



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Architecture, Construction & Engineering Charter High School (ACE)

CDS Code: 56725460120634

School Year: 2024-25

LEA contact information:

John Middleton

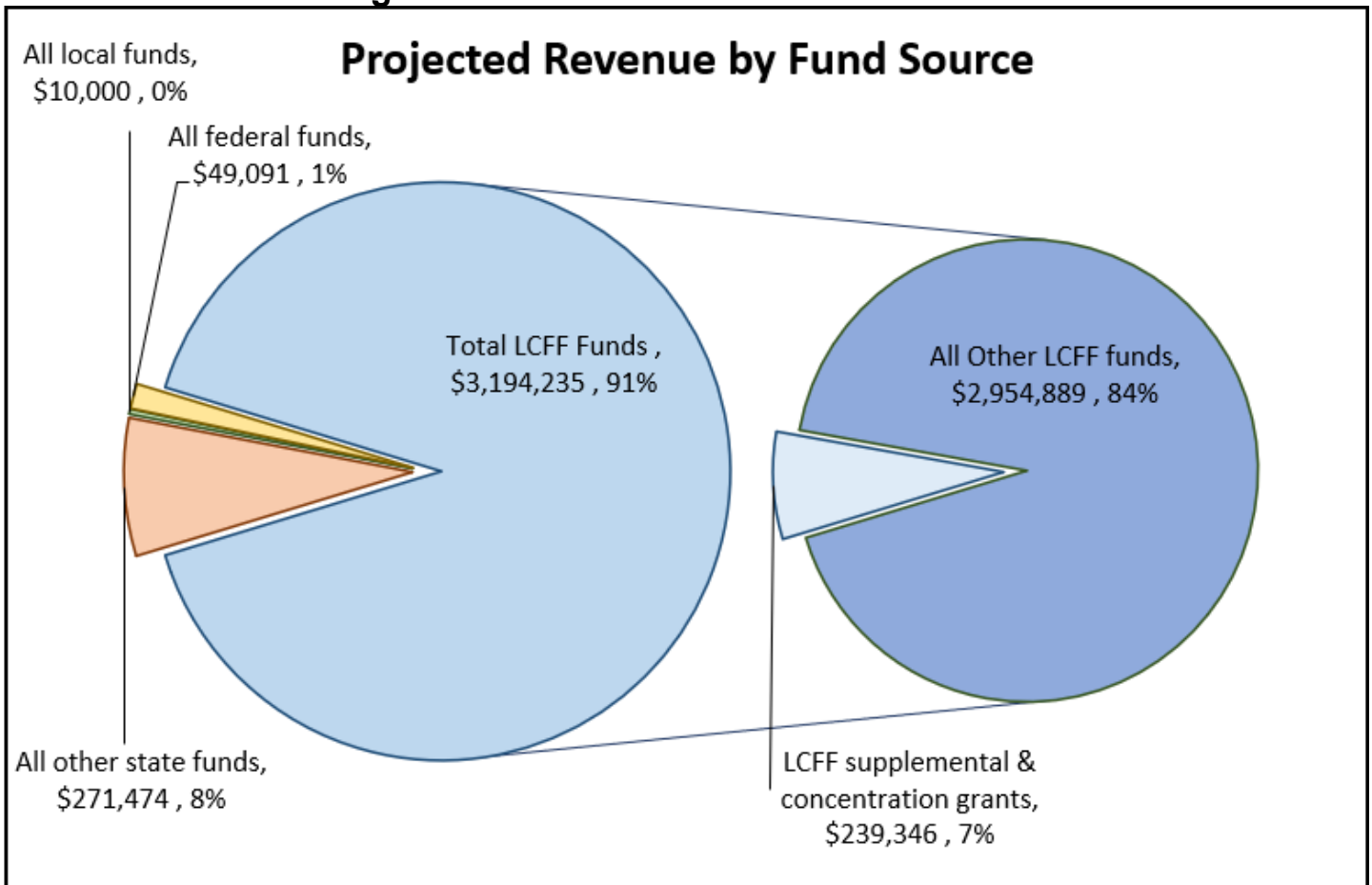
Principal

john.middleton@acecharterhigh.org

805-437-1410

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

Budget Overview for the 2024-25 School Year

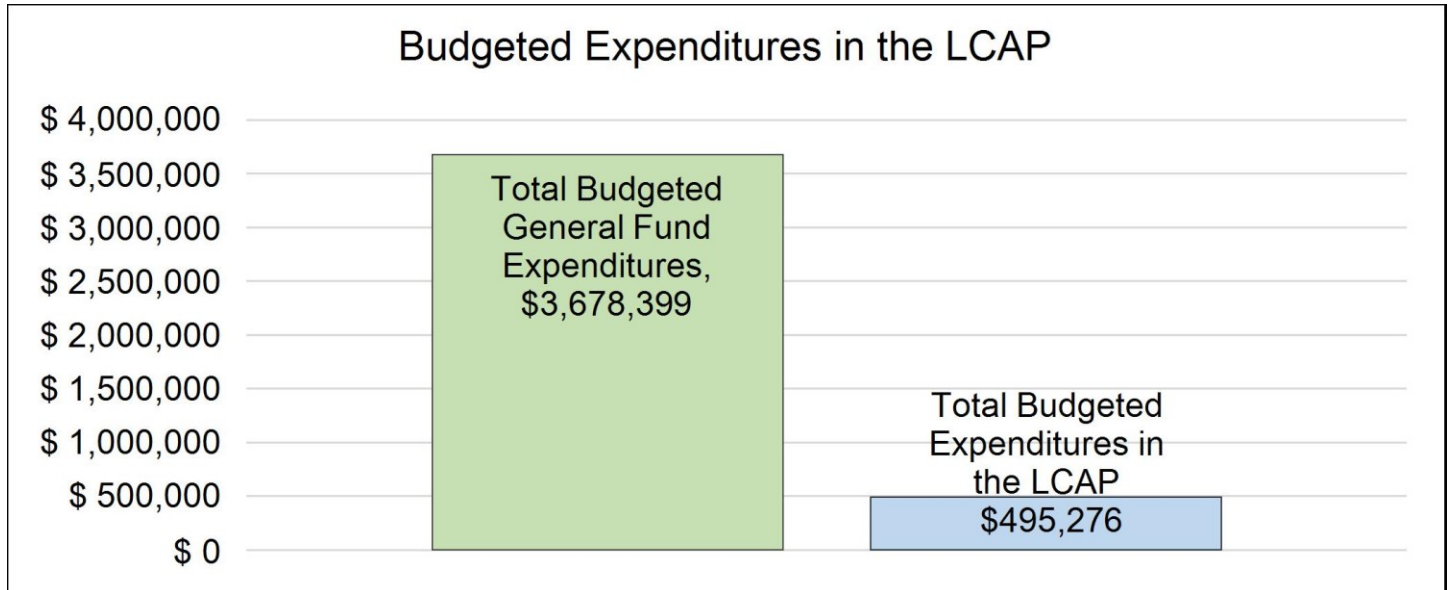


This chart shows the total general purpose revenue Architecture, Construction & Engineering Charter High School (ACE) expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Architecture, Construction & Engineering Charter High School (ACE) is \$3,524,800, of which \$3,194,235 is Local Control Funding Formula (LCFF), \$271,474 is other state funds, \$10,000 is local funds, and \$49,091 is federal funds. Of the \$3,194,235 in LCFF Funds, \$239,346 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 Architecture, Construction & Engineering Charter High School (ACE) 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: Architecture, Construction & Engineering Charter High School (ACE) plans to spend \$3,678,399 for the 2024-25 school year. Of that amount, \$495,276 is tied to actions/services in the LCAP and \$3,183,123 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

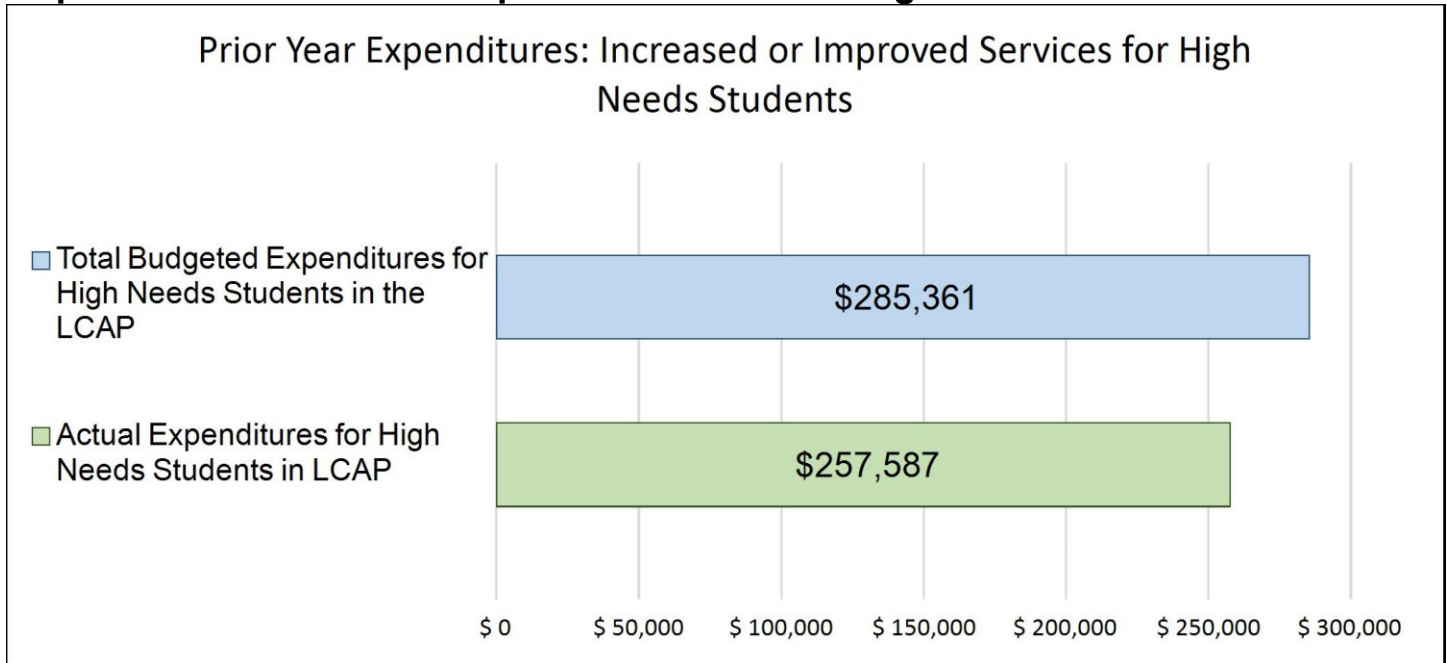
1. Salaries and benefits for certificated and classified employees
2. Instructional and administrative supplies
3. Non-capitalized equipment under \$5,000
4. Staff Development
5. General Liability Insurance
6. Facility and Utility costs
7. Contracted instructional and administrative services
8. Depreciation
9. Other outgoing costs including indirect costs charges

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

In 2024-25, Architecture, Construction & Engineering Charter High School (ACE) is projecting it will receive \$239,346 based on the enrollment of foster youth, English learner, and low-income students. Architecture, Construction & Engineering Charter High School (ACE) must describe how it intends to increase or improve services for high needs students in the LCAP. Architecture, Construction & Engineering Charter High School (ACE) plans to spend \$338,776 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 Architecture, Construction & Engineering Charter High School (ACE) budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Architecture, Construction & Engineering Charter High School (ACE) 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, Architecture, Construction & Engineering Charter High School (ACE)'s LCAP budgeted \$285,361 for planned actions to increase or improve services for high needs students. Architecture, Construction & Engineering Charter High School (ACE) actually spent \$257,587 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$-27,774 had the following impact on Architecture, Construction & Engineering Charter High School (ACE)'s ability to increase or improve services for high needs students:

The difference in actual expenditures compared to budgeted expenditures had no impact on the actions and services and the overall increased or improved services for high needs students in 2023-24. ACE saw savings because of new teachers that replaced more expensive teachers that moved on to other opportunities. These new teachers still helped ACE achieve its goal of maintaining smaller classroom sizes and allowed its teachers to continue providing focused support to high needs students.



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
Architecture, Construction & Engineering Charter High School (ACE)	John Middleton Principal	john.middleton@acecharterhigh.org 805-437-1410

Goals and Actions

Goal

Goal #	Description
1	Our mission is to provide high-quality classroom instruction and curriculum that promote career and technical education, reflecting positive progress on our college readiness dashboard in each of the next three years. These efforts align with each of the state priorities with a focus on conditions of learning, student outcomes, and engagement. Goal 1 serves as our broad goal with a focus on student outcomes and achievement and is measured with the metrics below. (state priorities 1,2,3,4,5,6,7,8).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California dashboard college and career readiness	Pending new dashboard release in 2022.	ACE Charter is making progress toward the desired outcome of 75% of our students being labeled as college and career-ready. Steps taken include hiring a college counselor, hiring a CTE Coordinator, and conducting data analysis of all career pathways on campus.	ACE Charter is continuing to make progress toward the desired outcome of 75% of our students being labeled as college and career-ready. Steps in 2022/23 included successfully hiring a college counselor, hiring a CTE Coordinator, and hiring a Coordinator of School Culture. Additionally, we have put into place specific systems to conduct annual data analysis of all career pathways on campus. Additionally, ACE added Spanish II to its	In the first reporting cycle for 2022/2023 CA School's Dashboard, ACE students were reported at 39.4% prepared under the "College/Career" ready. This is short of the goal of the 75% objective. However, ACE students have made improvement in A-G completion rates, while maintaining a near 100% career pathway completion rate. To hit the 75% mark, ACE students need to be both A-G certificated and labeled as career pathway completers.	At least 75% of our students will graduate and labeled on our dashboard as 'college and career ready' and we will be in the green or blue color range.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			master schedule to allow students to work toward earning the State Seal of Biliteracy.	This is the challenge for our school. ACE has invested in programatic changes to the master schedule, written new A-G course options for juniors and seniors, and fully established a 4-year career plan for every student within the school's counseling department. Additionally, ACE has invested in new assessment tools to help catch skill gaps earlier in students. From these steps, ACE hopes to move a large percentage of students from the 37.9% labeled as "Approaching Prepared" to the "Prepared" column. This would allow for the school to meet its 75% target.	
A-G Completion Status	Existing A-G course approvals and A-G student completion	ACE has worked with VCOE to conduct data analysis of all A-G courses for State reporting to ensure information reported	ACE conducted training for staff in data analysis, built-in specific supports for students via the counseling	ACE has improved but not yet met this objective. ACE can say that its statistical number of students who are A-G ready	Improve annually with increased courses offered and percentage completed.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		aligns with student work completion, in addition to hosting college career events for students and parents, as well as the ACE Counselor working with students to ensure students are taking the right courses at ACE to be A-G approved.	department, and added Spanish II to its master schedule, allowing for more students to complete A-G coursework. ACE's completion rate went from 15 students to 20 students in 22/23.	has grown from the prior year. 24 of 56 seniors are A-G ready in the Class of 2024. However, ACE students are not yet at the 75% mark that the school has set out to achieve. ACE has invested in master schedule changes, updated graduation requirements to add a third year of science, and written new A-G courses with the hopes of slowly increasing the percentage number across the school. This is essential in two specific student groups: socioeconomic disadvantaged (31.6%) and hispanic (33%), of whom are rated as objective achieved.	
IBCP Certification Results	Existing completion rates	ACE has successfully enrolled 56 students for IBCP tests in 2021-2022, an increase from roughly 30 during the 2020-2021 school year.	ACE successfully enrolled 72 students for their IBCP tests in 2022-2023, an increase from last year. ACE has 33	ACE has continued to improve within this objective. ACE had 22 of 33 students earn IBCP honors last school year. This year, ACE has	Improve annually the number of diplomas issued.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			seniors up for the IB honor.	registered 68 students for the 2023/2024 exams. This demonstrates a small decrease from the prior year, but has less students enrolled in the 11th and 12th grades, so it is actually a statistical tie. ACE has 30 students eligible from the Class of 2024 for the full IBCP certificate.	
Teacher credentials	Local indicator Reflection	ACE has achieved 100% of this goal, all teachers are fully credentialed in the subject they teach.	Met. ACE has achieved 100% of this goal, all teachers are fully credentialed in the subject they teach.	Met. During the first semester of 2023/24, ACE dropped out of meeting this target, but with changes to the ACE Staff at the semester, ACE has moved back to continuing to meet this objective.	Continue to meet based on local indicator reflection
CAASPP ELA	pending assessments 2021-22	Students will participate in the 2021-2022 CAASPP	ACE students established a baseline of 51% Met or Exceeded in ELA	ACE Students performed at 58% Met or Exceeded Standard during the 2022/2023 assessment cycle. This demonstrates a growth of 7% from the prior year. Additionally, ACE demonstrated positive	ACE would like to achieve a 25% growth from the baseline year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				growth across key student sub-groups. ACE students performed at 3% over the State average of 55% in 2023. ACE has invested in iready interim tool in the 2023/2024 school year with the goal of identifying key skill gaps in students.	
CAASPP Math	pending assessments 2021-22	Students will participate in the 2021-2022 CAASPP	ACE students established a baseline of 14% Met or Exceeded in Math	ACE Students performed at 14% during the 2022/2023 assessment cycle. This demonstrates a statistical parody with the prior base-line year. ACE students performed at 13% below the State average in math. ACE has invested in iready interim tool in the 2023/2024 school year with the goal of identifying key skill gaps in students.	ACE would like to achieve a 25% growth from the baseline year
CAST Science	pending assessments 2021-22	Students will participate in the 2021-2022 CAST	ACE students established a baseline of 26% Met or Exceeded in Science	ACE Students performed at 31% Met or Exceeded Standard during the 2022/2023 assessment cycle. This demonstrates a	ACE would like to achieve a 25% growth from the baseline year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				growth of 5% from the prior year. During the 2023/2024 school year, ACE made the investment of adding a third additional year of science required for all students beginning with the Class of 2027.	

Goal Analysis

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

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

Goal 1 was to provide high-quality classroom instruction and curriculum that promote career and technical education, reflecting positive progress on our college readiness dashboard in each of the next three years. These efforts align with each of the state priorities with a focus on conditions of learning, student outcomes, and engagement. Goal 1 serves as our broad goal with a focus on student outcomes and achievement and is measured with the metrics below. (state priorities 1,2,3,4,5,6,7,8).

ACE implemented this goal because ACE is a career and technical education school, with pathways that are all recognized by the International Baccalaureate as authorized Career Programs in Architecture, Construction, Engineering, and Computer Science. According to the 2019 CA Dashboard, ACE needs assistance in our career and technical education pathways for all demographics (including Foster Youth, Low Income, and English Learners). To address this, we are going to offer increased training in CALPADS and TOMS. Research shows that when students are connected to their learning, this increases the engagement and therefore intrinsic connection to their willingness to endure information. As the CAASPP assessments return, Goal 1 offers strategies to increase state assessment achievement in math, ELA, and science.

The following describes the successes and challenges experienced with the implementation process of actions in Goal 1:

Challenges:

1.1 ACE Apprenticeship Program: ACE will partner with CareerWise USA in creating the first Apprenticeship program within California schools, and tie them to the 4 pathways that we have at our school. This includes partnerships, policy, and support plans which will include staff/administration. (Timespin 2021-22 to 2022-2023). ACE ended this goal due to problematic environments with certifications of apprenticeships within California.

Successes

1.2 Provide adequate training for all teachers and staff for IBCP, CTE, Sped, EL's, SEW, and instruction by identifying and funding professional development that is necessary for compliance and authorization, as well as topics that focus on Unduplicated students and subgroups identified in need.

1.3 Update and expand course offerings and resources to ensure ACE will keep curriculum current and adequately provide the tools, resources, and support necessary to implement these needs on an on going basis. ACE will create the path for students to earn the State Seal of Biliteracy.

1.4 Maintain class sizes that foster proper attention to students to ensure that class sizes are conducive to maximizing learning most efficiently, ACE will continue to hire additional staff to maintain smaller class sizes.

1.5 Professional Development plans for staff by research, create, and implement professional development when needed for staff to stay current with curriculum and for certification offerings for CTE.

1.6 Update technology as needed to ensure that all technology is updated and functioning properly, including that issued to staff and students.

The following describes any substantive differences in planned actions and actual implementation of these actions in the areas of:

ACE didn't use CareerWise in 2023-24 for its apprenticeship program. Instead, ACE directed more resources towards additional curriculum and professional development. Additionally, ACE focused on supporting the further development of an apprenticeship program via the establishment of the CTE Coordinator position.

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.

Overall, ACE's expenditures matched the estimated actual expenditures within the 2023/2024 LCAP.

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

ACE demonstrated effective actions toward this goal across the 3 year cycle, with a specific focus on academic student growth, teacher certification and professional development, and student performance.

ACE students demonstrated growth on the CAASPP ELA Assessment across the 3 years of the goal, with ACE Students performing at 58% Met or Exceeded Standard during the 2022/2023 assessment cycle. This demonstrates a growth of 7% from the prior year. Additionally, ACE demonstrated positive growth across key student sub-groups. ACE students performed at 3% over the State average of 55% in 2023. This fell short of the original 25% growth from baseline, but still demonstrates a equal growth across each of the years to a rate at or above the State average. CAST assessments follow a similar trend. Additionally, ACE students were reported at 39.4% prepared under the "College/Career" ready. This is short of the goal of the 75% objective. However, ACE students have made improvement in A-G completion rates, while maintaining a near 100% career pathway completion rate. To hit the 75% mark, ACE students need to be both A-G certificated and labeled as career pathway completers. Within the scope of IB, ACE has continued to improve within this objective. ACE had 22 of 33 students earn IBCP honors last school year. This year, ACE has registered 68 students for the 2023/2024 exams. This demonstrates a small decrease from the prior year, but has less students enrolled in the 11th and 12th grades, so it is actually a statistical tie. ACE has 30 students eligible from the Class of 2024 for the full IBCP certificate.

Outside of 1 course during the 2023/2024 school year, ACE had 100% of its teachers achieve full credential status.

From these metrics, ACE's actions toward Goal 1 were largely effective. One area of ineffectiveness was in student math performance, as students continued to performed at 14% during the 2022/2023 assessment cycle. This demonstrates a statistical parody with the prior base-line year. ACE students performed at 13% below the State average in math. ACE has invested in iready interim tool in the 2023/2024 school year with the goal of identifying key skill gaps in students.

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

Due to the general overall success of this goal, as well as a change in school focus, as well as the suggestions of school stakeholders, ACE is moving away from this goal's language and actions for the 2024/2025 LCAP cycle. However, ACE will cover the local priority indicators within the scope of modernized goals and language. This includes several of the same student performance indicators. To better demonstrate student performance indicators on the CA State Dashboard, ACE is moving away from a two-goal model and toward a three-goal model that directly addresses (1) Student performance, (2) Student Participation, and (3) School Climate for 2024/2025.

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

Goals and Actions

Goal

Goal #	Description
2	The focus of this goal is principally directed to increasing services and opportunities to ensure all systems are culturally and linguistically responsive to the needs of our students and their families across all educational groups and at-risk students (Foster Youth, English Language Learners, Low Income, and Students with Learning Disabilities). Moving from a lens of historical-cultural bias, ACE will focus on efforts to end the racial/socioeconomic predictability of academic achievement. ACE will ensure that a diverse Educational Partner voice is included in all efforts to increase student outcomes and engagement, in the metrics below. (state priorities 1,2,3,4,5,6,7,8)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
College and Career Indicator	All students - 41.2% prepared hispanic students - 18.5% LI - 20.7%	ACE's projected dashboard data is to be determined	ACE's dashboard data for the CCI has not yet been released. However, 20 ACE students completed A-G coursework, 43 of 53 students in 2021/2022 completed CTE pathways at ACE.	In the first reporting cycle for 2022/2023 CA School's Dashboard, ACE students were reported at 39.4% prepared under the "College/Career" ready. This is short of the goal of the 75% objective. However, ACE students have made improvement in A-G completion rates, while maintaining a near 100% career pathway completion rate. To hit the 75% mark, ACE students need to be both A-G certificated and labeled as career	All student groups - 64.7%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				<p>pathway completers. This is the challenge for our school. ACE has invested in programmatic changes to the master schedule, written new A-G course options for juniors and seniors, and fully established a 4-year career plan for every student within the school's counseling department. Additionally, ACE has invested in new assessment tools to help catch skill gaps earlier in students. From these steps, ACE hopes to move a large percentage of students from the 37.9% labeled as "Approaching Prepared" to the "Prepared" column. This would allow for the school to meet its 75% target.</p>	
Graduation rate by student group	Graduation rate by student group rates from DB	ACE hopes to increased graduation rates between 2020/21 and 2021/22	ACE's graduation rate in 21/22 was 87%. The data demonstrates a 5%	ACE's graduation rate continued to increase over time. The 2022 graduation class rate was 88.4%, a 1	State wide average - 86.6%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			increase over the OUHSD.	percentage increase from the prior academic year. ACE showed positive success across key sub-groups on the 5 year graduation rate figures, with 87.2% of Hispanic students, 87.8% of socioeconomic disadvantaged, and 100% of students with disabilities graduating in 5 years.	
A-G Completion Status	Results from 2019	ACE has increased A-G completion by 30%	ACE increased its A-G completion rate by 5 students, moving from 15 to 20 students.	ACE has improved but not yet met this objective. ACE can say that its statistical number of students who are A-G ready has grown from the prior year. 24 of 56 seniors are A-G ready in the Class of 2024. However, ACE students are not yet at the 75% mark that the school has set out to achieve. ACE has invested in master schedule changes, updated graduation requirements to add a third year of science, and written new A-G	All student group increase

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				<p>courses with the hopes of slowly increasing the percentage number across the school. This is essential in two specific student groups: socioeconomic disadvantaged (31.6%) and hispanic (33%), of whom are rated as objective achieved.</p>	
<p>Foster Youth, Low Income and English Language Learners.</p>	<p>Local Indicator Reflection</p>	<p>ACE has expanded targeted programs for unduplicated students, such as afterschool tutoring, summer school, and other programs from the prior year. ACE has also expanded the use of parent outreach in Spanish language, focused on conducting meetings in English and Spanish from the prior year. Lastly, ACE has focused efforts on increasing culturally relevant pedagogy with the addition of a Global Learner course and advisory period written into every</p>	<p>ACE demonstrated similar work in 22/23 to 21/22 against the local indicator targets. In 22/23, ACE hired additional support staff to design more culturally relevant curriculum. ACE expanded parent participation rates in the local surveys, but has not yet reached the 20% increase goal.</p>	<p>ACE is making progress against local indicators as shown in student and parent response surveys, which noted examples being students senses of safety on campus and senses of access to the curriculum. Growth areas demonstrated are the students ability to see themselves in the curriculum, such as a more culturally relevant literature choices in their ELA classes.</p>	<p>Increase student/family responses by 20%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		student's schedule compared to last school year.			
CASSPP ELA	Pending assessments 2021-22	Students will participate in the 2021-2022 CAASPP	ACE students established a baseline in 21/22 of 51% Met or Exceeded in ELA	ACE Students performed at 58% Met or Exceeded Standard during the 2022/2023 assessment cycle. This demonstrates a growth of 7% from the prior year. Additionally, ACE demonstrated positive growth across key student sub-groups. ACE students performed at 3% over the State average of 55% in 2023. ACE has invested in iready interim tool in the 2023/2024 school year with the goal of identifying key skill gaps in students.	ACE would like to achieve a 25% growth from the baseline year
CAASPP Math	Pending assessments 2021-22	Students will participate in the 2021-2022 CAASPP	ACE students established a baseline in 21/22 of 14% Met or Exceeded in Math	ACE Students performed at 14% during the 2022/2023 assessment cycle. This demonstrates a statistical parody with the prior base-line year. ACE students performed at 13% below the State	ACE would like to achieve a 25% growth from the baseline year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				average in math. ACE has invested in iready interim tool in the 2023/2024 school year with the goal of identifying key skill gaps in students.	
CAST Science	Pending assessments 2021-22	Students will participate in the 2021-2022 CAST	ACE students established a baseline in 21/22 of 26% Met or Exceeded in Science	ACE Students performed at 31% Met or Exceeded Standard during the 2022/2023 assessment cycle. This demonstrates a growth of 5% from the prior year. During the 2023/2024 school year, ACE made the investment of adding a third additional year of science required for all students beginning with the Class of 2027.	ACE would like to achieve a 25% growth from the baseline year
ELPAC	Reclassification rates	Students will participate in the 2021-2022 ELPAC	ACE students completed test in 21/22 and established a reclassification rate of. 14 students took the exam.	ACE students participated at a similar level in 2022/23 to 2021/22. From there, 28% of students assessed qualified as proficient, with an additional 35% moderately developed. These scores represent the base-level target for	Increase over the District wide average of 17% to 50% of students being labeled as proficient.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				the students moving forward. 17% of students assessed within the OUHSD scored at proficient.	

Goal Analysis

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

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

Goal 2: The focus of this goal is principally directed to increasing services and opportunities to ensure all systems are culturally and linguistically responsive to the needs of our students and their families across all educational groups and at-risk students (Foster Youth, English Language Learners, Low Income, and Students with Learning Disabilities). Moving from a lens of historical-cultural bias, ACE will focus on efforts to end the racial/socioeconomic predictability of academic achievement. ACE will ensure that a diverse Educational Partner voice is included in all efforts to increase student outcomes and engagement, in the metrics below. (state priorities 1,2,3,4,5,6,7,8)

ACE implemented this goal as the school focused on specific student groups that struggled with both the ELA and Math assessments as they were designed to do. ACE focused on increasing and improving its existing programs to target (FY, LI, SWD, EL) students to ensure equitable opportunities. ACE considered survey results, and new and real formative data from teachers and considered the identified trends from state assessments that we know are predictable because of inherent inequalities that are systemic in US education systems based on the value of summative assessments. ACE was open-minded to ensure marginalized student groups are prepared for futures, for colleges, for post-secondary schools and programs, and for how students perceive their options that are the driving force for their efforts, and ACE will do this for all students. ACE also had specific subgroups identified as areas of focus when considering that for 2 years prior to the pandemic, the results within the discipline area showed that our suspension rates were high amongst our subgroups, and this reflects as a common trend nationwide. ACE has also expanded program offerings in 2022/23 for students in social and emotional support by adding counselor position for the 22/23 school year.

The following describes the successes and challenges experienced with the implementation process of actions in Goal 2:

Challenges:

2.1 Revamp student accountability measures: ACE will focus on creating support structures that guide students over the course of 4 years through the learning processes, through personal growth, and via holistic support for students and their families.

2.6 Promote cultural awareness into our IB curriculum: Add cultural awareness course offerings into the Global Learner course or similar courses that all students must take, considering the new ethnic studies course as a full time course in the next year years. Adding to the social science department within that time span as well.

2.7 Review and revamp our discipline policy to reflect current school trends: Implement a full review of our school's discipline policy and via committee, establish guidelines that address the areas of concern, rewrite the policy for board approval.

Successes

2.2 Increase Social & Emotional Wellness offerings: Incorporate outside agencies into our program offerings for students who show greatest needs. Expand counseling services on campus by adding an additional counselor position.

2.3 Ensure all communication efforts are translated: Dedicate funding to compensate staff towards assisting with translations/dedicate position to translation.

2.4 Scaffold learning for those who need it most: Use of Organized Binder as a tool to assist all learners.

2.5 Increase career and college awareness: Offer more career and college awareness opportunities for exposure to all students, beginning in the 9th grade.

2.8 Incorporate bi-annual review of school needs: Using an environmental survey and school data, twice a year the school will compare the data and assess areas for improvement.

2.9 Carry out professional development plan addressing cultural awareness: Find, contract, and carry out professional development plans for staff.

The following describes any substantive differences in planned actions and actual implementation of these actions in the areas of:

As ACE implemented Goal 2 across three years, the challenges associated with the Global COVID-19 pandemic became clear. Due to changes in funding, ACE moved away from hiring a second social science teacher. As a result, the school was not able to meet its goal of adding in an ethnic studies course. However, the school did implement many of those same aims via other means, such as professional development for staff, school curriculum integration into ELA and social science courses, as well as annual climate surveys of students, parents, and staff related to this objective. Additionally, ACE was challenged by student behaviors, and their connection to the suspension rate of the school. As a result, ACE has had to focus on its aim on student accountability measures with the challenge of reducing overall suspension rates.

Success within this goal is demonstrated in the hiring of a second counselor for the 22/23 school year, the focus on ensuring that all school-based communications are accessible to families in the home language spoken, and the assurance that all teachers receive the professional training that they need. ACE now implements an annual climate survey of all parents, students, and staff. ACE also has fully implemented Organized Binder across all departments at the 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.

No major changes were noted in the budgeted expenditures vs. the estimated actual percentages are noted in relationship to Goal 2. Due to an increase in need, there was an increase in staff professional development costs in 2023/2024 over the budgeted amount. The additional counselor position was not renewed in 2023/2024, which was determined after the approval of the 2023/2024 LCAP.

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

ACE demonstrated effective actions toward this goal across the 3-year cycle, focusing on students' sense of access to the school curriculum, communication with all families, student performance as demonstrated in the CA Schools Dashboard, and professional development for staff.

In student accountability measures, ACE students were reported at 39.4% prepared under the "College/Career" ready. This is short of the goal of the 75% objective. However, ACE students have made improvements in A-G completion rates while maintaining a near 100% career pathway completion rate. ACE's graduation rate continued to increase over time. The 2022 graduation class rate was 88.4% and the 2023 was 92% and the 2024 was 100%. ACE showed positive success across key sub-groups on the 5-year graduation rate figures, with 87.2% of Hispanic students, 87.8% of socioeconomic disadvantaged, and 100% of students with disabilities graduating in 5 years. ACE is making progress against local indicators, as shown in student and parent response surveys, which noted examples of student's sense of safety on campus and a sense of access to the curriculum. Growth areas demonstrated are the students' ability to see themselves in the curriculum, such as a more culturally relevant literature choice in their ELA classes. Related to student academic performance, ACE Students performed at 58% Met or Exceeded Standard during the 2022/2023 ELA assessment cycle. This demonstrates a growth of 7% from the prior year. Additionally, ACE demonstrated positive growth across key student sub-groups. ACE students performed at 3% over the State average of 55% in 2023. ACE has invested in the iReady interim tool in the 2023/2024 school year with the goal of identifying key skill gaps in students. ACE's Science Assessment data demonstrates similar trends, ACE Students performed at 31% Met or Exceeded Standard during the 2022/2023 assessment cycle. This reflects a growth of 5% from the prior year. During the 2023/2024 school year, ACE made the investment of adding a third additional year of science required for all students beginning with the Class of 2027.

As already noted, ACE Students performed at 14% during the 2022/2023 Math assessment cycle. This demonstrates a statistical parody of the prior year. ACE students performed 13% below the State average in math. ACE has invested in the iReady interim tool in the 2023/2024 school year with the goal of identifying key skill gaps in students. ACE students simply did not grow across three years in math. Furthermore, ACE students were noted on the CA Schools Dashboard report as needing support in the area of suspension rate, specifically in the number of socioeconomically disadvantaged students, Hispanic students, and students with disabilities.

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.

Due to the general overall success of this goal, as well as a change in school focus, as well as the suggestions of school stakeholders, ACE is moving away from this goal's language and actions for the 2024/2025 LCAP cycle. However, ACE will cover the local priority indicators within the scope of modernized goals and language. This includes several of the same student performance indicators. To better demonstrate student performance indicators on the CA State Dashboard, ACE is moving away from a two-goal model and toward a three-goal model that directly addresses (1) Student performance, (2) Student Participation, and (3) School Climate for 2024/2025. ACE will specifically address student suspension rates and student performance in math within each of the three proposed new goals.

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
Architecture, Construction & Engineering Charter High School (ACE)	John Middleton Principal	john.middleton@acecharterhigh.org 805-437-1410

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.

2023/2024 marked Architecture, Construction, and Engineering Charter High School 's (ACE) 14th year as a school.

We are an inclusive and safe school for all Ventura County students looking to attend a 4-year high school with programs across architecture, construction, engineering, and computer programming through an International Baccalaureate Career-related Studies model. ACE Charter High School is a single school LEA, and the only traditional day, classroom based, charter public high school in Ventura County.

The ACE mission is:

The mission and vision of Architecture Construction and Engineering (ACE) Charter High School is to provide a scientific, technical, analytical, and liberal arts-based high school experience from a contextually global mindset and through progressive and collaborative teaching practices.

The vision of ACE is:

Inventing the future while honoring the past since 2010.

Through career and technical education program pathways, ACE students explore a rigorous, contextual, project-based curriculum that prepares students for lifelong learning as well as direct entry into college, professional apprenticeship programs, or a technical career.

ACE strives to accomplish these goals through a truly interdisciplinary and global approach that weaves traditional educational practices with cutting-edge and real-world project-based activities.

ACE fosters an educational environment that calls students to be critical thinkers, communicators, collaborators, and creative in their approach to life and leadership within their community. ACE also calls upon teachers to be lifelong learners, while seeking progressive, collaborative, and creative methods to engage and educate the students in the international mindset.

2023/2024 General Information:

ACE currently has 255 students enrolled, and employs 12 full-time teachers, 2 administrative assistants, 1 campus supervisor, 1 guidance counselor, a coordinator of student culture, and 1 principal. ACE works in conjunction with its authorizer, the Oxnard Union High School District, to provide special education services, which equal 2 full-time teacher and 3 full-time paraprofessional, when fully staffed.

ACE's 2023/2024 Student population demographics breakdown consists of 63% Hispanic, 22% white, 6% Filipino, 2% Black/African American, the remaining are spread over several demographic groups. ACE has 54% of our student population eligible for Free/Reduced

foods, 13 students are EL students with 26% reclassified as RFEP, and 47 students are special education students (20% of our total student population).

ACE has 4 major pathways, Construction, Engineering, Architecture, and Computer Science. Each pathway is a part of a 4-year sequence of classes, and is authorized as an International Baccalaureate Career-related Studies Programme, which is the first in the state of California and the 2nd in the US to obtain this recognition.

ACE has 6 IB Diploma courses, mixed into our core offerings. Our core consists of a full sequence of Math courses, Science courses, Social Science courses, and Spanish as our second language, which includes an IB course as well.

ACE is an independent public charter school whose teachers are represented by the Oxnard Federation of Teachers local 1273 and whose parents are members of the Ventura County PTA.

Reflections: Annual Performance

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

Enrollment

ACE Students represent diverse communities, histories and experiences, and ethnicities. The school's 2022/2023 California Dashboard Data shows the enrollment of the school to 249 students, 44.8% of whom are socioeconomically disadvantaged. ACE students come from several pull K-8 districts across the greater Oxnard area. As nearly 90% of the school students represent students whose home school would be one of the Oxnard Union High School District schools, ACE's students come mainly from the Rio School District, Ocean View School District, Oxnard Elementary School District, Hueneme School District, and the Pleasant Valley School District.

CTE Indicators

The focus of ACE Charter High School's program is Career and Technical Education. Beginning in 2019/2020, ACE's program established a 4 year course sequence around 4 different CTE pathways. Additionally, with this program shift, ACE moved from allowing students to take different pathways their junior and senior years to requesting that students select a pathway at the beginning of their junior year. This has allowed ACE to increase its CTE completion rate across the 3-year span required by the CDE. According to the State School Dashboard, 39% of ACE Students are listed as prepared on College and Career Readiness Indicator and 37% are listed as Approaching Prepared. ACE demonstrates two subgroups within the low category here: socioeconomically disadvantaged and hispanic.

A-G Completion Rate

ACE has focused on the development of a universal A-G program offering since 2015. This began with a focus on writing and approving courses on UC Doorways. The next step in the process was to build-out, over several years, a master course sequence around A-G level work. With the adoption of the IBCP in 2018, ACE added new additional courses across a program-wide model. This allowed ACE to further

stress the importance of A-G completion for every student. As a small school, course sequence changes, and their effects on A-G completion rates, play-out over several years. Since 2019/2020, ACE has had essentially the same master schedule sequence. The data indicates that out of ACE's graduating class of 53, 15 students completed and passed the level of coursework required to be fully A-G approved. As all ACE students travel through a course sequence from 9th to 12th grade that would allow a student to complete A-G certification, this data shows that 6 students missed certification by one class, with an additional 6 missing it by two courses. This could mean that those students earned a D in one or both courses. If that is correct, then ACE could improve its student's success rate by 12 students if it was to better assist D/C students prior to the end of a semester. Additionally, as ACE gets a number of transfer students annually, this data could indicate a student took the incorrect courses prior to attending ACE. Beginning in 2021/22, ACE implemented a career plan for every student that includes annual tracking of A-G completion. With this tool, it is the hope of ACE to better address these gaps in knowledge and in student performance.

Summative ELA, Math, and Science Data

ACE students have demonstrated a 58% standard met or exceed score on the ELA CAASPP exam in 2023, or 3.4% above standard. This data, when looked at over the last 6 testing years, shows a consent trend of 50% of ACE students scoring at or above standard. Additionally, after a dip the prior year, ACE's students scored at a similar rate to those in 2018/19 (pre-pandemic). ACE Students had one subgroup, hispanic students, score within the "yellow" category at 7.6% below standard.

The Math data, in comparison with ELA results, shows that ACE's students struggled to meet standard last year. However, when looking at the historical data across the last six years, ACE's students dropped on average of 12 and 14 points from pre and post-pandemic testing cycles. ACE went from 12% at met or exceeded standard in 2016/17 to 28% in 2018/19. The last three testing cycles demonstrate the totality of the drop in math from where ACE students were, to where they are now. 2023 results show only 14% met standard. ACE Students, again, had one subgroup, hispanic students, score in the orange category. Overall, ACE students performance was nearly 108 points below standard.

Analyzing the mean scale score allows ACE to monitor student success across the percentiles. The sum of the scale scores divided by the number of students tested demonstrates ACE students to have achieved the following in 2023:

ACE students performed on the ELA CAASPP assessment in 2023 at the following rate:

ACE students scored at a mean scale score of 2586; with 80% scoring at standard nearly met and above.

The mean scale score is rated as Standard Met against the State's band summary.

ACE students performed on the Math CAASPP assessment in 2023 at the following rate:

ACE students scored at a mean scale score of 2521; with 47% scoring at standard nearly met and above.

The mean scale score is rated as Standard Nearly Met against the State's band summary.

Historically, these results demonstrate that ACE's students are performing at similar levels to prior ACE classes, minus the dip in Math data since the start of the pandemic.

This information means that ACE students have historically performed in the top 25% of district schools between the 2015 to 2023 school years. ACE students are not zoned-schooled like OUHSD students are. Additionally, as a Career and Technical Education (CTE) & Project

Based Learning (PBL) school, ACE's program offers a unique approach to education within Ventura County. Therefore, a general comparison with other OUHSD schools should be taken into context of the type of programs offered at each school.

A real area for growth in CAASPP outcomes is shown when breaking down the student performance data by academic claim area in both ELA and Math, as those report specific academic areas of strength and growth for ACE students across the areas assessed.

With the addition of NGSS, ACE has implemented the CAST State Science exam, with last year's assessment being the second full year of assessment in a post-COVID environment. The exam was also administered to all 10th grade students, along with any 11th or 12th-grade transfers, as ACE has made the choice to place the testing year of the exam at the conclusion of the 10th-grade year (the end of Integrated Science 2), after which, ACE students have not been required to take a third year of science. ACE students scored at a mean scale score of 597; with 31% scoring at standard or above. The mean scale score is rated as Standard Nearly Met.

Graduation Rate

ACE's students recorded a graduation rate of 88.7% in 2022/23, a 4% increase from the prior year.

Suspension Rate

Suspension Rate continues to demonstrate an area of concern for the school, 8.8% of students were suspended at least 1 day, a 3% increase from the prior year. Additionally, ACE had two subgroups in the "red" category: socioeconomic disadvantaged and special education students.

Reflections: Technical Assistance

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

NA

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.

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	Local Survey Data, staff meetings, and OFTSE weekly meetings
Administrators	Local Survey Data, staff meetings, and weekly office meetings
Parents	Local Survey Data, Coffee with Administration, PTA Meetings, school-based communication, and other informal means
Students	Local Survey Data, school leadership council, principal outreach, student teacher survey data, school-based communication, and other informal means.
ACE Board	ACE Board Meetings
Other School Personnel	Local Survey Data, staff meetings, and weekly office meetings

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

Recap of Process

ACE Charter High School worked closely with educational partner groups throughout the 2023/2024 LCAP Year.

Throughout the 2023/2024 LCAP cycle, ACE worked with all LCAP educational partners. ACE created a survey for parents, students, staff, and educational partners (local bargaining unit OFTSE, OUHSD and VCOE Special Education Department, county service agencies, such as the American Indian Educational Consortium and City Impact and families representing English Language Learners at the school, to take part in and provide feedback on academics, safety, and attendance. This information was collected from school educational partners (students, staff, and parents) in the Winter of 2023, which is the basis for our progress monitoring team. Additionally, ACE engaged with educational partners to evaluate data from the last four school years, and determine areas for focus as they related to the needs of at-risk students -- English Language Learners, Special Education Students, Foster Youth, Low Income, and other categories.

ACE worked with district and county administrators, the teacher's local bargaining unit (OFTSE), and other educational professionals to ensure that the school's actions are relevant, compliant, and directly aligned to the needs across the school.

ACE Charter worked closely in 2023/2024 with its authorizing district, the Oxnard Union High School District and Ventura County SELPA, to address the needs of special education students across the school.

ACE Charter Administration worked throughout the 2023/2024 school year with the Ventura County Office of Education to support its foster youth and homeless population of students.

ACE met with the Ventura County SLEPA to address the needs of its special education students several times, including in February and March of 2023.

ACE Charter Administration worked with the American Indian Education Consortium to support its American Indian population.

To achieve this outreach, ACE has focused much of its outreach via educational partner surveys throughout the 2023/2024 school year, conducted annually, ACE conducted this survey in the winter of 2024.

ACE Charter administration also met with both Spanish-speaking parents and English-speaking parents bi-monthly during the entire 2023-24 school year, during these meetings, the school established a clear line of communication with the ACE families, disseminated regular information, and heard concerns and areas for revision or improvement.

In 2023/24, ACE's PTA contributions were received twice during the fall and winter meetings.

Student, staff, and parent survey was conducted one in 3/2024 via a climate survey.

Those questions included, but not limited to:

Question: Students graduate from ACE are college and or career ready?

Question: How much does the school care about diversity of student's backgrounds?

Question: School projects at ACE are motivating to students?

Question: How helpful is the school environment to student learning at ACE?

Question: ACE Charter High School students have access to technology tools that are helpful in learning?

Question: ACE Charter High School students are provided with social and emotional care?

Monthly board meetings are annually scheduled and also include engagement related to the LCAP process, such as the February 2024 Mid-year review, an April discussion item related to the LCAP goals, and the public presentation of the LCAP in May 2024.

Public hearings were conducted in 05/09/2024 as a part of the adoption of the 2024/2025 LCAP. The director of the charter school, Mr. John Middleton, received questions from the audience, and he included suggestions in the final draft of the LCAP prior to the June adoption.

Public board adoption date of the 2024/2025 LCAP is scheduled for June 13, 2024.

Influence of Educational Partners

Throughout the LCAP process, different educational partners have influenced the creation of the school's three new goals via survey results and/or direct feedback. This includes the suggestions by parents and the teaching staff for a focus on climate and conditions for learning, such as staff training and student socioemotional support or the ACE's Boards focus on student performance via State Summative Assessment results. ACE followed a collaborative process for goal creation and its goals are reflective of that.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	<p>Academic Engagement Goal</p> <p>Goal 1: By the end of the 3-year (2024/2025, 2025/2026, and 2026/2027) LCAP Cycle, ACE will increase academic engagement for all of its students across its programs of study. ACE will increase student engagement to enhance graduation rates, reduce absenteeism, boost school program participation, and elevate course completion rates by students.</p> <p>To achieve this, ACE will work toward the following objectives:</p> <p>Objective 1: Implement targeted interventions and support systems to decrease absenteeism by students across each of the three academic years (2024/2025, 2025/2026, and 2026/2027), as evidenced by daily attendance rates and reports.</p> <p>Objective 2: Enhance student IBCP program participation and Work Base Learning by promoting the academic programs and the school’s CTE pathways. The goal is to increase participation rates by the end of each academic year, as measured by student sign-up.</p> <p>Objective 3: Develop a comprehensive outreach plan to support disengaged students, providing resources and opportunities tailored to their interests and needs. The goal is to increase graduation rates each year across all student subgroups, as indicated by graduation statistics and tracking. ACE will specifically target on-time graduation status by at-promise students beginning at the end of each grade level, starting with the 9th-grade students.</p> <p>Objective 4: ACE will improve school-based data collection and student completion procedures to accurately monitor student success metrics, such as A-G Completion Rates and College and Career Readiness indicators, ensuring reliable and timely reporting for informed decision-making by the school, leading to a 100% completion rate by the end of the academic year on the ACE Student Career Plan and as evidenced by complete and updated student records.</p>	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Goal One serves as a measurement of the more qualitative aspects of student performance. To address the needs of ACE students, with a specific focus on student engagement, ACE has attempted to provide students with access to work-based learning and increased program participation rates, such as participation in the school's IBCP. Additionally, ACE has noticed increased student absenteeism rates across the board. To address these concerns, ACE will fund targeted interventions to address those students through various reengagement strategies written into Goal One. ACE hopes to increase access to school-related activities as well as academic programs through better student engagement. Goal One is a broad goal around all of the school's demographic groups.

Monitoring and Evaluation: Throughout the 3-year LCAP cycle from 2024/2025 to 2026/2027, ACE will employ a robust system of monitoring and evaluation to track progress towards achieving Goal 1. ACE will regularly review graduation rates to determine if a positive trend indicates increased academic engagement and successful progression toward completing high school. Monitor quarterly absenteeism rates to identify any changes and implement targeted interventions to address factors contributing to student disengagement. Track participation rates in extracurricular activities, clubs, and academic support programs to gauge student involvement and interest in school-related activities outside of core academics. Analyze course completion data to assess whether students successfully complete required coursework and advance academically. In addition to quantitative data, qualitative feedback will be collected from students, parents, teachers, and staff through surveys, focus groups, and individual interviews to gain insights into the quality of engagement and identify areas for improvement. Evaluation will occur annually at the end of each academic year to review progress toward meeting the established targets and milestones. Data will be disaggregated by student demographics (e.g., race/ethnicity, socioeconomic status, English language proficiency) to ensure equitable outcomes for all student groups.

Based on the findings from the monitoring and evaluation process, adjustments to strategies and interventions will be made as necessary to optimize student engagement and enhance overall academic success. The ultimate goal is to create a learning environment where all students are actively engaged, motivated, and empowered to achieve their full potential.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Student Daily Attendance Rates (ADA) average each month	<p>Total ADA Rate Percentage By Student and By Student Group</p> <p>School-wide ADA Rate: 90.55%</p> <p>9th Grade: 91.90</p> <p>10th Grade: 88.61</p> <p>11th Grade: 89.84</p> <p>12th Grade: 91.40</p> <p>By subgroup to be updated and reported later for:</p> <p>Socioeconomic Disadvantaged:</p> <p>SPED:</p> <p>Hispanic:</p>			To achieve a 94% overall ADA Rate across the total student population, with an equal growth across the 3 year cycle within key student subgroups: socioeconomic disadvantaged, SPED, and Hispanic. ACE aims to achieve a grade level ADA increase of 10% across all 4 grades annually, for a total of 30% across 3 years.	
1.2	Student Absenteeism Rate	<p>Total Percentage of Students Labeled Absentee or At-Risk: 14%</p> <p>By Subgroup of total number labeled absentee (43 students):</p> <p>Socioeconomic Disadvantaged: To be updated later</p> <p>SPED: 11%</p> <p>Hispanic: 90%</p>			To achieve a 10% reduction in students who are labeled as absentee, with a specific focus on students who are absent 10 or more days per-semester. ACE will achieve an equal decrease across the 3 year cycle within key student	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					subgroups: socioeconomic disadvantaged, SPED, and Hispanic.	
1.3	Student Work based Learning participation rate	<p>Total Student Participation Rate in the 11th and 12th Grade: Baseline data to be added during the 2024/2025 school year as this is a new program for the school.</p> <p>Total Pathway Participation (Class of 2024): Architecture: 12 Construction: 20 Engineering: 11 Computer Programming: 6</p>			ACE will achieve a 75% work-based learning participation rate across its 12th grade class by the end of the 3 year cycle.	
1.4	Student IBCP Participation Rate	<p>IBCP Student Participation Rate in the 11th and 12th Grade Total Student (Class of 2024 and Class of 2025): 11th Grade: 100% 12th Grade: 100%</p>			ACE will achieve a 30% increase in total student IBCP participation rates across the entire scope of the program. This includes specific student participation rate increases across at-promise student populations.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	Student IBCP Certificate Rate	<p>IBCP Student Success Rate Across the Full Certificate Total Student: 12th Grade Eligible for Certificate: 31 Students at 56% of total 12th grade (Class of 2024)</p> <p>By subgroup to be updated and reported later for: Socioeconomic Disadvantaged: SPED: Hispanic:</p>			ACE will achieve a 20% total increase in student success across the full scope of the IBCP.	
1.6	Student Graduation Rate	<p>Total 12th Grade Graduation Rate: 5 Year Graduation Rate: 88.4 (2023 Dashboard Data) Socioeconomic Disadvantaged: 87.8% SPED: 100% Hispanic: 87.2%</p>			To achieve a 5 Year Graduation Rate of 95%, with equal growth across the 3 year cycle within key student subgroups: socioeconomic disadvantaged, SPED, and Hispanic.	
1.7	Annual On-track Rate, across 9th, 10th, and 11th grades	Data to be added and updated during the 2024/2025 School Year as this is a new monitoring report for the school.			10% annual increase across each lower grade (9th, 10th, and 11th), for a total of 100% by the 12th grade year labeled as on-track to graduate. This	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Total Percentage of Students Labeled As On-Track to Graduate 9th Grade: 10th Grade: 11th Grade: 12th Grade: By Subgroup Socioeconomic Disadvantaged: SPED: Hispanic:			includes an equal percentage of growth across key student subgroups: socioeconomic disadvantaged, SPED, and Hispanic.	
1.8	A to G Completion Rate	Total Percentage of Students Labeled As A-G Ready: 19 students for a total of 34.5%			20% Total Increase in students being labeled as A-G Ready.	
1.9	Career and College Readiness Indicator	Percentage of Students Labeled Ready: 39% Percentage of Students Labeled Approaching Ready: 40% Percentage of Students Labeled Not Ready or Approaching: 21% (2023 CA Dashboard Data)			30% Total Increase in students being labeled as career and college ready	
1.10	Student Career Planning Meeting, across 9th, 10th, 11th, and 12th Grades	Annual Career Planning Meetings: 9th Grade: 17 out of 79 10th Grade: 9 out of 65 11th Grade: 14 out of 56			Annual Career Planning Meetings: 9th Grade: 100% Completed 10th Grade: 100% Completed	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		12th Grade: 44 out of 55			11th Grade: 100% Completed 12th Grade 100% Completed	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Attendance Monitoring Support	Establish a School Attendance and Behavior Intervention Team to identify Attendance Risks and Develop PBIS supports for students	\$2,000.00	Yes
1.2	Attendance Recovery Program	ACE will establish a Saturday and Afterschool Program to support attendance recovery	\$12,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	IBCP Program Participation	ACE will establish supports for students who participate in the IBCP program, including tutoring, extra career guidance, and student and parent information nights.	\$0.00	No
1.4	Work Base Learning Coordinator	ACE will establish a work base learning coordinator position to establish and build ACE's work base learning program	\$50,000.00	No
1.5	Grant Writer Consultant	ACE will work with a grant writer consultant to ensure ACE is best prepared to access funds available across State, Federal, and Private Funding sources.	\$15,000.00	No
1.6	Student Data Consultant	ACE will work with a student data consultant to ensure all student records are recorded correctly	\$15,000.00	No
1.7	Maintain class sizes that foster proper attention to students.	Ensure that class sizes are conducive to maximizing individual student learning, ACE will continue to hire additional staff to maintain smaller class sizes.	\$284,936.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	<p data-bbox="191 248 1621 295">Academic Performance Goal</p> <p data-bbox="191 326 1621 548">Goal 2: By the end of the 3-year (2024/2025, 2025/2026, and 2026/2027) LCAP Cycle, ACE will increase the academic performance of its students as measured by formative and summative measures. Across each year, ACE will increase student proficiency and mastery in math, science, English, and on the English Language Proficiency Assessment for California (ELPAC), with a particular emphasis on improving outcomes for key student subgroups (Special Education, English Language Learners, and Hispanic Students).</p> <p data-bbox="191 579 1621 626">To achieve this goal, ACE will work toward the following objectives.</p> <p data-bbox="191 657 1621 948">Objective 1: Improve student proficiency in Math, Science, and English. To achieve this objective, ACE will increase the percentage of students scoring proficient or advanced annually in math, science, and English by 10% from the baseline data of the previous academic year. Implement targeted instructional strategies, such as differentiated instruction, small group interventions, and culturally responsive teaching practices, to address the diverse learning needs within each subject area. Provide professional development opportunities for teachers to enhance their instructional practices and content knowledge, particularly in areas that need improvement based on student performance data.</p> <p data-bbox="191 979 1621 1205">Objective 2: Enhance Performance on the ELPAC. To achieve this objective, ACE will raise the overall proficiency level of English language learners (ELLs) on the ELPAC by 15% compared to the previous year's results. Develop and implement language development programs and interventions tailored to the specific linguistic needs of ELLs, including vocabulary acquisition, academic language skills, and language fluency. Foster a supportive learning environment that values linguistic diversity and promotes the integration of language development across all content areas.</p> <p data-bbox="191 1235 1621 1498">Objective 3: Address Disparities Among Student Subgroups. ACE will identify and analyze performance data disaggregated by student subgroups, including but not limited to socio-economic status, English language proficiency, ethnicity, and special education status. Develop targeted interventions and support services to address disparities in academic achievement among different student subgroups, ensuring equitable access to resources and opportunities for all students. Monitor progress regularly and adjust interventions as needed to ensure that all student subgroups make meaningful academic gains and close achievement gaps.</p>	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Goal Two addresses the qualitative needs of ACE students across key performance areas, such as math, ELA, and science results. Additionally, ACE has a high second-language population. From there, ACE attempts to address the needs of those students through targeted supports aimed at increasing English Language Learner performance, as measured on the State's ELPAC exam. ACE notes the need within the State Dashboard to address student performance in math, with a specific focus on addressing gaps by socioeconomic disadvantaged students and hispanic students. Goal Two focuses on instructional supports and data informed practices for students to address the identified disparities. To achieve this, ACE uses Goal Two to provide students with specific instructional tools and resources, as well as the support and training required by staff.

Measurement and Evaluation: To measure the effectiveness of these objectives against ACE's goal, ACE will regularly assess student progress through formative and summative assessments aligned with Common Core State Standards, NGSS, and the ELPAC. ACE will analyze data on student performance disaggregated by key subgroups to track progress toward the established goal. ACE will review and evaluate the effectiveness of instructional strategies, interventions, and support services in improving student outcomes, making adjustments as necessary to maximize impact.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CASSPP ELA Performance Overall	Total Percentage of Students Labeled "Standard Met or Above.": 58% in 22/23			ACE will achieve a 30% total increase in students being labeled as either "standard met or above standard" across the 3 year goal cycle.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	CASSPP Math Performance Overall	Total Percentage of Students Labeled "Standard Met or Above.": 14% in 22/23			ACE will achieve a 30% total increase in students being labeled as either "standard met or above standard" across the 3 year goal cycle.	
2.3	CAST Science Performance Overall	Total Percentage of Students Labeled "Standard Met or Above.": 31% in 22/23			ACE will achieve a 30% total increase in students being labeled as either "standard met or above standard" across the 3 year goal cycle.	
2.4	CASSPP ELA Performance By Subgroup	At-Risk By Subgroup: Socioeconomic Disadvantaged: 64% of 31 tested SPED: Number protected due to 11 or fewer students Hispanic: 56% of 34 tested			ACE will achieve an equalized growth annually across 3 years within each student subgroup. This includes a total 3 year target of a 30% overall increase.	
2.5	CASSPP Math Performance By Subgroup	At-Risk By Subgroup: Socioeconomic Disadvantaged: 6% of 31 tested SPED: Number protected due to 11 or fewer students Hispanic: 5% of 43			ACE will achieve an equalized growth annually across 3 years within each student subgroup. This includes a total 3 year target of a 30% overall increase.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	CAST Science Performance By Subgroup	At-Risk By Subgroup: Socioeconomic Disadvantaged: 17% SPED: 9% Hispanic: 21%			ACE will achieve an equalized growth annually across 3 years within each student subgroup. This includes a total 3 year target of a 30% overall increase.	
2.7	ELPAC Student Performance	Baseline Data using 2022/2023 Test Results for 14 Total Students. Level 4 - 28% at 4 students Level 3 - 35% at 5 students Level 2 - 28% at 4 students Level 1 - 7% at 1 student			ACE will achieve a 50% increase total students across 3 years who advance either 2 ELPI levels or who are reclassified as English Language Proficient.	

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 Portfolios	Establish ELA and Math Portfolios for Each Student to increase targeted intervention supports for all students.	\$0.00	Yes
2.2	Parent Outreach on Assessments and Learning Trends	Establish a system to better teach parents about the importance of State and School-Based Summative Assessments in the hopes that they can better support those aims at home through increased understanding of its value to their students in the future.	\$0.00	No
2.3	Use of Site Level Summative Benchmark Exams in ELA and Math, increase use of disaggregate data across ELA and Math	Implementation of iReady Benchmark exams across the campus in ELA and Math to establish learning trends across student groups and to better support the individual ELA and Math needs of every student.	\$3,500.00	Yes
2.4	Scaffolded Instructional Tools to Support Student Learning	Continuation of Organized Binder within the entire school, with a specific focus on ELA and Science, plus CTE students.	\$50,000.00	Yes
2.5	Instruction for English Language Learners	ACE will develop instructional tools, strategies, and systems for students demonstrating English Language gaps to increase overall fluency.	\$28,840.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	<p>Conditions and Climate for Learning Goal</p> <p>Goal 3: By the end of the 3-year (2024/2025, 2025/2026, and 2026/2027) LCAP Cycle ACE will improve its students' learning experience. ACE aims to foster a safe, inclusive, and conducive learning environment by implementing strategies to address suspension rates, enhance teacher training and certifications, improve student access to technology, increase parent engagement, and consistently improve annual climate survey results.</p> <p>To achieve this goal, ACE will work toward the following objectives:</p> <p>Objective 1: To reduce overall suspension rates by 20% compared to the previous academic year, thereby fostering a more supportive and restorative approach to discipline, with a specific focus on addressing the suspension rates of associated with ACE's SPED and Hispanic student subgroups.</p> <p>Objective 2: To enhance teacher training and certifications to ensure educators are equipped with the necessary skills and knowledge to meet the diverse needs of students. To ensure all students have access to industry-ready skills and certifications related to the school's 4 career pathways.</p> <p>Objective 3: To improve student access to technology to facilitate personalized learning experiences and enhance digital literacy skills via access and curriculum.</p> <p>Objective 4: To annually increase parent engagement in school activities and decision-making processes.</p> <p>Objective 5: To annually increase student participation in school activities, such as robotics, ASB, College and Career Field Trips, and other extracurricular activities.</p> <p>Objective 6: To consistently improve annual climate survey results by fostering a culture of openness, respect, and collaboration within the school community.</p> <p>Objective 7: To establish a drug and tobacco-free campus, which is safe for all students to learn and thrive in.</p>	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Goal Three serves to address the needs of ACE's students within areas that related directly to conditions of learning and the environment of the school. As students are directly affected by the environmental factors of a school, ACE wants to address the needs of its students through specific targeted supports across its programs. This includes a need to ensure that all students have access to a highly qualified teacher, fully trained staff within key areas -- like CTE, access to technology, and opportunities for extracurricular activities. Additionally, ACE has a specific need to address student gaps in suspension rates, with a specific focus on special education students and hispanic students. Out of these aims, ACE has attempted to address each of these areas through a continuous improvement cycle related to school conditions and school climate.

Monitoring and Evaluation: To measure the effectiveness of these objectives against ACE's goal, ACE will regularly conduct data analysis, stakeholder feedback, and ongoing reflection. ACE will adjust strategies and action plans as needed to ensure continuous improvement and alignment with the overall goal of enhancing school conditions and climate for learning.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Student Suspension Rates Overall	Total School Suspension Rate of 1 Day or More: 8.8%			ACE will see a 50% total reduction in the overall suspension rate across the 3 year across cycle. This includes a reduction of 50% in the number of	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					students who are suspended more than 1 total day.	
3.2	Student Suspension Rates By Subgroup and Grade	<p>Percentage of students in kindergarten through grade 12 who have been suspended for at least one aggregate (total) day during the 2023-24 school year</p> <p>School: All: 8.8% EL: 5.9% LI: 11.5% HOM: N/A FY: N/A SWD: 19.6%</p> <p>Lowest performance (red indicator) on the Dashboard - Percentage</p> <p>LI: 11.5% SWD: 19.6% HI: 8.7%</p>			ACE aims to reduct specific student group suspensions be 10% percent annually for a total of 30% at the conclusion of the 3 year goal cycle.	
3.3	Highly Qualified Teacher Rate By Subject	Total percentage of Highly Qualified Staff and By Subject: 92%, at 12 of 13 Teachers in 2023/2024			ACE aims to have 100% of its teachers fully qualified and certificated for the subject that they teach by the conclusion of the 3 year goal cycle.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.4	Extracurricular Participation Rates	Total percentage of students who participate in at least one extracurricular activity at the school, such as ASB, Robotics, or other school-based clubs: 45% of 255			ACE aims to increase 10% annually the total student participation rate in extracurricular activities for a total of 30% at the conclusion of the 3 year goal cycle.	
3.5	Educational Partner Climate	Total percentage of parents who participate in annual climate surveys: 35% Total percentage of staff who participate in annual climate surveys: 90% Total percentage of students who participate in annual climate surveys: 80%			ACE aims to have 50% total growth in its parents participation rate in school-based climate surveys by the conclusion of the 3 year goal cycle. ACE aims to achieve 90% participation rates annually by students and staff in annual climate surveys for a total increase of 30%.	
3.6	Student Technology Access and Participation Rates	Total percentage of students who have access to the internet at home: 90% Total percentage of students who participate in a school based digital citizenship program and by grade level:			ACE aims to achieve 100% of its students who participate in the school's digital citizenship program by the conclusion of their 10th grade year. ACE aims to increase student	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		9th: 100% 10th 100% 11th: 0% 12th: 0%			access to at-home internet by 10% annually for a total of 30%, if that number is less than 100%.	
3.7	Annual Student Participation Rates on the California Healthy Kids Survey CHKS Survey	Baseline Data will be established in 2024/2025 after assessment is administered. Total percentage of students who participate in the annual CHKS survey:			ACE aims to achieve 100% of its students who participate in the school's CHKS survey by the conclusion of their 11th grade year.	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Establish PBIS model of Student invention supports	ACE will reinforce and reinvest in CHAMPS and other PBIS models of student inventions to facilitate a more positive and successful learning environment for all students, one where they feel safe, successful, and supported.	\$9,000.00	Yes
3.2	Restorative Justice Practices	ACE will invest in Restorative Justice Practices across its Response to Invention RTI model of student support services	\$2,500.00	Yes
3.3	CTE Teacher Training	ACE will better invest in its CTE teachers to ensure that they have access to industry specific training and supports to better prepare students to be career ready upon graduation day.	\$5,000.00	No
3.4	Digital Citizenship Curriculum and Social Media Outreach	ACE will invest in a digital outreach curriculum for all students to participate in. ACE will also host a digital literacy information night for parents, including a focus on social media and student risk behaviors	\$5,000.00	No
3.5	Expanding Extracurricular activities across the campus	ACE will reinvest in establishing supports for its clubs, by promoting student access to these clubs and by hosting events that highlight the impact of the clubs on the ACE campus, as well as their value to students as they grow. This will include school-based funds to Robotics and ASB.	\$2,500.00	No
3.6	Increasing culturally responsive curriculum and practices for all students	ACE will invest in supports for teachers as they aim to be more culturally responsive in how and what they teach our students, this includes access to more diverse texts, more individualized assessment practices, and more culturally competent communication by teachers to both students and parents. This includes funds for professional development linked to these aims, along with professional development tied to better supporting each individual student as they grow.	\$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.7	Establishing partnerships for a drug and tobacco free campus	ACE will establish partnerships to ensure that all students have access to a safe and progressive approach to teaching the value of being drug and tobacco free. ACE will work with professional organizations to create a student speaker services, individual counselor supports, and monitor the needs of all students and their families. This will include a partnership with TUPE, VCOE, and other independent organizations.	\$0.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$239,346.00	\$0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
8.100%	0.000%	\$0.00	8.100%

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	<p>Action: Attendance Monitoring Support</p> <p>Need: EL, Foster Youth, and Low Income Students across ACE Charter HS face challenges and barriers in accessing curriculum and instruction daily, resulting in lower academic performance and or participation rates compared to the general student population.</p>	Implement of this action on a schoolwide basis, with a focus on providing targeted support to unduplicated populations. The action will address the identified needs by establishing monitoring systems and strategies for staff to connect with at-promise students within the area of school attendance.	By implementing these schoolwide actions, ACE Charter HS aims to improve academic performance and increase participation rates for key student groups throughout each year, with a specific focus on unduplicated populations.

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>Scope: LEA-wide</p>		
<p>1.2</p>	<p>Action: Attendance Recovery Program</p> <p>Need: EL, Foster Youth, and Low Income Students across ACE Charter HS face challenges and barriers in accessing curriculum and instruction daily, resulting in lower academic performance and or participation rates compared to the general student population.</p> <p>Scope: LEA-wide</p>	<p>Implement of this action on a schoolwide basis, with a focus on providing targeted support to unduplicated populations. The action will address the identified needs by establishing monitoring systems and strategies for staff to connect with at-risk students within the area of school attendance.</p>	<p>By implementing these schoolwide actions, ACE Charter HS aims to improve academic performance and increase participation rates for key student groups throughout each year, with a specific focus on unduplicated populations.</p>
<p>1.7</p>	<p>Action: Maintain class sizes that foster proper attention to students.</p> <p>Need: EL, Foster Youth, and Low Income Students across ACE Charter HS face challenges and barriers in accessing curriculum and instruction daily, resulting in lower academic performance and or participation rates compared to the general student population.</p> <p>Scope: LEA-wide</p>	<p>Implementation of this action on a schoolwide basis, with a focus on providing targeted support to unduplicated populations by reducing overall class size. The action will address the identified needs by establishing a 20 to 1 student to teacher ratio.</p>	<p>By implementing these schoolwide actions, ACE Charter HS aims to improve academic performance and increase participation rates for key student groups throughout each year, with a specific focus on unduplicated populations.</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>2.1</p>	<p>Action: Student Portfolios</p> <p>Need: EL, Foster Youth, and Low Income Students across ACE Charter HS face challenges and barriers in accessing curriculum and instruction, resulting in lower academic performance and or participation rates compared to the general student population, specifically in the area of Math and ELA.</p> <p>Scope: LEA-wide</p>	<p>Implement of this action on a schoolwide basis, with a focus on providing targeted support to unduplicated populations. The action will address the identified needs by focusing targeted instructional support around identified gaps in at-promise student performance.</p>	<p>By implementing these schoolwide actions, ACE Charter HS aims to improve academic performance and increase participation rates for key student groups throughout each year, with a specific focus on unduplicated populations, in the area of Math and ELA.</p>
<p>2.3</p>	<p>Action: Use of Site Level Summative Benchmark Exams in ELA and Math, increase use of disaggregate data across ELA and Math</p> <p>Need: EL, Foster Youth, and Low Income Students across ACE Charter HS face challenges and barriers in accessing curriculum and instruction, resulting in lower academic performance and or participation rates compared to the general student population, specifically in the area of Math and ELA.</p> <p>Scope: LEA-wide</p>	<p>Implement of this action on a schoolwide basis, with a focus on providing targeted support to unduplicated populations. The action will address the identified needs by focusing targeted instructional support around identified gaps in at-promise student performance.</p>	<p>By implementing these schoolwide actions, ACE Charter HS aims to improve academic performance and increase participation rates for key student groups throughout each year, with a specific focus on unduplicated populations, in the area of Math and ELA.</p>
<p>2.4</p>	<p>Action: Scaffolded Instructional Tools to Support Student Learning</p>	<p>Implement of this action on a schoolwide basis, with a focus on providing targeted support to unduplicated populations. The action will address</p>	<p>By implementing these schoolwide actions, ACE Charter HS aims to</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: EL, Foster Youth, and Low Income Students across ACE Charter HS face challenges and barriers in accessing curriculum and instruction, resulting in lower academic performance and or participation rates compared to the general student population, specifically in the areas Math, Science, and ELA.</p> <p>Scope: LEA-wide</p>	<p>the identified needs by focusing targeted instructional support around identified gaps in at-promise student performance.</p>	<p>improve academic performance and increase participation rates for key student groups throughout each year, with a specific focus on unduplicated populations, in the areas Math, Science, and ELA.</p>
<p>3.1</p>	<p>Action: Establish PBIS model of Student invention supports</p> <p>Need: English Learners, Foster Youth, and Low Income students across ACE Charter HS face challenges and barriers in accessing curriculum and instruction, resulting in lower academic performance and or participation rates compared to the general student population. This is specifically demonstrated in areas related to social-emotional and student behaviors.</p> <p>Scope: LEA-wide</p>	<p>Implement of this action on a schoolwide basis, with a focus on providing targeted support to unduplicated populations. The action will address the identified needs by increasing student services and positive behavior supports across the school.</p>	<p>By implementing these schoolwide actions, ACE Charter HS aims to improve academic performance and increase participation rates for key student groups throughout each year, with a specific focus on unduplicated populations, through specifically decreasing the amount of student referrals.</p>
<p>3.2</p>	<p>Action: Restorative Justice Practices</p>	<p>Implement of this action on a schoolwide basis, with a focus on providing targeted support to unduplicated populations. The action will address</p>	<p>By implementing these schoolwide actions, ACE Charter HS aims to</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: English Learners, Foster Youth, and Low Income students across ACE Charter HS face challenges and barriers in accessing curriculum and instruction, resulting in lower academic performance and or participation rates compared to the general student population. This is specifically demonstrated in areas related to social-emotional and student behaviors. This action directly addresses ACE's need to address student suspension rates on the campus, with specific steps toward addressing highly suspended demographic groups.</p> <p>Scope: LEA-wide</p>	the identified needs by increasing student services and positive behavior supports across the school.	improve academic performance and increase participation rates for key student groups throughout each year, with a specific focus on unduplicated populations, through specifically decreasing the amount of student suspensions.

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
2.5	<p>Action: Instruction for English Language Learners</p> <p>Need: English Language Learner students have lower participation rates/and or success rates compared to the general student population due to systemic barriers to inclusion.</p>	English Language Development instruction and resources are provided to students who demonstrate English Language skill gaps. The aim is to increase fluency in English. The action will provide targeted support to English Language Learner students by providing specific strategies and services to these students to increase their	ELPAC and local academic data monitoring

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)	participation and success at ACE Charter HS and address the identified barriers.	

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.

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Additional Concentration Grant Funding

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

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	2:255	
Staff-to-student ratio of certificated staff providing direct services to students	14.33:255	

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$2,954,889.00	239,346.00	8.100%	0.000%	8.100%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$413,776.00	\$81,500.00			\$495,276.00	\$373,776.00	\$121,500.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Attendance Monitoring Support	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Years	\$0.00	\$2,000.00	\$2,000.00				\$2,000.00	
1	1.2	Attendance Recovery Program	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Years	\$10,000.00	\$2,000.00	\$12,000.00				\$12,000.00	
1	1.3	IBCP Program Participation	All	No				3 Years	\$0.00	\$0.00	\$0.00				\$0.00	
1	1.4	Work Base Learning Coordinator	All	No				3 Years	\$50,000.00	\$0.00	\$25,000.00	\$25,000.00			\$50,000.00	
1	1.5	Grant Writer Consultant	All	No				3 Year	\$0.00	\$15,000.00	\$15,000.00				\$15,000.00	
1	1.6	Student Data Consultant	All	No				3 Years	\$0.00	\$15,000.00	\$15,000.00				\$15,000.00	
1	1.7	Maintain class sizes that foster proper attention to students.	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$284,936.00	\$0.00	\$284,936.00				\$284,936.00	
2	2.1	Student Portfolios	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Years	\$0.00	\$0.00	\$0.00				\$0.00	
2	2.2	Parent Outreach on Assessments and Learning Trends	All	No				3	\$0.00	\$0.00	\$0.00				\$0.00	
2	2.3	Use of Site Level Summative Benchmark Exams in ELA and Math, increase use of	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Years	\$0.00	\$3,500.00	\$3,500.00				\$3,500.00	

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		disaggregate data across ELA and Math															
2	2.4	Scaffolded Instructional Tools to Support Student Learning	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Year	\$0.00	\$50,000.00		\$50,000.00			\$50,000.00	
2	2.5	Instruction for English Language Learners	English Low	Learners Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	1 Year	\$28,840.00	\$0.00	\$28,840.00				\$28,840.00	
3	3.1	Establish PBIS model of Student invention supports	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Years	\$0.00	\$9,000.00	\$5,000.00	\$4,000.00			\$9,000.00	
3	3.2	Restorative Justice Practices	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Years	\$0.00	\$2,500.00	\$2,500.00				\$2,500.00	
3	3.3	CTE Teacher Training	All		No				3 Years	\$0.00	\$5,000.00	\$2,500.00	\$2,500.00			\$5,000.00	
3	3.4	Digital Citizenship Curriculum and Social Media Outreach	All		No				3 Years	\$0.00	\$5,000.00	\$5,000.00				\$5,000.00	
3	3.5	Expanding Extracurricular activities across the campus	All		No				3 Years	\$0.00	\$2,500.00	\$2,500.00				\$2,500.00	
3	3.6	Increasing culturally responsive curriculum and practices for all students	All		No				3 Years	\$0.00	\$10,000.00	\$10,000.00				\$10,000.00	
3	3.7	Establishing partnerships for a drug and tobacco free campus	All		No				3 Years	\$0.00	\$0.00	\$0.00				\$0.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$2,954,889.00	239,346.00	8.100%	0.000%	8.100%	\$338,776.00	0.000%	11.465 %	Total:	\$338,776.00
								LEA-wide Total:	\$309,936.00
								Limited Total:	\$28,840.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Attendance Monitoring Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,000.00	
1	1.2	Attendance Recovery Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$12,000.00	
1	1.7	Maintain class sizes that foster proper attention to students.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$284,936.00	
2	2.1	Student Portfolios	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$0.00	
2	2.3	Use of Site Level Summative Benchmark Exams in ELA and Math, increase use of disaggregate data across ELA and Math	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,500.00	
2	2.4	Scaffolded Instructional Tools to Support Student Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		

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	2.5	Instruction for English Language Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	\$28,840.00	
3	3.1	Establish PBIS model of Student invention supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	
3	3.2	Restorative Justice Practices	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,500.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$366,361.00	\$381,893.16

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	ACE Apprenticeship program	No	NA	\$0.00
1	1.2	Provide adequate training for all teachers and staff for IBCP, CTE, Sped, EL's, SEW, and instruction.	Yes	\$5,000.00	\$9,219.00
1	1.3	Update and expand course offerings and resources.	No	\$15,000.00	\$32,687.50
1	1.4	Maintain class sizes that foster proper attention to students.	Yes	\$245,067.00	\$217,513.00
1	1.5	Professional Development plans for staff.	No	\$11,000.00	\$16,000.00
1	1.6	Update technology as needed	No	\$10,000.00	\$10,000.00
2	2.1	Revamp student accountability measurements	No	\$2,000.00	\$2,000.00
2	2.2	Increase Social & Emotional Wellness offerings	Yes	\$22,794.00	\$29,963.66
2	2.3	Ensure all communication efforts are translated	Yes	\$7,500.00	\$5,110.00
2	2.4	Scaffold learning for those that need it most.	Yes	\$43,000.00	\$49,200.00

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	2.5	Increase career and college awareness	No	NA	\$0.00
2	2.6	Promote cultural awareness into our IB curriculum.	No	NA	\$0.00
2	2.7	Review and revamp our discipline policy to reflect current school trends.	No	NA	\$0.00
2	2.8	Incorporate bi-annual review of school needs.	No	NA	\$0.00
2	2.9	Carry out professional development plan addressing cultural awareness	Yes	\$5,000.00	\$10,200.00

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)
\$225,636.00	\$285,361.00	\$257,586.66	\$27,774.34	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)
1	1.2	Provide adequate training for all teachers and staff for IBCP, CTE, Sped, EL's, SEW, and instruction.	Yes	\$5,000.00	\$5,000.00		
1	1.4	Maintain class sizes that foster proper attention to students.	Yes	\$245,067.00	\$217,513.00		
2	2.2	Increase Social & Emotional Wellness offerings	Yes	\$22,794.00	\$29,963.66		
2	2.3	Ensure all communication efforts are translated	Yes	\$7,500.00	\$5,110.00		
2	2.4	Scaffold learning for those that need it most.	Yes				
2	2.9	Carry out professional development plan addressing cultural awareness	Yes	\$5,000.00	\$0.00		

To Add a Row: Click "Add Row."

To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press "Save Data" and refresh the page.

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)
\$2,842,483.00	\$225,636.00	0.000%	7.938%	\$257,586.66	0.000%	9.062%	\$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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