LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: SIATech Charter

CDS Code: 37684520106120

School Year: 2024-25

LEA contact information:
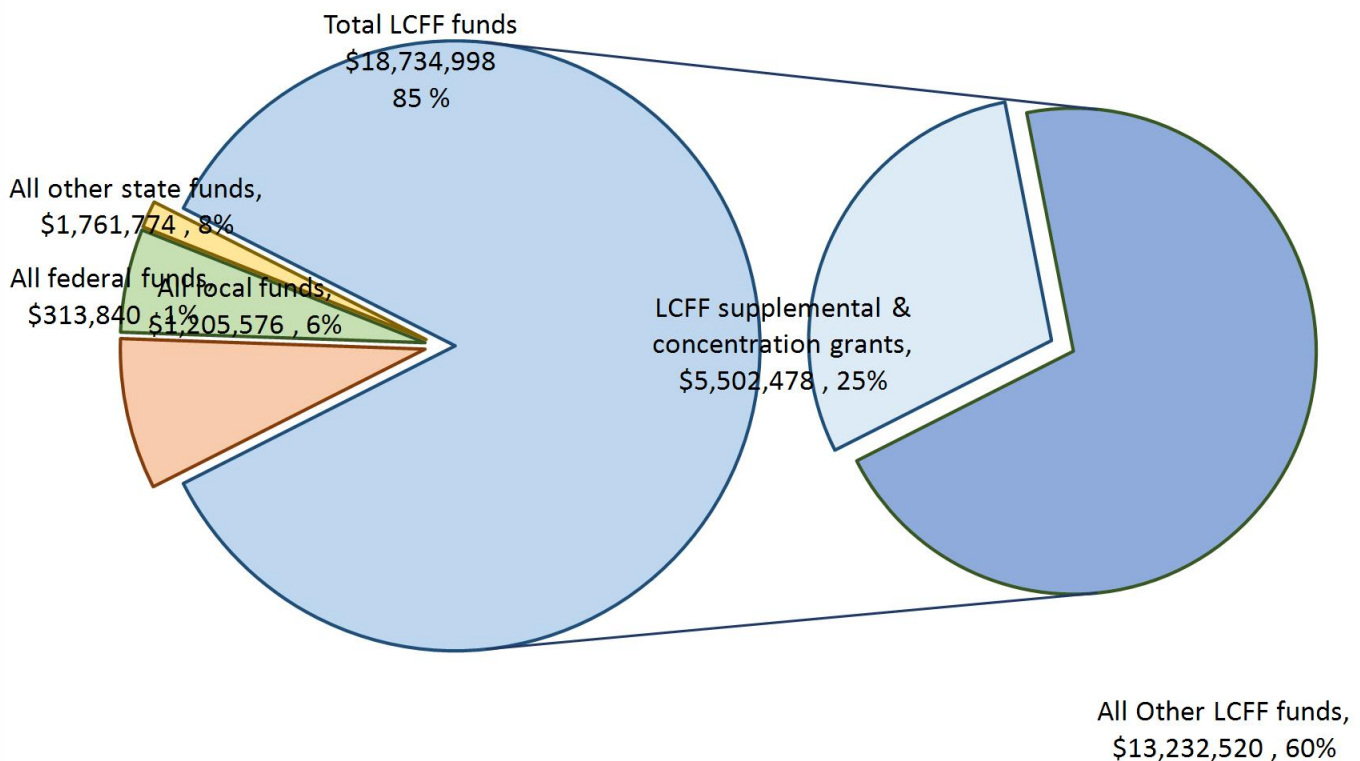
Tom Renner

CFO

tom.renner@siatech.org

(760) 594-1700

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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

- Total LCFF funds $18,734,998 85 %
- All other state funds, $1,761,774 , 8%
- All federal funds, $313,840 , 1%
- All local funds, $1,205,576 , 6%
- LCFF supplemental & concentration grants, $5,502,478 , 25%
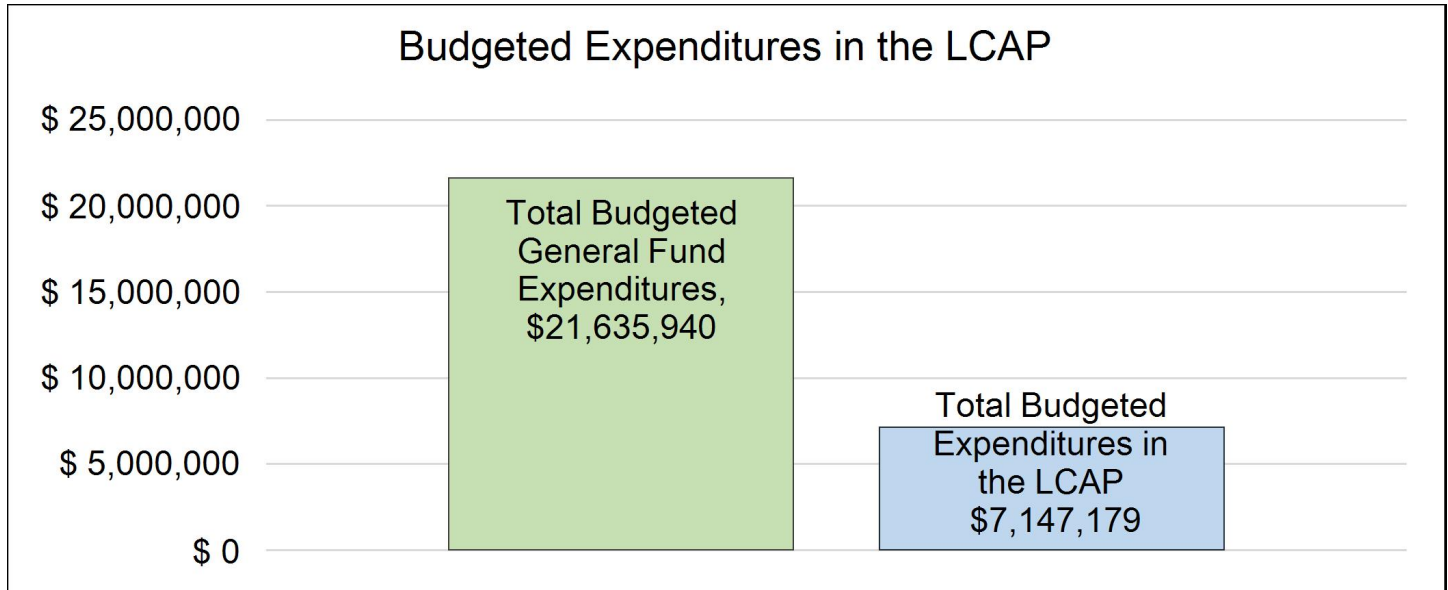- All Other LCFF funds, $13,232,520 , 60%

This chart shows the total general purpose revenue SIATech Charter 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 SIATech Charter is $22,016,188, of which $18,734,998 is Local Control Funding Formula (LCFF), $1,761,774 is other state funds, $1,205,576 is local funds, and $313,840 is federal funds. Of the $18,734,998 in LCFF Funds, $5,502,478 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

Total Budgeted General Fund Expenditures, $21,635,940	Total Budgeted Expenditures in the LCAP $7,147,179

Y-axis values: $ 25,000,000 / $ 20,000,000 / $ 15,000,000 / $ 10,000,000 / $ 5,000,000 / $ 0

This chart provides a quick summary of how much SIATech Charter plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.
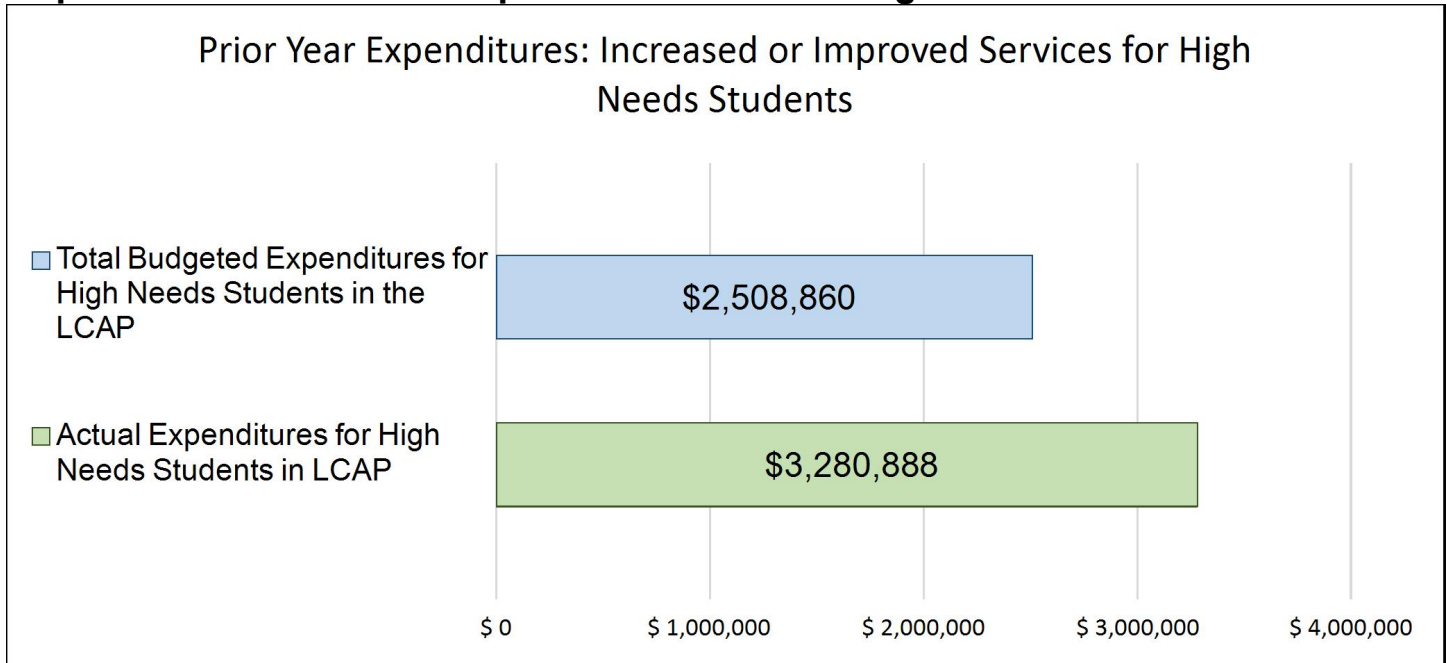
The text description of the above chart is as follows: SIATech Charter plans to spend $21,635,940 for the 2024-25 school year. Of that amount, $7,147,179 is tied to actions/services in the LCAP and $14,488,761 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2024-25, SIATech Charter is projecting it will receive $5,502,478 based on the enrollment of foster youth, English learner, and low-income students. SIATech Charter must describe how it intends to increase or improve services for high needs students in the LCAP. SIATech Charter plans to spend $4,602,792 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 2023-24

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

☐ Total Budgeted Expenditures for High Needs Students in the LCAP — $2,508,860

☐ Actual Expenditures for High Needs Students in LCAP — $3,280,888

| $ 0 | $ 1,000,000 | $ 2,000,000 | $ 3,000,000 | $ 4,000,000 |

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

The text description of the above chart is as follows: In 2023-24, SIATech Charter's LCAP budgeted $2,508,860 for planned actions to increase or improve services for high needs students. SIATech Charter actually spent $3,280,888 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
SIATech Charter	Stacey Wilkins Deputy Superintendent	stacey.wilkins@siatech.org (562) 631-8021

Goals and Actions

Goal

Goal #	Description
1	The school will provide high-quality instruction that is based on equity-focused, student-centered learning through a culturally relevant curriculum and instructional framework that results in higher rates of graduation and academic achievement for all students. This goal is aligned with state priorities 1, 2, 4, 5 and 7.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Graduation Rate	From the 2018-2019 Dashboard Overall: 62.3% African American: 54.5% Two or more races: 56.1% Hispanic: 64% Socioeconomically Disadvantaged: 60.7% SpEd: 61.4%	Overall: 42% EL: 33% SED: 42% SWD: 41% African American: 52% Hispanic: 41% White: 41% Two or More: 40%	Overall: 57% EL: 51% SED: 57% SWD: 38% African American: 69% Hispanic: 56% White: 60% Two or More: 45%	Overall: 61% EL: 62% SED: 61% SWD: 38% African American: 70% Hispanic: 59% White: 66% Asian: 85% Two or More: 53% 2023-2024	72% for all subgroups
Renaissance STAR reading assessment	Overall: 60% EL: 50% SED: 59% SWD: 50% African American: 52% Hispanic: 60% (Too few students in other subgroups to	Overall: 55% EL: 39% SED: 54% SWD: 47% African American: 55% Hispanic: 51% White: 81% Two or More: 65%	Overall: 50% EL: 42% SED: 49% SWD: 65% African American: 54% Hispanic: 47% White: 64% Two or More:	Met expected growth Overall: 50% EL: 30% SED: 63% SWD: 45% African American: 55% Hispanic: 47% White: 61 %	70% of students in all subgroups who have baseline and growth assessments will meet expected growth.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	calculate a rate, or rate not calculated)	(Too few students in other subgroups to calculate a rate)	(Too few students in other subgroups to calculate a rate)	(Too few students in other subgroups to calculate a rate) 2023-2024	
Renaissance STAR math assessment	Overall: 66% Met expected growth EL: 56% Socioeconomically Disadvantaged: 66% SpEd: 67% African American: 63% Hispanic: 67% Homeless: 69%	Overall: 70% EL: 61% SED: 69% SWD: 62% African American: 56% Hispanic: 69% White: 76% Two or More: 87% (Too few students in other subgroups to calculate a rate)	Overall: 63% EL: 53% SED: 63% SWD: 88% African American: 69% Hispanic: 62% White: 71% Two or More: (Too few students in other subgroups to calculate a rate)	Met expected growth Overall: 48% EL: 48% SED: 51% SWD: 30% African American: 37% Hispanic: 49% White: 58% (Too few students in other subgroups to calculate a rate) 2023-2024	80% of students in all subgroups who have baseline and growth assessments will meet expected growth.
Course completion rate	Overall: 48% EL: 50% SED: 48% SWD: 38% African American: 47% Hispanic: 47% White: 51% Asian: 64% Two or More: 51% (Too few students in other subgroups to calculate a rate)	Overall: 37% EL: 37% SED: 37% SWD: 34% African American: 37% Hispanic: 37% White: 39% Two or More: 34% (Too few students in other subgroups to calculate a rate)	Overall: 72% EL: 20% SED: 89% SWD: 8% African American: 14% Hispanic: 69% White: 8% Two or More: (Too few students in other subgroups to calculate a rate)	Overall: 75.5 % EL: 21% SED: 95% SWD: 12% African American: 15% Hispanic: 67% White: 8%	overall 50%

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.

Beginning in Year 1 of the LCAP cycle, SIATech developed an MTSS framework. This framework led to the design of an ILP process. This 5-stage process allows each school team to work closely with students to support them in both academic and non-academic needs in order to overcome the challenges to graduating with a high school diploma. As of Year 3, SIATech has also developed an MTSS handbook. In the new LCAP cycle, SIATech will provide professional learning and training on the handbook and additional professional development in the ILP process for IS sites.

Action items 5 and 7 were addressed with the implementation of Accelerated Learning Sessions (ALS), a new initiative for 2023-24 for independent study sites. Action items 6 and 8 were partially implemented and need to be included as action steps for the new LCAP cycle. The implementation of Professional Learning Communities (PLCs) across the organization also addressed literacy and numeracy goals as well as data analysis.

Action item 10 is no longer relevant as SIATech purchased new curriculum for core content, CTE, and English Language Learners. SIATech will continue to provide professional development on cultural relevancy.

The development and implementation of an instructional framework will be incorporated into the Accelerated Learning Sessions, the ILP process, and professional learning in the new LCAP cycle.

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 is a material difference that exists in goal 1 action 3, 5, & 7 in which there were more actual expenditures for special ed supports, substitute teachers, and Instructional Teaching Assistants than budgeted at the beginning of the year.

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

The development and implementation of the ILP process was a critical component in addressing this goal as it provides support for the action items. To increase the effectiveness of the ILP process, additional professional learning will occur in the new LCAP cycle.

Accelerated Learning Sessions were developed and implemented across all independent study sites. Job Corps leadership recently developed plans for implementation in the 2024-25 school year. These sessions directly address the academic support for both literacy and

numeracy for our student population. The creation of literacy and numeracy targets drive this direct instruction on a weekly basis and allow students to master grade-level skills required for the curriculum.

The vetting of several curricula for core content, CTE, and EL resulted in the purchase and implementation of Edgenuity and EDGE.

Data analysis was extremely effective as well. PLCs have regular data conversations regarding their literacy and numeracy goals. Data from their PLC goals as well as the data that Edgenuity and EDGE provide instructional staff the opportunity to analyze student outcomes to further improve student learning.

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 goal's focus on high quality instruction will continue to be a focus.

New metrics will include the following: DASS graduation rate, STAR Reading and Math participation, EL Reclassification, Accelerated Learning Sessions (ALS), course proficiency rate, CAASPP ELA and math, P2 attendance (ADA), TABE Gains, and Ethnic Studies.

New action steps will include the following: develop guidance documents for Stages 2 - 4 of the ILP process; PD on building student relationships to increase engagement, instructional strategies, and coaching; develop and implement the Early Warning System to identify student interventions; PLC principal inclusion and shared leadership; create a student participation tracking system for ALS; and identify tools to evaluate the cultural relevance of Edgenuity curriculum and integrate an Ethnic Studies course.

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.

Goals and Actions

Goal

Goal #	Description
2	Develop and execute a plan for improvement of the school's CTE program for all students. The plan will include instructional, curriculum and counseling components tailored to SIATech's educational program and student population with a focus on integration into SIATech courses based on student interest so that SIATech graduates are well-prepared to pursue career-path options. This goal is aligned with state priorities 2, 7 and 8.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of students enrolled in CTE courses	2018-2019 755 CTE course enrollments by 691 unique students	378 students with CTE course enrollments	106 students with CTE course enrollments *without Job Corps data	45 students with CTE course enrollments 2023-2024	An increase in the number of students enrolled in CTE courses each year
Number of CTE courses completed	317 CTE course completions by 306 unique students	108 CTE course completions	78 SIATech CTE courses completions *Without Job Corps data	47 CTE course completions 2023-2024	An increase in the number of CTE courses completed each year
Number of Certifications obtained	# of IS certs 7 total certifications earned	2 total certifications earned	25 total certifications earned	20 total certifications earned 2023-2024	An increase in student certifications each year
DASS CCI Indicator	Prepared / Approaching Prepared / Not Prepared:	Prepared / Approaching Prepared / Not Prepared:	Not reported in 2022	Prepared / Approaching Prepared / Not Prepared:	TBD based on 2021-2022 data

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Overall: 1% / 6.5% / 92.5% EL: 0% / 6% / 94% SED: 1% / 6% / 93% SWD: 0% / 2% / 98% African American: 0% / 5% / 95% Hispanic: 1% / 6% / 93% White: 2% / 5% / 93% Two or More: 2% / 12% / 86% Homeless: 9% / 9% / 82% (Too few students in other subgroups to calculate a rate)	Overall: 3% / 12% / 85% EL: 3% / 14% / 83% SED: 3% / 12% / 85% SWD: 2% / 3% / 95% African American: 1% / 15% / 84% Hispanic: 2% / 11% / 87% White: 3% / 9% / 88% Two or More: 4% / 25% / 72% (Too few students in other subgroups to calculate a rate)		Overall: 9%/3%/ 88% EL: 5%/ 1%/94% SED: 9%/3%/88% SWD: 9%/2%/89% African American: 10%/6%/84% Hispanic: 6%/3%/91% White: 18%/0%/82% Two or More: 23%/0%/77% (Too few students in other subgroups to calculate a rate) 2023-2024	
CTE Exploratory Course	Develop a CTE Exploratory course	Identified a course with the adoption of Paxton Patterson Labs	Paxton Patterson Labs have been introduced at SBIS, PSIS, MVIS, IDIS, and NCIS. ECIS is scheduled to be installed late summer 2023.	Paxton Patterson Labs have been introduced at all Independent Studies sites. Students are eligible to take 1-5 Paxton Patterson Career Exploration courses. 2023-2024	CTE Introductory course completed and assigned to students.
Develop additional certification opportunities for students	2 certifications available	4 certifications available	4 certifications available. (Two more coming in 2023-2024)	5 certifications available 2023-2024	Increase the number of certifications available to students each year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

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.

Several substantive differences in planned actions and implementation occurred in the action steps for this goal. Regarding action 2.1, CTE teachers did not integrate CTE into core content courses or update CTE courses due to the purchase of new CTE curriculum. CTE staff do enter CTE data in the Student Momentum Tracker; however, this data still needs to be reviewed and analyzed. Finally, SIATech implemented a virtual CTE teacher team to increase access to all CTE pathways offered; students were no longer limited to regional options for the pathways.

The Career Exploration course in action item 3 has been developed, and all independent study sites have the equipment. SIATech also requires this course for graduation. SIATech needs to ensure consistency across all sites in its implementation. One of the CTE teachers is taking the lead on this and is working towards ensuring org-wide training and implementation. For the CA Career Zone survey, SIATech needs to collect quarterly data on the use of this to bridge to offered pathways. This data can also be utilized for prospective future pathways for students.

In action item 5, SIATech did not develop integrated lessons as part of the curriculum due to the purchase of new CTE curriculum as stated above. Instead, the actions were repurposed with the integration of CTE in Accelerated Learning Sessions, guest speakers, workshops, etc. One final difference is that SIATech now requires a College and Career Transition course for graduation to help support post-secondary 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.

There is a material difference that exists in goal 2 action 1 in which there is $216k less estimated actual expenditures than budgeted due to open CTE Teacher positions unfilled throughout the year. Also, there was more professional development spent during the year causing an increase in expenditures of $13k in action 5.

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

Two areas of strength were the increase in the number of certifications earned by independent study students and the decision to create a virtual CTE teacher team to increase the availability of all CTE pathways for students at all IS sites. SIATech will continue to focus on providing certifications to students as well as supporting the transition of virtual CTE teachers and building their capacity.

An area of growth is the significant decrease of IS students enrolled and completed in CTE courses. Many students come to SIATech with most or all their elective credits fulfilled. SIATech will engage in a root cause analysis to identify the problem in the decrease in CTE enrollment.

An additional area of growth can be found in the Career Exploration course (Paxton Patterson labs). Though the introduction of the course at all IS sites was effective, SIATech needs to develop uniform procedures across IS sites for implementation and tracking the number of students enrolled and completed.

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

This goal will be revised and be specific to independent study students as the Job Corps students receive vocational trades from our Job Corps partner. The revised goal is Develop and execute a plan to improve and enhance the CTE program for all students in the independent study program.

New metrics will include the following: increase CTE opportunities to include the following: college field trips, guest speakers, and work-based learning options. Two metrics will be removed including the CTE Exploratory course and the development of additional certifications for students.

New action items include the following: internal and external marketing of CTE programs; increase contacts and connections with college, industry, and community members within offered pathways; explore additional grad pathways for CTE completion; CTE staffing; CTE implementation support, guidance, and evaluation of program.

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.

Goals and Actions

Goal

Goal #	Description
3	Develop and implement policies and practices to ensure SIATech serves as a trauma-informed system with teachers and leaders highly-skilled at meeting the social and emotional needs of all SIATech students. This goal is aligned with state priorities 1, 3, and 6.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SEL Survey Participation	55% Student participation in the SEL survey	25% student participation in SEL survey	42% student participation in SEL survey (Fall administration only & changed to Panorama)	not administered 2023-2024	90% Student participation in the SEL survey
SEL Survey Non SWD, non EL	Academic Behaviors 69% Academic Mindset 82% Academic Perseverance 73% Learning Strategies 80% Social Skills 70%	Academic Behaviors 75% Academic Mindset 83% Academic Perseverance 77% Learning Strategies 85% Social Skills 75%	Supportive Relationships 74% Self-Management 71% Growth Mindset 57% Emotional Regulation 53% Positive Feelings 54% Challenging Feelings 48% School Safety 78% Teacher-Student Relationships 65% Learning Recovery 67%	not administered 2023-2024	85% in all areas for students who have been enrolled for one school year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			School Climate 56% Sense of Belonging 41% Engagement 34%		
SEL Survey SWD	Academic Behaviors 63% Academic Mindset 75% Academic Perseverance 63% Learning Strategies 59% Social Skills 57%	Not enough participants for results	Not enough SWD participants for results	not administered 2023-2024	85% in all areas for students who have been enrolled for one school year
SEL Survey EL Students	Academic Behaviors 54% Academic Mindset 66% Academic Perseverance 55% Learning Strategies 74% Social Skills 75%	Academic Behaviors 75% Academic Mindset 82% Academic Perseverance 81% Learning Strategies 86% Social Skills 73%	Data unavailable in Panorama dashboard	not administered 2023-2024	85% in all areas for students who have been enrolled for one school year
Student Gallup Poll	Based on 2019-2020 Poll Data	Not administered for 2020-2021 or future	No longer administered	No longer administered	All students in will perform higher than

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Engagement SIATech 50% Nationwide 45% Hope SIATech 52% Nationwide 41% Entrepreneurial Aspiration SIATech 41% Overall 23% Career / Financial Literacy SIATech 69% Overall 61%				the national average in each section of the Student Gallup Poll.
ARTIC Scores	Subscale 1 60% Subscale 2 70% Subscale 3 61% Subscale 4 43% Subscale 5 48% Subscale 6 59% Subscale 7 48%	Subscale 1: Underlying Causes 60% Subscale 2: Responses 70% Subscale 3: Empathy and Control 61% Subscale 4: Self Efficacy 50% Subscale 5: Reactions 52% Subscale 6: Personal Support 60% Subscale 7: System Support 50%	No longer administered	No longer administered	Achieve 75% in all subscales
Suspension rate	.2%	0%	0%	0%	Maintain less than 1%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Staff PD for SEL Survey	0 Staff trained.	26 staff trained on how to view SEL survey data [(2-28-22) --all staff was invited]	Leadership and all staff trained in April-May 2023. Additional training will continue in 2023-24.	No staff training for Panorama in 2023-2024.	90% of staff trained on how to interpret SEL survey data

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.

The loss of SIATech's Wellness Coordinator resulted in two action steps not being implemented. This included the administration of the Panorama survey in Year 3 as well as staff training on Panorama survey data. Additionally, due to a number of new initiatives such as PLCs, Accelerated Learning Sessions, and new curriculum, PD on trauma-informed practices and social-emotional learning was not continued from previous years.

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 is a material difference that exists in goal 3 action 4 in which even though there were no expenditures for the Wellness Coordinator, there was over $236k in student transportation expenses causing an increase of $113k spent in this action.

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

Two effective actions for this goal included the creation and implementation of a new SEL elective course required for SIATech graduation and scheduling PD on Fridays to increase attendance and engagement. Protected PD continues to be a challenge due to Job Corps varying calendars. Collectively we may have found a solution using substitute teachers for teacher release time. Meeting the social and emotional needs of all SIATech students needs to remain a priority. Professional development on SEL integration with ALS will be a priority.

Though not in our action steps, SIATech developed the following policies: Passive Consent, Suicide Prevention and Postvention, Human Trafficking, and Crisis Prevention and School Safety. Student Support Services has created a website and the online Wellness Resource Library remains available.

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

This goal will be replaced with the following: Involve students, staff, and families in equity-driven, social-emotional, wellness programs that cultivate and foster safe, positive, nurturing, learning environments that prioritize overall well-being. This goal will focus more on school climate and well-being rather than policies and procedures.

The Panorama survey metric will be revised to focus on the following: engagement, sense of belonging, and school climate. SIATech will remove two metrics: Student GallUp Poll and ARTIC scores.

New action steps will include the following: provision of additional SEL student services; SEL professional development; creating and implementing Student and Parent Advisory Committees; training and implementation of empathy surveys in the ILP process, and increasing community engagement and partnerships by hosting community events and workshops.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
SIATech Charter	Stacey Wilkins Deputy Superintendent	stacey.wilkins@siatech.org (562) 631-8021

Plan Summary [2024-25]

General Information

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

The School for Integrated Academics and Technologies (SIATech) is a public charter high school serving 16-24 year old 10th,11th and 12th grade students who have dropped out of school in the past and have chosen to recommit to their high school education. SIATech is a WASC- accredited high school and operates twelve sites across California in high need communities, offering two programs: independent study and classroom-based, located on federal Job Corps centers. All students are low-income and seeking to end the cycle of poverty through academic and personal growth at SIATech.

SIATech is unique in its open-entry/open-exit model, allowing youth to enroll at any time during the year. Students complete programs customized to meet their individual learning needs with an option for non-A-G or A-G curriculum and CTE curriculum accompanied by high-quality instruction and support services to meet their social, emotional and academic needs and prepare them for college, career and beyond. The school engages students through relationship-focused, high-tech, and rigorous learning experiences that include differentiated learning and activities.

Reflections: Annual Performance

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

The SIATech California School Dashboard shows all areas in red with the exception of its suspension rate. SIATech has maintained a suspension rate of 0%.

Both ELA and Math remain below standard: ELA is 270.3 points below standard while math is 304.8 points below standard. ELA has declined 136.3 points, and math has declined 87.6 points. In ELA, Hispanic students were 265.2 points below standard and declined 138.7 points. The same was seen in math: Hispanic students were 302.5 points below standard and declined 91.9 points. SIATech is implementing

Accelerated Learning Sessions to address these gaps in literacy and numeracy. Due to the at-promise student population that SIATech serves, many of these students face significant learning gaps due to various factors including previous educational experiences, personal circumstances, or other challenges. As a result, when these 11th grade SIATech students test for the CAASPP, they may face challenges in demonstrating proficiency on these standardized tests.

SIATech's graduation rate is reported at 21.8% on the dashboard with a decline of 3.1%. Only two subgroups increased their graduation rates: African American and Homeless students with increases of 3% and 2.3% respectively. English Language Learners declined 5.3%; Hispanic students declined 1.1%; students with disabilities declined 5.1%, and White students declined 15%. While SIATech is evaluated using the four-year cohort graduation model, we are designated as a DASS school. Students typically attend SIATech for an average of 18 months. Consequently, our graduation rate does not accurately reflect the performance of our students. Instead, we utilize the one-year graduation formula to more accurately measure graduation rates. SIATech 1-year graduation rate based on the DASS calculation is 67.3%.

English Learner progress shows 18.9% of students are making progress toward English language proficiency, although that has declined 16.2%. The implementation of the new EL curriculum and professional development will address this in the new LCAP cycle.
English Learners (4.6% prepared), Hispanic (5.7%), Socioeconomically Disadvantaged (8.7%) students and Students with Disabilities (8.5%) are very low in the College/Career Indicator. African American, Homeless, and White students are low with percentages of 10.2%, 10.4%, and 18% prepared. Goal 2 of the new LCAP cycle will support students in increasing their performance level in this area.

All local state indicators were met.

Reflections: Technical Assistance

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

SIATech is currently working with the San Diego County Office of Education for Differentiated Assistance (DA) as we have been identified for low graduation rates. SIATech has the internal capacity to facilitate the continuous improvement process utilizing root cause analysis tools and the Plan-Do-Study-Act cycle. We have begun this process by establishing an internal DA team and meeting virtually with the COE to begin data collection and conversations and have established regular DA meetings to determine data types and levels to be used in the LCAP cycle. We will continue to facilitate the continuous improvement process internally and in collaboration with our identified SDCOE team leaders.

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.

SIATech

Support for Identified Schools

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

SIATech collaborates with educational partners quarterly to review student data and align action items with the LCAP and Strategic Plan priorities.We utilize root cause analysis protocols, surveys, and brainstorming sessions to address areas for growth, ensuring equity, student support, staff capacity, and evidence-based practice are considered. In the 2024-25 school year, the practice of PLCs will expand to involve principals, enhancing collaboration.

The school leadership team regularly reviews student achievement data and continues to implement an MTSS framework, "The SIATech Way," to address academic and social-emotional needs, providing professional learning opportunities. Additionally, org-wide PLCs will analyze student data, monitor progress, and focus on district priority standards and common assessments.

To further support students, SIATech has partnered with community organizations to offer counseling, therapy, workshops, and resources on mental health.

Based on identified needs as well as graduation rates, STAR literacy and numeracy scores, and course completion rates, SIATech needs to continue to focus on bridging numeracy and literacy gaps as well as meeting the social emotional needs of all students. The continued implementation of Accelerated Learning Sessions will provide students the literacy and numeracy skills along with executive functioning skills and social emotional learning support.

Assessments of resources help identify and address inequities in funding, staffing, curriculum access, and technology. The Instructional Leadership Team and School Improvement Committee/Differentiated Assistance Team analyze educational data to target interventions and allocate resources within the CSI plan.

Overall, SIATech remains committed to fostering equity, enhancing student support, and improving academic outcomes through collaborative efforts and targeted initiatives.

Monitoring and Evaluating Effectiveness

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

SIATech practices a continuous improvement cycle that includes the quarterly evaluation of student achievement data, goal setting, planning and monitoring of progress. The school has a school-wide strategic plan that includes goals that are measured by achievement on the CA Dashboard as well as local indicators. The CSI goals align with the school's plan and inform multiple aspects to ensure that the organization moves forward in its MTSS implementation of "The SIATech Way" and practices.

SIATech will monitor and evaluate the implementation of the CSI plan quarterly to support student and school improvement through analysis of PLC protocols, ongoing professional development and dashboard data. The School Improvement Committee meets quarterly to review student performance data including grades, attendance, and social emotional learning survey data. Instructional Leadership members on the School Improvement Committee also review this same data with the Instructional Leadership Team to monitor and evaluate the

implementation of CSI. The School Improvement Committee will also work directly with SDCOE in the Differentiated Assistance for support in monitoring and evaluating the plan for student and school improvement.

The PLC Guiding Coalition also supports the monitoring and evaluation of the implementation of the CSI plan. PLC teams meet monthly with a focus on district priority standards, district common assessments, and instructional strategies to improve student achievement. These data-driven conversations and decisions allow for revision of the implementation. The Director of Instructional Services also works with site leadership to support the monitoring and evaluating of the implementation. Moving forward in this new cycle, site leadership will support PLC team meetings bimonthly, and the Guiding Coalition will determine the PLC learning topics based on student outcomes data, team input, and district priorities.

Staff feedback is captured through professional development, staff meetings, principal meetings, and site visits, all of which also support the monitoring and evaluation of CSI implementation.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
School Improvement Committee (SIC)	The SIC regularly analyzes LCAP data and surveys for each goal to determine impact and next steps throughout the entire LCAP cycle. The SIC also disaggregated the Year 3 LCAP data and the ALT survey using a data protocol to determine goal, metric, and action item revision for the new LCAP cycle. Sessions are structured to encourage open dialogue and collaboration.
Administrative Leadership Team (ALT)	Overview of LCAP cycle presented; survey administered regarding goals, metrics, and action items and any additional needs based on current school year and/or LCAP cycle
Instructional Leadership Team (ILT)	The ILT helps develop the LCAP by providing data to analyze and drive continuous improvement. Each person works closely with the goal that falls within their department or team. ILT analyzed the ALT survey results as well as the SIC data protocol results.Sessions are structured to encourage open dialogue and collaboration. The LCAP Coordinator, also a member of ILT, works directly with each person or team on the revision of goals, metrics, and/or action items.
Students | Staff | Guardians	LCAP Community Survey is sent out via SchoolMessenger, Edgenuity platform, and/or All Staff meetings
SIATech Board	Overview of Annual Update and new LCAP will be presented to the Board for input and approval.

Educational Partner(s)	Process for Engagement
Monthly Principal Meetings (MPM)	Monthly, SIATech principals meet to provide professional development and plan for the implementation of the action items within Goals 1, 2, and 3. MPM is facilitated through a cycle of inquiry model while sharing best practices in instructional leadership.

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

Based on several discussions with our educational partners, we will continue to focus on the same three goals as the previous cycle. Goal 1 will focus on high-quality Instruction. Goal 2 will continue to focus on CTE and will target only independent study students. Goal 3 will now focus on both school climate and student, staff, and family wellness.

Within Goal 1, we identified new metrics to include STAR Reading and Math participation, EL Reclassification, and Accelerated Learning Sessions (ALS) participation. New action steps were also identified. These include the following: develop org-wide expectations for student engagement such as required time in the classroom; develop and implement the Early Warning System to identify student interventions; professional learning on new LCAP goals and action items; develop guidance documents for Stages 2 - 4 of the ILP process; PD on building student relationships to increase engagement, instructional strategies, and coaching; and including principals in the PLCs.

For Goal 2, all educational partners agreed to narrow the goal to independent study students as the CTE program is not applicable to those students in the classroom-based Job Corps centers. These Job Corps centers provide students with a vocational trade and consequently do not need the CTE courses or pathway. New metrics will include the following: Increase the percent of CTE enrollment by 10% annually, increase college field trips | guest speakers | WBL options, and increase Industry Recognized Credentials awarded. Two metrics will be removed including the CTE Exploratory course and the development of additional certifications for students. New action items include the following: internal and external marketing of CTE programs; increase contacts and connections with college, industry, and community members within offered pathways; and explore additional grad pathways for CTE completion.

For Goal 3, school climate and wellness continue to be an area of focus for our at-promise students. New metrics will include the following: identification of specific Panorama survey metrics/questions, requests for and participation in Wellness Together counseling sessions, and independent study student in-person attendance. New action steps will include the following: creating and implementing Student and Parent Advisory Committees, providing PD on suicide prevention and mental health, PD on social and emotional learning integration with ALS, implementation of empathy surveys in the ILP process, and increase community engagement and partnerships by hosting community events and workshops.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	The school will provide high-quality instruction that is based on equity-focused, student-centered learning through a culturally relevant curriculum and instructional framework that results in higher rates of graduation and academic achievement for all students.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 5: Pupil Engagement (Engagement)

Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

During the 2023-2024 SY, the Executive Cabinet revised SIATech's strategic plan. As a result of this year-long process, Strategic Goal 1: High-Quality Instruction and Programs continues to be a priority. With the development and implementation of several new initiatives, including an MTSS framework, new curriculum, PLCs, and Accelerated Learning Sessions, SIATech ensures that students are being provided with interventions that support their learning goals. Student performance data shows that most subgroups are achieving below average in both literacy and numeracy and will need additional support in these areas. The goal addresses several important aspects of success in teaching and learning:

High-Quality Instruction: The goal is to ensure that teaching within the school is of the highest standard. This includes employing effective teaching methods, using up-to-date educational resources, and fostering an environment conducive to learning.

Equity-Focused: This part of the goal emphasizes the importance of fairness and inclusivity in education. It acknowledges that not all students start from the same place, and therefore, resources and support should be distributed in a way that ensures equal opportunities for all students to succeed, regardless of their background, socio-economic status, or any other factors.

Student-Centered Learning: The focus here is on placing students at the core of the learning process. This means tailoring instruction to meet the needs, interests, and abilities of individual students, rather than adopting a one-size-fits-all approach. It involves recognizing and respecting the diverse learning styles and preferences of students.

Culturally Relevant Curriculum: This aspect emphasizes the importance of incorporating students' cultural backgrounds, identities, and experiences into the curriculum. It aims to make learning more meaningful and engaging for students by connecting it to their realities and increasing their motivation and sense of belonging in the educational setting.

Ultimately, the goal is to improve outcomes for all students. This includes increasing graduation rates and academic achievement levels, ensuring that every student has the opportunity to reach their full potential and succeed academically.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	DASS Graduation Rate	All students: 67.3% SED: 69.6% Hispanic: 67% White: 58.8% SWD: 67.7% African American: 72.7% EL: 52.4%			75% Overall Grad Rate 5% increase for all other subgroups	
1.2	Renaissance STAR Reading & Math Participation	STAR Reading: 58% (Q2) STAR Math: 54% (Q2)			70% student participation in reading & math	
1.3	Renaissance STAR Reading Assessment	Overall: Met expected growth 50% EL: 30% SED: 63% SWD: 45% African American: 55% Hispanic: 47% White: 61 %			Overall: Met expected growth 70% EL: 50% 5% increase for all other subgroups annually	
1.4	Renaissance STAR Math Assessment	Overall: Met expected growth 48% EL: 48% SED: 51% SWD: 30% African American: 37% Hispanic: 49% White: 58%			Overall: Met expected growth 70% EL: 60% SWD: 50% 5% increase for all other subgroups annually	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	EDGE English Langauge Gain Test	New Metric (no baseline data available)			Scale Score 360 - 400 (Level 5)	
1.6	Accelerated Learning Sessions	50%			100% of sites hosting accelerated learning sessions. twice a week	
1.7	Course Progress and Proficiency (70%)	On Track: 24% (170) Behind but Passing: 55% (394) On Pace but Failing: 3% (21) Off Track/Failing and Behind: 18% (127)			On Track: >50% Behind but Passing: <35% On Pace but Failing: <5% Off Track/Failing and Behind: <10%	
1.9	CAASPP ELA & Math	ELA : 270.3 points below standard Math: 304.8 point below standard			ELA: 100 points below standard Math: 200 points below standard	
1.10	TABE Reading & Math	Literacy EFL: 46% Numeracy EFL: 35%			Literacy EFL: 54% (increase 3%/year) Numeracy EFL: 44% (increase 3%/year)	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	MTSS Framework	The Instructional Leadership Team will develop action plans, provide resources and guidance documents for school leaders and staff. ILT will provide additional training for The SIATech Way for all staff, develop guidance documents for Stages 2-4, gather feedback on IS implementation, and support implementation at Job Corps sites. Additionally, ILT will facilitate program evaluations and utilize findings and recommendations to support the full and effective implementation of our MTSS Framework, "The SIATech Way".	$1,526,745.00	Yes
1.2	Reading Support	Teachers will provide students literacy support to increase their STAR reading scores. This support will include Accelerated Learning Sessions with a focus on identified literacy targets, MyPath intervention curriculum, direct instruction, and tutoring.	$975,894.00	Yes
1.3	Literacy Professional Development	Staff will receive PD in literacy interventions and instructional strategies to utilize in ALS, MyPath curriculum, and Edgenuity.	$55,500.00	Yes
1.4	Math Support	Teachers will provide students numeracy support to increase their STAR math scores. This support will include Accelerated Learning Sessions with	$982,894.00	Yes

Action #	Title	Description	Total Funds	Contributing
		a focus on identified numeracy targets, MyPath intervention curriculum, direct instruction, and tutoring.		
1.5	Numeracy Professional Development	Staff will receive PD in numeracy interventions and instructional strategies to utilize in ALS, MyPath curriculum, and Edgenuity.	$55,500.00	Yes
1.6	Student Engagement	Staff will receive PD on building student relationships to increase engagement and develop org-wide expectations for IS required time in class at school and teacher hours for extended learning opportunities for students. Each IS site will develop site action plans focused on student engagement and retention.	$46,250.00	Yes
1.7	Digital Curriculum, Progress Monitoring Tool, Student Dashboard	SIATech will use a digital curriculum to support students' completion of courses for high school completion and college and career readiness. We will track and measure student's progress through digital platforms. Additionally, SIATech will develop and implement the Early Warning System to identify timely student interventions through a predictive student dashboard.	$366,126.00	Yes
1.8	Training for Power BI (Data Dashboard)	ILT and Data Service staff will be trained to develop a Power BI Data Dashboard tool.	$1,620.00	Yes
1.9	Professional Learning Communities (PLC)	Principals will support designated PLC regions to ensure instructional alignment, coherence, and capacity to learn.	$34,000.00	Yes
1.10	Accelerated Learning Sessions (ALS)	Create a student participation tracking system to support an increase in ALS student participation	$6,480.00	Yes
1.11	Culturally Relevant Curriculum	Identify a tool to evaluate the cultural relevance of the Edgenuity curriculum and	$6,480.00	No

Action #	Title	Description	Total Funds	Contributing
		integrate of culturally responsive curriculum within Accelerated Learning Sessions. Additionally, vett an effective Ethnic Studies course to meet student needs.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Develop and execute a plan to improve and enhance the CTE program for all students in the independent study program.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

SIATech's model includes college and career readiness; however, data shows that students in the Independent Study program are not participating in CTE activities as much as their peers who attend classroom-based programs on the federal Job Corps centers. In order to ensure equity across all school sites and programs, the focus of this goal will be on ensuring that all students receive CTE instruction as part of their individualized education plan. This goal was developed for several reasons:

Meeting Student Needs: The goal recognizes the importance of Career and Technical Education (CTE) in preparing students for future careers. By enhancing the CTE program, the school can better meet the needs and interests of students in the independent study program who may have diverse career aspirations and learning styles.

Increasing Relevance: Improving the CTE program ensures that it remains relevant and aligned with the current demands of the job market. This helps students acquire practical skills and knowledge that are directly applicable to their chosen career paths, enhancing their employability and readiness for the workforce.

Enhancing Engagement: A well-developed CTE program can increase student engagement by providing hands-on learning experiences and real-world applications of academic concepts. This is beneficial for students in the independent study program who may thrive in a more self-directed and experiential learning environment.

Addressing Equity: By enhancing the CTE program for all students in the independent study program, the school is working to ensure equity of access to high-quality educational opportunities. This helps level the playing field and provides all students with the opportunity to explore and pursue their interests in various career pathways.

The goal is aimed at improving student outcomes by equipping them with the skills, knowledge, and experiences necessary for success in their chosen career fields. A well-executed plan to enhance the CTE program can lead to higher graduation rates, increased post-secondary education enrollment, and better employment opportunities for students in the independent study program.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CTE course enrollments	23			45	
2.2	CTE course completions	9			35	
2.3	Industry Recognized Certifications	35			45	
2.4	DASS CCI Indicator	Overall Prepared: 9% Approaching Prepared : 3% Not Prepared: 88%			Overall Prepared: 18% Approaching Prepared: 17% Not Prepared: 65%	
2.5	College and Career Participation (i.e. college visits, guest speakers, WBL)	New Metric(no baseline data)			All students attend 4 College or Career Activies annually.	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	CTE Program Improvement	The school will develop a plan to increase the number of independent study (IS) students to enroll and complete SIATech CTE courses and pathways. CTE teachers will work with the Director of CTE to incorporate career exploration and CTE pathways into Accelerated Learning Sessions and PLC data analysis. Student Support Specialists and CTE Counselors will provide and document student opportunities for work-based learning, early college credit, career exploration, career pathway selection, post-secondary planning, and other college and/or career activities. The Momentum Tracker will be updated to allow additional data to be recorded and analyzed.	$258,790.00	Yes
2.2	Industry-Recognized Certifications	The school will identify and provide opportunities for IS students to obtain industry-recognized certifications connected to career pathways. Based on student interest and/or labor market trends, IS students will benefit from increased access to industry-recognized certifications that support their post-secondary goals.	$1,600.00	Yes
2.3	CTE Marketing	The school will actively promote its CTE program both internally and externally.	$10,000.00	No
2.4	Community Partnerships	The school will increase contacts and connections with college, industry, and community members within offered CTE pathways.	$141,067.00	Yes
2.5	Graduation Pathways	The school will explore additional graduation pathways for CTE completion.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
2.6	CTE Staffing	The school will fully staff the CTE program to ensure students receive the support and instruction to maximize their learning in their chosen career pathway.	$723,470.00	Yes
2.7	CTE Advisory Committee	The Director of CTE will establish a CTE Advisory Committee and schedule quarterly meetings.	$2,000.00	No
2.8	CTE Implementation Support and Guidance	The CTE department will participate in continuous improvement science that focuses on our CTE programs. CTE staff will continue to participate in Educating for Careers, CTE Conference, all regional consortium for CTE groups, and regional college/ K12 organizations.	$1,500.00	Yes
2.9	CTE Program Evaluation	CTE will focus to evaluate the effectiveness and determine gaps in our programs and pathways. We will determine our strengths and find areas of growth for program improvement. Hanover Research tools and resources may be implemented.	$1,500.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Involve students, staff, and families in equity-driven, social-emotional, wellness programs that cultivate and foster safe, positive, nurturing, learning environments that prioritize overall well-being.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal has been developed to address the holistic well-being and inclusivity of students, staff, and families within the school community.

Equity and Inclusion: By involving students, staff, and families in equity-driven programs, the goal seeks to create a sense of belonging and ensure that all members of the school community feel valued and respected regardless of their background, identity, or experiences. Equity is promoted by addressing systemic barriers and biases that may impact well-being.

Social-Emotional Wellness: By focusing on social-emotional wellness, the school will support students' emotional intelligence, resilience, and interpersonal skills. This helps create a positive school climate where students, staff, and families feel emotionally safe and supported, leading to improved mental health outcomes and overall well-being.

Cultivating Safe and Positive Learning Environments: By creating learning spaces where students feel physically and emotionally safe to learn and thrive, a culture of respect, empathy, and inclusivity is promoted.

Priority on Overall Well-Being: SIATech recognizes that academic success is closely linked to physical, mental, and emotional health. By involving students, staff, and families in wellness programs, SIATech acknowledges the importance of addressing the diverse needs of individuals beyond academic achievement alone.

SIATech is committed to creating a supportive and inclusive learning environment where all members of the community can flourish academically, socially, and emotionally.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Panorama SEL survey participation	student: 41% staff: 60% family: (17 replies)			90% student participation 100% staff participation 50% family participation	
3.2	Panorama SEL survey	Engagement:34% Sense of Belonging: 41% School Climate: 56%			80% in all identified areas for students who have been enrolled for one school year	
3.3	Staff PD for Panorama survey	70%			100% of staff trained on Panorama SEL survey data interpretation	
3.4	Suspension Rate	0%			Maintain less than 1%	

Goal Analysis [2023-24]
An analysis of how this goal was carried out in the previous year.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Panorama SEL Survey	The school will administer the Panorama SEL survey in the fall and spring.	$0.00	Yes
3.2	Panorama SEL Survey Data	Staff will receive training on how to access and interpret the Panorama SEL survey data to determine additional support and resources.	$9,250.00	Yes
3.3	SEL Student Services	Staff will identify students who need additional SEL support, including mental health services, counseling, self-care, and wellness. Staff will ensure that these interventions are available and that students know how to access them.	$1,911,213.00	Yes
3.4	SEL Professional Development	Staff will receive ongoing professional development in SEL, suicide prevention, mental health, and wellness practices as identified in the Panorama SEL survey and feedback from educational partners.	$9,250.00	Yes
3.5	Student and Parent Advisory Committees	The Community Engagement Coordinators will establish Student and Parent Advisory Committees and meet quarterly.	$800.00	Yes
3.6	Empathy Surveys	Staff will receive PD and training on how to conduct and implement empathy interviews in Stage 2 of the ILP process.	$9,250.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.7	Community Engagement and Partnerships	The school will increase community engagement and partnerships by hosting and participating in community events and workshops.	$10,000.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$5,502,478	$714,159

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
41.583%	0.000%	$0.00	41.583%

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

Required Descriptions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** MTSS Framework **Need:** Aademic & wellness support **Scope:** LEA-wide	The school will provide additional training for The SIATech Way for all staff, develop guidance documents for Stages 2-4, gather feedback on IS implementation, and support implementation at Job Corps sites. This will result in academic and wellness support for all SIATech students.	Graduation Rate STAR Reading/Math Assessment Course completion Course proficiency ALS TABE Reading & Math (JC)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	**Action:** Reading Support **Need:** Address literacy learning gaps **Scope:** LEA-wide	Teachers will provide students literacy support to increase their STAR reading scores. This support will include Accelerated Learning Sessions with a focus on identified literacy targets, MyPath intervention curriculum, direct instruction, and tutoring. This action will address the gaps in literacy and support access to all curriculum.	Graduation Rate STAR Reading Assessment EL Reclassification ALS Course completion Course proficiency TABE Reading (JC) CAASPP ELA
1.3	**Action:** Literacy Professional Development **Need:** Improve student literacy skills **Scope:** LEA-wide	Staff will receive PD in literacy interventions and instructional strategies to utilize in ALS, MyPath curriculum, and Edgenuity. This will improve instructional practices and student reading outcomes.	STAR Reading Assessment EL Reclassification ALS Course completion Course proficiency TABE Reading (JC) CAASPP ELA
1.4	**Action:** Math Support **Need:** Address numeracy learning gaps **Scope:** LEA-wide	Teachers will provide students numeracy support to increase their STAR math scores. This support will include Accelerated Learning Sessions with a focus on identified numeracy targets, MyPath intervention curriculum, direct instruction, and tutoring. This action will address the gaps in numeracy and support access to all curriculum.	Graduation rate STAR Math Assessment ALS participation Course completion (math)
1.5	**Action:** Numeracy Professional Development **Need:** Improve student numeracy skills	Staff will receive PD in numeracy interventions and instructional strategies to utilize in ALS, MyPath curriculum, and Edgenuity. This will improve instructional practices and student math outcomes.	STAR Math Assessment ALS course completion Course proficiency TABE Math (JC)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.6	**Action:** Student Engagement **Need:** Accelerate learning and graduation **Scope:** LEA-wide	Staff will receive PD on building student relationships to increase engagement and develop org-wide expectations for independent study required time in class at school. This will result in accelerated learning and graduation.	Graduation Rate STAR Reading/Math Assessment EL Reclassification ALS Course completion Course proficiency P2 Attendance (ADA)
1.7	**Action:** Digital Curriculum, Progress Monitoring Tool, Student Dashboard **Need:** Identify interventions, Tier II and III support **Scope:** LEA-wide	Digital curriculum will support students' completion of courses for high school requirements, college and career readiness, and to track and measure student's progress through digital platforms. Additionally, SIATech will develop and implement the Early Warning System/Predictive Dashboard to identify timely student interventions through a predictive student dashboard.	Graduation Rate STAR Reading/Math Assessment EL Reclassification ALS Course completion Course proficiency
1.8	**Action:** Training for Power BI (Data Dashboard) **Need:** Data dashboard needed to progress monitor and provided timely interventions **Scope:** LEA-wide	SIATech will develop and implement the Student Data Dashboard to identify student interventions for academic and well-being.	Graduation Rate STAR Reading/Math Assessment EL Reclassification ALS Course completion Course proficiency

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.9	**Action:** Professional Learning Communities (PLC) **Need:** Provide teachers dedicated collaborative for student-centered data review and planning (PDSA Cycle) **Scope:** LEA-wide	Principals will support designated PLC regions to ensure instructional alignment, coherence, and capacity to learn.	Graduation Rate STAR Reading/Math Assessment EL Reclassification ALS Course completion Course proficiency
1.10	**Action:** Accelerated Learning Sessions (ALS) **Need:** Evaluate curriculum cultural relevance **Scope:** LEA-wide	SIATech Academy South will create a student participation tracking system to support an increase in ALS student participation	STAR Reading/Math Assessment EL Reclassification ALS Course completion Course proficiency TABE Reading (JC) CAASPP ELA/Math P2 Attendance (ADA)
2.1	**Action:** CTE Program Improvement **Need:** Increase CTE enrollments, course and pathway completions **Scope:** LEA-wide	The CTE Director and staff will develop a plan to provide increased access to the CTE program and opportunities for all independent study students.	CTE course enrollments CTE course completions DASS CCI Indicator Industry Recognized certification CTE opportunities
2.2	**Action:** Industry-Recognized Certifications **Need:**	Industry-recognized certifications will support students' post-secondary goals.	Industry-Recognized certifications

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Post-secondary support **Scope:** LEA-wide		
2.4	**Action:** Community Partnerships **Need:** increase community partnerships to increase college and career opportunities for students **Scope:** LEA-wide	The school will increase contacts and connections with college, industry, and community members within offered CTE pathways to support students in their chosen pathways and career goals.	CTE course enrollments CTE course completions Industry-Recognized credentials CTE opportunities
2.6	**Action:** CTE Staffing **Need:** Maximize CTE Pathway learning **Scope:** LEA-wide	The school will fully staff the CTE program to ensure students receive the support and instruction to maximize their learning in their chosen career pathway.	CTE course enrollments CTE course completions Certifications obtained Industry-Recognized credentials CTE opportunities
2.8	**Action:** CTE Implementation Support and Guidance **Need:** CTE Program Implememtation and Improvement Efforts **Scope:** LEA-wide	The CTE department will participate in continuous improvement science to ensure systematic implementation, support, and guidance from partnerships.	CTE course enrollments CTE course completions Industry-Recognized certifications CTE opportunities

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.9	**Action:** CTE Program Evaluation **Need:** Evaluation tool to identify programs **Scope:** LEA-wide	The CTE team will identify tools and processes to identify the efficacy of the program and determine strengths and areas of growth for program improvement.	CTE course enrollments CTE course completions Industry-Recognized certifications DASS CCI Indicator CTE opportunities
3.1	**Action:** Panorama SEL Survey **Need:** Gather educational partner feedback on well-being and school culture **Scope:** LEA-wide	The school will administer the Panorama SEL survey in the fall and spring to all SIATech students to gather wellness and school climate data. The School Improvement Committee will then analyze the data to make program adjustments.	Panorama SEL survey participation Panorama SEL survey Staff PD for Panorama survey
3.2	**Action:** Panorama SEL Survey Data **Need:** Data-driven decision making to determine student support **Scope:** LEA-wide	Staff will receive training on how to access and interpret the Panorama SEL survey data to determine additional support and resources.	Panorama SEL survey Staff PD for Panorama SEL survey
3.3	**Action:** SEL Student Services **Need:** Increase student services for well-being	Staff will identify students who need additional SEL support, including mental health services, counseling, self-care, and wellness. Staff will ensure that these interventions are available and that students know how to access them.	Panorama SEL survey Staff PD for Panorama SEL survey suspension rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
3.4	**Action:** SEL Professional Development **Need:** Increase staff's ability to support students' well-being and community services **Scope:** LEA-wide	Staff will receive ongoing professional development in SEL, suicide prevention, mental health, and wellness practices as identified in the Panorama SEL survey and feedback from educational partners. This will directly support student well-being.	Panorama SEL survey Staff PD for Panorama SEL survey
3.5	**Action:** Student and Parent Advisory Committees **Need:** Increase educational partner feedback **Scope:** LEA-wide	The Community Engagement Coordinators will establish Student and Parent Advisory Committees and meet quarterly. This collaboration will provide feedback and additional action items to support student, staff, and family wellness.	Panorama SEL survey
3.6	**Action:** Empathy Surveys **Need:** Evidence-based MTSS student support **Scope:** LEA-wide	Staff will receive PD and training on how to conduct and implement empathy interviews in the ILP process to provide additional insights and support to all SIATech students.	Panorama SEL survey

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

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.

Additional Concentration Grant Funding

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

Additional concentration grant add-on funding will be used to help add 9 teachers for the charter.

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		62:1
Staff-to-student ratio of certificated staff providing direct services to students		16:1

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	13,232,520	5,502,478	41.583%	0.000%	41.583%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$4,621,272.00	$1,360,979.00	$898,880.00	$266,048.00	$7,147,179.00	$5,482,333.00	$1,664,846.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	MTSS Framework	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$1,430,245.00	$96,500.00	$1,430,245.00	$0.00	$0.00	$96,500.00	$1,526,745.00	
1	1.2	Reading Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$934,541.00	$41,353.00	$902,620.00	$56,000.00	$0.00	$17,274.00	$975,894.00	
1	1.3	Literacy Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$55,500.00	$55,500.00	$0.00	$0.00	$0.00	$55,500.00	
1	1.4	Math Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$941,541.00	$41,353.00	$909,620.00	$56,000.00	$0.00	$17,274.00	$982,894.00	
1	1.5	Numeracy Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$55,500.00	$55,500.00	$0.00	$0.00	$0.00	$55,500.00	
1	1.6	Student Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$46,250.00	$46,250.00	$0.00	$0.00	$0.00	$46,250.00	
1	1.7	Digital Curriculum, Progress Monitoring Tool, Student Dashboard	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$366,126.00	$366,126.00	$0.00	$0.00	$0.00	$366,126.00	
1	1.8	Training for Power BI (Data Dashboard)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$1,620.00	$0.00	$1,620.00	$0.00	$0.00	$0.00	$1,620.00	

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	1.9	Professional Learning Communities (PLC)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$34,000.00	$34,000.00	$0.00	$0.00	$0.00	$34,000.00	
1	1.10	Accelerated Learning Sessions (ALS)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$6,480.00	$0.00	$6,480.00	$0.00	$0.00	$0.00	$6,480.00	
1	1.11	Culturally Relevant Curriculum	All	No			All Schools		$6,480.00	$0.00	$6,480.00	$0.00	$0.00	$0.00	$6,480.00	
2	2.1	CTE Program Improvement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$164,620.00	$94,170.00	$164,620.00	$94,170.00	$0.00	$0.00	$258,790.00	
2	2.2	Industry-Recognized Certifications	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$1,600.00	$0.00	$1,600.00	$0.00	$0.00	$1,600.00	
2	2.3	CTE Marketing	All	No			All Schools		$0.00	$10,000.00	$10,000.00	$0.00	$0.00	$0.00	$10,000.00	
2	2.4	Community Partnerships	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$109,155.00	$31,912.00	$0.00	$141,067.00	$0.00	$0.00	$141,067.00	
2	2.5	Graduation Pathways	All	No			All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	2.6	CTE Staffing	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$723,470.00	$0.00	$115,000.00	$608,470.00	$0.00	$0.00	$723,470.00	
2	2.7	CTE Advisory Committee	All	No			All Schools		$0.00	$2,000.00	$2,000.00	$0.00	$0.00	$0.00	$2,000.00	
2	2.8	CTE Implementation Support and Guidance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$1,500.00	$1,500.00				$1,500.00	
2	2.9	CTE Program Evaluation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$1,500.00	$1,500.00				$1,500.00	
3	3.1	Panorama SEL Survey	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	

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
			Low Income			Low Income										
3	3.2	Panorama SEL Survey Data	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$9,250.00	$9,250.00	$0.00	$0.00	$0.00	$9,250.00	
3	3.3	SEL Student Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$1,164,181.00	$747,032.00	$483,661.00	$393,672.00	$898,880.00	$135,000.00	$1,911,213.00	
3	3.4	SEL Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$9,250.00	$9,250.00	$0.00	$0.00	$0.00	$9,250.00	
3	3.5	Student and Parent Advisory Committees	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$800.00	$800.00	$0.00	$0.00	$0.00	$800.00	
3	3.6	Empathy Surveys	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$9,250.00	$9,250.00	$0.00	$0.00	$0.00	$9,250.00	
3	3.7	Community Engagement and Partnerships	All	No			All Schools		$0.00	$10,000.00	$0.00	$10,000.00	$0.00	$0.00	$10,000.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
13,232,520	5,502,478	41.583%	0.000%	41.583%	$4,602,792.00	0.000%	34.784 %	**Total:**	$4,602,792.00
								LEA-wide Total:	$4,602,792.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	MTSS Framework	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,430,245.00	
1	1.2	Reading Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$902,620.00	
1	1.3	Literacy Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$55,500.00	
1	1.4	Math Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$909,620.00	
1	1.5	Numeracy Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$55,500.00	
1	1.6	Student Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$46,250.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.7	Digital Curriculum, Progress Monitoring Tool, Student Dashboard	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$366,126.00	
1	1.8	Training for Power BI (Data Dashboard)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,620.00	
1	1.9	Professional Learning Communities (PLC)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$34,000.00	
1	1.10	Accelerated Learning Sessions (ALS)	Yes	LEA-wide	English Learners Foster Youth Low Income		$6,480.00	
2	2.1	CTE Program Improvement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$164,620.00	
2	2.2	Industry-Recognized Certifications	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
2	2.4	Community Partnerships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
2	2.6	CTE Staffing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$115,000.00	
2	2.8	CTE Implementation Support and Guidance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,500.00	
2	2.9	CTE Program Evaluation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,500.00	
3	3.1	Panorama SEL Survey	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
3	3.2	Panorama SEL Survey Data	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$9,250.00	
3	3.3	SEL Student Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$483,661.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.4	SEL Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$9,250.00	
3	3.5	Student and Parent Advisory Committees	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$800.00	
3	3.6	Empathy Surveys	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$9,250.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$5,141,964.00	$5,726,364.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	MTSS Development	Yes	$92,500.00	$90,000
1	1.2	MTSS Evaluation	Yes	$14,237.00	$8,671
1	1.3	MTSS Special Education	No Yes	$1,064,231.00	$1,111,415
1	1.4	MTSS English Language Learners	Yes	$209,855.00	$199,379
1	1.5	Reading Student Supports	Yes	$489,475.00	$517,885
1	1.6	Reading Professional Development	Yes	$36,300.00	$39,860
1	1.7	Math Student Supports	Yes	$465,714.00	$517,885
1	1.8	Math Professional Development	Yes	$36,300.00	$39,860
1	1.9	Curriculum Development and Professional Learning	Yes	$410,810.00	$402,105
1	1.10	Curriculum Development	Yes		

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	1.11	Instructional Framework	Yes	$940,448.00	$1,539,405
2	2.1	CTE Program Improvements	Yes	$1,051,781.00	$835,535
2	2.2	Certifications	Yes	$0.00	$0.00
2	2.3	Exploratory Course Development	Yes	$15,000.00	$16,092
2	2.4	EL Supports	Yes	$10,000.00	$0
2	2.5	Integrated curriculum	Yes	$6,300.00	$19,465
3	3.1	SEL Survey	Yes	$0.00	$0.00
3	3.2	SEL Survey Data	Yes	$18,278.00	$4,625
3	3.3	SEL Curriculum and Instruction	Yes	$0.00	$0.00
3	3.4	SEL Student Services	Yes	$270,735.00	$384,182
3	3.5	TI/SEL Professional Development	Yes	$10,000.00	$0

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$5,011,021	$2,508,860.00	$3,280,888.00	($772,028.00)	17.500%	17.500%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	MTSS Development	Yes		$5,000		
1	1.2	MTSS Evaluation	Yes	$14,237.00	$8,671		
1	1.3	MTSS Special Education	Yes	$443,411.00	$174,063		
1	1.4	MTSS English Language Learners	Yes	$184,855.00	$171,791		
1	1.5	Reading Student Supports	Yes	$133,633.00	$462,442		
1	1.6	Reading Professional Development	Yes				
1	1.7	Math Student Supports	Yes	$109,872.00	$462,442		
1	1.8	Math Professional Development	Yes				
1	1.9	Curriculum Development and Professional Learning	Yes	$410,810.00	$402,105	6.2	6.2
1	1.10	Curriculum Development	Yes				
1	1.11	Instructional Framework	Yes	$845,678.00	$1,447,023	5.2	5.2
2	2.1	CTE Program Improvements	Yes	$193,446.00			
2	2.2	Certifications	Yes	$0.00			

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.3	Exploratory Course Development	Yes	$15,000.00			
2	2.4	EL Supports	Yes	$10,000.00			
2	2.5	Integrated curriculum	Yes			2.5	2.5
3	3.1	SEL Survey	Yes	$0.00			
3	3.2	SEL Survey Data	Yes	$18,278.00			
3	3.3	SEL Curriculum and Instruction	Yes	$0.00		3.6	3.6
3	3.4	SEL Student Services	Yes	$129,640.00	$147,351		
3	3.5	TI/SEL Professional Development	Yes				

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$12,012,662	$5,011,021	0.000%	41.714%	$3,280,888.00	17.500%	44.812%	$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

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

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

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

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

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

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

Engaging Educational Partners
Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

  o **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:

  - 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.

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

Maintenance of Progress Goal
Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

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

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

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

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

    ▪ This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

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

Year 1 Outcome

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

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

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

Current Difference from Baseline

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

- 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.

- 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.

- Enter the action number.

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

- 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:

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Action Tables

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

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

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

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

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

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

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

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

Total Planned Expenditures Table

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

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

- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

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

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

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

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

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

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

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

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

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

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

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

- o **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  - o **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

  - o **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  o Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

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

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

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

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

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

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

Contributing Actions Annual Update Table

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023