



iLEAD Lancaster

2024-2025 Local Control Accountability Plan

School at a Glance

Learner Outcomes

Lifelong Learner



Grades TK-8
795 Learners
115 Staff



Empathetic Citizen

15% Students with Disabilities
4% English Learners
4% Homeless/Foster Youth
83% Socioeconomically Disadvantaged

Authentic Individual

33% African American
.5% American Indian
45% Hispanic/Latino
.5% Filipino
11% White
9% Two or More Races

Design Thinker

Highlights



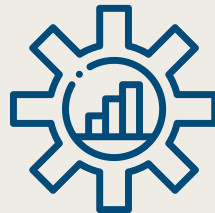
Greatest Progress

- 43% increase of English Learners making progress toward English proficiency and 12% increase in the reclassification rate of English Learners
- Significant gains in Math for all learner groups on the 2023 CAASPP
- Significant gains in ELA for English Learners, African American learners, students with disabilities on the 2023 CAASPP
- 50% reduction of Misassignments of Teachers of English Learners and 25% overall reduction of teacher misassignments
- 10% increase in positive school-teacher relationships on annual Panorama family survey



Greatest Needs

- Continue to increase learner achievement for all in ELA and Math through data analysis, focused instruction, MTSS, and assessment and monitoring systems. Measured by MAP and CAASPP.
- Increase learner engagement by decreasing chronic absenteeism and suspension rates



LCAP

Local Control Accountability Plan
[state plan for funding aligned with metrics and state priorities]

GOALS

AWAKEN

- 1. Awaken** the leader in everyone through Project-Based Learning, Social-Emotional Learning, and Individualized Learning. Cultivate a thriving school community by providing a safe environment, generating active engagement between the school and its educational partners, and ensuring all learners are ready for postsecondary endeavors.

BUILD

- 2. Build** Lifelong Learners and Design Thinkers by providing all learners with a rigorous, creative, and broad program to maximize academic achievement as outlined in the school's charter.

CHAMPION

- 3. Champion** Empathetic Citizens and Authentic Individuals who feel safe, supported, and encouraged by their school community.

Maintenance Actions

- 1.1** Maintain Safe, Clean, Welcoming School Facilities
- 1.2** Fund High-Quality Staff
- 1.3** Fund High-Quality Staff Who Bridge Learning Gaps
- 1.4** Inclusively Collaborate with Educational Partners
- 1.5** Prioritize Active Engagement with Educational Partners with a Focus on Unduplicated Pupils
- 2.1** Ensure Access to Standards-Aligned, Tier I Instructional Materials
- 2.2** Ensure Access to Standards-Aligned, Tier II and III Instructional Materials
- 2.5** Foster a Staff Culture of Excellence through Lifelong Learning
- 3.2** Implement Multi-Tiered Systems of SEL Support
- 3.3** Provide Access to High-Quality Counseling
- 3.4** Increase Counseling and Services for High-Needs Learners



Improvement Actions

- 1.6** Build Social Capital and Recognize and Celebrate Learner Achievement
- 2.3** Deliver Effective ELD Programming
- 2.4** Implement MTSS and PBL Instruction and Assessment with Fidelity
- 3.1** Commit to Proactive and Restorative Discipline Practices
- 3.5** Nurture a Safe and Engaging School Environment That Learners Are Excited About

Bridging Gaps for Unduplicated Learners:



- 1.3** Fund High-Quality Staff Who Bridge Learning Gaps
- 1.5** Prioritize Active Engagement with Educational Partners with a Focus on Unduplicated Pupils
- 2.2** Ensure Access to Standards-Aligned, Tier II and III Instructional Materials
- 2.3** Deliver Effective ELD Programming
- 3.4** Increase Counseling and Services for High-Needs Learners

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: ILEAD Lancaster

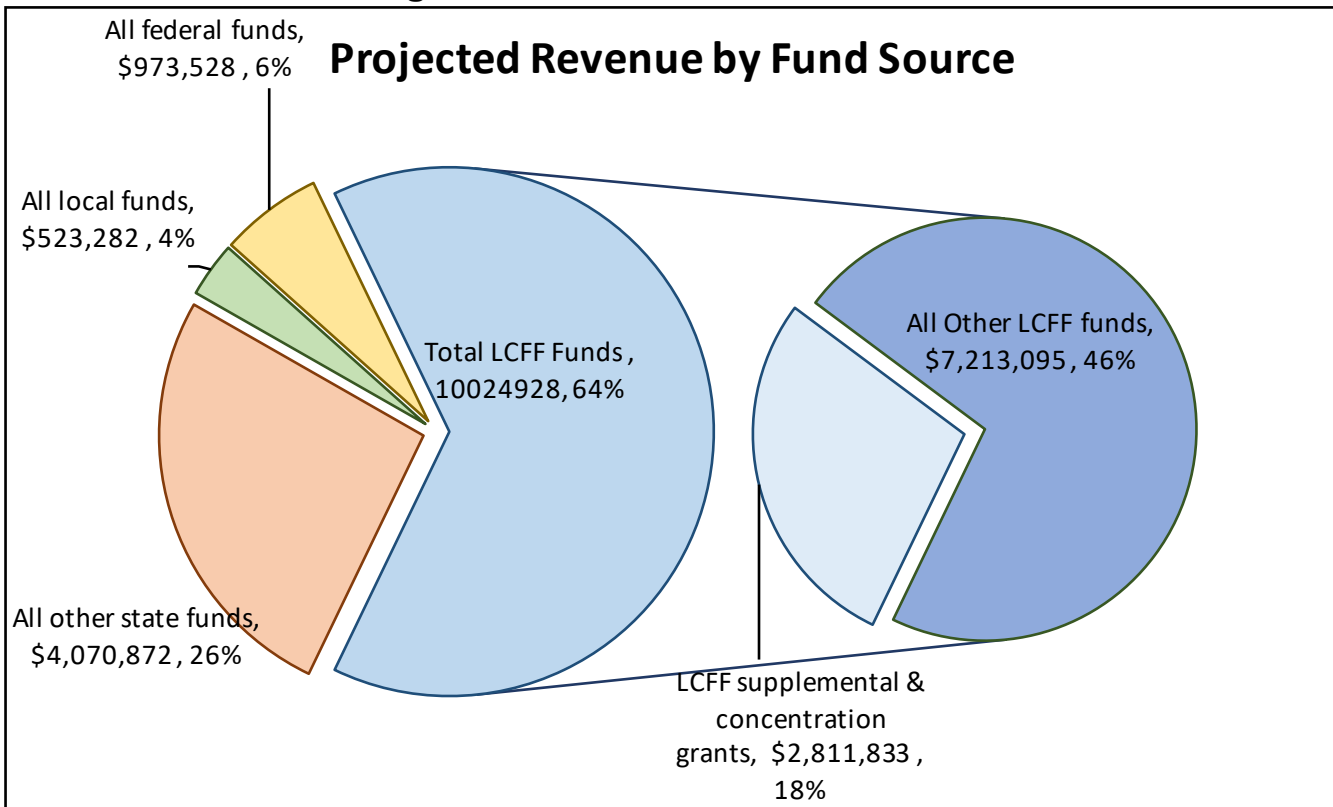
CDS Code: 19 64667 0125559

School Year: 2024 – 2025

LEA contact information: Deborah Autrey director@ileadlancaster.org

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

Budget Overview for the 2024 – 2025 School Year

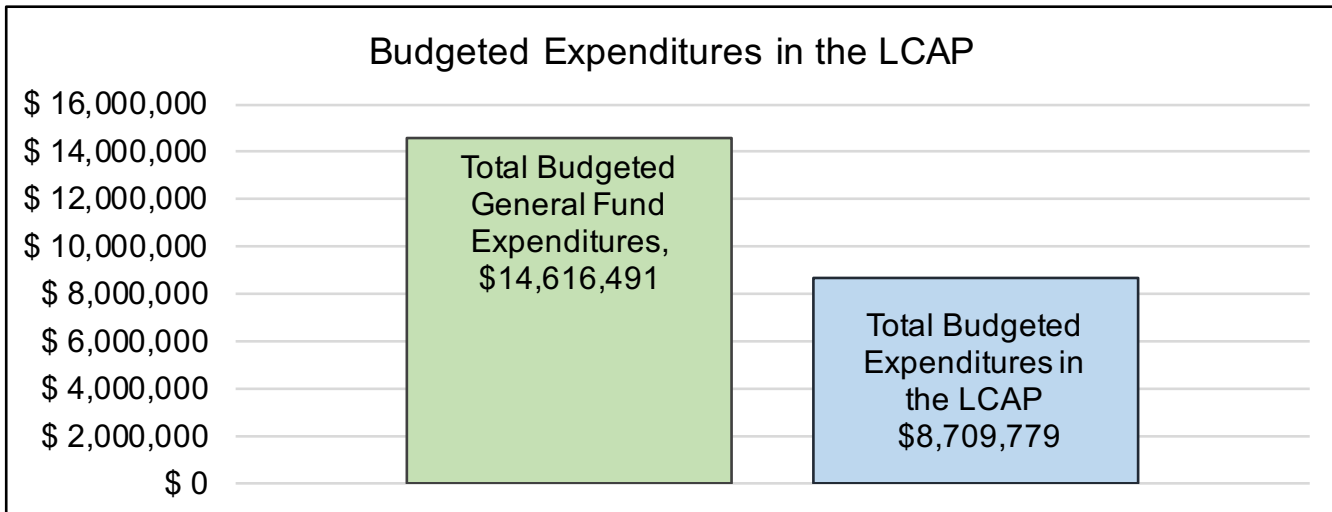


This chart shows the total general purpose revenue ILEAD Lancaster expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for ILEAD Lancaster is \$15,592,610.00, of which \$10,024,928.00 is Local Control Funding Formula (LCFF), \$4,070,872.00 is other state funds, \$523,282.00 is local funds, and \$973,528.00 is federal funds. Of the \$10,024,928.00 in LCFF Funds, \$2,811,833.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

LCFF Budget Overview for Parents



This chart provides a quick summary of how much ILEAD Lancaster plans to spend for 2024 – 2025. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: ILEAD Lancaster plans to spend \$14,616,491.00 for the 2024 – 2025 school year. Of that amount, \$8,709,779.00 is tied to actions/services in the LCAP and \$5,906,712.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

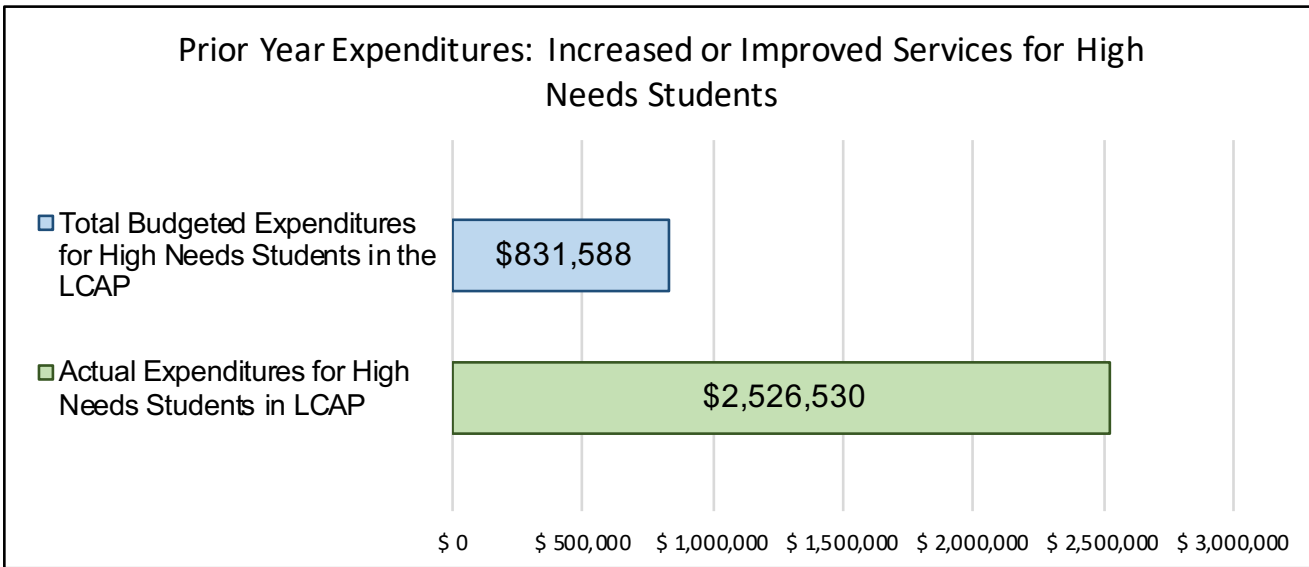
Expenditure not in the LCAP consists of net income designated for economic uncertainties recommended by the district and other sources such as legal, business services fees, banking, audit and district fees. Some expenditures in the general budget are additionally assigned to other state or local revenue sources not included in this plan, but included in separate plans.

Increased or Improved Services for High Needs Students in the LCAP for the 2024 – 2025 School Year

In 2024 – 2025, ILEAD Lancaster is projecting it will receive \$2,811,833.00 based on the enrollment of foster youth, English learner, and low-income students. ILEAD Lancaster must describe how it intends to increase or improve services for high needs students in the LCAP. ILEAD Lancaster plans to spend \$2,811,833.00 toward meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-2024



This chart compares what ILEAD Lancaster budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what ILEAD Lancaster estimates has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-2024, ILEAD Lancaster's LCAP budgeted \$831,588.00 for planned actions to increase or improve services for high needs students. ILEAD Lancaster actually spent \$2,526,530.00 for actions to increase or improve services for high needs students in 2023-2024.

2023-2024 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023-2024 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|-------------------------------------|-------------------------|--|
| iLEAD Lancaster Charter | Deborah Autrey Director | director@ileadlancaster.org (661) 722-4287 |

Goals and Actions

Goal

| Goal # | Description |
|--------|---|
| 1 | Provide optimal conditions of learning through providing basic services, implementation of California Content Standards (CCS), and access to an academic and educational program as outlined in iLEAD Lancaster's Charter |

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023-2024 |
|-----------|--|--|---|---|---|
| SARC | The 2019-20 SARC shows: 8.6 Misassignments of Teachers of English Learners 12 Total Teacher Misassignments Uncredentialed (PIP/STP) 8/27 or 30% (SARC data not available for 2019-20) | Year 1 Outcome: The 2020-21 SARC shows: 8.6 Misassignments of Teachers of English Learners 12 Total Teacher Misassignments | Year 2 Outcome: The 2021-22 SARC shows: Data not yet available at time of LCAP release | 2022-2023 SARC: Data not yet released by the state | SARC: Less than 5 Misassignments of Teachers of English Learners Less than 5 Total Teacher Misassignments |
| CA School | 2019 CA School | 2019 CA School | 2022 CA School | 2023 CA School Dashboard | Basics: Teachers, |

| | | | | | |
|--|--|--|--|--|--|
| Dashboard Local Indicator Basics: Teachers, Instructional Materials, Facilities: Standard Met | Dashboard Local Indicator: Basics: Teachers, Instructional Materials, Facilities: Standard Met | Dashboard Local Indicator: Basics: Teachers, Instructional Materials, Facilities: Standard Met | Dashboard Local Indicator: Basics: Teachers, Instructional Materials, Facilities: Standard Met | Local Indicator: Basics: Teachers, Instructional Materials, Facilities: Standard Met | Instructional Materials, Facilities: Standard Met |
| SARC | 2019-20: The school was rated with a "good" status as measured by the Facility Inspections Tools (FIT) on the School Accountability Report Card (SARC). | 2020-21: The school was rated with a "good" status as measured by the Facility Inspections Tools (FIT) on the School Accountability Report Card (SARC). | 2021-22: The school was rated with a "good" status as measured by the Facility Inspections Tools (FIT) on the School Accountability Report Card (SARC). | 2022-23: The school was rated with a "good" status as measured by the Facility Inspections Tools (FIT) on the School Accountability Report Card (SARC). | The school will be rated with a "good" status as measured by the Facility Inspections Tools (FIT) on the School Accountability Report Card (SARC). |
| CA School Dashboard Local Indicators | 2019 CA School Dashboard Local Indicators: Implementation of Academic Standards: Standard Met | 2019 CA School Dashboard Local Indicators: Implementation of Academic Standards: Standard Met | 2022 CA School Dashboard Local Indicators: Implementation of Academic Standards: Standard Met | 2023 CA School Dashboard Local Indicators: Implementation of Academic Standards: Standard Met | Implementation of Academic Standards: Standard Met |
| CA School Dashboard: English Learner Progress | 2019 CA School Dashboard: 37.5% making progress toward English proficiency | 2019 CA School Dashboard: 37.5% making progress toward English proficiency | 2022 CA School Dashboard: 19.5% making progress toward English proficiency | 2023 CA School Dashboard: 62.3% of English learners are making progress towards English language proficiency. | 48.3% making progress toward English proficiency |
| Professional Learning | 2020-2021: 100% of staff have engaged in professional learning to improve learner outcomes. | 2021-2022: 100% of staff have engaged in professional learning to improve learner outcomes. | 2022-2023: 100% of staff have engaged in professional learning to improve learner outcomes. | 2023-2024: 100% of staff have engaged in professional learning to improve learner outcomes. | 100% of staff will have engaged in professional learning to improve learner outcomes. |
| Panorama Survey Data | 2020-2021: 64.2% of parents/guardians feel the curriculum, courses, and resources available through the school are engaging/motivating, meet their learner's needs, and are preparing them for next year. (averaged parent/guardian surveys IS & site) | 2021-2022: 65.4% of parents/guardians feel the curriculum, courses, and resources available through the school are engaging/motivating, meet their learner's needs, and are preparing them for the next school year. | 2022-2023: 67.4% of parents/guardians feel the curriculum, courses, and resources available through the school are engaging/motivating, meet their learner's needs, and are preparing them for the next school year. | 2023-2024: 72% of parents/guardians feel the curriculum, courses, and resources available through the school are engaging/motivating, meet their learner's needs, and prepare them for the next school year. | 67% of parents/guardians will feel the curriculum, courses, and resources available through the school are engaging/motivating, meet their learner's needs, and are preparing them for the next school year. |

| | | | | | |
|---------------------|---|---|---|--|--|
| CA School Dashboard | 2019 CA School Dashboard Local Indicator: 0% Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home | 2019 CA School Dashboard Local Indicator: 0% Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home | 2022 CA School Dashboard Local Indicator: 0% Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home | 20223 CA School Dashboard Local Indicator: 0% Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home | 0% Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home |
| CA School Dashboard | 2019 CA School Dashboard: Access to a Broad Course of Study: Standard Met | 2019 CA School Dashboard: Access to a Broad Course of Study: Standard Met | 2022 CA School Dashboard: Access to a Broad Course of Study: Standard Met | 2023 CA School Dashboard: Access to a Broad Course of Study: Standard Met | Access to a Broad Course of Study: Standard Met |

Goal Analysis

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

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

This goal was efficiently implemented during the 2023-24 school year. All learners had access to curriculum, technology, and a broad course of study. Staff received professional development to improve learner outcomes. There were no substantive differences between planned actions and the actual implementation of these actions.

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.

Some planned funds were reallocated to other state or federal funds. Enrollment and attendance impacted overall budgeted expenditures and estimated actual expenditures.

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

Based on available data, all desired outcomes that are currently measurable for this goal were met, demonstrating that the actions for this goal were particularly effective. Of particular note are the school's progress on the % of English Learners making progress toward proficiency and the implementation of MTSS to support engagement and achievement as measured by parent surveys.

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

iLEAD Lancaster has used data, educational partner feedback, root cause analysis, and continuous improvement strategic planning to revamp its 2024-2025 LCAP. While the essence of this broad goal remains, all new goals and actions were written for the upcoming LCAP cycle.

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

Goal

| Goal # | Description |
|--------|---|
| 2 | Provide all learners with a rigorous, creative, and broad curriculum to maximize academic achievement and college/career readiness. |

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023-2024 |
|--|---|---|--|---|---|
| CA School Dashboard State Indicator: ELA and Math CAASPP Testing Scores DataQuest: School Dashboard Additional Reports and Data - CAASPP Participation Rates NWEA MAP CGI Index NWEA MAP Participation Rates | All Students 2019 DataQuest: 95% CAASPP Participation Rate - ELA 93% CAASPP Participation Rate - Math All Students 2019 CA School Dashboard ELA: 63.9 points below standard/increased 14.9 points (yellow) Math: 110.7 points below standard/increased 4.9 (orange) NWEA MAP Spring 2021 All Students Participation Rate - N/A NWEA MAP Spring 2021 All Students Participation Rate - N/A NWEA MAP Spring 2021 All Students Reading CGI -3.3 NWEA MAP Spring 2021 All Students Math CGI -4 | All Students 2019 DataQuest: 95% CAASPP Participation Rate - ELA 93% CAASPP Participation Rate - Math All Students 2019 CA School Dashboard - CAASPP ELA: 63.9 points below standard/61.4 points below the state Math: 110.7 points below standard/77.2 points below the state NWEA MAP Spring 2022 All Students Participation Rate - Reading 90.26% NWEA MAP Spring 2022 All Students Participation Rate - Math 91.56% NWEA MAP Spring 2022 All Students Reading CGI -1.52 NWEA MAP Spring 2022 All Students Math CGI -0.43 | All Students 2022 DataQuest: 95% CAASPP Participation Rate - ELA 94.9% CAASPP Participation Rate - Math All Students 2022 CA School Dashboard - CAASPP ELA: 79.3 points below standard/67.1 points below the state Math: 123.1 points below standard/71.4 points below the state CAST (Science): 6.90% met or exceeded standard NWEA MAP Spring 2023 All Students Participation Rate - Reading 97% NWEA MAP Spring 2023 All Students Participation Rate - Math 98% NWEA MAP Spring 2023 All Students Reading CGI -0.37 NWEA MAP Spring 2023 All Students Math CGI -0.27 DO: 95% CAASPP Participation - ELA & Math CAASPP: At or above the overall state level All Students NWEA MAP: 95% Participation ELA & Math All Students NWEA MAP Reading CGI 0 | All Students 2023 DataQuest: 95% CAASPP Participation Rate - ELA 94.9% CAASPP Participation Rate - Math All Students 2023 CA School Dashboard - CAASPP ELA: 82.1 points below standard Math: 115.7 points below standard NWEA MAP Spring 2024 All Students Participation Rate - Reading NWEA MAP Spring 2024 All Students Participation Rate - Math NWEA MAP Spring 2024 All Students Reading CGI: -.2 NWEA MAP Spring 2024 All Students Math CGI: -.2 | 95% CAASPP Participation - ELA & Math CAASPP: At or above the overall state level CAST: At or above the overall state level All Students NWEA MAP: 95% Participation ELA & Math All Students NWEA MAP Reading CGI 0 All Students NWEA MAP Math CGI 0 All Students NWEA MAP: 95% Participation ELA & Math All Students NWEA MAP Reading CGI 0 All Students NWEA MAP Math CGI 0 |

| | | | | | |
|--|--|--|--|---|---|
| | | | All Students NWEA MAP Math CGI 0 | | |
| EL Learners: CA School Dashboard State Indicator: ELA and Math CAASPP Testing Scores DataQuest: School Dashboard Additional Reports and Data - CAASPP Participation Rates | EL Learners 2019 DataQuest: 98% CAASPP Participation Rate - ELA 96% CAASPP Participation Rate - Math EL Learners 2019 CA School Dashboard: CAASPP ELA: 108 points below standard/increased 18.7 points (orange) Math: 154.1 points below standard/declined 16 points (red) | EL Learners 2019 DataQuest: 98% CAASPP Participation Rate - ELA 96% CAASPP Participation Rate - Math EL Learners 2019 CA School Dashboard: CAASPP ELA: 108 points below standard/62.9 points below the state Math: 154.1 points below standard/85.5 points below the state | EL Learners 2022 DataQuest: 100% CAASPP Participation Rate - ELA 100% CAASPP Participation Rate - Math EL Learners 2022 CA School Dashboard: CAASPP ELA: 107.8 points below standard/46.6 points below the state Math: 145.4 points below standard/53.4 points below the state | EL 2023 DataQuest: 100% CAASPP Participation Rate - ELA 100% CAASPP Participation Rate - Math EL Learners 2023 CA School Dashboard - CAASPP ELA: 102.9 points below standard Math: 129.5 points below standard | 95% CAASPP Participation - ELA & Math At or above the state level |
| Socioeconomically Disadvantaged: CA School Dashboard State Indicator: ELA and Math CAASPP Testing Scores DataQuest: School Dashboard Additional Reports and Data - CAASPP Participation Rates | Socioeconomically Disadvantaged 2019 DataQuest 96% CAASPP Participation Rate - ELA 94% CAASPP Participation Rate - Math Socioeconomically Disadvantaged 2019 CA School Dashboard: CAASPP ELA: 73.5 points below standard/increased 23.9 points (orange) Math: 119.5 points below standard/increased 17 points (orange) | Socioeconomically Disadvantaged 2019 DataQuest 96% CAASPP Participation Rate - ELA 94% CAASPP Participation Rate - Math Socioeconomically Disadvantaged 2019 CA School Dashboard: CAASPP ELA: 73.5 points below standard/43.4 points below the state Math: 119.5 points below standard/55.8 points below the state | Socioeconomically Disadvantaged 2022 DataQuest 93.6% CAASPP Participation Rate - ELA 94.2% CAASPP Participation Rate - Math Socioeconomically Disadvantaged 2022 CA School Dashboard: CAASPP ELA: 85.9 points below standard/44.5 points below the state Math: 130.1 points below standard/46.1 points below the state | Socioeconomically Disadvantaged 2023 DataQuest: 95% CAASPP Participation Rate - ELA 94.7% CAASPP Participation Rate - Math Socioeconomically Disadvantaged 2023 CA School Dashboard - CAASPP ELA: 92.3 points below standard Math: 122.7 points below standard | 95% CAASPP Participation - ELA & Math At or above the state |
| Foster Youth: CA School Dashboard State Indicator: ELA and Math CAASPP Testing Scores DataQuest: School Dashboard Additional | Foster Youth 2019 DataQuest: 91% CAASPP Participation Rate - ELA 82% CAASPP Participation Rate - Math Foster Youth 2019 CA | Foster Youth 2019 DataQuest: 91% CAASPP Participation Rate - ELA 82% CAASPP Participation Rate - Math Foster Youth 2019 CA | 100% CAASPP Participation Rate - ELA Foster Youth 2022 DataQuest: 100% CAASPP Participation Rate - Math Foster Youth 2022 CA | Foster Youth 2023 DataQuest: 92.3 CAASPP Participation Rate - ELA 92.3% CAASPP Participation Rate - Math Foster Youth 2023 CA School Dashboard - CAASPP | 95% CAASPP Participation - ELA & Math At or above the state |

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|---|--|--|---|---|--|
| Reports and Data - CAASPP Participation Rates | School Dashboard: CAASPP ELA: N/A (less than 11 students) Math: N/A (less than 11 students) | School Dashboard: CAASPP ELA: N/A (less than 11 students) Math: N/A (less than 11 students) | School Dashboard: CAASPP ELA: 76.9 points below standard/8.7 points above the state Math: 132.8 points below standard/6.5 points below the state | ELA: 112.7 points below standard Math: 92.8 points below standard | |
| African American: CA School Dashboard State Indicator: ELA and Math CAASPP Testing Scores DataQuest: School Dashboard Additional Reports and Data - CAASPP Participation Rates | African American 2019 DataQuest: 92% CAASPP Participation Rate - ELA 90% CAASPP Participation Rate - Math African American 2019 CA School Dashboard: CAASPP ELA: 87 points below standard/increased 4 points (orange) Math: 126.6 points below standard/increased 18.7 points (orange) | African American 2019 DataQuest: 92% CAASPP Participation Rate - ELA 90% CAASPP Participation Rate - Math African American 2019 CA School Dashboard: CAASPP ELA: 87 points below standard/increased 4 points (orange) Math: 126.6 points below standard/increased 18.7 points (orange) | African American 2022 DataQuest: 95% CAASPP Participation Rate - ELA 96% CAASPP Participation Rate - Math African American 2022 CA School Dashboard: CAASPP ELA: 103 points below standard/45.3 points below the state Math: 152.4 points below standard/45.5 points below the state | African American 2023 DataQuest: 95.6% CAASPP Participation Rate - ELA 96.2% CAASPP Participation Rate - Math African American 2023 CA School Dashboard - CAASPP ELA: 99.4 points below standard Math: 130.5 points below standard | 95% CAASPP Participation - ELA & Math CAASPP: At or above state level |
| Two or More Races: CA School Dashboard State Indicator: ELA and Math CAASPP Testing Scores DataQuest: School Dashboard Additional Reports and Data - CAASPP Participation Rates | Two or More Races 2019 DataQuest: 98% CAASPP Participation Rate - ELA 98% CAASPP Participation Rate - Math Two or More Races 2019 CA School Dashboard: CAASPP ELA: 75.6 points below standard/increased 18.2 points (orange) Math: 112.2 points below standard/increased 19.6 points (orange) | Two or More Races 2019 DataQuest: 98% CAASPP Participation Rate - ELA 98% CAASPP Participation Rate - Math Two or More Races 2019 CA School Dashboard: CAASPP ELA: 75.6 points below standard/increased 18.2 points (orange) Math: 112.2 points below standard/increased 19.6 points (orange) | Two or More Races 2022 DataQuest: 94.2% CAASPP Participation Rate - ELA 94.2% CAASPP Participation Rate - Math Two or More Races 2019 CA School Dashboard: CAASPP ELA: 96.3 points below standard/28.8 points below state Math: 133.1 points below standard/123.2 points below state | Two or More Races 2023 DataQuest: 94.2% CAASPP Participation Rate - ELA 94.2% CAASPP Participation Rate - Math Two or More Races 2019 CA School Dashboard: CAASPP ELA: 75 points below standard/28.8 points below state Math: 116.9 points below standard/123.2 points below state | 95% CAASPP Participation - ELA & Math CAASPP: At or above state level |
| Students With Disabilities: CA School | Students With Disabilities 2019 DataQuest: 85% CAASPP | Students With Disabilities 2019 DataQuest: 85% CAASPP | Students With Disabilities 2022 DataQuest: 90.2% CAASPP | Students With Disabilities 2023 DataQuest: 92% CAASPP Participation | 95% CAASPP Participation - ELA & Math |

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|---|---|---|---|--|--|
| Dashboard State Indicator: ELA and Math CAASPP Testing Scores DataQuest: School Dashboard Additional Reports and Data - CAASPP Participation Rates | Participation Rate - ELA 82% CAASPP Participation Rate - Math Students With Disabilities 2019 CA School Dashboard: CAASPP ELA: 108.2 points below standard/increased 18.4 points (orange) Math: 142.8 points below standard/increased 27.6 points (orange) | Participation Rate - ELA 82% CAASPP Participation Rate - Math Students With Disabilities 2019 CA School Dashboard: CAASPP ELA: 108.2 points below standard/increased 18.4 points (orange) Math: 142.8 points below standard/increased 27.6 points (orange) | Participation Rate - ELA 93% CAASPP Participation Rate - Math Students With Disabilities 2022 CA School Dashboard: CAASPP ELA: 130.3 points below standard/33 points below state Math: 168.3 points below standard/37.5 points below state | Rate - ELA 92% CAASPP Participation Rate - Math Students With Disabilities 2023 CA School Dashboard: CAASPP ELA: 124.4 points below standard Math: 122.4 points below standard | CAASPP: At or above state level |
| DataQuest: EL Data: Annual Reclassification Counts and Rates | 2019-20: 2.1% reclassification rate | 2020-21: 4.5% reclassification rate | 2021-22: 9% reclassification rate | 2022-2023: 21.28% reclassification rate (internally calculated) | 10% reclassification rate |
| iLEAD Comprehensive Growth Card | Spring 2021 Participation Rates: K-2 Facilitators: N/A 3-8 Facilitators: N/A K-2 Learners: N/A 3-8 Learners: N/A Spring 2021 Results: 81% of learners achieved one or more of their academic ILP goals. 72% of learners achieved one or more of their SEL ILP goals. | Spring 2022 Participation Rates: K-2 Facilitators: 96.8% 3-8 Facilitators: 98.8% K-2 Learners: 70.2% 3-8 Learners: 70.3% Fall 2021 Results: 59% of learners achieved one or more of their academic ILP goals. 49% of learners achieved one or more of their SEL ILP goals. | Spring 2023 Participation Rates: K-2 Facilitators: 98.4% 3-8 Facilitators: 85% K-2 Learners: 78.3% 3-8 Learners: 53.6% Fall 2022 Results: 64% of learners achieved one or more of their academic ILP goals. 42% of learners achieved one or more of their SEL ILP goals. | Spring 2024 Participation Rates: 100% Fall 2023 Results: 38% of learners achieved one or more of their academic ILP goals. 22% of learners achieved one or more of their SEL ILP goals. | 100% of facilitators and 80% of learners will complete the iLEAD Comprehensive Growth Card. 60% of learners will achieve one or more of their academic ILP goals. 50% of learners will achieve one or more of their SEL ILP goals. |

Goal Analysis

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

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

During the 2023-24 school year, learners were tracked and monitored through MTSS for academic achievement and continued implementing new ELA and Math curriculum and facilitator resources within the framework of Project-Based Learning. Continued professional development and use of strategies to support unduplicated pupils helped staff utilize strategies to support the success of all learners through the model of individualized learning. There were no substantive differences in planned actions and the actual implementation of these actions under goal two.

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.

Some planned funds were reallocated to other state or federal funds. Enrollment and attendance impacted overall budgeted expenditures and estimated actual expenditures.

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

Based on available data, all actions supported progress on this goal. While not all desired outcomes were met, iLEAD Lancaster noted that desired outcomes were set pre-covid, which provided difficult circumstances to meet desired outcomes. Highlighted improvements include overall ELA and Math achievement, particularly in the area of Math and ELA and Math for African American Learners, and EL reclassification rates. As a result, the school was moved out of Comprehensive Support and Improvement.

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

iLEAD Lancaster has used data, educational partner feedback, root cause analysis, and continuous improvement strategic planning to revamp its 2024-2025 LCAP. While the essence of this broad goal remains, all new goals and actions were written for the upcoming LCAP cycle.

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

Goal

| Goal # | Description |
|--------|--|
| 3 | Generate active engagement between parents, families, and the school as well as connections with the community, to promote learner achievement and communication among all educational partners. |

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023-2024 |
|---|---|---|---|---|--|
| School Calendar | 2020-21: The school held monthly educational partner meetings during the school year. | 2021-22: The school held monthly educational partner meetings during the school year. | 2022-23: The school held monthly educational partner meetings during the school year. | 2023-24: The school held monthly educational partner meetings during the school year. | The school will hold a minimum of ten educational partner meetings per year. |
| CA School Dashboard Local Indicator: Parent & Family Engagement | 2019 CA School Dashboard Local Indicator: Parent & Family Engagement: Standard Met | 2019 CA School Dashboard Local Indicator: Parent & Family Engagement: Standard Met | 2022 CA School Dashboard Local Indicator: Parent & Family Engagement: Standard Met | 2023 CA School Dashboard Local Indicator: Parent & Family Engagement: Standard Met | Parent & Family Engagement: Standard Met |
| CALPADS 8.1b: Middle School Drop Out Rate Number of Community Partnerships | 2020-21 Middle School Dropout Rate: 0% 15 community partnerships | Middle School Dropout Rate: 0% 20 community partnerships | Year 2: 2021-22 Middle School Dropout Rate: 0% 26 community partnerships | 2022-23 Middle School Dropout Rate: 0% 32community partnerships | Middle School Dropout Rate: 0% 30 community partnerships |
| Counselor Data | EL learners and their families will receive additional counseling, social emotional, and academic support/resources from school staff. | 2021-22: 100% of EL learners and their families received additional counseling, social emotional, and academic support/resources from school staff. | 2022-23: 100% of EL learners and their families received additional counseling, social emotional, and academic support/resources from school staff. | 2023-24: 100% of EL learners and their families received additional counseling, social emotional, and academic support/resources from school staff. | 100% of EL learners and their families will receive additional counseling, social emotional, and academic support/resources from school staff. |
| Counselor Data | Foster youth and their families receive additional counseling, social emotional, and academic support/resources from school staff. | 2021-22: 100% of foster youth and their families received additional counseling, social-emotional, and academic support/resources from school staff. | 2022-23: 100% of foster youth and their families received additional counseling, social-emotional, and academic support/resources from school staff. | 2023-24: 100% of foster youth and their families received additional counseling, social-emotional, and academic support/resources from school staff. | 100% of foster youth and their families will receive additional counseling, social emotional, and academic support/resources from school staff. |
| Counselor Data | Socioeconomically disadvantaged and their families receive additional counseling, social emotional, and academic support/resources from school staff. | 2021-22: 100% of socioeconomically disadvantaged and their families received additional counseling, social-emotional, and academic support/resources from school staff. | 2022-23: 100% of socioeconomically disadvantaged and their families received additional counseling, social-emotional, and academic support/resources from school staff. | 2023-24: 100% of socioeconomically disadvantaged and their families received additional counseling, social-emotional, and academic support/resources from school staff. | 100% of socioeconomically disadvantaged and their families will receive additional counseling, social emotional, and academic support/resources from school staff. |

| | | | | | |
|--|---|---|--|--|---|
| CA School Dashboard State Indicator: Chronic Absenteeism P Annual Report: Attendance Rate | 2019 CA School Dashboard: 32.6% Chronic Absenteeism 2019-20 Attendance Rate: 91% | 2019 CA School Dashboard: 32.6% Chronic Absenteeism 2020-21 Attendance Rate: 91% | 2022 CA School Dashboard: 47% Chronic Absenteeism 2021-2022 Attendance Rate 88.55 | 2023 CA School Dashboard: 47% Chronic Absenteeism 2022-2023 Attendance Rate: 88.1% | 10.1% Chronic Absenteeism Attendance Rate: 93% |
| CA School Dashboard State Indicator: Suspension Rate DataQuest: Expulsion Rate CA School Dashboard Local Indicator: Local Climate Survey | 2019 CA School Dashboard: 1.2% suspended at least once (declined 0.3% - green) 2019-20 Expulsion Rate: 0% expulsion rate. CA School Dashboard Local Indicator: Local Climate Survey: Standard Met | 2019 CA School Dashboard: 1.2% suspended at least once (declined 0.3% - green) 2020-21 Expulsion Rate: 0% expulsion rate. CA School Dashboard Local Indicator: Local Climate Survey: Standard Met | 2022 CA School Dashboard: 4.8% suspended at least one day 2021-22 Expulsion Rate: 0% expulsion rate. CA School Dashboard Local Indicator: Local Climate Survey: Standard Met | 2023 CA School Dashboard: 5.7% suspended at least one day 2022-23 Expulsion Rate: 0% expulsion rate. CA School Dashboard Local Indicator: Local Climate Survey: Standard Met | Less than 1% suspension rate. Expulsion Rate: 0% Local Climate Survey: Standard Met |
| Panorama Learner Survey Data | No baseline. | 2022 Panorama Learner Survey: 72% positive school-teacher relationships | 2023 Panorama Learner Survey: 85% positive school-teacher relationships | 2024: Panorama Learner Survey: 95% positive school-teacher relationships | 80% positive school-teacher relationships |

Goal Analysis

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

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

Goal three's emphasis is on community, family, and learner engagement. There were no substantive differences in planned actions and the actual implementation of these actions under goal three. iLEAD Lancaster provides many hands-on activities and events that promote learner and family engagement. This includes play-based learning, field studies, PBL projects and presentations of learning, and aerospace opportunities. The results of these endeavors are positive student engagement and school climate.

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.

Some planned funds were reallocated to other state or federal funds. Enrollment and attendance impacted overall budgeted expenditures and estimated actual expenditures.

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

Based on available data, all actions supported progress on this goal. Most desired outcomes were improved or met with the exception of Chronic Absenteeism and Suspension rates, which is largely due to COVID-19 and the national trend of increased absenteeism and the ongoing effects of the pandemic on learner wellbeing.

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

iLEAD Lancaster has used data, educational partner feedback, root cause analysis, and continuous improvement strategic planning to revamp its 2024-2025 LCAP. While the essence of this broad goal remains, all new goals and actions were written for the upcoming LCAP cycle.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics

is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

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

California Department of Education
November 2023

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|-------------------------------------|-------------------------|--|
| iLEAD Lancaster Charter | Deborah Autrey Director | director@ileadlancaster.org (661) 722-4287 |

Plan Summary 2024-2025

General Information

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

iLEAD Lancaster Charter School, located in Lancaster, California, opened in September 2012. The school serves TK- 8th grades with an enrollment of 795 learners during the 2023-24 school year.

Vision: At iLEAD, we strive to be a beacon of innovation and creativity, fostering a culture of curiosity and leadership. Our commitment to unlocking the potential of our learners and the communities we serve is unwavering. We believe that by empowering people to become Lifelong learners, Empathetic citizens, Authentic individuals, and Design thinkers, we can create a better future for all.

The mission of iLEAD Lancaster Charter School is to empower students to become conscientious, compassionate, and responsible citizens of the world. In this process we inspire them to become creative thinkers and leaders, with a lifelong love of learning. We accomplish this through individualized instruction, active learning methods and opportunities for self-directed learning. We celebrate and foster each child's individuality, and support them in discovering their highest potential. We believe each child will be equipped with the skills and knowledge to achieve his or her fullest potential in preparation for college and the demands of the 21st century workplace.

iLEAD Lancaster offers a learner-centered approach to education that focuses on interdisciplinary project-based learning and social-emotional learning principles while adhering to the Common Core Standards. Social-Emotional Learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. Twice a year, learners and facilitators alike reflect on student growth in each of these areas through use of the iLEAD Comprehensive Growth Card.

Learner performance and achievement are measured by a variety of summative and formative assessments that are aligned to state standards and reflect proficiency measures required by the California Assessment of Student Performance and Progress (CAASPP). To support instructional decision-making, the school utilizes NWEA MAP (Measures of Academic Progress), an adaptive assessment tool approved by the California Department of Education (CDE), as one of several measures to monitor learner progress throughout the year.

Through thoughtfully designed learning environments and the implementation of professional learning on diversity, equity, and inclusion, it is iLEAD Lancaster's goal to build an engaging and rigorous educational experience with a focus on each learner's unique strengths to cultivate a love for learning. The school incorporates technology as a regular part of the learning process. School staff works with each learner to develop an individualized learning plan with an emphasis on academic and SEL goals.

The staff also incorporates a variety of methods and best practices including professional learning, implementation of intentional teaching strategies, analysis of learner

performance data, Multi-Tiered Systems of Support (MTSS), and the revision of instruction as necessary to educate all learners and address the unique needs of English Learners, Students with Disabilities, Socioeconomically Disadvantaged, those experiencing Homelessness, and Foster Youth. At iLEAD Lancaster, English learners receive designated and integrated language support throughout the school day. Students with Disabilities are taught in inclusive general education classes as much as possible according to the needs of their individualized education plans providing them with the least restrictive environment possible.

Using restorative practices and Leader in Me training, iLEAD Lancaster places a special emphasis on leadership, critical thinking, collaboration, and creativity. School staff encourages leadership in each learner by instilling the confidence and character that inspires others when one thinks for oneself. The school provides humanities, arts, the Makery, a STEM Exploratorium (workspace areas for learners), and hands-on aerospace opportunities.

Reflections: Annual Performance

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

During the 2023-2024 school year, the school identified and analyzed successes and challenges from the California Dashboard as part of the continuous improvement cycle.

Successes Include:

- 50% reduction of Misassignments of Teachers of English Learners
- 25% overall reduction of teacher misassignments
- 43% increase of English Learners making progress toward English proficiency
- 5% increase in parents/guardians feel the curriculum, courses, and resources available through the school are engaging/motivating, meet their learner's needs, and are preparing them for the next school year.
- 8 points closer to standard in Math on CASSPP for all learners
- 5 points closer to standard in ELA on CASPP and 16 points closer to standard in Math on CASPP for English Learners
- 8 points closer to standard in Math on CASSPP for socioeconomically disadvantaged learners
- 40 points closer to standard in Math on CASSPP for foster youth
- 4 points closer to standard in ELA on CASPP for African American learners
- 18 points closer to standard in Math on CASSPP for African American learners
- 6 points closer to standard in ELA on CASPP for students with disabilities
- 46 points closer to standard in Math on CASSPP for students with disabilities
- 12% increase in the reclassification rate of English Learners
- 10% increase in positive school-teacher relationships on annual Panorama family survey

Challenges Include:

- ELA, Math, and CAST scores remain below standard
- Chronic Absenteeism and English Language Arts for all learners were red on the 2023 California Dashboard
- Hispanic and socioeconomically disadvantaged learners were red on the 2023 California Dashboard for ELA
- Hispanic learners were red on the 2023 California Dashboard for Math
- African American learners, White learners, and English Learners were red on the 2023 California Dashboard for Chronic Absenteeism
- African American learners and socioeconomically disadvantaged learners were red on the 2023 California Dashboard for Suspension rates

Other highlights from the 2023-2024 school year include:

- The school implemented new Learner Outcomes, created with educational partner input and aligned to the school's vision, mission, and values
- The school partnered with the Center for Love and Justice for a year-long focus on aligning project-based learning and individualized learning to 5 equity stances
- High attendance to parent workshops on various topics, such as mental health, drug awareness, discipline at home, supporting literacy at home
- Several book fairs to promote literacy at home
- Foster youth field trip to USC athletics to promote college awareness and build social capital
- Girls empowerment workshop for 50 middle school learners
- Field studies throughout the year for academic engagement, project-based learning, and building social capital
- Reading challenges throughout the year for literacy building and community building
- Strong sports program with an emphasis on social-emotional skill building through athletics

- Expansion of ELOP programming with strong after-school opportunities
- Expansion of after-school leadership and academic club offerings
- Implementation of Read180 Tier II intervention program
- Continued implementation of culturally competent on-campus activities and learner-led initiatives
- New director welcomed

Reflections: Technical Assistance

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

The school was identified for Differentiated Assistance based on 2023 California Dashboard lowest performance ratings for:

Priority 4 Learning:

ELA: Hispanic learners and socioeconomically disadvantaged learners

Math: Hispanic learners

Priority 5 Engagement:

Chronically Absent for African American Learners

Suspension for African American learners and socioeconomically disadvantaged learners

As part of receiving technical assistance, the school worked with the Los Angeles County Office of Education (LACOE) in the spring of 2024 to attend an all-day collaboration to analyze performance ratings and perform root cause analysis for each area identified under Differentiated Assistance. The school will continue working with LACOE throughout the 2024-2025 school year to translate root cause analysis to implementation actions and action monitoring for identified areas of growth. As discussed in the section above, the school has included actions, metrics, and spending to begin addressing these performance areas in the 24-25 LCAP. Goal 2, Action 4 and Goal 3, Action 2 address areas for differentiated assistance directly with specific metrics (CAASPP scores, suspension rates, and chronic absenteeism rates for all learners and learner groups who were red on the 2023 California Dashboard).

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.

iLEAD Lancaster is a single-school LEA and was removed from comprehensive support and improvement programming in the 2023-2024 school year after the successful implementation of the comprehensive support and improvement plan as outlined in the school's School Plan for Student Achievement in 2023-2024.

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

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 |
|------------------------|--|
| Learners | <ul style="list-style-type: none"> -Annual Panorama survey -Semi-annual Learner Outcome survey -Listening sessions -Student leadership -Board meetings (learner ambassador board report) |
| Parents/Families | <ul style="list-style-type: none"> -Annual Panorama survey -Listening sessions -iSUPPORT meetings -School Site Council (SSC) -English Learner Advisory Council -Board meetings |
| Staff | <ul style="list-style-type: none"> -Annual Panorama survey -Listening sessions -iSUPPORT meetings -School Site Council (SSC) -ELAC -Board meetings -Individual learning plans |
| Board | <ul style="list-style-type: none"> -Monthly board meetings -Annual Board training |
| Community | <ul style="list-style-type: none"> -Monthly board meetings -School Site Council |
| Leadership | <ul style="list-style-type: none"> -Annual Survey -Monthly School Director Collab -Monthly Operations Collab -Individual Learning Plan -Continuous Improvement Cycle Strategic Meetings |

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

As a school of choice, serving the community and the school's educational partners is a vital component of school strategy and operations. The school is committed to the meaningful engagement of its educational partners in the development of the LCAP and is an organic, ongoing process as part of the school's continuous improvement cycle.

Annually, feedback from families, learners, community members, board members, learners staff, and leadership is utilized to evaluate program effectiveness and address the state priorities. Upon careful examination of the input received actions and spending under the school's three goals were maintained, expanded, or modified to further learner achievement and continue the development of program offerings.

During the school year, monthly iSUPPORT meetings were held to provide opportunities for school staff and families to connect regarding the school program. Informal feedback was also received by families through attendance at schoolwide events. ELAC meetings were held in fall and spring to provide an open forum for questions and feedback on the EL program and allow the ELAC to review the school's Single Plan for Student Achievement. Additionally, monthly EL collaborations with the EL coordinators across iLEAD California provided the opportunity for sharing ideas gathered from facilitator and family feedback on how to improve the English learner program.

Twice, learners and staff completed the Panorama SEL Survey, a measure of learner growth in the Schoolwide Learner Outcomes and their progress toward academic and social-emotional goals. Additionally, staff and leadership meetings were held monthly to discuss the program, learner progress, and gather/reflect on suggestions for improvements. Parent, staff, and learner surveys regarding aspects of the program were sent in the spring to solicit feedback. These surveys addressed specific aspects of the LCAP (the eight state priorities for the creation of potential action steps). Various learner clubs allowed opportunities for discussion and feedback.

Monthly board meetings were held with the opportunity for anyone from the public to attend (including staff, parents, and learners) and provide public comment.

In the first year of the development of the new local control and accountability plan, feedback from our educational partners was used to develop the goals and actions as well as to continue to prioritize and align spending to actions/metrics. Specifically, feedback came from annual Panorama surveys from families, staff, and learners.

From Panorama survey feedback, the school found a 2% decrease in parent reports of safety and 5% increase of worry about drug use. Additionally, suspension rates have increased .9% from 2022 to 2023 and are almost 2% higher than state average. Therefore, the development of Goal 1, Action 6, Goal and Goal 3, Action 5 as well as prioritized spending on staff PD for safety will address the feedback and result in all educational partners having the skills and desire to cultivate a safe, welcoming campus that meets the high level of expectation as outlined in the school's mission, vision, and charter.

Feedback from staff in the Panorama annual survey and listening sessions validated the ongoing professional development in the areas of Math and restorative practices (suspension rates on the Dashboard); therefore, continued prioritization of spending for professional development in those areas remains.

Learners in the Panorama annual survey and listening sessions as well as event attendance validated the on-campus activities, after-school offerings, and field studies. Significant emphasis on maintaining that culture is reflected in planned spending.

Families continue to validate the need for ongoing restorative practices training, parent workshops, and an emphasis on social-emotional learning. Families also express great desire for middle school programming to prepare learners for high school and college/career. Goal 1, Action 6 and Goal 3, Action 1 was developed as a result. New programming for middle school centered around career technical education and career-connected learning were included in planned spending as a result.

Goals and Actions

Goal

| Goal # | Description | Type of Goal |
|--------|-------------|--------------|
|--------|-------------|--------------|

| | | |
|---|---|------------|
| 1 | Awaken the leader in everyone through Project-Based Learning, Social-Emotional Learning, and Individualized Learning. Cultivate a thriving school community by providing a safe environment, generating active engagement between the school and its educational partners, and ensuring all learners are ready for postsecondary endeavors. | Broad Goal |
|---|---|------------|

State priorities address by this goal.

1, 3, 8

An explanation of why the LEA has developed this goal.

Goal 1 is a call to action to AWAKEN the leader in all by gathering all educational partners together around the school's iLEAD methodology and vision/mission. Goal 1 is a broad goal and was developed to address state priorities one, three, four, and eight. Data from the California Dashboard, local indicators, and community input were used to develop the goal and actions. This broad goal aims to ensure that every learner is entitled to optimal and equitable conditions of learning by providing basic services as outlined in the school's charter. As a school of choice, it is essential that the school act as the heart of the community it serves, ensuring that industry partners, community partners, families, learners, and staff collaborate to maintain a program that ultimately leads to college/career readiness and well-rounded individuals who have the skills to achieve their goals. Actions in this goal ensure the foundational building blocks of a strong school culture adhere to the school's program as outlined in its charter. Metrics were intentionally selected to support accountability of spending and actions to meet the goal. While most actions in this goal are maintenance actions, this ensures continued prioritization of identified evidence-based initiatives and programs important to the school community.

Actions in this goal will support success in:

- Clean, safe facilities
- Highly qualified staff
- Access to standards-aligned curriculum
- Family/community input in the strategic direction of the school
- College/career readiness

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|---|----------------|----------------|---|----------------------------------|
| 1 | SARC FIT Tool- Facilities: Facility Inspections Tools (FIT) on the School Accountability Report Card (SARC). (State Priority 1) | 2023-24: The school was rated with a "good" status as measured by the Facility Inspections Tools (FIT) on the School Accountability Report Card (SARC). | | | Maintain good" status as measured by the Facility Inspections Tools (FIT) on the School Accountability Report Card (SARC) | |

| | | | | | | |
|---|--|--|--|--|--|--|
| 2 | SARC Misassignments of Teachers of English Learners Total Teacher Misassignments (State Priority 1) | 21-22 Teachers without Credentials and Misassignments: 3 21-22 Misassignments for English learners: 4.1% | | | Teachers without Credentials and Misassignments: 1 or less Misassignments for ELs: 1% or less | |
| 3 | Dashboard Local Indicator Survey Rubric: Priority 3 Rubric Local Indicator Priority 3: The local educational agency (LEA) annually measures its progress in (1) seeking input from parents in decision-making (State Priority 1) | 2024 Local Indicator Survey Rubric: LEA's progress in creating welcoming environments for all families in the community: 5 LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children: 5 LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families: 5 LEA's progress in providing families with information and resources to support student learning and development in the home: 5 LEA's progress in building the capacity of and supporting family members to effectively engage in advisory | | | Maintain 4's and 5's on Local Indicator Survey Rubric Questions | |

| | | | | | | |
|---|---|--|--|--|--|--|
| | | <p>groups and decision-making: 5</p> <p>LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community: 5</p> <p>5</p> <p>LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels: 5</p> | | | | |
| 4 | <p>Annual Educational Partner Engagement Opportunities, such as:</p> <p>School Site Council</p> <p>iSUPPORT</p> <p>Annual Panorama Surveys</p> <p>Monthly Board Meetings</p> <p>Other Opportunities</p> <p>(State Priority 3)</p> | <p>2024: 15 Educational Partner Engagement Opportunities Annually</p> | | | <p>Maintain or increase the number of engagement opportunities</p> | |

| | | | | | | |
|---|--|--|--|--|--|--|
| 5 | Parental participation in programs for unduplicated pupils (UDPs) and individuals with exceptional needs: English Learner Advisory Committee Homeless/Foster /EL Liason Outreach FIEP Process (State Priority 3) | 2024 Opportunities: 10 programs for parents of UDPs and individuals with exceptional needs | | | Maintain or increase programs for parents of UDPs and individuals with exceptional needs | |
| 6 | Annual Educational Partner Survey: Family Engagement, Perception, and Strategic Input (State Priority 3) | Baseline will be established in the 2024/2025 school year | | | Target will be established in the 2024/2025 school year | |

Goal Analysis for 2024-2025

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

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|---|----------------|--------------|
| 1 | 1.1 Maintain Safe, Clean, Welcoming School Facilities | The facilities team will ensure all educational partners have clean, safe, innovative spaces that align with the school's vision, mission, learner outcomes, and methodology, which allow high-quality learning to take place. | \$874,162.00 | No |
| 2 | 1.2 Fund High-Quality Staff | Leadership and HR will recruit and retain fully credentialed and appropriately assigned staff to provide high-quality instruction and support for all learners. | \$2,818,188.00 | No |
| 3 | 1.3 Fund High-Quality Staff Who Bridge Learning Gaps | Leadership and HR will recruit and retain qualified staff to provide support to English learners, homeless/foster youth, and socioeconomically disadvantaged youth to ensure adequate support to meet academic and SEL goals. | \$1,731,439.00 | Yes |
| 4 | 1.4 Inclusively Collaborate with Educational Partners | Outreach, leadership, and staff will offer multiple ways for educational partners to engage in and contribute to the school community. Through family groups, volunteer opportunities, family education initiatives, and outreach strategies, the school will ensure that all educational partners are valued and have the opportunity to contribute to the school's vision and mission. The school will also conduct an annual survey for input on the school and its programs as well as collect data from board meetings, School Site Council meetings, iSUPPORT meetings, and ELAC meetings to ensure that educational partners' voices are included in ongoing continuous improvement efforts. | \$49,412.00 | No |
| 5 | 1.5 Prioritize Active Engagement with Educational Partners with a Focus on Unduplicated Pupils | Outreach, leadership, and staff will incorporate multiple ways for educational partners to engage in and contribute to the school community. Through family groups, family education opportunities, volunteer opportunities, family education initiatives, and outreach strategies, the school will ensure that all educational partners are valued and have the opportunity to contribute to the school's vision and mission. The school will also conduct an annual survey for input on the school and its programs as well as collect data from board meetings, School Site Council meetings, iSUPPORT meetings, and ELAC meetings to ensure that educational partners' voices are included in ongoing continuous improvement efforts. | \$101,000.00 | Yes |
| 6 | 1.6 Build Social Capital and Recognize and Celebrate Learner | Counselors and leadership will maximize opportunities for learners to prepare for high school and college/career, be recognized for achievements, and build social capital. | \$20,000.00 | No |

Goal

| Goal # | Description | Type of Goal |
|--------|--|--------------|
| 2 | Build Lifelong Learners and Design Thinkers by providing all learners with a rigorous, creative, and broad program to maximize academic achievement as outlined in the school's charter. | |

State priorities address by this goal.

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| 2, 4, 7 |
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An explanation of why the LEA has developed this goal.

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| <p>Goal 2 focuses on academic excellence and accountability to rigorous academic programming that leads to two of the school's Learner Outcomes: Lifelong Learning and Design Thinking. It addresses state priorities two, four, and seven. This broad goal calls the school community to BUILD a core academic program through multi-tiered systems of support, project-based learning, and strong practices of teaching and learning. This goal calls on our staff to utilize both time-tested and innovative strategies to ensure that all learners meet their growth goals. Data from the California Dashboard, local indicators, and community input were used to develop the goal and actions. This goal goes beyond basic access to core programming. Rather, its metrics and actions ensure individualized learning and support for both learners and staff so that they may set and attain their individual learning goals as well as make progress toward mastery of state standards and California Teaching Performance Expectations. Actions in this goal ensure that curriculum, instruction, and assessment in addition to staff development are prioritized in school spending. Metrics are curated to balance external data sources with internal data to show the whole picture in measuring academic performance.</p> <p>Actions in this goal will support success in:</p> <ul style="list-style-type: none"> -Learner achievement in ELA, Math, Science -Staff development in implementing evidence-based best practices in alignment with the vision, mission, and values of the school -Family/Community input in the strategic direction of the school -College/career readiness |
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Measuring and Reporting Results

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

| | | | | | | |
|---|---|--|--|--|---|--|
| 1 | Dashboard Local Indicator Survey Rubric Priority 2B: Access to standards-aligned instructional materials (State Priority 2) | 2024 Dashboard Local Indicator Survey Rubric Priority 2B: Access to standards-aligned instructional materials: ELA: 5 ELD: 5 Math:5 Next Generation Science Standards: 5 History-Social Science: 5 | | | 4's and 5's in all content areas | |
| 2 | Implementation of state standards through Professional Development and coaching: number of dedicated staff professional development/work days annually (State Priority 2) | 2023-2024: 22 dedicated staff professional development/no learner days annually | | | 2023-2024: 22 dedicated staff professional development/no learner days annually | |
| 3 | Annual Panorma Staff Survey: Professional Development (State Priority 2) | Baseline will be established in the 2024/2025 school year | | | Target will be established in the 2024/2025 school year | |

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|---|---|--|--|--|---|--|
| 4 | Dashboard Local Indicator Survey Rubric Priority 2C Local Indicator Survey: Priority 2C - Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified (State Priority 2) | 2024 Local Indicator Survey Rubric Priority 2C: ELA: 5 ELD: 5 Math: 5 Next Generation Science Standards: 5 History-Social Science: 5 | | | Maintain 4's and 5's in each content area | |
|---|---|--|--|--|---|--|

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|---|---|---|--|--|---|--|
| 5 | CA Dashboard Indicator: CAASPP English Language Arts (State Priority 4) | <p>2023 95% CAASPP Participation Rate - ELA ELA: 82.1 points below standard (red) 68.5 points below state</p> <p>English learners 2023: 100% CAASPP Participation Rate - ELA ELA: 102.9 points below standard (orange) 35.2 points below state</p> <p>Hispanic Learners 2023 94% CAASPP Participation Rate - ELA ELA: 81.2 points below standard (red) 41 points below state</p> <p>Socioeconomically Disadvantaged Learners 2023 95% CAASPP Participation Rate - ELA ELA: 92.3 points below standard (red) 49.7 points below state</p> | | | All students: 30 points closer to standard Subgroups: 15 points closer to standard | |
|---|---|---|--|--|---|--|

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|---|---|--|--|--|---|--|
| 6 | CA Dashboard Indicator: CAASPP Mathematics (State Priority 4) | <p>2023: 94.9% CAASPP Participation Rate - Math Math: 115.7 points below standard (orange) 66.6 points below state</p> <p>English learners 2023: 100% CAASPP Participation Rate - Math Math: 129.5 points below standard (orange) 36.1 below state</p> <p>Hispanic Learners 2023 94% CAASPP Participation Rate - Math Math: 117.6 points below standard (red) 36.8 points below state</p> <p>Socioeconomics Learners 2023 95% CAASPP Participation Rate - Math Math 122.4 points below standard (orange) 41.6 points below state</p> | | | All students: 30 points closer to standard Subgroups: 15 points closer to standard | |
| 7 | California Science Test: CAST (State Priority 4) | 2023: 14.1 Met or Exceeded Standard | | | Increase 9% | |
| 8 | NWEA Measures of Academic Progress (MAP) Conditional Growth Index (CGI) ELA and Math (State Priority 4) | 2024: NWEA MAP Spring 2024 All Students Reading CGI: -.2 NWEA MAP Spring 2024 All Students Math CGI: -.2 | | | Maintain at or above -.2 | |

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|----|---|--|--|--|--|--|
| 9 | CA School Dashboard: English Learners who make progress toward English Proficiency (ELPAC) (State Priority 4) | 81.8% making progress toward proficiency (blue) 33.1% above state | | | Maintain above 80% | |
| 10 | Internally Calculated English Learner Reclassification Rate As Outlined By State (State Priority 4) | 2023 Internally Calculated: 21.28% | | | Maintain at or above 20% | |
| 11 | Access to and enrollment in a broad course of study internally measured: TK-8 Exploratory (Elective) Offerings (State Priority 7) | 2024: 10 Exploratories Offered | | | Maintain or increase total number of offerings | |

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|----|---|---|--|--|---|--|
| 12 | Academic Individual Learning Plan (ILP) Goal: % of learners who meet their self-identified ILP academic goal from fall to spring annually as measured by credentialed teacher observation and data on the annual survey. (State Priority 4) | 2024: 69% of learners met their self-identified college/career readiness goal | | | 75% of learners will meet their self-identified college/career readiness goal | |
|----|---|---|--|--|---|--|

Goal Analysis for 2024-2025

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

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|--|--------------|--------------|
| 1 | 2.1 Ensure Access to Standards-Aligned, Tier I Instructional Materials | Leadership and certificated staff will ensure that all learners have access to and are engaged with standards-aligned, Tier I instructional materials including technology, paper and/or digital curriculum as appropriate, and other instructional materials as needed to support academic achievement. | \$224,011.00 | No |
| 2 | 2.2 Ensure Access to Standards-Aligned, Tier II and III Instructional Materials | Leadership, certificated staff, and support staff will ensure that all learners have access to standards-aligned instructional materials including technology, paper and/or digital curriculum as appropriate, and other instructional materials as needed that remove barriers to learning and support academic achievement. | \$535,964.00 | Yes |
| 3 | 2.3 Deliver Effective ELD Programming (repeated expenditure, Goal 1, Action 3) | The EL Coordinator and school staff will apply professional learning, data, and resources to provide English learners with support for academic achievement through designated and integrated ELD instruction, monitoring and data protocol, ongoing professional development and support, engagement of families of English learners through ELAC, and other evidence-based strategies. | \$0.00 | Yes |
| 4 | 2.4 Implement MTSS and PBL Instruction and Assessment with Fidelity | Certificated staff will utilize strong project-based learning and multi-tiered systems of support for ELA, Math, and Science to maximize academic achievement. Staff will provide evidence-based instruction, intervention, and support to increase achievement in ELA and Math as measured by CAASPP scores with a particular focus on Hispanic learners and socioeconomically disadvantaged learners in ELA and Hispanic learners in Math. | \$3,000.00 | No |
| 5 | 2.5 Foster a Staff Culture of Excellence through Lifelong Learning | All staff will engage in a variety of professional development activities that enhance the iLEAD methodology, equity, California Content Standards, and California Standards for the Teaching Profession to increase the effectiveness of instruction to all learners. | \$150,984.00 | No |

Goal

| Goal # | Description | Type of Goal |
|--------|--|--------------|
| 3 | Champion Empathetic Citizens and Authentic Individuals who feel safe, supported, and encouraged by their school community. | Broad Goal |

State priorities address by this goal.

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| 5, 6 |
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An explanation of why the LEA has developed this goal.

Goal 3 recognizes the whole child and the importance of whole-child education. This broad goal calls on the learning community to CHAMPION each learner in a village mentality of raising the leaders of tomorrow. Addressing state priorities five and six, this goal ensures the development of Authentic Individuals and Empathetic Citizens, two of the school's Learner Outcomes. Data from the California Dashboard, local indicators, and community input were used to develop the goal and actions in addition to local, state, and national trends in school attendance, mental health, and evidence connecting student wellbeing and student achievement. Through evidence-based social-emotional learning, a commitment to individualized learning, and programming that engages today's youth, actions in this goal make a clear connection to success on critical metrics on the California Dashboard in addition to internal metrics.

Actions in this goal will support success in:

- Attendance and chronic absenteeism
- Graduation rates and dropout rates
- Suspension and expulsion rates
- Learner safety, connection, and wellbeing
- Personalized/individualized learning

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|----------------------------------|----------------|----------------|---------------------------|----------------------------------|
| 1 | CALPADS Attendance Rates (State Priority 5) | 2022-2023 Attendance Rate: 88.1% | | | Increase 5% | |

| | | | | | | |
|---|---|---|--|--|-------------------|--|
| 2 | CA School Dashboard: Chronic Absenteeism (State Priority 5) | <p>2023: 47% chronically absent (red) 22.7% above state level</p> <p>African American 2023 Dashboard: 52.2% chronically absent (red) 15.8% above state level</p> <p>English learners: 48.9% chronically absent (red) 22.6% above state level</p> <p>White: 35.6% chronically absent (red) 14.9% above state level</p> | | | Decrease 5% | |
| 3 | CALPADS: Middle School Dropout Rate (State Priority 5) | 2023: Middle School: 0% | | | Maintain below 1% | |
| 4 | CA School Dashboard: Suspension Rate (State Priority 6) | <p>2023: 5.7% suspended (orange) 1.8% above state level</p> <p>African American 11.1% suspended (red) 1.6% above state level</p> <p>Socioeconomically Disadvantaged 6.1% suspended (red) 2.3% above state level</p> | | | Decrease by 6% | |
| 5 | CA School Dashboard: Expulsion Rate (State Priority 6) | 2023: 0 | | | Maintain below 1% | |

| | | | | | | |
|---|---|---|--|--|---|--|
| 6 | Annual Educational Partner Survey: Student Perception of School Safety and Connectedness (State Priority 6) | Baseline will be established in the 2024/2025 school year | | | Target will be established in the 2024/2025 school year | |
| 7 | Extracurricular Opportunities Offered (State Priority 6) | 2024: 5 extra-curricular opportunities offered annually | | | Maintain at or above 3 opportunities | |

Goal Analysis for 2024-2025

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

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|--|----------------|--------------|
| 1 | 3.1 Commit to Proactive and Restorative Discipline Practices | Leadership and Learning Support will provide training, resources, and support for all staff to utilize Love and Logic, 7 Habits, and Restorative Practices through a trauma-informed lens to support a safe, positive, and restorative learning environment where discipline is used as an effective tool in developing self-efficacy and resilience in all learners. | \$104,000.00 | No |
| 2 | 3.2 Implement Multi-Tiered Systems of SEL Support (repeated expenditure, Goal 3, Action 1) | Using MTSS, the school will provide training, resources, and supports to staff, families, and learners so that all learners have access to appropriate SEL systems and strategies to support mental health, safety, and well-being. Using MTSS, the school will provide training, resources, and supports to counselors, staff, families, and learners so that all learners have access to appropriate SEL systems and strategies to support mental health, safety, and well-being and reduce chronic absenteeism and suspension rates, with a particular focus on suspension rates for African American learners and socioeconomically disadvantaged learners and chronic absenteeism rates for African American learners, white learners, and English learners. All learners will have access to high-quality counseling and resources to enforce a high standard of excellence. | \$0.00 | No |
| 3 | 3.3 Increase and Improve Counseling and Services for High-Needs Learners | Leadership will ensure increased access and improved services for English learners, homeless youth, foster youth, and socioeconomically disadvantaged youth to increase SEL, graduation rates, and access to additional services needed that remove barriers to learning. | \$443,430.00 | Yes |
| 4 | 3.4 Nurture a Safe and Engaging School Environment That Learners Are Excited About | All staff will personalize learning and ensure that all learners have opportunities to feel engaged in whole-child education. The school will provide events, extracurricular offerings, leadership opportunities, and meet the community needs as indicated through educational partner feedback to support engagement. Re-engagement and support systems will be implemented to support families in meeting high attendance expectations. | \$1,654,189.00 | No |

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

| | |
|---|--|
| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
| \$2,811,833.00 | \$298,972.00 |

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 |
|---|-----------------------------|-------------------------|---|
| 37.43% | 0.00% | \$0.00 | 37.43% |

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

| Goal and Action #(s) | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|----------------------|--|---|--|
| Goal 1, Action 3 | Socioeconomically disadvantaged learners were 10 points lower in ELA on the 2023 California Dashboard than the all-student group and 7 points lower in Math on the 2023 California Dashboard than the all-student group. English Learners were 21 points lower in ELA on the 2023 California Dashboard than the all-student group and 15 points lower in Math on the 2023 California Dashboard than the all-student group. Foster youth were 11 points lower in ELA on the 2023 California Dashboard than the all-student group and 3 points lower in Math on the 2023 California Dashboard than the all-student group. | <p>Based on best practices, root cause analysis, and staff listening sessions, the school will continue to fund classified support staff and additional credentialed staff to better support the needs listed above. High-quality staff allows for the implementation of multi-tiered systems of support for academic intervention. Small groups, individual tutoring, team teaching, and additional 1:1 meeting time with learners and families provide a safety net of additional support using evidence-based strategies that increase engagement and academic achievement.</p> <p>These actions are being provided on a school-wide basis because all learners can benefit from additional staffing, as an intervention at the school happens in a push-in model that supports inclusion and the success of all learners in a project-based learning environment.</p> | Success will be tracked through SARC teacher assignment data, annual surveys, and monthly observation and discussion in leadership and operations meetings. (metric 1.2) |
| Goal 1, Action 5 | While overall annual family survey data indicated that family connection to academic engagement is high with a 95% satisfaction rate, families of English learners reported a 1% lower engagement rate with the school than the all-family survey results. State-wide data also shows a higher instance of adverse childhood experiences for socioeconomically disadvantaged, homeless, and foster youth. This data, along with listening session data shows the need for a trauma-informed, culturally competent approach that engages the whole community in learner success. Family surveys also indicated a strong need for iSUPPORT meetings, in-person activities and meet ups, and family support, particularly those families of students with disabilities. | <p>The school will prioritize funding to increase/improve services through leadership and office support to provide culturally competent, trauma-informed family support and engagement. The school will continue to staff personnel and prioritize ELAC engagement. The school will also provide family engagement sessions and community partnership opportunities to ensure the school-home connection supports achievement and well-being. And lastly, family communications in the home language as requested, and systems for strong school-to-home communication appropriate for the learning and general community.</p> <p>These actions are being provided on a school-wide basis because all learners benefit from culturally responsive, trauma-informed practices that bridge the school-to-home connection and engage the whole family in learning.</p> | Success will be tracked through parent engagement opportunities, Dashboard local indicator survey rubrics, annual surveys, and monthly observation and discussion in leadership and operations meetings. (metric 1.3, 1.4, 1.5, 1.6) |

| | | | |
|------------------|--|--|---|
| Goal 2, Action 2 | iLEAD Lancaster showed as orange for Math and Yellow for ELA on the 2023 California Dashboard. Socioeconomically disadvantaged learners were 11 points lower in ELA on the 2023 California Dashboard than the all-student group and 19 points lower in Math on the 2023 California Dashboard than the all-student group. | <p>Through root cause analysis and listening sessions with staff and learners, more curricula and materials that support MTSS Tier II and III are needed to support high-needs learners. The team has completed root cause analysis and research to identify and will purchase and implement culturally competent and evidence-based resources for small group and individual instruction/assessment to promote growth and achievement in California State Standards.</p> <p>These actions are being provided on a school-wide basis because all struggling learners can benefit from MTSS and because of the model of project-based learning at SCVi lends itself well to tier II and III intervention initiatives for all learners. MTSS groupings and resources provide personalized support for each individual learner to help them meet their needs. It is impossible to implement an MTSS program with fidelity for only some student groups, and therefore, this action is schoolwide.</p> | Success will be tracked through NWEA MAP scores, CAASPP and CAST scores, annual surveys, and monthly observation and discussion in leadership and operations meetings. (metric 2.5, 2.6, 2.9, 2.10) |
| Goal 3, Action 3 | The 2023 Chronic Absenteeism rate for English Learners was 2% higher than the all-student group and for socioeconomically disadvantaged learners was 4% higher than the all-student group. | The school will continue to increase counseling services for high-needs learners (socioeconomically disadvantaged, English Learner, socioeconomically disadvantaged learners) has been proven to increase attendance rates and social-emotional wellbeing. Additionally, listening sessions with learners indicated a need for more social-emotional support, Social Emotional Curriculum that is trauma-informed and culturally competent will be used during advisory, additional counseling sessions for unduplicated learners, and intentional student activities and engagement sessions will help support attendance, social-emotional wellbeing, and creating a culture of college/career readiness for all. | Success will be tracked through attendance data, chronic absenteeism rates, dropout rates, annual surveys, and monthly observation and discussion in leadership and operations meetings. (metric 3.7) |

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 #(s) | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|----------------------|---|---|--|
| Goal 2, Action 3 | The percentage of English Learners making progress toward English proficiency on the California Dashboard as well as the percentage of learners reclassified in 2023 is high, demonstrating that planned supplemental and concentration grant funding in the past has shown results. However, survey response data for academic engagement and school fit for English Learners was 1% lower than the all-student group. There is a strong need to continue delivering ongoing, effective ELD programming and instruction with an emphasis on learner buy-in and engagement. | The school will continue to use data platforms to design and implement personalized ELD programs for each learner based on evidence and learner growth, engage English Language families and community, provide professional development for credentialed teachers and classified staff, and purchase materials related to ELD programming. The school will also purchase and implement a new ELD-designated curriculum to address engagement with ELD programming. | Success will be tracked through California Dashboard data, reclassification data, annual surveys, and monthly observation and discussion in leadership and operations meetings. (metric 2.9, 2.10) |

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.

N/A

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.

Additional concentration grant add-on funding will be used to hire/retain personnel in the following areas: counseling, social work, tutors, and bilingual staff.

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

Action Tables

2024-2025 Total Planned Expenditures Table

| LCAP Year (Input) | 1. Projected LCFF Base Grant (Input Dollar Amount) | 2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Input Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) |
|-------------------|--|--|---|--|---|
| 2024-2025 | \$7,512,067.00 | \$2,811,833.00 | 37.43% | 0.00% | 37.43% |

| Totals: | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|----------------|----------------|-------------------|-------------|---------------|----------------|-----------------|---------------------|
| Totals: | \$8,709,779.00 | \$0.00 | \$0.00 | \$0.00 | \$8,709,779.00 | \$5,152,354.57 | \$3,557,424.43 |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|--------|----------|--|--------------------------------------|---|------------|--|-------------|-----------|-----------------|---------------------|-------------|-------------------|-------------|---------------|-------------|---|
| 1 | 1 | 1.1 Maintain Safe, Clean, Welcoming School Facilities | All | No | | | | Ongoing | \$221,130 | \$653,032 | \$874,162 | \$0 | \$0 | \$0 | \$874,162 | 0.00% |
| 1 | 2 | 1.2 Fund High-Quality Staff | All | No | | | | Ongoing | \$2,745,886 | \$72,302 | \$2,818,188 | \$0 | \$0 | \$0 | \$2,818,188 | 0.00% |
| 1 | 3 | 1.3 Fund High-Quality Staff Who Bridge Learning Gaps | All | Yes | Schoolwide | English learner (EL), Foster Youth, Low Income | All Schools | Ongoing | \$1,731,439 | \$0 | \$1,731,439 | \$0 | \$0 | \$0 | \$1,731,439 | 0.00% |
| 1 | 4 | 1.4 Inclusively Collaborate with Educational Partners | All | No | | | | Ongoing | \$0 | \$49,412 | \$49,412 | \$0 | \$0 | \$0 | \$49,412 | 0.00% |
| 1 | 5 | 1.5 Prioritize Active Engagement with Educational Partners with a Focus on Unduplicated Pupils | All, Student with Disabilities (SWD) | Yes | Schoolwide | English learner (EL), Foster Youth, Low Income | All Schools | Ongoing | \$26,000 | \$75,000 | \$101,000 | \$0 | \$0 | \$0 | \$101,000 | 0.00% |
| 1 | 6 | 1.6 Build Social Capital and Recognize and Celebrate Learner Achievement | All | No | | | | Ongoing | \$0 | \$20,000 | \$20,000 | \$0 | \$0 | \$0 | \$20,000 | 0.00% |
| 2 | 1 | 2.1 Ensure Access to Standards-Aligned, Tier I Instructional Materials | All | No | | | | Ongoing | \$0 | \$224,011 | \$224,011 | \$0 | \$0 | \$0 | \$224,011 | 0.00% |
| 2 | 2 | 2.2 Ensure Access to Standards-Aligned, Tier II and III Instructional Materials | Long-term English learner | Yes | Schoolwide | Low Income, Foster Youth, English learner (EL) | All Schools | Ongoing | \$0 | \$535,964 | \$535,964 | \$0 | \$0 | \$0 | \$535,964 | 0.00% |

| | | | | | | | | | | | | | | | | |
|---|---|--|--|-----|------------|--|-------------|---------|-----------|-------------|-------------|-----|-----|-----|-------------|-------|
| 2 | 3 | 2.3 Deliver Effective ELD Programming (repeated expenditure, Goal 1, Action 3) | Long-term English learner, English learner (EL) | Yes | Limited | English learner (EL) | All Schools | Ongoing | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | 0.00% |
| 2 | 4 | 2.4 Implement MTSS and PBL Instruction and Assessment with Fidelity | Low Income, Hispanic or Latino, All | No | | | | Ongoing | \$0 | \$3,000 | \$3,000 | \$0 | \$0 | \$0 | \$3,000 | 0.00% |
| 2 | 5 | 2.5 Foster a Staff Culture of Excellence through Lifelong Learning | All | No | | | | Ongoing | \$0 | \$150,984 | \$150,984 | \$0 | \$0 | \$0 | \$150,984 | 0.00% |
| 3 | 1 | 3.1 Commit to Proactive and Restorative Discipline Practices | All, African-American, Low Income | No | | | | Ongoing | \$0 | \$104,000 | \$104,000 | \$0 | \$0 | \$0 | \$104,000 | 0.00% |
| 3 | 2 | 3.2 Implement Multi-Tiered Systems of SEL Support (repeated expenditure, Goal 3, Action 1) | All | No | | | | Ongoing | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | 0.00% |
| 3 | 3 | 3.3 Increase and Improve Counseling and Services for High-Needs Learners | | Yes | Schoolwide | English learner (EL), Foster Youth, Low Income | All Schools | Ongoing | \$225,500 | \$217,930 | \$443,430 | \$0 | \$0 | \$0 | \$443,430 | 0.00% |
| 3 | 4 | 3.4 Nurture a Safe and Engaging School Environment That Learners Are Excited About | White, English learner (EL), African-American, All | No | | | | Ongoing | \$202,400 | \$1,451,789 | \$1,654,189 | \$0 | \$0 | \$0 | \$1,654,189 | 0.00% |

2024-2025 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 |
|------------------------------|--|---|--|---|--|---|--|--------------------------|------------------|
| \$7,512,067.00 | \$2,811,833.00 | 37.43% | 0.00% - No Carryover | 37.43% | \$2,811,833.00 | 0.00% | 37.43% | Total: | \$2,811,833.00 |
| | | | | | | | | LEA-wide Total: | |
| | | | | | | | | Limited Total: | \$0.00 |
| | | | | | | | | Schoolwide Total: | \$2,811,833.00 |

| 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 | 3 | 1.3 Fund High-Quality Staff Who Bridge Learning Gaps | Yes | Schoolwide | English learner (EL), Foster Youth, Low Income | All Schools | \$1,731,439.00 | 0.00% |
| 1 | 5 | 1.5 Prioritize Active Engagement with Educational Partners with a Focus on Unduplicated Pupils | Yes | Schoolwide | English learner (EL), Foster Youth, Low Income | All Schools | \$101,000.00 | 0.00% |
| 2 | 2 | 2.2 Ensure Access to Standards-Aligned, Tier II and III Instructional Materials | Yes | Schoolwide | Low Income, Foster Youth, English learner (EL) | All Schools | \$535,964.00 | 0.00% |
| 2 | 3 | 2.3 Deliver Effective ELD Programming (repeated expenditure, Goal 1, Action 3) | Yes | Limited | English learner (EL) | All Schools | \$0.00 | 0.00% |
| 3 | 3 | 3.3 Increase and Improve Counseling and Services for High-Needs Learners | Yes | Schoolwide | English learner (EL), Foster Youth, Low Income | All Schools | \$443,430.00 | 0.00% |

2023-2024 Annual Update Table

| Totals: | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Actual Expenditures (Total Funds) |
|---------|--|---|
| Totals: | \$9,959,356.85 | \$6,818,981.00 |

| Last Year's Goal# | Last Year's Action# | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|-------------------|---------------------|---|--|--|---|
| 1 | 1 | Fully Credentialed and Appropriately Assigned Staff | No | \$5,934,336.85 | \$1,929,671.00 |
| 1 | 2 | High Needs Support Team | Yes | \$831,588.00 | \$2,218,100.00 |
| 1 | 3 | Access to Standards-Aligned Instructional Materials | No | \$152,973.00 | \$388,610.00 |

| | | | | | |
|---|---|---|-----|----------------|----------------|
| 1 | 4 | School Facilities | No | \$2,166,659.00 | \$1,419,758.00 |
| 1 | 5 | Curriculum Offerings and Implementation of State Standards (repeated expenditure, Goal 1, Action 3) | No | \$0.00 | \$0.00 |
| 1 | 6 | ELD Implementation of State Standards | Yes | \$0.00 | \$22,046.00 |
| 1 | 7 | Professional Learning | No | \$150,000.00 | \$23,459.00 |
| 1 | 8 | Multi-Tiered Systems of Support | No | \$500,000.00 | \$0.00 |
| 2 | 1 | Student Achievement (repeated expenditure, Goal 1, Action 3) | No | \$0.00 | \$474,919.00 |
| 2 | 2 | EL Student Achievement (repeated expenditure, Goal 1, Action 6) | Yes | \$0.00 | \$138,802.00 |
| 2 | 3 | Socioeconomically Disadvantaged Achievement (repeated expenditure, Goal 2, Action 2) | Yes | \$0.00 | \$135,669.00 |
| 2 | 4 | Foster Youth Achievement (repeated expenditure, Goal 2, Action 2) | Yes | \$0.00 | \$0.00 |
| 2 | 5 | African American Achievement (repeated expenditure, Goal 2, Action 1) | No | \$0.00 | \$0.00 |
| 2 | 6 | Two or More Races Achievement (repeated expenditure, Goal 2, Action 1) | No | \$0.00 | \$0.00 |
| 2 | 7 | Students with Disabilities Achievement (repeated expenditure, Goal 1, Action 8) | No | \$0.00 | \$0.00 |
| 2 | 8 | EL Reclassification (repeated expenditure, Goal 2, Action 2) | Yes | \$0.00 | \$0.00 |
| 2 | 9 | Individual Learning Plan (ILP) (repeated expenditure, Goal 1, Action 1) | No | \$0.00 | \$0.00 |
| 3 | 1 | Educational Partners | No | \$20,000.00 | \$0.00 |
| | | | | | |

| | | | | | |
|---|---|--|-----|--------------|-------------|
| 3 | 2 | Family Education (repeated expenditure, Goal 3, Action 2) | Yes | \$0.00 | \$0.00 |
| 3 | 3 | Academic Counseling and Support (repeated expenditure, Goal 1, Action 1) | No | \$0.00 | \$0.00 |
| 3 | 4 | EL Academic Counseling and Support (repeated expenditure, Goal 1, Action 2) | Yes | \$0.00 | \$7,886.00 |
| 3 | 5 | Foster Youth Academic Counseling and Support (repeated expenditure, Goal 3, Action 4) | Yes | \$0.00 | \$0.00 |
| 3 | 6 | Socioeconomically Disadvantaged Academic Counseling and Support (repeated expenditure, Goal 3, Action 4) | Yes | \$0.00 | \$4,027.00 |
| 3 | 7 | School Attendance | No | \$19,300.00 | \$8,161.00 |
| 3 | 8 | School Climate | No | \$1,000.00 | \$16,184.00 |
| 3 | 9 | Learner Engagement | No | \$183,500.00 | \$31,689.00 |

2023-2024 Contributing Actions Annual Update Table

| 6.Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount): | 4.Total Planned Contributing Expenditures (LCFF Funds) | 7.Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4) | 5.Total Planned Percentage of Improved Services (%) | 8.Total Estimated Actual Percentage of Improved Services(%) | Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8) |
|---|--|---|---|---|---|---|
| \$2,526,530.00 | \$831,588.00 | \$2,526,530.00 | (\$1,694,942.00) | 0.00% | 0.00% | 0.00% - No Difference |

| Last Year's Goal# | Last Year's Action# | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions(Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services(Input Percentage) |
|-------------------|---------------------|--|--|--|--|---|--|
| 1 | 2 | High Needs Support Team | Yes | \$831,588.00 | \$2,218,100.00 | 0.00% | 0.00% |
| 1 | 6 | ELD Implementation of State Standards | Yes | \$0.00 | \$22,046.00 | 0.00% | 0.00% |
| 2 | 2 | EL Student Achievement (repeated expenditure, Goal 1, Action 6) | Yes | \$0.00 | \$138,802.00 | 0.00% | 0.00% |
| 2 | 3 | Socioeconomically Disadvantaged Achievement (repeated expenditure, Goal 2, Action 2) | Yes | \$0.00 | \$135,669.00 | 0.00% | 0.00% |
| 2 | 4 | Foster Youth Achievement (repeated expenditure, Goal 2, Action 2) | Yes | \$0.00 | \$0.00 | 0.00% | 0.00% |
| 2 | 8 | EL Reclassification (repeated expenditure, Goal 2, Action 2) | Yes | \$0.00 | \$0.00 | 0.00% | 0.00% |
| 3 | 2 | Family Education (repeated expenditure, Goal 3, Action 2) | Yes | \$0.00 | \$0.00 | 0.00% | 0.00% |
| 3 | 4 | EL Academic Counseling and Support (repeated expenditure, Goal 1, Action 2) | Yes | \$0.00 | \$7,886.00 | 0.00% | 0.00% |
| 3 | 5 | Foster Youth Academic Counseling and Support (repeated expenditure, Goal 3, Action 4) | Yes | \$0.00 | \$0.00 | 0.00% | 0.00% |
| 3 | 6 | Socioeconomically Disadvantaged Academic Counseling and Support (repeated expenditure, Goal 3, Action 4) | Yes | \$0.00 | \$4,027.00 | 0.00% | 0.00% |

2023-2024 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) |
|---|---|--|---|--|--|--|--|---|
| \$7,432,507.00 | \$2,526,530.00 | 0.00% | 33.99% | \$2,526,530.00 | 0.00% | 33.99% | \$0.00 - No Carryover | 0.00% - No Carryover |

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
 - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

- Students

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

- Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

- The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
- The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

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

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

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

Purpose

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

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

Statutory Requirements

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

identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

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

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5

CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. *This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.*
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and

determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

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

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

- This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

- This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

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

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

- This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

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

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).