

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Almond Acres Charter Academy

CDS Code: 40104050125807

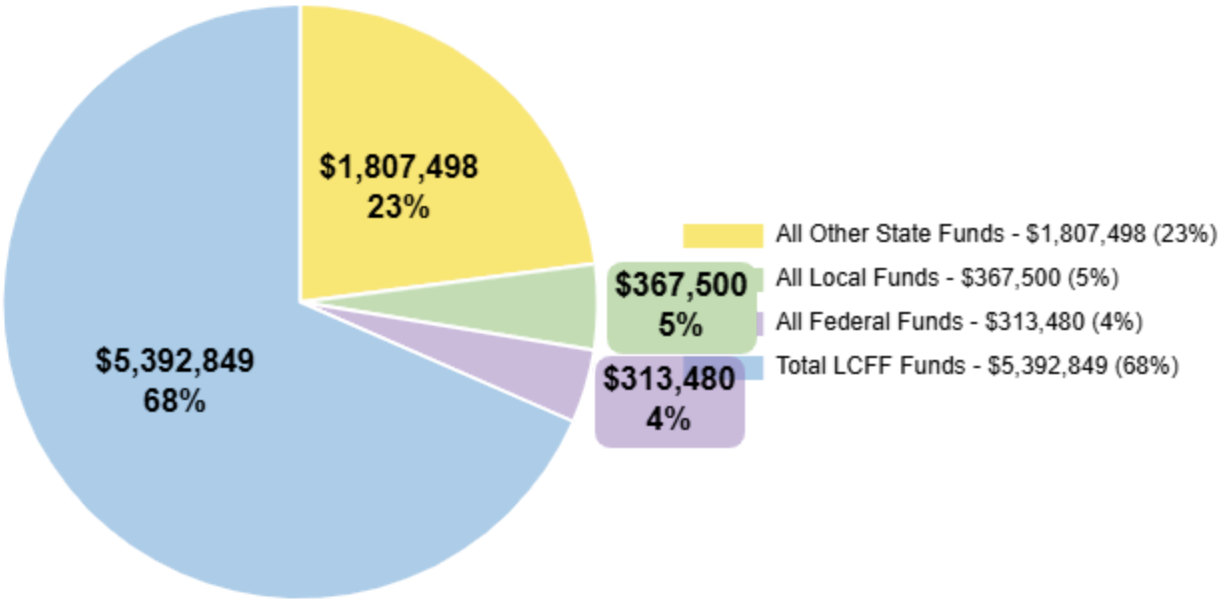
School Year: 2024-25

LEA Contact Information: Jeff Cadwallader | jcadwallader@aacacademy.com | 8052218550

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

## Budget Overview for the 2024-25 School Year

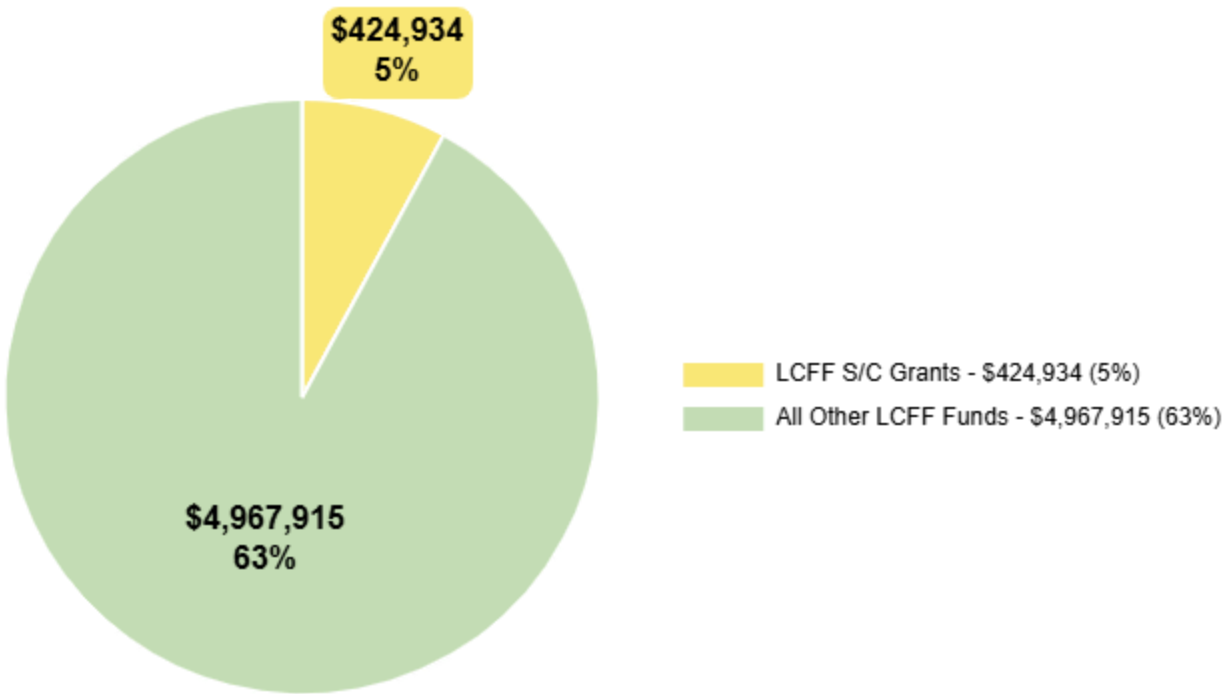
### *Projected Revenue by Fund Source*



Source	Funds	Percentage
All Other State Funds	\$1,807,498	23%
All Local Funds	\$367,500	5%
All Federal Funds	\$313,480	4%

Source	Funds	Percentage
Total LCFF Funds	\$5,392,849	68%

**Breakdown of Total LCFF Funds**



Source	Funds	Percentage
LCFF S/C Grants	\$424,934	5%
All Other LCFF Funds	\$4,967,915	63%

These charts show the total general purpose revenue Almond Acres Charter Academy expects to receive in the coming year from all sources.

The total revenue projected for Almond Acres Charter Academy is \$7,881,327, of which \$5,392,849 is Local Control Funding Formula (LCFF), \$1,807,498 is other state funds, \$367,500 is local funds, and \$313,480 is federal funds. Of the \$5,392,849 in LCFF Funds, \$424,934 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 districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use funds to serve students.

**Budgeted Expenditures in the LCAP**



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

Almond Acres Charter Academy plans to spend \$8,279,197 for the 2024-25 school year. Of that amount, \$738,464 is tied to actions/services in the LCAP and \$7,540,733 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

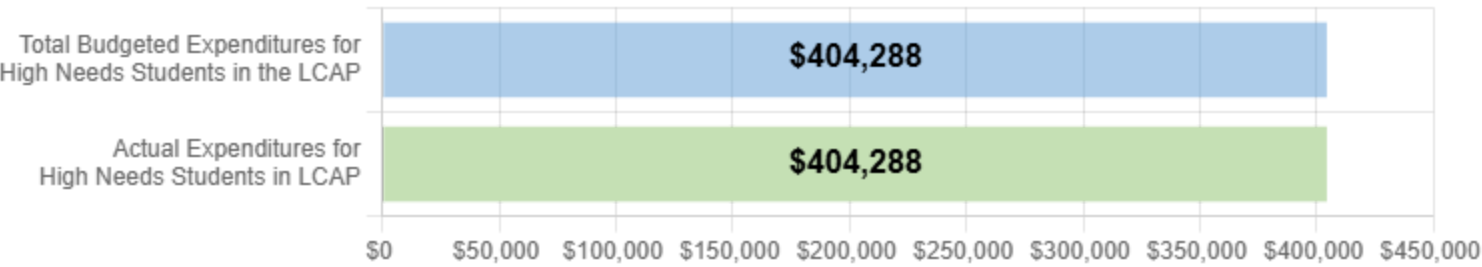
General Fund Budget Expenditures for the school year not included in the LCAP include but are not limited to compensation for all staff members not paid through LCAP, materials and supplies, core curriculum and materials, and all other operating expenses.

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

In 2024-25, Almond Acres Charter Academy is projecting it will receive \$424,934 based on the enrollment of foster youth, English learner, and low-income students. Almond Acres Charter Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Almond Acres Charter Academy plans to spend \$442,465 towards meeting this requirement, as described in the LCAP.

### **Update on Increased or Improved Services for High Needs Students in 2023-24**

#### ***Prior Year Expenditures: Increased or Improved Services for High Needs Students***



*This chart compares what Almond Acres Charter Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Almond Acres Charter Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.*

In 2023-24, Almond Acres Charter Academy's LCAP budgeted \$404,288 for planned actions to increase or improve services for high needs students. Almond Acres Charter Academy actually spent \$404,288 for actions to increase or improve services for high needs students in 2023-24.

# 2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Almond Acres Charter Academy	Jeff Cadwallader Executive Director	jcadwallader@aacacademy.com 8052218550

## Goals and Actions

### Goal

Goal #	Description
Goal 1	Improve the social emotional wellbeing of all students by maintaining the existing Multi-Tiered System of Support and implementing a Multi-Tiered System of Support for staff. (AACA Focus: Heart) (State Priorities 5- Pupil Engagement, 6-School Climate, 8-Other Pupil Outcomes)

### Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
1	Decrease monthly suspensions by 50% when compared to 19-20 levels AACA is adding to the metric for monitoring suspensions with the 23.24 plan the baseline will remain the same but the outcome has changed to align with how the CA Dashboard is	For the 19-20 school year, the monthly average for student suspension days was 1.3.	The monthly average for student suspension days was 3.	The monthly average for student suspension days was 1 CA Dashboard Data All students: 2.0% English Learners: 7.7% Homeless/Foster * Socioeconomically Disadvantaged: 1.5% Students with Disabilities: 1.3% African American: *	2023 Dashboard indicates 3.1% of students are suspended 1 day. This is an increase of 1.1% from 2022	Reduce Annual Suspension rates to between .6 to 1.0% (Low Threshold on CA Dashboard) for all student groups

	reporting the key thresholds			American Indian/ Alaska Native: * Hispanic: 2.9% White: 1.9% Two or More Races: 0.0%		
2	Decrease office discipline referrals by 50% when compared to 19-20 levels.	For the 19-20 school year, the monthly average for office discipline referrals was 12	The monthly average for office discipline referrals was 12.	The monthly average for office discipline referrals was 11.	The monthly average for office discipline referrals was 12	Office discipline referrals will fall to less than 6 per month as measured by assertive discipline records. This will indicate a strong tiered system of support for behavior and social emotional needs.
3	Maintain a low Middle School Dropout rate This metric is being added with the 23.24 plan and will include the Middle School Dropout rate for 2022 as the baseline	Middle School Drop out rate for 2022: 0%	N/A	Middle School Drop out rate for 2022: 0%	Middle School Drop out rate for 2023: 0%]	Maintain a low Middle School Drop out rate
4	Maintain a low Pupil Expulsion rate This metric is being added with the 23.24 plan and will include the Expulsion rate for 2022 as the baseline	Pupil Expulsion rate for 2022: 0%	N/A	Pupil Expulsion Rate for 2022: 0%	Pupil Expulsion rate for 2023: 0%	Maintain a low pupil expulsion rate.
5	Maintain a positive school climate	2022 FIT Score 93.96 - GOOD	N/A	2022 FIT Score - GOOD	AACA maintained a	Maintain a positive school climate

	by ensuring a safe and functioning facility as measured by scoring good or better on the Facilities Inspection Tool (FIT) each year This metric is being added with the 23.24 plan and will include the FIT score beginning in 2022 as the baseline				GOOD FIT Score 2023	by ensuring a safe and functioning facility.
6	Maintain a positive school climate as determined by the School Climate Met on the California Dashboard Metric This metric is being added with the 23.24 plan and will include survey data beginning in 2023 as the baseline	School Climate - Met on the California Dashboard	N/A - New metric added 23.24.	School Climate - Met on the 2022 California Dashboard	School Climate - Met on the 2023 California Dashboard	Reduce Chronic Absenteeism to between 5.1% and 10% across all student groups.
7	Maintain an overall ADA of 90% when measured at the school and classroom level This metric is being added with the 23.24 plan and will include dashboard data	2022 baseline K-90.97% 1-90.03% 2-89.96% 3-92.32% 4-92.27% 5-92.73% K-5 ADA 91.42% 6-89.70% 7-92.16% 8-89.79% 6-8 ADA 90.40%	N/A - New metric added 23.24.	2023 Data K-91.29% 1-94.49% 2-92.80% 3-94.47% 4-93.58% 5-93.01% K-5 ADA 93.27% 6-93.37% 7-91.85% 8-91.20% 6-8 ADA 92.30%	2024 Data K-92.55% 1-92.87% 2-94.65% 3-93.47% 4-91.89% 5-93.06% K-5 ADA 93.06% 6-94.44% 7-92.95% 8-93.31% 6-8 ADA 93.59%	Improve ADA % for all grades by 2% to decrease chronic absenteeism

	beginning in 2022 as the baseline					
8	Reduce Chronic Absenteeism across all student groups when compared to the 2021.22 levels This metric is being added with the 23.24 plan and will include dashboard data beginning in 2022 as the baseline	All Students:34.3 % English Learners:38.5 % Homeless* Low Income: 39.4% Special Education: 38.2% African American* American Indian* Asian* Hispanic: 33.8% Pacific Islander* Two or More Races: 35.1% White: 34.2% *Group is not a reportable size	N/A - New metric added 23.24	All Students:34.3 % English Learners:38.5 % Homeless* Low Income: 39.4% Special Education: 38.2% African American* American Indian* Asian* Hispanic: 33.8% Pacific Islander* Two or More Races: 35.1% White: 34.2% *Group is not a reportable size	All Students:22.5 0% English Learners:23.1 0% Homeless* Low Income: 22.30% Special Education: 31.60% African American* American Indian* Asian* Hispanic: 33.8% Pacific Islander* Two or More Races: 25.60% White: 18.10% *Group is not a reportable size	Reduce Chronic Absenteeism to between 5.1% and 10% across all student groups
9	80% of staff participate in social emotional activities provided by the school.	The school provides verbal praise and celebrations for staff successes. On select occasions, (Organizational Health meetings, return from summer break, etc.) food is provided to thank the staff as a whole for the work being completed.	60% of teachers are attending the Rotunda Roundup, a brief update and social event each Thursday. This is not an optional event, but 40% of teachers are often attending after school required meetings or are part of the after school program or athletics. 86% of the staff are attending Organizational	95% of our staff are attending Organizational Health Meetings (all staff meetings) each month. This is primarily because these meetings are protected so staff has no other meeting or work responsibilities that conflict	SEL activities have been provided at each of the Teacher Professional Development Days. 94% of staff have attended these events and participated. Additionally the Certificated Staff Survey indicated that the Faculty SEL has improved from the baseline data	Monthly social emotional wellness offerings will be a systematic approach to support staff as they emerge from the pandemic cycle of fatigue and stress



			Health Meetings (all staff meetings) each month. This is primarily because these meetings are protected so staff has no other meeting or work responsibilities that conflict.			
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## 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 1 was established to address the need for the social emotional wellbeing of students and staff. This was accomplished through maintaining and implementing a Multi-Tiered System of Support for students and staff. AACA implemented all the actions in the 23.24 school year. These actions included the employment of an MTSS Coordinator, professional development through ongoing coaching and support for the staff, Implementation of staff SEL events, a consistent school wide goal for SEL supports in every role on campus, counseling and skills instruction, school wide PBIS Tier 1 team, SEL digital flyer for parents, trauma informed practices training, and the full implementation of Kimochois curriculum. AACA partially implemented actions 7, and 8. These actions included therapeutic art groups and structured play activities. Due to teacher turnover, AACA did not retain the art teacher responsible for running the therapeutic art groups. AACA was not able to replace the art teacher until the 3rd Trimester. Therefore, therapeutic art groups were implemented for 1 / 3 of the year. Then, due to a Physical Education Teacher out on Family Care Leave we did not have staffing to implement structured play activities during lunch recess. Once the teacher returned from Leave, AACA was able to fully implement structured play activities. Therefore, structured play activities were implemented for ? of the year. Implementation successes include: - The PBIS Tier 1 team implemented school-wide PBIS expectations, a comprehensive rewards system (Kirby Cash), and a student store. Based on the Tiered Fidelity Inventory, the school has been identified as eligible to apply to the California PBIS Organization for a Silver Achievement Level. The success of this team was due to professional development provided by both outside trainers and onsite practitioners. -The implementation of an Attendance team improved ADA for all grades by approximately 2% and reduced Chronic Absenteeism for all students from 34.3% in 2022 to 22.5% in 2023. - The refinement of the flowchart that maps the multiple entry points and data based decisions that impact movement and support provided within the Multi-Tiered System of Support. This has streamlined entry into SEL interventions including check-in/out, mentorship, counseling, and skills groups. The success of this initiative is showing in the Panorama climate surveys family, student, faculty and staff climate surveys indicate a positive school climate. - The coordination of Trauma Informed training for both the teachers and staff had a positive impact on office referrals. Local data indicates that minor incidents were reduced in the months following the training. Minor incidents in the Elementary Grades decreased from 68 to 47 an improvement of 30.8%. In grades 6-8 incidents of disruption in the classroom decreased from 37 to 27 in the month following training and improvement of 27%. Implementation challenges include: -AACA continues to see a growth in suspensions and office referrals. We implemented an office referral system through panorama to streamline communication and effectively inform student social-emotional, academic and behavioral interventions. We saw a 1.1% increase in suspensions in 2023. We attribute this increase to more consistent reporting of incidents and to a small student population who

are new to AACA and the framework and philosophy. Though AACA has implemented restorative discipline practices since opening in 2012, it was realized that due to significant faculty and staff turnover, a focused retraining of staff and faculty in restorative discipline practices was necessary.

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.

AACA had no material differences between budgeted expenditures and estimated actual expenditures. There were no contributing actions within this goal; therefore, there is no difference between the planned percentages of improved serves and the estimated actual percentages of improved services.

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

Actions 1,5,7, and 9: The actions to employ a Multi-Tiered System of Support Coordinator was effective in refining the MTSS Matrix and coordinating the efforts of the Counselor, School Psychologist, and paraeducators to provide Social Emotional Learning education and skills groups. Additionally, the action to employ a Counselor, a School Psychologist and paraeducators was effective because they were able to provide acute and ongoing mental health services and social skills groups for students expressing social emotional needs. Additionally, action 7 provided an alternative to traditional counseling and allowed monitored artistic expression for students who have experienced trauma and whose strengths include artistic expression. Lastly, action 9 was to provide a weekly SEL flyer to support parents with SEL strategies at home. This was a digital presentation prepared by the counselor and sent digitally to parents via ParentSquare. Through the work of the coordinator, counselor, school psychologist, paraeducators, and art specialist, AACA reduced chronic absenteeism, improved ADA and earned a met status on the CA Dashboard for School for School Climate, Low Pupil Expulsion Rate, and Low Middle School Dropout Rate. Therefore, actions 1, 5, 7, and 9 were effective. Actions 2,3 and 4: The actions to address Staff SEL through an MTSS tiered continuum and a school-wide staff SEL goal and professional development were effective as indicated by the following metrics.. 94% of staff have attended social emotional training and events to support staff social emotional wellbeing. Further, the professional development also supported the administrative team through a focus on the team's social emotional well-being and methods to support staff. Actions 2, 3, and 4 were effective as shown by the certificated staff survey which indicated the faculty SEL has improved from the baseline data in fall 2023. Actions 6 and 8: The intention of the PBIS action and structured play activities action were to lower office referrals and suspensions. Though AACA did not make the desired progress against these measures, it was determined that the PBIS tier 1 implementation was still successful. PBIS success is determined through the use of a widely adopted Tiered Fidelity Inventory (TFI). Across 3 years, AACA has made progress as measured by the TFI and in 2023, AACA scored 93%. Based on the Tiered Fidelity Inventory, the school has been identified as eligible to apply for a silver achievement level through the California PBIS Organization. The success of this team was due to professional development provided by both outside trainers and onsite practitioners. Action 6 was effective as demonstrated by the TFI Score and eligibility for the silver achievement. AACA implemented structured play activities and during the weeks of the most popular events (teacher vs student basketball tournament and pep rally) there was a decrease in office referrals and suspensions. Though structured play activities that did not involve a school wide event were less successful. Further analysis of suspension rates and office referral processes also show the increase can be explained two-fold. First, AACA implemented a new office referral system through Panorama to streamline communication and effectively inform student social-emotional, academic and behavioral interventions. The increase in suspensions and office referrals is attributed to more consistent reporting of incidents and to a small student population who are new to AACA and the school's framework and philosophy. Second, AACA implemented restorative discipline practices when opening in 2012. It was realized that due to significant faculty and staff turnover, AACA has lost key staff that held the collective expertise and a focused retraining of staff and faculty in restorative discipline practices is required. Actions 10 and 11: Trauma Informed Practices and Kimochis curriculum were both successful. Trauma Informed Practices Training for both the teachers and staff had a positive impact on office referrals. Local data indicates that minor incidents were reduced in the months following the training. Minor incidents in the

elementary grades decreased from 68 to 47, an improvement of 30.8%. In grades 6-8, incidents of disruption in the classroom decreased from 37 to 27 in the month following training and improvement of 27%. Kimochis curriculum was purchased for all grades K-5, intervention, and counseling in 2023 and training was provided for all staff. This was a successful action, as this curriculum supported morning meetings within the classroom and provided a common language to support talking about feelings both in the classroom and during counseling and skills groups. This action also contributed to AACA's reduced chronic absenteeism, improved ADA, and earned a met status on the CA Dashboard for School for School Climate, Low Pupil Expulsion Rate, and Low Middle School Dropout Rate. Furthermore, local data indicates that major and minor incidents were reduced in the months following the training. In grades K-5, overall incidents were down by 30.14%. Minor incidents were down by 30.88% and major incidents were down by 20%. Based on the metrics and data noted Actions 10 and 11 were effective.

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.

This goal will be changed to: Create a positive and inclusive culture and climate to support all students in learning through a focus on the implementation and refinement of Tier 1 and Tier 2 Positive Behavior Interventions and Supports, Social Emotional Learning Initiatives, and an increase in parental engagement. Metrics AACA maintained all current metrics with modifications to the outcome or baseline but determined that to better inform the success of the goals it also needed to add local measures to support the dashboard metrics. Continued Metrics: Maintain a positive school climate as determined by the School Climate Met on the CA Dashboard - This has been maintained as written. Reduction of monthly behavioral incidents - This has been changed from reducing office referrals to lower monthly behavioral incidences because AACA now uses the term monthly behavioral incidents to align with Panorama the behavioral tracking tool. Additionally a new baseline has been established. Reduction in annual suspension - This has been changed to provide a new baseline and new outcome to reduce suspensions in each student group Maintain overall ADA - This has been changed to provide a new baseline Reduce Chronic Absenteeism - This been changed to provide a new baseline Maintain Positive climate as measured by the Facilities Inspection Tool (FIT) - This has been maintained as written. Maintain a low Middle School Dropout Rate - This has been maintained as written. Maintain a low pupil expulsion rate -This has been maintained as written. New Metrics Maintain Positive school climate as measured by the Panorama Climate and Culture Survey - This is a new metric to support determining the impact of the actions to improve the Climate and Culture Reduce the number of students identified as "at-risk" and "critical" for SEL in Panorama - This is a new metric used to determine the SEL interventions being continued under the new goal. TFI for PBIS Tier 1 - This is a new metric and baseline to monitor the implementation of PBIS Tier 1 activities TFI for PBIS Tier 2 - This is a new metric and baseline to monitor the implementation of PBIS Tier 2 activities Increase Parental Participation in PSC - This is a new metric and baseline to monitor improved Parental Participation on campus. Parent Square Weekly Post Metrics - This is a new metric and baseline to monitor improved Parental Participation Actions The actions for the new goal in the 24-27 LCAP will be modified to continue to support student social emotional learning and create a positive school culture and climate. Actions 1, 5, 7 and 9: These actions were effective in reducing chronic absenteeism, improving ADA, and earning a met status on the CA Dashboard for School for School Climate, Low Pupil Expulsion Rate, and Low Middle School Dropout Rate. Therefore, they will continue. Though, AACA has refined these actions to support ongoing SEL and to also support full inclusion. Further, actions 7 and 9 which provide parents with an SEL Flyer and students with Therapeutic Art will be absorbed into action 5. These services will be provided in the 24.27 LCAP under goal 1 actions 1.1 and 1.2. Action 2,3 and 4: These actions were successful in improving staff social emotional wellbeing, but AACA has determined that staff SEL is one factor in staff retention and will continue to support staff through an investment in staff and faculty professional development. Therefore, the SEL component of this goal will not be continued in the 24.27 LCAP. Action 6 and 8: PBIS Tier 1 was effective as defined by a three year growth pattern on the PBIS Tiered Fidelity Inventory. Therefore, this action will be continued and expanded to include the formation of a PBIS Tier 2 team. Further, this action will include the development of a restorative practices menu in line with the PBIS expectations to support alternative discipline processes and to lower both office referrals and suspensions. AACA has determined that structured play activities will be continued through the Physical Education department in conjunction with the PBIS Tier 1 team to continue to support positive behavior but will not be continued as an

LCAP goal. The PBIS action will be continued in the 24.27 LCAP under goal 1 action 1.4. Actions 10 and 11: Actions 10 and 11 will be discontinued in the 24.27 LCAP. Though successful, these actions were training and curriculum implementation. Now that both have been fully implemented, they will be monitored for fidelity and success through ongoing curriculum and instruction walkthrough processes. Further analysis of the outcomes in this goal and the decision to modify the goal in the 24.27 LCAP, has required new actions to support continued improvement in school culture and climate. Specifically actions to improve attendance and parent engagement have been added. In addition, AACA has also moved an action from Goal 3 to purchase Panorama within this goal. AACA utilizes the platform to inform multiple metrics (academics, SEL, College and Career Readiness) and as a tool used to administer multiple surveys for students, families, staff, and faculty. The changes to the goal, actions, and metrics for the 24-27 LCAP align to needed improvements in monitoring the success of the actions to improve climate.

## Goal

Goal #	Description
Goal 2	AACA will utilize data analysis to inform instructional practices to evaluate effectiveness of Tier 1 instruction and to determine appropriate student interventions. (Priority 1, Priority 2, and Priority 4)

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
1	A data analysis process will be utilized at a minimum of two times per month by all faculty as documented on the PLC calendar	Administration engages in data analysis weekly and faculty engaged in data analysis each trimester	Administration has completed data analysis weekly to inform implementation of MTSS 2nd and 3rd Tier Interventions. The faculty engaged in data analysis each trimester to inform instructional groupings	Administration has completed data analysis weekly to inform implementation of MTSS 2nd and 3rd Tier Interventions. The faculty engaged in data analysis each trimester to inform instructional groupings	AACA has established a systematic data analysis process each month for Writing. Trimesterly Teachers are to administer 2 IABs for ELA and 2 IABs for Math to provide data to support targeted instruction	An efficient and systematic data analysis process that leads to targeted instruction will be in place across all grade levels. Students increased academic achievement data will demonstrate targeted instruction.
2	Data-based instructional action plans will be submitted by the faculty to the administration two times per	Each trimester, faculty submit intervention plans for instruction based on trimester	Each trimester, faculty completed instructional groupings based on trimester benchmark	Discontinued for the 22.23 school year new metric added below for 23.24 see new metric below	Discontinued for the 22.23 school year new metric added below for 23.24 see new metric below	An efficient and systematic data analysis process that leads to targeted interventions will be in place



	month Discontinued for the 22.23 school year new metric added below for 23.24	benchmark data.	data. The MTSS Coordinator and Curriculum Director facilitated the development of intervention plans and coordinated instruction based trimester benchmark data, as well as additional data			across all grade levels
3	Community of Practice action plans will be implemented by the faculty and the Community of Practice will collect baseline data for the identified problem of practice and analyze data to determine improvement in student outcomes This metric is being added with the 23.24 plan and the baseline will be the 22.23 data	Writing CoP Baseline Data: Introduction: 26% No Key Ideas: 52% 1 Key Idea: 37% 2 Key Ideas: 10% 3 Key Ideas: 0% Conclusion: 5% Orton Gillingham baseline reading data: Below: 45% Approaching: 10% Meeting: 29% Exceeding: 16%	N/A - New metric added 23.24	Writing CoP 2023 Outcome Data Introduction: 72% No Key Ideas: 11% 1 Key Idea: 22% 2 Key Ideas: 17% 3 Key Ideas: 50% Conclusion: 50% Orton Gillingham CoP Below: 15% Approaching: 20% Meeting: 24% Exceeding: 40%	2023 Outcome Data Writing CoP Introduction: 92% No Key Ideas: 7% 1 Key Idea: 11% 2 Key Ideas: 14% 3 Key Ideas: 68% Conclusion: 68% Orton Gillingham CoP Below: 12% Approaching: 28% Meeting: 18% Exceeding: 44%	An efficient and systematic data analysis process that leads to targeted interventions will be in place across all grade levels
4	AACA's metric for Other Pupil outcomes is the use of the Panorama System (which uses individual	2023 Panorama Academic indicators: 6-8 At-risk: 17% Critical: 35% K-5 At-risk:	N/A - New metric added 23.24.	2023 Panorama Academic indicators: 6-8 At-risk: 17% Critical: 35% K-5 At-risk:	2024 Panorama Academic Indicators: 6-8 At-Risk: 14% Critical: 30% K-5 At- Risk:	Reduce the number of students identified in Panorama as "at-risk" or "critical" in

	student data to generate indicators of “on-track”, “at-risk” or “critical” status) to enable staff to identify, implement supports, and monitor progress of students falling into the at- risk or critical category in academics AACA will decrease the % of students “at risk” or “critical” in the area of academics. This is a new metric being added with the 23.24 plan. The 2023 data will be used as the baseline.	19% Critical: 21%		19% Critical: 21%	14% Critical: 20%	academics by 5%
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## 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 3 was established to improve the use of data analysis to inform instructional practices to evaluate effectiveness of Tier 1 instruction and to determine appropriate student interventions AACA determined that post pandemic learning loss required the use of data to drive instruction In the 23.24 school year all the actions to support this goal were fully implemented as originally planned. Implementation successes include: -A reduction in the “at risk” and “critical” academic indicators in Panorama -Faculty followed an established process to analyze data to inform instruction in the area of writing, phonics, and reading -AACA refined processes for data collection and use in the Panorama system Implementation challenges include: -AACA was not able to replace the open middle school math teacher and as a result Curriculum Director and Executive Director split the responsibility for teaching the middle school math classes alongside their administrative responsibilities.

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.

AACA had no material differences between budgeted expenditures and estimated actual expenditures. There were 1 contributing actions within this goal. There is no difference between budgeted expenditures and estimated actual expenditures or the planned percentages of improved services and the estimated actual percentages of improved services.

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

Actions 1,2, and 3: The actions to employ a Program Director and Curriculum Director, to implement a systematic approach to data analysis, and to implement a system with Panorama that provides real time data about student, social emotional well being, behavior and academic standing were all successfully implemented. This is supported by the metric to reduce students “on-track” and “at-risk” as determined by the Panorama’s Academic Indicator. AACA showed a 5% decrease in elementary students and 3% decrease in middle school students identified as “at-risk”. It also saw a 1% decrease for elementary students and 5% decrease for middle school students identified as “critical” in academics. AACA implemented 2 Community of Practices (CoPs) to provide a structured process for analyzing data to inform instruction. AACA identified that early phonics instruction and K-8 writing were key areas of focus. AACA fully implemented the Community of Practices and identified success with both early phonics instruction through Orton Gillingham and with the Step up to Writing. Based on the metrics shared these actions were effective Action 4: Required each staff member to establish a personal goal on how they would utilize data to inform instructional decisions. This was combined with how they could use Panorama data to inform student interventions. This action was an implementation strategy for support staff and faculty use of Panorama to monitor student progress. This goal successfully supported fidelity and now that Panorama is fully implemented this action will be discontinued. Based on this information the action was effective. Action 5: This action was to implement the Conferring Notebook, a system to collect individual and group reading data to support instructional grouping and individual supports. This was not effectively utilized because AACA has implemented and stressed the use of Panorama which also supports data around reading as part of the academic indicator for all students. This action will be discontinued to support a focus on the use of Panorama as a single point of reference about students.

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.

Systematic Data Collection is a part of the Professional Development Calendar and now that AACA has implemented Panorama, faculty and staff have a single point of reference to provide academic, behavioral, and SEL indicators for students. It is better able to identify and support students who require interventions. Therefore, this goal will be discontinued.

Goal

Goal #	Description
Goal 3	AACA will improve the academic performance across all subgroups by increasing focus on teacher clarity of standards and use of clear instructional objectives. (Priority 1, Priority 2, Priority 4, Priority 7)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
1	100% of teachers will have specific	Based on classroom walkthroughs,	Based on classroom walkthroughs,	Based on classroom walkthroughs,	Based on classroom walkthroughs,	When looking at individual subgroups,

	instructional objectives (Learning Intentions) posted and will refer to them explicitly during lessons.	20% of teachers are currently posting objectives and making them explicit during instruction.	76% of teachers are currently posting objectives and making them explicit during instruction.	93% of teachers are currently posting objectives and making them explicit during instruction.	94% of all teachers are posting Learning Intentions and Success Criteria	student academic performance in the areas of English Language Arts and Math, Unduplicated Students will perform on par with other subgroups on assessment measures as well as on the dashboard should the group grow to a level where they are considered a significant subgroup.
2	All students will have access to standards - aligned instructional materials as measured by Met on the California Dashboard Metric This metric is being added with the 23.24 plan and will include dashboard data beginning in 2022 as the baseline	2022 Dashboard Metric is Met	N/A - New metric added 23.24.	2022 Dashboard Metric is Met	2023 Dashboard Metric is Met	When looking at individual subgroups, student academic performance in the areas of English Language Arts and Math, Unduplicated Students will perform on par with other subgroups on assessment measures as well as on the dashboard should the group grow to a level where they are considered a significant subgroup.]
3	All students will have access to state board	2022 Dashboard Metric is Met	N/A - New metric added 23.24.	2023 Dashboard Metric is Met	2023 Dashboard Metric is Met	When looking at individual subgroups, student



	<p>adopted academic content and performance standards for all students, including how the programs and services will enable English Learners to access the common core academic content knowledge, and English language proficiency. As measured by Met on the California Dashboard Metric This metric is being added with the 23.24 plan and will include dashboard data beginning in 2022 as the baseline</p>					<p>academic performance in the areas of English Language Arts and Math, Unduplicated Students will perform on par with other subgroups on assessment measures as well as on the dashboard should the group grow to a level where they are considered a significant subgroup.</p>
4	<p>AACA will seek parent input &amp; promote parental participation in programs for unduplicated students and students with exceptional needs. As measured by Met on the California Dashboard Metric This metric is being added with the</p>	<p>2022 Dashboard Metric is Met</p>	<p>N/A - New metric added 23.24.</p>	<p>2023 Dashboard Metric is Met</p>	<p>2023 Dashboard Metric is Met</p>	<p>When looking at individual subgroups, student academic performance in the areas of English Language Arts and Math, Unduplicated students will perform on par with other subgroups on assessment measures as well as on the dashboard</p>

	23.24 plan and will include dashboard data beginning in 2022 as the baseline					should the group grow to a level where they are considered a significant subgroup.
5	All students will have access to a Broad Course of Study as noted as Met on the California Dashboard Metric This metric is being added with the 23.24 plan and will include dashboard data beginning in 2022 as the baseline	2022 Dashboard Metric is Met	N/A - New metric added 23.24.	2023 Dashboard Metric is Met	2023 Dashboard Metric is Met	When looking at individual subgroups, student academic performance in the areas of English Language Arts and Math, Unduplicated Students will perform on par with other subgroups on assessment measures as well as on the dashboard should the group grow to a level where they are considered a significant subgroup.
6	Unduplicated student subgroups (English Language Learners, Low Income and Foster youth) will increase their academic performance in ELA and Mathematics by As measured by improvement in CAASPP ELA/Mathematics Distance	English Language Learners did not have a level on the dashboard due to the small number of students in the subgroup in the 2018-2019	California Dashboard Data not available.	The California Dashboard Metrics for Academic Performance Include English Language Arts, Mathematics and English Language Learner Progress: ELA DFM ELL: -80.4 Low Income: -34.5 Homeless/Foster *	The California Dashboard Metrics for Academic Performance Include English Language Arts, Mathematics, and English Language Learner Progress: ELA DFM: ELL: -132.4 Low Income: -53.4 Homeless/Foster: *	Unduplicated Students will perform on par with other subgroups on assessment measures as well as on the dashboard should the group grow to a level where they are considered a significant subgroup.

	from Met, English Language Proficiency (ELPI), and English Language Learner Reclassification *21.22 This metric will use the new Dashboards Distance From Met for CAASPP ELA/Math, ELPI for English Language Learner Progress, and English Language Learner Reclassification Measurement.			Mathematics DFM ELL: -130.9 Low Income: -55.7 Homeless/Foster * *Population is to small to report English Language Learner Progress Indicator: 52.2% are making progress EL Reclassification Rate: 8.3%	Mathematics DFM ELL: -139.2 Low Income:-68.8 Homeless/Foster * *Population is to small to report English Language Learner Progress Indicator: 60.9% are making progress EL Reclassification Rate: 4.3%	
7	AACA will support State Priority 1: Basic Services and improve student access by having no more than 1 teacher serving students noted as teaching out-of-field This metric is being added with the 23.24 plan and will include dashboard data beginning in 2022 as the baseline	SARC Data for 2021.22 0 - Credential Teachers Authorized on Permit or Waiver 0 - Local Assignment Options 1 - Total Out -of-Field Teachers	N/A - New metric added 23.24.	SARC Data 2022.23 is not available until Fall 2023. 0 - Credential Teachers Authorized on Permit or Waiver 0 - Local Assignment Options 2 - Total Out -of-Field Teachers	Local Data that will be submitted for the 2023.24 SARC: 0 - Credential Teachers Authorized on Permit or Waiver 0 - Local Assignment Options 2 - Total Out -of-Field Teachers	AACA will support State Priority 1: Basic Services and improve student access by having no more than 1 teachers serving students will be notes as teaching out-of-field.

# 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 2 was established to improve the academic performance across all subgroups by increasing focus on teacher clarity of standards and use of clear instructional objectives. AACA determined that post pandemic teachers needed an opportunity to refocus on basic strategies to improve student learning in person. In the 23.24 school year all the actions to support this goal were fully implemented as originally planned. Implementation successes include: -AACA saw growth in the use and posting of learning intentions and success criteria -Faculty all followed an established process to develop learning intentions and success criteria that included unpacking the standards, and backwards planning from assessment measures -Faculty and staff participated in Teacher Clarity Professional Development as well as the development of learning intentions for integrated language development -Intervention Teachers and paraeducators implemented 356 interventions across K-8, 65% of the interventions were successfully completed and students exited. -Intervention Teachers utilized Panorama to identify and implement academic, behavioral, and SEL interventions for students Implementation challenges include: -Continuous high faculty and staff turnover is the underlying contributing factor most impacting student academic progress. AACA has had multiple years of high faculty and staff turnover. In 23.24, AACA replaced all teaching positions in the middle school except for 1 6th grade teacher and 1 Physical Education Teacher. In addition, AACA was not able to replace the open middle school math teachers and as a result, members of the Administrative Team split the responsibility for teaching the middle school math classes alongside their administrative responsibilities. Therefore, AACA devotes much of its time to onboarding, training and supporting teachers to new to teaching and experienced teachers new to AACA. This is impacting its ability to refine teaching and learning practices that will improve student outcomes.

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.

AACA had no material differences between budgeted expenditures and estimated actual expenditures. There are 3 contributing actions within this goal. There is no difference between budgeted expenditures and estimated actual expenditures or the planned percentages of improved services and the estimated actual percentages of improved services.

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

Actions 1, 5, 6, 7, and 8: These actions provided intervention teachers to remediate students' learning loss along with intervention programs including STMath, IXL, Read Naturally, Step up to Writing, and Orton Gillingham. AACA employed both intervention teachers and paraeducators to implement small group interventions in ELA and Mathematics. The teachers utilized standards aligned material to support student learning goals alongside the intervention programs named above. In determining the focus of this action, AACA sought feedback from all families, including the families of English Language Learners, to determine what services would best support their children. Most families expressed a desire for additional support both inside and outside of the classroom. AACA determined that with additional instructional staff, it could more effectively support all students. In analyzing the outcomes for students as a result of these actions, they were partially effective. Some metrics show success. For example, AACA met the metric for all students to have access to state board adopted academic content and performance standards for all students, including how the programs and services will enable English Learners to access the common core academic content knowledge and English language proficiency. Additionally, AACA met the metric for seeking parent input and promoting parental participation in programs for unduplicated students and students with exceptional needs. AACA also met the

metric for providing all students access to standards-aligned instructional materials. Finally, Orton Gillingham was embedded into goal 3 for data analysis, but support for the implementation of Orton Gillingham was within this goal and action. The data shows that 62% of students are meeting or exceeding phonics expectations, and AACA saw fewer students scoring below grade level (12% in 2024 compared to 14% in 2023). Some metrics show mixed results. For example, unduplicated students' academic performance on the CAASPP Summative Assessments for Math and ELA show a decline in the Distance from Met marker. The DFM for ELA showed English Language moving from -80.4 to -132.4 and overall change of -52.00 points, Low Income Students moving from -34.5 to -53.4, due to a small homeless and foster population the DFM is not reported for this group. Though this indicator would indicate the action was unsuccessful for English Language Learners the ELPI indicator shows 60.9 are making growth (8.7% growth compared to 2023). Therefore, English Language Learners are making progress in Language Acquisition, but the growth is not yet translating to success with the academic measures for CAASPP. Overall, AACA saw growth through these actions, therefore the actions were somewhat effective. It will be necessary to change the metrics for the 24-27 LCAP to ensure that there are multiple measures to ensure that AACA can maximize student growth. . Actions 2, 3, and 9: The intent of this action was to improve first teaching through Professional Development, English Language Development, and Teacher Clarity training. The purpose of these actions was to support teacher development. Initially this goal was to return to foundational teaching skills post pandemic and the multiple shifts in teaching models, and to reestablish strong first teaching strategies. Though during this LCAP cycle, AACA has experienced multiple years of high teacher turnover and it is necessary to provide training around foundational teaching practices inclusive of Integrated and Designated English Language Development, Teacher Clarity around the depth of knowledge needed to demonstrate standards mastery, and working within a full inclusion model. AACA is in a cycle of continuous onboarding new teachers to AACA and new teachers to teaching and because of low staff retention it is not able to extend and refine best practices. This is supported by the widening of the DFM in ELA and Mathematics for all student groups on the CAASPP Summative Assessments. AACA understands that until it can maintain a stable faculty and staff it will continue to struggle to improve the academic outcomes for all students. Action 4: This action required each staff member to establish a personal goal on how they would implement learning intentions and success criteria to support improved academic outcomes for students. This action was an implementation strategy for support staff and faculty use of learning intentions and success criteria. This was successfully implemented as demonstrated by 90% of teachers are posting and referencing their learning intentions and success criteria. This will now be an instructional expectation and will be incorporated into administrative walkthrough checklists to maintain fidelity to the use of the learning intentions and success criteria.

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.

Through reflection and root cause analysis, AACA has determined that faculty and staff retention is most impacting the academic success of all students. Therefore, AACA has determined it will change this goal for the 24-27 LCAP. It will split the goal into two goals, one goal to address staff retention and a focus on professional development and one goal to focus on improving the academic progress of all students. Under the second goal, it will also reexamine the actions and metrics. AACA will broaden this goal to focus on improving outcomes for all students and will include focused goals to support English Language Learners and Special Education Students because they are in the lowest status on the California Dashboard. AACA will add an Intervention Coordinator position. This position will provide oversight, data collection and analysis, and coaching and feedback for all intervention teachers. Further, It will add new actions including, OTEL monitoring process, Special Education Collaboration, Coaching on tiered supports in the General Education classroom, Universal Design, and a Walk to Learn model. To ensure it can monitor the success in real time, AACA has also changed the metrics to include both local data metrics, as well as California Dashboard metrics. AACA believes by splitting this goal into two and by providing oversight through the addition of the Coordinator position along with the new metrics, AACA will be able to maximize student growth.

Goal

Goal #	Description
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Goal 4	AACA will expand cultural diversity across the scope of the school community
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## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
1	Enrollment demographics will align with the demographic breakdown of the school district in which AACA resides	Current AACA Demographic breakdown is as follows: Hispanic or Latino: 24.84% White: 69.35% American Indian: .65% Multi-ethnic/Non Hispanic: 5.16% English Language Learners: 5.48% Current Paso Robles Joint Unified School District demographic breakdown is as follows: (CA Dashboard) African American 1.2% American Indian: .3% Asian: .7% Filipino: .3% Hispanic: 54.4% 1% Two or More Races: 2% Pacific Islander: .2% White: 39.7%	American Indian: 1.25% Black/African American: .25% Chinese: .75% Filipino: .25% Hmong: .25% Korean: .25% Other Asian: .50% Blank: 1.50% White: 64.91% Hispanic: 30.08%	American Indian .5% Black/African American: 0% Asian: .2% Filipino: 0% Hispanic: 30.1% Pacific Islander: 0% White: 61.2% 2 or More: 6.5% Not Reported 1.5%	Current AACA Demographic breakdown is as follows: Hispanic or Latino: 30.7% White: 56.9% American Indian: 0.4% Two or More Races: 9.6% Black/African American: 0.4% Asian: 0.2%	By the end of the 23.24 school year. AACA will have a population submitting requests for enrollment that aligns with the surrounding neighborhood demographic.
2	The new AACA facility will be utilized by culturally diverse community groups for a	The current AACA facility is not under the jurisdiction of AACA and can not be offered for	Due to continued COVID-19 restrictions, AACA has not been able to provide	AACA has been able to implement community use by culturally diverse	AACA has been able to implement community use by culturally diverse	AACA will be known as an option for culturally diverse groups to use



	minimum of 2 events per year	community group use.	community use of the new facility	groups: Single Use: 3 Long Term Use: 3	groups: Single Use: 5 Long Term Use: 136	as an event venue
3	80% of service/project based learning (S/PBL) units will have cultural awareness components.	Currently the S/PBL units do not have cultural awareness components that align to the demographics of the local community.	All Social Studies based S/PBL units have a cultural awareness component.	All Social Studies based S/PBL units have a cultural awareness component. Additionally, each grade level has 1 or more units that have cultural awareness or diversity components	80% of the SPBL Units have a cultural awareness component	100% of service/project based learning (S/PBL) units will have cultural awareness components.
4	Improve English Learner, Low Income, and Homeless and Foster Youth participation in Extracurricular Activities This is a new metric being added with the 23.24 plan. The 2023 data will be used as the baseline.	Current Participation: Athletics EL: 0% LI: 0% FY: 20% Drama Production EL: 14% LI: 9% FY: 0% Leadership EL: 0% LI: 0% FY: 0%	N/A - New metric added 23.24	Current Participation: Athletics EL: 0% LI: 0% FY: 20% Drama Production EL: 14% LI: 9% FY: 0% Leadership EL: 0% LI: 0% FY: 0%	Current Participation: Athletics: EL: 5.33%, LI: 33.33%, FY: 13.3% Drama Production: EL: 5% LI: 24% FY: 0% Leadership: EL: 1.33% LI: 30% FY: 0%	Improve school connectedness through increased participation in extracurricular activities.

## 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 4 was established to address the need for diversity at AACA. This was accomplished through improving the diversity of the enrollment, promoting community use of the facility, improving participation of unduplicated students in athletics, student leadership, and drama, and lastly to ensure that Project Based Units have cultural diversity elements. Implementation successes include: -The community use of the facility has increased significantly and AACA has been identified as a community resource. Further, the facility will be utilized by Teach Daily to host a Teacher workshop for educators from across California. -Monitoring and encouraging unduplicated students to participate in athletics, leadership, and drama has improved diversity in these programs. Implementation challenges include: -AACA has successfully improved diversity in its enrollment and continues to market to diverse populations. AACA has successfully reached its maximum capacity and maintains a waiting list in every grade. The challenge is that because a random public drawing is used to

determine enrollment, diversity will be driven on the enrollment priorities for the random public drawing outlined in the charter.

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.

AACA had no material differences between budgeted expenditures and estimated actual expenditures. There was 1 contributing action within this goal. There is no difference between budgeted expenditures and estimated actual expenditures or the planned percentages of improved services and the estimated actual percentages of improved services.

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

Action 1: The action to improve student demographics was successful. AACA had the most significant growth in diversity in hispanic enrollment which improved by 5.86% and enrollment of students with two or more races which improved by 4.12%. Based on this growth this action was effective. Though as noted in the challenges, now that AACA has reached maximum enrollment, diversity will be driven on the enrollment priorities for the random public drawing outlined in the charter. Action 2: The action to improve community engagement by making the AACA facility a community resource was successful. AACA saw an increase in long term facility use from 3 instances last year to 136 in 2023-24. Further, AACA is utilized by the Boys and Girls Club to provide after school programs and has been selected by the Teach Daily to provide a Workshop for Teachers from across California. Based on these metrics this action was effective. Action 3: The action to improve cultural diversity within SPBL units was successful. AACA focused on improving culturally diverse literature within SPBL units across K-8. Thereby providing teachers with culturally relevant connections to the unit themes. As noted AACA improved from 20% of units to 80% of the units having cultural diversity. Therefore, this action was effective. Action 4: Action 4 required all staff to make a personal goal to improve and support diversity on campus. This was successful in supporting the implementation of the actions within goal 4 because it required all faculty and staff to focus on improving and supporting diversity. Action 5: Action 5 was implemented to provide equitable access to extracurricular activities. Specifically, AACA wanted to be sure it provided outreach and support to remove barriers to participation for unduplicated students. It provided outreach for participation in athletics, drama, and student leadership. AACA was successful in increasing participation. Though AACA was successful in increasing participation, that participation did not foster a sense of school connectedness. Therefore, this action was only partially effective.

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.

Over the 3 year LCAP cycle, AACA has successfully made change. Therefore, it will discontinue this goal.

## 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:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

- How changes to the action will result in a new or strengthened approach.
-

# Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Almond Acres Charter Academy	Jeff Cadwallader Executive Director	jcadwallader@aacacademy.com 8052218550

## Plan Summary 2024-25

### General Information

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

Almond Acres Charter Academy (AACA) is a kindergarten through eighth-grade school serving approximately 487 students located in the northern part of San Luis Obispo County. Students come from seven districts within the surrounding area. The demographics are representative of the entire region. AACA's mission is Growing Great Kids by integrating service/project-based learning with the state academic standards. Moreover, supporting the effort of families to nurture positive and productive citizens is essential to all academic success. AACA does this by identifying and nurturing the unique and valuable intelligence of every child, their disposition to learn, and developing the whole child (heart, mind, body, and soul). AACA moved to a newly constructed facility built with a collaborative teaching model in mind. Teachers are encouraged to co-teach content and share pullout space for small group/individualized instruction and teacher collaboration. Additionally, the facility provides a gym which acts as a multi-purpose space both during and after school and field space for during and after school sports and activities.

### Reflections: Annual Performance

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

Academic Engagement Chronic Absenteeism AACA was successful in reducing chronic absenteeism by 11.8% with no student groups receiving the lowest scale score, but has identified 3 student groups with continued high chronic absenteeism: Students with Disabilities, Hispanic students and students with 2 or more races. Though local data does show a decrease of 4% for Students with Disabilities, 6.4% for Hispanic students, and 2.5% for students of 2 or more races. Through focus group discussions with students in these groups, there is a lack of school connectedness that is promoting chronic absenteeism. This has informed goals to support school climate and culture. Further, AACA has identified that it is necessary to refine the processes for early identification and intervention with students who are at risk for chronic absenteeism. Access to a Broad Course of Study Using the standards, as well as the adopted curriculum, a comprehensive scope and sequence for grades K-8 outlines all course content and curriculum expectations. Additionally, a comprehensive matrix is maintained to outline the school-wide project based learning units for all grade levels. These tools ensure that all core content for the broad course of study is provided to grades K-8, and shows teachers the vertical articulation from grade to grade. To ensure that all English Language Learner, Low Income, and Homeless/Foster Youth students and individuals with exceptional needs are served consistently, a master schedule was maintained that aligned designated English Language Development across grades K-8. This same master schedule aligned push-in and pull-out time for students with Individualized Educational Plans so that student access and learning can be maximized. Homeless and foster students are able to access a broad

course of study at school as well. The school has books, materials, and technology that can be checked out to the child to bring home as needed. Additionally, AACA implemented a Drama and Technology Program K-5, middle school drama and a range of electives, as well as field trips related to the arts, and held an annual Performing Arts Production open to students in grades 6-8. Finally, all students participated in a Social Emotional Learning Program through a daily schoolwide shared start assembly for grades K-5 and 6-8 and grade level classroom morning meetings. AACA therefore has implemented a broad course of study. Conditions and Climate Suspensions AACA has been both successful and challenged with continued growth in enrollment. The growth has been primarily in our Middle School Population where we see higher social emotional needs. With the integration of new students who are not familiar with our framework and philosophy we see more complex behaviors. The California Dashboard shows AACA has experienced 1.1% increase in suspensions and all student groups are suspended at a high rate, but no student groups have received the lowest scale score. AACA has identified that students of 2 or more races and English Language Learners are suspended disproportionately compared to other student groups. AACA has always had a focus on restorative and alternative discipline processes, but due to high faculty and staff turnover we need to refocus on these processes with additional training and support. This along with our Positive Behavior Interventions and Support initiatives AACA will see a reduction in suspensions. Teachers Assigned Appropriately AACA has worked diligently to appropriately assign all staff to positions. Due to lack of candidates we have had between 1-2 teachers in positions for which they are working on the appropriate credential. Additionally, some of our Administrative Staff are teaching classes in addition to their administrative duties. Access to Instructional Material Annually, AACA purchases curriculum for every student to ensure appropriate access to standards aligned instructional materials. AACA has participated in a 3-year William's Act Audit Cycle. Each year it has met all requirements under the William's Act and has met the requirement for appropriate access to standards aligned instructional material Facilities Annually, AACA completes the FIT assessment to determine that its facility is fully functional and safe for students. AACA has received a "Good" score on the FIT assessment. Parental Involvement AACA has always had a partnership with parents. AACA increased parent engagement with the annual survey by 50% in 2023 and has sought feedback from parents in multiple ways to inform how we develop our Local Control Accountability Plan and utilize funds to improve teaching and learning. AACA has met this requirement on the dashboard. Climate Survey AACA surveys parents, students, faculty and staff twice annually each year. These surveys are a foundational component of how we get educational partner feedback. In 2023, AACA found 66% of students surveyed reported a positive overall learning climate at the school. 84% say that there is physical and psychological safety at the school. 74% of students say that they enjoy going to school. In grades 3-5, 81% of students state having a positive relationship with a teacher or other adult at school. 88% say that they have a friend at school that they can count on. 91% state that they have adults In grades 6-8, 77% of students state having a positive relationship with a teacher or other adult at school. Only 63% say that they have a teacher or other adult that they can be completely themselves around. 81% state that they have a friend at school that they can count on. In the parent survey, 80% of parents note that there are key barriers for becoming involved in school. The main barrier to participation is that parents are too busy. Safety, transportation, communication, and positive feelings towards staff were not factors in getting involved. 17% of parents did say that the school is not very welcoming. Overall, AACA has a positive school culture and climate. Though there are opportunities for continued improvement in the areas of a welcoming culture and fostering a sense of belonging through positive relationships with teachers and adults on campus. Academic Performance English Language Arts In 2023, AACA is seeing a decrease in performance and a widening of the achievement gap when compared to 2022. Two groups, Students with Disabilities and Hispanic Students have received the lowest scale score on the California Dashboard. In addition, AACA has determined that we are seeing an increase in distance from met for English Language Learners. Mathematics In 2023, AACA is seeing a decrease in performance and a widening of the achievement gap when compared to 2022. One group, Students with Disabilities received the lowest scale score on the California Dashboard. In addition, AACA has determined that we are seeing an increase in distance from met for English Language Learners. English Learner Progress In 2023, AACA is seeing an increase in performance of English Language Learners on the Summative ELPAC. 60.9% of English Learners are making progress which is an improvement of 8.7% when compared to 2022. Implementation of State Standards Annually, AACA reviews all curriculum adoptions to ensure it is using California State Standards and NGSS aligned curriculum. Where applicable AACA has also sought to use California's adopted curriculum. Additionally, each year, AACA focuses training around breaking down and understanding the depth of knowledge required by the standards. Therefore, AACA has met this requirement on

the dashboard. Overall, AACA has determined continuous high faculty and staff turnover is the underlying contributing factor most impacting student academic progress, school culture and climate, and parent engagement. Each year, AACA must focus on onboarding and training experienced teachers new to AACA and teachers new to teaching, thus, preventing the refinement of teaching practices, protocols and procedures. Students experience staff turnover as a “loss” of trusted adults at school and are therefore, occasionally resistant to developing relationships with teachers and other adults on campus. Therefore, AACA must focus on providing the most supportive environment for students and teachers. For students, that is a stable faculty and staff trained in Social Emotional Learning and trauma informed practices that builds positive and supportive relationships with students. By focusing on this, AACA will improve the climate and culture, chronic absenteeism, and suspensions. For teachers, that is to focus on group and individual professional development. This will be accomplished with formal professional training, coaching, and feedback. AACA has determined that due to budget constraints, the approach to faculty and staff retention will be focused on an investment into the faculty and staff professional development. Therefore, a refocus on Tier 1 Instruction through professional development will occur. Additionally, AACA will focus on processes and protocols for improving clarity of professional responsibilities and accountability.

**Reflections: Technical Assistance**

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

N/A

**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.

N/A

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

AACA has a long-established foundational principle of meaningful educational partner engagement. These efforts were refined and improved through the Local Control and Accountability Plan (LCAP) development process. The LEA consulted all the educational partners noted above prior to adopting the Local Control Accountability Plan (LCAP). A summary of how educational partner engagement and feedback informed decisions for the LCAP is outlined below:

**Parent Partners** AACA sought out support and guidance for the LCAP from its parent partners inclusive of parents of English Learners, Foster Youth, Socio-economically disadvantaged, and students with disabilities through a comprehensive survey covering barriers to engagement, family efficacy, family engagement, family support, grit, learning behaviors, learning recovery, readiness for learning, school climate, school fit, and school safety. In addition to the survey, AACA engaged a focus group of parents to discuss the goals and actions of the LCAP. Both the focus group and the survey sought to determine the academic, behavioral, and social-emotional needs of the students. In the parent survey, 83% of parents noted that there are key barriers for becoming involved in school. The barrier to parent participation is too busy to become involved with the school. Safety, transportation, communication, and positive feelings towards staff were not factors in getting involved. 13% of parents did say that the school is not very welcoming and 25% of the families surveyed feel that the staff is too busy to support their involvement. AACA has long held that parents are the school’s partners in their childrens’ education; therefore, AACA has prioritized creating a positive, welcoming school climate and culture, and increasing parent participation on campus.

**Students with Disabilities Family Feedback** In addition to gaining feedback from families in the family survey, AACA also held a focus group composed of parents of students with disabilities. During this discussion, AACA’s strength was its inclusive model and the supporting adults within the Support Services Department. Families indicated that they would like more education on how to support their children at home. This informed Goal 1, Action 10 to improve parent participation including presentations to support students.

**ELAC/DELAC** In addition to the feedback provided by parents through surveys and focus groups, AACA sought feedback from parents of English Language Learners. This group of parents indicated that special programs like drama, art, athletics, and leadership encourage students to be successful on campus. Families also indicated that their children are experiencing high levels of stress and don’t feel that they can be successful. This has informed the development of Goals 1, 3, and 4 and their actions.

**Parent Advisory Committee (PAC)** In addition to the feedback provided by parents through surveys and focus groups, AACA also sought feedback from the Parent Advisory Committee which is made up of a diverse group of parents representing all student groups on campus. The LCAP goals and actions were presented to the PAC for feedback. The committee agreed with a focus on professional development as a means to retain teachers. In addition, they recognize that teachers leaving year after year has a negative impact on the continuity of instruction. They recognize that though many of the committee members were not part of the school when it was initially founded, they see that the growth is impacting instructional policies, procedures, and protocols and would like to see the school have scalable policies, procedures, and protocols that support teaching and learning. This information informed the development of Goals 1, 2, 4 and their actions.

**Faculty/Staff (Other School Personnel) Partners** AACA does not have a local bargaining unit; therefore, it sought out support and guidance from staff and teacher partners inclusive of the certificated, classified, administrative team, Executive Director ,and other site staff through a

comprehensive survey covering belonging, cultural awareness and action, school climate, and well-being. In addition to the survey, AACCA engaged in focus groups with faculty and staff partners to discuss contributing factors and input on how to improve Social Emotional Learning, Behavior, and Academics for students. The survey indicated that 72% of the faculty feel they are valued members of the school community. Whereas only 53% of staff feel they are valued members of the school community. Upon reviewing the data at a question level, the one question that differed for faculty versus staff was "How connected do you feel to other adults at your school?" Only 30% of staff feel connected to other adults at school, whereas 68% of faculty feel connected to other adults at school. This indicates that the climate and culture on campus is not welcoming or inclusive. This informed the decision around Goal 1, Action 1 to employ a coordinator to focus on inclusive practices with faculty and staff both in the classroom and around campus. Focus group discussions around chronic absenteeism revealed that AACCA is successful in celebrating classes with over 95% Average Daily Attendance with individual class rewards, following up with attendance calls, outreach through the attendance committee, and through engaging classroom instruction. Though AACCA is struggling with providing a welcoming environment on campus and building positive supportive relationships with students. Additionally the faculty and staff identified that there was a lack of school connectedness and high levels of trauma and anxiety within the student population. This has informed Goal 1, Action 5 to refine the Tier 1 system of Positive Behavior Interventions and Supports, Action 6 to implement a Tier 2 system of Positive Behavior Interventions and Supports and refine the daily attendance and chronic absentee protocol to improve attendance. Action 2 to employ a counselor, psychologist, intervention teacher, and paraeducator to provide counseling and skills groups, and Action 7 to implement a comprehensive MTSS SEL/behavior continuum for students utilizing pathways, skills groups, group counseling, and individual counseling. This also informed the development of Goal 5, Action 1 to employ a Program Director to create an engaging and holistic academic program that is inclusive of extra curricular activities including athletics, drama, art and technology. Each of these goals and actions are intended to improve the social emotional wellbeing of students, as well as the climate and culture on campus, and all contribute to an improved sense of school community and connectedness. Further, during focus groups, the faculty and staff identified that academic achievement on the CAASPP Summative Assessment is significantly impacted by high teacher absenteeism and high teacher turnover, thus impacting the consistent implementation of curriculum and strong Tier 1 instruction for all students. The faculty and staff indicated that Orton Gillingham implementation is successful. While there is an engaging curriculum and excellent teaching resources, student learning would improve with additional training, vertical articulation, and a walk-to-learn model that integrates interventions as well as designated ELD. This informed Goal 2 Actions 1-10 which are all Professional Development for new and returning teachers to improve Tier 1 teaching and learning. It also informed Goal 3, Action 4, to implement a walk-to-learn model. Further, this informed Goal 4, Actions 1 and 2 to refine the grading protocol through the addition of scheduled grading calibration processes and vertical articulation processes. Each of these goals and actions are intended to improve Tier 1 instruction and support and improve teacher retention by providing an investment into teaching skills and professional development. Student Partners AACCA sought out support and guidance for the LCAP from its students through a comprehensive survey covering challenging feelings, emotional regulation, grit, growth mindset, positive feelings, social awareness, supportive relationships, classroom effort, learning strategies, self-efficacy, and self-management. In addition to the survey, AACCA engaged a focus group of students to discuss the goals and actions of the LCAP. Both the focus group and the survey sought to determine the academic, behavioral, and social-emotional needs of the students. All students in grades 3-8 participated in the student survey. In grades 3-5, 81% of students state having a positive relationship with a teacher or other adult at school. 86% say that they have a friend at school they can count on. This is a decline of 2% when compared to the Spring 2023 survey. 92% state that they have family members or other adults outside of school they can count on. This is a 1% increase when compared to the Spring 2023 survey. In grades 6-8, only 70% of students report having a positive relationship with a teacher or other adult at school. This represents a decline of 7% from the Spring 2023 survey. Only 59% say that they have a teacher or other adult that they can be completely themselves around. This is a decrease of 4% compared to Spring of 2023. 81% state that they have a friend at school that they can count on. Student Leadership AACCA conducted a focus group session with the student leadership. This group is composed of students from most of the student groups, including low income, English Language Learners, Students with Disabilities, Hispanic Students, Students with 2 or more races, and White Students. All of these students participated in the student survey, but AACCA wanted further information on how to best serve the students. This group identified that in grades 6-8 interactions with peers are somewhat difficult and adults on



campus struggle to create positive relationships with students. In 3-5 interactions with peers are somewhat difficult, but interactions with teachers are positive. Academically, 6-8 would like a focus on Project Based learning where they can express ideas creatively. In addition, they noted that drama and athletics are engaging and fun, but leadership needs the support of an advisor and be provided a set time for meetings. This information informed the development of Goal 1, Actions 1-7 to improve climate and culture on campus and Goal 5, Actions 3-11 that refine and improve drama, athletics, and expand elective offerings as well as enrichment opportunities. English Language Learners AACA conducted a focus group session with English Language Learners. AACA asked this group of students to share about the climate and culture on campus, academics, and enrichment activities. In 6-8 this focus group indicated that they struggle with peer to peer interactions and prefer to maintain a group of core friends that also participate in ELD. Further, some indicate that academics are challenging and they struggle to be successful. All expressed that their designated ELD teacher was supportive and kind, but that they had fewer positive interactions with other teachers on campus. All expressed that participation in drama, athletics, and leadership was positive and helped them stay on-track with their school work. AACA implemented a grade requirement of at least a 2.0 GPA for participation in extracurricular activities. Grade checks were completed weekly so coaches and teachers can support students in maintaining a 2.0 GPA. This feedback informed the decision to prioritize climate and culture. In addition, to the development of Goal 3, Actions 3-5 the implementation of Universal Design for Learning, a Walk-to-Learn Model for Designated ELD, and OPTEL data collection to support English Learners in the general education classrooms. Students with Disabilities AACA conducted a focus group session with Students with Disabilities. AACA asked this group of students to share about the climate and culture on campus, academics, and enrichment activities. These students indicated that they loved being with their teachers and being with their classmates. They also indicated that they struggle with relationships with other students at times and that makes it difficult for them. Academically, those who felt successful indicated that their teachers and peers always provided support and different ways to learn. They enjoyed projects where they could work with peers. Those who did not feel successful felt learning was hard. When asked what would most help them, students answered that they liked having different ways to show their learning. This informed the actions to improve inclusive practices and tiers of support. It also informed the decision to implement UDL strategies within all classrooms. AACA provides students with opportunities to participate in athletics, drama, and leadership. When asked about extracurricular activities all the students loved the annual drama production and athletics. This informed the development of Goal 4 to refine and expand the special programs to create an engaging and holistic academic program that meets the needs of all students. Administrators/Principal Partners In addition to providing feedback through the faculty survey, AACA sought out support from the Administrative Team and Executive Director through focus group discussions around the contributing factors to the California Dashboard Performance Levels and next steps to improve outcomes for all students. The administrative team discussed three focus areas: Staff Retention and Professional Development, Academics, and Social Emotional Learning/Behavior. Through discussions around staff retention and professional development, academics, and social emotional learning/behavior and work on the WASC Self Study, the administrative team has determined that staff retention is the root cause of the concerns around academics, social emotional learning, and behavior. High turnover means that each year, AACA is rebuilding, training, and supporting new staff. If AACA addresses staff retention and maintains a stable faculty and staff, then the focus would shift to extending and refining instruction, and further improving student outcomes. AACA understands that staff retention is multifaceted, but a key element of staff retention is staff development. This informed the development of Goal 2, Action 1 to employ a coordinator to provide curriculum training, professional development, and teacher support. Additionally, this informed the development of Actions 2-11 which focus on specific areas of professional development including The Prepared Classroom (Daily 5 & CAFE), Universal Design for Learning, Trauma Informed Practices, Restorative Practices, Social Emotional Learning, Kimochis, 2nd Step, Service Project Based Learning, Step up to Writing, Charter Framework and Philosophy, and Orton Gillingham. By focusing on staff development, AACA will foster collective teacher efficacy where all teachers feel confident and prepared to meet the demands of a rigorous instructional setting.

Goals and Actions

# Goal

Goal #	Description	Type of Goal
Goal 1	Create a positive and inclusive culture and climate to support all students in learning through a focus on the implementation and refinement of Tier 1 and Tier 2 Positive Behavior Interventions and Supports, Social Emotional Learning Initiatives, and an increase in parental engagement.	Broad

State Priorities addressed by this goal.

(State Priority 3: Parental Involvement, Priority 5: Pupil Engagement, Priority 6: School Climate)

An explanation of why the LEA has developed this goal.

AACA has experienced growth in enrollment, as well as growth and turnover in faculty and staff. Due to this growth, AACA has realized a need for improvements in the climate and culture. Both the climate and culture survey and family and student focus groups show that students are struggling with peer and adult relationships, lack of school connectedness, and higher suspension and office referral rates. This goal and actions were developed to support the continued social emotional well-being of students, improve parent engagement, and to refine Positive Behavior Interventions and Supports and Restorative Practices. The intent is to create a positive climate and culture on campus to improve the learning environment for all students.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	A positive school climate as determined by the School Climate Met on the California Dashboard Metric	[2023 - Met]			Met	
2	(Local) A Positive school climate as measured by the Panorama Climate and Culture Survey	School Climate Survey: Families: 76% Teachers:% Staff:			School Climate Survey: Families: 76% Teachers: 60% Staff: 50%	
3	(Local) The number of students identified as “at-risk” and “critical” for	Elementary - At- Risk: 14% Critical: 3% Middle School At-Risk: 35% Critical: 6%			Elementary - At-Risk = 13% Critical = 3% Middle School - At-Risk =	

	SEL in panorama				20% Critical = 5%	
4	A low Middle School Dropout Rate compared to 2023 CA Dashboard	2023 - 0%			Maintain - 0%	
5	A low Pupil Expulsion rate compared to 2023 CA Dashboard	2023 - 0%			Maintain - 0%	
6	A positive school climate by ensuring a safe and functioning facility as measured by scoring good or better on the Facilities Inspection Tool (FIT) each year.	2023 - GOOD			Maintain - GOOD	
7	(Local) TFI for PBIS Tier 1	3/18/2024 - TFI Score 93%			TFI Score = 95%	
8	(Local) TFI for PBIS Tier 2. This team will be implemented in 8/2024, so the TFI baseline will be added in 2025.	Not available until Fall 2024			TFI Score = 90%	
9	(Local) Number of behavioral Incident Reports compared to 2024	Aug/Sep: 53 Oct: 53 Nov: 20 Dec: 19 Jan: 39 Feb: 73 Mar: 51 Apr: 33 May: 38			Aug/Sep: 30 Oct: 30 Nov: 20 Dec: 10 Jan: 30 Feb: 30 Mar: 30 Apr: 30 May: 30	
10	Annual suspension rate by student group	All Students- 3.1% English Learners - 7.1%			Reduce Suspensions All students = 2% English	

	as reported on the CA Dashboard compared to 2023	Homeless/Foster * Socioeconomically Disadvantaged 3.9% African American * Asian* Hispanic - 3.3% White - 2.9% 2 or More Races - 4.2%			Learners = 4% Socioeconomically Disadvantaged = 2% Hispanic = 2% White = 2 % 2 or More Races = 2% Maintain all other student groups at = 2%	
11	(Local) Overall ADA of 90% when measured at the school and classroom level	Elementary ADA- 93.31% Middle School ADA- 92.44%			Elementary ADA = 90% Middle School ADA = 90%	
12	Chronic Absenteeism across all student groups on the California Dashboard	All Students - 22.5% English Learners - 23.1% Homeless/Foster * Socioeconomically disadvantaged 22.3% Students w/Disabilities 31.6% African American * Asian * Hispanic 28.9% White 18.1% 2 or More Races 29.2%			All Students = 15% English Learners = 15% Homeless/Foster * Socioeconomically disadvantaged = 15% Students w/Disabilities = 25% African American * Asian * Hispanic = 20% White = 15% 2 or More Races = 20%	

13	(Local) Parental Participation in PSC and in school sponsored events (Meet the Teacher, Conferences, Open House and Academic events)	PSC - 11.9 % Meet the Teacher- 80% Conferences- 80% Open House-70% Academic Events - 0%			PSC - 15% Meet the Teacher - 90% Conferences - 90% Open House - 70% Academic Events - 30% 80% of parents will interact with ParentSquare Posts	
14	(Local)Parent Square Post Metrics	412 out of 721 parents interacted (57%). (interacted is defined as comments, appreciations, volunteers, RSVPs, items, forms and polls)			80% of parents will interact with ParentSquare Posts	
15	Facilities Inspection Tool (FIT)	2023 - GOOD FIT Score			GOOD Fit Score	

**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 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.

[Intentionally Blank]

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.

[Intentionally Blank]

An explanation of how effective the specific actions were in making progress toward the goal.

[Intentionally Blank]

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.

[Intentionally Blank]

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	MTSS Coordinator	Employ a Coordinator to provide training and support for all faculty and staff on inclusion both in the classroom and on campus. This coordinator will implement and oversee fidelity to Tier 1 and Tier 2 inclusive practices.	\$78,933.00	No
Action #2	SEL/Counseling	Employ a Counselor (2 days), Psychologist (1 day), 1 intervention teacher (5 days), 1 support staff (1 day) to provide counseling and skills groups. In addition, will implement a comprehensive MTSS SEL/Behavior Continuum for students utilizing counseling, skills groups, pathways, and individual counseling to ensure that all students with an expressed need have access to mental health services.	\$139,715.00	Yes
Action #3	Panorama System	Purchase Panorama License to manage student data collection for at risk, critical, and	\$18,365.00	Yes

Action #	Title	Description	Total Funds	Contributing
		on-track” indicators for SEL/Behavior and Academics.		
Action #4	PBIS	Refine the Tier 1 PBIS System, Implementation of Tier 2 PBIS System and develop a restorative practices menu in line with PBIS expectations to guide and support alternate discipline processes to lower office referrals and suspensions	\$10,000.00	No
Action #5	Attendance	Implement a comprehensive daily attendance and chronic absenteeism protocol to reduce chronic absenteeism and improve ADA.	\$0.00	No
Action #6	Parent Engagement	Improve Parent Engagement through increased participation in PSC, volunteering in class, and participating in conferences, Back-to-School Night, Meet the Teacher and other events on campus. Additionally, will increase active engagement with the school through ParentSquare communications.	\$0.00	No

### Goal

Goal #	Description	Type of Goal
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Goal 2	Improve academic outcomes for all student by improving Teacher Retention and 1st Teaching through Professional Development, Coaching and Feedback	Broad
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State Priorities addressed by this goal.

( Priority 1: Basic Services, Priority 2: Implementation of State Standards, Priority 4: Pupil Achievement)

An explanation of why the LEA has developed this goal.

The California Dashboard shows that all student groups declined in the academic measures for English Language Arts and Mathematics. Focus Group data shows that students do not feel successful academically and are not making connections with peers or adults on campus. AACA has determined continuous high faculty and staff turnover is the underlying contributing factor most impacting student academic progress. AACA has determined that due to budget constraints, the approach to faculty and staff retention will be an investment into faculty and staff professional development. Therefore, a refocus on Tier 1 Instruction through professional development will occur. By focusing on Tier 1 professional development, AACA will improve academic supports and provide rigorous academic instruction for all students in order to positively impact student academic progress.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	CAASPP Summative assessments ELA/Mathematics Distance from Met on the California Dashboard	ELA DFM All Students (-33.7) English Learners (-132.4) Homeless/Foster* Socioeconomically Disadvantaged (-53.4) African American* American Indian /Alaskan Native* Asian* Hispanic (-80.3) White (-14.4) 2 or More Races (5.7) MATH DFM All Students (-47) English Learners (-139.3) Homeless/Foster* Socioeconomi			Improve the DMF for all Student Groups by 20% in both ELA and Mathematics	



		cally Disadvantage d (-68.8) African American* American Indian /Alaskan Native* Asian* Hispanic (-91.3) White (-30.7) 2 or More Races (6.4				
2	CAST Summative assessment scores for 5th and 8th Grade students	5th Grade Exceeded/Met (32.72%) Nearly Met (41.07%) Not Met (23.21%) 8th Grade Meeting/Exce eding (20%) Nearly Met 60%) Not Met (20%)			Improve the percentage of students meeting or exceeding on the CAST by 5%	
3	(Local) The number of students identified as “at risk” or “critical for Academics in Panorama	Elementary - At- Risk: 14% Critical: 20% Middle School At-Risk: 14% Critical: 30%			Elementary - At-Risk = 15% Critical = 5% Middle School - At-Risk = 15% Critical = 10%	
4	ELPI Indicator on the California Dashboard	ELPI - 60.9%			Improve ELPI by 2%	
5	ELL Reclassificatio n Rate	2023 - 6 students (25%)			Greater than or equal to 25% reclassificatio n rate	
6	Access to Broad Course of Study as measured by Met on the California Dashboard	2023 - Met			Maintain - Met	

7	Appropriately credentialed teachers	Local Data that will be submitted for the 2023.24 SARC: 0 - Credential Teachers Authorized on Permit or Waiver 0 - Local Assignment Options 2 - Total Out -of-Field Teachers			0 - Credential Teachers Authorized on Permit or Waiver 0 - Local Assignment Options = 2 - Total Out -of-Field Teachers	
8	Access to standards-aligned instructional materials	Priority 2 CA Dashboard Reflection Tool Prompt 2.2 ELA - 4 ELD - 4 Mathematics-5 Next Generation Science - 4 History/Social Studies - 4			Priority 2 CA Dashboard Reflection Tool Prompt 2.2 ELA =4 ELD =4 Mathematics ? 5 Next Generation Science - =4 History/Social Studies - =4	
9	Outcomes of a Broad Course of Study	Priority 2 CA Dashboard Reflection Tool Prompt 2.3 ELA - 4 ELD - 4 Mathematics-4 Next Generation Science - 4 History/Social Studies - 4			Priority 2 CA Dashboard Reflection Tool Prompt 2.3 ELA =4 ELD =4 Mathematics=4 Next Generation Science =4 History/Social Studies = 4	

**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 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.

[Intentionally Blank]

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.

[Intentionally Blank]

An explanation of how effective the specific actions were in making progress toward the goal.

[Intentionally Blank]

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.

[Intentionally Blank]

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Curriculum Coordinator	Employ a Coordinator to provide curriculum training, professional development, and coaching and feedback. Additionally, refine the Instructional Policies and Practices to ensure the use of cohesive, consistent, and collaborative best practices and protocols to improve teaching and learning for all students.	\$96,772.00	No
Action #2	Professional Development - Academic	Provide comprehensive professional development around academic curriculum including: hosting the Daily 5 and CAFE training and relaunching a focus on the Daily 5 including purchasing updated books for Daily 5 and CAFE,	\$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>providing Universal Design for Learning training, providing Service Project Based Learning training, Step up to Writing training, and Orton Gillingham training. Universal Design for Learning will be provided to all teachers to further support the unique needs of English Language Learners. Specifically, the core tenant of UDL multiple means of representation will support the unique needs of ELs by building knowledge and comprehension within content knowledge. Additionally, multiple means of expression/action provides EL students the opportunity for voice and choice with how they express their learning. Lastly, UDL training for teachers will support implementing multiple means of engaging with the content to further support the oral and written language development. .</p>		

Action #	Title	Description	Total Funds	Contributing
Action #3	Professional Development - SEL	Provide comprehensive professional development around Social Emotional Learning curriculum including: Charter Framework and Philosophy including kite materials, Welcoming Community, and Kimochis/ 2nd Step training.	\$2,551.00	No
Action #4	Professional Development-Behavior	Provide comprehensive professional development around behavioral programs including; Restorative Practices training, Behavioral Academies, and CICO trainings for staff so that there is consistency across the school.	\$2,000.00	No
Action #5	Grading	Create a rigorous grading protocol for middle school and elementary along with vertical articulation processes.	\$0.00	No
Action #6	Project Descriptions/Rubrics	Create well-defined rubrics for projects and standards, mastery for writing, and Service Project Based Learning Units.	\$0.00	No
Action #7	Walkthrough Process	Refine the administrative	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		walkthrough process.		
Action #8	Job Descriptions and Evaluation Process	Refine the job descriptions and evaluation process for all employees.	\$0.00	No

## Goal

Goal #	Description	Type of Goal
Goal 3	Improve academic outcomes for all students through early intervention.	Broad

State Priorities addressed by this goal.

Priority 2: Implementation of State Standards, Priority 4: Pupil Achievement

An explanation of why the LEA has developed this goal.

The California Dashboard shows all student groups declined in English Language Arts and Mathematics. Students with disabilities received the lowest scale score on both English Language Arts and Mathematics, and Hispanic Students received the lowest scale score for English Language Arts. Further review of the dashboard revealed that AACA is seeing a widening of the achievement gap for unduplicated students inclusive of English Language learners, Low Income, and Homeless/Foster Youth. AACA developed this goal and corresponding actions to improve the academic outcomes for students with disabilities, Hispanic students, and English Language Learners, Low Income, and Homeless/Foster Youth.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	CAASPP Summative assessments ELA/Mathematics Distance for Met on the California Dashboard	ELA DFM All Students (-33.7) English Learners (-132.4) Homeless/Foster* Socioeconomically Disadvantaged (-53.4) African American* American Indian /Alaskan Native* Asian* Hispanic (-80.3) White (-14.4) 2 or			Improve the DMF for all Student Groups by 20% in both ELA and Mathematics	



		More Races (5.7) MATH DFM All Students (-47) English Learners (-139.3) Homeless/Foster* Socioeconomically Disadvantaged (-68.8) African American* American Indian /Alaskan Native* Asian* Hispanic (-91.3) White (-30.7) 2 or More Races (6.4)				
2	(Local) The number of students identified as “at risk” or “critical for Academics in Panorama	Elementary - At- Risk: 14% Critical: 20% Middle School At-Risk: 14% Critical: 30%			Elementary - At-Risk = 14% Critical = 5% Middle School - At-Risk = 14% Critical = 10%	
3	ELPI Indicator on the California Dashboard	ELPI - 60.9%			Improve ELPI by 2%	
4	Improve or maintain the ELL Reclassification Rate	2023 - 6 students (25%)			Maintain reclassification rate	
5	Access to Broad Course of Study including the programs and services developed and provided to unduplicated pupils and	2023-Met			Maintain - Met	

	individuals with exceptional needs as measured by Met on the California Dashboard					
6	OPTEL data for English Language Learners.	0%			100% of ELs will have the OPTEL completed	

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 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.

[Intentionally Blank]

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.

[Intentionally Blank]

An explanation of how effective the specific actions were in making progress toward the goal.

[Intentionally Blank]

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.

[Intentionally Blank]

## Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Intervention Coordinator	Employ a Coordinator to oversee intervention and provide coaching feedback on tiered levels of support.	\$77,343.00	No
Action #2	Intervention Teachers	Employ Intervention	\$230,437.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Teachers (4.5 FTE) to provide Orton Gillingham phonics intervention, reading, writing, and structured math Interventions.		
Action #3	Universal Design for Learning	Implement Universal Design for Learning across K-8 classrooms.	\$0.00	No
Action #4	Walk-to-Learn	Implement a walk to learn model for designated ELD and language acquisition interventions.	\$0.00	No
Action #5	OPTEL	To address student groups in red on the 2023 California Dashboard (Hispanic Students) AACA will Implement an OPTEL data collection process in the classrooms to inform supports and interventions for English Language Learners because 100% of the ELL population are Hispanic	\$0.00	No
Action #6	SPED/EL Collaboration	Implement English Language Development (ELD) collaboration process for Special Education Case Managers in the development of the Individualized	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Education Program (IEP).		
Action #7	Tiered Support	To address student groups in red on the 2023 California Dashboard (Students with Disabilities): AACA will provide coaching and feedback on the use of tiered levels of support for students with disabilities in the General Education Classroom.	\$0.00	No
Action #8	STMath/IXL	Implement math systems through STMath and IXL Systems as Tier 1 mathematics support.	\$8,500.00	Yes
Action #9	Read Naturally	Implement Read Naturally for all ELL students and students with disabilities as Tier 2 reading support.	\$1,150.00	Yes

## Goal

Goal #	Description	Type of Goal
Goal 4	Refine and expand the special programs to create an engaging and holistic academic program that meets the needs of all students.	Broad

State Priorities addressed by this goal.

Priority 6, 7, and 8

An explanation of why the LEA has developed this goal.

AACA has always provided a broad course of study. Parent and student feedback indicates that special programs inclusive of athletics, drama, STEAM, including technology, art, and music, have created opportunities for students to engage in activities that support how they are unique and talented heart, mind, body, and soul. Further, feedback from student groups indicate that students lack school connectedness and special programs support building academic engagement and school connectedness. Therefore, to support the philosophy to provide a engaging and holistic academic program, AACA has developed this goal.

# Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	(Local) A Positive School Climate as measured by outcomes on the Panorama Climate Survey	School Climate Survey: Families: 76% Teachers: 60:% Staff: 50%			School Climate Survey: Families: 80% Teachers: 70% Staff: 60%	
2	Access to a broad course of study as measured by Met on the California Dashboard	2023 - Met			Maintain Met	
3	(Local) The percentage of students identified in Panorama as College and Career Ready	2024 Indicators Middle School 32% Elementary 54%			Middle School =42% Elementary = 60%	

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 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.

[Intentionally Blank]

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.

[Intentionally Blank]

An explanation of how effective the specific actions were in making progress toward the goal.

[Intentionally Blank]

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.

[Intentionally Blank]

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Program Director	Employ a Program Director to provide program development and oversight.	\$26,713.00	Yes
Action #2	Supervisor of Special Programs	Employ a Special Programs supervisor to ensure full implementation of special programs while providing equitable access for all students inclusive of expanding elementary and middle school athletics, elementary and middle school drama, and special programs (technology, art, and music in K-5 and 6-8 electives). Further, implement STEAM activities K-8 (Destination Imagination Challenge Days and Potentially parent lead DI Teams), Mock Trial, and Career & Technical Education elements into the programming for electives.	\$33,985.00	Yes
Action #3	After School Enrichment	Create an academic after school enrichment program.	\$2,000.00	No



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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$442,465.00	\$0.00

## 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
8.92%	0.00%	\$0.00	8.92%

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 2	Through both educational partner engagement with parents, staff, and teachers and a review of office referral, suspension, and attendance data AACA determined that students are demonstrating high levels of emotional dysregulation. This can be attributed to the trauma, social isolation, depression, and anxiety. Though all students are experiencing this need in some ways, the need is exaggerated for English Language Learners, Homeless and Foster Youth and Low Income students as a result of additional systemic issues	To address these needs AACA will employ a Counselor, School Psychologist, an intervention teacher, and support staff to implement social skills groups and provide individual and group counseling. These positions will provide direct support to students demonstrating social-emotional and behavioral dysregulation and provide prosocial strategies to improve student wellbeing. As a result of providing this support directed toward meeting the needs of English Learners, Low Income, and Foster Youth, more students	AACA will use the following metrics to monitor the effectiveness of this action: - Average Daily Attendance (Local) -Chronic Absenteeism - Office Referrals (Local) - Suspensions -Panorama SEL Indicator “at risk” and “critical” (Local) We will also seek feedback from students, parents, and staff about social emotional regulation and the impact on absenteeism.

	<p>such as food, housing, and financial insecurity, lack of home support, and language barriers.</p>	<p>will feel connected to school, suspension rates will decrease and school attendance will improve. The supports are designed to meet the needs most associated with the stresses and experiences of low-income, foster, and English learners. However, because AACA expects that all students will benefit, the action provided is on an LEA wide basis. Research states, school counselors can use small groups as an effective way to help ESL students gain extra practice in learning English as well as a greater understanding of classroom behavior expectations in the U.S. School. Counselors have the awareness, knowledge, and skills to reach this under-served population and foster their success and achievement at school. (Shi &amp; Steen, 2010) Further, as interveners, school counselors utilize their distinctive counseling, coordinating, advocacy, and data analysis skill set to assist students in the RTI process (Ockerman et al., 2012).</p>	
<p>Goal 1 Action 3</p>	<p>Through the educational partner engagement with parents, faculty, staff and administration AACA determined that students are demonstrating high levels of Social and Emotional, Behavior and Academic need. This can be attributed to the isolation, lack of routines, and variability of learning. Though all students are experiencing this need, the need is exaggerated for English Language Learners, Homeless and Foster youth and Low Income students as a result of additional systemic issues such as lack of home support, low engagement and lack of school connectedness.</p>	<p>AACA has determined that in order to provide timely, consistent and effective interventions to improve the SEL, Academic and behavioral outcomes for these students an integrated holistic view of the student is needed. To address these needs AACA will continue to utilize Panorama, a data tracking tool. The Panorama system integrates parent, student, and teacher surveys with assertive discipline data, report card data, and state assessment data to provide a complete picture of the students' academic, social emotional and behavioral needs. As a result of providing this support directed toward meeting the needs of English Learners, Low Income, and Homeless/Foster Youth, the</p>	<p>AACA will use the following metrics to monitor the effectiveness of this action: - Panorama Behavioral indicator "at risk" and "critical" -Panorama College and Career Readiness Indicator -Panorama Academic indicator "at risk" and critical - Panorama SEL Indicator "at risk" and "critical" (Local) -Monthly Incident Report -Monthly Intervention Report We will also seek feedback from students, parents, and staff about improvement in engagement, school connectedness and social emotional wellbeing.</p>

		<p>students most at risk will be provided with early intervention to support academic, behavioral and social emotional growth. This program is designed to meet the needs associated with the stresses and experiences of low-income, foster, and English learners. However, because AACA expects that all students will benefit, the action is provided on a LEA wide basis. The successful development and delivery of MTSS is the result of collaboration and consensus among educators across grade levels, content areas, and educational specialty (e.g., special educator, interventionist, counselor, English language development teacher). With proper structures and resources in place, a multilayered support system for diverse learners, including EIs, holds promise for improving learning outcomes and reducing special education misplacements and disproportionality (Hoover et al., 2016). AACA considered using Illuminate Fastbridge Universal Screener but Panorama presented a more holistic approach that aligns with the AACA Philosophy to affirm, stretch and celebrate the whole child (heart, mind, body, and soul). AACA expects that educational partners will report improvement in student academic achievement, behavior, and social emotional well being when comparing data in Panorama.</p>	
Goal 3 Action 2	Through analysis of CAASPP Summative Distance from met measures for ELA and Mathematics revealed the achievement gap increasing for English Language Learners, Low Income students, and students with disabilities. In addition, through the educational partner engagement with parents,	AACA will employ intervention teachers (4.5 FTE) to address the needs of English Language Learner, Low Income, and Homeless/Foster Youth students. These positions will provide direct, targeted small group instruction that will benefit English Language Learners, Low Income, and Homeless/Foster	AACA will use the following metrics to monitor the effectiveness of this action: - CAASPP Summative ELA DFM - CAASPP Summative Mathematics DFM -Panorama Academic indicator “at risk” and critical We will also seek feedback from students, parents, and staff about fundamental

	<p>faculty, staff and administration we are seeing these student groups struggle with fundamental skills in ELA and Mathematics. This can be attributed to low engagement and participation in comparison to the broader school body, lack of home support, routines, and variability of learning.</p>	<p>Youth students by providing systematic program implementation and progress monitoring. As a result of providing this support directed toward meeting the needs of English Learners, Low Income and Foster Youth, more students will be receiving target small group instruction; therefore, academic test scores will improve. The Intervention Teacher will use academic data and work in conjunction with the Intervention Coordinator to ensure that the identified students are receiving Tier 2 and Tier 3 academic interventions. The interventions are designed to meet the learning needs observed in the English Learners, Low Income, and Homeless/Foster Youth. However, because AACA expects that all students will benefit, the action provided is on an LEA wide basis. John Hattie's research proves that response to intervention has a high effect size on student achievement. This relates to closely monitored direct intervention utilizing research based techniques or programs</p>	<p>skills development and academic growth.</p>
Goal 3 Action 8	<p>AACA's English Language Learners, Low Income, and Homeless/Foster Youth are demonstrating low performance on math benchmarks and standardized tests. The Distance from met measure for the CAASPP Summative Assessments for Mathematics, shows a widening of the achievement gap for English Language Learners, Low Income, and Homeless/Foster Youth when compared to the white student group. Further, through educational partner feedback from parents, students, teachers and administration supplemental/remedial support for mathematics would support</p>	<p>To address this need, AACA will purchase ST Math and IXL Math for English Language Learners, Low Income, and Homeless/Foster youth students. STMath and IXL provide standards aligned math content alongside the adopted curriculum to support and remediate student acquisition of grade level content. STMath is designed to support student acquisition of mathematical concepts using visual spatial strategies and purposely presents information without a focus on the use of language. This design allows an alternate method to provide students access to grade level content without the added</p>	<p>AACA will use the following metrics to monitor the effectiveness of this action: - CAASPP Summative Mathematics DFM -Panorama Academic indicator "at risk" and critical -STMath Journey percentage -IXL Textbook Pathway percentage We will also seek feedback from students, parents, and staff about foundational math skills and academic supports for mathematics.</p>

student growth. Therefore, it has been determined that they need a supplement to their core math instruction.

burden of the language and reading demands that may impact English Learners, Low Income, and Homeless/Foster Youth. The data suggests that in addition to struggling with math the English Language Learner, Low Income, and Homeless/Foster Youth populations are struggling with reading as well, so this support meets the needs of the English Learners, Low Income, and Homeless/Foster Youth because it is not language focused and rather focuses on visual spatial techniques to improve student acquisition of mathematical concepts. IXL also provides a read aloud function for all problems and diagnostic functions to support the targeted instruction necessary to support the demands of middle school mathematics. As a result of providing this support directed toward meeting the needs of English Learners, Low Income, and Homeless/Foster Youth, more students will have improved understanding of core math concepts. However, because AACA expects that all students will benefit, the action provided is on an LEA wide basis. ST Math has demonstrated marked improvement on high stakes testing when students complete 50% of their grade level content prepared in ST Math ([www.stmath.com](http://www.stmath.com)). Research on the impact of IXL use for English language learners outcomes on standardized tests show, “compared to the usage effects among all students, similar and even larger usage effects were found for the population of ELL students. Significant positive associations were found between IXL Math usage indicators and 2019 ILEARN math scores (a standardized

		<p>benchmark). Specifically, “The results indicated that the more an ELL student practiced with IXL Math, the better he or she performed...each additional minute spent on IXL Math per week, an average ELL student’s ILEARN math score is expected to increase by 0.54 points. (Oct 2020, The Effect of IXL Math among ELL and Special Education) The District has considered and implemented Khan Academy and Prodigy and it was determined that these programs have not resulted in improved outcomes on CAASPP and other standards based assessments. ST Math and IXL were chosen to serve the students' needs based on the following criteria: it is technologically based, it is not text driven or provides text to speech support, it has a strong visual component, and it fits with the school's instructional model. AACA expects that educational partners will report improvement in both math benchmark assessments as well as on math standardized assessments</p>	
Goal 3 Action 9	<p>Our English Language Learners, Low Income, and Homeless/Foster Youth students are demonstrating low performance on CAASPP Summative Assessments for English Language Arts and Mathematics. Educational Partner feedback shows that a focus on strong academic instruction is needed to address the low academic progress made by English Learners, Low Income and Homeless/Foster Youth. AACA has determined that a supplement to their core reading instruction will provide the additional instructional support that will improve overall reading ability and also improve performance on standardized tests.</p>	<p>To address these needs, AACA will purchase and implement Read Naturally reading intervention for English Language Learner, Low Income, and Homeless/Foster Youth students. As a result of providing this support directed toward meeting the needs of English Learners, Low Income, and Homeless/Foster Youth, student reading scores will improve. The interventions are designed to meet the needs associated with the stresses and experiences of English Learners, Low Income, and Homeless/Foster Youth. However, because AACA expects that all students will benefit, the action provided is on an LEA wide basis. Research supports the importance of</p>	<p>AACA will use the following metrics to monitor the effectiveness of this action: - CAASPP Summative ELA DFM - Panorama Academic indicator “at risk” and critical -Student Reading Level We will also seek feedback from students, parents, and staff about reading supports both in school and at home.</p>



		<p>reading fluency as a key component of reading comprehension. It improves decoding accuracy, automatic processing, and prosodic reading.</p> <p>(<a href="http://www.ascd.org/publications/educationalleadership/mar04/vol61/num06/Creating-FluentReaders.aspx">http://www.ascd.org/publications/educationalleadership/mar04/vol61/num06/Creating-FluentReaders.aspx</a> ) Read Naturally builds fluency in a systematic and sequential way, allowing students to demonstrate overall improvement in their reading achievement. The district considered a phonics based approach to reading intervention. However, the team felt a more comprehensive approach was needed so fluency and comprehension supports were also necessary. Read Naturally was selected because it contains both of these components. AACA expects that educational partners will report improvement in both school wide reading assessments as well as on standardized assessments.</p>	
Goal 4 Action 2	<p>AACA's English Language Learners, Low Income, and Homeless/Foster youth students are demonstrating low performance on standardized tests, low levels of engagement and connectedness to school. Educational Partner feedback shows that special programming like drama and athletics create engagement and connectedness for these students. AACA has determined that the employ of a Special Programs Supervisor to oversee the implementation and expansion of the special programming will create engagement, school connectedness and academic progress.</p>	<p>Special Programs Supervisor will coordinate outreach to families, analyze participation levels for English Language Learners, Low Income, and Foster Youth, and remove barriers to participation. Further the supervisor will monitor academic performance for all students participating in special programs and coordinate academic support as needed. As a result of providing this support directed toward meeting the needs of English Learners, Low Income, and Homeless/Foster Youth, student family and student engagement, school connectedness and academic progress will improve. The services are designed to meet the needs associated with the stresses and experiences of English Learners, Low Income, and Homeless/Foster Youth. However, because AACA</p>	<p>AACA will use the following metrics to monitor the effectiveness of this action: CAASPP Summative English Language Arts DFM CAASPP Summative Mathematics DFM Panorama Academic indicator “at risk” and critical Panorama SEL indicator “at risk” and critical We will also seek feedback from students, parents, and staff about the impact of special programs on engagement and school connectedness.</p>

		<p>expects that all students will benefit, the action provided is on an LEA wide basis. Research supports the importance extra curricular activities (EA) on the Academic Achievement (AA). Camacho and Fuligni (2015) studied the relationships between EA involvement and AA among immigrant high school students. Specifically, whether participation in EAs predicted AA, Results of the study indicated that 11th grade EA participation was associated with significantly higher GPA (a measure of academic achievement). Camacho, D. E., &amp; Fuligni, A. J. (2015). Extracurricular participation among adolescents from immigrant families. Journal of Youth and Adolescence, 44(6), 1251-1262. <a href="https://doi.org/10.1007/s10964-014-0105-z">https://doi.org/10.1007/s10964-014-0105-z</a></p> <p>The district considered a digital outreach model utilizing the parent portal, ParentSquare. However, the team felt a more comprehensive personal approach would foster greater parent engagement and school connectedness through personal relationship building . Further, the direct academic progress monitoring and support will provide necessary academic support. AACA expects educational partners to report improved engagement, school connectedness and academic achievement.</p>	
Goal 4 Action 1	<p>AACA's English Language Learners, Low Income, and Homeless/Foster youth students are demonstrating low performance on standardized tests, low levels of engagement and connectedness to school. Educational Partner feedback shows that special programming like drama and athletics create engagement and connectedness for these students. AACA has</p>	<p>The Program Director is responsible for program development, program oversight and instructional coaching and feedback. Specifically, providing instructional coaching and feedback on instructional strategies, trauma informed practices, and content specific instruction for the VAPA, Technology and Athletics instructional personnel. As a</p>	<p>AACA will use the following metrics to monitor the effectiveness of this action: CAASPP Summative English Language Arts DFM CAASPP Summative Mathematics DFM Panorama Academic indicator “at risk” and critical Panorama SEL indicator “at risk” and critical We will also seek feedback from students, parents, and staff about the impact of special</p>

	<p>determined that the employ of a Special Programs Director to create a holistic Enrichment program that integrates VAPA, Technology, and Athletics with Educational Programming at AACA will provide a broader educational program that will offer English Language Learners, Homeless and Foster Youth, and Low Income students access to the arts, technology and athletics. Thus creating engagement, school connectedness, and improved educational outcomes.</p>	<p>result of providing this support directed toward meeting the needs of English Learners, Low Income, and Homeless/Foster Youth, student family and student engagement, school connectedness and academic progress will improve. The services are designed to meet the needs associated with the stresses and experiences of English Learners, Low Income, and Homeless/Foster Youth. However, because AACA expects that all students will benefit, the action provided is on an LEA wide basis. Research supports that providing continuous cycles of Instructional Coaching and Feedback increases teacher efficacy which improves student achievement. “John Hattie’s (2009) meta-analysis concerning effect sizes of educational practices consistently places teacher efficacy as one of the most positive elements brought to bear on student outcomes. As teacher efficacy increases, student achievement also increases” (Frazier, 2018; Kraft et al., 2018; Reddy et al., 2019; Walsh et al., 2020).  <a href="https://www.proquest.com/docview/2909995716">https://www.proquest.com/docview/2909995716</a></p>	<p>programs on engagement and school connectedness.</p>
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## 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
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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.

N/A

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

2024-25 Total Planned Expenditures Table

LCAP Year	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 (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2024-25	\$4,761,700.00	\$442,465.00	9.29%	0.00%	9.29%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-Personnel
Totals	\$738,464.00	\$0.00	\$0.00	\$0.00	\$738,464.00	\$683,898.00	\$54,566.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span
1	1	MTSS Coordinator	All Students	No	LEA-Wide		LEA-wide	2024-2027
1	2	SEL/Counseling	All Students	Yes	LEA-Wide	Low Income, Homeless /Foster, English Learner	LEA-wide	2024-2027
1	3	Panorama System	All Students	Yes	LEA-Wide	Low Income, Homeless /Foster, English Learner	LEA-wide	2024-2027
1	4	PBIS	All Students	No	LEA-Wide			2024-2027
1	5	Attendance	All Students	No	LEA-Wide			2024-2027
1	6	Parent Engagement	All Students	No	LEA-Wide			2024-2027
2	1	Curriculum Coordinator	All Students	No	LEA-Wide			2024-2027
2	2	Professional Development - Academic	All Students	No	LEA-Wide			2024-2027
2	3	Professional Development - SEL	All Students	No	LEA-Wide			2024-2027
2	4	Professional Development-Behavior	All Students	No	LEA-Wide			2024-2027

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span
2	5	Grading	All Students	No	LEA-Wide			2024-2027
2	6	Project Descriptions/Rubrics	All Students	No	LEA-Wide			2024-2027
2	7	Walkthrough Process	All Students	No	LEA-Wide			2024-2027
2	8	Job Descriptions and Evaluation Process	All Students	No	LEA-Wide			2024-2027
3	1	Intervention Coordinator	All Students	No	LEA-Wide			2024-2027
3	2	Intervention Teachers	All Students	Yes	LEA-Wide	Low Income, Homeless /Foster, English Learner	LEA-wide	2024-2027
3	3	Universal Design for Learning	All Students	No	LEA-Wide			2024-2027
3	4	Walk-to-Learn	All Students	No	LEA-Wide			2024-2027
3	5	OPTEL	All Students	No	LEA-Wide			2024-2027
3	6	SPED/EL Collaboration	All Students	No	LEA-Wide			2024-2027
3	7	Tiered Support	All Students	No	LEA-Wide			2024-2027
3	8	STMath/IXL	All Students	Yes	LEA-Wide	Low Income, Homeless /Foster,	LEA-wide	2024-2027





Goal #	Action #	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	6	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
2	1	\$96,772.00	\$0.00	\$96,772.00	\$0.00	\$0.00	\$0.00	\$96,772.00	0.00%
2	2	\$0.00	\$10,000.00	\$10,000.00	\$0.00	\$0.00	\$0.00	\$10,000.00	0.00%
2	3	\$0.00	\$2,551.00	\$2,551.00	\$0.00	\$0.00	\$0.00	\$2,551.00	0.00%
2	4	\$0.00	\$2,000.00	\$2,000.00	\$0.00	\$0.00	\$0.00	\$2,000.00	0.00%
2	5	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
2	6	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
2	7	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
2	8	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
3	1	\$77,343.00	\$0.00	\$77,343.00	\$0.00	\$0.00	\$0.00	\$77,343.00	0.00%
3	2	\$230,437.00	\$0.00	\$230,437.00	\$0.00	\$0.00	\$0.00	\$230,437.00	0.00%
3	3	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
3	4	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
3	5	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
3	6	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
3	7	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
3	8	\$0.00	\$8,500.00	\$8,500.00	\$0.00	\$0.00	\$0.00	\$8,500.00	0.00%
3	9	\$0.00	\$1,150.00	\$1,150.00	\$0.00	\$0.00	\$0.00	\$1,150.00	0.00%
4	1	\$26,713.00	\$0.00	\$26,713.00	\$0.00	\$0.00	\$0.00	\$26,713.00	0.00%
4	2	\$33,985.00	\$0.00	\$33,985.00	\$0.00	\$0.00	\$0.00	\$33,985.00	0.00%
4	3	\$0.00	\$2,000.00	\$2,000.00	\$0.00	\$0.00	\$0.00	\$2,000.00	0.00%

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover - Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1 plus 5)
\$4,761,700.00	\$442,465.00	9.29%	0.00%	9.29%	\$738,464.00	0.00%	15.51%

Totals by Type	Total LCFF Funds
Total:	\$738,464.00
LEA-wide Total:	\$738,464.00
Limited Total:	\$0.00
Schoolwide Total:	\$0.00

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	2	SEL/Counseling	Yes	LEA-Wide	Low Income, Homeless /Foster, English Learner	LEA-wide	\$139,715.00	0.00%
1	3	Panorama System	Yes	LEA-Wide	Low Income, Homeless /Foster, English Learner	LEA-wide	\$18,365.00	0.00%
3	2	Intervention Teachers	Yes	LEA-Wide	Low Income, Homeless /Foster,	LEA-wide	\$230,437.00	0.00%

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					English Learner			
3	8	STMath/IXL	Yes	LEA-Wide	Low Income, Homeless /Foster, English Learner	LEA-wide	\$8,500.00	0.00%
3	9	Read Naturally	Yes	LEA-Wide	Low Income, Homeless /Foster, English Learner	LEA-wide	\$1,150.00	0.00%
4	1	Program Director	Yes	LEA-Wide	Low Income, Homeless /Foster, English Learner	LEA-wide	\$26,713.00	0.00%
4	2	Supervisor of Special Programs	Yes	LEA-Wide	Low Income, Homeless /Foster, English Learner	LEA-wide	\$33,985.00	0.00%

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals	\$631,026.00	\$631,026.00

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Multi-Tiered System of Support	Yes	\$99,513.00	\$99,513.00
1	2	Professional Development	No	\$22,500.00	\$22,500.00
1	3	Staff SEL	No	\$5,000.00	\$5,000.00
1	4	Goal	No	\$0.00	\$0.00
1	5	Counseling/Skills Instruction	Yes	\$123,680.00	\$123,680.00
1	6	Positive Behavior Interventions and Supports	No	\$3,000.00	\$3,000.00
1	7	Therapeutic Art Groups	No	\$9,250.00	\$9,250.00
1	8	Structured Play Activities	No	\$0.00	\$0.00
1	9	SEL Flyer for Parents	No	\$0.00	\$0.00
1	10	Trauma Informed Practices Training	No	\$1,500.00	\$1,500.00
1	11	Kimochis Curriculum Kits	No	\$5,000.00	\$5,000.00
2	1	Intervention Teachers	Yes	\$142,000.00	\$142,000.00
2	2	Professional Development	No	\$0.00	\$0.00
2	3	English Language Development	Yes	\$0.00	\$0.00
2	4	Goal	No	\$0.00	\$0.00
2	5	Reading Intervention	Yes	\$1,150.00	\$1,150.00
2	6	Step up to Writing	Yes	\$0.00	\$0.00
2	7	STMath and iXL Math	Yes	\$8,400.00	\$8,400.00
2	8	Orton Gillingham	Yes	\$4,200.00	\$4,200.00
2	9	Teacher Clarity	No	\$0.00	\$0.00

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	1	Program Director & Curriculum Director	No	\$179,608.00	\$179,608.00
3	2	Data Review	No	\$0.00	\$0.00
3	3	Data Tracking	Yes	\$18,365.00	\$18,365.00
3	4	Goal	No	\$0.00	\$0.00
3	5	Conferring Notebook	No	\$880.00	\$880.00
4	1	Student Demographics	No	\$0.00	\$0.00
4	2	Community Engagement	No	\$0.00	\$0.00
4	3	SPBL Cultural Elements	No	\$0.00	\$0.00
4	4	Goal	No	\$0.00	\$0.00
4	5	Equity for Extra Curricular Activities	Yes	\$6,980.00	\$6,980.00

### 2023-24 Contributing Actions Annual Update Table

Totals	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)
Totals	\$337,305.00	\$404,288.00	\$404,288.00	\$0.00	101.49%	101.49%	0.00%

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures for Contributing Actions(LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services (%)	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Multi-Tiered System of Support	Yes	\$99,513.00	\$99,513.00	25.00%	25.00%
1	5	Counseling/ Skills Instruction	Yes	\$123,680.00	\$123,680.00	31.08%	31.08%
2	1	Intervention Teachers	Yes	\$142,000.00	\$142,000.00	35.68%	35.68%
2	3	English Language Development	Yes	\$0.00	\$0.00	0.00%	0.00%
2	5	Reading Intervention	Yes	\$1,150.00	\$1,150.00	0.28%	0.28%
2	6	Step up to Writing	Yes	\$0.00	\$0.00	0.00%	0.00%
2	7	STMath and iXL Math	Yes	\$8,400.00	\$8,400.00	2.11%	2.11%
2	8	Orton Gillingham	Yes	\$4,200.00	\$4,200.00	1.05%	1.05%
3	3	Data Tracking	Yes	\$18,365.00	\$18,365.00	4.54%	4.54%
4	5	Equity for Extra Curricular Activities	Yes	\$6,980.00	\$6,980.00	1.75%	1.75%

2023-24 LCFF Carryover Table



9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover - Percentage (Input Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus 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)
\$4,908,406.00	\$337,305.00	0.00%	6.87%	\$404,288.00	101.49%	109.73%	\$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](mailto: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 <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> and <b>2026–27</b> . 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).