pass rate in the summer of 2023 and a 95% graduation rate for those in the last year of high school. These numbers show the benefit of our in-house summer school program in improving our overall graduation rate.

Root Cause Analysis:
-A graduation rate decline of 9% to 73.2% for all student groups and below the 68% threshold for some of our student groups needs to be addressed
 -Students are falling off cohort early in high school, including the 9th-grade year, contributing to the decline in 4-year cohort graduation success.
-A high mobility rate is contributing to a large number of students enrolling who are deficient in credits.

Evidence-Based Interventions:
To make the best plan to meet our students' diverse needs, we utilized an evidenced-based decision-making process with stakeholders. In this case "The Practical Decision Maker" (Harvey, Bearley, Corkrum, 1997) was consulted. In order to choose our evidence-based interventions, we required the solution criteria to be a strategy that can contribute to achieving a 68% graduation rate or higher for all student groups. The possible solutions, i.e. the possible evidence-based interventions, were all the interventions listed below. As we identified our solution choices, we decided to use all interventions, considering that the needs of the students varied greatly. As a result of this needs assessment, root cause analysis, and decision-making process, the following evidence-based interventions will be implemented and continued:
-Early Warning and Response System: The Everyone Graduates Center at the Johns Hopkins University's School of Education (http://new.every1graduates.org/), describes tools and models to help schools increase graduation rates, among these is the Early Warning and Response System. "Early warning systems use readily available data to

alert teachers and administrators to students who are on the pathway to dropping out." Based on the school's numbers of students falling off cohort as early as the 9th grade, the school will formally implement such a system. Implementation of this system involves:
1. Assembling longitudinal data for individual students on a) graduation status and b) potential predictors of dropout, such as student attendance, behavior, grades, and test scores;
2. Identifying the threshold level of each predictor that gives students a high probability of dropping out; and
3. Checking that the predictors identify a high percentage of the students in that district who dropout of school. (http://new.every1graduates.org/tools-and-models/early-warning-and-response-systems/)
-Homeroom Model: Based on the encouraging results of the increase in engagement metrics, the school will continue the implementation and refinement of the homeroom model. The homeroom model in the virtual setting looks very similar to a traditional brick-and-mortar setting. Students are assigned in small groups to specific teachers, who may or may not teach them an academic subject. It is all teachers' responsibility to track and assist all their students, except that this burden is increased for the students in their homeroom with the overall outcome of deeper and more authentic relationships with the students and their families.
-High School Credit Recovery Program (Project Success): Another layer of the homeroom model is the high school credit recovery program known as Project Success. Within this program, credit-deficient students are clustered within a specific homeroom. Homeroom teachers are strategically selected from the four core subject areas and electives in order to accelerate the credit recovery of the school's students most at risk of not graduating on time.
- CHAMPS program: Community Helps Achieve My Personal Success (CHAMPS) is a program implemented in 2021 to identify students as soon as their second semester of their 8th-grade year who are either credit deficient by one more credits, taking additional courses, have shown a propensity to struggle academically, or are struggling with school engagement.
-College and Career Access Pathway (CCAP): According to
http://cacareerpathways.clasp.org, "this joint initiative of the California Community Colleges Chancellor's Office and the California Department of Education allows high school students to dual enroll in up to 15 community college units per term; students may enroll in no more than four courses per term. Program goals are to develop seamless pathways from high school to community college for career technical education (CTE) or general education transfer, improve high school graduation rates, or help high school students achieve college and career readiness." We have partnered with Saddleback Community College for this program. In the 2021-2022 school year, its first full year of program implementation, we had 38 students enrolled. These students were provided up to two courses during this time and achieved a 78% pass rate. In the 2022-2023 school year, 79 students were enrolled with an 88% pass rate. For the first semester of the 2023-2024 school year, we have added an option for a third class and had an enrollment of 71 students. At the end of the first semester, these students had an 88% pass rate. We are encouraged by the success and continued growth of this program, as it has proven beneficial to our various student groups. This program has proven to be a success and we look forward to the growth of the program.
-In-House Summer School: Building off the success of the program implemented in 2020, we continue to refine our summer school program. In the summer of 2023, we saw a Summer School pass rate of 83% and a 95% grad rate. We will continue to work better to identify the students in need of summer school. We will also work to refine course offerings. Summer school will focus on both higher-grade students needing credits and lower-grade students needing foundational skills.

Identification of Resource Inequities:
The mission of California Connections Academy Northern California seeks to provide "a more personalized approach to learning to maximize these students' potential and meet the highest performance standards." In this case, students not achieving the basic requirement for a high school diploma are not "meeting the highest performance standards." Resource inequities may, therefore, be another contributor to this reality. To begin this process of identifying resource inequities, we assessed the fairness of our efforts. As stated in the Needs Assessment,

some student groups do not exceed the 68% graduation rate threshold set by the State. Improvement is still needed. Students of all groups are still missing the target for graduation, which is why improvement in this area is so essential, but this fact also implies that there is fairness in the implementation of our program so that one student group is not succeeding at the expense of other groups. In an online school, all students receive the same access to all courses, the same materials, and the same level of teacher support and are held to the same standards of success. We plan to not only continue this fair implementation of our program but also continue to push for improvement of student graduation outcomes. Therefore, all students in need of support to get back on track for graduation will be included in all our efforts. This includes the Project Success credit recovery program, CHAMPS program, and the early warning and response system monitoring and support. The only metric used to identify eligibility into these support programs will be the level of credit deficiency. We believe that all students at risk of not graduating on time need additional school resources over and above what each student in our program normally receives to "catch up" to their 'on track' peers, and we will allocate additional resources. As a result, we plan to lower student-to-teacher ratios for those at greatest risk of not graduating through the combined efforts of the homeroom model and the Project Success credit recovery program. Also, material and human resources will be allocated to the continuation of the college and career access pathway, the early warning and response system, CHAMPS, and in-house summer school.

Monitoring and Evaluating Effectiveness

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

The CSI plan will be monitored following the stages of implementation described by Fixsen, "exploration, installation, initial implementation, and full implementation; the stages are dynamic within organizations such as schools and clinics, moving back and forth among stages as personnel and circumstances change." (https://nirn.fpg.unc.edu/) The plan will be monitored at all times, with formal quarterly reports on the following data points:
-The percentage of all students who are on track to graduate, with the goal of all those in the current 4-year cohort to be above 68%.
-The percentage of undergraduates remaining on cohort to increase.
-Continue with the CCAP Program that was implemented in the Fall of the 2021-2022 school year.
-In-house summer school program refinement.
-Continued refinement and development of the CHAMPS program.
We will progress monitor these data points at least quarterly. School leadership, staff, and the community will be included in these progress monitoring sessions. All feedback will be considered for further programmatic refinements. These efforts will help the school determine the effectiveness of the selected evidence-based interventions, and this feedback and data will be utilized in future evidence-based decision-making.

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
School Parents/Caretakers	School Advisory Committee Meetings, ELAC meetings, Parent/Administration Collaboration Meetings, Parent satisfaction surveys, LCAP goal input surveys, State Testing Surveys, and curriculum feedback forms, Charter School Board Meetings
Students	School Advisory Committee Meetings, ELAC meetings, YouthTruth Student engagement survey, LCAP goal input surveys, State Testing Surveys, curriculum feedback forms, and Charter School Board Meetings
Teachers	School Advisory Committee Meetings, ELAC meetings, Staff engagement survey, LCAP goal input surveys, State Testing Surveys, curriculum feedback form, School Enhancement Target reviews, Brown Bag Staff Meetings, Charter School Board Meetings, WASC Accreditation Focus Group Meetings, and Back to school 'All Staff' Meetings.
Administration/Principals	School Advisory Committee Meetings, ELAC meetings, Staff engagement survey, LCAP goal input surveys, State Testing Surveys, curriculum feedback form, School Enhancement Target reviews, Brown Bag Staff Meetings, Charter School Board Meetings, WASC Accreditation Focus Group Meetings, Executive Leadership Team Meetings, and Back to school 'All Staff' Meetings.
Other school personnel	School Advisory Committee Meetings, ELAC meetings, Staff engagement survey, LCAP goal input surveys, State Testing Surveys, Brown Bag Staff Meetings, Charter School Board Meetings, WASC

Educational Partner(s)	Process for Engagement
	Accreditation Focus Group Meetings, Executive Leadership Team Meetings, and Back to school 'All Staff' Meetings.

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

The educational partner engagement processes outlined by California Connections Academy are thorough and comprehensive, demonstrating a strong commitment to inclusivity and collaboration in the development of the LCAP.

The use of surveys as a means to gather feedback from parents, students, and other stakeholders is a valuable practice, allowing for targeted input on areas of need and school improvement. Open-ended questions enable stakeholders to provide detailed feedback, which can be instrumental in shaping the direction of the LCAP.

The various meetings, such as the School Advisory Committee, Caretaker and Administration Collaboration Meetings, and English Learner Advisory Committee Meetings, provide forums for stakeholders to engage in discussions about school programs, policies, and the LCAP. These meetings ensure that diverse perspectives are considered and that stakeholders have opportunities to convey their thoughts, celebrations, and concerns directly to the school administration.

Additionally, the involvement of the Charter School Board, authorizing district, and WASC accreditation process further enhances accountability and ensures alignment with broader educational goals and standards.

The Executive Leadership Team Meetings play a crucial role in refining LCAP goals and priorities based on stakeholder input, with representation from various departments within the school. This ensures that the actions and expenditures required to implement the LCAP are carefully considered and agreed upon.

Furthermore, the inclusion of all staff in back-to-school and end-of-year meetings provides additional opportunities for input into school improvement efforts, fostering a culture of continuous feedback and collaboration among staff members.

Overall, the multi-faceted approach to stakeholder engagement outlined by California Connections Academy Southern California reflects a commitment to transparency, accountability, and continuous improvement in serving the needs of students, families, and the school community.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will learn and achieve in a safe, secure, effective, and rigorous learning environment.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

As an educational organization, student success is our highest priority. The actions associated with this goal are designed to help every student reach their highest academic potential. All metrics associated with the goal are selected to measure as many elements of academic achievement as are relevant and available.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	The median percent progress towards Typical Growth after the first two diagnostics (through month 5) in Reading as measured by i-Ready	In 2023-2024, the median percent progress towards Typical Growth after the first two diagnostics (through month 6) in Reading was 67.5%			The desired outcome for 2026 - 2027, the median percent progress towards Typical Growth after the first two	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					diagnostics (through month 5) in Reading will be 70.8%	
1.2	The median percent progress towardsTypical Growth after the first two diagnostics (through month 5) in Math as measured by i-Ready	In 2023-2024, the median percent progress towards Typical Growth after the first two diagnostics (through month 6) in Math was 57%			The desired outcome for 2026 - 2027, the median percent progress towards Typical Growth after the first two diagnostics (through month 5) in Math will be 60%	
1.3	Increase English Learner reclassification rates	In 2023-2024, the RFEP rate through month 8 was 10.07%			The desired outcome for 2026 - 2027 is an RFEP rate through month 8 of 10.57%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Development for Academic Achievement	Teachers will participate in both in-person and virtual professional development focused on supporting academic achievement in the core as well as electives and CTE.	$208,498.40	No Yes
1.2	Diagnostic Assessments and MTSS Academic Interventions	Diagnostic assessments, such as i-Ready and MAP, will be administered 3x per year in Reading and Math, results will be analyzed by school leadership, and the data will be presented to the appropriate Professional Learning Communities (PLCs) for their analysis and MTSS academic intervention planning.	$2,414,651.55	No Yes
1.3	Teacher Collaboration for Academic Achievement	PLCs will discuss performance data to determine best strategies and methods and will implement best practices to re-teach and accelerate, as needed, all students in all subject areas.	$2,925,644.60	No Yes
1.4	Synchronous and Asynchronous Instructional Tools	Teachers will utilize high-engagement online instructional tools to benefit both synchronous and asynchronous lesson design and delivery.	$173,950.08	No Yes
1.5	English Learner Student Achievement	Refinement of support for EL students to increase engagement and achievement to ensure progress towards English language proficiency.	$144,064.97	Yes
1.6	LTEL Support	Implement processes for identifying and transitioning Long Term English Learner students towards reclassification.	$491,380.01	Yes

Action #	Title	Description	Total Funds	Contributing
1.7	Foster and Homeless Academic Achievement	Foster/homeless youth will be automatically eligible to receive various interventions such as specialized tutoring support through PLC discussions, student support section, enhanced monitoring by teachers, and consideration for modifications to graduation.	$26,952.05	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All stakeholder groups will demonstrate active engagement in the school program.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

In order to achieve in any manner, the school community needs to be engaged with one another. Actions associated with this goal are designed to help the school community engage in the pursuit of academic success and also success in society, both while enrolled in our school and beyond. All metrics associated with this goal are selected to measure engagement through the unique lens of our virtual environment as are relevant and available.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Maintain a high rate of biweekly contacts	Maintain a high rate of biweekly contacts			The desired outcome for 2026 - 2027 is an average biweekly contact rate of 99.2% through month 8.	
2.2	Decrease chronic absenteeism	The 2023 - 2024 chronic absenteeism rate after month 7 was 15.94%			The desired outcome for 2026-2027 month	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					7 chronic absenteeism rate will be less than 14.34%.	
2.3	"Maintain a low suspension rate "	The 2022-2023 suspension rate was 0%			The desired outcome for 2026-2027 suspension rate is 0%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	Upon enrollment and at other times when the need may arise, enrolled students will be provided with a school issued Chromebook and no cost to the family. Additionally, a prorated internet reimbursement may be requested during the enrollment process or at any time after enrollment. The tools named are for the purpose of engagement with our instructional program and our curriculum delivered through our learning management system. All enrolled students have access to all needed elements of our LMS to help them engage will with our program. Unduplicated students will be prioritized.	$2,823,579.60	Yes
2.2	Track and Record Daily Student Participation	Each student in every grade must communicate with a teacher at least once every two (2) weeks. In addition, parents/legal guardians (or their qualified designee) must communicate with their student's teacher(s) on a regular basis, with the frequency to be determined by the teacher based on the student's grade level and progress in the program. These required reports (also known as contacts) occur in person, by phone, or via real-time instructional sessions, at a mutually agreed upon time and date. Meetings and contacts are documented in log entries. Attendance and lesson completion are recorded daily.	$2,584,626.58	No
2.3	Framework of Tiered Re-engagement Strategies for Students	When students find difficulty with engaging fully with our program, school staff will follow a well outlined escalation process. This process consists of tiers of interventions set up to assist students to find ways to engage fully with our school program. School staff will also utilize these strategies to lessen instances of chronic absenteeism.	$1,714,296.18	Yes
2.4	Caretaker Engagement Support	The Caretaker Support System will be expanded, continuing with enhancements to the Learning Coach Support Plan, including more improvements to the onboarding process, improved summer engagement activities, additional Caretaker training and resources, including additional resources in Spanish and additional languages as requested.	$118,378.28	Yes

Action #	Title	Description	Total Funds	Contributing
2.5	Social Emotional / Mental Health Supports	Staff will be trained in and asked to engage in social emotional supports for all students. In instances where more intense mental health support is needed, the school will consult and consider hiring additional experts in these fields.	$226,283.75	No
2.6	Increasing Diversity and Inclusion	Our school is committed to the increasing diversity and inclusion for our entire school community. We will participate in professional development, evaluate curriculum and instructional practices, all with the focus of ensuring we are incorporating diverse and inclusive practices.	$36,550.39	No
2.7	Foster and Homeless Youth Engagement Support	Continue to refine and consistently implement the identification process for foster and homeless youth during the enrollment and placement process. The school will continue to train one or more liaisons who will work closely with all students identified as foster or homeless and provide a personalized support structure to ensure their success. The roles and responsibilities of the liaison will be developed and clarified for different grade bands. Identified students will be assigned to the student support section of a liaison. Counseling and homeroom staff will be trained in identification, placement and support of foster and homeless youth. The focus of all these staff is to identify individualized support for these students providing tools such as WiFi hotspots and other such engagement support.	$24,650.53	Yes
2.8	In-Person and Virtual Engagement and Enrichment	Staff and families will be provided the opportunity to interact in-person or virtually to enrich the school experience.	$87,342.40	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	All students will graduate with the knowledge and skills needed for college and careers.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

As an educational organization serving students in high school, it is our work to assist as many students as possible to graduate from high school. Our immediate focus within this goal is to increase the overall graduation rate. To that end, the metrics selected are heavily weighted towards strategies to increase graduation rate as are relevant and available.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Increase the course pass rates within our in house credit recovery program known as Project Success	In 2023-2024, the average Project Success course pass rate after quarter 3 was 96%			The desired outcome after quarter 3 of 2026-2027 is an average Project Success course pass rate of 97.9%	
3.2	Increase summer school course pass rates	In the summer of 2023, the summer school course pass rate was 83%			The desired outcome for the summer school course pass rate	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					for the summer of 2026 is 87%.	
3.3	Increase graduation rates	The 2022-2023 grad rate was 73.2%			The desired outcome for the 2025-2026 grad rate is 76.8%	
3.4	Increase the percentage of students completing a-g requirements.	In 2022-2023, the percentage of students completing a-g requirements was 33%			The desired outcome of students completing a-g requirements for the 2024-25 school year is 34.6%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	College Preparation	Continue to improve guidance department policies and procedures to ensure students are enrolled in college prep curriculum, including analysis using student data to promote additional a-g, AP and honors coursework. Collect and analyze a-g course completion data and develop strategies to increase overall student performance in these courses.	$488,242.13	No
3.2	Career Preparation (CTE)	Develop and implement formal Career Technical Education Pathways.	$10,052.28	Yes
3.3	AVID Program Implementation	Continue to implement and expand the AVID program to provide additional support for college readiness to at risk student populations.	$4,863.22	Yes
3.4	Credit Recovery and Summer Intervention	Additional credit recovery options will continue to be made available, including a more robust credit recovery program, known as Project Success, and students will be identified as eligible candidates via transcript evaluations which occur upon enrollment and at the end of each semester. Continued in house summer school program, allowing high school students to make up credits.	$494,019.13	Yes
3.5	Transition Plans	Monitor Individual Transition Plan goals for all high school Special Education students for goal mastery, in particular, for college and career awareness and independent living.	$170,463.07	No
3.6	Graduation Rate Progress Monitoring	Continued implementation of an Early Warning and Response System known as the Rainbow List. The Rainbow List color codes high school students based on their degree of credit deficiency. With a clear focus on students' level of need, varied intervention and support can be targeted.	$548,033.02	No
3.7	Dual Enrollment Options	Develop a Career College Access Pathway with a community college partner to expand dual enrollment options.	$25,071.05	No

Action #	Title	Description	Total Funds	Contributing
3.8	Early Intervention Program Development	Continued development and refinement of CHAMPS (Community Helps Achieve My Personal Success) program to identify 8th - 10th grade students who need more intervention regarding overall participation, credit deficiency, and engagement in our program.	$25,327.01	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$2,172,855	$

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
10.903%	0.000%	$0.00	10.903%

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:** Professional Development for Academic Achievement **Need:** Requiring teachers to engage in both in-person and virtual professional development reflects a commitment to supporting their ongoing growth and effectiveness as educators while also ensuring that they are prepared to meet the diverse needs of all our	Providing professional development on an LEA-wide ensures that all teachers have access to consistent, comprehensive support that aligns with the diverse needs and priorities of the educational community. It promotes collaboration, efficiency, and effectiveness in professional learning efforts, ultimately contributing to the enhancement of teaching quality and student achievement across the board. The focused needs for providing professional development for our staff are Consistency and Equity, Comprehensive Support,	Monitoring the effectiveness of professional development initiatives requires a combination of quantitative and qualitative metrics. Student Achievement Data: One of the primary goals of professional development is to improve

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
	student groups with special attention to our unduplicated student population. **Scope:** LEA-wide	Maximizing Resources, and Alignment with Goals and Initiatives.	student outcomes. We will do this by monitoring changes in student achievement data, such as standardized test scores, course grades, and graduation rates. Teacher Evaluation Data: Evaluating changes in teacher performance through observation data, self-assessments, and peer evaluations will allow for improvements in instructional strategies, classroom management, and student engagement. Participant Feedback: Gathering feedback from teachers who participate in professional development sessions will provide valuable insights into the perceived effectiveness of the training. Surveys, focus groups, or interviews to collect feedback on the relevance, quality, and impact of the professional development activities will help in guiding future growth.

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
			Implementation Data: Grade bands will review how teachers are implementing new strategies or practices learned during professional development sessions. This will be measured through live class sessions observations, artifacts of student work, and Professional Learning Community implementation and goals. Retention and Recruitment: We will assess the impact of professional development on teacher retention and recruitment rates. Higher levels of job satisfaction, professional growth, and support are often associated with increased retention and attraction of talented educators. Collaboration and Networking: We will measure the degree to which professional development fosters collaboration and networking among

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
			teachers. Indicators such as increased participation in Professional Learning Communities, interdisciplinary collaboration, and peer mentoring relationships will provide insight in this area. Long-Term Impact: We will evaluate the long-term impact of professional development initiatives by tracking outcomes beyond immediate changes in student achievement or teacher practice. This can include measures such as college and career readiness, lifelong learning skills, and student success after graduation.
1.2	**Action:** Diagnostic Assessments and MTSS Academic Interventions **Need:** Diagnostic assessments and MTSS academic interventions are critical components of a comprehensive approach to supporting student learning and academic success across all grade levels and student groups. By identifying learning needs early, providing targeted interventions, and using data to	Implementing diagnostic assessments and MTSS academic interventions on an LEA-wide basis addresses the diverse needs of students, promotes equity and access to support services, and fosters collaboration and coherence in educational practices throughout our school. Providing these diagnostics and supports addresses several needs, including equity and access for all students in our online environment, early intervention, data-driven decision making, professional collaboration and development, and compliance and accountability. It ensures that all	Monitoring the effectiveness of diagnostic assessments and MTSS academic interventions requires a combination of quantitative and qualitative metrics. Student Progress and Growth: Measure changes in student academic performance over time,

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
	inform decision-making, teachers and staff can help all students thrive academically. **Scope:** LEA-wide	students have the opportunity to receive high-quality support and achieve academic success.	including improvements in internal diagnostics three times per year and standardized test scores, grades, and other indicators of academic achievement. Compare pre- and post-intervention data to assess the impact of MTSS interventions on student learning. Intervention Implementation: Monitor the fidelity of intervention implementation, including the frequency, duration, and intensity of interventions provided to students. Ensure that interventions are delivered as intended and that students receive the support they need to make progress academically. Response to Intervention (RTI) Tiers: Track the movement of students across RTI tiers to assess the effectiveness of interventions in meeting student needs. Measure the percentage of students who move from higher to

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
			lower tiers as a result of intervention success. Attendance and Engagement: Evaluate changes in student attendance and engagement as a result of MTSS interventions. Monitor attendance rates, participation, and contacts to assess the impact of interventions on student behavior and motivation. Teacher Feedback: Gather feedback from teachers and other stakeholders involved in implementing MTSS interventions. We will use surveys, and focus groups to collect feedback on the effectiveness of interventions, perceived barriers to implementation, and areas for improvement. Long-Term Outcomes: Assessing the long-term impact of MTSS interventions on student outcomes beyond immediate academic achievement is crucial to

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
			student success. Measuring indicators such as graduation rates, college enrollment, career readiness, and post-secondary success to determine the lasting effects of interventions across all student groups. Equity and Access: Evaluate the extent to which MTSS interventions address disparities in academic outcomes among student subgroups. Monitor changes in achievement gaps, disproportionality in disciplinary actions, and access to advanced coursework to ensure that interventions promote equity and access for all students.
1.3	**Action:** Teacher Collaboration for Academic Achievement **Need:** Teacher collaboration is essential for promoting academic achievement, fostering professional growth, and creating a supportive and collaborative learning community within our LEA. By prioritizing collaboration, we can	Providing teacher collaboration addresses the diverse needs of educators and students within our school while maximizing the impact of collaborative efforts on student achievement and overall educational outcomes. Several needs that are addressed include consistency and alignment in instructional practice, data-informed decision making, resource sharing and efficiency, professional growth and development, and equity	Teacher collaboration addresses several critical needs within our school that arel addressed through various measures. Professional Development and Growth: Collaborating with colleagues provides opportunities for ongoing

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
	leverage the collective expertise and efforts of our teachers and staff to support student success and continuous improvement at our school for all student groups. **Scope:** LEA-wide	and inclusion while creating a culture of continuous improvement.	professional development and growth. By sharing expertise, exchanging ideas, and learning from one another, our teachers can continuously improve their instructional practices and stay abreast of the latest educational research and methodologies. Supporting Diverse Student Needs: Collaboration allows school staff to pool their resources and knowledge to better support the diverse needs of students. By working together, teachers can develop differentiated instruction strategies, share insights on best practices for inclusion and accommodations, and collectively problem-solve to address the needs of all learners. Enhancing Instructional Quality: Collaborative planning and reflection improve instructional quality across the board. Regular teacher collaboration, will align

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
			curriculum, share effective teaching strategies, and develop common assessments to ensure consistency and coherence in instruction, leading to improved learning outcomes for students. Fostering a Positive School Culture: Collaborative environments promote a positive school culture characterized by trust, mutual respect, and shared responsibility for student success. By work together as a cohesive team, our teachers and staff create a supportive and inclusive atmosphere where everyone feels valued and empowered to contribute to the collective mission of our school. Maximizing Resources and Efficiency: Ensuring teacher collaboration through grade-level meetings, professional learning communities, focus groups, and beyond on a regular basis allows

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
			for the efficient use of resources. By sharing materials, expertise, and best practices educators can maximize the impact of available resources and avoid duplication of efforts, ultimately benefiting all students. Addressing Systemic Challenges: Collaboration enables our teachers and all staff to address systemic challenges and barriers to student achievement more effectively. They can identify common issues, share insights on root causes, and work together to implement strategic solutions that have a broader impact on student success. Promoting Equity and Inclusion: Regular and strategic collaboration helps promote equity and inclusion by ensuring that all teachers and staff have access to the same level of support and resources. By providing collaboration opportunities for all staff,

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
			regardless of department, we are helping to level the playing field and ensure that every student receives a high-quality education.
1.4	**Action:** Synchronous and Asynchronous Instructional Tools **Need:** Providing both synchronous and asynchronous instructional tools ensures our teachers, staff, and all students have the necessary means to promote flexibility, accommodate diverse learning needs, enhance student engagement, ensure continuity of learning, and enhance collaboration and communication in our fully online school environment. **Scope:** LEA-wide	Synchronous and asynchronous instructional tools allow our teachers and staff to provide tailored instruction to meet all of our student's individual needs where they are during the school year. These tools address a multitude of learning modalities and diverse learning needs, ensure equity and access, promote collaboration and communication, ensure continuity of learning, maximize resource utilization, and prepare students for continued educational focus and success.	Monitoring the effectiveness of synchronous and asynchronous instructional tools requires a combination of quantitative and qualitative metrics. Collecting the following metrics over time will allow our school to effectively support student learning and achievement. Student Engagement: Student engagement levels with synchronous and asynchronous instructional tools will be evaluated by participation rates, frequency of logins, attendance, and student/teacher contacts. Learning Outcomes: Assessing changes in student learning outcomes, such as performance on assessments, grades, and mastery of learning

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
			objectives as decided on by our grad bands, professional learning communities, and School Enhancement Targets. Teacher and Student Feedback: Feedback from teachers and all students about their experiences with synchronous and asynchronous instructional tools is key in determining continued success and growth. Using formal and informal surveys and focus groups to collect feedback on ease of use, effectiveness in supporting learning objectives, and areas for improvement. Resource Utilization: Regular evaluation and monitoring of our instructional tools, including technology infrastructure, professional development, and support services will provide resource utilization to ensure efficient use of resources and identify opportunities for optimization.

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
			Equity and Access: Synchronous and asynchronous instructional tools promote equity and access for all students. Monitoring the usage patterns and engagement among diverse student populations, including students with disabilities, English language learners, and students from underserved communities, to ensure that all students have equitable access to instructional materials and support. Long-Term Impact: Evaluation of the long-term impact of synchronous and asynchronous instructional tools on student outcomes, such as retention rates, graduation rates, and post-secondary success. As a completely online public school, we will continue to measure our student's ability to demonstrate proficiency in 21st-century skills, such as digital literacy, collaboration, and critical thinking, that are

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
			essential for their success in and beyond high school.
2.1	**Action:** Access to Technology, Internet Connectivity, and a Rigorous Curriculum **Need:** The need for Access to Technology, Internet Connectivity, and a Rigorous Curriculum is paramount in ensuring equitable educational opportunities for all students. Additionally, a rigorous curriculum is essential for preparing students to succeed in a rapidly evolving world, equipping them with the knowledge, skills, and critical thinking abilities needed for future success. Therefore, addressing the need for Access to Technology, Internet Connectivity, and a Rigorous Curriculum is crucial for promoting academic excellence, fostering innovation, and empowering all students to reach their full potential. **Scope:** LEA-wide	Providing teacher collaboration addresses the diverse needs of educators and students within our school while maximizing the impact of collaborative efforts on student achievement and overall educational outcomes. Several needs that are addressed include consistency and alignment in instructional practice, data-informed decision making, resource sharing and efficiency, professional growth and development, and equity and inclusion while creating a culture of continuous improvement.	Monitoring the effectiveness of these metrics by implementing a comprehensive data management system and reporting structure: Access to Technology: Utilizing a centralized database to track device distribution and usage, with regular updates to ensure accuracy. Conducting periodic surveys or assessments to gauge students' access to technology at home, with data integrated into the student information system. Analyzing trends and disparities in device usage and access rates to inform decision-making and resource allocation. Generating regular reports on device allocation, usage rates, and access disparities for review by school administrators and stakeholders. Internet Connectivity:

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
			Monitoring network performance and usage statistics within the school's infrastructure using network monitoring tools. Administering surveys or assessments to assess students' internet access at home, with data stored in the student information system. Analyzing survey data and network performance metrics to identify areas for improvement in internet connectivity. Rigorous Curriculum: Tracking curriculum alignment, student performance on assessments, participation rates in advanced coursework, and graduation rates through the school's learning management system. Analyzing assessment results, enrollment data, and graduation rates to evaluate curriculum effectiveness and student outcomes. Generating reports on curriculum alignment,

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
			assessment results, and student outcomes to assess the impact of curriculum initiatives and inform future decisions. Equity and Access Disparities: Collecting demographic data, survey responses, and other relevant information through the student information system. Analyzing demographic data and survey responses to identify disparities and trends in technology access and internet connectivity among student populations. Producing reports highlighting disparities in access to technology and internet connectivity among student populations to guide equity initiatives and resource allocation decisions. Student Engagement and Learning Outcomes: Collecting data on student engagement levels, academic performance

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
			indicators, and student feedback on digital learning resources through the learning management system. Analyzing data on student engagement, academic performance, and feedback to assess the effectiveness of digital learning initiatives and curriculum materials. Producing reports summarizing student engagement levels, academic performance indicators, and feedback to evaluate the impact of digital learning initiatives and inform instructional decisions.
2.3	**Action:** Framework of Tiered Re-engagement Strategies for Students **Need:** Tiered re-engagement strategies for students are crucial because they allow educators to customize interventions based on the diverse needs of individual learners. By identifying and intervening early, these strategies help prevent disengagement from escalating, ultimately improving academic outcomes and increasing graduation rates. Additionally, tiered	The action provides support tailored to each student's needs, helping them stay engaged and succeed. This approach is vital because it will help us to catch problems early, preventing bigger issues later, use resources efficiently by focusing on what each student needs most, ensure fairness by giving every student the help they need to thrive, create a positive atmosphere where all students feel valued and encouraged, and meet standards by showing schools are actively helping students succeed.	Metrics to monitor the effectiveness of tiered re-engagement strategies for all students include: Attendance Rates: Monitoring attendance can indicate if students are more consistently attending classes after the implementation of re-engagement strategies.

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
	approaches enable schools to optimize the allocation of resources, ensuring that all students, regardless of background, receive the support they need to succeed. By fostering equity and creating a positive school environment, these strategies contribute to a culture of inclusivity and academic achievement. **Scope:** LEA-wide		Live Classroom Participation: Observing and tracking students' participation in live class discussions, group activities, and other interactive learning opportunities can provide insights into their engagement levels. Assignment Completion Rates: Tracking the percentage of assignments completed by students can indicate their level of involvement and commitment to their academic work. Academic Performance: Assessing students' academic progress through grades, test scores, and other assessments can indicate whether re-engagement strategies are positively impacting their learning outcomes. Student Surveys or Feedback: Gathering feedback directly from students about their experiences with re-

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
			engagement strategies can provide valuable insights into their effectiveness and areas for improvement. Graduation Rates: Tracking the percentage of students who successfully graduate can be a long-term indicator of the effectiveness of re-engagement strategies in supporting student success.
2.4	**Action:** Caretaker Engagement Support **Need:** The need to provide caretakers engagement support arises from their crucial role in a student's academic journey and overall well-being. Caretakers, whether parents or guardians, are key influencers in a student's life, providing essential support and guidance outside of the virtual classroom. Engaging caretakers in the educational process strengthens the partnership between home and school, facilitating better communication, collaboration, and support for students. **Scope:** LEA-wide	This action addresses the need for caretaker engagement support by providing caretakers with the resources, information, and opportunities they need to effectively support their child's learning and development. By offering caretakers access to educational materials, training sessions, collaborative meetings, and communication, they are empowered to become active participants in their child's education. This engagement support helps caretakers feel more confident and equipped to navigate the challenges of supporting their child's learning, ultimately creating a more supportive and enriching home environment. Additionally, by fostering strong partnerships between home and school, this action ensures that caretakers are fully involved in their child's educational journey, which is essential for promoting academic success and overall well-being	Measuring the effectiveness of caretaker engagement support can be done through various methods: Attendance and Participation: Tracking attendance and participation in collaborative meetings, training sessions, or informational events designed for caretakers provides insights into their level of engagement and interest. Surveys and Feedback: Administering surveys or

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
			feedback forms to caretakers can gather their opinions, satisfaction levels, and perceived usefulness of the support provided. This feedback helps assess the impact of engagement efforts from their perspective. Communication Logs: Keeping records of communication exchanges between school staff and caretakers, such as emails, phone calls, or meetings, can indicate the frequency and quality of engagement. Student Progress and Performance: Monitoring students' academic progress and performance over time can indirectly reflect the effectiveness of caretaker engagement support. Improved student outcomes may indicate that caretaker involvement is positively influencing student success. Parent-Teacher Meetings: Assessing the frequency and quality of interactions

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
			during parent-teacher meetings can indicate the level of caretaker engagement and collaboration with educators. Retention and Involvement Rates: Tracking caretaker retention rates in engagement activities or programs over time can gauge the sustainability and impact of support efforts.
3.2	**Action:** Career Preparation (CTE) **Need:** The action of Career Preparation, particularly through Career and Technical Education (CTE) programs, is driven by the pressing need to equip students with the practical skills, industry knowledge, and career readiness competencies essential for success in today's dynamic job market. With industries evolving rapidly and facing shortages of skilled workers, CTE programs play a pivotal role in closing the skills gap by providing students with relevant training aligned with real-world job demands. **Scope:** LEA-wide	Career Preparation through Career and Technical Education (CTE) programs is provided to address a variety of critical needs. This action promotes equity and access by offering diverse career pathways and opportunities to all students, regardless of their background or academic achievement. This inclusive approach ensures that every student has the opportunity to explore and pursue high-demand careers, ultimately contributing to a more equitable society. Furthermore, by preparing students for success in the workforce, CTE programs play a crucial role in workforce development and economic growth, benefiting both individuals and communities. Overall, Career Preparation through CTE programs is essential for meeting the needs of students, industries, and communities in today's rapidly changing economy.	Metrics to monitor the effectiveness of Career Preparation through Career and Technical Education (CTE) programs can include: Enrollment in Career Preparation (CTE) Coursework: Monitor and evaluate the enrollment and completion of our CTE courses. Graduation and Persistence Rates: Monitoring the graduation rates and persistence rates of students enrolled in CTE programs to

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
			assess program completion and retention. Student Satisfaction Surveys: Administering surveys to CTE program students and graduates to assess their satisfaction with the program, the relevance of the skills learned, and their overall preparedness for the workforce. Post-Graduation Success: Tracking the post-graduation success of CTE program graduates, including their ability to advance in their careers, obtain promotions, or pursue further education.
3.3	**Action:** AVID Program Implementation **Need:** The implementation of the AVID (Advancement Via Individual Determination) program is crucial due to its proven effectiveness in addressing various educational needs. AVID provides targeted support to students who are traditionally underrepresented in higher education, including those from low-income, first-generation, and minority backgrounds. By	The AVID Program promotes equity by ensuring all students have access to academic support regardless of their background. Research underscores AVID's role in improving retention and graduation rates, demonstrating its impact on overall student success. Additionally, AVID implementation involves comprehensive professional development for educators, enhancing teaching practices and fostering a culture of academic excellence school-wide. By integrating 21st-century skills into the curriculum, AVID prepares students for future career prospects and lifelong learning. Overall, AVID's	A metric to monitor the effectiveness of the AVID program is: College Enrollment and Persistence Rates: Tracking the percentage of AVID program graduates who enroll in college and persist beyond their first year. This metric indicates the program's success in preparing students for

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
	focusing on college readiness skills such as note-taking, study strategies, and critical thinking, AVID prepares students for success in post-secondary education and beyond. **Scope:** LEA-wide	necessity lies in its ability to address achievement gaps, promote college readiness, advance equity, improve outcomes, provide teacher development, and nurture vital skills in students.	post-secondary education and supporting them through their college experience. Graduation Rates: Monitoring the percentage of AVID program participants who graduate from high school on time. This metric demonstrates the program's impact on student academic achievement and success. GPA Improvement: Measuring the average GPA improvement among AVID program participants compared to non-participants. This metric indicates the program's effectiveness in enhancing students' academic performance and outcomes. College Acceptance Rates: Tracking the percentage of AVID program participants who are accepted into four-year colleges or universities. This metric reflects the program's success in helping students gain

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
			admission to higher education institutions. Survey Data: Administering surveys to AVID program participants to gather feedback on their experiences, perceptions, and outcomes related to the program. This qualitative data provides insights into the program's impact on students' attitudes, behaviors, and aspirations.
3.4	**Action:** Credit Recovery and Summer Intervention **Need:** The need for Credit Recovery and Summer Intervention programs is driven by the imperative to ensure that all students have the opportunity to succeed academically and graduate from high school. **Scope:** LEA-wide	These programs address several key challenges that students may encounter on their path to graduation. Firstly, they provide a lifeline for students who have fallen behind in coursework or have failed to meet graduation requirements, offering them the chance to make up missed credits and complete necessary courses. Additionally, Credit Recovery programs offer vital academic support and remediation to help struggling students master essential concepts and skills, ensuring they have the foundation needed for success in subsequent courses. Furthermore, these programs play a crucial role in preventing dropout by providing at-risk students with alternative pathways to earning credits and staying on track toward graduation. Moreover, Summer Intervention programs address the issue of learning loss over the summer break, particularly for students from disadvantaged backgrounds, by offering opportunities for academic enrichment,	Metrics to measure the effectiveness of Credit Recovery and Summer Intervention programs include: Credit Attainment: Tracking the percentage of students who successfully complete credit recovery courses or earn credits during summer intervention programs compared to the total number of students enrolled. This metric indicates the program's success in helping students make up missed or failed credits.

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
		remediation, and credit recovery during the summer months. Overall, Credit Recovery and Summer Intervention programs are essential components of a comprehensive strategy to support student success, graduation, and academic achievement, ensuring that all students have the chance to reach their full potential.	Graduation Rates: Monitoring the percentage of students who graduate from high school after participating in credit recovery or summer intervention programs. This metric demonstrates the program's impact on improving graduation rates and ensuring students stay on track toward graduation. Course Completion Rates: Assessing the percentage of enrolled students who successfully complete credit recovery courses or summer intervention programs. This metric provides insights into the program's effectiveness in supporting student academic progress and persistence. Academic Performance: Comparing pre- and post-program academic performance, such as GPA improvement or standardized test scores, to measure the impact of credit recovery and

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
			summer intervention programs on student learning outcomes. Attendance and Engagement: Tracking student attendance and participation rates in credit recovery and summer intervention programs to assess their level of engagement and commitment to academic success. Post-Program Success: Surveying program participants to gather feedback on their experiences, perceptions, and outcomes following participation in credit recovery or summer intervention programs. This qualitative data provides insights into the program's long-term impact on student success and well-being.

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
1.5	**Action:** English Learner Student Achievement **Need:** By prioritizing EL student achievement, we are demonstrating our commitment to equity, inclusion, and excellence in education. By providing targeted support and resources to EL students, we are helping to ensure that all students have the opportunity to succeed academically and reach their full potential, regardless of their language background **Scope:** Limited to Unduplicated Student Group(s)	Prioritizing EL student achievement within the unduplicated student group is important for addressing the specific needs of this subgroup, it's also essential for our school to continue working towards the success of all students, regardless of their demographic background or classification. By implementing targeted strategies and interventions for EL students within the unduplicated student group, we can move closer to achieving our broader goals of equity, inclusion, and academic excellence for all students.	By monitoring the following metrics over time, we can assess the effectiveness of prioritizing EL student achievement within the unduplicated student group and make data-informed decisions to improve outcomes for EL students. English Language Proficiency: Measure changes in EL students' English language proficiency levels over time using assessments such as the English Language Proficiency Assessment (ELPAC) or other standardized tests. Tracking this progress toward achieving English language proficiency benchmarks will gauge the effectiveness of language instruction and support services. Academic Achievement: Assessing changes in EL students' academic

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			performance in core subjects such as math, reading, and science and using standardized test scores, grades, and other indicators of academic achievement to monitor progress will be crucial to improving and maintaining goals and outcomes. Graduation Rates: Monitoring graduation rates, as well as credit attainment and course completion, among EL students within the unduplicated student group, will ensure that they are on track to successfully complete high school. Attendance and Dropout Rates: Evaluating EL students' attendance rates and dropout rates to identify trends and patterns that may impact academic achievement and graduation outcomes. Parent and Family Engagement: Measure the level of parent and family engagement among EL

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			students within the unduplicated student group by monitoring the participation in parent-teacher conferences, ELAC meetings, surveys, and other school activities will allow us to assess the effectiveness of efforts to engage families in supporting their child's education and academic success. Social and Emotional Well-Being: Activley monitor our EL students' social and emotional well-being to ensure that they feel supported and included in the school community. Monitor their level of school connectedness, sense of belonging, and participation through live class, ELD student/teacher groups, and one-on-one and small group contacts and communication to identify areas where additional support may be needed to promote positive outcomes for our EL students.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.6	**Action:** LTEL Support **Need:** Providing LTEL support is essential for promoting equity, closing achievement gaps, and ensuring that all students have the opportunity to succeed academically. By providing targeted assistance and intervention for LTELs, our teachers and staff help build a more inclusive and supportive learning environment where all students can reach their full potential. **Scope:** Limited to Unduplicated Student Group(s)	The actions designed to address the needs of Long-Term English Learners (LTELs) within our school are tailored to provide targeted support and intervention to this specific student population. By implementing these actions, we hope to effectively address the unique needs of LTELs and provide them with the support and resources they need to succeed academically and linguistically. These actions are designed to be responsive, evidence-based, and culturally relevant, ensuring that LTELs receive equitable access to high-quality education and opportunities for language development and academic achievement.	Monitoring the effectiveness of actions designed to support Long-Term English Learners (LTELs) involves tracking various metrics to assess progress and outcomes. These metrics include: English Language Proficiency: Measuring the changes in LTELs' English language proficiency levels over time using standardized assessments such as the English Language Proficiency Assessment (ELPAC). Academic Achievement: Continual assessment of changes in LTELs' academic performance in core subjects such as math, reading, and science. Use standardized test scores, grades, and other indicators of academic achievement to monitor progress and identify areas where additional support may be needed to improve outcomes.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			Parent and Family Engagement: Measurement of the level of parent and family engagement among LTELs and their families. Monitor participation in ELAC and all school meetings, parent-teacher conferences, and one on one or small group contacts to assess the effectiveness of efforts to engage families in supporting their child's education and academic success. Attendance and Dropout Rates: Continued assessment of our LTELs' attendance rates and dropout rates to identify trends and patterns that may impact academic achievement and graduation outcomes. Implementation of strategies to improve attendance and retention among LTELs, such as Progress Monitoring Meetings, to ensure that they stay engaged in school and on track to graduate.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			Post-Secondary Enrollment and Success: Tracking of our LTELs' post-secondary enrollment rates and success in higher education or career pathways after graduation. Monitor college enrollment rates, and completion of college preparatory courses to ensure that LTELs have access to opportunities for continued education and career advancement.
1.7	**Action:** Foster and Homeless Academic Achievement **Need:** Prioritizing the academic achievement of foster and homeless students, allows our school to support a vulnerable student population as well as demonstrate our commitment to equity, inclusion, and excellence in education. Providing targeted support and resources for these students helps level the playing field and ensures that all students have the opportunity to succeed academically, regardless of their living situation or personal circumstances. **Scope:** Limited to Unduplicated Student Group(s)	Our school can effectively address the academic achievement needs of foster and homeless students and provide them with the support and resources they need to succeed academically and thrive in school despite the challenges they may face. Our actions related to this goal are designed to be responsive, trauma-informed, and culturally sensitive, ensuring that foster and homeless students receive equitable access to high-quality education and opportunities for academic success.	Monitoring the effectiveness of actions designed to support the academic achievement of foster and homeless students involves tracking various metrics to assess progress and outcomes. These metrics include: Academic Performance: Monitoring the changes in foster and homeless students' academic performance, including grades, diagnostic and standardized test scores, and course completion rates, is crucial.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			Comparing these academic outcomes over time and across student subgroups will help us to identify trends and patterns and assess the effectiveness of support interventions. Attendance Rates: Tracking foster and homeless students' attendance rates to ensure they are consistently present and engaged in our online school is imperative to their success. Monitoring these changes in attendance patterns and identifying factors that may impact attendance, such as transportation barriers, health issues, or family instability, will allow us as a school to provide better support to our individual students and families. Graduation Rates: Tracking graduation rates among foster and homeless students to ensure they are on track to successfully complete high school will allow us to

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			compare graduation rates over time and across student subgroups to identify disparities and target interventions to improve outcomes. Access to Resources: Ensuring our foster and homeless students have access to information regarding essential public resources and support services, such as food assistance, housing stability, transportation, and health care, is crucial to their wellbeing, engagement with our school and staff, and academic success. Social and Emotional Well-Being: By Assessing our foster and homeless students' social and emotional well-being, we hope to ensure they feel supported and connected in our school community. Monitoring areas such as school connectedness, sense of belonging, and participation in live classes, coursework, and other activities allows us to

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			identify areas where additional support may be needed. Parent and Family Engagement: Measuring the level of parent and family engagement among foster and homeless students and their families allows us to monitor participation in school events, parent-teacher conferences, drop-in support sessions, and family support programs in order to assess the effectiveness of efforts to engage families in supporting their child's education. Retention and Stability: Monitoring retention and stability rates among foster and homeless students to ensure they are able to remain enrolled in our online public school and benefit from consistent educational experiences will allow us to better serve this unduplicated subgroup population by closely monitoring school transfers, mobility rates,

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			and factors contributing to instability, such as housing transitions or placement changes.
2.7	**Action:** Foster and Homeless Youth Engagement Support **Need:** Foster and homeless youth face a myriad of challenges that can significantly impact their ability to engage in education. These challenges include instability in living arrangements, disruptions in schooling, experiences of trauma and adversity, and struggles to meet basic needs. As a result, foster and homeless youth often require additional support to navigate educational systems, access resources, and advocate for their rights **Scope:** Limited to Unduplicated Student Group(s)	Supporting foster and homeless youth engagement directly addresses the need by providing additional support to help these vulnerable populations navigate the numerous challenges they face in education. By offering tailored assistance, such as educational advocacy, access to resources, and empowerment programs, this support aims to mitigate the impacts of instability in living arrangements, disruptions in schooling, trauma, adversity, and struggles to meet basic needs. By addressing these challenges, foster and homeless youth are better equipped to engage in education and overcome barriers to learning. Thus, supporting foster and homeless youth engagement directly aligns with the identified need by providing the necessary resources and support to help these youth navigate educational systems, access resources, and advocate for their rights, ultimately promoting their academic success and well-being.	Effectiveness in supporting foster and homeless youth engagement can be monitored through various methods: Attendance and Participation: Tracking attendance and participation in engagement programs, contacts, or support groups specifically designed for foster and homeless youth can provide insights into the reach and effectiveness of these initiatives. Academic Progress: Monitoring academic progress, such as improvements in grades, completion of assignments, and participation, can indicate the impact of engagement support on educational outcomes.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			Feedback and Surveys: Gathering feedback and insights directly from foster and homeless youth who have participated in engagement programs or received support services can provide valuable information on the perceived effectiveness of these initiatives. Retention Rates: Tracking retention rates of foster and homeless youth in educational programs or support services over time can indicate the level of satisfaction and engagement with the provided support. Graduation Rates: Monitoring graduation rates among foster and homeless youth can serve as a long-term indicator of the effectiveness of engagement support in promoting educational success and attainment.

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.

NA

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.

NA

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

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$19,929,196	$2,172,855	10.903%	0.000%	10.903%

	Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals		$13,753,802.38	$1,554,772.74		$458,345.16	$15,766,920.28	$12,390,170.62	$3,376,749.66

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
1	1.1	Professional Development for Academic Achievement	All	No Yes	LEA-wide			2024-2025	$4,096.40	$204,402.00	$183,961.80			$24,536.60	$208,498.40
1	1.2	Diagnostic Assessments and MTSS Academic Interventions	All	No Yes	LEA-wide			2024-2025	$2,380,439.29	$34,212.26	$2,005,331.21	$384,334.38		$24,985.96	$2,414,651.55
1	1.3	Teacher Collaboration for Academic Achievement	All	No Yes	LEA-wide			2024-2025	$2,925,644.60	$0.00	$2,464,443.34	$461,201.26			$2,925,644.60
1	1.4	Synchronous and Asynchronous Instructional Tools	All	No Yes	LEA-wide			2024-2025	$146.30	$173,803.78	$166,407.27			$7,542.81	$173,950.08
1	1.5	English Learner Student Achievement	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2025	$144,064.97	$0.00	$113,316.49			$30,748.48	$144,064.97
1	1.6	LTEL Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2025	$491,380.01	$0.00	$491,380.01				$491,380.01
1	1.7	Foster and Homeless Academic Achievement	Foster Youth	Yes	Limited to Unduplicated Student	Foster Youth	All Schools	2024-2025	$23,399.05	$3,553.00	$26,952.05				$26,952.05

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
			Group(s)													
2	2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	Foster Youth Low Income		Yes	LEA-wide	Foster Youth Low Income		2024-2025	$112,265.68	$2,711,313.92	$2,509,442.49			$314,137.11	$2,823,579.60
2	2.2	Track and Record Daily Student Participation	All		No				2024-2025	$2,431,381.51	$153,245.07	$2,275,085.27	$307,467.51		$2,073.80	$2,584,626.58
2	2.3	Framework of Tiered Re-engagement Strategies for Students	English Learners Foster Youth Low Income		Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025	$1,714,296.18	$0.00	$1,483,695.55	$230,600.63			$1,714,296.18
2	2.4	Caretaker Engagement Support	English Learners Foster Youth Low Income		Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025	$118,378.28	$0.00	$118,378.28				$118,378.28
2	2.5	Social Emotional / Mental Health Supports	All		No				2024-2025	$200,070.55	$26,213.20	$200,070.55	$17,435.20		$8,778.00	$226,283.75
2	2.6	Increasing Diversity and Inclusion	All		No				2024-2025	$36,550.39	$0.00	$36,550.39				$36,550.39
2	2.7	Foster and Homeless Youth Engagement Support	Foster Youth		Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	2024-2025	$24,650.53	$0.00	$24,650.53				$24,650.53
2	2.8	In-Person and Virtual Engagement and Enrichment	All		No				2024-2025	$45,542.40	$41,800.00	$41,800.00			$45,542.40	$87,342.40
3	3.1	College Preparation	All		No				2024-2025	$488,242.13	$0.00	$488,242.13				$488,242.13
3	3.2	Career Preparation (CTE)	English Learners Foster Youth Low Income		Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025	$182.88	$9,869.40	$10,052.28				$10,052.28
3	3.3	AVID Program Implementation	English Learners Foster Youth Low Income		Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025	$2,792.24	$2,070.98	$4,863.22				$4,863.22
3	3.4	Credit Recovery and Summer Intervention	English Learners Foster Youth Low Income		Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025	$479,425.08	$14,594.05	$494,019.13				$494,019.13

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
3	3.5	Transition Plans	Students with Disabilities	No				2024-2025	$170,463.07	$0.00	$93,596.19	$76,866.88			$170,463.07
3	3.6	Graduation Rate Progress Monitoring	All	No				2024-2025	$548,033.02	$0.00	$471,166.14	$76,866.88			$548,033.02
3	3.7	Dual Enrollment Options	All	No				2024-2025	$23,399.05	$1,672.00	$25,071.05				$25,071.05
3	3.8	Early Intervention Program Development	All	No				2024-2025	$25,327.01	$0.00	$25,327.01				$25,327.01

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$19,929,196	$2,172,855	10.903%	0.000%	10.903%	$10,096,893.65	0.000%	50.664 %	**Total:**	$10,096,893.65
								LEA-wide Total:	$9,440,594.57
								Limited Total:	$656,299.08
								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	Professional Development for Academic Achievement	Yes	LEA-wide			$183,961.80	
1	1.2	Diagnostic Assessments and MTSS Academic Interventions	Yes	LEA-wide			$2,005,331.21	
1	1.3	Teacher Collaboration for Academic Achievement	Yes	LEA-wide			$2,464,443.34	
1	1.4	Synchronous and Asynchronous Instructional Tools	Yes	LEA-wide			$166,407.27	
1	1.5	English Learner Student Achievement	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$113,316.49	
1	1.6	LTEL Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$491,380.01	
1	1.7	Foster and Homeless Academic Achievement	Yes	Limited to Unduplicated	Foster Youth	All Schools	$26,952.05	

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 (%)
				Student Group(s)				
2	2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	Yes	LEA-wide	Foster Youth Low Income		$2,509,442.49	
2	2.3	Framework of Tiered Re-engagement Strategies for Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,483,695.55	
2	2.4	Caretaker Engagement Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$118,378.28	
2	2.7	Foster and Homeless Youth Engagement Support	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$24,650.53	
3	3.2	Career Preparation (CTE)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,052.28	
3	3.3	AVID Program Implementation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,863.22	
3	3.4	Credit Recovery and Summer Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income		$494,019.13	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$13,729,186.99	$14,907,076.12

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)
startcollapse					
1	**1.1**	Professional Development for Academic Achievement	No	$238,575.11	$156,796.76
1	**1.2**	Diagnostic Assessments and MTSS Academic Interventions	No	$1,762,955.09	$2,171,875.59
1	**1.3**	Teacher Collaboration for Academic Achievement	No	$2,185,087.57	$2,624,454.15
1	**1.4**	Synchronous and Asynchronous Instructional Tools	No	$27,665.76	$174,206.10
1	**1.5**	English Learner Student Achievement	Yes	$75,503.32	$130,795.09
1	**1.6**	LTEL Support	Yes	$25,712.41	$36,804.06
1	**1.7**	Foster and Homeless Academic Achievement	Yes	$13,967.15	$23,836.68
2	**2.1**	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	No Yes	$3,478,825.80	$2,734,811.78
2	**2.2**	Track and Record Daily Student Participation	No	$3,007,676.41	$3,149,568.97

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	2.3	Framework of Tiered Re-engagement Strategies for Students	Yes	$1,241,269.53	$1,533,531.58
2	2.4	Learning Coach Engagement Support	Yes	$123,310.80	$127,193.24
2	2.5	Social Emotional / Mental Health Supports	No	$217,842.49	$248,864.48
2	2.6	Increasing Diversity and Inclusion	No	$51,225.19	$118,849.89
2	2.7	Foster and Homeless Youth Engagement Support	Yes	$14,742.63	$21,331.96
2	2.8	In-Person and Virtual Engagement and Enrichment	No	$43,350.00	$99,191.90
3	3.1	College Preparation	No	$335,841.79	$434,895.35
3	3.2	Career Preparation (CTE)	Yes	$41,844.00	$22,689.90
3	3.3	AVID Program Implementation	Yes	$4,257.30	$3,975.49
3	3.4	Credit Recovery and Summer Intervention	Yes	$320,361.59	$432,311.27
3	3.5	Transition Plans	No	$103,887.95	$149,914.68
3	3.6	Graduation Rate Progress Monitoring	No	$399,789.36	$490,998.02
3	3.7	Dual Enrollment Options	No	$15,495.74	$20,179.18

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
2,009,114	$4,900,365.39	$4,771,713.69	$128,651.70	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)
startcol lapse							
1	1.5	English Learner Student Achievement	Yes	$75,503.32	$107,933.18		
1	1.6	LTEL Support	Yes	$25,712.41	$36,804.06		
1	1.7	Foster and Homeless Academic Achievement	Yes	$13,967.15	$23,836.68		
2	2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	Yes	$3,183,711.96	$2,669,907.73		
2	2.3	Framework of Tiered Re-engagement Strategies for Students	Yes	$1,097,211.52	$1,325,937.67		
2	2.4	Learning Coach Engagement Support	Yes	$123,305.51	$127,161.31		
2	2.7	Foster and Homeless Youth Engagement Support	Yes	$14,742.63	$21,331.96		
3	3.2	Career Preparation (CTE)	Yes	$41,592.00	$22,514.34		
3	3.3	AVID Program Implementation	Yes	$4,257.30	$3,975.49		
3	3.4	Credit Recovery and Summer Intervention	Yes	$320,361.59	$432,311.27		

To Add a Row: Click "Add Row."
To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press "Save Data" and refresh the page.

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
19,774,752	2,009,114	0	10.160%	$4,771,713.69	0.000%	24.130%	$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

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

Reflections: Technical Assistance

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

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

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

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

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

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

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

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

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

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

Engaging Educational Partners
Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see Education Code Section 52068 (California Legislative Information); and

- For charter schools, see Education Code Section 47606.5 (California Legislative Information).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

    o 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.

  o 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,

  o 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:

  o The school or schools to which the goal applies

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

Broad Goal
Description

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

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

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

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

    o 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:

    o The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    o The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

    o 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).

    o 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.

    o Indicate the school year to which the baseline data applies.

    o 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.

- o 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.

  - o 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.

  - o 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.

  - o 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.

  - o 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.

    o Include a discussion of relevant challenges and successes experienced with the implementation process.

    o 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.

    o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

    o 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.

    o 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.

    o 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.

- o 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.

- o 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.

- o 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.

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

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

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

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

  - o Professional development for teachers.

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

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

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

  o 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.

  o These required actions will be effective for the three-year LCAP cycle.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

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

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

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

- o 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.

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

  - o 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.

- o **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.

- o **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).

- o **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.

- o **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%).

    o 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)**

    o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

    o 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)**

Approved by CalOPS Board of Directors June 4, 2024

- o 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**

  - o This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  - o 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**

  - o 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)**

  - o 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 (%)**

  - o This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

  - o 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)**

  - o 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 %)**

o   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)**

    o   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)**

    o   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)**

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

California Department of Education
November 2023