



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Global Learning Charter School

CDS Code: 54 72256 0135863

School Year: 2024-25

LEA contact information:

Jessica Wynn

Principal

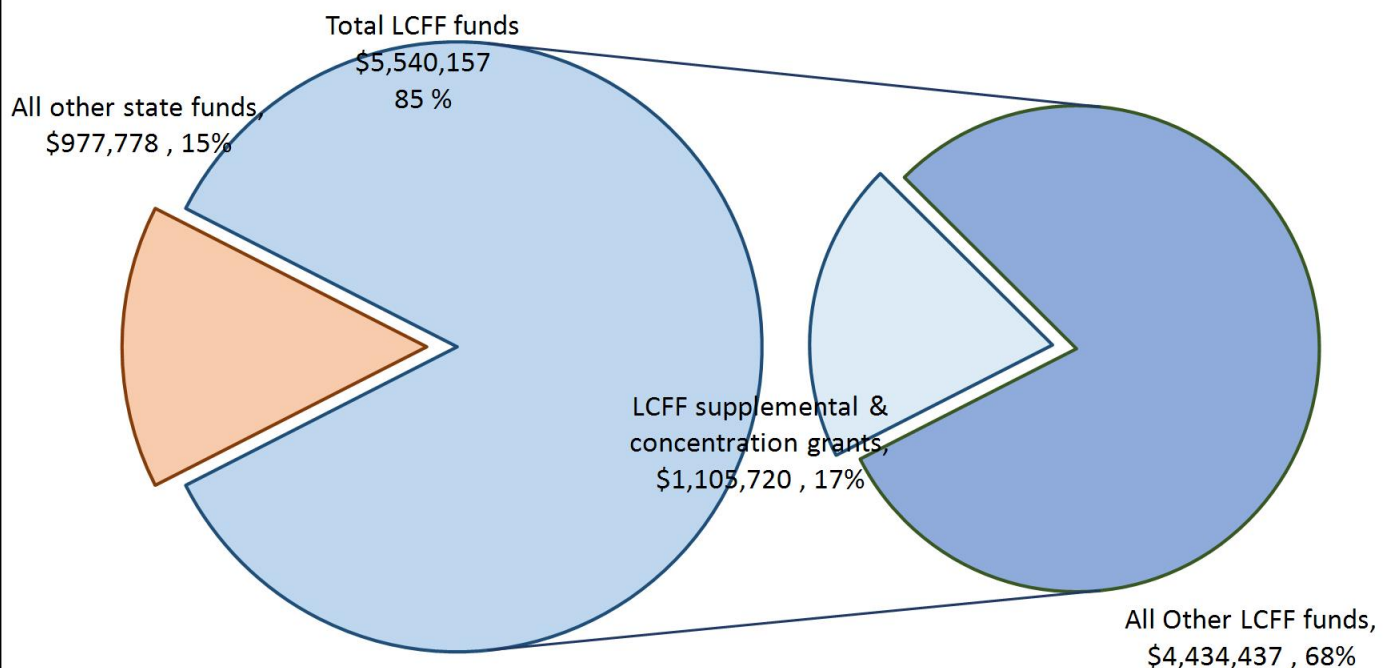
jwynn@vusd.org

559-730-7768

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

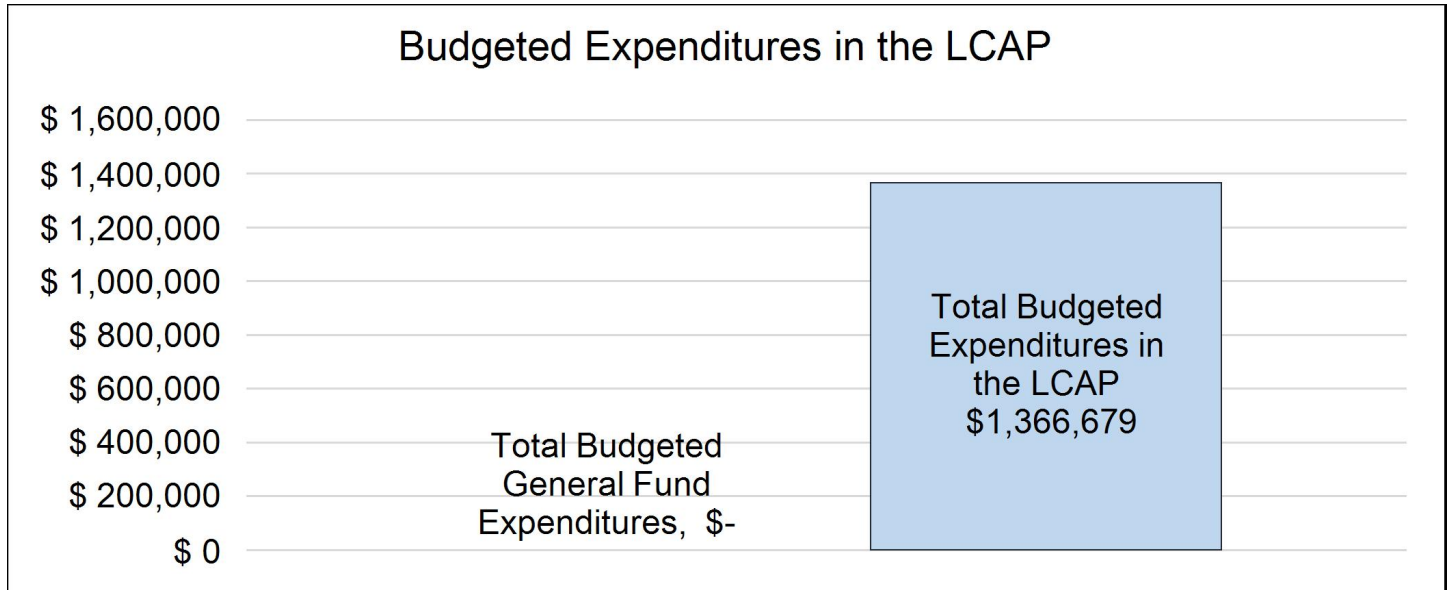


This chart shows the total general purpose revenue Global Learning Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Global Learning Charter School is \$6,517,935, of which \$5540157.00 is Local Control Funding Formula (LCFF), \$977778 is other state funds, \$0 is local funds, and \$ is federal funds. Of the \$5540157.00 in LCFF Funds, \$1105720.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

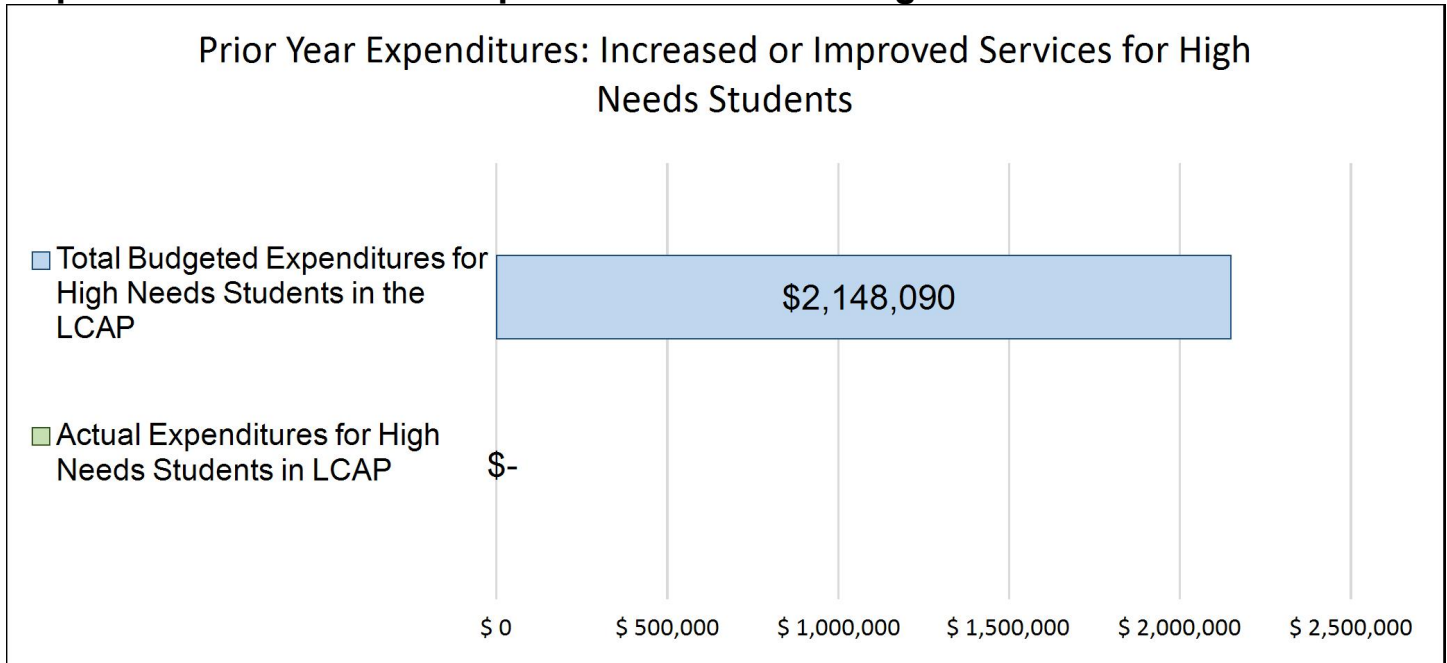
The text description of the above chart is as follows: Global Learning Charter School plans to spend \$ for the 2024-25 school year. Of that amount, \$1366679.00 is tied to actions/services in the LCAP and \$-1,366,679 is not included in the LCAP. The budgeted expenditures that are not included in the 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, Global Learning Charter School is projecting it will receive \$1105720.00 based on the enrollment of foster youth, English learner, and low-income students. Global Learning Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Global Learning Charter School plans to spend \$1093818.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Global Learning Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Global Learning Charter School 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, Global Learning Charter School's LCAP budgeted \$2148090 for planned actions to increase or improve services for high needs students. Global Learning Charter School actually spent \$0 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
Global Learning Charter School	Jessica Wynn Principal	jwynn@vusd.org 559-730-7768

Goals and Actions

Goal

Goal #	Description
1	We will engage students in a challenging curriculum and provide them the support to become successful 21st century learners in our global community.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA Assessment of Student Performance and Progress (CAASPP) - Grades 3-8	2018-19 ELA - Met or Exceeded Standard (SBAC) All - 36% Gr 3 - 30% Gr 4 - 33% Gr 5 - 50% Gr 6 - 33% Gr 7 - 34% Gr 8 - N/A Econ Disadvantaged - 34% EL (enrolled 12 or more months) - 12% Math - Met or Exceeded Standard (SBAC) All - 20% Gr 3 - 28% Gr 4 - 21% Gr 5 - 20% Gr 6 - 13%	2020-21 Just 8 students took the SBAC ELA and/or Math in 2020-21. Therefore, these data are not shown.	2021-22 ELA - Met or Exceeded Standard (SBAC) All - 27% Gr 3 - 17% Gr 4 - 33% Gr 5 - 35% Gr 6 - 20% Gr 7 - 27% Gr 8 - 29% Econ Disadvantaged - 23% EL (enrolled 12 or more months) - 14% Math - Met or Exceeded Standard (SBAC) All - 14% Gr 3 - 17% Gr 4 - 21% Gr 5 - 7% Gr 6 - 4%	2022-23 ELA - Met or Exceeded Standard (SBAC) All - 30% Gr 3 - 16% Gr 4 - 15% Gr 5 - 35% Gr 6 - 40% Gr 7 - 38% Gr 8 - 40% Econ Disadvantaged - 28% EL (enrolled 12 or more months) - 6 % Math - Met or Exceeded Standard (SBAC) All - 10% Gr 3 - 20% Gr 4 - 18% Gr 5 - 7% Gr 6 - 8%	40% of students will meet or exceed standards (Literacy/ELA) 30% of students will meet or exceed standards (Math)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Gr 7 - 19% Gr 8 - N/A Econ Disadvantaged - 17% EL (enrolled 12 or more months) - 0% Data source: CDE CAASPP site		Gr 7 - 12% Gr 8 - 6% Econ Disadvantaged - 12% EL (enrolled 12 or more months) - 7% Data source: CDE CAASPP site	Gr 7 - 0% Gr 8 - 9% Econ Disadvantaged - 4% EL (enrolled 12 or more months) - 4% Data source: CDE CAASPP site	
English Language Proficiency Assessment for California (ELPAC) - English Learners	2018-19 ELPAC - Level 3 or 4 Overall - 65% Oral Language - 79% Written Language - 47% ELPAC Domain - Well-developed Listening - 38% Speaking - 34% Reading - 20% Writing - 33% Data source: CDE CAASPP site	2020-21 ELPAC - Level 3 or 4 Overall - 44% Oral Language - 67% Written Language - 33% ELPAC Domain - Well-developed Listening - 18% Speaking - 35% Reading - 8% Writing - 16% Data source: CDE CAASPP site	2021-22 ELPAC - Level 3 or 4 Overall - 50% Oral Language - 67% Written Language - 23% ELPAC Domain - Well-developed Listening - 19% Speaking - 48% Reading - 4% Writing - 10% Data source: CDE CAASPP site	2022-23 ELPAC - Level 3 or 4 Overall - 49% ELPAC Domain - Well-developed Listening - 17% Speaking - 47% Reading - 6% Writing - 13% Data source: CDE CAASPP site	Increase percent of students achieving Well Developed Performance Level to 20% in Reading and 30% in Writing.
i-Ready - Grades K-8	2020-21 iReady Reading - Early On to Above Grade Level All - 27%	2021-22 iReady Reading - Early On to Above Grade Level All - 28%	2022-23 iReady Reading - Early On to Above Grade Level All - 38%	2023-24 iReady Reading - Early On to Above Grade Level All - 30%	Increase the school-wide percent of students performing at Early On to Above Grade Level to 50% in

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Gr 0 - 65% Gr 1 - 32% Gr 2 - 20% Gr 3 - 38% Gr 4 - 20% Gr 5 - 14% Gr 6 - 18% Gr 7 - 18% Gr 8 - 9% iReady Math - Early On to Above Grade Level All - 21% Gr 0 - 52% Gr 1 - 22% Gr 2 - 15% Gr 3 - 28% Gr 4 - 22% Gr 5 - 9% Gr 6 - 20% Gr 7 - 4% Gr 8 - 3% Data source - iReady platform	Gr 0 - 58% Gr 1 - 18% Gr 2 - 25% Gr 3 - 27% Gr 4 - 21% Gr 5 - 33% Gr 6 - 19% Gr 7 - 22% Gr 8 - 23% iReady Math - Early On to Above Grade Level All - 18% Gr 0 - 40% Gr 1 - 13% Gr 2 - 19% Gr 3 - 10% Gr 4 - 23% Gr 5 - 14% Gr 6 - 10% Gr 7 - 20% Gr 8 - 11% Data source - iReady platform	Gr 0 - 80% Gr 1 - 52% Gr 2 - 24% Gr 3 - 42% Gr 4 - 24% Gr 5 - 32% Gr 6 - 30% Gr 7 - 19% Gr 8 - 28% iReady Math - Early On to Above Grade Level All - 26% Gr 0 - 69% Gr 1 - 38% Gr 2 - 13% Gr 3 - 27% Gr 4 - 24% Gr 5 - 13% Gr 6 - 15% Gr 7 - 11% Gr 8 - 18% Data source - iReady platform	Gr 0 - 65% Gr 1 - 44% Gr 2 - 25% Gr 3 - 23% Gr 4 - 19% Gr 5 - 17% Gr 6 - 28% Gr 7 - 15% Gr 8 - 27% iReady Math - Early On to Above Grade Level All - 15% Gr 0 - 21% Gr 1 - 27% Gr 2 - 12% Gr 3 - 7% Gr 4 - 12% Gr 5 - 25% Gr 6 - 18% Gr 7 - 3% Gr 8 - 6% Data source - iReady platform	Reading and 40% in Math.
STAR Reading (Renaissance Learning) - Gr 3-8	2018-19 Independent Reading Level (IRL) Gr 3 - 3.0 Gr 4 - 3.7 Gr 5 - 4.5 Gr 6 - 4.1 Gr 7 - 4.8	2021-22 Data is not available until June 2022.	2022-23 Data not available. Discontinued.	2023-24 Data not available. Discontinued.	N/A

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Gr 8 - N/A 2019-20* Independent Reading Level (IRL) Gr 3 - 3.0 Gr 4 - 3.6 Gr 5 - 4.1 Gr 6 - 4.7 Gr 7 - 4.6 Gr 8 - N/A *School closed 3/13/20				
STAR Math (Renaissance Learning) - Gr 3-8	2018-19 Grade Equivalent (GE) Gr 3 - 2.5 Gr 4 - 3.7 Gr 5 - 4.2 Gr 6 - 4.4 Gr 7 - N/A Gr 8 - N/A 2019-20 Grade Equivalent (GE) Gr 3 - 2.3 Gr 4 - 3.3 Gr 5 - 4.8 Gr 6 - 4.9 Gr 7 - N/A Gr 8 - N/A	2021-22 Data is not available until June 2022.	2022-23 Data not available. Discontinued.	2023-24 Data not available. Discontinued.	N/A

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	*School closed 3/13/20				
CA Science Test (CAST) - Grades 5 & 8	2018-19 GRADE 5 - Met or Exceeded All - 30% Econ Disadvantaged - 30% GRADE 8 - Met or Exceeded N/A	2019-20 - The CAST was not administered this year. 2020-21 - Fewer than 10 students took the CAST and data are not available.	2021-22 GRADE 5 - Met or Exceeded All - 14% Econ Disadvantaged - 10% GRADE 8 - Met or Exceeded All - 11% Econ Disadvantaged - 9%	2022-23 GRADE 5 - Met or Exceeded All - 10% Econ Disadvantaged - 6% GRADE 8 - Met or Exceeded All - 12% Econ Disadvantaged - 12%	Increase the average percentage of parents who indicate Agree or Strongly Agree in the following categories: Adequate Resource and Support; 21st Century Learning; and Quality Learning Opportunities.
Implementation of CA state content standards, as measured by document review of professional development and curriculum maps.	2018-19 Professional development was provided in all core content areas.	2021-22 Professional development was provided in all core content areas.	2022-23 Professional development was provided in all core content areas.	2022-23 Professional development was provided in all core content areas.	Continue to cycle through core content areas for annual areas of focus, while also offering individual and team-level support in all content areas.
Parent Feedback Survey - All students	2018-19 GOAL 1 - OVERALL-4.2 At Global Learning Charter critical thinking is encouraged. - 4.5 At Global Learning Charter students are	2021-22 GOAL 1 - OVERALL-4.5 At Global Learning Charter critical thinking is encouraged. - 4.6 At Global Learning Charter students are	2022-23 GOAL 1 - OVERALL-4.4 At Global Learning Charter critical thinking is encouraged. - 4.6 At Global Learning Charter students are	2023-24 Won't be completed until June 2024	Increase the average rating by parents in the category of Quality Learning Opportunities to 4.8.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>provided with equitable access to resources and opportunities. - 4.2 At Global Learning Charter students receive the resources and support they need. - 4.2 At Global Learning Charter teachers set high expectations. - 4.1 At Global Learning Charter the curriculum is rigorous. - 3.9 Global Learning Charter has appropriate class sizes to support student learning. - 4.4 Global Learning Charter is building a culture of high expectations. - 4.1 My child (ren) enjoys learning. - 4.2 My child(ren) works hard to produce quality work for school. - 4.1</p> <p>BY CATEGORY Adequate Resource and Support - 4.2</p>	<p>provided with equitable access to resources and opportunities. - 4.5 At Global Learning Charter students receive the resources and support they need. - 4.5 At Global Learning Charter teachers set high expectations. - 4.5 At Global Learning Charter the curriculum is rigorous. - 4.3 Global Learning Charter has appropriate class sizes to support student learning. - 4.6 Global Learning Charter is building a culture of high expectations. - 4.4 My child (ren) enjoys learning. - 4.6 My child(ren) works hard to produce quality work for school. - 4.5</p> <p>BY CATEGORY Adequate Resource and Support - 4.5</p>	<p>provided with equitable access to resources and opportunities. - 4.5 At Global Learning Charter students receive the resources and support they need. - 4.4 At Global Learning Charter teachers set high expectations. - 4.4 At Global Learning Charter the curriculum is rigorous. - 4.2 Global Learning Charter has appropriate class sizes to support student learning. - 4.3 Global Learning Charter is building a culture of high expectations. - 4.5 My child (ren) enjoys learning. - 4.5 My child(ren) works hard to produce quality work for school. - 4.4</p> <p>BY CATEGORY Adequate Resource and Support - 4.5</p>		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	21st Century Learning - 4.2 Quality Learning Opportunities - 4.4 Attitude Toward Learning - 4.2 School Culture - 4.1 RATING SCALE: Strongly disagree - 1 Disagree - 2 Neither agree or disagree - 3 Agree - 4 Strongly agree - 5	21st Century Learning - 4.5 Quality Learning Opportunities - 4.6 Attitude Toward Learning - 4.5 School Culture - 4.4 RATING SCALE: Strongly disagree - 1 Disagree - 2 Neither agree or disagree - 3 Agree - 4 Strongly agree - 5	21st Century Learning - 4.4 Quality Learning Opportunities - 4.5 Attitude Toward Learning - 4.5 School Culture - 4.5 RATING SCALE: Strongly disagree - 1 Disagree - 2 Neither agree or disagree - 3 Agree - 4 Strongly agree - 5		
CA School Dashboard - All students			2021-22 ENGLISH LEARNER (EL) PROGRESS 48.5% (medium) ELA - DISTANCE FROM STANDARD (DFS) All Students - 58.2 pts below English Learners - 74.6 pts below Hispanic - 60.5 pts below SED - 67.3 pts below SWD - 146.2 pts below White - 51.7 pts below	ENGLISH LEARNER (EL) PROGRESS ELA - DISTANCE FROM STANDARD (DFS) All Students - 59.4 pts below English Learners - 70.1 pts below Hispanic - 60.1 pts below SED - 68.1 pts below SWD - 165.3 pts below White N/A	Decrease the DFS in both ELA and Math for all students by 15 points.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			MATH - DISTANCE FROM STANDARD (DFS) All Students - 96.5 pts below English Learners - 103.2 pts below Hispanic - 96.6 pts below SED - 102.8 pts below SWD - 173.4 pts below White - N/A Data source: CDE CA School Dashboard	MATH - DISTANCE FROM STANDARD (DFS) All Students - 101.4 pts below English Learners - 109.8 pts below Hispanic - 101.3 pts below SED - 109.3 pts below SWD - 175.9 pts below White - N/A Data source: CDE CA School Dashboard	

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 LEA was successful in implementing Action 1.1 (Student Achievement) in the 2023-24 LCAP. The academic needs of students were supported through high quality, data-driven research-based instruction in core content areas. Teachers used agreed-upon Tier 1 expectations and included best practices for English Learners (EL), low-income, and foster youth.

Action 1.2 (Intervention) was implemented as planned during the 2023-24 school year. Two FTE intervention teachers and one .75 FTE paraprofessional provided intensive intervention in math and in reading. In addition, one FTE teacher completed Science, SEL, and ELD for K-2 students daily which allowed K-2 students to have smaller class sizes to complete small group teaching in reading and in math.

Action 1.3 (Instructional Textbooks) was implemented as planned during the 2023-24 school year. However, the use of district adopted textbooks means that funding earmarked for this purpose was not utilized because the district covered the cost of the curriculum.

Action 1.4 (Technology) was implemented as planned during the 2023-24 school year.

Action 1.5 (Assessment) was implemented as planned during the 2023-24 school year. Just as other students in the district, our students completed the i-Ready Diagnostic three times and completed CAASPP testing. In addition to these tests, students took part in i-Ready Standards Mastery testing every 4 weeks.

Action 1.6 (Professional Development) was successfully implemented during the 2023-24 school year. The school continued its partnership with PBLworks to ensure continuity of support for new and experienced teachers through remote planning sessions with our PBLworks consultant. The school also continued its partnership with the CGI Math Teacher Learning Center. Following four days of professional development in June 2023, teachers participated in two additional days per grade-span of embedded learning and instruction in classes as well as two training sessions on minimum days. Each grade-span also participated in three half-day planning sessions with our Learning Director, which covered topics ranging from assessment to instruction.

Action 1.7 (College & Career Readiness) was implemented during the 21023-24 school year. Students were prepared for college and career readiness through embedded learning activities, field trips to colleges, access to career information, and opportunities to interact and learn from in-service professionals.

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.

Significant resources were assigned to and spent in each of the action areas for Goal 1.

In the areas of Action 1.3 (Instructional Textbooks) and 1.5 (Assessment) we underspent planned expenditures. A key reason for this is that we used existing structures within the school district, such as an existing assessment system and district adopted curriculum. These expenditures are covered by indirect costs covered by the district. In subsequent years, more funding will be drawn from LCAP to maintain current levels of materials and support. In the area 1.7 (College and Career Readiness), we overspent our expenditures. Overall, considering the cumulative effect of combined funding and expenditures, each of the action areas received support and early evidence of success is positive.

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

While we did not meet all of the desired outcomes for this goal, all actions were effective in producing the desired result of goal 1. We did show growth in all areas this school year.

1.1 - Student Achievement: The desired outcome was forty percent of students in ELA and thirty percent of students in math will meet or exceed standards. Our CAASPP data shows that only 30% in ELA and 10% in Math met or exceeded standards. In ELA, we did show 3% growth from 2021-22 to 2022-23, however we still were 10% below our desired outcome. In math, we declined in 2021-22, 14% of students met or exceed standards in in 2022-23, only 10% of students met or exceeded. This was 20% below the desired outcome.

1.2 – Intervention: Growth has occurred from 22-23 to 23-24 as evidenced in i-Ready Reading growth. When comparing Diagnostic #2 in 22-23 to 23-24, the following was observed. 2022-23 Diagnostic #2 results in reading: 26% Early on to above grade level, 32% one grade level below, 43% two or more grade levels below. 2023-24 Diagnostic # 2 results in Reading: 30% met or above grade level, 34% one grade level below, 35% two or more grade levels below. This shows that students that are in the Early on to Above grade level have increased by 4%, one grade level below has increased by 2%, students Two or more grade levels below has decreased by 8%. Students have received intensive intervention in small groups in the area of reading. Reading scores have increased compared to this time last year. Growth has occurred from 22-23 to 23-24 as evidenced in i-Ready Math growth. When comparing Diagnostic #2 in 22-23 to 23-24, the following was observed. 2022-23 Diagnostic #2 results in math: 11% Early on to above grade level, 49% one grade level below, 40% two or more grade levels below. 2023-24 Diagnostic # 2 results in Math: 15% met or above grade level, 52% one grade level below, 33% two or more grade levels below. This shows that students that are in the Early on to Above grade level have increased by 4%, one grade level below has increased by 3%, students Two or more grade levels below has decreased by 7%. Students have received intensive intervention in small groups in the area of math. The desired outcome is 50% of students performing at early or above grade in reading and 40% in math has not been met yet, however, students have not completed their final Diagnostic to use as a metric. We are currently 20% away from the desired result in reading and 25% away from the desired result in math.

1.3– Instructional Textbooks: In previous years, teachers did not have a consistent math curriculum to follow, but rather CGI strategies. This year, 2023-24, teachers were given access to Go Math curriculum. For ELA, all grade levels had access to Fountas & Pinnell (F&P) Interactive Read Aloud. Teachers in grades K-8 are teaching Guided Reading using F&P along with F&P Interactive Reading. Students are receiving more intensive instruction at their current reading levels. Our sixth-grade teachers have also begun to use My Perspectives curriculum to aide in teaching their grade level standards.

1.4 Technology – Teachers and students have been provided with the necessary software, hardware, infrastructure and training to ensure they are meeting competencies for learning and teaching in the digital age. Each teacher has access to an iPad & laptop. Each student in K-2 has one laptop and students in 3-8 all have one laptop.

1.5 Assessment – We continued to use a comprehensive assessment system that aligned with the district’s assessment system. This year, teachers began focusing on common formative assessments to guide their teaching and reteaching.

1.6 Professional Development – Teachers received professional develop in the areas of math, reading, social emotional learning, project-based learning, grade-level standards, and professional learning communities.

1.7 College and Career Readiness (including world languages) – We are preparing students for college and career readiness through embedded learning activities, field trips to colleges, access to career information and opportunities to interact and learn from in-service

professionals. Students continue to received an opportunity to become bilingual through studying a world language (Spanish) four out of five days a week.

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.

Action 1.1 (Student Achievement) will remain unchanged.

Action 1.2 (Intervention) will remain unchanged.

Action 1.3 (Instructional Textbooks) will remain unchanged.

Action 1.4 (Technology) will remain unchanged.

Action 1.5 (Assessment) will no longer continue since we use the district adopted assessment portals and teacher create their own common formative assessments which does require funding.

Action 1.6 (Professional Development) will continue, however, we will not be participating in CGI training in the upcoming school years. Math metrics show that the CGI strategies did not prove to increase math scores by significant amounts. We will continue to utilize PBL and district provided trainings (Math, Guided reading, & professional learning communities). Action 1.6 will now be included inside of Action 1.1.

Action 1.7 (College & Career Readiness (including world languages) will continue but will be included inside of Action 1.1.

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

Goals and Actions

Goal

Goal #	Description
2	We will support a district-wide collaborative culture for students and adults focused on learning and results achieved through collaboration and community partnerships.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Site Council (SSC) meetings and attendance	2018-19 SSC Attendance by Date 9/20/2018 - 9 10/24/2018 - 8 12/6/2018 - 7 2/21/2019 - 8 3/20/2019 - 7 5/16/2019 - 8 Year-end average - 7.8 (78%)	2021-22 SSC Attendance by Date 9/28/2021 - 9 10/26/2021 - 8 12/7/2021 - 9 2/15/2022 - 9 3/22/2022 - 8 5/24/2022 - TBD Year-end average - 8.6 (86%)	2022-23 SSC Attendance by Date 9/20/2022 - 7 10/25/2022 - 8 12/5/2022 - 7 2/7/2023 - 9 3/21/2023 - 8 5/16/2023 - TBD Year-end average - 7.8 (78%)	2023-24 SSC Attendance by Date 9/14/2023 - 9 10/26/2023 - 10 1/30/24 - 9 2/8/24 - 9 3/14/24 - TBD 5/9/24 - TBD Year-end average - 9.25 (93%)	6 or more meetings per year at an average attendance rate of 85% or more.
Parent Teacher Student Association (PTSA) meetings and attendance	2018-19 PTSA Attendance Year-end average - 7.3	2021-22 PTSA Attendance Year-end average - 4.7	2022-23 PTSA Attendance Year-end average - 4	2023-24 PTSA Attendance Year-end average - TBD	10 or more meetings per year at an average attendance of 10 or more
English Learner Advisory Council (ELAC) meetings and attendance	2018-19 ELAC Attendance Year-end average - 3.3	2021-22 ELAC Attendance Year-end average - 5	2022-23 ELAC Attendance Year-end average - 6	2023-24 ELAC Attendance Year-end average - 9	4 or more meetings per year at an average attendance of 7.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent teaching conference attendance	2020-21 Fall Conference Attendance Total # of students who had a conference - 359 % of students who had a conference - 92.8%	2021-22 Fall Conference Attendance Total # of students who had a conference - 358 % of students who had a conference - 90.0%	2022-23 Fall Conference Attendance Total # of students who had a conference - 408 % of students who had a conference - 95%	2023-24 Fall Conference Attendance Total # of students who had a conference - 424 % of students who had a conference - 97%	Maintain 95% or higher attendance by parents/guardians
Family/community volunteer data	2019-20 No data. Did not hold volunteer orientations due to COVID.	2021-22 Number of Parent/Family Volunteers Volunteer orientation completion - 62 Volunteer clearance - 48 Volunteer clearance and fingerprinting - 16	2022-23 Number of Parent/Family Volunteers Volunteer orientation completion - 85 Volunteer clearance - 86 Volunteer clearance and fingerprinting - 24	2023-24 Number of Parent/Family Volunteers Volunteer clearance - 97 Volunteer clearance and fingerprinting - 55 Volunteer orientation - No longer applicable	Increase the number of family & community members attending volunteer orientation sessions to 90. Increase the number of family & community members securing fingerprint clearance to 30.
Student Success Team (SST) meetings with families	2020-21 Number of SST meetings held 8/13/20-6/4/21 - 56 2019-20 Number of SST meetings held	2021-22 Number of SST meetings held 8/12/21-5/15/22 - 52	2022-23 Number of SST meetings held 8/11/22-5/1/23 - 55	2023-24 Number of SST meetings held 8/10/23-1/23/24 - 23	Maintain current SST student and meeting numbers

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	8/13/19-3/13/20 - 47				
Five Dysfunctions of a Team: Team Assessment	<p>2018-19</p> <p>RESULTS BY CONSTRUCT</p> <p>Results - 3.61</p> <p>Accountability - 3.13</p> <p>Commitment - 3.73</p> <p>Conflict - 3.20</p> <p>Trust - 3.38</p> <p>AVERAGE - 3.41</p> <p>RATING SCALE</p> <p>Never - 1</p> <p>Rarely - 2</p> <p>Sometimes - 3</p> <p>Usually - 4</p> <p>Always - 5</p> <p># OF ITEMS W/ AVG RATING OF 4.0 OR ABOVE: 5</p> <p>NOTE: Lower score indicates more dysfunction and a higher score indicates greater effectiveness</p>	<p>2021-22</p> <p>TBD</p>	<p>2022-23</p> <p>RESULTS BY CONSTRUCT</p> <p>Results - 4.33</p> <p>Accountability - 3.86</p> <p>Commitment - 4.40</p> <p>Conflict - 4.25</p> <p>Trust - 4.46</p> <p>AVERAGE - 4.27</p> <p>RATING SCALE</p> <p>Never - 1</p> <p>Rarely - 2</p> <p>Sometimes - 3</p> <p>Usually - 4</p> <p>Always - 5</p> <p># OF ITEMS W/ AVG RATING OF 4.0 OR ABOVE: 33</p> <p>NOTE: Lower score indicates more dysfunction and a higher score indicates greater effectiveness</p>	Not implemented this year	Increase the number of items scoring at 4 or above (on a 5-point scale) from 18 to 25.
Parent Feedback Survey	<p>2018-19</p> <p>GOAL 2 - OVERALL- 4.29</p>	<p>2021-22</p> <p>GOAL 2 - OVERALL- 4.5</p>	<p>2022-23</p> <p>GOAL 2 - OVERALL- 4.6</p>	<p>2023-24</p> <p>GOAL 2 - OVERALL- 4.2</p>	Increase the average rating by parents in the category of Family

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>At Global Learning Charter communication with stakeholders is effective - 4.3</p> <p>At Global Learning Charter lessons incorporate different cultural perspectives - 4.1</p> <p>At Global Learning Charter parents are informed about school events and activities - 4.7</p> <p>At Global Learning Charter parents' ideas and input are valued - 4.3</p> <p>At Global Learning Charter students from different cultural backgrounds become friends - 4.1</p> <p>Global Learning Charter administrators respond effectively to stakeholders' questions, suggestions, and concerns - 4.3</p> <p>Global Learning Charter is building a diverse culture - 4.2</p>	<p>At Global Learning Charter communication with stakeholders is effective - 4.4</p> <p>At Global Learning Charter lessons incorporate different cultural perspectives - 4.4</p> <p>At Global Learning Charter parents are informed about school events and activities - 4.6</p> <p>At Global Learning Charter parents' ideas and input are valued - 4.5</p> <p>At Global Learning Charter students from different cultural backgrounds become friends - 4.5</p> <p>Global Learning Charter administrators respond effectively to stakeholders' questions, suggestions, and concerns - 4.5</p> <p>Global Learning Charter is building a diverse culture - 4.4</p>	<p>At Global Learning Charter communication with stakeholders is effective - 4.6</p> <p>At Global Learning Charter lessons incorporate different cultural perspectives - 4.6</p> <p>At Global Learning Charter parents are informed about school events and activities - 4.7</p> <p>At Global Learning Charter parents' ideas and input are valued - 4.5</p> <p>At Global Learning Charter students from different cultural backgrounds become friends - 4.6</p> <p>Global Learning Charter administrators respond effectively to stakeholders' questions, suggestions, and concerns - 4.6</p> <p>Global Learning Charter is building a diverse culture - 4.4</p>	<p>At Global Learning Charter communication with stakeholders is effective - 4.2</p> <p>At Global Learning Charter lessons incorporate different cultural perspectives - 4.2</p> <p>At Global Learning Charter parents are informed about school events and activities - 4..2</p> <p>At Global Learning Charter parents' ideas and input are valued - 4.5</p> <p>At Global Learning Charter students from different cultural backgrounds become friends - 4.3</p> <p>Global Learning Charter administrators respond effectively to stakeholders' questions, suggestions, and concerns - 4.2</p> <p>Global Learning Charter is building a diverse culture - 4.3</p>	Involvement and Communication to 4.8.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	BY CATEGORY Administration - 4.3 Culturally Relevant Experiences - 4.1 Family Involvement and Communication - 4.4 School Culture - 4.2 RATING SCALE Strongly disagree - 1 Disagree - 2 Neither agree or disagree - 3 Agree - 4 Strongly agree - 5	BY CATEGORY Administration - 4.5 Culturally Relevant Experiences - 4.4 Family Involvement and Communication - 4.5 School Culture - 4.4 RATING SCALE Strongly disagree - 1 Disagree - 2 Neither agree or disagree - 3 Agree - 4 Strongly agree - 5	BY CATEGORY Administration - 4.6 Culturally Relevant Experiences - 4.6 Family Involvement and Communication - 4.6 School Culture - 4.5 RATING SCALE Strongly disagree - 1 Disagree - 2 Neither agree or disagree - 3 Agree - 4 Strongly agree - 5	BY CATEGORY Administration - 4.2 Culturally Relevant Experiences - 4.2 Family Involvement and Communication - 4.2 School Culture - 4.3 RATING SCALE Strongly disagree - 1 Disagree - 2 Neither agree or disagree - 3 Agree - 4 Strongly agree - 5	
Community Partnerships			2022-23 (baseline) PBL RELATED <ul style="list-style-type: none"> • Visalia Rescue Mission • Tulare County Homeless Alliance • Visalia Fire Department COMMUNITY SERVICE RELATED <ul style="list-style-type: none"> • Visalia Rescue Mission • UNESCO 	2023-24 (baseline) PBL RELATED <ul style="list-style-type: none"> • Visalia Rescue Mission • Tulare County Homeless Alliance • Visalia Fire Department • Visalia Police Activities League COMMUNITY SERVICE RELATED	Continue to grow the number and strength of community partners.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>PRESENT FOR FAMILY EVENTS</p> <ul style="list-style-type: none"> Tulare County Mobile Library VUSD Expanded Learning Opportunities Program (E-LOP) Pro-Youth HEART Visalia Adult School VUSD Family Community Resource Center (FCRC) <p>PTSA PRESENTATIONS</p> <ul style="list-style-type: none"> Kaweah Health VUSD Library Services <p>OTHER</p> <ul style="list-style-type: none"> Kaweah Health (Zumba classes) 	<ul style="list-style-type: none"> Visalia Rescue Mission UNESCO <p>PRESENT FOR FAMILY EVENTS</p> <ul style="list-style-type: none"> Tulare County Mobile Library VUSD Expanded Learning Opportunities Program (E-LOP) Pro-Youth HEART Visalia Adult School VUSD Family Community Resource Center (FCRC) <p>PTSA PRESENTATIONS</p> <ul style="list-style-type: none"> Kaweah Health VUSD Library Services 	

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.

The LEA was successful in implementing Action 2.1 (Student Engagement) in the 2023-24 LCAP. We ensured students had opportunities to engage in classroom instruction and learning, as well as extended their engagement in learning activities outside of the regular classroom. Work of the school administration supported goal with planning time and training meant to encourage increased student participation. However, most additional programs and opportunities were provided by the District's new Expanded Learning and Opportunities Program (ELO-P) rather than the LEA's staff.

Action 2.2 (Parent Involvement) was successfully implemented in the 2023-24 LCAP. The LEA hosted five Student Recognition Assemblies, two "Pastries & Parents" events, two "Lunch on the Lawn" events, one Community Literacy Night, Open House, Back To School Night, and movie night.

Action 2.3 (Community Partnerships) was successful implemented in the 2023-24 LCAP. The LEA held three Community Grant Participant meetings. The LEA also participated in several community service events determined by each grade-levels' project based learning (PBL) studies.

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.

All actions (2.1-2.3)had material differences between budgeted expenditures and estimated actual expenditures. Action 2.1 (Student Engagement), we underspent planned expenditures. The key reason for this is that the District's new Expanded Learning and Opportunities Program (ELO-P) provided additional programs and opportunities that made some of the programs we had planned either unnecessary or redundant. The key reason for underspending in Parent Involvement and General Community Partnerships is that we received a Community Schools Grant which focuses on parental involvement and community partnerships. This grant has covered the cost of most family events on campus. Providing additional resources in this area was consistent with feedback from various partner groups. Funds for Professional Development and Community Partnerships were consistent with expectations.

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

The combined impact of the actions in Goal 2 over the course of the 3-year LCAP cycle effectively improved the outcomes of the related metrics associated with showing growth and improvement in a collaborative culture for students and adults focused on learning and results achieved through collaboration and community partnerships.

Action 2.1 supported student engagement inside of the classroom. An increased number of students have participated in learning activities outside of the regular school day. Our afterschool program averages 200 students a day.

Action 2.2 supported parent involvement. Last year, 35 parents completed the parent survey with an average score of 4.6 out of 5. This year, over 250 parents completed the survey with an average score of 4.2 out of 5. While the average has dropped 0.04%, a larger sampling has occurred which could indicate the actual feeling of parents in the school.

Action 2.3 support community partnerships. Each grade level completed a PBL project. Two local homeless shelters and one animals rescue received donations. Our community partners remain the same from last year to this year.

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.

Action 2.1 (Student Engagement) will no longer continue since our district is providing after school enrichment programs for our students.

Action 2.2 (Parent Involvement) will continue, however, the California Community Schools Grant will fund the majority of parental involvement activities.

Action 2.3 (General Community Partnerships) will not continue because the action has been written into the California Community Schools Grant. This grant will fund the majority of general community partnership activities.

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	We will maintain a caring and encouraging learning environment for students and adults that encourages risk-taking and perseverance.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension rate	2017-18 Suspension Rate All - 5.5% Asian - 5.6% Hispanic/Latino - 5.7% White - 2.2% Male - 8.8% Female - 2.2%	2018-19 Suspension Rate All - 7.1% Asian - 13.3% Hispanic/Latino - 6.7% White - 7.0% Male - 11.1% Female - 2.5%	2021-22 Suspension Rate All - 2.5% Asian - N/A Hispanic/Latino - 3% White - 0% Male - N/A Female - N/A (CDE Dashboard)	2022-23 Suspension Rate All - 4.6% Asian - N/A Hispanic/Latino - 4.6 % White - 0% Male - N/A Female - N/A SED - 5% EL - 47.9% SWD - 5% (CDE Dashboard)	Decrease the total of in-school and out-of-school suspensions to less than 2%.
Power School behavior incident data	2020-21	2021-22 PowerSchool Entries Students - 116 Incidents - 516 Source: PowerSchool Incident Viewer (includes incidents)	2022-23 PowerSchool Entries Students - 223 Incidents - 1,297 Source: PowerSchool Incident Viewer (includes incidents)	2023-24 PowerSchool Entries Students - 90 Incidents - 330 Source: PowerSchool Incident Viewer (includes incidents)	Increase use of Power School incident entries to identify, progress monitor, and exit students from PBIS Tier II and Tier III supports

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		with students in all roles: offender, witness, victim.	with students in all roles: offender, witness, victim.	with students in all roles: offender, witness, victim.	
Attendance rate	2018-19 Attendance Rate - 95.9% 2017-18 Attendance Rate - 95.7%	2021-22 Attendance Rate - 83.9%* * As of 5/18/22	2022-23 Attendance Rate - 94.5%* * As of 5/14/22	2023-24 Attendance Rate - 94.6%* * As of 1/24/24	Increase overall attendance rate to 97% or higher
Chronic absenteeism rate	2018-19 Chronic Absenteeism Rate All - 9.5% EL - 4.5% Hispanic - 11.1% Socioeconomically Disadvantaged (SED) - 10.7% SWD - NA White - 3.6% 2017-18 Chronic Absenteeism Rate All - 11.6% EL - 6.9% Socioeconomically Disadvantaged (SED) - 12.6%	2020-21 N/A (CDE Dashboard)	2021-22 Chronic Absenteeism Rate* All - 37.4% EL - 35.9% Hispanic - 35.9% Socioeconomically Disadvantaged (SED) - 38.6% SWD - 50% White - 51.4% (CDE Dashboard)	2022-23 Chronic Absenteeism Rate* All - 18.3.% EL - 16% Hispanic - 16.3% Socioeconomically Disadvantaged (SED) - 17.7% SWD - 21.7% White - 43.8% (CDE Dashboard)	Decrease the number of students with 14 or more absences to 30 or less

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
PBIS Tiered Fidelity Inventory (TFI)	2017-18 TFI Results (May 2018) Tier I Overall - 1.1 Tier II Overall - 0.0 Tier III Overall - N/A 2019-20 TFI Results (June 2020) Tier I Overall - 1.1 Tier II Overall - 1.2 Tier III Overall - N/A	2021-22 TFI Results (Oct 2021) Tier I Overall - 1.1 Tier II Overall - 0.8 Tier III Overall - N/A	2022-23 TFI Results (May 2023) Tier I Overall - 1.7 Tier II Overall - 1.5 Tier III Overall - N/A	2023-24 Not available	Increase the percentage of students who have received a SHINE ticket/recognition
School Climate Survey (Gr 5-8)	N/A	2021-22 School Climate Survey (Qualtrics) All - 2.83 Gr 5 - 2.84 Gr 6 - 2.76 Gr 7 - 2.88 Gr 8 - 2.86 Emotional Safety - 2.78 Physical Safety - 2.85 Bullying/Cyberbullying - 2.75 Substance Abuse - 3.07 Emergency Readiness/Management - 3.00	2022-23 (Fall 2022) School Climate Survey (Qualtrics) All - 2.86 Gr 5 - 2.89 Gr 6 - 2.86 Gr 7 - 2.86 Gr 8 - 2.81 Emotional Safety - 2.80 Physical Safety - 2.86 Bullying/Cyberbullying - 2.59 Substance Abuse - 3.20 Emergency Readiness/Management - 3.05	2023-24 (Fall 2023) School Climate Survey (Qualtrics) All - 2.84 Gr 5 - 2.86 Gr 6 - 2.80 Gr 7 - 2.87 Gr 8 - 2.84 Emotional Safety - 2.79 Physical Safety - 2.85 Bullying/Cyberbullying - 2.68 Substance Abuse - 3.12 Emergency Readiness/Management - 3.02	Increase the overall score for the School Climate Survey to 2.95

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Physical Environment - 2.42 Instructional Environment - 3.02 Mental Health - 2.74 Discipline - 2.95 Cultural and Linguistic Competence - 2.95 Relationships - 2.82 Participation - 2.82 Scale 1-4 1- Strongly Disagree 2 - Disagree 3 - Agree 4 - Strongly Agree	Physical Environment - 2.40 Instructional Environment - 3.06 Mental Health - 2.78 Discipline - 3.01 Cultural and Linguistic Competence - 2.95 Relationships - 2.89 Participation - 2.97 Scale 1-4 1- Strongly Disagree 2 - Disagree 3 - Agree 4 - Strongly Agree	Physical Environment - 2.41 Instructional Environment - 3.04 Mental Health - 2.76 Discipline - 2.97 Cultural and Linguistic Competence - 2.95 Relationships - 2.85 Participation - 2.88 Scale 1-4 1- Strongly Disagree 2 - Disagree 3 - Agree 4 - Strongly Agree	
Parent Feedback Survey	2018-19 GOAL 3 - Overall - 4.2 Global Learning Charter is safe - 4.2 Global Learning Charter is well-maintained - 4.3 Global Learning Charter provides a caring and supportive environment for all students - 4.3 My child(ren) likes going to school - 4.1 BY CATEGORY Facilities and School Conditions - 4.3	2021-22 GOAL 3 - Overall - 4.6 Global Learning Charter is safe - 4.6 Global Learning Charter is well-maintained - 4.6 Global Learning Charter provides a caring and supportive environment for all students - 4.5 My child(ren) likes going to school - 4.6 BY CATEGORY Facilities and School Conditions - 4.6	2022-23 GOAL 3 - Overall - 4.5 Global Learning Charter is safe - 4.5 Global Learning Charter is well-maintained - 4.3 Global Learning Charter provides a caring and supportive environment for all students - 4.6 My child(ren) likes going to school - 4.5 BY CATEGORY Facilities and School Conditions - 4.4	Available in June 2024	Increase the average rating by parents in the category of School Culture to 4.6.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	School Culture - 4.2 Attitude Toward School and Learning - 4.2 RATING SCALE Strongly disagree - 1 Disagree - 2 Neither agree or disagree - 3 Agree - 4 Strongly agree - 5	School Culture - 4.4 Attitude Toward School and Learning - 4.5 RATING SCALE Strongly disagree - 1 Disagree - 2 Neither agree or disagree - 3 Agree - 4 Strongly agree - 5	School Culture - 4.5 Attitude Toward School and Learning - 4.5 RATING SCALE Strongly disagree - 1 Disagree - 2 Neither agree or disagree - 3 Agree - 4 Strongly agree - 5		
School Goals, Actions, and Services - Teacher Feedback Survey	2017-18 Goal 1 - 2.5 Goal 2 - 2.0 Goal 3 - 1.9 Goal 4 - 3.0 2018-19 Goal 1 - 2.5 Goal 2 - 2.4 Goal 3 - 2.3 Goal 4 - 2.5 2020-21 Goal 1 3.1 Goal 2 3.0 Goal 3 3.1 Goal 4 3.0	2021-22 Goal 1 - 3.3 Goal 2 - 3.0 Goal 3 - 3.1 Goal 4 - 3.3 Scale 1-5 Beginner - 1 Developing - 2 Competent - 3 Advanced - 4 Expert - 5	2022-23 Goal 1 - 3.2 Goal 2 - 2.9 Goal 3 - 2.9 Goal 4 - 3.4 Scale 1-5 Beginner - 1 Developing - 2 Competent - 3 Advanced - 4 Expert - 5	2023-24 Not available until April Goal 1 - Goal 2 - Goal 3 - Goal 4 - Scale 1-5 Beginner - 1 Developing - 2 Competent - 3 Advanced - 4 Expert - 5	Increase staff ratings of all goals to 3.5 or higher.
PBIS Self-Assessment Survey	2017-18	2021-22	2022-23	2023-24	Maintain teachers' positive rating of

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	% of Respondents Indicating In-Place: School-wide systems - 50% Non-classroom setting systems - 69% Classroom systems - 49% Individual student systems - 16%	TBD	TBD	TBD	"Non-classroom Setting Systems". Increase teachers' rating of "Individual Student Systems" and "Classroom Systems".

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.

Action 3.1 was partially implement as planned during the 2023-24 school year. The district implemented College and career ready (CCR) lessons and activities. Teachers continued to develop and implement a comprehensive SEL program. Student Council/Leadership was implemented this year. Students were involved in group organization, community service, and civic involvement.

Action 3.2 (School Attendance) was implemented as planned in 2023-24 LCAP year. Our attendance efforts included holding attendance meetings with families to determine the barriers affecting the students' attendance, incentives for coming to school on time, whole class trophies for classes with the highest attendance at the weekly SHINE assembly. Students with perfect attendance are recognized at Student Recognition Assemblies. Our attendance rate improved by 19.1%.

Action 3.3 (School Climate/Behavior) was implemented as planned in 2023-24 LCAP. Our Assistant Principal continued to develop and implement a successful PBIS program to establish behavior supports and school culture needed for all students to achieve socially, emotionally, and academically. This year, we implemented a school wide currency. Students can earn the currency when they are behaving positively. They can use this currency to shop from our school store. We have continued to implement the principles of restorative justice. With help from the district, we have created a comprehensive school safety plan (CCSP) that incorporates activities to maintain a caring and encouraging learning environment.

Action 3.4 (General-Modernization) has not been implemented as planned.

Action 3.5 (Professional Development) has been implemented. Teachers have received training focused on Tier 1 systems, how to implement and continually improve the PBIS system in their classrooms.

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.

Action 3.4 (General Modernization) had material differences between budgeted expenditures and actual expenditures. We have not purchased significant furniture in classrooms, therefore, the expenditures will be far under what was budgeted.

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

The combined impact of the actions in Goal 3 over the course of the LCAP cycle effectively improved the outcomes of the related metrics associated with showing growth and improvement in students social emotional development, behavior and attendance. The LEA plans to continue implementing the school attendance practices and supports behind school climate and behavior.

Action 3.1 (College & Career Readiness) is a duplicated action (1.7), therefore, the LEA plans to discontinue this particular action and combine it with 1.7.

Action 3.2 (School attendance) was effective in increasing student attendance by 19.1%, therefore the LEA plans to continue implementing this action.

Action 3.3 (School Climate/Behavior) was effective in decreasing student behaviors. The number of incidents has decreased by over 500 this school year. Students feel a sense of belonging in this school. Our suspension did increase from 2.5% to 4.6%, therefore we will need to increase our intensive intervention and social skills to Tier 2 & 3 students.

Action 3.4 (Modernization) was not implemented so it was not effective. This action will not be continued in 2024-25 LCAP.

Action 3.5 (Professional Development) is a duplicated action (1.6) therefore, it will be combined with 1.6 in the following LCAP.

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.

Action 3.1 will continue, however, we will continue this goal by combining it with action 1.7.

Action 3.2 will remain unchanged.

Action 3.3 will remain unchanged, however, we will dedicate LCFF funding to pay for the continuation of our school wide PBIS implementation.

Action 3.4 will continue, however, we will continue this goal by combining it with action 1.6

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
4	We will recruit, hire, and retain highly qualified, talented and productive staff through establishing and supporting a culture of high-expectations and continuous improvement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
New teachers are provided a mentor	2017-18 - 100%	2021-22 - 100%	2022-23 - 100%	2023-24 - 100%	100% of new teachers are paired with a mentor/adviser for support
Teacher retention rate	2017-18 to 2018-19: 88% 2018-19 to 2019-20: 78% 2019-20 to 2020-21: 84%	2020-21 to 2021-22: 74%	2021-22 to 2022-23: 78%	2022-23 to 2023-24: 90%	Maintain a retention rate of 80% or higher
New hires are qualified and experienced teachers	2019-20 N/A	2021-22 Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) - 87% Source: SARC	2022-23 TBD	2023-24 Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) - 90%	100% of new hires are fully credentialed

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Goals, Actions, and Services - Teacher Feedback Survey	2018-19 GOAL 4 - Overall - 2.5 4.1 – Recruitment - 2.5 4.2 – Professional Development - 2.4 4.3 – Distributed Leadership - 2.2 4.4 – Culture of Continuous Improvement - 2.8 Rating Scale: Beginner - 1 Developing - 2 Competent - 3 Advanced - 4 Expert - 5	2021-22 GOAL 4 - Overall - 3.3 4.1 – Recruitment 3.2 4.2 – Professional Development 3.3 4.3 – Distributed Leadership 3.1 4.4 – Culture of Continuous Improvement 3.4	2022-23 GOAL 4 - Overall - 3.4 4.1 – Recruitment 3.5 4.2 – Professional Development 3.4 4.3 – Distributed Leadership & Culture of Continuous Improvement 3.3	2023-24 Data not available.	Maintain high ratings from families in the area of employing high quality teachers
360° Principal Feedback Survey	2018-19 OVERALL - 3.9 STANDARD 1: Development and implementation of a shared vision - 4.1 STANDARD 2: Instructional leadership - 3.6 STANDARD 3: Management and learning environment - 4.2	2019-20 OVERALL - 4.1 STANDARD 1: Development and implementation of a shared vision - 4.4 STANDARD 2: Instructional leadership - 3.8 STANDARD 3: Management and learning environment - 4.2	2022-23 Data not available yet.	2023-24 Data not available.	Maintain high ratings from staff in the area of engaging in a "collaborative process to develop vision of teaching and learning that is shared and supported by all stakeholders"

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	STANDARD 4: Family and community engagement - 3.6 STANDARD 5: Ethics and integrity - 4.2 STANDARD 6: External context and policy - 3.8 RATING SCALE 1 Strongly disagree 2 Disagree 3 Neither agree or disagree 4 Agree 5 Strongly agree	STANDARD 4: Family and community engagement - 3.8 STANDARD 5: Ethics and integrity - 4.4 STANDARD 6: External context and policy - 4.0			
Parent Survey	2018-19 GOAL 4 Global Learning Charter has high-quality teachers - 4.6 RATING SCALE Strongly disagree - 1 Disagree - 2 Neither agree or disagree - 3 Agree - 4 Strongly agree - 5	2021-22 GOAL 4 Global Learning Charter has high-quality teachers - 4.6 RATING SCALE Strongly disagree - 1 Disagree - 2 Neither agree or disagree - 3 Agree - 4 Strongly agree - 5	2022-23 GOAL 4 Global Learning Charter has high-quality teachers - 4.6 RATING SCALE Strongly disagree - 1 Disagree - 2 Neither agree or disagree - 3 Agree - 4 Strongly agree - 5	2023-24 Data not available.	

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.

Action 4.1 (Recruitment) The LEA in conjunction with the District actively participated in recruitment activities highlighting the unique Charter School program. We do not recruit at our site since we are dependent charter.

Action 4.2 (Shared leadership) was implemented in the 2023-24 LCAP. Teachers from each grade level were chosen to a part of our Guiding Coalition. We used this group of teachers work on the implementation of PLCs in our school.

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

There were no material differences with Actions 4.1 & 4.2 since nothing was budgeted.

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

Action 4.1 (Recruitment) was neither effective nor ineffective. We use our District to hire and recruit staff.

Action 4.2 (Shared leadership) was effective at creating grade level leads and helped implement the PLC process.

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.

Action 4.1 will no longer continue since there is no funding earmarked for it and no metrics can be tied to it.

Action 4.2 will no longer continue since there is no funding earmarked for it and no metrics can be tied to it.

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
5	

Measuring and Reporting Results

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.

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.

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

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.

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
Global Learning Charter School	Jessica Wynn Principal	jwynn@vusd.org 559-730-7768

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.

Visalia Unified School District, houses the Global Learning Charter School (GLC). This school, a dependent charter facility approved in December 2016, started operations in the 2017-18 academic year. The institution's strategic location in the northeast quadrant of Visalia, California allows closer access to education for numerous low SES families. Recognized globally as a site-based, in-person elementary school, GLC provides educational services to students ranging from transitional kindergarten to the 8th grade. In congruence with the priorities and goals of the Visalia Unified School District, GLC incorporates unique program offers into its curriculum. Among these special offerings are Spanish language learning for all students, a customized Science program for transitional kindergarten to 2nd grade students, project-based learning at all levels, and a focus on global citizenship and competencies. It is anticipated that GLC will share its site with the Visalia Unified School District pre-school and Tulare County Office of Education special day classes, while simultaneously catering to about 450 students. The student demographic is approximately 85% Hispanic, 9% white, and the remaining 8% belonging to other ethnic backgrounds. A noteworthy point is that nearly 83% of the students come from socio-economically disadvantaged backgrounds and 35% are in the process of learning English. According to its charter petition, the school's objective is to mirror the complete student population of The LEA, including academic, ethnic, socio-economic, and other demographic attributes. The institution envisages successful individuals as 21st-century exemplars that display traits such as community orientation, collaboration, a readiness to take risks, learning from experiences, as well as being caring and open-minded. Based on this vision, the school has succeeded in cultivating a secure environment that encourages risk-taking, tenacity, experiential learning, and community-based learning. Additional support is provided by structures such as the School

Site Council (SSC) and various advisory councils, including the English Learner Advisory Council (ELAC). With the assistance of these bodies, the school formulates its annual goals in accordance with state priorities. These plans are furthered by integrated training and support mechanisms that include the Go! MATH Curriculum, CGI Math Instruction Training, PBL Works Training, and Solution Tree PLC Training. GLC's mission, which states that "Global Learning Charter School will prepare students to be successful in our global community by developing 21st-century skills," crystallizes the school's commitment to furnishing its students with skills necessary for success in a changing world. The school's principle yearly objectives include challenging students through engaging curriculum, supporting them to evolve into successful 21st-century learners, promoting a culture of collaboration within The LEA, cultivating a nurturing and motivating learning sphere, and attracting and keeping highly proficient staff.

Reflections: Annual Performance

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

In the educational year under review, various areas of concern were identified within The LEA. An assessment of student performances pinpointed the lowest performing groups in various subjects. In English Language Arts, Students with Disabilities emerged as the most challenged group. Comparable patterns were observed among English learners, Hispanic students, socioeconomically disadvantaged students, and Students with Disabilities in Mathematics. An increase in suspension rate was detected among all student groups, necessitating subsequent exploration into the root causes. A change in leadership and communication failure led to the local indicator report not being completed. Therefore, all local indicators, such as elements like competent teachers, instructional materials, infrastructural facilities, academic standards, parent and family engagement, and local climate survey were not met. Despite these issues, positive developments were noticed regarding English Learner progress, with most students demonstrating significant improvement. The shift from multi-age classes to single grade classes and the implementation of the Go Math! curriculum throughout classrooms is hypothesized to have fueled this progress. Employing guided reading strategies from kindergarten to 6th classes possibly played a part in boosting reading comprehension among students. Chronic absenteeism was recognized as an area of success, with a rate of 18.3%, a 19.1% decrease from the earlier 37.4%. Performance in English Language Arts and Mathematics fell below set standards by 59.4 points and 101.4 points respectively, highlighting the need for ongoing observation of the LEA's progress and strategic planning to improve these indicators. To conclude, the annual performance of the school district revealed significant concerns across various facets, necessitating extensive strategic modifications for progress. Notable advancement among English Learners was observed, hinting at the potential benefits of newly adopted teaching strategies and curriculum amendments. Therefore, stringent monitoring and continuous evolution of enhancement strategies are advisable for prospective improvement.

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Update scores from CA dashboard

Reflections: Technical Assistance

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

Not Applicable

Comprehensive Support and Improvement

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

Schools Identified

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

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
School Site Council (SSC)	<ul style="list-style-type: none">• Meetings were conducted with the School Site Council on five distinct occasions throughout the academic year, specifically on the dates of 9/14/23, 10/26/23, 1/30/24, 2/15/24, and 5/9/24. These meetings served as crucial platforms for disseminating school district perspectives and collecting feedback. [September, October, January, February, May]• Data was thoroughly analyzed to pinpoint any marginalized groups that were not adequately represented. Focused outreach initiatives were launched towards these underrepresented groups, encompassing methods such as telephone calls and in-person meetings, thereby ensuring a comprehensive representation of all educational stakeholders. [February]• A collaborative dialogue was established with SSC to obtain their valuable feedback. The feedback received played a pivotal role in guiding the formulation of the Local Control and Accountability Plan (LCAP). [January and March]
English Language Advisory Council (ELAC)	

	<ul style="list-style-type: none"> • The English Language Advisory Committee (ELAC) was engaged in several meetings to provide feedback and deliberate on improving educational standards. These meetings were held in the months of October, November, December, and February. [Oct-Feb] • In October, a comprehensive data review was executed to identify groups that were underrepresented within the educational partnership. Subsequent steps were taken to actively engage these groups, thereby ensuring their adequate representation in the data. [Oct] • In November, valuable feedback was solicited from the local bargaining units. This feedback played a crucial role in the development of the Local Control and Accountability Plan (LCAP). [Nov] • In March, surveys were created and disseminated among advisory council. The primary objective of this exercise was to gather essential information about student needs, potential strategies to address these needs, and possible updates to the LCAP. [Mar] • In February, regular follow-ups were conducted to ensure the successful execution of strategies and to maintain effective communication with educational partners. [Feb]
Teachers	<ul style="list-style-type: none"> • In April, meetings were conducted with teachers to facilitate their participation in the creation of LCAP actions. Their insights and recommendations were utilized for continuous feedback. • In February, data was meticulously analyzed to identify any overlooked groups. Subsequent comprehensive outreach was performed, specifically targeting these underrepresented groups.

	<ul style="list-style-type: none"> • Consultations were held in January and March with local bargaining units. Their feedback was sought to influence the direction and development of the LCAP. • In March, surveys were created and distributed among staff members with the aim of gaining a comprehensive understanding of student needs, proposed actions to address these needs, and potential updates to the LCAP. • Teachers' feedback was continuously sought, recognizing the value of their daily interaction with students and their insight into distinct educational needs. This is an ongoing process.
Students	<ul style="list-style-type: none"> • Administered the School Climate Survey to gather student feedback, an integral component of the educational process, during the Fall 2023 and Spring 2024 terms. • Identified underrepresented student groups to ensure a comprehensive representation in our survey data (Fall 2023 - Spring 2024). • Evaluated the survey data to discern patterns, obstacles, and possibilities for enhanced student participation in the learning process (Fall 2023 - Spring 2024).
Parents	<ul style="list-style-type: none"> • A review of Climate Survey results from a Spring 2024 survey was conducted to identify potential disparities in representation across various participant groups. Specific groups with lower representation were identified and contacted to obtain their valuable feedback [Spring 2024]. • Meetings with advisory councils were arranged to gather relevant feedback, a crucial step in the development of the Local Control and Accountability Plan (LCAP) [January/March].

	<ul style="list-style-type: none"> • Surveys were crafted and disseminated to families, with the objective of gathering their insights concerning student needs, potential actions that could be implemented to address these needs, and suggestions for updates to the LCAP [Mar]. • Comprehensive analysis of the collected data was performed to identify areas that required intervention, and to ensure that all educational partners, including parents, had the opportunity to contribute their inputs. • Outreach efforts were initiated to groups identified through data analysis as underrepresented, with the goal of ensuring balanced representation and collaboration within the educational partnership.
Guiding Coalition	<ul style="list-style-type: none"> • Engaged in multiple dialogues with the Guiding Coalition to promote idea exchange and solicit guidance on the following dates: 10/18/23, 12/6/23, 1/10/24, 1/26/24, 2/21/24, 3/4/24, 3/13/24, 4/27/24, 4/29/24, 5/8/24, and 5/22/24. [Oct-May] • Participated in cooperative efforts to compile feedback and contribute to the formulation of the Local Control and Accountability Plan (LCAP) [Jan/Mar] • Designed and disseminated surveys among staff members in March to collect insights on student needs, potential actions to address these needs, and possible amendments to the LCAP. [Mar] • Sustained regular interactions with the educational partner, Guiding Coalition, throughout the year to preserve open communication lines for the continual enhancement of educational outcomes.
California Community School Partnership Program (CCSPP Partners)	<ul style="list-style-type: none"> • Engaged with the California Community School Partnership Program in a meeting on 3/13/24. The agenda was to

	<p>identify potential discrepancies in data representation and devise strategies to engage underrepresented groups [March].</p> <ul style="list-style-type: none">• Arranged follow-up meetings on 4/11/24 and 5/8/24. These sessions were held with the educational partners from CCSPP to maintain open lines of communication and receive ongoing feedback [April/May].• Disseminated surveys among CCSPP members. The purpose of these surveys was to collect insights on student requirements, solicit recommendations for future actions, and gauge potential amendments to The LEA's Local Control and Accountability Plan.• Initiated continuous discussions with local bargaining units. The objective was to garner constructive feedback that would aid in the evolution of The LEA's Local Control and Accountability Plan.• Created a district-wide culture that values the input of all educational partners. This ensured that every stakeholder had the opportunity to express their concerns and contribute to the decision-making processes [Ongoing]
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A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

In response to the feedback received from the SSC, which suggested strategies to reduce suspension rates and improve math proficiency, the Global Learning Charter School has developed a broad goal to address these concerns through the implementation of mentorship programs and before-and-after school tutoring...

- Incentives for good attendance are provided, executed by the Assistant Principal, attendance clerk, and Social Worker through meetings that address the barriers encountered by families. (Action 2.1)
- Provides one-on-one counseling sessions, runs small groups, and offers SEL support for all students, as well as assisting in attendance meetings, are approached as a crucial part of the school district's action plan, implemented by professionals to ensure the academic and socio-emotional progression of students. (Action 2.2)

- The remuneration of Behavior Intervention Technicians (BITs) facilitates proactive discipline assistance, the execution of social groups, and the oversight of attendance metrics with the intention of enhancing students' presence - all under the ambit of a forward-thinking behavior management system that operates via an in-house student store where rewards can be earned and items purchased. (Action 2.3)
- Proactive behavior management systems are implemented by the Assistant Principal to curb suspensions, focusing on instructing students in coping and social skills as part of a broader positive discipline framework - the Tier 1 systems integrant of the school system. (Action 2.4)
- Action 4, implemented by the school district, provides students with a positive and secure environment through the initiation of afterschool athletic programs, which enhance self-confidence, behavior, and overall school atmosphere among the student body. (Action 2.5)

In response to the feedback received from ELAC, which highlighted the need for ELPAC preparation classes on weekends and increased information dissemination about the significance of i-Ready, CAASPP, and ELPAC to students and parents, Global Learning Charter School has developed a broad goal to address these concerns through the implementation of specific actions...

- High-quality, data-driven, research-based instruction in core content areas is ensured to enhance student academic achievement, reflecting the school's vision and philosophy with a strong focus on interdisciplinary, 21st-century learning, and best practices to support English Learners, low-income and foster youth. (Action 1.1)
- A pedagogically sound, appropriately sequenced Spanish language curriculum, tailored to differentiated student needs, is offered from grades TK-8, highlighting the significance and esteem of bilingualism and biculturalism. (Action 1.2)
- College and career readiness is promoted through embedded learning activities, the provision of planning resources, field trips, access to career information, and interaction opportunities with in-service professionals. (Action 1.3)
- Professional development, intended to align with school goals, is systematically provided for teachers by the school district to better aid student learning. (Action 1.2)
- Interventions in math and reading are provided by dedicated teachers during, before and after traditional school hours, utilizing the necessary software, hardware, infrastructure, and training for optimal efficiency and efficacy in small group settings. (Action 1.3)
- Provision of the most current curriculum designed to foster 21st century skills and adhere to grade level standards, along with superior interventions for sub-par students, is mandated by The LEA. (Action 1.4)
- Paraprofessionals are observed to provide small group intervention, reteach, and accelerate learning, benefiting students in need of such resources. (Action 1.5)

In response to the feedback received from the Guiding Coalition, which emphasized the significance of standards-based instruction and the analysis and utilization of data to guide teaching, the Global Learning Charter School has implemented a broad goal to address these concerns with the subsequent actions...

- Ensuring high-quality, data-driven, research-based instruction is executed in core content areas, with the purpose of improving student academic achievement, specifically addressing the needs of English Learners, low-income and foster youth, in alignment with the school's philosophy and vision. It includes promotion of higher-order thinking and 21st-century subjects through an interdisciplinary approach across core content areas, fostering college and career readiness, endorsing the value of bilingualism and biculturalism, and providing access to an appropriately sequenced Spanish curriculum to cater for differentiated student needs. (Action 1.1)
- Professional development for teachers is facilitated, ensuring alignment with school goals - this action aims to augment the pedagogical efficiency of the faculty. (Action 1.2)
- Intervention is provided before and after school by teachers specialized in math and reading, encompassing small group intervention and also ensuring the provision of necessary technology and training (Action 1.3)
- Curriculum, reflecting the most recent educational standards and enhancing 21st Century skills, is being provided by the school district to foster better interventions for students performing below their respective grade levels." (Action 1.4)
- Small group intervention, reteaching, and acceleration are being provided by paraprofessionals, aiming to better support students' learning processes. (Action 1.5)

In response to the feedback received from teachers at Global Learning Charter School, who expressed a need for time to unpack standards for enhanced student instruction and discussed methods of utilizing data to improve teaching, a broad goal has been developed to address these concerns with the following actions...

- To improve academic achievement, the school district ensures implementation of high-quality, data-driven, research-based instruction for Tier I expectations, best practices for English Learners, low-income and foster youth across core content areas -- all aligned with the school's vision of enhancing higher-order thinking, 21st-century subjects, and interdisciplinary approach. (Action 1.1)
- The LEA prioritizes students' preparedness for college and careers by incorporating practical learning activities, resource planning, college visits, access to career information, and interaction with professionals within the service industry. (Action 1.2)
- Bilingualism and biculturalism are esteemed highly within the school district, with all students from grade TK-8 required to be part of an academically robust, sequentially arranged curriculum focused on Spanish language development, catering to differentiated student needs. (Action 1.3)

- Professional development for teachers is methodically employed, anchored in the goal alignment of the school district - it is measure designed to heighten the competencies of educators and ultimately advance pupil achievement. (Action 1.2)
- Enhances student performance in math and reading through before and after school interventions, facilitated by specified teachers functioning in smaller group settings, thereby providing necessary technology and training (Action 1.3)
- Providing the most current curriculum to further 21st-century skills and grade level standards, the school district conscientiously designs effective interventions for students performing below grade level. (Action 1.4)
- Small group intervention, reteaching, and acceleration are provided by paraprofessionals to benefit the student community. (Action 1.5)

In response to the constructive feedback received from CCSPP Partners and parents, who suggested improvements in student services and family activities, the Global Learning Charter School has developed a broad goal to address these suggestions through the implementation of interventions, lunch buddies, and the creation of a school garden...

- A collaborative school community is being established by creating regular and varied opportunities for parental involvement such as through advisory councils, parent organizations, family events, parent education opportunities, and frequent communication. (Action 3.1)

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will advance towards proficiency in every subject at each grade level, achieved through the implementation of innovative methods, collaboration, comprehensive professional development, and the effective integration of technology.	

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 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The goal was formulated to confront multiple state-held priorities. Priority 1 is addressed by making sure every student has admission to safe and properly provisioned facilities that enable learning. The distribution of resources is managed in such a way to prevent unnecessary assignment to teachers and to guarantee availability of materials that align with educational standards. This approach aids in facilitating just outcomes and fostering effective learning environments. The State Standards (Conditions of Learning) is tackled in the way that we line up resources with state educational standards. This encourages high-quality instruction and fair learning conditions. Furthermore, the improvement of educational results is highlighted under Priority 4, known as Pupil Achievement (Pupil Outcomes). This underscores the accountability for the academic success of all learners, particularly through the lens of performance on standardized exams. Lastly, Priority 7 has an objective to ensure that all students, especially the ones most at risk, have the chance to enroll in crucial courses for their success. This promotes fair opportunities for learning and ultimately leads to superior scholastic achievement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	EL Reclassification	13 EL reclassified in 2023-24			Increase to 20 reclassified annually	
1.2	CAASPP MATH	CAASPP Math 101.4 points below			Improve to 40 points below standard	

		<p>standard</p> <ul style="list-style-type: none"> Declined 5 points <p>–</p> <p>Students Subgroups in Red</p> <p>1. English Learners</p> <p>109.8 points below standard</p> <p>2. Students with Disabilities</p> <p>175.9 points below standard</p> <p>3. Socioeconomically Disadvantaged</p> <p>109.3 points below standard</p> <p>4. Hispanic</p> <p>101.3 points below standard</p> <p>(CA DASHBOARD)</p>			<p>–</p> <p>Students Subgroups in Red</p> <p>1. English Learners</p> <p>50 points below standard</p> <p>2. Students with Disabilities</p> <p>100 points below standard</p> <p>3. Socioeconomically Disadvantaged</p> <p>70 points below standard</p> <p>4. Hispanic</p> <p>70 points below standard</p>	
1.3	CAASPP ELA	<p>59.4 points below standard</p> <ul style="list-style-type: none"> Maintained 1.2 points 			<p>Decrease points below standard to 10 points</p> <p>–</p>	

		<p>–</p> <p>Students Subgroups in Red</p> <p>1. Students with Disabilities</p> <p>165.3 points below standard</p> <p>Students Subgroups in Orange</p> <p>1. English Learners</p> <p>70.1 points below standard</p> <p>2. Socioeconomically Disadvantaged</p> <p>68.1 points below standard</p> <p>3. Hispanic</p> <p>60.1 points below standard</p>			<p>Students Subgroups in Red</p> <p>1. Students with Disabilities</p> <p>100 points below standard</p> <p>Students Subgroups in Orange</p> <p>1. English Learners</p> <p>20.1 points below standard</p> <p>2. Socioeconomically Disadvantaged</p> <p>28.1 points below standard</p> <p>3. Hispanic</p> <p>20.1 points below standard</p>	
1.4	i-Ready Math	<p>All student groups</p> <p>6% of students mid or above grade level</p> <p>9% of students early on grade level</p>			<p>All student groups</p> <p>25% of students mid or above grade level</p>	

		<p>52% of students one grade level below</p> <p>18% of students two grade levels below</p> <p>15% of students three grade levels below</p> <p>Socioeconomically Disadvantaged</p> <p>6% of students mid or above grade level</p> <p>9% of students early on grade level</p> <p>52% of students one grade level below</p> <p>18% of students two grade levels below</p> <p>14% of students three grade levels below</p> <p>English Learners</p> <p>0% of students mid or above grade level</p> <p>5% of students early on grade level</p>			<p>35% of students early on grade level</p> <p>25% of students one grade level below</p> <p>10% of students two grade levels below</p> <p>5% of students three grade levels below</p> <p>Socioeconomically Disadvantaged</p> <p>20% of students mid or above grade level</p> <p>25% of students early on grade level</p> <p>30% of students one grade level below</p> <p>15% of students two grade levels below</p> <p>10% of students three grade levels below</p>	
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		<p>50% of students one grade level below</p> <p>22% of students two grade levels below</p> <p>23% of students three grade levels below</p>			<p>English Learners</p> <p>20% of students mid or above grade level</p> <p>20% of students early on grade level</p> <p>40% of students one grade level below</p> <p>10% of students two grade levels below</p> <p>10% of students three grade levels below</p>	
1.5	i-Ready ELA	<p>All student groups</p> <p>13% of students mid or above grade level</p> <p>43% of students early on grade level</p> <p>35% of students one grade level below</p> <p>43% of students two grade levels below</p> <p>17 % of students three grade levels below</p>			<p>All student groups</p> <p>25% of students mid or above grade level</p> <p>35% of students early on grade level</p> <p>25% of students one grade level below</p> <p>10% of students two grade levels below</p>	

		<p>Socioeconomically Disadvantaged</p> <p>11% of students mid or above grade level</p> <p>16% of students early on grade level</p> <p>34% of students one grade level below</p> <p>20% of students two grade levels below</p> <p>19% of students three grade levels below</p> <p>English Learners</p> <p>5% of students mid or above grade level</p> <p>11% of students early on grade level</p> <p>35% of students one grade level below</p> <p>21% of students two grade levels below</p> <p>29% of students three grade levels below</p>			<p>5% of students three grade levels below</p> <p>Socioeconomically Disadvantaged</p> <p>20% of students mid or above grade level</p> <p>20% of students early on grade level</p> <p>35% of students one grade level below</p> <p>15% of students two grade levels below</p> <p>10% of students three grade levels below</p> <p>English Learners</p> <p>15% of students mid or above grade level</p> <p>20% of students early on grade level</p>	
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					20% of students one grade level below 15% of students two grade levels below 15% of students three grade levels below	
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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
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1.1	Student Achievement	The LEA is committed to amplifying student academic achievement by utilizing high-quality, data-driven, and research-based instruction in core content areas. As part of this approach, we will employ teaching techniques that reflect Tier I expectations. This includes best practices for English Learners (EL), low-income students, and foster youth. We strive to align instructional strategies with the school's philosophy for optimal student learning and the school's vision, which encompasses higher-order thinking and 21st Century subjects through interdisciplinary methods. Furthermore, we aim to prepare our students for college and career readiness through the induction of embedded learning activities, college/career planning resources, all field trips, access to career information, and professional interactions. The LEA will also promote bilingualism and biculturalism by requiring world language studies, currently Spanish, from grades TK-8. Students will receive a pedagogically sound curriculum that accommodates individual needs in Spanish language development and is sequenced appropriately. To address the needs of students we will provide the following: learning director and materials and supplies.	\$368,000.00	Yes
1.2	Intervention (Math RED)	The advancement of proficiencies in mathematics and literacy across all grades for English Learners, Socioeconomically Disadvantaged and Foster Youth is a priority. This includes before and after school intervention, embedded practices (i.e. Tier 1 instruction) will be implemented, along with the allocation of Intervention Teachers for both mathematics and reading. Small group interventions are operational to ensure personalized support is in place. All necessary software, hardware, infrastructure, and training for technology have been provided.	\$245,818.00	No Yes
1.3	Instructional Materials	The LEA pledges to provide an up-to-date curriculum, such as Project Based Learning (PBL), Spanish, and Guided Reading crafted to strengthen 21st century abilities and comply with grade-level standards for Foster Youth, English Learners, and Socioeconomically Disadvantage groups.	\$20,000.00	Yes
1.4	Paraprofessionals	The LEA's paraprofessionals facilitate small group intervention, reteaching, and acceleration for English Learners, Foster Youth, and Socioeconomically Disadvantaged groups. This action aligns with the goal	\$140,000.00	Yes

		labeled, "Advancement Towards Proficiency in Mathematics and Literacy Across Grades." These methods serve to enhance academic performance within the LEA, proving to be particularly effective for individualized student support.		
1.5	DELETE			
1.6	DELETE			

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All students will engage in school to be ready for learning every day through equitable access of behavioral and social emotional support.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The LEA's objectives, influenced by State Priorities 1, 5, 6, and 8, revolve around guaranteeing satisfactory conditions for learning, pupil engagement, school climate, and other pupil outcomes. The first priority focuses on ensuring that students can access safe and adequately equipped facilities, addressing the State Priority of 'Equity,' 'Professional Learning,' 'Resource Alignment,' and 'Teachers.' This confirms The LEA's dedication to equitable resource distribution and the proficiency of teachers. The fifth priority aims to maintain high attendance rates and combat chronic absenteeism. This addresses the aspects of 'Culture & Climate' and 'Family & Community,' demonstrating an inclusive strategy for nurturing a favorable learning climate and fostering healthy collaboration with families and communities. Priority 6 is addressed via our actions to reduce suspension rates and enhance the sense of security and connectedness in schools. This tackles the issues of 'Culture & Climate' 'Equity,' and 'Family & Community Engagement,' underlining the fundamental importance of a positive and inclusive school environment. The eighth and final priority is to monitor broader educational outcomes beyond academic grades, incorporating elements of 'Curriculum,' 'Equity,' and 'Professional Learning.' This embodies the intention to encourage comprehensive learning and establish continuous professional development as a key aspect of ensuring equity, efficient curriculum delivery, and progress evaluations.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Chronic Absenteeism Rates	2022-23 Dashboard 18.3%			2025-26 Dashboard Decrease to 15%	

		<p>Dropped 19.1% from previous year</p> <p>English Learners</p> <p>16% chronically absent</p> <p>Hispanic</p> <p>16.3% chronically absent</p> <p>Socioeconomically Disadvantaged</p> <p>17.7% chronically absent</p>			<p>English Learners</p> <p>10% chronically absent</p> <p>Hispanic</p> <p>10% chronically absent</p> <p>Socioeconomically Disadvantaged</p> <p>11% chronically absent</p>	
2.2	Suspension Rate	<p>2022-23 Dashboard</p> <p>4.6% of students have been suspended one day</p> <p>Increased by 2.1% from previous year</p> <p>Students Subgroups in Orange</p> <p>1. English Learners</p> <p>4.9% suspended at least one day</p> <p>2. Socioeconomically Disadvantaged</p>			<p>2025-26 Dashboard</p> <p>Decrease to 2.4%</p> <p>Students Subgroups in Orange</p> <p>1. English Learners</p> <p>2.4% suspended at least one day</p> <p>2. Socioeconomically Disadvantaged</p> <p>2.5% suspended at least one day</p>	

		<p>5% suspended at least one day</p> <p>3. Students with Disabilities</p> <p>4.9% suspended at least one day</p> <p>4. Hispanic</p> <p>4.6% suspended at least one day</p>			<p>3. Students with Disabilities</p> <p>2.5% suspended at least one day</p> <p>4. Hispanic</p> <p>2.3% suspended at least one day</p>	
2.3	PowerSchool Incident Rates	<p>Data from June 2024</p> <p>647 incidents</p> <p>Incidents by Student Subgroups</p> <p>Socioeconomically Disadvantaged : 553 incidents</p> <p>English Learners: 178 incidents</p> <p>Foster Youth: 2 incidents</p> <p>(PowerSchool Behavior Dashboard)</p>			<p>Data from June 2027</p> <p>500 incidents</p> <p>Incidents by Student Subgroups</p> <p>Socioeconomically Disadvantaged : 48 incidents</p> <p>English Learners: 128 incidents</p> <p>Foster Youth: 0 incidents</p>	
2.4	School Social Worker Caseload	48 students on caseload			Increase to 60 students on caseload	

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	Student Attendance	The LEA is committed to continue improving student attendance rates by conducting meetings to understand the underlying issues impacting regular student attendance. Staff will check in and support students to encourage and incentivize better attendance.	\$95,000.00	Yes
2.2	School Social Worker	GLC would like to enhance student engagement and preparedness utilizing a social worker to provide individual, small group, and school wide Social Emotional Learning.	\$196,000.00	
2.3	School Climate/Behavior		\$195,000.00	Yes

2.4	Suspensions (RED)	The LEA is committed to reducing suspensions by implementing proactive behavior management systems by enforcing positive discipline throughout the educational institution, primarily within the initial tier and promoting appropriate social and coping skills among students.	\$95,000.00	Yes
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Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Our community and families will actively support students and schools through empowerment, effective two-way communication and collaboration.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

This goal has been thoughtfully considered by The LEA with Priority 1 in mind, as it strives to guarantee that all students have access to safe and well-equipped learning facilities that are conducive to education. The goal addresses critical facets such as the school's culture and climate, resource alignment, and the fair treatment of students. The LEA, by emphasizing the enhancement of learning environments, aspires to boost student success, reinforce school connectedness, and maintain a sense of safety. This, consequently, cultivates academic achievement and motivation. In conjunction with the third state priority, "Parental Involvement," The LEA has outlined a goal striving to incorporate parent feedback in decision-making processes. This comprehensive approach is aimed at facilitating student success and synchronizes with the state's emphasis on nurturing a culture and climate that fosters high expectations, professional relationships, comprehensive support systems, along with family and community involvement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Parent Survey	2023-24 Results, Rating Scale 1 (Strongly Disagree - 5 Strongly Agree) Communication with stakeholders is effective: 4.2			2026-27 Results, Rating Scale 1 (Strongly Disagree - 5 Strongly Agree)	

		<p>Lessons incorporate different cultural perspectives: 4.2</p> <p>Parents are informed about school events and activities: 4.2</p> <p>Parents' ideas and input are valued: 4.5</p> <p>Students from different cultural backgrounds become friends: 4.3</p> <p>Administrators respond effectively to stakeholders' questions, suggestions, and concerns: 4.2</p> <p>GLC is building a diverse culture: 4.3</p> <p>—</p> <p>BY CATEGORY</p> <p>Administration: 4.2</p> <p>Culturally Relevant Experiences: 4.2</p> <p>Family Involvement & Communication: 4.2</p> <p>School Culture: 4.3</p>			<p>Communication with stakeholders is effective: 4.6</p> <p>Lessons incorporate different cultural perspectives: 4.6</p> <p>Parents are informed about school events and activities: 4.6</p> <p>Parents' ideas and input are valued: 4.7</p> <p>Students from different cultural backgrounds become friends: 4.7</p> <p>Administrators respond effectively to stakeholders' questions, suggestions, and concerns: 4.6</p> <p>GLC is building a diverse culture: 4.6</p> <p>—</p> <p>BY CATEGORY...</p>	
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					Administration: 4.6 Culturally Relevant Experiences: 4.6 Family Involvement & Communication: 4.6 School Culture: 4.7	
3.2	SSC Attendance	2023-24 Data SSC Attendance by Date 9/14/2023 - 9 10/26/2023 - 10 1/30/24 - 9 2/8/24 - 9 5/23/24 - 9 Year-end Avg - 9.2 (92%)			2026-27 Data Year-end average - 95%	
3.3	CAASPP MATH	101.4 points below standard <ul style="list-style-type: none"> Declined 5 points —			Improve to 40 points below standard — Students Subgroups in Red	

		<p>Students Subgroups in Red</p> <p>1. English Learners</p> <p>109.8 points below standard</p> <p>2. Students with Disabilities</p> <p>175.9 points below standard</p> <p>3. Socioeconomically Disadvantaged</p> <p>109.3 points below standard</p> <p>4. Hispanic</p> <p>101.3 points below standard</p>			<p>1. English Learners</p> <p>50 points below standard</p> <p>2. Students with Disabilities</p> <p>100 points below standard</p> <p>3. Socioeconomically Disadvantaged</p> <p>70 points below standard</p> <p>4. Hispanic</p> <p>70 points below standard</p>	
3.4	CAASPP ELA	<p>59.4 points below standard</p> <ul style="list-style-type: none"> Maintained 1.2 points <p>–</p> <p>Students Subgroups in Red</p> <p>1. Students with Disabilities</p>			<p>Decrease points below standard to 10 points</p> <p>–</p> <p>Students Subgroups in Red</p> <p>1. Students with Disabilities</p> <p>100 points below standard</p>	

		165.3 points below standard Students Subgroups in Orange 1. English Learners 70.1 points below standard 2. Socioeconomically Disadvantaged 68.1 points below standard 3. Hispanic 60.1 points below standard			Students Subgroups in Orange 1. English Learners 20.1 points below standard 2. Socioeconomically Disadvantaged 28.1 points below standard 3. Hispanic 20.1 points below standard	
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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	Parental Involvement	Involve parents in the school community by creating numerous and varied opportunities for participation, so they feel empowered to assist their children at home with academic and social emotional difficulties.	\$11,861.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4		

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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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
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Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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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
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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
\$1105720	\$

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
	0.000%	\$ \$0.00	

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: Student Achievement <p>Need: All students in the CAASPP ELA scored 59.4 points below standard. However, SED students fell below 68.1 points below standard and EL fell 70.1 below standard. All students</p>	To address the discrepancy the learning director will monitor and implement field trips, coaches teachers in the area of language development, the use of data to focus on English Learners in our PLC's. This also includes paying teachers to for grade level planning and preparation so students receive grade level instruction. Teachers will receive professional development in the areas of	EL Reclassification, CAASPP Math, CAASPP ELA, i-Ready Math, i-Ready ELA

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
	<p>in the CAASPP Math scored 101.4 points below standard. However, SED students fell below 109.3 points below standard and and EL fell 109.3 below standard.</p> <p>Scope: LEA-wide</p>	data analysis, reteaching/accelerating and breaking down grade level standards.	
1.2	<p>Action: Intervention (Math RED)</p> <p>Need: All students in the CAASPP ELA scored 59.4 points below standard. However, SED students fell below 68.1 points below standard, Students with Disabilities fell 165.3 points below standard and EL fell 70.1 below standard. All students in the CAASPP Math scored 101.4 points below standard. However, SED students fell below 109.3 points below standard and, Students with Disabilities fell 175.9 points below standard and EL fell 109.3 below standard.</p> <p>Scope: LEA-wide</p>	A reading intervention teacher will pull small groups of students with similar needs and work in a small group setting to teach word work, phonics, decoding, and fluency. A math intervention paraprofessional will pull small groups and work on number sense, number fluency in the areas of addition, subtraction, multiplication, and division. Technology will also be used while students complete lessons for foundational skills at their own individual levels	EL Reclassification, CAASPP Math, CAASPP ELA, i-Ready Math, i-Ready ELA
1.3	<p>Action: Instructional Materials</p> <p>Need:</p>	The LEA will purchase grade level curriculum and materials for teachers to use. This action also gives access to library books for students in order to help with learning deficits.	EL Reclassification, CAASPP Math, CAASPP ELA, i-Ready Math, i-Ready ELA

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
	<p>All students in the CAASPP ELA scored 59.4 points below standard. However, SED students fell below 68.1 points below standard and EL fell 70.1 below standard. All students in the CAASPP Math scored 101.4 points below standard. However, SED students fell below 109.3 points below standard and and EL fell 109.3 below standard.</p> <p>Scope: LEA-wide</p>		
1.4	<p>Action: Paraprofessionals</p> <p>Need: All students in the CAASPP ELA scored 59.4 points below standard. However, SED students fell below 68.1 points below standard and EL fell 70.1 below standard. All students in the CAASPP Math scored 101.4 points below standard. However, SED students fell below 109.3 points below standard and and EL fell 109.3 below standard.</p> <p>Scope: LEA-wide</p>	To address discrepancies, paraprofessionals will work with unduplicated student groups to reteach/accelerate in small groups within all classrooms.	EL Reclassification, CAASPP Math, CAASPP ELA, i-Ready Math, i-Ready ELA
2.1	<p>Action: Student Attendance</p> <p>Need: 18.3% of students are considered chronically absent. While our unduplicated populations performed lower than the total amount of students, the chronically absent percentages</p>	The Assistant principal conducts meetings with families to determine the barriers impacting students from regularly attending school. During these meetings, families are connected with resources to help and incentives are determined. Incentives will be provided to promote and motivate students to attend regularly. Behavior Intervention Tech and School Social Worker assist	Chronic Absenteeism 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
	<p>are still too high. Our English Learners were 16% chronically absent, our Hispanic population was 16.3% chronically absent and Socioeconomically Disadvantaged students were 17.7% chronically absent. This equates to a minimum of 19 days of missed school. This need can be traced back to numerous root causes such as healthcare complications, a lack of enthusiasm towards school, and socio-economic hurdles faced by these students.</p> <p>Scope: LEA-wide</p>	<p>in determining the needs of students based on student interviews, meetings with families, and home visits.</p>	
2.2	<p>Action: School Social Worker</p> <p>Need: 18.3% of students are considered chronically absent. While our unduplicated populations performed lower than the total amount of students, the chronically absent percentages are still too high. Our English Learners were 16% chronically absent, our Hispanic population was 16.3% chronically absent and Socioeconomically Disadvantaged students were 17.7% chronically absent. This equates to a minimum of 19 days of missed school. This need extends beyond usual academic provisions and encompasses assistance for students facing a variety of personal and academic challenges. Such challenges may involve emotional distress, behavioral issues, and poor attendance rates, indicating a range</p>	<p>This action entails providing one-on-one counseling sessions, running small supportive groups, and offering Social-Emotional Learning (SEL) support to all students. This comprehensive approach aims to promote emotional health, encourage positive behavior, and boost attendance through a supportive environment. The School Social Worker will also play a significant role in attendance meetings, further emphasizing the vital connection between regular school attendance and academic success.</p>	

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
	<p>of complexities that this new initiative aims to address.</p> <p>Scope:</p>		
2.3	<p>Action: School Climate/Behavior</p> <p>Need: 4.6% of all students have been suspended one day. This was an increase by 2.1% from previous year. Our unduplicated subgroups have suspension rates higher than the school average. 4.69% English Learners were suspended at least one day, 5% of Socioeconomically Disadvantaged students suspended at least one day, and 4.6% of Hispanic students were suspended at least one day. The PowerSchool Dashboard shows the alarmingly high incident numbers by unduplicated students. Out of 647 incidents, 553 incidents were reported to Socioeconomically Disadvantaged, 178 incidents from English Learners and Foster Youth had 2 incidents.</p> <p>(PowerSchool Behavior Dashboard)</p> <p>Scope: LEA-wide</p>	<p>To help close the gap between unduplicated and other students, we are increasing student engagement and preparedness by involving Behavior Intervention Technicians (BIT). The duties of the BIT include proactive discipline assistance, conducting social groups, and overseeing student attendance systematically. Additionally, a distinctive behavior management system is to be proactively enforced. We will continue implementing the student store, enabling students to use the school's money system to buy items they have earned. PBIS shirts for all students to create a sense of belonging. Additional supervision on campus is included to ensure student safety during recesses and lunches.</p>	
2.4	<p>Action: Suspensions (RED)</p>	<p>The Assistant Principal enforces positive discipline intervention systems (PBIS) and implements proactive behavior management systems. This</p>	<p>Suspension Rate</p>

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
	<p>Need: 4.6% of all students have been suspended one day. This was an increase by 2.1% from previous year. Our unduplicated subgroups have suspension rates higher than the school average. 4.69% English Learners were suspended at least one day, 5% of Socioeconomically Disadvantaged students suspended at least one day, and 4.6% of Hispanic students were suspended at least one day.</p> <p>Scope: LEA-wide</p>	includes the school currency system, restorative practices training, PBIS staff development training, and promoting appropriate social and coping skills among students.	
3.1	<p>Action: Parental Involvement</p> <p>Need: The parent survey shows that parent involvement received a 4.2 out of 5 points possible. This shows there is a need to improved parental involvement at the site. All students in the CAASPP ELA scored 59.4 points below standard. However, SED students fell below 68.1 points below standard and EL fell 70.1 below standard. All students in the CAASPP Math scored 101.4 points below standard. However, SED students fell below 109.3 points below standard and and EL fell 109.3 below standard.</p> <p>Scope: LEA-wide</p>	Families need more opportunities to be involved on campus and at home. Providing support to families on how to help with homework, practice math, read with their children, and STEM activities is a need parents suggested on the survey. Literacy and STEM night will provide parent education on all of these topics.	Parent Survey, CAASPP Math, CAASPP ELA

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
2.3	Action: School Climate/Behavior Need: Scope:		Suspension Rates, PowerSchool Incident Rates

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.

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		

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 certificated staff providing direct services to students		

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 %)
	[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals		1105720		0.000%	

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	\$1,289,818.00			\$76,861.00	\$1,366,679.00	\$1,129,818.00	\$236,861.00

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
This table was automatically populated from this LCAP.																
1	1.1	Student Achievement	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income		Ongoing	\$239,000.00	\$129,000.00	\$368,000.00	\$0.00	\$0.00	\$0.00	\$368,000.00
1	1.2	Intervention (Math RED)	All		No Yes	LEA-wide				\$205,818.00	\$40,000.00	\$180,818.00			\$65,000.00	\$245,818.00
1	1.3	Instructional Materials	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$0.00	\$20,000.00	\$10,000.00			\$10,000.00	\$20,000.00
1	1.4	Paraprofessionals	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$125,000.00	\$15,000.00	\$140,000.00				\$140,000.00
1	1.5	DELETE														
1	1.6	DELETE														
2	2.1	Student Attendance	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$90,000.00	\$5,000.00	\$95,000.00				\$95,000.00
2	2.2	School Social Worker								\$185,000.00	\$11,000.00	\$196,000.00				\$196,000.00
2	2.3	School Climate/Behavior	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$185,000.00	\$10,000.00	\$195,000.00				\$195,000.00

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
2	2.4	Suspensions (RED)	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$90,000.00	\$5,000.00	\$95,000.00				\$95,000.00
3	3.1	Parental Involvement	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$10,000.00	\$1,861.00	\$10,000.00			\$1,861.00	\$11,861.00

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
[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]		[AUTO-CALCULATED]
	1105720		0.000%		\$1,093,818.00	0.000%	0.000 %	Total:	\$1,093,818.00
								LEA-wide Total:	\$1,093,818.00
								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 (%)
This table is automatically generated and calculated from this LCAP.								
1	1.1	Student Achievement	Yes	LEA-wide	English Learners Foster Youth Low Income		\$368,000.00	
1	1.2	Intervention (Math RED)	Yes	LEA-wide			\$180,818.00	
1	1.3	Instructional Materials	Yes	LEA-wide	English Learners Foster Youth Low Income		\$10,000.00	
1	1.4	Paraprofessionals	Yes	LEA-wide	English Learners Foster Youth Low Income		\$140,000.00	
2	2.1	Student Attendance	Yes	LEA-wide	English Learners Foster Youth Low Income		\$95,000.00	
2	2.3	School Climate/Behavior	Yes	LEA-wide	English Learners Foster Youth Low Income		\$195,000.00	

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 (%)
2	2.4	Suspensions (RED)	Yes	LEA-wide	English Learners Foster Youth Low Income		\$95,000.00	
3	3.1	Parental Involvement	Yes	LEA-wide	English Learners Foster Youth Low Income		\$10,000.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	\$2,224,627.00	\$1,023,500.00

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)
This table was automatically populated from the 2023 LCAP. Existing content should not be changed, but additional actions/funding can be added.					
1	1.1	1.1 - Student achievement	Yes	\$190,500.00	90500.00
1	1.2	1.2 - Intervention	Yes	\$321,000.00	321000.00
1	1.3	1.3 - Instructional textbooks	Yes	\$269,000.00	50000.00
1	1.4	1.4 - Technology	Yes	\$200,000.00	18000.00
1	1.5	1.5 - Assessment	Yes	\$15,000.00	5000.00
1	1.6	1.6 - Professional Development	Yes	\$337,500.00	130000.00
1	1.7	1.7 - College & career readiness	Yes	\$5,000.00	15000.00
2	2.2	2.1 - Student engagement	Yes	\$45,000.00	40000.00
2	2.3	2.2 - Parent involvement	Yes	\$42,537.00	20000.00

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)
2	2.4	2.3 - General - Community partnerships	Yes	\$0.00	0
3	3.1	3.1 - College & career readiness	Yes	\$42,000.00	42000.00
3	3.2	3.2 - School attendance	Yes	\$92,000.00	92000.00
3	3.3	3.3 - School climate/behavior	Yes	\$357,000.00	180000.00
3	3.4	3.4 - General - Modernization	Yes	\$298,090.00	10000.00
3	3.5	3.5 - Professional development	Yes	\$10,000.00	10000.00
4	4.1	4.1 - Recruitment (General)	Yes	\$0.00	0
4	4.2	4.2 - Shared leadership (General)	Yes	\$0.00	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)
	\$2,148,090.00	\$0.00	\$0.00	0.000%	0.000%	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)
This table was automatically populated from the 2022 LCAP. Existing content should not be changed, but additional actions/funding can be added.							
1	1.1	1.1 - Student achievement	Yes	\$190,500.00			
1	1.2	1.2 - Intervention	Yes	\$321,000.00			
1	1.3	1.3 - Instructional textbooks	Yes	\$250,000.00			
1	1.4	1.4 - Technology	Yes	\$200,000.00			
1	1.5	1.5 - Assessment	Yes	\$15,000.00			
1	1.6	1.6 - Professional Development	Yes	\$287,500.00			
1	1.7	1.7 - College & career readiness	Yes	\$5,000.00			
2	2.2	2.1 - Student engagement	Yes	\$45,000.00			
2	2.3	2.2 - Parent involvement	Yes	\$35,000.00			
2	2.4	2.3 - General - Community partnerships	Yes	\$0.00			
3	3.1	3.1 - College & career readiness	Yes	\$42,000.00			

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)
3	3.2	3.2 - School attendance	Yes	\$92,000.00			
3	3.3	3.3 - School climate/behavior	Yes	\$357,000.00			
3	3.4	3.4 - General - Modernization	Yes	\$298,090.00			
3	3.5	3.5 - Professional development	Yes	\$10,000.00			
4	4.1	4.1 - Recruitment (General)	Yes	\$0.00			
4	4.2	4.2 - Shared leadership (General)	Yes	\$0.00			

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
5540157.00			0.000%	\$0.00	0.000%	0.000%	\$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:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

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

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

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

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

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

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

Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

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

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic

Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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

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

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

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