Local Control Funding Formula (LCFF) Budget Overview for Parents Template

Developed by the California Department of Education, November 2022

LCFF Budget Overview for Parents: Data Input

Local Educational Agency (LEA) name:	Gateway College and Career Academy
CDS code:	330133300128777
LEA contact information:	Samantha Di Salvio, 951-222-8916, Samantha.hager@rcc.edu
Coming School Year:	2024-2025
Current School Year:	2023-2024

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2024-2025 School Year	Amount
Total LCFF funds	$ 6,014,016
LCFF supplemental & concentration grants	$ 892,831
All other state funds	$ 719,134
All local funds	$ 528,316
All federal funds	$ 238,454
Total Projected Revenue	$ 7,499,920

Total Budgeted Expenditures for the 2024-2025 School Year	Amount
Total Budgeted General Fund Expenditures	$ 7,499,920
Total Budgeted Expenditures in the LCAP	$ 4,168,229
Total Budgeted Expenditures for High Needs Students in the LCAP	$ 893,521
Expenditures not in the LCAP	$ 3,331,691

Expenditures for High Needs Students in the 2023-2024 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the LCAP	$ 617,085
Actual Expenditures for High Needs Students in LCAP	$ 631,497

Not for Inclusion with the Template

LCFF Budget Overview for Parents: Narrative Responses

LCFF Budget Overview for Parents Narrative Responses Sheet

Required Prompt(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	Salaries and benefits for Certificated and Classifed Administration Staff: Executive Director, Chief Business Officer. Classified Operational Staff salaries and benefits: Business/Operations Manager, Student Informations Clerk, Accounting Clerk. General operations costs including: insurance, dues and memberships, equiptment leases, employement costs, facilities leases, and non-capitalized equiptment.
A prompt may display based on information provided in the Data Input tab.	[Respond to the prompt here; if there is no prompt, a response is not required.]
A prompt may display based on information provided in the Data Input tab.	[Respond to the prompt here; if there is no prompt, a response is not required.]

Not for Inclusion in the Template

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Gateway College and Career Academy
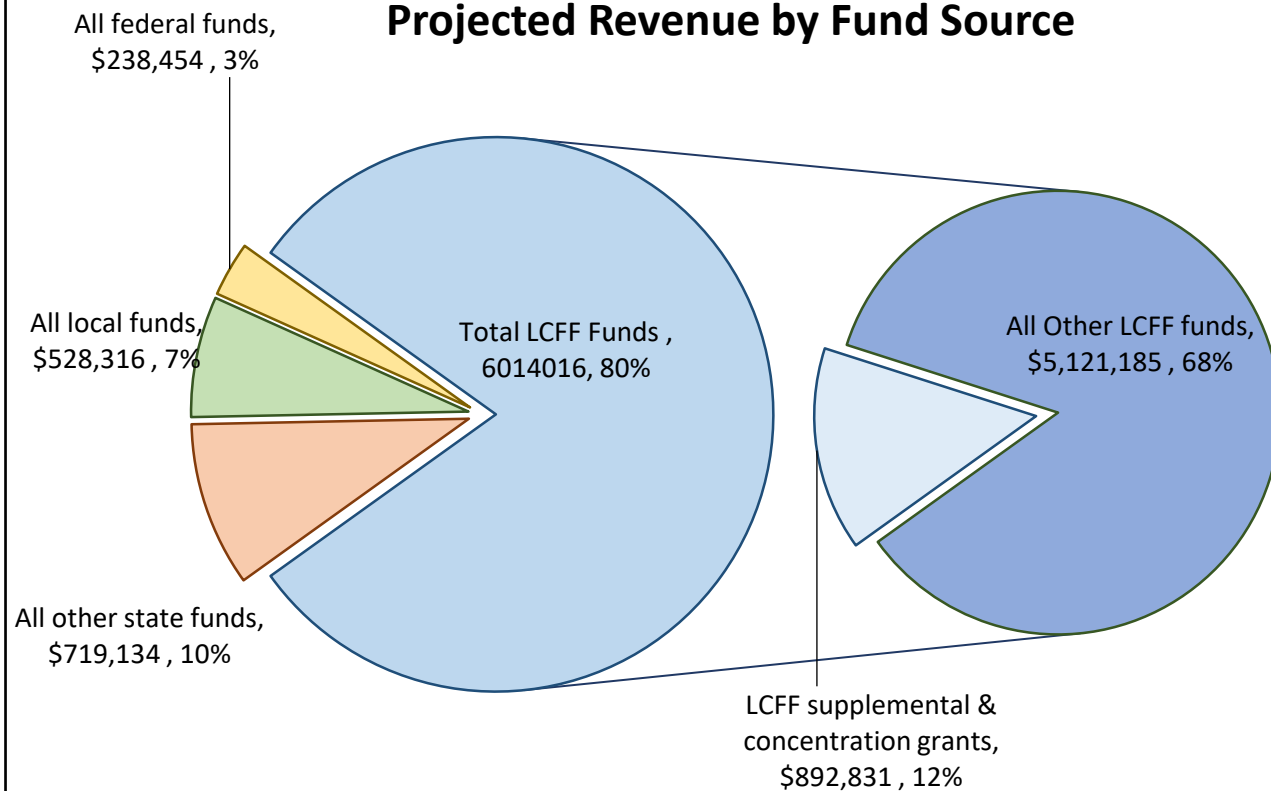
CDS Code: 330133300128777

School Year: 2024-2025

LEA contact information: Samantha Di Salvio, 951-222-8916, Samantha.hager@rcc.edu

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

Budget Overview for the 2024-2025 School Year

Projected Revenue by Fund Source

All federal funds, $238,454 , 3%

All local funds, $528,316 , 7%

All other state funds, $719,134 , 10%

Total LCFF Funds , 6014016, 80%

All Other LCFF funds, $5,121,185 , 68%

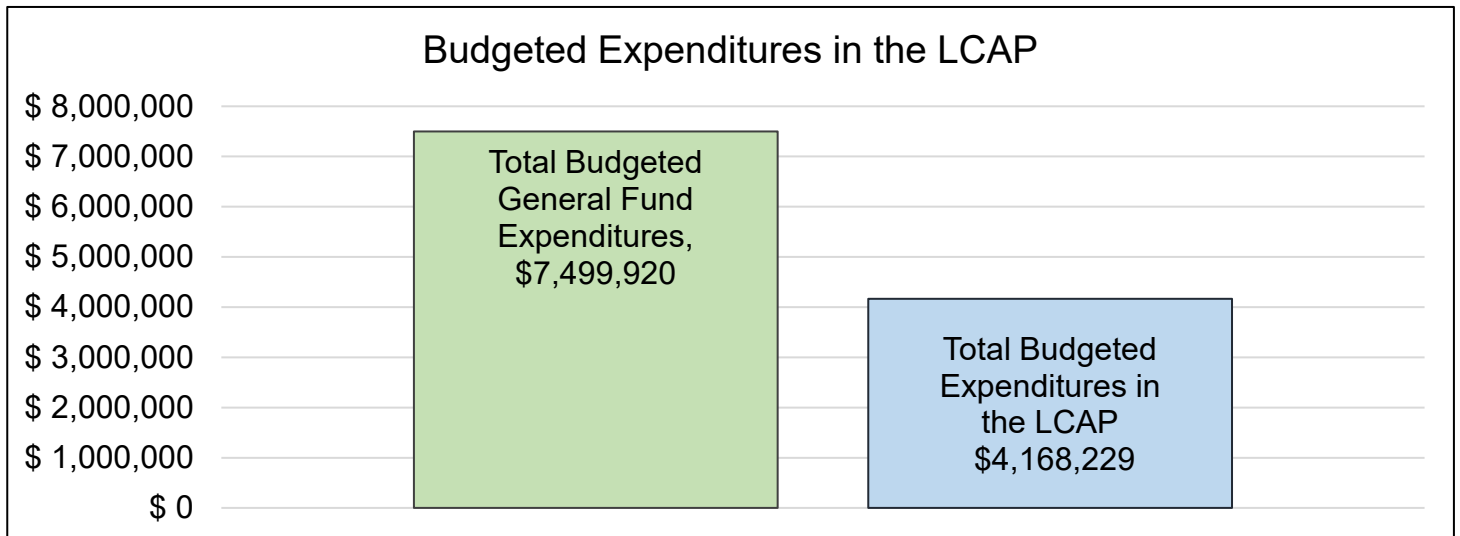LCFF supplemental & concentration grants, $892,831 , 12%

This chart shows the total general purpose revenue Gateway College and Career 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 Gateway College and Career Academy is $7,499,920.00, of which $6,014,016.00 is Local Control Funding Formula (LCFF), $719,134.00 is other state funds, $528,316.00 is local funds, and $238,454.00 is federal funds. Of the $6,014,016.00 in LCFF Funds, $892,831.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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.

Budgeted Expenditures in the LCAP

Amount	
$ 8,000,000	
$ 7,000,000	Total Budgeted General Fund Expenditures, $7,499,920
$ 6,000,000	
$ 5,000,000	
$ 4,000,000	Total Budgeted Expenditures in the LCAP $4,168,229
$ 3,000,000	
$ 2,000,000	
$ 1,000,000	
$ 0	

This chart provides a quick summary of how much Gateway College and Career Academy plans to spend for 2024-2025. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Gateway College and Career Academy plans to spend $7,499,920.00 for the 2024-2025 school year. Of that amount, $4,168,229.00 is tied to actions/services in the LCAP and $3,331,691.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
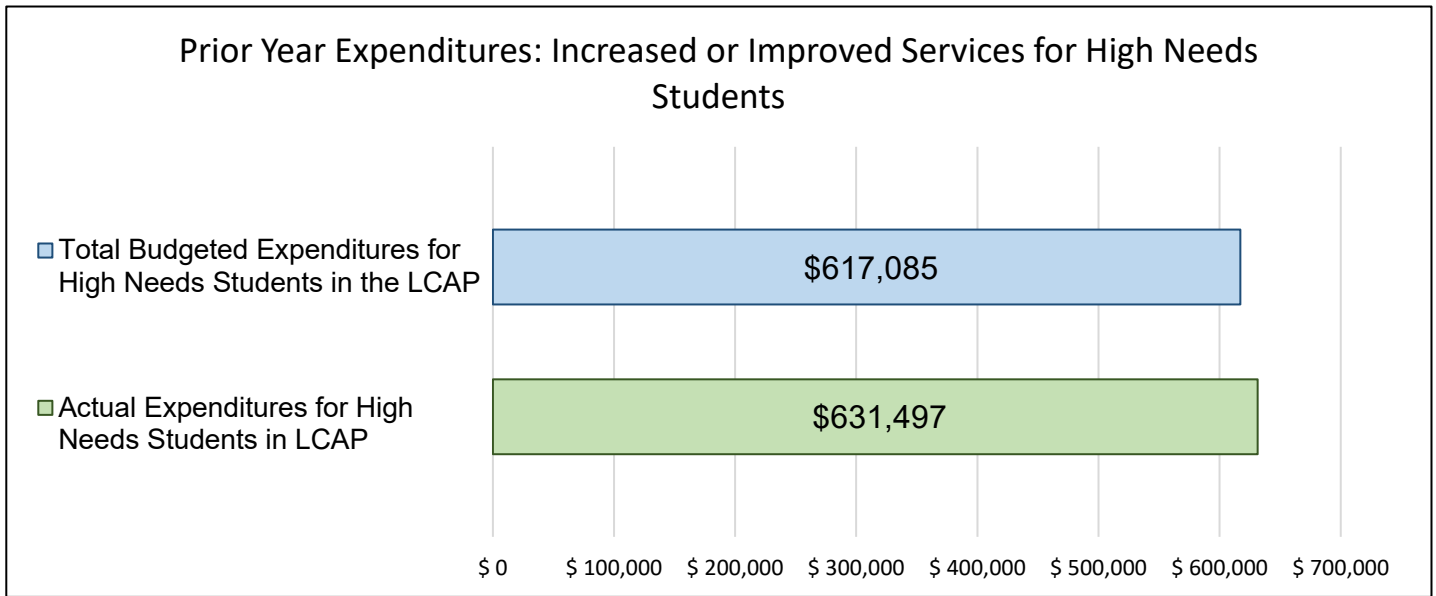
Salaries and benefits for Certificated and Classifed Administration Staff: Executive Director, Chief Business Officer. Classified Operational Staff salaries and benefits: Business/Operations Manager, Student Informations Clerk, Accounting Clerk. General operations costs including: insurance, dues and

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

In 2024-2025, Gateway College and Career Academy is projecting it will receive $892,831.00 based on the enrollment of foster youth, English learner, and low-income students. Gateway College and Career Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Gateway College and Career Academy plans to spend $893,521.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

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

☐ Total Budgeted Expenditures for High Needs Students in the LCAP	$617,085
☐ Actual Expenditures for High Needs Students in LCAP	$631,497

$ 0 $ 100,000 $ 200,000 $ 300,000 $ 400,000 $ 500,000 $ 600,000 $ 700,000

This chart compares what Gateway College and Career Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Gateway College and Career 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 2023-2024, Gateway College and Career Academy's LCAP budgeted $617,085.00 for planned actions to increase or improve services for high needs students. Gateway College and Career Academy actually spent $631,497.28 for actions to increase or improve services for high needs students in 2023-2024.

Accessibility Information

This workbook contains 3 dynamic charts located in the 'Template' tab. The chart in cell A7 with the title "Projected Revenue by Fund Source", the full text description is located in cell A9. The chart in cell A11 with the title "Budgeted Expenditures in the LCAP", the full text description is located in cell A13. The chart in cell A16 with the title "Prior Year Expenditures: Increased or Improved Services for High Needs Students", the full text description is located in cell A18.

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
Gateway College and Career Academy	Miguel Contreras, Executive Director	Miguel.contreras@rcc.edu, 951-222-8089

Goals and Actions

Goal

Goal	Description
Goal #1	GCCA students will demonstrate the acquisition of academic skills and knowledge aligned with the state standards.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome 2020-21	Year 2 Outcome 2021-22	Year 3 Outcome 2022-23	Desired Outcome for 2023–24
Dashboard Academic Progress Indicator: ELA/Math	N/A: Not enough eligible test takers	N/A: Data not published	"Very Low"	"Very Low"	N/A
Alternative Metric: ELPAC Participation	45%	64.29%	68.75%	100%	95%
Alternative Metric: ELPAC Growth	80% of ELs are making progress toward English Language Proficiency	Data not published	Data not published	83.78	90%
Alternative Metric: MAP Assessment Reading Student Growth Percentile	N/A: Adopted in 2021-22	N/A	33.3% (pilot year)	35.6%	60% in 40th Conditional Growth Percentile or higher
Alternative Metric: MAP Assessment Math Student Growth Percentile	N/A: Adopted in 2021-22	N/A	45.7% (pilot year)	43.9%	60% in 40th Conditional Growth Percentile or higher
EL Student Reclassification Rate	N/A: Adopted in 2022-23	N/A	N/A	4%	15%
Maintain EL Coordinator Position	N/A: Adopted in 2021-22	N/A	Completed	Completed	Completed Annually
CalSass Report Misassignments	N/A: Adopted in 2021-22	1	0	0	0
Standards Aligned Instructional Materials Audit	N/A: Adopted in 2021-22	N/A	Completed	Completed	Completed Annually
Annual OSHA Inspection	N/A: Adopted in 2021-22	N/A	Completed	Completed	Completed Annually
Academic Content and Performance Standards Audit	N/A: Adopted in 2021-22	N/A	Completed	Completed	Completed Annually

Annual Parent Input/engagement Survey	N/A: Adopted in 2021-22	N/A	Administered	Administered	Administer Annually
Broad Course of Study: Maintain Dual Enrollment program	N/A: Adopted in 2021-22	N/A	Completed	Completed	Completed Annually
Maintain Instructional Support Program for Unduplicated and Exceptional Needs Students	N/A: Adopted in 2021-22	N/A	Completed	Completed	Completed Annually

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.

> There were no substantive differences between planned and actual implementation of the actions for Goal #1.

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.

> There were no material differences between budgeted and estimated actual expenditures.

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

> The specific actions implemented under Goal #1 have been highly effective in making progress toward the goal over the past three years. The combination of standards-based instruction, broad access to academic supports, individualized pathways, specialized services, data-driven interventions, professional development, instructional materials, technology access, parent engagement, and multi-disciplinary teamwork has created a comprehensive support system that consistently improves student outcomes.
>
> Effectiveness Over Three Years:
>
> **Standards-Based Instruction:**
>
> Over the past three years, the implementation of evidence-based instructional strategies and culturally relevant materials has continually engaged students and improved their academic skills. This approach has resulted in sustained improvements in student performance, particularly in key areas such as reading and math.
>
> **Broad Access to Academic Supports and Interventions:**
>
> The availability of instructional assistants and supplemental support has been consistently effective in reinforcing classroom learning and helping students master subject matter. The support system, including afternoon homework labs and targeted tutoring, has shown positive outcomes year after year.
>
> **Individualized Pathways:**
>
> Providing multiple entry points and individualized pathways has proven highly effective in meeting diverse student needs. The dual-enrollment program, in particular, has enabled students to earn college credits while completing high school requirements, maintaining high levels of student motivation and academic success over the years.

Specialized Services:

The provision of specialized services for SPED and 504 Plan students has consistently ensured these students receive the necessary accommodations and support. The collaboration with the Disability Resource Center has further enhanced support, leading to continued improvements in academic outcomes for these students.

Data-Driven Interventions:

Utilizing a Student Information System for data analysis and tailored interventions has been highly effective in identifying performance gaps and improving institutional effectiveness. This data-driven approach has enabled targeted interventions that have positively impacted student performance consistently over the past three years.

Professional Development:

Ongoing professional development for faculty and staff has been effective in enhancing instructional skills and strategies. Training in classroom management, culturally responsive curriculum, and ELD standards has equipped educators with the tools needed to support student learning effectively, leading to sustained improvements in teaching practices and student outcomes.

Instructional Materials:

The evaluation and procurement of standards-aligned and culturally responsive instructional materials have been effective in providing students with the resources needed to succeed. This has supported high-quality instruction and contributed to continuous improvements in student performance.

Technology Access:

Providing a 1:1 ratio of Chromebooks and internet hotspots has been crucial in ensuring all students have access to the necessary technology for learning. This initiative has been particularly important for maintaining engagement and progress in virtual and hybrid learning environments over the past three years.

Parent Engagement:

Efforts to engage parents and guardians through various communication strategies and events have been consistently effective in building strong partnerships between the school and families. This engagement has supported student success by creating a supportive and connected school community.

Multi-Disciplinary Teamwork:

Regular meetings among counselors, teachers, instructional aides, and other staff have been effective in addressing student needs and developing action plans. This collaborative approach has resulted in timely interventions and better support for students, leading to sustained improvements in academic performance and overall success.

Summary: The effectiveness of these actions is reflected in the positive trends observed in key metrics such as ELPAC participation, MAP assessment growth, and EL student reclassification rates. Over the past three years, these metrics have shown continuous improvement, indicating the sustained impact of the comprehensive support system implemented under Goal #1.

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.

Aside from building upon our ELD course to begin offering a Newcomer English Language Learner Program, there were no changes made to the planned goal, metrics, target outcomes, or actions for Goal #1.

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

Goal

Goal	Description
Goal #2	GCCA students will be prepared for college and career.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome 2020-21	Year 2 Outcome 2021-22	Year 3 Outcome 2022-23	Desired Outcome for 2023–24
Alternative Metric: 1 Year Graduation Rate	53.8%	68.9%	72.3%	86%	90%
Dashboard Indicator: College and Career Readiness Indicator	9.7%	N/A: Data not published	N/A: Data not published	4.3%	50%
Alternative Metric: Dual Enrollment Credits Earned	11.1	11.2	16.08	7.8	12
Alternative Metric: Positive Transition Rate	N/A: Adopted in 2021-22	N/A	78.2%	N/A	90%
Alternative Metric: Course Success Rate	N/A: Adopted in 2020-21	65.54%	68.4%	69%	75%

Receive a grade of C or better in all courses taken.					
A-G Completion Rate	N/A: Adopted in 2021-22	N/A	0	0	N/A
CTE Completion Rate	N/A: Adopted in 2021-22	N/A	0	0	TBD
A-G and CTE Completion Rate	N/A: Adopted in 2021-22	N/A	0	0	TBD
AP Exam Pass Rate	N/A: Adopted in 2021-22	N/A	0	0	N/A

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.

There were no substantive differences between planned and actual implementation of the actions for Goal #2.

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.

There were no material differences between budgeted and estimated actual expenditures.

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

Effectiveness of Specific Actions:

College and Career Preparedness:

Effectiveness: The actions taken to enhance college and career preparedness have been highly effective. Over the past three years, the "Introduction to College" and "College Success Strategies" courses have consistently equipped students with the skills and knowledge necessary to navigate higher education and career planning. These courses have contributed to a significant increase in the 1-year graduation rate from 53.8% to 86%, with a desired outcome of 90% for 2023-24.

Dual Enrollment Program:

Effectiveness: The dual enrollment program has had mixed results over the past three years. While the number of dual enrollment credits earned peaked at 16.08 in 2021-22, it dropped to 7.8 in 2022-23. Efforts to strengthen the alignment between high school curriculum and RCC's Guided Pathways and Career Technical Education programs have been partially successful. The desired outcome for 2023-24 is to

increase dual enrollment credits earned to 12, which indicates a need for continued focus on this area to maintain and improve student participation and success.

College and Career Transitions:

Effectiveness: College transition workshops and individualized educational planning have been effective, as evidenced by the positive graduation rate and average college units earned. These actions have helped students develop clear and achievable post-secondary goals, keeping students engaged, reducing anxiety and increasing preparedness for college.

Course Success Rate:

Effectiveness: The course success rate, defined as receiving a grade of C or better in all courses taken, has shown steady improvement, increasing from 65.54% in 2020-21 to 69% in 2022-23. The desired outcome for 2023-24 is a 75% success rate. This upward trend indicates that the academic support and interventions provided are effective in helping students achieve better academic outcomes.

A-G and CTE Completion Rates:

Effectiveness: The A-G and CTE completion rates have not shown progress, remaining at 0% since their adoption in 2021-22. This indicates an area needing significant improvement. The desired outcomes for these metrics are yet to be determined (TBD), suggesting that more targeted actions and strategies are necessary to support students in completing these requirements.

AP Exam Pass Rate:

Effectiveness: The AP Exam Pass Rate remains at 0%, indicating that students have not been passing AP exams over the past three years. While the desired outcome for 2023-24 is not applicable (N/A), this area may need to be revisited to determine if additional support or resources are needed to improve performance.

Summary: Overall, the specific actions implemented under Goal #2 have been effective in preparing GCCA students for college and careers, particularly in areas such as graduation rates, college preparedness, and course success rates. However, there are areas that require further attention and improvement, such as dual enrollment participation, A-G and CTE completion rates, and AP exam pass rates. The combination of college readiness courses, dual enrollment opportunities, targeted transition workshops, and academic support has created a robust support system that has positively impacted student outcomes, as reflected in the progress of key metrics over the past three years.

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 planned goal, metrics, desired outcomes, and actions within Goal 2 will remain largely unchanged for 2024-25 except for the following:

Removed Positive Transition Rate metric due to issues with collecting and reporting reliable data.

Addition of new alternative College and Career Indicator metric due to weaknesses in how state CCI is calculated (only includes students within their four- and five-year graduation cohorts).

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

Goal

Goal	Description
Goal #3	GCCA students will be engaged at school.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome 2020-21	Year 2 Outcome 2021-22	Year 3 Outcome 2022-23	Desired Outcome for 2023–24
Dashboard Indicator: Suspension Rate	0%	0%	0%	0%	0%
Dashboard Indicator: Expulsion Rate	0%	0%	0%	0%	0%
Alternative Metric: Attendance Rate *(Shift from seat-based to NCB attendance)	86%	*99%	98.8%	98%	90%
Alternative Metric: Adjusted Dropout Rate	N/A: Adopted in 2021-22	N/A	N/A	N/A	TBD
Alternative Metric: Youth Truth Survey Engagement Positive Response Rate	N/A: Adopted in 2020-21	78%	77%	62%	85% Positive Response
Alternative Metric: Youth Truth Survey Academic Challenge Positive Response Rate	N/A: Adopted in 2020-21	79%	87%	77%	85% Positive Response
Alternative Metric: Youth Truth Survey School Culture	N/A: Adopted in 2020-21	78%	83%	72%	85% Positive Response

Positive Response Rate					

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.

There were no substantive differences between planned and actual implementation of the actions for Goal #3.

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.

The planned goal, metrics, desired outcomes, and actions within Goal 3 will remain largely unchanged for 2024-25 except for the following: Removed Adjusted Dropout Rate metric due to issues with collecting and reporting reliable data.

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

Effectiveness of Specific Actions:

Attendance and Engagement:

Effectiveness: The actions aimed at improving attendance and engagement have been effective. The shift from seat-based to NCB attendance shows a significant increase, reaching 99% in 2020-21 and maintaining a high rates of 98.8% and 98% in 2021-22 and 2022-23 respectively. The desired outcome for 2023-24 is set at 90%. This indicates that the implemented strategies, including enhanced teacher involvement, PBIS incentives, and effective family communication, have been successful in promoting consistent attendance.

Social and Emotional Support:

Effectiveness: The social and emotional support initiatives have been largely effective. Personal counseling sessions, wraparound services, and wellness workshops have contributed to students' well-being. The Youth Truth Survey results, however, indicate areas needing improvement. The engagement positive response rate declined from 78% in 2020-21 to 62% in 2022-23 but rose to 65% in 2023-24 with a desired outcome of 85% for the current year. Similarly, the academic challenge positive response rate peaked at 87% in 2021-22 but dropped to 75% in 2023-24. The school culture positive response rate also decreased from 83% in 2021-22 to 64% in 2023-24. Though the Youth Truth Survey results have dropped from their previous highs in 2020-21, it must be understood that in comparison to similar schools in the state, GCCA still scores exceptionally high. We have set a higher standard for ourselves in these areas. These declines suggest that while the support systems are beneficial, additional efforts are needed to sustain and improve student engagement and perception of school culture.

Campus Culture:

Effectiveness: Efforts to cultivate a positive campus culture have been effective in certain areas. The suspension and expulsion rates have remained at 0% consistently, reflecting a positive and safe school environment. However, the decline in Youth Truth Survey positive

response rates (within the context referenced previously) indicates challenges in maintaining student engagement and perception of school culture. Activities such as welcome weeks, end-of-term awards, student council events, and field trips have contributed to a supportive atmosphere, but the effectiveness of these actions needs reinforcement to meet the desired outcomes for 2023-24 and beyond.

Nutrition Program:

Effectiveness: The nutrition program has been highly effective in addressing food insecurity among students. Providing two meals per day at no cost, along with a snack pantry and family meal bags, has ensured that students' nutritional needs are met, supporting their overall well-being and ability to engage in their education.

Facilities Maintenance and Safety:

Effectiveness: Maintaining well-kept and safe facilities has been highly effective. The involvement of RCCD Police/security personnel, student engagement/safety specialists, custodial services, and regular emergency planning and drills have ensured that students feel secure and comfortable at school. These efforts have contributed to a welcoming and safe campus atmosphere.

Positive Behavior Interventions and Supports (PBIS):

Effectiveness: The implementation of PBIS strategies has been very effective in supporting students' academic, social, emotional, and behavioral competence. Regular assessments using the Tiered Fidelity Inventory and a school-wide acknowledgment system have reinforced positive behaviors. The behavior matrix and integration of Tier 1-3 supports have been consistently used, contributing to a positive school climate with low suspension and expulsion rates.

Summary: Overall, the specific actions implemented under Goal #3 have been effective in making progress toward engaging GCCA students at school. The combination of targeted attendance strategies, comprehensive social and emotional support, enriching campus culture activities, a robust nutrition program, well-maintained facilities, and PBIS strategies has created a supportive environment that enhances student engagement and success. These actions have resulted in high attendance rates, low suspension and expulsion rates, and a positive school climate. However, the relative declines in Youth Truth Survey engagement, academic challenge, and school culture positive response rates indicate areas needing further attention and improvement to meet the desired outcomes for 2024-25.

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 planned goal, metrics, desired outcomes, and actions within Goal 3 will remain largely unchanged for 2024-25 except for the following:

Removed Alternative Dropout Rate metric due to issues with collecting and reporting reliable data.

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.

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

  o When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics

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

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

A description of any changes made to the planned goal, metrics, 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.

  o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

    ▪ The reasons for the ineffectiveness, and

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

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
Gateway College and Career Academy	Miguel Contreras, Executive Director	miguel.contreras@rcc.edu, 951-222-8089

Plan Summary [2024-2025]

General Information

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

Gateway College and Career Academy (GCCA) is an alternative high school on Riverside City College (RCC) campus. Authorized by the Riverside County Office of Education (RCOE) in 2013 and renewed in 2018, GCCA primarily focuses on engaging struggling high school students who are not on track to graduate. The school achieves this by refocusing students on their education and preparing them for college and career pathways, ultimately guiding them towards post-secondary success. GCCA students come from various districts throughout Riverside County. Most are not on track to graduate or may have stopped attending school altogether. On average, new GCCA students are 16.5 years old and have completed 90 high school credits at the time of enrollment. At GCCA, students take a blend of high school, college-level, and virtual credit recovery courses. This unique approach allows them to complete their high school diplomas while earning significant college credits. The staff and faculty at GCCA provide innovative and engaging instruction, coupled with holistic support, to ensure student success. The school is proud to offer a challenging and highly supportive alternative school environment for students and families in need. GCCA is recognized as a Dashboard Alternative School Status Community of Practice (DASS COP) under the criteria of the California Department of Education. The school's charter is approved through June 30, 2026.

Reflections: Annual Performance

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

- The following are some of the challenges, successes and progress observed during the review of 2022-23 and available 2023-24 Dashboard and local data:
- DASS Graduation: The projected alternative graduation rate for 2023-24 is 90%, an improvement over the 2022-23 rate of 86%. This is a potentially huge increase of 26% over the 2021-22 rate and builds upon the strong alternative graduation rate from the previous year. This potential increase is due to a number of factors, including the expansion/improvement of new attendance/participation options and increased/improved actions for student support focused on student success.

- ELPAC Participation Rate: The 2022-23 ELPAC participation rate for the school was100% and has remained strong in 2023-24 at 98.4%, well above the state average of 90%. The high participation rate is a testament to the school's commitment to ensuring that all students can participate in the ELPAC.
- EL Student Reclassification rate increased by 10%, going from 4% in 2022-23 to 14.5% in 2023-24.
- ELPAC Growth increased by 8% from 83.78% in 2022-23 to 91.9% in 2023-24.
- MAP Assessment growth: student growth percentiles increased in both reading and math. The percentage of students scoring in the 40th percentile or higher increased by 6% in reading and by 10% in math.
- Youth Truth Survey: The school continues to score in the top percentiles in key measures in the Youth Truth Survey in comparison to similar schools throughout the state. This survey is a statewide survey of students in grades 6-12. The survey measures student perceptions of their school climate, academic progress, and social- emotional well-being. The school's high scores on the Youth Truth Survey reflect the positive school climate and its commitment to student success.
- Increasing/Improving Supports for Unduplicated and SPED Students: The school has increased and improved supports for unduplicated and SPED students. This includes providing additional academic support, social-emotional support, and behavioral support. The increased support has resulted in improved outcomes for these students.
- The schoolwide course success rate remained strong at nearly 70% of students earning C's or better in their courses.
- Suspension and expulsion rates were maintained at 0%.
- Maintained a high attendance/daily engagement rate of 98%
- Continued Response to Unprecedented Enrollment Growth: The school has continued to accommodate enrollment growth by adding staff and resources. GCCA served nearly 100 more students than in the previous school year. The school successfully accommodated the increased enrollment and continued providing high-quality instruction and support to all students.
- Community School Planning Activity and Needs Assessment: The school completed a Community Schools Planning Activity and Needs Assessment and was successful in securing a Community School Implementation Grant Award. The implementation plan includes goals for academic improvement, social-emotional well-being, and school climate.
- Achieved "Met" status for all Dashboard Local Indicators.
- The successes and progress described above are a testament to the hard work and dedication of the school's staff, students, and parents. The school is committed to providing a high-quality education for all students and will continue to work hard to improve student outcomes.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

Single school LEA: Gateway College and Career Academy.

Support for Identified Schools

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

As a single-site LEA and DASS Community of Practice School, GCCA will continue to support the development of Comprehensive Support and Improvement (CSI) and Additional Targeted Support and Improvement (ATSI) plans by integrating the process with the existing cycle of inquiry and continuous improvement utilized for the LCAP. This ensures alignment of strategies and resources and includes an annual comprehensive needs assessment.

Planning:

The planning process is coordinated by the school's leadership team, supported by faculty and staff. The leadership team meets weekly to evaluate the implementation of strategies, actions, and services, and to monitor progress using formative data to address all elements of the comprehensive needs assessment. CSI and ATSI planning are embedded within the LCAP development process, with all LCAP goals addressing the CSI improvement area of graduation rates and ATSI academic performance and graduation rates for socioeconomically disadvantaged and Hispanic students.

Regular team meetings include monitoring key metrics, developing timely interventions, and incorporating stakeholder input. Key data points monitored include DASS graduation rate, DASS college/career readiness indicator, college units earned, and student perceptions of academic rigor, college and career readiness, school climate, and student engagement. Actions and services aimed at CSI and ATSI improvement areas are developed during this continuous planning and monitoring process.

Stakeholder Engagement:

Stakeholder groups involved in CSI and ATSI planning processes include students, parents/guardians, school staff and faculty, and governing board members. Staff, faculty, and board members participate through regular team and board meetings, while students and

parents contribute via annual surveys and reflection/input sessions. Draft plans are created and reviewed with stakeholder input leading up to adoption by the board of directors.

Resource Inequities:

The LEA analyzed student performance data in course success rates, academic skills assessments, graduation rate, and student engagement to address potential resource inequities. This analysis, part of the annual LCAP development process, determined that CSI and Supplemental/Concentration funds should support high-need students, including English Learners, socioeconomically disadvantaged, and Hispanic students. Supported actions and services include increased staffing, teacher coaching, supplemental academic support, nutrition, credit recovery, college dual enrollment, expanded school participation options, extended school year, and continued PBIS implementation.

Planned Evidence-Based Interventions and Resources:

Digital subscriptions for academic assessments and content supporting arithmetic, pre-algebra, and algebra 1 courses to promote college-ready skills.

Professional development for counseling staff to implement equity-focused student support strategies.

College textbooks and materials for dual enrollment courses at Riverside City College to engage and motivate students towards graduation and post-secondary pathways.

Access to digital credit recovery programs enabling students to complete graduation-required courses when classroom options are unavailable or inappropriate.

Instructional coaching for teachers to assess and improve instructional practices.

Extended school year with summer school sessions aimed at accelerating progress or credit recovery toward diploma requirements.

Operations on the Riverside City College campus, including facilities access, lunch program operation, IT support, and access to student life and support programs, to promote high expectations and increase student engagement.

Monitoring and Evaluating Effectiveness

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

Monitoring:

GCCA will monitor its Comprehensive Support and Improvement and Additional Targeted Support and Improvement plans in conjunction with the implementation of its Local Control and Accountability Plan by employing the following strategies:

Stakeholder Meetings: Conduct regular stakeholder meetings to review progress on the LCAP, CSI, and ATSI plans. These meetings will include input from students, parents, school staff, and governing board members to ensure comprehensive feedback and engagement.

Leadership Team Monitoring: Make the progress of the LCAP, CSI, and ATSI plans a recurring agenda item for the weekly leadership team meetings. This ensures continuous oversight and allows for timely adjustments based on ongoing evaluation.

All-Staff Meetings: Review LCAP, CSI, and ATSI plan goals, actions, and services at the fall all-staff meeting. This ensures that all faculty and staff are aligned and informed about the objectives and their roles in achieving them.

Performance Data Analysis: Collect and analyze performance data at the end of each academic term (fall, winter, spring). This data-driven approach helps in assessing the effectiveness of the interventions and making necessary adjustments.

Professional Development: Provide professional development at the beginning of the school year to review anticipated outcomes and actions contained in the LCAP, CSI, and ATSI plans. This training ensures that staff are prepared to implement the strategies effectively.

Supervision and Evaluation: Supervise and evaluate the implementation of the plans as part of the teacher, counselor, aide, and coordinator evaluations. This includes assessing how well the staff are executing the strategies and interventions.

Data Disaggregation and Analysis: Disaggregate and analyze both formal and informal assessment data to identify areas needing systemic improvement as well as specific areas for individual students and staff. This granular analysis helps in pinpointing precise issues and tailoring interventions accordingly.

Staff Engagement: Engage staff during team meetings (teachers and counselors) in discussions about current student support and school improvement methods and ways to improve. This collaborative approach encourages the sharing of best practices and fosters a culture of continuous improvement.

Evaluation of Plan Effectiveness:

Regular Monitoring: Establish a regular monitoring schedule to track the implementation of the CSI and ATSI plans. This will include monthly check-ins with school leadership and quarterly reviews of student performance data to ensure the plans are on track.

Feedback Mechanisms: Implement feedback mechanisms to gather input from teachers, students, and parents on the effectiveness of the CSI and ATSI plans. This will include surveys, focus groups, and regular meetings with the school community to incorporate diverse perspectives.

Annual Evaluation: Conduct a comprehensive annual evaluation of the CSI and ATSI plans' effectiveness. This will involve reviewing all collected data, assessing the impact of implemented interventions, and making recommendations for the following year.

Fidelity of Implementation: Ensure that interventions are being implemented with fidelity through site visits, classroom observations, and regular reports from GCCA staff. This will help in maintaining the integrity of the plans and ensuring they are executed as intended.

Student Performance Outcomes: Track student performance outcomes to measure the impact of the CSI and ATSI plans. This will include analyzing changes in graduation rates, test scores, and other relevant metrics to determine the success of the interventions.

Adjustments and Improvements: Based on the evaluation results, work with GCCA to make any necessary adjustments to the CSI and ATSI plans. This will ensure continuous improvement and better support for student and school success.

This comprehensive approach ensures that GCCA is effectively monitoring and evaluating its plans to support student and school improvement, leading to sustained progress and achievement.

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
Teachers	Regular scheduled department meetings to discuss, plan, implement, and evaluate current needs of students, parents, and colleagues. Share ideas and concerns through one-on-one conversations, group discussions, and focus groups during Staff Huddles, Staff Development days, a Listening Session with an outside consultant. Opportunity to participate in Gateway Community Advisory Team (GCAT) and Gateway Community Advisory Council (GCAC). Opportunity to voice opinion and concerns through the annual Youth Truth Survey. Opportunity to help to develop, participate, and prioritize the findings of our California Community Schools Partnership Program (CCSPP) Needs Assessment Survey
Principal and Administrators	Regular scheduled department and district shared leadership meetings to discuss, plan, implement, and evaluate current needs of students, parents, and colleagues. Share ideas and concerns through one-on-one conversations, group discussions, and focus groups during Staff Huddles, Staff Development days, a Listening Session with an outside consultant. Opportunity to participate in Gateway Community Advisory Team (GCAT) and Gateway Community Advisory Council (GCAC). Opportunity to voice opinion and concerns through the annual Youth Truth Survey. Opportunity to help to develop, participate, and prioritize the findings of our California Community Schools Partnership Program (CCSPP) Needs Assessment Survey
Other School Personnel	Share ideas and concerns through one-on-one conversations, group discussions, and focus groups during Staff Huddles, Staff Development days, and a Listening Session with an outside consultant. Opportunity to participate in Gateway Community Advisory Team (GCAT) and Gateway Community Advisory Council (GCAC). Opportunity to voice opinion and concerns through the annual Youth Truth Survey. Opportunity to help to develop, participate, and prioritize the findings of our California Community Schools Partnership Program (CCSPP) Needs Assessment Survey
Parents	Opportunity to voice opinions and concerns through the annual Youth Truth Survey, Community Schools Needs Assessment Survey, listening sessions and one on one discussions during family resource fairs, open house, family night, and student led activities on campus via phone calls, and during Parent Advisory Council meetings. Parents of graduating Seniors submitted Exit surveys to share about their experience about the strengths of the program and make suggestions for improvements. Receive weekly emails and Remind messages containing school and community activities and resource announcements.
Students	Opportunity to voice opinions, concerns, and interests through class specific surveys, annual Youth Truth Survey, Community Schools Needs Assessment Survey, Youth Council, and Gateway Community Advisory Council (GCAC) participation. A general survey for English Language Learners led to conducting a focus group for English Language Learners to further understand and clarify the needs and wants of students. This led to the addition of Mental Health education to be offered to this group of students in Spanish language. Graduating Seniors participated in Exit interviews to share about their experience about the strengths of the program and make suggestions for improvements.

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

Maintaining varied program participation options and flexible scheduling. GCCA will continue to offer various program options to include in person daily classes and support, hybrid classes, classes designed for in-person and virtual students simultaneously, independent study, college dual enrollment and credit recovery.

• Increasing/improving relevant mental health services through multiple partnerships with local service providers, including access to free individual therapy and other wellness activities and events.

• Implementation of Gaggle, a software that monitors school activity on school-provided devices for concerning content, social emotional support and other ways to help support struggling students.

• Increasing counselors, teachers, and academic support staffing to ensure there are enough personnel available to work with students.

• Increasing bilingual staffing and resources including DeepL; a translation tool available to help staff better serve EL students.

• Increased field trips and engagement activities for students.

• Implementation and continuation of "Family Resource Fair" event during welcome week

Implementation of "Family Open House Night" event

• Holding multiple parent input/engagement sessions during the school year.

• Improving resources for parents' access to information and communication through Power School features. This includes emails and robo calls regarding events and attendance.

• Expanding academic support.

• Expanding English Language Learners mental health supports in the Spanish language

• Increased basic needs support by way of emergency food referral program.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	GCCA students will demonstrate the acquisition of academic skills and knowledge aligned with the state standards.	Broad Goal

State Priorities addressed by this goal.

1, 2, 3, 4, 7, 8

An explanation of why the LEA has developed this goal.

GCCA's actions, including standards-based instruction, broad academic supports, individualized pathways, specialized services, and ongoing professional development, are designed to meet diverse student needs. Metrics such as ELA/Math progress, ELPAC participation, MAP growth, and reclassification rates provide data to monitor effectiveness. Together, these actions and metrics ensure targeted support, promote academic skill acquisition, and drive continuous improvement, helping students achieve their academic goals and graduate successfully.

Measuring and Reporting Results

Metric #	Metric	Baseline (2023-24 data)	Year 1 Outcome 2024-25	Year 2 Outcome 2025-26	Target for Year 3 Outcome 2026-27	Current Difference from Baseline
1	Dashboard Academic Progress Indicator: ELA/Math	CAASPP Testing outcomes are not yet available	TBD	TBD	N/A	N/A
2	Alternative Metric: ELPAC Participation	98.4%	TBD	TBD	100%	1.6%
3	Alternative Metric: ELPAC Growth	91.9%	TBD	TBD	90% will achieve growth	+1.9%
4	Alternative Metric: MAP Assessment Reading Student Growth Percentile	41.25%	TBD	TBD	60% in 40th Conditional Growth Percentile or higher	18.75%
5	Alternative Metric: MAP Assessment Math Student Growth Percentile	53.25%	TBD	TBD	60% in 40th Conditional Growth Percentile or higher	6.75%
6	EL Student Reclassification Rate	14.51%	TBD	TBD	25%	10.49%
7	Maintain EL Program	Completed			Completed Annually	None
8	CalSass Report Misassignments	0	TBD	TBD	0	None
9	Standards Aligned Instructional Materials Audit	Completed	TBD	TBD	Completed Annually	None
10	Annual OSHA Inspection	Completed	TBD	TBD	Completed Annually	None
11	Academic Content and Performance Standards Audit	Completed	TBD	TBD	Completed Annually	None

12	Annual Parent Input/engagement Survey	Administered	TBD	TBD	Administered Annually	None
13	Broad Course of Study: Maintain Dual Enrollment program	Completed	TBD	TBD	Completed Annually	None
14	Maintain Instructional Support Program for Unduplicated and Exceptional Needs Students	Completed	TBD	TBD	Completed Annually	None

Goal Analysis for [2024-2025]

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

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

During the 2023-2024 school year, Gateway College and Career Academy (GCCA) successfully implemented the planned actions outlined in Goal #1, aimed at ensuring students demonstrated the acquisition of academic skills and knowledge aligned with state standards. There were no substantive differences between the planned actions and their actual implementation. Each action was carried out as described.

Challenges:

One of the challenges experienced during implementation was ensuring consistent student engagement in virtual and in-person settings, particularly for those transitioning back to in-person learning post-pandemic. Efforts to address this included increased communication with parents and additional support from instructional aides and counselors.

Successes:

Significant improvements were observed in student participation rates, particularly in the ELPAC assessments, where a participation rate of 98.4% was achieved. Additionally, the MAP assessment growth in both reading and math showed positive trends, and the reclassification rate for EL students improved significantly. The dual-enrollment program also saw increased participation and success, contributing to the students' progress towards their high school diplomas and college credits. Our Friday labs continue to be valuable opportunities to connect with students and provide academic tutoring support in their GCCA and RCC courses.

Overall, the implementation of the planned actions was successful, with no substantive differences from the original plans, and the school experienced notable successes in achieving its educational goals.

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.

No material differences between budgeted and estimated actual expenditures.

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

Overall, the specific actions implemented under Goal #1 have been effective in making progress toward the goal. The combination of standards-based instruction, broad access to academic supports, individualized pathways, specialized services, data-driven interventions, professional development, instructional materials, technology access, parent engagement, and multi-disciplinary teamwork has created a comprehensive support system that continues to improve student outcomes. The effectiveness of these actions is reflected in the positive trends observed in key metrics such as ELPAC participation, MAP assessment growth, and EL student reclassification rates.

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

There were no changes made to the planned goal, metrics, target outcomes, or actions for Goal #1.

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	Standards Based Instruction.	- Provide standards-based education programs through the implementation of evidence-based instructional strategies that engage all students in learning within all school settings. - Augment curriculum with material that is culturally relevant and responsive to our population, utilize recurring school-wide and classroom formative and summative assessments to inform best practices, and develop students' skills for the 21st century college and career workforce, such as: effective use of technology, time management, communication, critical thinking, research, and collaboration.	$912,850	No

2	Broad Access to Academic Supports and Interventions	• GCCA instructional assistants tutor students individually or in small groups to reinforce classroom learning, assist students with interpreting and completing classroom assignments/homework, provide additional instructional materials and support to ensure student success in courses and mastery of subject matter, monitor and report on student achievement in tutoring groups. • Supplemental support is scheduled before, during, and after class and all day on Friday for ELA, Math, Social Studies, Science, electives, and college dual enrollment courses. Additionally, afternoon homework labs are built into the master schedule and facilitated by several academic support assistants, so students can drop by without an appointment when support is needed. • The Academic support department helps GCCA students taking any college courses and Apex courses needed to complete high school diploma requirements. This outreach may include regular check-ins via email or Remind, progress monitoring, 1:1 tutoring, and/or study groups. • Dual enrollment with RCC gives GCCA students access to additional 1:1 tutoring and study groups through the community college's Academic Support Department. • GCCA counselors connect students with the full range of support opportunities offered for college courses, which include the Center for Communication Excellence, CIS Computer Lab, Math Learning Center, Supplemental Instruction and 1:1 Tutorial Services. • Counselors monitor the academic progress of all students including homeless and foster youth.	$612,612 $112,564	No Yes

| 3 | Access and Individualized Pathways | Provide the following multiple points of entry and opportunities to recover high school credit, earn dual college credit, and promote goal setting, organization, and self-advocacy:
• College and Career guidance courses
• Dual-enrollment program
• Summer school program
• Course extensions
• Credit recovery
• Independent Study
• In-person/virtual simultaneous courses
• Asynchronous course access
• CTE Pathway, access to certificate courses
• AA/Transfer Pathway, access to dual enrollment with the opportunity to take courses towards an AA or Transfer Pathway. | $72,500 | No |

| 4 | Specialized Services | Special Education Services Overview

Support the unique needs of our students through a comprehensive range of services provided in the classroom, in an office, or via Zoom. Services are offered one-on-one or in small groups, ensuring personalized attention.
• Specialized Academic Instruction (SAI)
• Personalized instructional support to enhance academic skills and meet individual learning needs.
• Behavior Intervention Services (BIS)
• Targeted interventions to address behavioral challenges and promote positive behaviors.
• Contract with third-party providers to offer:
   o Speech & Language Pathology (SLP)
   o Occupational Therapy (OT)
   o Individual Counseling
   o College Awareness
   o Career Awareness
   o Adaptive Physical Education (APE)
Additional Supports:
• Accommodations for students with 504 plans, ensuring equal access to educational opportunities.
• Assist students in transitioning to Riverside City College's Disability Resource Center (DRC) for academic accommodations and support in their college courses.

Dedicated SPED team ensures every student receives the support they need to succeed academically and personally. | $494,408 | No |

5	Student Data Collection and Analysis	- Utilize a Student Information System to analyze data and tailor student interventions. - Improve institutional effectiveness processes. - Conduct data mining analysis to better understand the impact of school programs and identify potential performance gaps. - Maintain a Student Information System Manager position. - Contract with student information systems support providers to enhance internal capabilities. (Edtec, Canvas, data analysis contractors)	$136,094	No
6	Faculty and Staff Training	Conduct professional development to improve instruction: - Assessment Coordinator - Effective Classroom Management - Data Driven Instruction - Culturally Responsive Curriculum - Effective Strategies for Teaching English Language Learners - ELD Standards/Lesson Design for Integrated ELD (SIOP Model) - CA English Learner Roadmap/Teacher Toolkit - SPED Instructional Strategies - Academic Support Strategies and Paraprofessional Training - Positive Behavior Interventions and Supports (PBIS) Tier 1 and 2 - Addressing the needs of Foster Youth, EL, and Low-Income students - Alternative Education Best Practices - Social Emotional Supports through partners including Lifesource - Professional Learning Communities - Monthly Teacher Meetings (Mini-PD opportunities) - Accelerated Learning Strategies - Active shooter training - Suicide Prevention Training - Training opportunities from outside agencies including: RCOE, Center for Teacher Innovation, and RCC - Online Learner Training	$230,300 $35,000	No Yes

7	Instructional Materials	Evaluate need and purchase texts, supplemental materials, services and tools, aligned to the standards and that are culturally responsive to student's needs.	$107,401	No
8	Student Laptops and Internet Access	Provide a 1:1 ratio of Chromebooks all students. Hotspots are available to low-income students who do not currently have internet in their homes.	$129,150 $35,000	Yes No

9	Parent/Guardian Engagement	- Communicate with parents regarding available community resources serving the school, including tutoring, primary health, arts, recreation, and other resources identified. - Connect students and families to support programs during and beyond the school day for students, families that meet critical needs and support student achievement. - Disseminate information to prospective families about school program and enrollment processes; oversee student enrollment processes including conducting school information sessions and distributing marketing and enrollment materials. - Provide interpreters for all parent/guardian activities and ensure that the school community is aware languages other than English will be accommodated. - Communicate schoolwide announcements/policies to parents in English and Spanish. Request input from parents through surveys. - Parent meetings to ensure ongoing input from families. - Family Community Nights provide opportunities to build support systems and trust. - Parent Education Workshops in response to needs and concerns. - Fall Welcome Week Resource Fair to raise awareness of community partner resources for families and students. - Open House and End of Semester Showcase Events to engage families. - Listening Campaigns to gather input via phone/home visits. - Townhall meeting to include stakeholders about opportunities at GCCA. - Monthly Gateway Community Advisory Team Meetings (GCAT) made up of school site members from every discipline to collaborate and inform and strategize community school goals and activities. - Invite parent leaders, students, and community partners to join Gateway Community Advisory Council (GCAC) to inform and strategize community school model goals and activities. - Parent Communication via Remind, emails, and phone calls.	$94,561 $56,947	No Yes

		• Weekly resources are sent to families • Communication with parents regarding student's attendance		
10	Parent Guardian Access	• Maintain school information system parent portal and ability to translate website to all available languages through web program technology • Addition of parent access to Canvas course management system • Access to Powerschool Parent Portal which gives parents access to their student's attendance and grades	Reference Goal 1 Action 5	No

11	English Language Learner Support	Maintain and further develop EL support program: • Conduct annual notification to parents • Identify EL students upon enrollment • Offer a range of program options that are responsive to the different language and academic needs of various EL profiles and which support English Language Acquisition, including the delivery of a new Newcomers ELD course. • Continue to expand our ELD High School Class. Working on aligning this course to better support students that choose to continue taking additional ESL courses through RCC • Continue to coordinate supplementary academic support needed for students to participate successfully in English Learner Mainstream Programs through bilingual instructional assistants. • Utilize DeepL, a translation program that helps translate documents in spanish among other languages. This has been a helpful tool to offer documents in the languages requested by parents and students. • Bilingual instructional assistants are available to support Spanish-speaking students before, during and after all high school courses (to preview, interpret and review content). Bilingual instructional assistants are also available to support Spanish-speaking students in college courses needed to complete their high school diploma requirements. • Provide designated ELD through the newly designed ESL courses at RCC, which are offered at five ELP levels, and focus on building communicative competence in listening, speaking, reading and writing. Students earn college credit for ESL courses. • Continue to offer and expand on professional learning opportunities provided to instructors on ELD standards, alignment of ELD and CCSS standards, the CA English Learner Roadmap, research based integrated ELD approaches for content area classes, and scaffolded support strategies. • Review and expand on rigorous, engaging, standards-based curriculum options for content area classes that contain integrated and designated ELD components within each unit of study.	$384,820 Reference Goal 1 Action 6	Yes

		- Collaborate with instructors to develop integrated and designated ELD activities and lesson plans that are connected to units of study for ELA, Math, and Social Studies courses. - Convene EL Taskforce, including instructional assistants, instructional support coordinator, and a designated English instructor, among others, to monitor effectiveness of EL supports and implement strategies to overcome any challenges the school may encounter in meeting the needs of all ELs. - Coordinate ELPAC administration annually. ELPAC Coordinator to train an additional staff member as a Summative ELPAC Test Examiner to ensure all ELs are assessed during the full testing window. - Conduct reclassification procedures in alignment with current reclassification guidelines. - Monitor student progress during and after reclassification.		
12	Multi-disciplinary Teams	- Weekly counselor meetings are conducted to address student and counseling department needs. - Bi-Weekly teacher meetings are conducted to address learning challenges, collaborate on teaching strategies and address any student performance concerns. - Weekly SPED meetings between SPED Teachers and Instructional Aide are conducted to address student needs and IEP meetings. - Weekly Instructional Aide and Teacher meetings are conducted to address weekly coursework, create a game plan to support struggling students, and create an action plan to support students in the lab. - Bi-Weekly teacher and counselor meetings are conducted to develop action plans for struggling students needing more interventions, accommodations and support. Monitor and adjust as needed.	Reference Goal 1 Action 1,2,4,11 Goal 2 Action 1 Goal 3 Action 1	No

Goal

Goal #	Description	Type of Goal
2	GCCA students will be prepared for college and careers.	Broad Goal

State Priorities addressed by this goal.

4, 7, 8

An explanation of why the LEA has developed this goal.

GCCA's goal is to prepare students for college and careers. Actions like college readiness courses, dual enrollment opportunities, transition workshops, and career exploration activities are designed to meet this need. Metrics such as graduation rates, college readiness indicators, dual enrollment credits earned, and course success rates monitor progress. Together, these actions and metrics create a comprehensive support system that boosts student confidence, motivation, and practical skills, ensuring students see college as an achievable goal and are ready for post-secondary success.

Measuring and Reporting Results

Metric #	Metric	Baseline (2023-24 data)	Year 1 Outcome 2024-25	Year 2 Outcome 2025-26	Target for Year 3 Outcome 2026-27	Current Difference from Baseline
1	Alternative Metric: 1 Year Graduation Rate	86% (2023-24 Pending)	TBD	TBD	90%	4%
2	Dashboard Indicator: College and Career Readiness Indicator	4.3%	TBD	TBD	50%	20.7%

3	Alternative Metric: College and Career Readiness	N/A (2023-24 Pending)	TBD	TBD	75%	N/A
4	Alternative Metric: Dual Enrollment Credits Earned	7.8 (2023-24 Pending)	TBD	TBD	12	4.2%
5	Alternative Metric: Course Success Rate	68.4% (2023-24 Pending)	TBD	TBD	75%	6.6%
6	A-G Completion Rate	0%	TBD	TBD	N/A	N/A
7	CTE Completion Rate	0% (2023-24 Pending)	TBD	TBD	10%	10%
8	A-G and CTE Completion Rate	0% (2023-24 Pending)	TBD	TBD	10%	10%
9	AP Exam Pass Rate	0%	TBD	TBD	N/A	N/A

Goal Analysis for [2024-2025]

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

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

During the 2023-2024 school year, GCCA successfully implemented the actions outlined in Goal #2, aimed at preparing students for college and careers. There were no substantive differences between the planned actions and their actual implementation. Each action was carried out as described, and the following details highlight the overall implementation, along with relevant challenges and successes.

Challenges:

One challenge was ensuring that students were fully aware of and engaged in the dual enrollment opportunities available. Efforts to address this included increased communication and support from college mentors and instructional assistants.

Another challenge was coordinating the schedules and resources needed for the various workshops and courses, which required careful planning and collaboration with RCC and other partners.

Successes:

Significant successes were observed in the dual enrollment program, with an increase in the number of students earning college credits while completing their high school education. This school year there was also an increase in students completing Riverside Community College CTE Certificates. This early exposure to college courses has increased student confidence and motivation

The college and career readiness workshops and personalized educational planning with RCC counselors resulted in higher student motivation and clearer post-secondary pathways.

Overall, the planned actions were effectively implemented, contributing to significant progress in preparing GCCA students for college and careers. The combination of college readiness courses, dual enrollment opportunities, transition workshops, and career exploration activities provided a robust support system that enhanced student outcomes and readiness for post-secondary success.

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.

No material differences between budgeted and estimated actual expenditures.

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

Overall, the specific actions implemented under Goal #2 have been effective in making progress toward preparing GCCA students for college and careers. The combination of comprehensive college readiness courses, robust dual enrollment opportunities, targeted transition workshops, and extensive career exploration and work readiness activities has created a supportive environment that significantly enhances student outcomes. These actions have not only increased student motivation and confidence but also provided them with practical skills and knowledge essential for their post-secondary success. The effectiveness of these actions is reflected in the positive trends observed in key metrics such as dual enrollment credits earned, course success rates, and college and career readiness indicators.

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

The planned goal, metrics, desired outcomes, and actions within Goal 2 will remain largely unchanged for 2024-25 except for the following:

Removed Positive Transition Rate metric due to issues with collecting and reporting reliable data.

Addition of new alternative College and Career Indicator metric due to weaknesses in how state CCI is calculated (only includes students within their four- and five-year graduation cohorts).

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	College and Career Preparedness	• Conduct "Introduction to College" and "College Success Strategies" courses in which students learn about the systems and resources of higher education, matriculate to the college, develop a preliminary educational plan, gain skills in taking effective notes, study skills for tests, and explore strategies to balance school, work, and family life.	Reference Goal 1 Action 2	No
2	Dual Enrollment Program	• Provide access to significant dual enrollment opportunities through a partnership with Riverside City College. Students complete select high school diploma requirements and electives by taking college level courses. All college fees for unduplicated students to be paid by GCCA. • Strengthen the alignment between high school curriculum and the college Guided Pathways and Career Technical Education programs at RCC. • GCCA College Mentors/Instructional Assistants.	$280,003 $10,000	No Yes

		• Access to GCCA "Do Two" Program, facilitating students' ability to earn a high school diploma and a RCC career technical education certificate simultaneously. • Dual enrollment program student services fees		
3	College and Career Transitions	• Provide college transition workshops to all 12th grade students and their parents/guardians when appropriate in partnership with RCC representatives from financial aid, the Welcome Center, and academic/career technical education departments. • In addition, student services programs such as EOPS, TRIO, Promise Program, RCCD scholarship, Puente, Honors Program and Disability Resource Center are invited to speak to students about the benefits of joining their programs. • All seniors develop an educational plan with an RCC counselor to help them stay on track with completing a certificate program, associate's degree or transfer requirements. • Gateway Counselors will train with RCC Counseling Department to learn how to create SEP plans for students. This allows students to better understand their next steps after high school.	Reference Goal 1 Action 2	No

4	Career Exploration and Workforce Readiness	Provide career exploration courses and work readiness skills development activities:
		• "Career Exploration and Life Planning" course
		    ○ Industry and job market research
		    ○ Educational and technical training programs research
		    ○ Skills, interest, and personality inventories with Eureka platform
		    ○ Interview techniques
		    ○ Resume and cover letter
		    ○ Conduct college and career exploration tours
		• Career Center services (RCC)
		• CTE Job Placement Coordinator (RCC)
		• Student employment and internships (RCC)
		• Formalize partnership with EDD or RCC CTE programs to access work readiness and work experience resources.
			Reference Goal 2 Actions 1, 2, 3
			$15,000
				No

		• Access to "Do Two Program" giving students the opportunity to earn a high school diploma and a college CTE certification simultaneously.		

Goal

Goal #	Description	Type of Goal
3	GCCA students will be engaged at school.	Broad Goal

State Priorities addressed by this goal.

5, 6, 3

An explanation of why the LEA has developed this goal.

GCCA's goal is to engage students at school. Actions such as attendance and engagement strategies, social and emotional support, campus culture activities, nutrition programs, facilities maintenance, and PBIS implementation address this goal. Metrics like suspension and expulsion rates, attendance rates, and Youth Truth Survey responses measure progress. Together, these actions and metrics create a supportive environment that fosters student engagement, safety, and well-being, leading to higher levels of academic achievement and overall student success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Dashboard Indicator: Suspension Rate	0%	TBD	TBD	0%	None
2	Dashboard Indicator: Expulsion Rate	0%	TBD	TBD	0%	None

3	Alternative Metric: Attendance Rate (NCB attendance)	98.8%	TBD	TBD	95%	+3.8%
4	Alternative Metric: Youth Truth Survey Engagement Positive Response Rate	65%	TBD	TBD	80%	15%
5	Alternative Metric: Youth Truth Survey Academic Challenge Positive Response Rate	75%	TBD	TBD	80%	5%
6	Alternative Metric: Youth Truth Survey School Culture Positive Response Rate	64%	TBD	TBD	80%	16%

Goal Analysis for [2024-2025]

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

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

During the 2023-2024 school year, GCCA effectively implemented the actions outlined in Goal #3, aimed at engaging students at school. There were no substantive differences between the planned actions and their actual implementation. Each action was carried out as described, and the following details highlight the overall implementation, along with relevant challenges and successes.

Challenges:

Ensuring consistent student engagement in both in-person and virtual settings required ongoing communication and support from teachers, counselors, and the support staff. The virtual and hybrid settings continue to be challenging for meaningful engagement.

Coordinating the various social and emotional support services and ensuring that all students had timely access to these resources posed a logistical challenge but was effectively managed through collaborative efforts.

Successes:

The engagement strategies led to a high daily attendance/participation rate and positive feedback from the Youth Truth Survey, indicating that students felt more connected and motivated than in similar schools in our state. The suspension and expulsion rates remained at 0%, reflecting a positive school climate.

The nutrition program successfully addressed food insecurity among students, contributing to their overall well-being and ability to focus on their studies.

The campus culture initiatives, including student activities and field trips, significantly enhanced the sense of community and belonging among students. The spring student showcase and other events were well-received and highlighted students' talents and achievements.

Overall, the planned actions were effectively implemented, contributing to significant progress in engaging GCCA students at school. The combination of targeted attendance strategies, robust social and emotional support, enriching campus culture activities, comprehensive nutrition programs, well-maintained facilities, and positive behavioral supports created a supportive environment that enhanced student engagement and success.

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.

No material differences between budgeted and estimated actual expenditures.

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

The specific actions implemented under Goal #3 have been highly effective in making progress toward engaging GCCA students at school. The combination of attendance strategies, comprehensive social and emotional support, enriching campus culture activities, a robust nutrition program, well-maintained facilities, and PBIS strategies has created a supportive environment that enhances student engagement and success. These actions have resulted in high attendance rates, positive feedback from the Youth Truth Survey (especially when compared to similar schools in the state), a strong sense of community, and a safe and welcoming school environment. The effectiveness of these actions is reflected in the positive trends observed in key metrics such as attendance rates, engagement survey responses, and low suspension and expulsion rates.

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

The planned goal, metrics, desired outcomes, and actions within Goal 3 will remain largely unchanged for 2024-25 except for the following:

Removed Adjusted Dropout Rate metric due to issues with collecting and reporting reliable data.

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	Attendance and Engagement	Strategies to improve attendance/engagement: • Improve teacher planning and involvement in promoting regular daily attendance though our tiered attendance policy. Through these tiers, engagement efforts are made to ensure students improve their attendance habits and continue to make academic progress. • Send robo calls and emails to parents regarding tier-1, tier-2, tier 3 absences • Incentivize good attendance habits though PBIS Strategies • Communicate with families effectively through home notifications using integrated school information system software • Conduct bi-weekly enrollment meetings to monitor new student engagement and attendance interventions • Provide timely counselor solution focused interventions including parent involvement when legally allowed (students under 18) • Track attendance/absence data and interventions including the use of weekly attendance reports • Make appropriate referrals for support when indicated by attendance data. • Maintain a dedicated Enrollment/Retention Coordinator position to support the counseling department with dropout prevention and recovery interventions.	Reference Goal 1 Action 9 $110,451 $1000	No No Yes

		• Transportation support through RTA bus passes.		
2	Social and Emotional Support	Strategies to support students' social and emotional needs to enhance full academic engagement: • Continue partnership with Lifesource to provide individual and family counseling free of charge to students. Students will be able to see a therapist as needed on campus, via phone call and online. Life Source is able to provide therapy sessions in both English and Spanish. Drug and Alcohol Counseling will be offered to students and families in the next coming year. • Wrap-around services include needed academic support, mental health services, health care, housing, peer support networks, emergency food services, etc. • Provide programming to empower youth to be educated, promote cultural arts, and resilience, ~~and restorative justice~~ to break the cycle of victimization and trauma • RCC Student Health and Psychological Support Department, which provides physical health services in addition to mental health services. • RCC Wellness Workshops (i.e. Stress Management, ~~Winter~~ Mental Health Guide, Financial Wellness, etc.) • Homeless and Foster Youth support and resources (Aspiranet, RCC Guardian Scholars, etc.) • Suicide prevention resources and information for students, parents, and all staff. • Additional PD opportunities to continue engaging in ways to improve in this area. • Art ~~Therapy~~ sessions to boost creativity, supportive environment and safe zones. • Staff training on suicide prevention strategies and internal procedures. Engaging students to participate in suicide prevention activities during the month of September and advertising crisis resources to students throughout the campus (i.e. To Write Love on Her Arms, 988, etc.) • Mental Health activities presented in conjunction with the Youth Council to promote school wide messaging. Engaging students	Reference Goal 1 Action 2 $72820 RCC Provides via MOU $14,041	No No No Yes

		to participate in Mental Health Awareness month in May and offering mental health resources to all students (i.e. Takemyhand.org, It's Up to Us Riverside, etc.) • Continue to provide mental health workshops for students in ELD • Gaggle monitoring notifications so counselors can provide more timely responses to student needs • Community resource connections through community school partnerships.		
3	Campus Culture	School Culture Development in addition to programs identified above: • Assist students in developing a sense of purpose for continuing their education and pursuing college and career success • Place new students in small learning communities through Guidance courses. • Hold student activities and offer resources specific to Gateway students on a regular basis (Student Council events). • Regularly survey the school community, including students, staff, and faculty on their perceptions of campus climate and positive relationships. Conduct: • Welcome week (Fall and Spring semesters) • End of term awards • End of Semester and "Finish Strong" activities • Student Council Events and Activities that promote in-person and online engagement including opportunities at RCC and the community • Expand more opportunities to participate in community events supporting student work. • Gateway Graduate Dinner and Graduation Ceremony. • Tours of various RCC programs including academic engagement centers. • Associated Students of Riverside City College events.	$38,300	No

		• Increased field trip opportunities, including the Museum of Tolerance and Cheech. • Provide space for engagement opportunities through music, art and gaming. • Spring Student showcase, an opportunity for parents to see the work being done at Gateway and create a space for students to showcase their art with the support of our Youth Council. • Chick-fil-a Leader Academy		
4	Nutrition Program	Nutritional Support: • Provide two meals per day for all students at no cost. • Provide a snack pantry for all students for daily access to small meals and drinks. • Provide Family meal bags for students during school holiday school closures. • Expand food and home necessities partnerships through local partners, including ongoing partnership with Panera. • Provide emergency food access for students and families • Increased nutrition support program- Snack Pantry, School Lunch Program, Emergency Food Program, Holiday Meal Baskets	$150,000 $2500	Yes No
5	Facilities Maintenance and Safety	Provide welcoming, well-maintained, and safe facilities to conduct programs and promote student engagement and motivation to come to school: • RCCD Police/security personnel • Student Engagement/Safety Specialist • Emergency planning and drills • Custodial services • Facilities/grounds maintenance	Provided in-kind by RCC $59,908	No
6	Positive Behavior Interventions and Supports	• Continued implementation of Positive Behavioral Interventions and Supports (PBIS) for maximizing the selection and use of evidence-based prevention and intervention practices that support the academic, social, emotional, and behavioral competence of all students. • Continue to assess progress on the Tiered Fidelity Inventory to assess the school's progress. Continue school-wide acknowledgement system with monthly opportunities for	Reference Goal 1 Actions 1, 6 Goal 2 Action 1, 3	

35

| | | students to be recognized for their academic and social emotional growth.
• Continue use of behavior matrix in the classrooms.
• Maintain integration of Tier 1-3 supports for 2024-25. | Goal 3 Action 1, 3 | |

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$892,831	0

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
17.88%	0%	$0	17.88%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness

| Goal 1, Action 2 | **Academic Support/Instructional Assistants:** Low-Income Students: Limited Access to Resources: Low-income students often lack access to educational resources such as textbooks, technology, and supplemental learning materials. GCCA's instructional assistants and academic support services provide the necessary resources and assistance to bridge this gap. Additional Academic Support: Many low-income students may have educational gaps due to inconsistent schooling or lack of support at home. The individualized and small group tutoring helps address these gaps, ensuring they can catch up and stay on track. Foster Youth: Educational Disruptions: Foster youth frequently experience disruptions in their education due to changes in their living situations. Consistent tutoring and academic monitoring help stabilize their educational experience and provide continuity. Emotional and Social Support: Foster youth may face emotional and social challenges that impact their learning. Access to counselors and small group settings provides a supportive environment where they can receive personalized attention and care. Homeless Youth: Instability and Basic Needs: Homeless youth often struggle with instability and unmet basic needs, which can severely affect their academic performance. GCCA's flexible scheduling and supplemental support ensure they have access to learning opportunities regardless of their circumstances. | Broad access to academic support is a major component of GCCA's strategy to support student success. By offering academic support during class, after school, and online, GCCA can effectively address the unique challenges faced by unduplicated students, including low-income students, foster youth, homeless youth, and English Language Learners (ELs). This comprehensive approach increases the likelihood that these students will improve their academic skills, complete required courses, and make timely progress toward graduation. The Schoolwide approach supports ELs in their academic growth without disrupting their participation in the broader school community. | • MAP Assessment Reading Student Growth Percentile
• MAP Assessment Math Student Growth Percentile
• EL Student Reclassification Rate |

Safe Learning Environment: A stable, supportive school environment with access to academic help and resources offers homeless youth a sense of security and belonging, which is crucial for their engagement and success.
English Language Learners (ELs):
Language Barriers: ELs need targeted language acquisition support to become proficient in English while keeping up with their academic studies. The specialized tutoring helps them improve their language skills while mastering content in other subjects.
Cultural Integration: ELs may struggle with cultural adjustments in addition to language barriers. The inclusive support system, including personalized tutoring and engagement with the broader school community, helps them integrate more smoothly and feel valued.
General Benefits Across All Groups:
Personalized Instruction: Individual and small group tutoring allows for personalized instruction tailored to each student's specific needs, helping them understand difficult concepts and improve their academic performance.
Consistent Monitoring and Feedback: Regular academic progress monitoring by counselors ensures that any issues are promptly addressed, and students receive the interventions they need to succeed.
College and Career Readiness: Dual enrollment and access to college support services provide all students, especially those from disadvantaged backgrounds, with opportunities to earn college credits and prepare for post-secondary education and careers.
These services are essential for addressing the unique challenges faced by unduplicated

	students, ensuring they receive the support necessary to thrive academically and personally.		
Goal 3, Action #4	**Nutritional Support Program:** This action was designed to address the unique needs of unduplicated students, identified through our annual schoolwide student survey and the counselor-facilitated intake/needs assessment completed with every GCCA student. Unduplicated students, including those who are low-income, foster youth, homeless, and English Language Learners, are particularly vulnerable to food insecurity. Addressing this need is crucial for supporting their overall achievement and well-being. Ensuring access to nutritious food helps to stabilize their daily lives, enabling them to focus better on their studies and participate more fully in school activities.	Given the number of students at GCCA who qualify for free/reduced priced lunches, it was clear that nutritional support was necessary for achieving the school's student outcomes. Providing free food to students can increase students' ability to focus on their studies and create a more engaging campus climate. The Schoolwide approach supports Unduplicated students in their academic growth without disrupting their participation in the broader school community.	• Suspension Rate • Expulsion Rate • Attendance Rate • Youth Truth Survey Engagement Positive Response Rate • Youth Truth Survey Academic Challenge Positive Response Rate • Youth Truth Survey School Culture Positive Response Rate

Goal 1, Action 11	**English Language Development and Support:**
	ELs at GCCA have specific needs including:
	• Language Acquisition:
	   o Targeted instruction to achieve English proficiency.
	• Access to Core Curriculum:
	   o Support to master Common Core State Standards content.
	• Cultural and Linguistic Integration:
	   o Culturally responsive teaching practices.
	• Continuous Assessment:
	   o Regular evaluation of language and academic progress.
	• Holistic Support:
	   o Social-emotional services and peer support.
	• Parental Involvement:
	   o Resources and communication in parents' native languages.
	
	These actions ensure ELs receive comprehensive support to thrive academically and socially.
		While a broad range of academic support is available to all students at GCCA, English Learners (ELs) require targeted assistance to acquire English language proficiency while mastering content and skills in subject area classes aligned with the Common Core State Standards. The schoolwide implementation of these services ensures they are seamlessly integrated into the curriculum, eliminating the need to pull students out of mainstream programs and activities. The Schoolwide approach supports ELs in their academic growth without disrupting their participation in the broader school community.	• MAP Assessment Reading Student Growth Percentile
			• MAP Assessment Math Student Growth Percentile
			• EL Student Reclassification Rate

Goal 2, Actions 2,3,4	**Dual Enrollment Program Access and Support:** Low-Income Students: Financial Barriers to Higher Education: Low-income students often face financial constraints that limit their access to college. The dual enrollment program covers all college fees for these students, removing a significant barrier and making higher education more accessible. Lack of Resources and Support: Many low-income students lack access to essential academic resources and support systems. The "Introduction to College" and "College Success Strategies" courses provide these students with crucial skills and knowledge, while additional academic support from GCCA College Mentors and Instructional Assistants helps them stay on track. Foster Youth: Educational Disruptions: Foster youth frequently experience changes in their living situations, leading to disruptions in their education. Regular college transition workshops and the development of personalized educational plans with RCC counselors help stabilize their academic journey and ensure continuity. Emotional and Social Support: Foster youth often face emotional and social challenges. The career exploration courses and work readiness activities provide a structured environment where they can build confidence and prepare for their future careers. Homeless Youth: Instability and Basic Needs: Homeless youth struggle with instability and unmet basic needs, affecting their academic performance. Flexible scheduling of supplemental support and career	College and Career Preparedness Action Design: "Introduction to College" and "College Success Strategies" Courses: Equip students with essential skills and knowledge for higher education, addressing academic preparedness and organizational needs. Why LEA-Wide/Schoolwide: Ensures all students, especially unduplicated ones, gain foundational skills necessary for college success, bridging gaps due to varied circumstances. Dual Enrollment Program Action Design: Dual Enrollment with RCC: Allows students to earn college credits while completing high school, covering all college fees for unduplicated students, and aligning high school curriculum with RCC programs. Why LEA-Wide/Schoolwide: Maximizes participation, removes financial barriers, and fosters a college-going culture, keeping students engaged and motivated. College and Career Transitions Action Design: College Transition Workshops: Provide guidance through college admission, financial aid, and program selection, with personalized planning. Why LEA-Wide/Schoolwide: Ensures every student receives necessary support for a smooth college transition, demystifying the process for all. Career Exploration and Workforce Readiness Action Design: Career Exploration and Work Readiness Activities: Include career planning courses, skills	• 1 Year Graduation Rate • College and Career Readiness Indicator • College and Career Readiness • Dual Enrollment Credits Earned • Course Success Rate

43

| | exploration activities ensures they can access learning opportunities and support services despite their circumstances.
College and Career Readiness: Dual enrollment and comprehensive college and career preparedness programs provide students with early exposure to college-level coursework and career exploration opportunities, increasing their readiness for post-secondary education and careers.
These targeted actions address the unique needs of unduplicated students, ensuring they receive comprehensive support to succeed academically and personally. | inventories, and access to RCC Career Center services.
Why LEA-Wide/Schoolwide:
Provides equal opportunities for all students to explore and prepare for future careers, ensuring comprehensive support.
General Benefits Across All Groups
Action Design:
Personalized Instruction and Support: Individual and small group tutoring, regular academic monitoring, and dual enrollment programs offer tailored support.
Why LEA-Wide/Schoolwide:
Ensures all students, especially unduplicated ones, receive equitable academic assistance and opportunities, fostering an inclusive educational environment.
These actions comprehensively address the needs of unduplicated students, promoting academic success and readiness for college and careers, while ensuring equitable access for the entire student population. | |

		Action Design:	
Goal 3, Action 2 Goal 1, Action 9	**Social/Emotional Support:** This action effectively addresses the unique needs of unduplicated students—low-income students, foster youth, homeless youth, and English Language Learners (ELs)—by building upon needs reported during the school intake process. By connecting students and families to resources that alleviate socioemotional and economic challenges, these actions help ensure that students remain engaged in school and progress toward graduation.	Needs Assessment and Resource Connection: The school intake process identifies student and family needs, allowing GCCA to connect them with appropriate socioemotional and economic resources. Academic and Emotional Support: Services include individual and small group tutoring, counseling, and dual enrollment opportunities, addressing both academic and emotional challenges faced by unduplicated students. Why LEA-Wide/Schoolwide: Equity and Access: Providing these services on an LEA-wide or schoolwide basis ensures that all unduplicated students have equitable access to the necessary support, regardless of their specific circumstances. Holistic Support: By addressing the broad range of needs across the entire student population, GCCA fosters an inclusive environment that supports academic success and personal well-being for all students. These actions are designed to comprehensively address the diverse needs of unduplicated students, ensuring they receive the support necessary to stay engaged in school and progress toward graduation.	• Suspension Rate • Expulsion Rate • Attendance Rate (NCB attendance) • Youth Truth Survey Engagement Positive Response Rate • Youth Truth Survey Academic Challenge Positive Response Rate • Youth Truth Survey School Culture Positive Response Rate

45

Goal 3, Action 1	**Transportaion Support:** Unduplicated students at GCCA, including low-income students, foster youth, homeless youth, and English Language Learners (ELs), face unique challenges that affect their attendance and engagement. One critical need is reliable transportation. Transportation Support: Low-Income Students: Often lack access to private transportation and may rely on public transit, making consistent attendance difficult. Foster Youth and Homeless Youth: Frequently experience instability in their living situations, which can disrupt their ability to get to school regularly. English Language Learners (ELs): May face additional barriers in navigating transportation options due to language difficulties. Action Design: RTA Bus Passes: Providing bus passes ensures that all students have reliable transportation to and from school, directly addressing the barrier of inconsistent attendance. By addressing the transportation needs of these students, GCCA can improve daily attendance and engagement, thereby enhancing their overall academic success and well-being.	Action Design: Transportation Support through RTA Bus Passes: This action is designed to provide reliable transportation for all students, particularly those who are low-income, foster youth, homeless, or English Language Learners (ELs). By offering bus passes, GCCA ensures that transportation barriers do not impede students' ability to attend school regularly. Why LEA-Wide/Schoolwide: Equity and Access: Providing transportation support on an LEA-wide basis ensures that all students, regardless of their socio-economic status or living situation, have equal access to education. This approach addresses the diverse transportation needs across the student population, promoting consistent attendance and engagement for all. Holistic Support: Implementing this action schoolwide creates a more inclusive environment, as it ensures that every student can benefit from reliable transportation. This holistic support is crucial for fostering a supportive educational environment that helps all students succeed academically and personally. By addressing transportation needs through LEA-wide bus passes, GCCA effectively promotes regular attendance and engagement, which are essential for academic success and overall student well-being.	• Suspension Rate • Expulsion Rate • Attendance Rate (NCB attendance) • Youth Truth Survey Engagement Positive Response Rate • Youth Truth Survey Academic Challenge Positive Response Rate • Youth Truth Survey School Culture Positive Response Rate

Goal 1, Action 8	**Provide a 1:1 ratio of Chromebooks and internet hotspots for all students:** Low-Income Students: Often lack the financial resources to afford personal laptops and reliable internet access, limiting their ability to complete assignments and participate in online learning. Foster Youth and Homeless Youth: Frequently experience instability in their living situations, making it challenging to maintain consistent access to technology and the internet. English Language Learners (ELs): May require additional online resources and tools to support language acquisition and complete schoolwork. Action Design: 1:1 Ratio of Chromebooks and Internet Hotspots: Providing each student with a Chromebook and internet hotspot ensures that all students have the necessary tools to engage fully in their education, regardless of their personal circumstances.	Action Design: 1:1 Ratio of Chromebooks and Internet Hotspots: This action is designed to eliminate the digital divide by ensuring that every student has access to a personal device and reliable internet connection. This support enables students to participate in online learning, complete digital assignments, and access educational resources from home. Why LEA-Wide/Schoolwide: Equity and Access: Providing Chromebooks and internet hotspots on an LEA-wide basis ensures that all students, including those who are low-income, foster youth, homeless, or English Language Learners, have equal access to the technology necessary for academic success. This comprehensive approach addresses the digital needs of the entire student population, fostering an inclusive learning environment. Holistic Support: Implementing this action schoolwide guarantees that every student can benefit from consistent access to technology and the internet, which is essential for modern education. This holistic support is critical for bridging the digital gap and promoting educational equity. By addressing the technology needs through LEA-wide provision of Chromebooks and internet hotspots, GCCA effectively supports student engagement and learning, thereby enhancing academic outcomes and overall student well-being.	- MAP Assessment Reading Student Growth Percentile - MAP Assessment Math Student Growth Percentile - EL Student Reclassification Rate

Goal 1, Action 6	**ELL Curriculum Development and Alignment** Unduplicated students at GCCA, particularly English Language Learners (ELs), face unique challenges in mastering academic content while acquiring English language proficiency. - ELL Curriculum Development and Alignment: - Language Barriers: ELs need specialized instruction to develop English language skills alongside their regular academic curriculum. - Cultural Integration: ELs benefit from culturally responsive teaching practices that make learning more relevant and accessible. - Academic Achievement: ELs require curriculum and instructional strategies aligned with ELD standards to ensure they can achieve academic success. Action Design: - Effective Strategies for Teaching English Language Learners: Implementing research-based instructional strategies that cater to the specific learning needs of ELs. - ELD Standards/Lesson Design for Integrated ELD: Developing and aligning curriculum to ELD standards ensures that ELs receive consistent, high-quality instruction that integrates language development with academic content.	Action Design: Effective Strategies for Teaching English Language Learners: This action involves professional development for teachers to equip them with the best practices for teaching ELs, focusing on strategies that enhance language acquisition and academic achievement. ELD Standards/Lesson Design for Integrated ELD: Aligning the curriculum with ELD standards ensures that all instructional materials and lesson plans support both language development and content mastery, providing a cohesive and supportive learning experience for ELs. Why LEA-Wide/Schoolwide: Equity and Access: Providing these actions on an LEA-wide basis ensures that all ELs across the school receive the same high-quality instruction and support. This approach guarantees that no student is left behind and all can succeed academically. Holistic Support: Implementing these strategies schoolwide creates a consistent and inclusive educational environment. It ensures that every teacher is prepared to meet the needs of ELs, fostering a school culture that values and supports language diversity and academic excellence. By focusing on ELL curriculum development and alignment, and effective strategies for teaching English Language Learners, GCCA addresses the unique needs of ELs, promoting their language acquisition, academic success, and overall integration into the school community.	- MAP Assessment Reading Student Growth Percentile - MAP Assessment Math Student Growth Percentile - EL Student Reclassification 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
N/A		N/A	N/A

Insert or delete rows, as necessary.

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

N/A

Additional Concentration Grant Funding

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

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	28.83
Staff-to-student ratio of certificated staff providing direct services to students	N/A	19.04

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.

6

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

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

  - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.

- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.

- 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.

  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

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

  - o Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.

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

  - o The baseline data must remain unchanged throughout the three-year LCAP.

    - ▪ This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

    - ▪ If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their

educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

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

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

  - o Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

  - o Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

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

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

    o This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.

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

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

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

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

    o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

        ▪ The reasons for the ineffectiveness, and

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

  o For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

  o These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.

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

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

Required Actions

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

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

  o Professional development for teachers.

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

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

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

  o The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be

increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

    o The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

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

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

    o The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

- **LCAP Year**: Identify the applicable LCAP Year.

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  - **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)**

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

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

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

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

  o This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

LCFF Carryover Table

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

  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

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

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

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

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

California Department of Education
November 2023

2024-2025 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2024-2025	$ 4,991,184	$ 892,831	17.888%	0.000%	17.888%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 2,963,541	$ 504,465	$ 444,015	$ 256,208	$ 4,168,229.12	$ 3,344,578	$ 823,651

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Standards Based Instruction	All	No	Schoolwide	N/A	Gateway College and Career Academy	Ongoing	$ 907,850	$ 5,000	$ 734,317	$ 178,533	$ -	$ -	$ 912,850	0.000%
1	2	Broad Access to Academic Supports and Interventions	Unduplicated	Yes	Schoolwide	Foster Youth and Low-Income	Gateway College and Career Academy	Ongoing	$ 112,564	$ (0)	$ 112,564	$ -	$ -	$ -	$ 112,564	0.000%
1	2	Broad Access to Academic Supports and Interventions	All	No	Schoolwide	N/A	Gateway College and Career Academy	Ongoing	$ 612,612	$ 0	$ 525,297	$ -	$ -	$ 87,315	$ 612,612	0.000%
1	3	Access and Individualized Pathways	All	No	Schoolwide	N/A	Gateway College and Career Academy	Ongoing	$ 17,500	$ 55,000	$ 16,500	$ -	$ -	$ 56,000	$ 72,500	0.000%
1	4	Specialized Services	Special Education	No	Limited	N/A	Gateway College and Career Academy	Ongoing	$ 464,408	$ 30,000	$ -	$ -	$ 444,015	$ 50,393	$ 494,408	0.000%
1	5	Student Data Collection and Analysis	All	No	Schoolwide	N/A	Gateway College and Career Academy	Ongoing	$ 86,094	$ 50,000	$ 131,094	$ 5,000	$ -	$ -	$ 136,094	0.000%
1	6	Faculty and Staff Training	All	No	Schoolwide	N/A	Gateway College and Career Academy	Ongoing	$ 105,300	$ 125,000	$ 165,300	$ 55,000	$ -	$ 10,000	$ 230,300	0.000%
1	6	Faculty and Staff Training	Unduplicated	Yes	Schoolwide	All	Gateway College and Career Academy	Ongoing	$ -	$ 35,000	$ 35,000	$ -		$ 35,000		0.000%
1	7	Instructional Materials	All	No	Schoolwide	N/A	Gateway College and Career Academy	Ongoing	$ -	$ 107,401	$ 30,000	$ 24,901	$ -	$ 52,500	$ 107,401	0.000%
1	8	Student Laptops and Internet Access	All	No	Schoolwide	N/A	Gateway College and Career Academy	Ongoing	$ -	$ 35,000	$ 35,000	$ -	$ -	$ -	$ 35,000	0.000%
1	8	Student Laptops and Internet Access	Unduplicated	Yes	Schoolwide	N/A	Gateway College and Career Academy	Ongoing	$ -	$ 129,150	$ 129,150	$ -	$ -	$ -	$ 129,150	0.000%
1	9	Parent/Guardian Engagement	Unduplicated	Yes	Schoolwide	All	Gateway College and Career Academy	Ongoing	$ 56,947	$ -	$ 56,947	$ -	$ -	$ -	$ 56,947	0.000%
1	9	Parent/Guardian Engagement	All	No	Schoolwide	N/A	Gateway College and Career Academy	Ongoing	$ 94,561	$ -	$ 52,441	$ 42,120	$ -	$ -	$ 94,561	0.000%
1	10	Parent Guardian Access	All	No	Schoolwide	N/A	Gateway College and Career Academy	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
1	11	English Language Learner Support	Unduplicated	Yes	Schoolwide	English Learners	Gateway College and Career Academy	Ongoing	$ 380,719	$ 4,100	$ 384,819	$ -	$ -	$ -	$ 384,819	0.000%
1	12	Multi-diciplinary Teams	All	No	Schoolwide	N/A	Gateway College and Career Academy	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
2	1	College and Career Preparedness	All	No	Schoolwide	N/A	Gateway College and Career Academy	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
2	2	Dual Enrollment Program	All	No	Schoolwide	N/A	Gateway College and Career Academy	Ongoing	$ 280,003	$ -	$ 147,212	$ 132,791	$ -	$ -	$ 280,003	0.000%
2	2	Dual Enrollment Program	Unduplicated	Yes	Schoolwide	All	Gateway College and Career Academy	Ongoing	$ -	$ 10,000	$ 10,000	$ -	$ -	$ -	$ 10,000	0.000%
2	3	College and Career Transistions	All	No	Schoolwide	N/A	Gateway College and Career Academy	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
2	4	Career Exploration and Workforce Readiness	All	No	Schoolwide	N/A	Gateway College and Career Academy	Ongoing	$ -	$ 15,000	$ 15,000	$ -	$ -	$ -	$ 15,000	0.000%
3	1	Attendance and Engagement	All	No	Schoolwide	N/A	Gateway College and Career Academy	Ongoing	$ 106,451	$ 4,000	$ 110,451	$ -	$ -	$ -	$ 110,451	0.000%
3	1	Attendance and Engagement	Unduplicated	Yes	Schoolwide	Low-Income	Gateway College and Career Academy	Ongoing	$ -	$ 1,000	$ 1,000	$ -	$ -	$ -	$ 1,000	0.000%
3	2	Social and Emotional Support	All	No	Schoolwide	N/A	Gateway College and Career Academy	Ongoing	$ 45,620	$ 27,200	$ 6,700	$ 66,120		$ -	$ 72,820	0.000%
3	2	Social and Emotional Support	Unduplicated	Yes	Schoolwide	All	Gateway College and Career Academy	Ongoing	$ 14,041	$ -	$ 14,041	$ -	$ -	$ -	$ 14,041	0.000%
3	3	Campus Culture	All	No	Schoolwide	N/A	Gateway College and Career Academy	Ongoing	$ -	$ 38,300	$ 38,300	$ -	$ -	$ -	$ 38,300	0.000%
3	4	Nutrition Program	Unduplicated	Yes	Schoolwide	All	Gateway College and Career Academy	Ongoing	$ -	$ 150,000	$ 150,000	$ -	$ -	$ -	$ 150,000	0.000%
3	4	Nutrition Program	All	No	Schoolwide	N/A	Gateway College and Career Academy	Ongoing	$ -	$ 2,500	$ 2,500	$ -	$ -	$ -	$ 2,500	0.000%
3	5	Facilities Maintenance and Safety	All	No	Schoolwide	N/A	Gateway College and Career Academy	Ongoing	$ 59,908	$ -	$ 59,908	$ -	$ -	$ -	$ 59,908	0.000%
3	6	Positive Behavioral Interventions and Supports	All	No	Schoolwide	N/A	Gateway College and Career Academy	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%

2024-2025 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 4,991,184	$ 892,831	17.888%	0.000%	17.888%	$ 893,521	0.000%	17.902%	Total: $	893,521
								LEA-wide Total: $	-
								Limited Total: $	-
								Schoolwide Total: $	893,521

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Standards Based Instruction	No	Schoolwide		Gateway College and Career Academy	$ -	0.000%
1	2	Broad Access to Academic Supports and In	Yes	Schoolwide	Foster Youth and Low-Income	Gateway College and Career Academy	$ 112,564	0.000%
1	2	Broad Access to Academic Supports and In	No	Schoolwide		Gateway College and Career Academy	$ -	0.000%
1	3	Access and Individualized Pathways	No	Schoolwide		Gateway College and Career Academy	$ -	0.000%
1	4	Specialized Services	No	Limited		Gateway College and Career Academy	$ -	0.000%
1	5	Student Data Collection and Analysis	No	Schoolwide		Gateway College and Career Academy	$ -	0.000%
1	6	Faculty and Staff Training	No	Schoolwide		Gateway College and Career Academy	$ -	0.000%
1	6	Faculty and Staff Training	Yes	Schoolwide	All	Gateway College and Career Academy	$ 35,000	0.000%
1	7	Instructional Materials	No	Schoolwide		Gateway College and Career Academy	$ -	0.000%
1	8	Student Laptops and Internet Access	No	Schoolwide		Gateway College and Career Academy	$ -	0.000%
1	8	Student Laptops and Internet Access	Yes	Schoolwide	N/A	Gateway College and Career Academy	$ 129,150	0.000%
1	9	Parent/Guardian Engagement	Yes	Schoolwide	All	Gateway College and Career Academy	$ 56,947	0.000%
1	9	Parent/Guardian Engagement	No	Schoolwide		Gateway College and Career Academy	$ -	0.000%
1	10	Parent Guardian Access	No	Schoolwide		Gateway College and Career Academy	$ -	0.000%
1	11	English Language Learner Support	Yes	Schoolwide	English Learners	Gateway College and Career Academy	$ 384,819	0.000%
1	12	Multi-diciplinary Teams	No	Schoolwide		Gateway College and Career Academy	$ -	0.000%
2	1	College and Career Preparedness	No	Schoolwide		Gateway College and Career Academy	$ -	0.000%
2	2	Dual Enrollment Program	No	Schoolwide		Gateway College and Career Academy	$ -	0.000%
2	2	Dual Enrollment Program	Yes	Schoolwide	All	Gateway College and Career Academy	$ 10,000	0.000%
2	3	College and Career Transistions	No	Schoolwide		Gateway College and Career Academy	$ -	0.000%
2	4	Career Exploration and Workforce Readine	No	Schoolwide		Gateway College and Career Academy	$ -	0.000%
3	1	Attendance and Engagement	No	Schoolwide		Gateway College and Career Academy	$ -	0.000%
3	1	Attendance and Engagement	Yes	Schoolwide	Low-Income	Gateway College and Career Academy	$ 1,000	0.000%
3	2	Social and Emotional Support	No	Schoolwide		Gateway College and Career Academy	$ -	0.000%
3	2	Social and Emotional Support	Yes	Schoolwide	All	Gateway College and Career Academy	$ 14,041	0.000%
3	3	Campus Culture	No	Schoolwide		Gateway College and Career Academy	$ -	0.000%
3	4	Nutrition Program	Yes	Schoolwide	All	Gateway College and Career Academy	$ 150,000	0.000%
3	4	Nutrition Program	No	Schoolwide		Gateway College and Career Academy	$ -	0.000%
3	5	Facilities Maintenance and Safety	No	Schoolwide		Gateway College and Career Academy	$ -	0.000%
3	6	Positive Behavioral Interventions and Suppo	No	Schoolwide		Gateway College and Career Academy	$ -	0.000%
							$ -	0.000%
							$ -	0.000%
							$ -	0.000%
							$ -	0.000%
							$ -	0.000%
							$ -	0.000%
							$ -	0.000%
							$ -	0.000%
							$ -	0.000%
							$ -	0.000%
							$ -	0.000%

2023-2024 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 2,222,824.85	$ 2,538,427.70

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	Standards Based Instruction	No	$ 339,157	$ 445,866
1	2	Broad Access to Academic Supports and Interventions	Yes	$ 160,249	$ 151,976
1	2	Broad Access to Academic Supports and Interventions	No	$ 122,357	$ 102,019
1	3	Access and Individualized Pathways	No	$ 79,752	$ 100,138
1	4	Specialized Services	No	$ 164,440	$ 277,775
1	5	Student Data Collection and Analysis	No	$ 77,319	$ 85,117
1	6	Faculty and Staff Training	No	$ 109,984	$ 119,873
1	6	Faculty and Staff Training	Yes	$ 10,000	$ 3,313
1	7	Instructional Materials	No	$ 89,577	$ 89,783
1	8	Student Laptops and Internet Access	No	$ 67,745	$ 83,771
1	9	Parent/Guardian Engagement	Yes	$ 30,342	$ 25,854
1	9	Parent/Guardian Engagement	No	$ 127,771	$ 127,771
1	10	Parent Guardian Access	Yes	$ 500	$ 3,664
1	11	English Language Learner Support	Yes	$ 362,365	$ 353,799
1	12	Multi-diciplinary Teams	No	$ -	$ -
2	1	College and Career Preparedness	No	$ 180,562	$ 229,881
2	2	Dual Enrollment Program	Yes	$ 21,000	$ 5,000
2	2	Dual Enrollment Program	No	$ 109,090	$ 109,090
2	3	College and Career Transistions	No	$ 17,450	$ 12,900
2	4	Career Exploration and Workforce Readiness	No	$ 5,000	$ 1,409
3	1	Attendance and Engagement	No	$ 79,075	$ 83,045

3	2	Social and Emotional Support	No	$	22,600	$	27,975
3	3	Campus Culture	No	$	13,800	$	11,017
3	4	Nutrition Program	Yes	$	32,629	$	87,392
3	5	Facilities Maintenance and Safety	No	$	-	$	-
3	6	Positive Behavioral Interventions and Supports	No	$	-	$	-
				$	61	$	-
				$	-	$	-
				$	-	$	-
				$	-	$	-
				$	-	$	-
				$	-	$	-
				$	-	$	-
				$	-	$	-
				$	-	$	-
				$	-	$	-
				$	-	$	-
				$	-	$	-
				$	-	$	-
				$	-	$	-
				$	-	$	-
				$	-	$	-
				$	-	$	-
				$	-	$	-
				$	-	$	-
				$	-	$	-
				$	-	$	-
				$	-	$	-
				$	-	$	-
				$	-	$	-
				$	-	$	-
				$	-	$	-
				$	-	$	-
				$	-	$	-
				$	-	$	-
				$	-	$	-
				$	-	$	-
				$	-	$	-

2023-2024 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 617,085	$ 617,085	$ 630,998	$ (13,913)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Standards Based Instruction	No	$ -	$ -	0.00%	0.00%
1	2	Broad Access to Academic Supports and Interventions	Yes	$ 160,249	$ 151,976.00	0.00%	0.00%
1	2	Broad Access to Academic Supports and Interventions	No	$ -	$ -	0.00%	0.00%
1	3	Access and Individualized Pathways	No	$ -	$ -	0.00%	0.00%
1	4	Specialized Services	No	$ -	$ -	0.00%	0.00%
1	5	Student Data Collection and Analysis	No	$ -	$ -	0.00%	0.00%
1	6	Faculty and Staff Training	No	$ -	$ -	0.00%	0.00%
1	6	Faculty and Staff Training	Yes	$ 10,000	$ 3,313.00	0.00%	0.00%
1	7	Instructional Materials	No	$ -	$ -	0.00%	0.00%
1	8	Student Laptops and Internet Access	No	$ -	$ -	0.00%	0.00%
1	9	Parent/Guardian Engagement	Yes	$ 30,342	$ 25,854.00	0.00%	0.00%
1	9	Parent/Guardian Engagement	No	$ -	$ -	0.00%	0.00%
1	10	Parent Guardian Access	Yes	$ 500	$ 3,664.00	0.00%	0.00%
1	11	English Language Learner Support	Yes	$ 362,365	$ 353,799.00	0.00%	0.00%
1	12	Multi-diciplinary Teams	No	$ -	$ -	0.00%	0.00%
2	1	College and Career Preparedness	No	$ -	$ -	0.00%	0.00%
2	2	Dual Enrollment Program	Yes	$ 21,000	$ 5,000.00	0.00%	0.00%
2	2	Dual Enrollment Program	No	$ -	$ -	0.00%	0.00%
2	3	College and Career Transistions	No	$ -	$ -	0.00%	0.00%
2	4	Career Exploration and Workforce Readiness	No	$ -	$ -	0.00%	0.00%
3	1	Attendance and Engagement	No	$ -	$ -	0.00%	0.00%
3	2	Social and Emotional Support	No	$ -	$ -	0.00%	0.00%
3	3	Campus Culture	No	$ -	$ -	0.00%	0.00%
3	4	Nutrition Program	Yes	$ 32,629	$ 87,392.00	0.00%	0.00%
3	5	Facilities Maintenance and Safety	No	$ -	$ -	0.00%	0.00%
3	6	Positive Behavioral Interventions and Supports	No	$ -	$ -	0.00%	0.00%
				$ -	$ -	0.00%	0.00%
				$ -	$ -	0.00%	0.00%
				$ -	$ -	0.00%	0.00%
				$ -	$ -	0.00%	0.00%
				$ -	$ -	0.00%	0.00%
				$ -	$ -	0.00%	0.00%
				$ -	$ -	0.00%	0.00%
				$ -	$ -	0.00%	0.00%
				$ -	$ -	0.00%	0.00%
				$ -	$ -	0.00%	0.00%
				$ -	$ -	0.00%	0.00%
				$ -	$ -	0.00%	0.00%
				$ -	$ -	0.00%	0.00%
				$ -	$ -	0.00%	0.00%
				$ -	$ -	0.00%	0.00%
				$ -	$ -	0.00%	0.00%
				$ -	$ -	0.00%	0.00%
				$ -	$ -	0.00%	0.00%
				$ -	$ -	0.00%	0.00%

2023-2024 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 3,856,695	$ 617,085	0.00%	16.00%	$ 630,998	0.00%	16.36%	$0.00 - No Carryover	0.00% - No Carryover