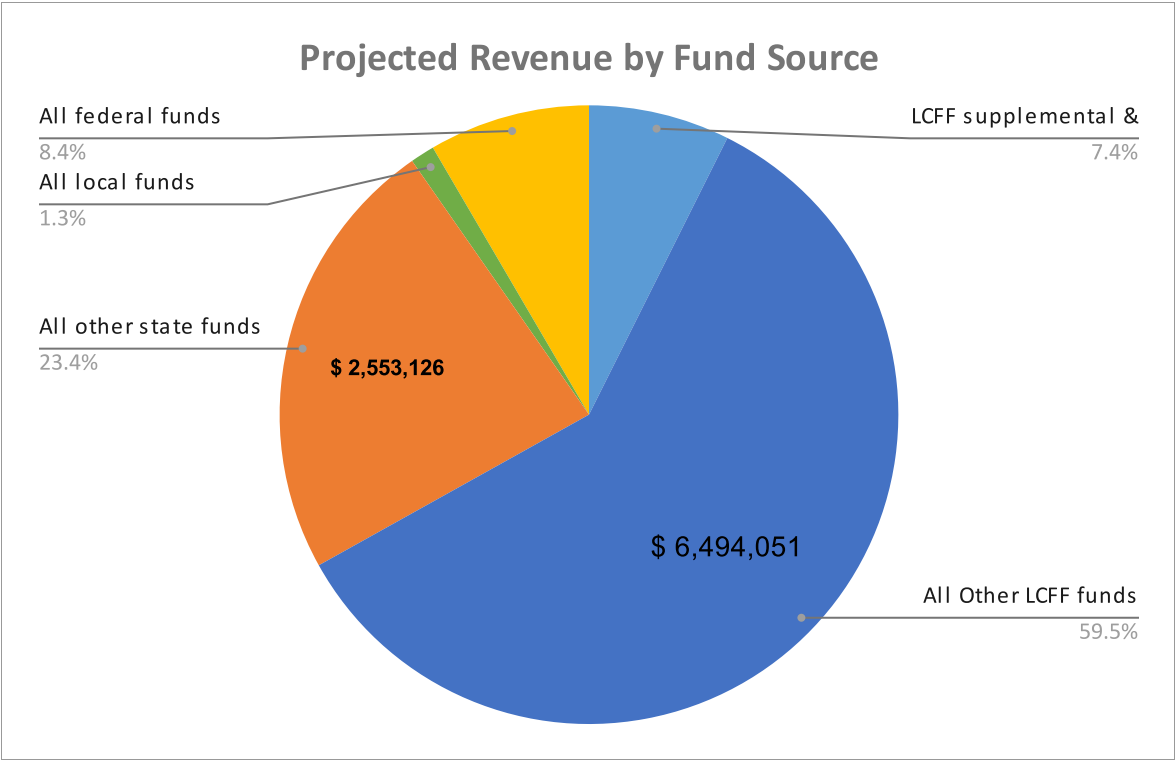


LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: REACH Leadership STEAM Academy
CDS Code: 33 67215 0126128
School Year: 2024-25
LEA contact information: Dr. Virgie Rentie
(951) 275-8820
vrentie@reachroyals.org

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

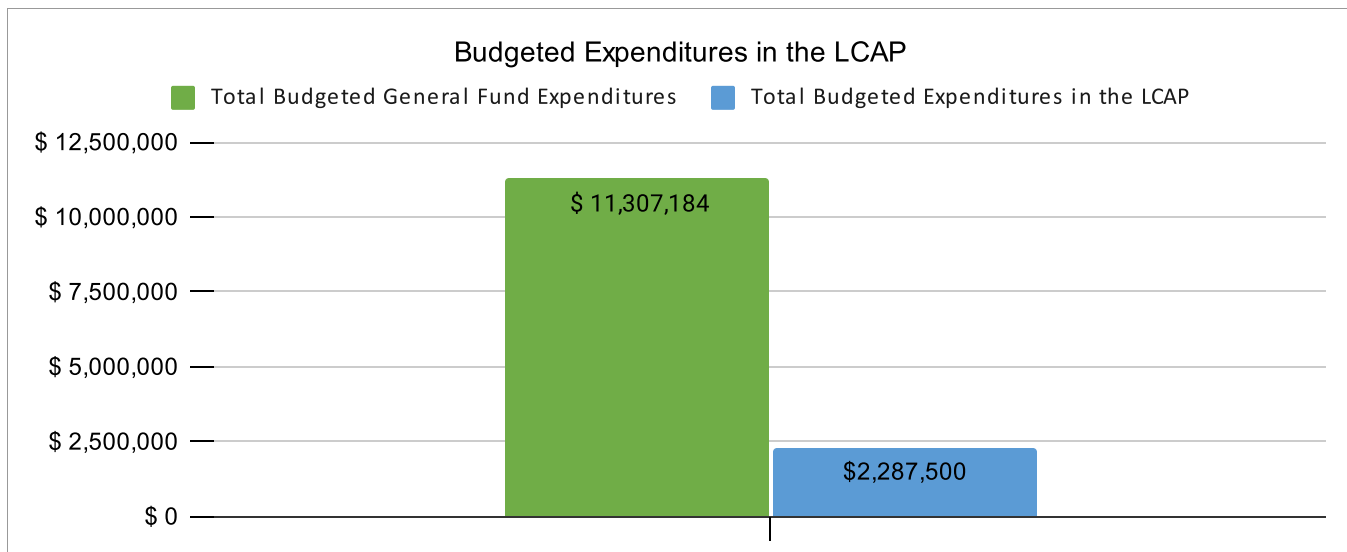
Budget Overview for the 2024-25 School Year



This chart shows the total general purpose revenue REACH Leadership STEAM Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for REACH Leadership STEAM Academy is \$11,508,500.00, of which \$7,448,791.00 is Local Control Funding Formula (LCFF), \$3,083,816.00 is other state funds, \$326,002.00 is local funds, and \$649,891.00 is federal funds. Of the \$7,448,791.00 in LCFF Funds, \$785,121.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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



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

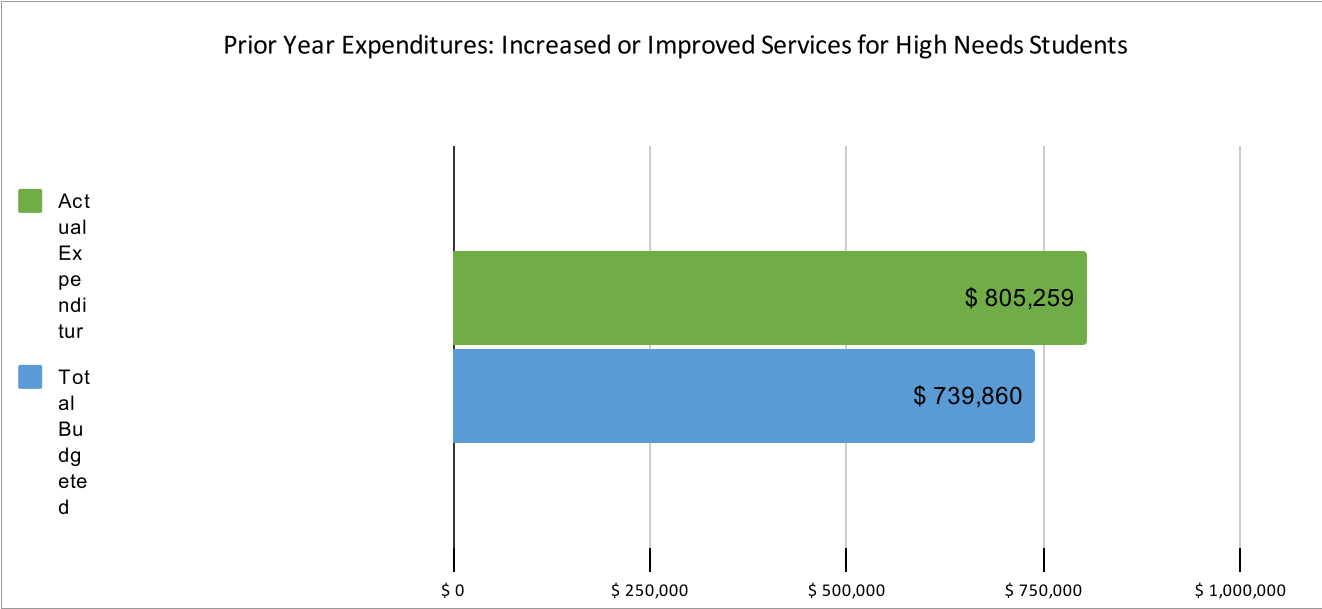
The text description of the above chart is as follows: REACH Leadership STEAM Academy plans to spend \$11,307,184.00 for the 2024-25 school year. Of that amount, \$2,287,500.00 is tied to actions/services in the LCAP and \$9,019,684.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General Fund Budget Expenditures for the LCAP year not included in the LCAP will be used for expenditures such as certificated salaries, additional classified salaries, benefits, books & supplies, contracts & services, capital outlay, other outgo, and support costs.

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

In 2024-25, REACH Leadership STEAM Academy is projecting it will receive \$785,121.00 based on the enrollment of foster youth, English learner, and low-income students. REACH Leadership STEAM Academy must describe how it intends to increase or improve services for high needs students in the LCAP. REACH Leadership STEAM Academy plans to spend \$785,121.00 towards meeting this requirement, as described in the LCAP.

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



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

The text description of the above chart is as follows: In 2023-24, REACH Leadership STEAM Academy's LCAP budgeted \$739,860.00 for planned actions to increase or improve services for high needs students. REACH Leadership STEAM Academy actually spent \$805,259.00 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|-------------------------------------|-------------------------------------|---|
| REACH Leadership STEAM Academy | Virgie Rentie Executive Director | vrentie@reachroyals.org 951-275-8820 |

Goals and Actions

Goal 1

| Goal # | Description |
|--------|--|
| 1 | The school will close the achievement gap for underperforming, underrepresented, and underserved students, and support all students in achieving mastery of the state standards. |

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|----------------|---------------------------------|----------------|----------------|-----------------------------|
| % of students with standards-aligned instructional materials | 2020-21: 100% | 2021-22: 100% | 2022-23: 100% | 2023-24: 100% | 100% |
| % of teachers properly credentialed and appropriately assigned | 2020-21: 80% | 2021-22 Data Not Yet Available | Unavailable | 2021-22: 88% | 100% |
| % of English learners making progress on the ELPAC | 2018-19: 84.6% | 2020-21 N/A due to the pandemic | 2021-22: 38.1% | 2022-23: 59.3% | Increase by 5% annually |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|-------------------------------|---------------------------------|-------------------|--------------------|-----------------------------|
| English learner reclassification rate | 2019-20 18.2% | 2020-21: 42.5% | 2021-2022: 16.67% | 2022-23: 26.32% | 45% |
| % growth in Math for African American students on the SBAC | N/A | 2020-21 N/A due to the pandemic | 2021-22: 24.66% | 2022-23: 25.32% | Increase by 5% annually |
| Facilities Inspection Results | 2019-20 Facility Rating: Good | 2020-21 Facility Rating: Good | 2022-23: Good | 2023-24: Exemplary | Excellent |

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.

All actions were implemented as planned with limited differences in planned actions and actual implementation of these actions.

The LEA was committed to making progress towards goal 1. The LEA supported all students in achieving mastery of the state standards.

Successes:

Action item 1: The LEA successfully implemented a culturally relevant Social Studies curriculum, Studies Weekly. In addition, teachers taught culturally relevant lessons during Hispanic Heritage month, Native American month, Black History Month, Women’s History Month, Arab American History Month, and Asian Pacific Heritage Month. The LEA is a diverse community, therefore it’s important that our curriculum is culturally diverse to meet all students' needs.

Action item 2: The LEA has an assigned ELD Coordinator that oversees our English Language Development for students learning English as a second language. Funding is allocated to support parent engagement via free childcare and dinners in order to attend meetings on campus. However, the LEA has continued to hold informational meetings via Zoom, as it has been a better platform to reach our families.

Action item 3: The LEA held AAPAC (African American Parent Advisory Committee) meetings throughout the school year to increase parent involvement and engagement within the African American population. The advisory meetings were attended by a few selected members, but the attendance of those on the committee was not consistent throughout the school year. The LEA has planned to increase parent attendance for this committee by including more opportunities for families to engage through volunteer opportunities and analyzing African American student outcomes, as an example. After-school tutoring took place to help improve student outcomes for ELA and Math amongst African American students.

Action item 4: The LEA had three STEAM days throughout the school year. On these selected days, students had the opportunity to participate and engage in activities related to STEAM. For example, activities such as art, dance, theater, lego engineering, etc. are examples of activities rotated throughout the day. The LEA hosts a STEAM Expo each school year allowing students to engage in project-based learning projects that address real-world problems that are relevant today.

Action item 5: The LEA provided enrichment opportunities during Learning Academy each day for students at or above grade level. (Learning Academy is a scheduled block of time wherein all courses are leveled according to student ability.) Enrichment opportunities such as learning Mandarin, taking a leadership class, or participating in coding and robotics took place throughout the school year. AVID was listed and funding was allocated for grades 4-6 as an enrichment activity. However, the LEA did not begin AVID in the 23-24 school year. The LEA is anticipating AVID to begin in the 24-25 school year.

Action item 6: The LEA held professional development throughout the school year to provide additional opportunities for teachers/staff to receive ongoing support and training. Practice clinics took place each week towards the latter part of the school year to allow teachers an opportunity to practice and collaborate in a low-stakes environment focusing on one taxonomy or skill per week. Weekly data meetings were held beginning in January to analyze data and modify instruction based on formative assessment results. By analyzing data, teachers are able to adjust teaching practices and form small groups to reteach content or specific grade-level standards to drive instruction and produce greater student outcomes.

Action item 7: The LEA held summer professional development and other professional development throughout the school year to enhance skills and knowledge. Education is ever-evolving and it's important to hone the craft of teachers and staff throughout the school year.

Action item 8: The LEA continued to include Behavior Interventionists (BI) support for our special education students who need additional intervention strategies and support while in the classroom and school environment.

Action item 9: The LEA continued to staff each classroom with a grade-level interventionist to help support the classroom teacher by pulling small groups of students who need additional support in academic areas.

Challenges: The LEA saw more successes than challenges during the school year as it pertains to the action items listed within our LCAP. The challenges that were presented to the LEA were as follows:

- 1.) Although there is a robust Social Studies curriculum focusing on diverse cultural backgrounds, the LEA still needs to allow more time to hold events or allot time for projects in relation to the months allotted for diverse cultural backgrounds.
- 2.) Chronic absenteeism is high amongst the African American population. The LEA made efforts to work towards improving student outcomes in this subgroup by offering additional tutoring and requiring teachers to focus on students on the CUSP to track their progress. However, the LEA has included a new LCAP goal to decrease the percentage of African American students who are chronically absent.

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.

Please find explanation below:

Overall Budgeted Expenditures:

Budget expenditures: \$739,860

Projected Actuals: \$805,259

Difference: +\$65,399

Variance: +8.84%

The material difference between the overall budget expenditures and projected actuals is less than a 10% variance.

Goal 1: Budgeted Actuals:

Budget expenditures: \$1,211,000

Projected Actuals: \$1,009,745

Difference: -\$201,255

Variance: -16.62%

A material difference exists between the budgeted expenses and actuals for **Goal 1** due to ELOP funds being utilized to fund Action Item 4 (High-Quality STEAM and PBL) and Action Item 5 (Enrichment for scholars at or above grade level). The total amount of ELOP funds used is approximately \$400,000.

The LEA shall address the material difference by adjusting its projected LCAP expenses in this category based on actuals in the 2023-24 FY.

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

The *English Learner supports* action was effective as evidenced by metric 1.3 referencing the % of English learners making progress on the ELPAC. The outcomes by year are as follows: Baseline: 84.6%, Year 1: NA due to pandemic, Year 2: 38.1%, Year 3: 59.3%.

The *African American Student Outcomes Support, Instruction Driven by Data, and Professional Development* actions were partially effective as evidenced by metric 1.5 referencing the % growth in Math for African American students on the SBAC. The outcomes by year are as follows: Baseline: NA, Year 1: NA due to pandemic, Year 2: 24.66%, Year 3: 25.32%. The year 3 desired outcome was 5% growth. Although there was growth that occurred between year 2 and year 3, it was not the 5% growth the LEA anticipated by the end of year 3. In the 2024-2025 LCAP, the LEA will focus on the after school tutoring as a means of improving student outcomes in Math for African American students. Data will be analyzed for African American students on the CUSP and professional development opportunities will be utilized to

continue pushing forward thinking onto teachers to backwards plan, anticipate the desired outcomes, and plan on how to achieve those results.

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.

The LEA has added onto the planned goal as follows: The school will close the achievement gap for underperforming, underrepresented, and underserved scholars, and shall support all scholars in achieving mastery of the state standards by ensuring scholars are engaged in rigorous, culturally responsive instruction that aligns to the California State Standards.

The LEA included additional metrics to measure whether or not the goal has been met through the actions outlined in the LCAP. The following additional metrics have been added to the 2024-2025 LCAP:

- a.) CAASPP ELA: % Met/Exceeded the Standard for all students and all numerically significant subgroups
- b.) CAASPP Math: % Met/Exceeded the Standard for all students and all numerically significant subgroups
- c.) CA Science Test (CAST): % Met/Exceeded the Standard for all students and all numerically significant subgroups
- d.) % of students that have access to and are enrolled in a broad course of study including students with exceptional needs

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 2

| Goal # | Description |
|--------|--|
| 2 | The school will be a safe and welcoming environment for students, families, and staff. |

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|----------------------------|----------------------------|------------------------|--------------------|-----------------------------|
| Parent school climate survey: % who feel school is safe | 2020-21 Parents: 98% | 2021-22 Parents: 99% | 2022-2023 Parents: 91% | 2023-24: 89% | Parents: 98% |
| Attendance Rate | 98.18% | 2021-22: 91.98% | Unavailable | 2023-24: 93% | 95% |
| Chronic Absence Rate | 2018-19: 11.6% | 2020-21: 5.2% | 2021-22: 31% | 2022-23: 27.8% | All students: <10% |
| Suspension & Expulsion Rate | Data Year: 2018-19 1.9% | Data Year: 2020-21 0% | 2021-22: 1% | 2022-23: 1.5% | 1% |
| Facilities Inspection Results | 2021 Facility Rating: Good | 2022 Facility Rating: Good | 2022-23: Good | 2023-24: Exemplary | Excellent |

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.

All actions were implemented as planned.

The LEA was committed to making progress towards goal 2. The LEA committed to ensuring a safe and welcoming environment for students, families, and staff.

Successes:

Action item 1: The LEA successfully provided a clean and safe environment for students, families, and staff by hiring a night custodial team as indicated and providing additional staff for events on campus. The night custodial team provided additional support to the day custodial team, allowing for the campus to be cleaned thoroughly throughout the day and night. Adding additional staff for events on campus allowed for our families, students, and staff to feel safe while attending school-sponsored events on campus.

Action item 2: The LEA has incorporated field trips for each grade level and started a sports academy for students. Each grade level plans a field trip each school year, in which funding includes buses and offsetting costs for field trips. The sports academy was up and running with various sports for our students to experience such as soccer and basketball.

Action item 3: The LEA enforced school rules and offered restorative justice practices for all students. An additional staff member was hired to support the Restorative Practices team. By adding another staff member, it allowed for more restorative practices and community circles to occur throughout each school day.

Action item 4: The LEA continued to provide mental health support to all students. A counselor is on site to service all students who are in need of additional support and social-emotional learning. Behavior interventionists continued to provide services and support to our students in special education who require additional support.

Action item 5: The LEA focused on family engagement and communication through the use of platforms such as ClassDojo and ParentSquare. Our communications department improved by adding an additional staff member for marketing. Effective communication between the school and families establishes a relationship of respect between all parties.

Action item 6: The LEA created opportunities for families to engage in their child’s learning by hosting events such as Math Night, Meet and Greet and fundraising events such as Jog-a-thon and Spring Performance. Informational meetings such as SSC, LCAP, and ELAC took place throughout the school year.

Challenges: The LEA saw more successes than challenges during the school year as it pertains to the action items listed within our LCAP. The challenges that were presented to the LEA were as follows:

1.) Although all grade levels went on a school-sponsored field trip, in the coming school year teachers will plan field trips in advance to ensure buses are secured well in advance to allow for grade levels to attend field trips on anticipated days.

- 2.) The LEA communicated throughout the school year on many platforms to reach our families and other families within our community. Although ClassDojo and ParentSquare are utilized for communication, in the coming school year the LEA will use ParentSquare solely for parent communication.
- 3.) The LEA continues to look for ways to increase parent participation and involvement with the informational meetings held throughout the school year for LCAP and ELAC.

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.

Goal 2: Budgeted Actuals:

Budget expenditures: \$375,000

Projected Actuals: \$669,966

Difference: +\$294,966

Variance: +78.66%

A material difference exists between the budgeted expenses and actuals for **Goal 2**. The primary drivers are the underbudgeted expenditures in Action Item 1 (Clean and Safe School Facilities), Action Item 3, (Restorative Justice Practices), and Action Item 6 (Family Events). The LEA shall address the material difference by adjusting its projected LCAP expenses in this category based on actuals in the 2023-24 FY.

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

The Provide Clean and Safe Facilities, Restorative Justice Practices, Mental Health Support, and Family Engagement and Communication actions were effective as evidenced by metrics 2.1 and 2.5 referencing the Attendance Rate and Facilities Inspection Results. The outcomes by year are as follows for Attendance: Baseline: 98.18%, Year 1: 91.98%, Year 2: unavailable, Year 3: 93%. Although the baseline percentage was higher initially, the pandemic occurred shortly after causing many schools in the nation to see a decline in attendance. However, the percentage has increased according to the year 3 outcome. The outcomes by year are as follows for Facilities Inspection Results: Baseline: Good, Year 1: Good, Year 2: Good, Year 3: Exemplary. Adding the additional night custodial team has effectively improved the overall scoring for the LEA's facilities.

The *Restorative Justice Practices* action was partially effective as evidenced by metric 2.4 referencing the Suspension & Expulsion Rate. The outcomes by year are as follows: Baseline: 1.9%, Year 1: 0%, Year 2: 1%, Year 3: 1.5%. The year 3 desired outcome was 1%. Although there was a slight increase in suspensions that occurred between year 2 and year 3, it was not a huge increase but rather a .5% increase. In the 2024-2025 LCAP, the LEA will continue to focus on the Restorative Justice Practices and grooming the new additional staff member to improve student outcomes in this area.

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

The LEA has added onto the planned goal as follows: The school will be a safe and welcoming environment for scholars, families, and staff by fostering a school atmosphere that is inclusive, promotes parent involvement, and emphasizes joy and engagement. As a result, suspension rates will decrease to 1% or less and parent and scholar satisfaction rates will increase to 95% or higher.

The LEA included additional metrics to measure whether or not the goal has been met through the actions outlined in the LCAP. The following additional metrics have been added to the 2024-2025 LCAP:

- a.) Student survey: % of students who respond positively regarding school connectedness
- b.) Student survey: % of students with a positive response to school safety
- c.) Parent survey: % of respondents who respond positively regarding school connectedness
- d.) Parent Survey Response Rate

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

- When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

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

California Department of Education
November 2023

Local Control and Accountability Plan

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

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|-------------------------------------|-------------------------------------|---|
| REACH Leadership STEAM Academy | Virgie Rentie Executive Director | vrentie@reachroyals.org 951-275-8820 |

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.

SCHOOL MISSION AND VISION

REACH Leadership STEAM Academy is a college preparatory elementary school dedicated to bridging the socioeconomic, racial, and digital divide for underserved youth. Our dedicated and highly trained teaching staff are committed to preparing our students for success in college and equipping them to meet the demands of a global society. REACH is committed to developing confident, articulate leaders who will use their life experiences and education to create positive changes in their own lives and within their communities and beyond. Central to its mission is the unwavering belief that if given the proper tools, all students can succeed in school and in the most competitive colleges and universities. REACH believes that all students must be prepared for higher education and equipped with the skills and the choice to pursue it at the highest levels.

As a nurturing learning community, REACH cultivates and empowers global literate students who have the knowledge, critical thinking skills, and attitudes to become influential contributors in an ever-changing global society. REACH believes in a student-centered approach to learning that encourages all students to become compassionate, innovative, and intelligent thinkers who are knowledgeable about themselves and the world around them. To prepare students for success in competitive four-year colleges and universities, REACH has created a focused learning environment that cultivates students’ characters and academic skills. In line with the school’s mission is the underlying belief that one of the fundamental purposes of education is to empower and give back to the community. In order to do so, students must develop a sense of purpose that exceeds social and economic gain. Through intentional teaching, modeling, and reinforcement of strong character, REACH staff and students operate under the guiding principles of six core values: Leadership, Excellence, Responsibility, Resilience, Gratitude and Service.

Demographic Data: A little over 54% of the students enrolled in our program are considered socioeconomically disadvantaged, more than 6% are English Learners, 10% qualify for Special Education services, less than 1% are foster youth, just over half are of Hispanic or Latino origin, nearly 20% are African American (exceeding district and state enrollment), over 14% are considered White, with a growing Asian population of over 4% and students identifying as Two or More Races increasing to 7.5%.

The purpose of this Local Control Accountability Plan (LCAP) is to address the School Plan for Student Achievement (SPSA) for REACH Leadership STEAM Academy which is the Schoolwide Program; herein referred to as the LCAP. The Charter School's plan is to effectively meet the ESSA Requirements in alignment with the LCAP and other federal, state and local programs. The plans included in the LCAP address these requirements compliant to include focusing on two goals: 1) The school will close the achievement gap for underperforming, underrepresented, and underserved students, and support all students in achieving mastery of the state standards; 2) the school will be a safe and welcoming environment for students, families, and staff.

The identification of the process for evaluating and monitoring the implementation of the LCAP and the progress toward accomplishing the established goals will include discussing the actions and services with the use of supplemental funds at the school level through the parent advisory council which will include parents of English Learners. The parent advisory council will meet four times per year to inform the process. Parents, classified staff, certificated staff and an administrator will make up the council. The number of parents will exceed or be equal to the number of total staff members. The council will discuss academic performance, supplemental services and areas to make improvements with Title funds as part of the School Plan included in the LCAP conversations at the meeting in the fall and at the meeting in the spring. The teachers, staff, students and parents also participate in an annual survey which provides feedback on the goals and services. The teachers, staff and administrators actively participate in the decision making process throughout the year and during LCAP workshops. The decisions will take into account the needs of REACH based on student achievement data to include SBAC, ELPAC, and interim assessment data, cumulative assessments, and attendance and student demographic data to include the significant subgroups of Latino, Black or African American, White, socioeconomically disadvantaged, students with disabilities, and English Learners. This student achievement data and student demographic data will be used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

Each goal includes actions and services that address the needs of all students and significant subgroups which include evidence-based strategies that provide opportunities for all children, methods and instructional strategies, and particular focus on students at risk of not meeting the State academic standards.

Reflections: Annual Performance

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

IDENTIFIED PROGRESS

State Indicators

The 2023 CA Dashboard rated Chronic Absenteeism 'Yellow' with an 28% chronic absence rate (a 3.1% decrease from 2021-22). By maintaining a strong school culture with adequate support for students, the school expects this downward trend to continue.

The 2023 CA Dashboard shows a high level of English Learners (59.3%) made progress towards English language proficiency on the ELPAC. The school will investigate strategies used to support English learners that may be transferable to other student groups and/or the whole school population.

Local Indicators

All state-mandated local indicator requirements were met.

Local Data

The LEA was able to recognize some successes in the 2023-24 school year. Using the Renaissance STAR assessments, the LEA continued to track scholar achievement data in an effort to monitor scholar academic growth and achievement. The Renaissance STAR assessments are aligned to the California State Standards for both English Language Arts and Mathematics and continue to be uniformly administered across all grade levels. REACH is very proud of the progress scholars continue to make.

ACADEMIC SUCCESS: On the 2022-2023 SBAC, REACH had an overall ELA proficiency of 46% and overall Math proficiency of 40.60%. We continued utilizing the reading tool called STEP. This was our second year of the STEP implementation into our instructional program. STEP offers a continuum of component datasets that are closely aligned with established milestones in reading development, and follow students' progress from Emergent to Self-Extending readers. The STEP data was beneficial in identifying additional needs of scholars as it relates to reading. We continued to use STAR assessments to progress monitor each scholar's growth throughout the school year. The school utilizes formative and summative skill based assessments for scholars who are receiving support in specific areas to close the learning gap. Progress monitoring is used to track progress of reading and math. Curriculum based assessments are also used to measure proficiency toward grade level benchmarks.

ENROLLMENT SUCCESS: As a charter school, parents choose daily to continue enrollment with our program. Enrollment numbers have continued to increase with a waiting list in most grade levels.

PARENT INVOLVEMENT: This year many events were held throughout the school year that allowed parents to be on campus. The school saw a lot of parent participation overall. Many parents volunteered to chaperone during school-sponsored field trips. Parent participation improved for LCAP or LCFF budget meetings. However, the LEA still recognizes this is an area of growth. To increase parent involvement related to feedback and input relative to LCAP goals, actions, and expenditures, the LEA found it useful to conduct school-wide surveys soliciting feedback and input from all education partners.

INTERVENTION: Every classroom continued to receive intervention support for students in need of academic support. The highly trained and highly skilled interventionists supported each grade level with small group pullouts and skill-based remediation in both reading and math for scholars who needed additional support.

TEACHER SUPPORT: Each classroom teacher had a team lead and coach that provided observations, feedback, assistance, and encouragement during the school year.

IDENTIFIED NEEDS

State Indicators

SBAC ELA status rated ‘Orange’ on the 2023 CA Dashboard with an overall student average of -6 points below standard. The Students with Disabilities (-98 points) student group rated ‘Red.’ In response to this data, the school will use this data to drive instruction for the 2024-2025 school year. Data meetings will take place throughout the school year to monitor the progress of all scholars. REACH has an extensive intervention program that allows each grade level to have an assigned interventionist in place to help lead small groups for additional support. Tutoring will occur throughout the school year to help students who need additional support in the main content areas. The STAR data will be analyzed to determine academic gaps and identify areas of need. During the summer, teachers will participate in professional development around instructional best practices, as well as content-related PD. Instructional coaches will assist teachers with instructional support and feedback throughout the school year.

SBAC Math status rated ‘Orange’ with an overall student average of -30 points from standard. In response to this data, the school will use this data to drive instruction for the 2024-2025 school year. Data meetings will take place throughout the school year to monitor the progress of all scholars. REACH has an extensive intervention program that allows each grade level to have an assigned interventionist in place to help lead small groups for additional support. Tutoring will occur throughout the school year to help students who need additional support in the main content areas. The STAR data will be analyzed to determine academic gaps and identify areas of need. During the summer, teachers will participate in professional development around instructional best practices, as well as content-related PD. Instructional coaches will assist teachers with instructional support and feedback throughout the school year.

Reflections: Technical Assistance

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

Not Applicable

Comprehensive Support and Improvement

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

Schools Identified

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

REACH Leadership STEAM Academy is a single school LEA that is not eligible for comprehensive support and improvement.

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Engaging Educational Partners

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

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

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

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

| Educational Partner(s) | Process for Engagement |
|---|---|
| Parents, Teachers, administrators, and other school personnel | <p>Parents, Teachers, administrators, and other school personnel participate in the following advisory committees that meet regularly throughout the year: School Site Council, English Learner Advisory Council, African American Parent Advisory Council. These groups review data, goals and actions, and funding allocations.</p> <p>Parents, teachers, administrators, and other school personnel also participate in an annual climate survey to provide feedback in areas such as: academics, social-emotional needs, school climate, school communication, and parent engagement.</p> |
| Students | Students provide feedback to teachers during classroom meetings and the teachers relay the information to administration. Students in grades 5 and 6 participate in an annual climate survey to provide feedback pertaining to their instructional and social experience on campus. |

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

The LEA values any and all feedback provided by educational partners. Feedback is solicited in numerous ways, including the LCAP survey, parent climate survey, and student climate survey. Suggestions provided by our families and scholars are considered when developing and updating our LCAP goals.

Goals and Actions

Goal 1

| Goal # | Description | Type of Goal |
|--------|--|--------------|
| 1 | The school will close the achievement gap for underperforming, underrepresented, and underserved scholars, and shall support all scholars in achieving mastery of the state standards by ensuring scholars are engaged in rigorous, culturally responsive instruction that aligns to the California State Standards. | Broad |

State Priorities addressed by this goal.

This is a Broad goal addressing Priority 1 Basic Services, Priority 2 Implementation of Standards, Priority 4 Pupil Outcomes, Priority 7 Broad Course of Study, and Priority 8 Other Pupil Outcomes.

An explanation of why the LEA has developed this goal.

REACH Leadership STEAM Academy has developed this goal to close the achievement gap because underserved students deserve all possible supportive measures so that they have the opportunity to succeed academically. If the school provides a standards-aligned curriculum, the percentage of students with access to a broad course of study and standards-aligned curriculum and the level of adoption of state standards will increase. If the school implements a structured language acquisition program for English learners, the EL reclassification rate and percentage of English learners improving on the ELPAC will increase. If the school provides targeted support for African American students, engages students in STEAM and project based learning, utilizes assessment data to inform instruction, provides appropriate supports to students with disabilities, and implements a multi-tiered system of academic supports, students will meet or exceed standards for CAASPP ELA, Math and the CA Science exam. Finally, if the school provides professional development for all staff the more credentialed teachers will be retained and the level of adoption of academic standards will increase.

The largest impact of COVID19 is seen in overall performance in Mathematics. Increased services for underperforming, unduplicated students are intended to mitigate the learning loss in reading and math overall. In order to reach the charter school’s goals of closing the achievement gap for underperforming, underrepresented, and underserved students, and support all students in achieving mastery of the state standards, the school must hire the best teacher candidates possible, support teacher growth and development, and ensure that students have the materials, technology, and scaffolded support that is needed to make adequate growth towards their personal growth goals. In order to achieve stated goals, the LEA has increased the number of classified staff providing direct services to students and the number of certified staff providing direct services to students. The direct services include small group, leveled instruction, test proctoring, administration of assessments, coaching. teaching and lesson creation. Instruction is dictated by current assessment results and adjusted based on missing skills. Students are taught at his or her individual skill level in small groups or 1:1 settings in order to meet individual needs.

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|--|----------------|----------------|---------------------------|----------------------------------|
| 1.1 | % of total teachers and EL teachers credentialed and appropriately assigned Data Source: SARC | 2021-22: 88% | | | 98% | N/A for 2024 |
| 1.2 | CAASPP ELA: % Met/Exceeded the Standard for all students and all numerically significant subgroups Data Source: Dataquest | 2022-23 All: 46% SED: 38% EL: 20% SWD: 13% Afr.Am: 27% Hisp: 49% White: 61% TOM Races: 53% | | | 55% | N/A for 2024 |
| 1.3 | % growth in Math for African American students on the SBAC Data Source: Dataquest | 2022-23: 25.32% | | | 3% Increase Annually | N/A for 2024 |

| | | | | | | |
|-----|--|---|--|--|------------------------|--------------|
| 1.4 | CAASPP Math: % Met/Exceeded the Standard for all students and all numerically significant subgroups Data Source: Dataquest | 2022-23 All: 41% SED: 33% EL: 0% SWD: 20% Afr.Am: 25% Hisp: 39% White: 66% TOM Races: 44% | | | 50% | N/A for 2024 |
| 1.5 | CA Science Test (CAST): % Met/Exceeded the Standard for all students and all numerically significant subgroups Data Source: Dataquest | 2022-23 All: 45% SED: 31% SWD: 8% Afr.Am: 35% Hisp: 42% White: 55% | | | 55% | N/A for 2024 |
| 1.6 | EL reclassification rate Data Source: DataQuest | 2022-23: 26.32% | | | 10% Increase by Year 3 | N/A for 2024 |
| 1.7 | % of English learners improving on ELPAC Data Source: CA Dashboard | 2022-23: 59.3% | | | 65% | N/A for 2024 |

| | | | | | | |
|------|--|---|--|--|---------------------|--------------|
| 1.8 | % of students with access to their own copies of standards-aligned instructional materials for use at school and at home Data Source: SARC | 2023-24: 100% | | | 100% | N/A for 2024 |
| 1.9 | % of students that have access to and are enrolled in a broad course of study including students with exceptional needs Data Source: Local Indicators | 2023-24: 100% | | | 100% | N/A for 2024 |
| 1.10 | Level of Implementation of state adopted academic standards Data Source: Local Indicators | 2023 CA Dashboard: Full Implementation | | | Full Implementation | N/A for 2024 |

Goal Analysis for 2024-25

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

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

To be completed in 2025

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.

To be completed in 2025

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

To be completed in 2025

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.

To be completed in 2025

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

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|---|-------------|--------------|
| 1.1 | Curriculum and Instructional Materials | The LEA seeks to close the achievement gap by adopting and purchasing a culturally relevant Social Studies curriculum to acknowledge and teach different cultures, not just the dominant culture of a society, and encourages intercultural understanding. Funding includes: (1) Culturally relevant Social Studies curriculum | \$135,000 | No |
| 1.2 | English Learner Supports | The LEA seeks to close the achievement gap by increasing language proficiency levels (listening, speaking, writing, reading) and overall student proficiency levels for scholars learning English as a second language. Funding includes: (1) Dedicated ELD coordinator, (2) Curriculum and materials (3) Funding to support parent engagement via free child care and dinners in order to attend meetings on campus | \$45,000 | Yes |
| 1.3 | African American Student Outcomes Support | The LEA seeks to close the achievement gap by increasing academic performance amongst African American scholars in ELA and Math. Funding Includes: (1) A dedicated AAPAC Coordinator (2) Funding to support parent engagement via free child care and dinners in order to attend meetings on campus, and (3) After school tutoring. By increasing parent involvement, awareness and access to school resources and supports, the LEA believes that the goal to increase African American academic achievement in both reading and math can be achieved. | \$100,000 | Yes |

| | | | | |
|-----|---|--|-----------|-----|
| 1.4 | High Quality STEAM and PBL Instruction | The LEA seeks to close the achievement gap by engaging scholars in STEM and Project-based learning activities to promote life-long learners and enhance critical thinking and problem solving skills. Funding includes: (1) STEAM & Project Based Learning Curriculum, Materials and Supports: Continue towards full-implementation of Next Generation Science Standards (NGSS). STEAM and project-based activities are some of the most engaging learning activities that are available to scholars. As scholars engage in activities that require cooperative learning, critical thinking skills and discourse with peers, every child benefits and learning is enhanced across all disciplines. | \$200,000 | Yes |
| 1.5 | Enrichment for Scholars At or Above Grade Level | The LEA seeks to close the achievement gap by implementing additional enrichment opportunities for scholars who are at or above grade level. Funding Includes: (1) AVID in grades 4-6 (2) Foreign languages: Spanish and Mandarin (3) Leadership, and (4) Coding and Robotics. | \$200,000 | No |
| 1.6 | Instruction Driven by Data | The LEA seeks to close the achievement gap by using ongoing assessment data to inform instruction and support individual scholar learning. Funding includes: (1) Professional Development (2) Weekly Data Meetings: Staffing, and (3) Materials As teachers and administrators do a deep dive into data, teachers are better able to measure the effectiveness of their teaching and administrators can measure the effectiveness of its program. Data analysis helps to drive instruction as teachers use the information to adjust teaching practices, form small groups, and other research based strategies to plug missing skills. | \$100,000 | Yes |
| 1.7 | Professional Development | The LEA seeks to close the achievement gap by offering ongoing professional development for teachers and support staff. Funding includes: (1) Summer and ongoing training, and (2) Materials Professional development for teachers and support staff allows teachers to expand their skills and knowledge and grow as educators. Professional development allows teachers to hone their craft and become more effective in what they do in a field that is constantly changing. | \$145,000 | Yes |
| 1.8 | Special Education | The LEA seeks to close the achievement gap by including additional supports for our scholars in special education. Funding includes: (1) Behavior Interventionist (BI) support The Behavior Interventionist works collaboratively with the scholar's educational team to develop and implement intervention strategies (positive behavior supports) for the classroom and within the school environment that allows the scholar to integrate behaviorally into the school setting successfully. | \$110,000 | No |

| | | | | |
|-----|--------------|--|-----------|-----|
| 1.9 | Intervention | The LEA seeks to close the achievement gap by offering additional supports for scholars. Funding includes: (1) Staffing: The LEA staffs each grade level with an interventionist that serves the scholars within the designated grade level. When scholars may be struggling in ELA and/or Math, interventionists are available to address the academic needs and provide additional support within the classroom. | \$300,000 | Yes |
|-----|--------------|--|-----------|-----|

Goal 2

| Goal # | Description | Type of Goal |
|--------|---|--------------|
| 2 | The school will be a safe and welcoming environment for scholars, families, and staff by fostering a school atmosphere that is inclusive, promotes parent involvement, and emphasizes joy and engagement. As a result, suspension rates will decrease to 1% or less and parent and scholar satisfaction rates will increase to 95% or higher. | Broad |

State Priorities addressed by this goal.

Priority 3 Parent Engagement, Priority 5 Pupil Engagement, Priority 6 School Climate

An explanation of why the LEA has developed this goal.

REACH Leadership STEAM Academy has developed this goal to establish a safe and welcoming environment for students, families and staff alike because student well-being is highly correlated to overall achievement. If the school provides increased student activities and field trips, investments in attendance support, Positive Behavior Intervention and Supports (PBIS), and mental health support, the chronic absenteeism, suspension, expulsion, student survey data and attendance rates will improve. If the school provides increased family engagement opportunities, the parent survey results will improve. Finally if the school invests in safe and clean facilities, overall perceptions of school safety will increase and the facilities will be in good repair.

As a school of choice, parents vote every day when they choose to drop their child off at school. Parent and student perception and satisfaction rates determine the long-term viability of the school and determine how parents choose to engage with the school daily. And because REACH is a commuter school, its attendance rate tends to trend lower than that of surrounding school districts making attendance and overall stakeholder satisfaction goals vital to the school's overall success. In order to reach its mission of closing the achievement gap for underserved youth, the LEA needs all students in attendance. A schoolwide attendance and school culture focus is vital as there is a correlation between school attendance and academic achievement.

Measuring and Reporting Results

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

| | | | | | | |
|-----|---|---------------|--|--|-----|--------------|
| 2.1 | Suspension Rate Data Source: Dataquest | 2022-23: 1.5% | | | 1% | N/A for 2024 |
| 2.2 | Expulsion Rate Data Source: Dataquest | 2022-23 0% | | | 0% | N/A for 2024 |
| 2.3 | Student survey: % of students who respond positively regarding school connectedness Data Source: Local Measure | 2023-24: 68% | | | 85% | N/A for 2024 |
| 2.4 | Student survey: % of students with a positive response to school safety Data Source: Local Measure | 2023-24: 69% | | | 85% | N/A for 2024 |
| 2.5 | Parent survey: % of respondents with positive responses to school safety questions Data Source: Local Measure | 2023-24: 89% | | | 95% | N/A for 2024 |
| 2.6 | Parent survey: % of respondents who respond positively regarding school connectedness Data Source: Local Measure | 2023-24: 87% | | | 95% | N/A for 2024 |

| | | | | | | |
|-----|---|-------------------------|--|--|-----------|--------------|
| 2.7 | Parent Survey Response Rate Data Source: Local Measure | 2023-24: 46% 299/652 | | | 55% | N/A for 2024 |
| 2.8 | Facilities Condition Source: SARC | 2023-24: Exemplary | | | Excellent | N/A for 2024 |

Goal Analysis for 2024-25

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

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

To be completed in 2025

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.

To be completed in 2025

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

To be completed in 2025

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.

To be completed in 2025

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

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|-------------|-------------|--------------|
|----------|-------|-------------|-------------|--------------|

| | | | | |
|-----|--|---|-----------|-----|
| 2.1 | Provide Clean and Safe School Facilities | The LEA seeks to provide a safe and welcoming environment for scholars, families, and staff by providing a campus that is safe and clean. Funding includes: (1) Extra custodial staffing, and (2) Additional event safety | \$200,000 | No |
| 2.2 | Student Activities and Field Trips | The LEA seeks to provide a safe and welcoming environment for scholars, families, and staff by incorporating scholar activities and field trips that scholars can enjoy. Funding includes: (1) Field trip buses (2) Offset costs of field trips, and (3) Offset costs for Sports Academy | \$100,000 | No |
| 2.3 | Restorative Justice Practices (RJP) | The LEA seeks to provide a safe and welcoming environment for scholars, families, and staff by enforcing school rules and offering restorative justice practices for all scholars. Funding includes: (1) Staffing and Materials. Restorative practices focus on resolving conflict, repairing harm, and healing relationships. They support a positive and safe school climate, help prevent bullying, and reduce disciplinary incidents. | \$165,000 | Yes |
| 2.4 | Mental Health Support | The LEA seeks to provide a safe and welcoming environment for scholars, families, and staff by offering additional social-emotional supports. Funding includes: (1) Counseling services, and (2) Behavior interventionist (BI) supervision and training. Social-emotional learning (SEL) provides a foundation for safe and positive learning, and enhances scholars' ability to succeed in school. Our LEA has a full-time Counselor on site who provides the social-emotional supports needed for the special education and general education population. Behavior interventionist supports are offered to our scholars within special education. The behavior interventionists provide our special education population of scholars with the tools and strategies needed to be successful while in school. | \$100,000 | Yes |
| 2.5 | Family Engagement and Communication | The LEA seeks to provide a safe and welcoming environment for scholars, families, and staff by communicating effectively regarding special events, announcements and important information. Funding includes: (1) Communications (2) Software costs (ParentSquare, Class Dojo), and (3) Staffing Communication is effective in helping to create a good and safe environment for scholars to learn. When scholars feel comfortable, they are more likely to be focused and motivated while in school. Effective communication between the school and families establishes a relationship of respect between all parties. | \$140,000 | Yes |

| | | | | |
|-----|---------------|---|----------|-----|
| 2.6 | Family Events | The LEA seeks to provide a safe and welcoming environment for scholars, families, and staff by creating opportunities for families to engage in their child's learning and actively participate in events within the school community. Funding includes: (1) Evening events (Math night, Meet & Greet, etc.) (2) ELAC, LCAP, SSC, and other meetings, and (3) Fundraisers (Spring Performance, Jog-A-Thon). | \$65,000 | Yes |
|-----|---------------|---|----------|-----|

Goal Analysis for 2024-25

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

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

To be completed in 2025

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.

To be completed in 2025

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

To be completed in 2025

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.

To be completed in 2025

Goal 3

| Goal # | Description | Type of Goal |
|--------|--|--------------|
| 3 | By 2027, the school will increase its attendance rate to 96% and will reduce the absentee rate for African American scholars by 12% through culturally relevant practices that promote and foster connectedness, trusting relationships, parent engagement and buy-in. | Broad |

State Priorities addressed by this goal.

Priority 3 Parent Engagement, Priority 5 Pupil Engagement, Priority 6 School Climate

An explanation of why the LEA has developed this goal.

REACH Leadership STEAM Academy has developed this goal to establish a safe and welcoming environment for students, families and staff alike because student well-being is highly correlated to overall achievement. If the school provides increased attendance incentives, investments in attendance support, Positive Behavior Intervention and Supports (PBIS), and mental health support, the chronic absenteeism and attendance rates will improve. If the school provides increased family engagement opportunities, our families will feel connected and committed to the success of their children as well as the success of the school. Finally if the school invests in improving the overall chronic absenteeism rate for African American students, the overall performance for this subgroup on state tests and academic achievement in English Language Arts and Math should increase.

As a school of choice, parents vote every day when they choose to drop their child off at school. And because REACH is a commuter school, its attendance rate tends to trend lower than that of surrounding school districts making attendance and overall stakeholder satisfaction goals vital to the school’s overall success. In order to reach its mission of closing the achievement gap for underserved youth, the LEA needs all students in attendance. A schoolwide attendance and school culture focus is vital as there is a correlation between school attendance and academic achievement.

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|----------------|----------------|----------------|---------------------------|----------------------------------|
| 3.1 | Average Daily Attendance Rate Data Source: CALPADS | 2023-24: 93% | | | 95% | N/A for 2024 |
| 3.2 | Chronic Absence Rate Data Source: Dataquest | 2022-23: 27.8% | | | 20% | N/A for 2024 |
| 3.3 | African American Chronic Absence Rate | 2022-23: 25.8% | | | 19% | N/A for 2024 |

Goal Analysis for 2024-25

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

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

To be completed in 2025

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.

To be completed in 2025

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

To be completed in 2025

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.

To be completed in 2025

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

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|--------------------------------------|---|-------------|--------------|
| 3.1 | Attendance Incentives | The LEA seeks to increase its attendance rate to 96% by providing incentives each month and each trimester. Funding includes: (1) Monthly class incentives, and (2) Trimester awards and incentives | \$15,000 | Yes |
| 3.2 | Family Incentives | The LEA seeks to increase its attendance rate to 96% and will reduce the absentee rate for African American scholars by 12% by incorporating family incentives. Funding includes: (1) Family attendance luncheon (2) End of the year perfect attendance assembly that includes trophies for scholars and gift cards for families. | \$10,000 | Yes |
| 3.3 | School Attendance Review Team (SART) | The LEA seeks to increase its attendance rate to 96% and will reduce the absentee rate for African American scholars by 12% by offering support through its School Attendance Review Team (SART). Funding includes: (1) 1 full-time employee (2) Family Outreach which includes: education/communication around the importance of attendance, bus passes, counseling, and clothing/supplies for families in need. | \$100,000 | Yes |
| 3.4 | Family Services and Supports | The LEA seeks to increase its attendance rate to 96% by providing family outreach to families in need. Funding includes: (1) Education/Communication (2) Bus passes (3) Counseling (4) Clothing & Supplies | \$57,500 | Yes |

Goal Analysis for 2024-25

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

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

To be completed in 2025

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.

To be completed in 2025

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

To be completed in 2025

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.

To be completed in 2025

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.

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 |
| \$785,121.00 | \$11,668.00 |

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 |
|---|-----------------------------|-------------------------|---|
| 12% | 0% | \$0.00 | 12% |

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 school wide 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 |
|---------------------|--|--|--|
| 1.1 | Low income, foster youth, and English learners can benefit from learning a culturally relevant Social Studies curriculum that will help close the achievement gap. | The LEA seeks to close the achievement gap by adopting and purchasing a culturally relevant Social Studies curriculum to acknowledge and teach different cultures, not just the dominant culture of a society, and encourages intercultural understanding. Funding includes: (1) Culturally relevant Social Studies curriculum | 1.8 % of students with access to their own copies of standards-aligned instructional materials for use at school and at home |

| | | | |
|-----|---|--|--|
| 1.3 | Low income, foster youth, and African American students can benefit from after school tutoring to help close the achievement gap. Family engagement is vital in the success of student achievement. | The LEA seeks to close the achievement gap by increasing academic performance amongst African American scholars in ELA and Math. Funding Includes: (1) A dedicated AAPAC Coordinator (2) Funding to support parent engagement via free child care and dinners in order to attend meetings on campus, and (3) After school tutoring. By increasing parent involvement, awareness and access to school resources and supports, the LEA believes that the goal to increase African American academic achievement in both reading and math can be achieved. | <p>1.2 CAASPP ELA: % Met/Exceeded the Standard for all students and all numerically significant subgroups</p> <p>1.3 % growth in Math for African American students on the SBAC</p> <p>1.4 CAASPP Math: % Met/Exceeded the Standard for all students and all numerically significant subgroups</p> |
| 1.4 | Low income, foster youth, and English Learners can benefit from STEAM and Project-based learning to help close the achievement gap. English Learners benefit from hands-on and engaging experiences that allow them to access the curriculum in different ways as they navigate learning a second language. | The LEA seeks to close the achievement gap by engaging scholars in STEAM and Project-based learning activities to promote lifelong learners and enhance critical thinking and problem solving skills. Funding includes: (1) STEAM & Project Based Learning Curriculum, Materials and Supports: Continue towards full-implementation of Next Generation Science Standards (NGSS). STEAM and project-based activities are some of the most engaging learning activities that are available to scholars. As scholars engage in activities that require cooperative learning, critical thinking skills and discourse with peers, every child benefits and learning is enhanced across all disciplines. | 1.5 CA Science Test (CAST): % Met/Exceeded the Standard for all students and all numerically significant subgroups |

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| 1.6 | <p>Low income, foster youth, and English learners can benefit from teachers analyzing data and addressing gaps to drive their instruction. Small groups can be formed by analyzing data to target students who need additional supports.</p> | <p>The LEA seeks to close the achievement gap by using ongoing assessment data to inform instruction and support individual scholar learning. Funding includes: (1) Professional Development (2) Weekly Data Meetings: Staffing, and (3) Materials As teachers and administrators do a deep dive into data, teachers are better able to measure the effectiveness of their teaching and administrators can measure the effectiveness of its program. Data analysis helps to drive instruction as teachers use the information to adjust teaching practices, form small groups, and other research based strategies to plug missing skills.</p> | <p>1.1 % of total teachers and EL teachers credentialed and appropriately assigned</p> <p>1.2 CAASPP ELA: % Met/Exceeded the Standard for all students and all numerically significant subgroups</p> <p>1.3 % growth in Math for African American students on the SBAC</p> <p>1.4 CAASPP Math: % Met/Exceeded the Standard for all students and all numerically significant subgroups</p> |
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| 1.7 | <p>Low income, foster youth, and English Learners can benefit from having teachers/staff that receive ongoing training and professional development that will help them address the needs of students who need additional supports.</p> | <p>The LEA seeks to close the achievement gap by offering ongoing professional development for teachers and support staff. Funding includes: (1) Summer and ongoing training, and (2) Materials Professional development for teachers and support staff allows teachers to expand their skills and knowledge and grow as educators. Professional development allows teachers to hone their craft and become more effective in what they do in a field that is constantly changing.</p> | <p>1.1 % of total teachers and EL teachers credentialed and appropriately assigned</p> <p>1.2 CAASPP ELA: % Met/Exceeded the Standard for all students and all numerically significant subgroups</p> <p>1.3 % growth in Math for African American students on the SBAC</p> <p>1.4 CAASPP Math: % Met/Exceeded the Standard for all students and all numerically significant subgroups</p> |
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| 1.9 | Low income, foster youth, and English Learners can benefit from being in small groups to help close gaps and help students progress in their academic goals. | The LEA seeks to close the achievement gap by offering additional supports for scholars. Funding includes: (1) The LEA staffs each grade level with an interventionist that serves the scholars within the designated grade level. When scholars may be struggling in ELA and/or Math, interventionists are available to address the academic needs and provide additional support within the classroom. | <p>1.2 CAASPP ELA: % Met/Exceeded the Standard for all students and all numerically significant subgroups</p> <p>1.3 % growth in Math for African American students on the SBAC</p> <p>1.4 CAASPP Math: % Met/Exceeded the Standard for all students and all numerically significant subgroups</p> |
| 2.2 | Low income, foster youth, and English Learners can benefit from experiences outside of the school that they may not have access to often. Sports is another outlet for students to show achievement beyond the classroom. | The LEA seeks to provide a safe and welcoming environment for scholars, families, and staff by incorporating scholar activities and field trips that scholars can enjoy. Funding includes: (1) Field trip buses (2) Offset costs of field trips, and (3) Offset costs for school and sports uniforms. | <p>2.3 Student survey: % of students who respond positively regarding school connectedness</p> <p>Student survey: % of students with a positive response to school safety</p> <p>2.5 Parent survey: % of respondents with positive responses to school safety questions</p> <p>2.6 Parent survey: % of respondents who respond positively regarding school connectedness</p> |

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| 2.3 | <p>Low income, foster youth, and English Learners can benefit from learning the restorative practices that will help them resolve conflicts and form positive relationships on campus.</p> | <p>The LEA seeks to provide a safe and welcoming environment for scholars, families, and staff by enforcing school rules and offering restorative justice practices for all scholars. Funding includes: (1) Staffing and Materials. Restorative practices focus on resolving conflict, repairing harm, and healing relationships. They support a positive and safe school climate, help prevent bullying, and reduce disciplinary incidents.</p> | <p>2.1 Suspension Rate</p> <p>2.2 Expulsion Rate</p> <p>2.3 Student survey: % of students who respond positively regarding school connectedness</p> <p>2.4 Student survey: % of students with a positive response to school safety</p> <p>2.5 Parent survey: % of respondents with positive responses to school safety questions</p> |
|-----|--|--|--|

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|-----|---|--|---|
| 2.5 | Low income, foster youth, and English Learners can benefit from their families being engaged in school activities, events, and the educational program. The home-school connection is vital for all students. | The LEA seeks to provide a safe and welcoming environment for scholars, families, and staff by communicating effectively regarding special events, announcements and important information. Funding includes: (1) Communications (2) Software costs (ParentSquare, Class Dojo), and (3) Staffing Communication is effective in helping to create a good and safe environment for scholars to learn. When scholars feel comfortable, they are more likely to be focused and motivated while in school. Effective communication between the school and families establishes a relationship of respect between all parties. | 2.1 Suspension Rate 2.2 Expulsion Rate 2.3 Student survey: % of students who respond positively regarding school connectedness 2.4 Student survey: % of students with a positive response to school safety 2.5 Parent survey: % of respondents with positive responses to school safety questions 2.6 Parent survey: % of respondents who respond positively regarding school connectedness 2.7 Parent Survey Response Rate |
| 2.6 | Low income, foster youth, and English Learners can benefit from their families being engaged in school activities, events, and the educational program. The home-school connection is vital for all students. | The LEA seeks to provide a safe and welcoming environment for scholars, families, and staff by creating opportunities for families to engage in their child's learning and actively participate in events within the school community. Funding includes: (1) Evening events (Math night, Meet & Greet, etc.) (2) ELAC, LCAP, SSC, and other meetings, and (3) Fundraisers (Spring Performance, Jog-A-Thon). | 2.6 Parent survey: % of respondents who respond positively regarding school connectedness 2.7 Parent Survey Response Rate |

| | | | |
|-----|---|---|--|
| 3.1 | Low income, foster youth, and English Learners should be encouraged to attend school each day, as attendance correlates directly to student outcomes and success. | The LEA seeks to increase its attendance rate to 96% by providing incentives each month and each trimester. Funding includes: (1) Monthly class incentives, and (2) Trimester awards and incentives | 3.1 Average Daily Attendance Rate 3.2 Chronic Absence Rate 3.3 Chronic African American Absence Rate |
| 3.2 | Low income, foster youth, and African American students should be encouraged to attend school each day, as attendance correlates directly to student outcomes and success. | The LEA seeks to increase its attendance rate to 96% and will reduce the absentee rate for African American scholars by 12% by incorporating family incentives. Funding includes: (1) Family attendance luncheon (2) End of the year perfect attendance assembly that includes trophies for scholars and gift cards for families | 3.1 Average Daily Attendance Rate 3.2 Chronic Absence Rate 3.3 Chronic African American Absence Rate |
| 3.3 | Low income, foster youth, and African American students should be encouraged to attend school each day, as attendance correlates directly to student outcomes and success. | The LEA seeks to increase its attendance rate to 96% and will reduce the absentee rate for African American scholars by 12% by offering support through its School Attendance Review Team (SART). Funding includes: (1) 1 full-time employee (2) Family Outreach which includes: education/communication around the importance of attendance, bus passes, counseling, and clothing/supplies for families in need. | 3.1 Average Daily Attendance Rate 3.2 Chronic Absence Rate 3.3 Chronic African American Absence Rate |
| 3.4 | Low income, foster youth, and English Learner students should be encouraged to attend school each day, as attendance correlates directly to student outcomes and success. It is beneficial to provide families with the necessary resources to get their students to school each day, on time. Students who are disadvantaged have difficulty arriving to school on time, each day. | The LEA seeks to increase its attendance rate to 96% by providing family outreach to families in need. Funding includes: (1) Education/Communication (2) Bus passes (3) Counseling (4) Clothing & Supplies | 3.1 Average Daily Attendance Rate 3.2 Chronic Absence Rate |

Limited Actions

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

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|-------------------|---|---|---|
| 1.2 | English Learners are at the Red level in ELA on the 2023 CA Dashboard. Parents of English Learners benefit from additional outreach to support their students in English Language Development. | The LEA seeks to close the achievement gap by increasing language proficiency levels (listening, speaking, writing, reading) and overall student proficiency levels for scholars learning English as a second language. Funding includes: (1) Dedicated ELD coordinator, (2) Curriculum and materials (3) Funding to support parent engagement via free child care and dinners in order to attend meetings on campus. | 1.7 % of English learners improving on ELPAC |

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

Not applicable

Additional Concentration Grant Funding

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

REACH is a single school LEA with a less than 55% unduplicated pupil population that does not receive the additional concentration grant add-on funding.

| 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 |

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - o Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

- o Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
- o Indicate the school year to which the baseline data applies.
- o The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

- o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.

- 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.

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **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)**

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

California Department of Education
November 2023

2024-25 Total Planned Expenditures Table

| LCAP Year (Input) | 1. Projected LCFF Base Grant (Input Dollar Amount) | 2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Input Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + 5) |
|-------------------|--|--|---|--|---|
| 2024-25 | \$ 7,448,791 | \$ 785,121 | 10.540% | 0.000% | 10.540% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|--------|--------------|-------------------|-------------|---------------|-----------------|-----------------|---------------------|
| Totals | \$ 1,745,000 | \$ 300,000 | \$ 60,000 | \$ - | \$ 2,105,000.00 | \$ 1,636,250 | \$ 468,750 |

[illegible]

DRAFT

[illegible]

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[illegible]

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[illegible]

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[illegible]

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 %) |
|------------------------------|--|---|--|---|
| \$ 7,448,791 | \$ 785,121 | 10.540% | 0.000% | 10.540% |
| | | | | |
| | | | | |
| | | | | |

| Goal # | Action # | Action Title | Contributing to Increased or Improved Services? | Scope |
|--------|----------|--|---|----------|
| 1 | 1 | Curriculum and Instructional Materials | No | LEA-wide |
| 1 | 2 | English Learner Supports | Yes | Limited |
| 1 | 3 | African American Student Support | Yes | LEA-wide |
| 1 | 4 | High Quality STEAM and PBL | Yes | LEA-wide |
| 1 | 6 | Instruction Driven by Data | Yes | LEA-wide |
| 1 | 7 | Professional Development | Yes | LEA-wide |
| 1 | 9 | Intervention | Yes | LEA-wide |
| 2 | 2 | Student Activities and Field Trips | Yes | LEA-wide |
| 2 | 3 | Restorative Justice Practices (RJP) | Yes | LEA-wide |
| 2 | 5 | Family Engagement and Communication | No | LEA-wide |
| 2 | 6 | Family Events | Yes | LEA-wide |

| 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type | Total LCFF Funds |
|---|--|--|--------------------------|------------------|
| \$ 1,010,000 | 11.000% | 24.559% | Total: | \$ 1,010,000 |
| | | | LEA-wide Total: | \$ 965,000 |
| | | | Limited Total: | \$ 45,000 |
| | | | Schoolwide Total: | \$ - |

| Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|-------------------------------|----------|--|---|
| All | REACH | \$ - | 1.000% |
| English Learners | REACH | \$ 45,000 | 1.000% |
| All | REACH | \$ 100,000 | 1.000% |
| All | REACH | \$ 50,000 | 1.000% |
| All | REACH | \$ 100,000 | 1.000% |
| All | REACH | \$ 145,000 | 1.000% |
| All | REACH | \$ 300,000 | 1.000% |
| All | REACH | \$ 40,000 | 1.000% |
| All | REACH | \$ 165,000 | 1.000% |
| All | REACH | \$ - | 1.000% |
| All | REACH | \$ 65,000 | 1.000% |

2023-24 Annual Update Table

| Totals: | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Actual Expenditures (Total Funds) |
|---------|--|---|
| Totals: | \$ 1,536,000.00 | \$ 1,679,711.00 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|--|--|--|---|
| 1 | 1 | Curriculum and Instructional Materials | Yes | \$ 125,000 | \$ 135,697 |
| 1 | 2 | English Learner Supports | Yes | \$ 64,000 | \$ 43,343 |
| 1 | 3 | African American Student Support | Yes | \$ 67,000 | \$ 98,400 |
| 1 | 4 | High Quality STEAM and PBL | Yes | \$ 110,000 | \$ - |
| 1 | 5 | Enrichment for Scholars At/Above Grade Level | No | \$ 100,000 | \$ - |
| 1 | 6 | Instruction Driven by Data | Yes | \$ 100,000 | \$ 139,786 |
| 1 | 7 | Professional Development | Yes | \$ 95,000 | \$ 142,529 |
| 1 | 8 | Special Education | No | \$ 110,000 | \$ 155,000 |
| 1 | 9 | Intervention | Yes | \$ 390,000 | \$ 294,990 |
| 2 | 1 | Provide Clean and Safe School Facilities | No | \$ 60,000 | \$ 198,720 |
| 2 | 2 | Student Activities and Field Trips | Yes | \$ 55,000 | \$ 10,040 |
| 2 | 3 | Restorative Justice Practices (RJP) | Yes | \$ 30,000 | \$ 165,792 |
| 2 | 4 | Mental Health Support | No | \$ 70,000 | \$ 93,774 |
| 2 | 5 | Family Engagement and Communication | Yes | \$ 130,000 | \$ 137,000 |
| 2 | 6 | Family Events | Yes | \$ 30,000 | \$ 64,640 |

2023-24 Contributing Actions Annual Update Table

| 6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) |
|---|---|--|---|--|
| \$ 805,259 | \$ 1,196,000 | \$ 1,494,107 | \$ (298,107) | 15.00% |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) |
|--------------------|----------------------|--|--|--|
| 1 | 1 | Curriculum and Instructional Materials | Yes | \$ 125,000 |
| 1 | 2 | English Learner Supports | Yes | \$ 64,000 |
| 1 | 3 | African American Student Support | Yes | \$ 67,000 |
| 1 | 4 | High Quality STEAM and PBL | Yes | \$ 110,000 |
| 1 | 6 | Instruction Driven by Data | Yes | \$ 100,000 |
| 1 | 7 | Professional Development | Yes | \$ 95,000 |
| 1 | 9 | Intervention | Yes | \$ 390,000 |
| 2 | 2 | Student Activities and Field Trips | Yes | \$ 55,000 |
| 2 | 3 | Restorative Justice Practices (RJP) | Yes | \$ 30,000 |

| | | | | |
|---|---|-------------------------------------|-----|------------|
| 2 | 5 | Family Engagement and Communication | Yes | \$ 130,000 |
| 2 | 6 | Family Events | Yes | \$ 30,000 |
| | | | | |

| 8. Total Estimated Actual Percentage of Improved Services (%) | Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8) |
|--|---|
| 0.00% | -15.00% |

| Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|--|--|---|
| \$ 135,697.00 | 1.00% | 0.00% |
| \$ 43,342.00 | 1.00% | 0.00% |
| \$ 98,400.00 | 1.00% | 0.00% |
| \$ 200,000.00 | 1.00% | 0.00% |
| \$ 139,786.00 | 1.00% | 0.00% |
| \$ 142,529.00 | 1.00% | 0.00% |
| \$ 294,990.00 | 1.00% | 0.00% |
| \$ 71,931.00 | 1.00% | 0.00% |
| \$ 165,792.00 | 1.00% | 0.00% |

| | | | |
|----|------------|-------|-------|
| \$ | 137,000.00 | 1.00% | 0.00% |
| \$ | 64,640.00 | 1.00% | 0.00% |

2023-24 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|--|---|--|---|--|--|---|
| \$ 6,386,641 | \$ 805,259 | 0.00% | 12.61% | \$ 1,494,107 | 0.00% | 23.39% | \$0.00 - No Ca | 0.00% - No Carryover |

