Caliber beta academy

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Caliber: Beta Academy

CDS Code: 07-10074-0129528

School Year: 2024-25

LEA contact information:

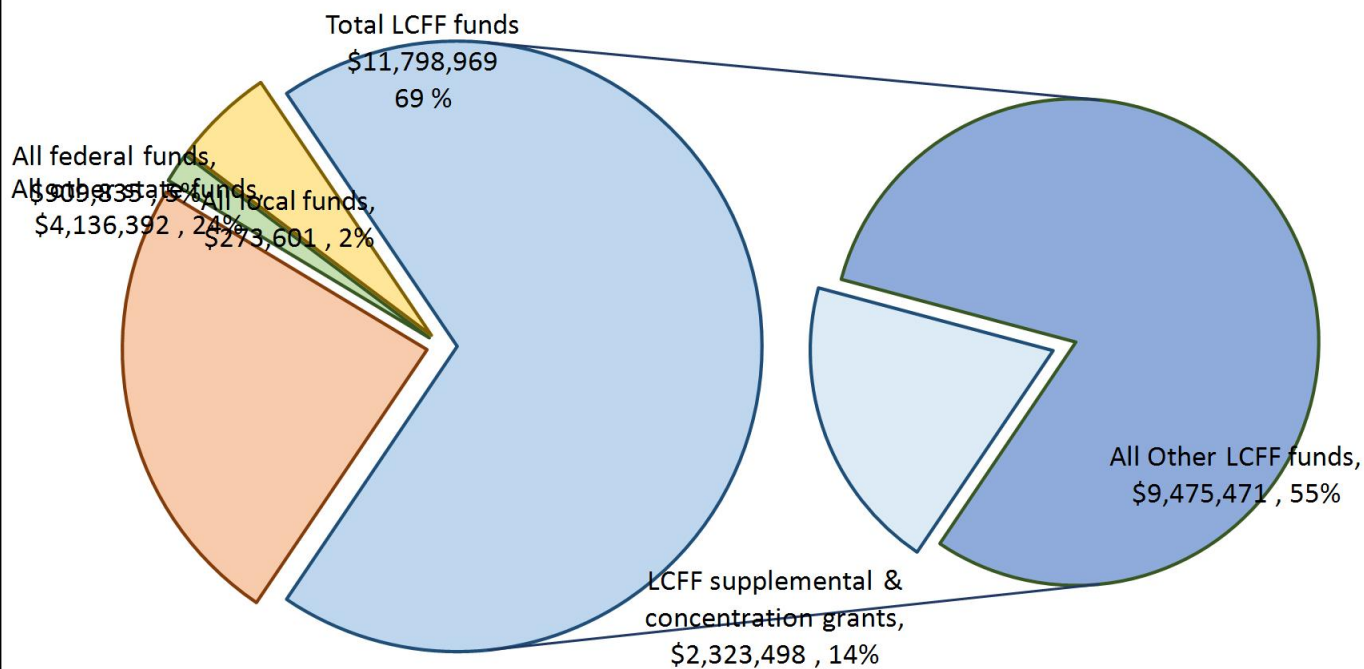Andrew Grossman & Aleesha Spurr

School Leaders

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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

Total LCFF funds
$11,798,969
69 %

All federal funds,
$909,835 , 5%

All other state funds,
$4,136,392 , 24%

All local funds,
$273,601 , 2%

All Other LCFF funds,
$9,475,471 , 55%

LCFF supplemental &
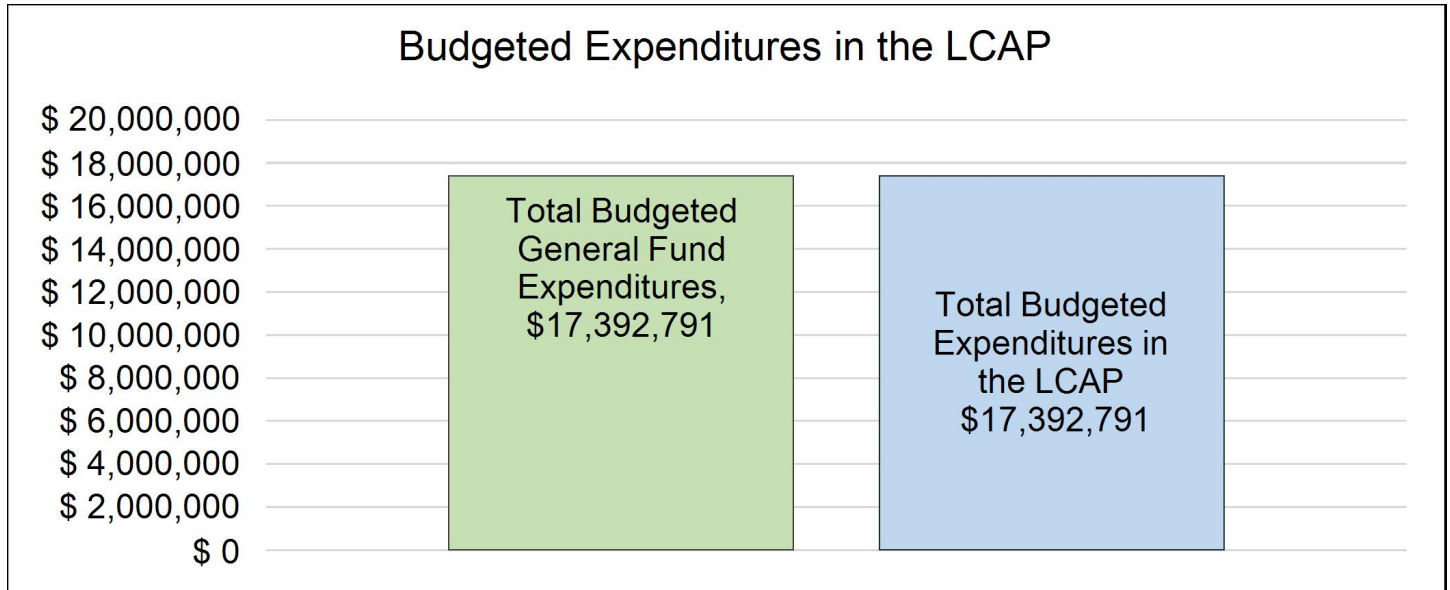concentration grants,
$2,323,498 , 14%

This chart shows the total general purpose revenue Caliber: Beta Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Caliber: Beta Academy is $17,118,797, of which $11798969 is Local Control Funding Formula (LCFF), $4136392 is other state funds, $273601 is local funds, and $909835 is federal funds. Of the $11798969 in LCFF Funds, $2323498 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $17,392,791	Total Budgeted Expenditures in the LCAP $17,392,791

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

The text description of the above chart is as follows: Caliber: Beta Academy plans to spend $17392791 for the 2024-25 school year. Of that amount, $17392791 is tied to actions/services in the LCAP and $0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

NA - All general fund expenditures for the school year are included in the Local Control and Accountability Plan (LCAP).

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

In 2024-25, Caliber: Beta Academy is projecting it will receive $2323498 based on the enrollment of foster youth, English learner, and low-income students. Caliber: Beta Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Caliber: Beta Academy plans to spend $2323498 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

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

- Total Budgeted Expenditures for High Needs Students in the LCAP: $2,141,412
- Actual Expenditures for High Needs Students in LCAP: $2,311,712
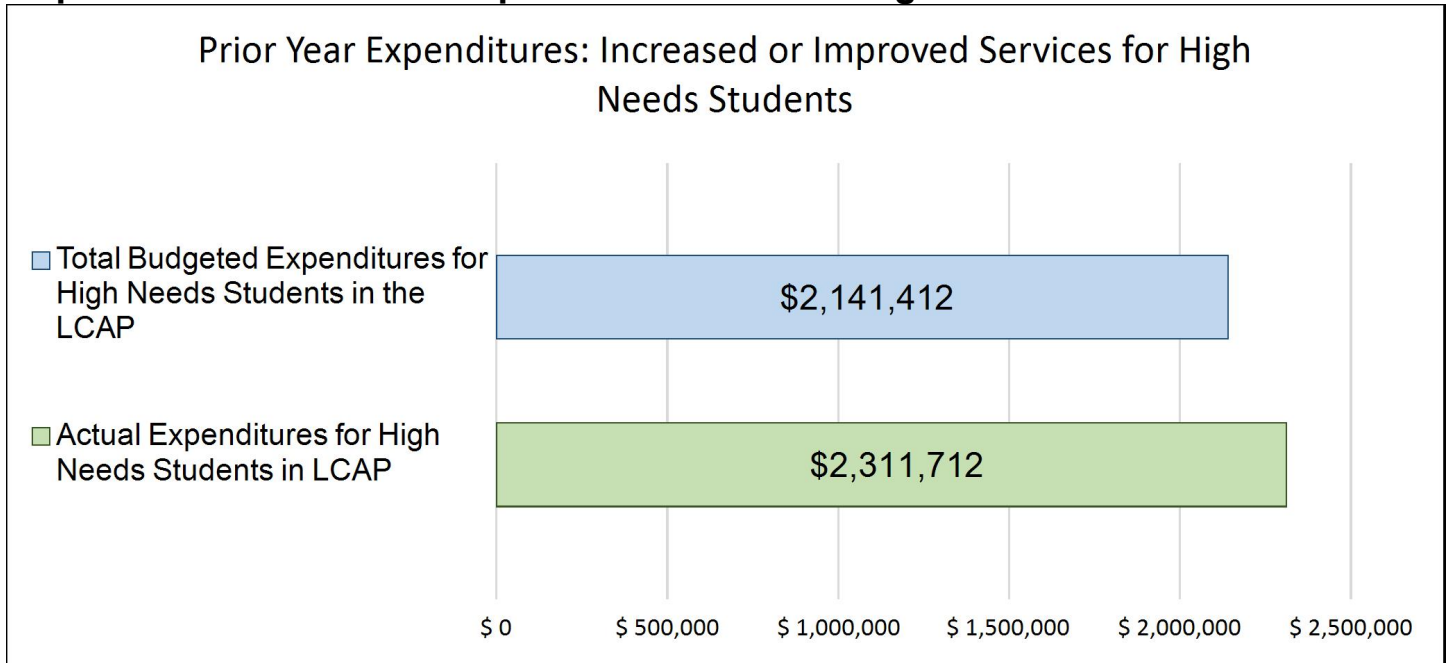
This chart compares what Caliber: Beta Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Caliber: Beta Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Caliber: Beta Academy's LCAP budgeted $2141412 for planned actions to increase or improve services for high needs students. Caliber: Beta Academy actually spent $2311712 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Caliber: Beta Academy	Andrew Grossman & Aleesha Spurr School Leaders	info@caliberschools.org (510) 685-9886

Goals and Actions

Goal

Goal #	Description
1	School Culture and Climate: Our school will demonstrate the core Social Emotional Learning (SEL) competencies.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student SEL Survey: # of topics at or above average (out of 7)	7 out of 7 (Spring 2021)	Fall 2021: 54% Spring 2022: 43%	Fall 2022: 14% Spring 2023: 43%	Fall 2023: 49% Spring 2024: 43%	Original: 5 out of 7 or higher Revised: 70% of topics at or above average
Student Climate Survey: # of topics at or above average (out of 9)	8 out of 9 (Spring 2021)	Fall 2021: 33% Spring 2022: 24%	Fall 2022: 53% Spring 2023: 36%	Fall 2023: 44% Spring 2024: 53%	Original: 7 out of 9 or higher Revised: 75% of topics at or above average
Student SEL Survey: Participation (% Responded)	53.10%	Fall 2021: 61% Spring 2022: 83%	Fall 2022: 81% Spring 2023: 92%	Fall 2023: 90% Spring 2024: 98%	90%
Student Climate Survey: Participation (% Responded)	49.10%	Fall 2021: 86% Spring 2022: 82%	Fall 2022: 69% Spring 2023: 89%	Fall 2023: 94% Spring 2024: 94%	90%
Staff Climate Survey (# of topics at or above average out of 3)	0 out of 3 (Fall 2020)	Fall 2021: 100% Spring 2022: 0%	Fall 2022: 0% Spring 2023: 0%	Fall 2023: 0% Spring 2024: 67%	Original: 2 out of 3 or higher

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					Revised: 67% of topics at or above average
Staff Climate Survey: Participation (% Responded)	26.70% (Fall 2020)	Fall 2021: 75% Spring 2022: 79%	Fall 2022: 78% Spring 2023: 78%	Fall 2023: 63% Spring 2024: 90%	90%
Discipline: Suspension rate	0.1% SY19-20	0% SY20-21	0.1% SY21-22	0.9% (2022-2023)	1.0% or fewer
Middle School Dropout Rate	0%	0% (2020-2021)	0% (2021-2022)	0% (2022-2023)	1.0% or fewer
Discipline: Expulsion Rate	0%	0% (2020-2021)	0% (2021-2022)	0% (2022-2023)	1.0% or fewer

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.

We were able to implement an aligned leveled behavior and response system through DeansList. This year, the SEL team and training around Restorative Practices, Trauma Informed Practices, and Student Behavior focused on the following priorities of Predictable Learning Environments and a Clear Behavior Response System. The Predictable Learning Environment focus involves "Knowing our Students" through Intentional, positive relationship building, effective transitions through meaningful, purposeful routines that prioritize instructional time, and active student engagement through highly engaging learning environments for all students. Clear Behavior Response was implemented through a common behavior management system in the form of levels to ensure there is a clear what and how for responding to student behavior.

Circle and Advisory Curriculum: Because of our focus on Predictable Learning Environments, we were unable to make much progress on the Circle and Advisory Curriculum, so we will be exploring a new SEL curriculum during the 2024-25 school year

Maintain a core SEL team: We were able to implement this action despite challenges related to staff transitions during the year.

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

There were no material differences between our budgeted and actual expenditures for this goal.

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

By focusing on predictable learning environments as a network, we were able to provide higher-quality and aligned training on restorative and trauma informed practices. Furthermore, a common student behavior system created consistency for our students and staff. Together these actions were effective in creating a more positive school culture and safer environment for students and staff.

While we have had challenges in fully implementing a CASEL-aligned SEL curriculum especially for our middle school students, we are committed to implementing this action more fully during the next 3 years.

Finally, while we believe our SEL team has been effective, we are adjusting the model going forward so that it will be more sustainable and aligned across our network.

In the next three-year cycle we hope to see continued improvements in our school culture and climate surveys.

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.

We are going to reorganize our goals, so that now most of these metrics and actions will fall under Goal 2. Schools are safe, joyful places, partnerships with families.
We are revising how we want to measure school climate through our student surveys. Feedback from educational partners indicated that it was overwhelming to have multiple metrics related to the Student SEL, Student Culture/Climate and Equity & Inclusion, and Staff Climate. As a result, we are going to focus on the overall favorability of the Student Culture and Climate survey. The Culture & Climate survey includes multiple dimensions including safety, belonging, and student engagement that are most relevant to our new goal. For staff climate, we prefer the TNTP Insight Survey and in particular the Instructional Culture Index as a better overall measure for our teachers and will move to the new goal around teacher growth and development. These changes will make it easier to communicate progress with our educational partners.

We are restructuring our SEL teams to have a central director level position in order to increase alignment and collaboration and to improve sustainability.

Based on partner feedback, we are condensing the actions so that they are more easily understandable and more logically organized.

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	Pupil Achievement: Our school will deliver academic growth and achievement for all of our students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
NWEA MAP ELA Growth (Median Student Conditional Growth Percentile)	40 (3-8 Fall to Spring)	51 (K-8 Fall to Spring)	N/A metric retired	N/A metric retired	50th percentile or higher (Metric retired due to programmatic changes)
NWEA MAP Math Growth (Median Student Conditional Growth Percentile)	29 (3-8 Fall to Spring)	56 (K-8 Fall to Spring)	N/A metric retired	N/A metric retired	50th percentile or higher (Metric retired due to programmatic changes)
CAASPP: ELA (% Met or Exceeded)	47.74% (2018-2019)	2020-21 Not Available	2021-22: 40%	2022-23: 34%	51.10% or higher
CAASPP: Math (% Met or Exceeded)	32.38% (2018-2019)	2020-21 Not Available	2021-22: 25%	2022-23: 27%	39.73% or higher
ELPAC: English Learner Progress Indicator	45% (2018-2019)	2020-21 Not Available	2021-22: 49%	2022-23: 47%	45% or higher
Reclassification Rate	2.3% (2020-2021) 8.9% (2019-2020)	Original: 2020-21 Not Available	2021-22: 12.03%	2022-23: 13.06%	15% or higher

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Corrected: 2020-21 1.4%			
iReady Reading Growth (Median Percent Progress Toward Typical Growth)	Baseline data available in 2022-2023 and will be the same as the Year 2 Outcome.	NA	2022-23 Fall to Spring: 143	2023-24 Fall to Spring: 136	90 Fall to Spring (Median Percent Progress Toward Typical Growth)
iReady Math Growth (Median Percent Progress Toward Typical Growth)	Baseline data available in 2022-2023 and will be the same as the Year 2 Outcome.	NA	2022-23 Fall to Spring: 111	2023-24 Fall to Spring: 131	90 Fall to Spring (Median Percent Progress Toward Typical Growth)

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.

This year Caliber Beta Academy made progress on implementing the actions for this goal.

Our academic leadership team was also able to provide coaching for our teachers that led to their development and improved student achievement. In particular our walkthroughs focused on student engagement strategies.
For lesson internalization we did coaching and professional development for teachers to backwards plan units more intentionally.

Action 2.2 curriculum-based assessments focused on administering common mid-module and end of module assessments for ELA and Math in grades 3-8. We modified the assessments to make them easier to administer and analyze online through the Performance Matters platform. As a result, we have seen improvement in the number of teachers administering curriculum based assessments. We were able to track which teachers and grade levels were staying on scope and created strategies to get teachers back on scope. Grades K-2 focused on their phonics assessments through DIBELS.

For Action 2.6, we prioritized improving the quality of the iReady instructional time as a part of creating more positive and predictable learning environments, so that students were more engaged and passing more lessons on the platform. As of 5/13/24, 66% of students had completed 50 or more lessons in iReady Reading and 56% of students had completed 50 or more lessons in iReady Math.

Additional Instructional Staff: Additional staff members allowed us to offer more interventions based on our MTSS system and allow us to more quickly fill gaps in learning in order to allow students to access grade level content. In particular, there was an emphasis on our K-2 phonics interventions that we hope to build off next year and beyond.

Finally, we have also demonstrated success with our implementation of iReady and academic growth for our students. By the end of the school year, schools should aim to exceed 100% median progress toward Typical Growth to show that most students have experienced a full year's worth of growth. From Fall to Spring the school-wide median percent progress towards typical growth was 136% for ELA and 131% for math. This indicates that most of our students made over a year's worth of growth in both ELA and math.

Upon Caliber Beta Academy's comprehensive review process of the LCAP implementation, we have identified a number of factors and conditions that led to some of the actions as not implemented or implemented differently than described in the LCAP plan.
There were challenges with hiring some teachers especially in our upper schools.
There were challenges in implementing data cycles consistently. Because this year focused more on administration of curriculum based assessments and iReady, there was not as much time or opportunity to support data driven instruction. We hope to build off this year's success in administration over the next 3-year cycle by being more intentional about using the data from those assessments to inform our instruction.

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.

We spent more than budgeted this year due to leadership team coverage. The EL Program manager filled in to support a temporary Assistant Principal opening, so our expenditures in Instructional Leadership were higher.

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

2.2 Implement Common Curriculum-Based Assessments: While we encountered numerous challenges with this action of the course of the 3-year cycle. This year Common Curriculum Based Assessments has been effective in making sure students are learning at least a year's worth of material.
2.3 Additional Instructional Staff: Additional staff members allow us to offer interventions based on our MTSS system and allow us to more quickly fill gaps in learning in order to allow students to access grade level content especially for our K-2 students with phonic.

2.4 Internalize Common Core Aligned Curriculum: Implement standards-based curriculum across all content areas. Support teachers to internalize the curriculum. Teachers have been effective in implementing high-quality standards-aligned materials, but we will continue to build the capacity of our leaders and teachers to internalize the curriculum.

2.5 Data Cycles: While some teachers and coaches have been able to engage in weekly data cycles, many of our teachers have focused instead on building a positive, engaging classroom culture and internalizing the curriculum. These teachers have not yet had the capacity to fully implement consistent data cycles.

2.6 Implement iReady Assessment Platform: The implementation of iReady has been effective in improving student learning. The diagnostic and growth data has allowed us to monitor student progress and achievement. The projected proficiency levels with iReady has been correlated with our SBAC ELA and Math data. Students who have completed more lessons have also seen higher growth on the program. Teachers with the highest growth have also seen improvement on their SBAC data as well. Compared to NWEA MAP, iReady has been easier to administer, provides more actionable data reports, and the instructional program provides more targeted lessons.

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

The majority of the metrics and actions related to this goal will be reorganized under the new goal 1. Pupil Achievement: Students grow and achieve academically

We believe the reorganization will make it more accessible and understandable for our educational partners.

Because we have not fully implemented data cycles, we have not seen it impact our student data at this point. However, we are planning to reimagine how we implement data cycles over the next three years, so we hope to see it improve our average DFS in Math and ELA.

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

Goals and Actions

Goal

Goal #	Description
3	Critical Thinking: Our students will make connections in their school experience that make them critically conscious of their world and the world beyond.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Access to a Broad Course of Study Local Indicator Reflection Tool	N/A	Met	Met	Met	All students have access to a Broad Course of Study
Implementation of State Academic Standards Local Indicator Reflection Tool	N/A	Met	Met	Met	Full Implementation based or better
IPG: Core Action 3C	LS- 1.25 Math, 1.5 ELA US- 2 Math, 1 ELA	LS- 2.0 Math US- 2.3 Math	LS - 2.5 (BOY Math) LS - 2.7 (EOY Math) US- 1.8 (BOY Math) US- 2.0 (EOY Math)	LS - 3.0 (BOY Math) LS - 3.0 (EOY Math) MS - 1.7 (BOY Math) MS - 2.5 (EOY Math)	Original: 2.5 average in Math and ELA Revised: 2.5 average in Math * Core Action 3C of the Instructional Practice Guide emphasizes student thinking during math content instruction.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Led (5-8) or Restorative Practice - Aligned Conferences (TK-4)	N/A	Met	2022-23: Lower 72% Upper 81%	Fall 2023-24 Lower: 84% Upper: 72% Spring 2023-24 All: 82%	80% of families will participate in student conferences
Original: Computer Science Culminating/Capstone Project Revised: Computer Science participation	100%	100%	2022-23: 100%	2023-2024: Not Met. Due to staffing challenges, students participated in Art and Music instead of CS.	Original: 100% of students will complete a Computer Science capstone project Revised: 100% of students participate in Computer Science instruction *Revised in order to provide network alignment
Exposure: Field Lessons	N/A	Field lessons in 8th grade only (Not Met)	2022-23: Lower 71% Upper 100%	2023-24: Lower - 76% Upper - 100%	80% of classes participate in at least 1 field lesson.

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.

Student Led Conferences: We saw progress in implementing student led conferences and increasing participation with our families. In the fall, 84% of our lower school families and 72% of upper school families participated in Quarter 1 conferences. During the Quarter 3 spring conferences, the whole school saw participation of 82%. This exceeded the LCAP target of 80% and reflects the commitment to family partnerships and relationship-building with families. The Quarter 3 conferences also included targeted conversations about attendance improvement aligned with our network priority on attendance.

Field Lessons: We were able to implement a number of field lessons for students.

IPG Implementation: Due to our focus on active engagement strategies to improve classroom culture, there was not as much emphasis on the instructional practice guide to increase the rigor our instruction. Winning on rigor will be a priority for the next school year, so we hope to see improvements in these areas during the next three year cycle.

Computer Science and non-core coursework: Due to hiring and credentialing challenges, we were unable to find a qualified computer science teacher. As a result, we pivoted to providing art and music for our students to provide a broad course of study. Going forward we will continue to offer a broad course of study that will prepare students to think critically through a range of offerings while providing flexibility for the schools to staff them in ways that best meet the needs of the community.

We were able to implement expanded learning and enrichment through a number of summer, before school, after-school, and intercession programs.

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

There were no material differences between budgeted and actual expenditures for this goal.

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

We had a hard time staffing Computer Science with highly qualified candidates. As a result, our schools needed to pivot and provide other enriching experiences for students including art and music. With changes in credentialing requirements related to computer science teachers, we do not believe it will become easier to recruit computer science teachers in the future.

During the next cycle, we would like to build on the work with the instructional practice guide to build our capacity to support more academic rigor in our classrooms.

We also hope to continue to build off the success of the Expanded Learning Program by increasing the number of students who will be able to participate in its programs especially for our unduplicated students. Based on feedback from our families, we added a before school care program where 97 students were provided breakfast and supervision in the hour before school started. The summer program had 126 students participate. There were intersession programs for November break (89 students), December break (96 students), February break (145 students), and April break (142 students). Feedback from families who participated in the intercessions was overwhelmingly positive. We encountered some challenges with hiring staff for some of our before and after school programs. There were also some challenges in

attendance for students who signed up but then were unable to attend the full programs. Going forward we hope to increase access and participation for our unduplicated students in particular.

We had a hard time staffing Computer Science, so we are broadening our vision for high quality enrichment to include arts and music education in addition to computer science. We also hope to leverage extended learning opportunities through intercessions, summer, and after-school programs to provide broader enrichment experiences.

We are reorganizing most of the metrics and actions this goal to be in Goal 1: Students grow and achieve academically. This will encompass a broader view of student growth and achievement.

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

Goals and Actions

Goal

Goal #	Description
4	Equity: Our school will promote equity and achieve equitable outcomes for our students and staff.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Community Composition: Staff Increase representation of Latinx instructional staff	14% of instructional staff identify as Hispanic/Latinx	21%	2022-23: 31%	2023-24: 35%	The % of instructional staff identifying as Hispanic/Latinx will increase until it hits 25%
Staff Development: Insight Survey Diversity, Equity, and Inclusion	5.4	4.9	Fall 2022: 4.4	Fall 2023: 6.5	6.5 or higher (5 is national average)
SPED Goal: MAP Growth (Median Conditional Growth Percentile)	ELA: 37th (Fall to Spring) Math: 17th (Fall to Spring)	ELA: 48th (Fall to Spring) Math: 49th (Fall to Spring)	N/A	N/A metric retired	ELA: 50th or higher Math: 32nd or higher (Metric retired at end of 21-22 due to programmatic changes)
ELL Goal: MAP Growth (Median Conditional Growth Percentile)	ELA: 24th (Fall to Spring) Math: 25th (Fall to Spring)	ELA: 51st (Fall to Spring) Math: 55th (Fall to Spring)	N/A	N/A metric retired	50th or higher (Metric retired at end of 21-22 due to

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					programmatic changes)
iReady ELL Growth (Median Percent Progress Towards Typical Growth)	N/A	N/A	ELA 2022-23 Fall to Spring: 122 Math 2022-23 Fall to Spring: 110	ELA 2023-24 Fall to Winter: 130 Math 2023-24 Fall to Winter: 122	80 Fall to Spring (Median Percent Progress Towards Typical Growth)
iReady SPED Growth (Median Percent Progress Towards Typical Growth)	N/A	N/A	ELA 2022-23 Fall to Spring: 123 Math 2022-23 Fall to Spring: 100	ELA 2023-24 Fall to Winter: 120 Math 2023-24 Fall to Winter: 107	80 Fall to Spring (Median Percent Progress Towards Typical Growth)

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

There were no material differences in how actions were carried out from how they were written in the LCAP this year other than DEIB professional development.

We were able to increase the instructional staff diversity at our schools to be 35%, which exceeds our goal by 10% and is a 4% increase from last year.

i-Ready growth for our subgroups met our goal. For students with special needs, they had a 120% median progress towards typical in Reading and 107% in Math. For ELLs, they grew 130% in Reading and 122% in Math.

Offering regular DEIB Professional Development mostly took place in Friday PD and was led by staff members.This ended up not being effective, as DEIB perceptions on the Insight Survey dropped from last year.

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.

We spent less on ELD curriculum and staffing because our ELD Coordinator stepped in to fill an AP role for half of the year.

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

Inclusive hiring practices helped to increase the % of instructional staff identifying as Latinx, which we found to be very effective. Our approach to DEIB professional development did not contribute to improved perceptions of DEIB in our LEA.

We were able to keep a staffed special education department this year, which had been a challenge last year.

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

The model of hiring an EL Program Coordinator helped us to improve our general services for ELs, however we ran into challenges having subject teachers teach Designated ELD. These teachers shared that they did not have adequate planning or preparation time to be able to do their core subject teaching and hold the responsibility of Designated ELD. As a result, in the next LCAP, we have planned for the addition of two designated ELD teachers, and will have a 0.5 FTE ELD Coordinator.

Our next LCAP will have one goal purely about pupil achievement, including subgroups, in response to stakeholder input relating to the confusion of having achievement data for some subgroups in a separate goal.

We also cannot expect to have improvements in DEIB without proper investments in this work; as a result the new LCAP does not include a DEIB action without expenditures. It has also been folded into professional learning in the new LCAP.

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

Goals and Actions

Goal

Goal #	Description
5	Sustainability & Growth: Our school will be financially and operationally sound.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance (Average Daily Attendance)	95.7% (2019-20 through 3/13/20) 96.36% (2020-21)	89% (2021-22)	90.56% (2022-23)	93.46% (as of 6/14/24)	95% or higher
Chronic Absenteeism	9.2% (2019-20 through 3/13/20) 11.05% (2020-21)	42% (2021-22)	35.29% (2022-23)	21.6% (as of 6/14/24)	10% or less
Full Enrollment	925	887 (2021-22)	915 (2022-23)	2023-24: 950	915
Staff Retention	69%	78% (2021-22)	81% (2022-23)	72% (2023-2024)	70% or higher
Student Retention	92%	88% (2021-22)	2022-23: 78%	2023-24: 85%	85% or higher
Teacher credentials (% Credentialed & Appropriately Assigned)	Original: 100% Corrected: 89%	Original internal: 79% (2021-22) Corrected TAMO: 2020-21: 40.57%	2021-22: 44.75%	2022-23: Not Available from CDE	100%
FIT Tool	Facilities in good repair.	Met. Facilities in good repair.	Met. Facilities in good repair.	Met. Facilities in good repair.	Good or better
Operations Scorecard	N/A	2.85, no 1's	2.95 average, no 1's	3.07, no 1's	3.7 of better, no 1's

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Access to standards-aligned instructional materials	100% of students have access to Chromebook and instructional materials	100%	100%	100%	100%

Goal Analysis

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

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

There were no substantive differences in how actions were carried out versus how they were described in the 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.

There were no material differences between budgeted and actual expenditures for this goal.

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

While our ADA did not meet our final LCAP goal of 95%, we made significant improvement over the course of this LCAP. Actions like hiring an attendance and engagement coordinator, teacher phone calls, rewards, and whole-school communications contributed to a 3% increase in ADA from last year. This also contributed to a significant drop in chronic absenteeism, from 35% last year to 21% this year.

We met our enrollment and operations goals, including student retention. While we met our staff retention goal, we dropped from last year.

Staffing our operations, meals, and technology teams resulted in high quality services and operations for all students and staff.

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.

In our new LCAP, many of our operations activities and measures will be split into either our goal about a safe and supportive environment, or operational sustainability. We do not anticipate any major changes to these goals or measures, as they were largely effective. Measures relating to staff retention will be a part of the goal around staff growth and belonging, to continue to bring light to the longevity and sustainability of Caliber staff.

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
6	Our school will live out the values of feedback and continuous improvement, affirming and validating, collective responsibility, and empathy and kindness.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Engagement: Self Reflection Tool Rating	3.42	3.8	3.67	3.75	Average score of 3.5+
Staff Insight Survey: Observation & Feedback	5.8	5.0	Fall 2022: 3.7	Fall 2023: 4.5	Results will increase until they reach 6.5 (or will remain at or above the national average of 5.0)
Student Climate Survey: Cultural Awareness & Action	3.7	Fall: 3.7 Spring: 3.7	Fall 2022: 3.86 Spring 2023: 3.56	Fall 2023: 3.55 Spring 2024: 3.53	At or above cohort average (3.5)
Family Survey: School Climate (% Favorable)	80%	Fall: 77% Spring: 83%	Fall 2022: 80% Spring 2023: 79%	Fall 2023: 76%	85%
Family Survey: School Fit (% Favorable)	67%	Fall: 73% Spring: 77%	Fall 2022: 75% Spring 2023: 72%	Fall 2023: 71%	Result will increase until it reaches 85%
Family Survey: Participation (# Responses)	141	Fall: 480 Spring: 391	Fall 2022: 538 Spring 2023: 390	Fall 2023: 490	300

Goal Analysis

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

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

There were no major or substantive differences in planned and implemented actions in this goal. We were able to improve the consistency of instructional coaching this year, which resulted in growth on the Observation & Feedback measure on the insight survey.

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.

We spent more on observation and feedback than initially budgeted to be able to provide coverage for an AP that was on leave.

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

By improving our consistency with observation and feedback we were able to improve from 3.7 to 4.5 on the instructional index from Insight. We are still not at our goal of 6.5, however.

Cultural celebrations and school climate efforts this year contributed to strong student responses on Cultural Awareness and Action, where we exceeded our goal of 3.5.

Our efforts to connect and communicate with families were not as effective in improving their sense of school fit or satisfaction. Both of these favorability rates dropped from the previous year.

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

In the next LCAP, we have pulled family satisfaction into the goal about a safe and supportive environment, so that our families' satisfaction is a part of our conversations around school climate, which represents the area that families have asked for the most improvement.

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

Caliber beta academy

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
Caliber: Beta Academy	Andrew Grossman & Aleesha Spurr School Leaders	info@caliberschools.org (510) 685-9886

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.

Caliber: Beta Academy is a charter public school operating in San Pablo, CA serving students in grades TK-8. Caliber Beta's total enrollment in the 2023-24 school year is 952 students. According to the 2023 CA School Dashboard, 74.3% of students are socioeconomically disadvantaged and 27.7% of students are English Learners.

The mission of Beta Academy is to shift the experiences, expectations, and outcomes for students in our historically underserved community. Our school model balances high-quality academic preparation with social-emotional learning and is focused on our four pillars: Heart, Smart, Think, and Act. Our school opened its doors in 2014.

Reflections: Annual Performance

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

The release of the 2023 California School Dashboard indicators for Caliber Beta Academy show a school making progress despite the on-going challenges with returning to in-person instruction. Based on a review of performance on state and local indicators, we have made progress and are most proud of success in the following areas:

Our 22-23 chronic absenteeism rate declined significantly overall and most of our student groups (All students -4.5, ELs -7.0, SED -3.3, and Hispanic -7.1) and our SWD also declined by -17.2 percentage points. Internal SIS data for the 2023-24 school shows we are continuing to improve in reducing our chronic absenteeism with currently 21.6% of all students chronically absent, a decline of -14 pct pts from 22-23. These reductions are seen across all of our student groups (EL -14, SED -15, SWD -9, African American -20, Asian -23, Hispanic -11). These outcomes reflect the additional investments and attention in attendance that we hope to continue in Goal 2 Action Number.

Our 22-23 school-wide suspension rate was Low with 0.9% suspended at least one day. While this shows an increase in the suspension rate compared to 21-22, this outcome reflects our commitment to restorative practices, trauma-informed care, and increased services related to SEL and mental health. According to local SIS data for 2023-24, we anticipate that our suspension rate will increase to around 1.75% of all students and place us in the Orange placement. However, we believe that this increase is due to our increased focus on predictable learning environments and resetting expectations and follow-through with teachers, students, and family around student behavior.

Our school also demonstrated improvement with Mathematics with all students and all student groups placed in the increased (All Students +5.4, ELs +5.9, SEDs +8.6, and Hispanic +3.6) or increased significantly categories (SWD +24.9 and African American +15.6).
Finally, we have also demonstrated success with our implementation of iReady and academic growth for our students. By the end of the school year, schools should aim to exceed 100% median progress toward Typical Growth to show that most students have experienced a full year's worth of growth. From Fall to Spring the school-wide median percent progress towards typical growth was 137% for ELA and 131% for math. This indicates that most of our students made at least a year's worth of growth in both ELA and math.

According to the 2023 CA Dashboard, the following groups were in the lowest performance category of red and will require additional support and attention for the LCAP:
English Learners in CAASPP ELA performance, African American students in Chronic Absenteeism and Suspension Rate, and Asian students in Chronic Absenteeism.
We hope to improve our English Learner performance by reimagining and restructuring our ELD program by providing more intentional integrated ELD professional development and by hiring 2 ELD teachers to implement a stronger designated ELD program (Goal 1 Actions 5 and 6).
We have already seen dramatic improvement in African American and Asian chronic absenteeism in the 23-24 school year by investing in attendance improvement efforts with our Attendance Improvement & Engagement Coordinator (Goal 2 Action 3). Furthermore, we will continue to build out our predictable learning environment priority by developing better aligned systems of support for our students exhibiting repeat level 2 and 3 behaviors (Goal 2 Action 2) to support our school climate survey data and improve suspension rates.

Reflections: Technical Assistance

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

Caliber Beta Academy is currently receiving technical assistance in the form of Differentiated Assistance from the Santa Clara County Office of Education in the performance areas of African American student chronic absenteeism and suspension rates. The technical assistance specifically focuses on improving attendance for students and in particular African American students by understanding the root causes of absenteeism in order to design and execute targeted interventions and plans for continuous improvement. For example, the Attendance Improvement & Engagement Coordinator has been in collaboration with the Data Team at the School Support Office to design a Check-In Check-Out (CICO) intervention for 8th graders at risk of chronic absenteeism. During the start of next school year, we hope to shift our focus to improving suspension rates for our African American students. These efforts are reflected in the following actions for attendance improvement in Goal 2. As a result of this work we hope to see improvements in chronic absenteeism rates for all students and especially our African American students.

Comprehensive Support and Improvement

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

Schools Identified

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

Not applicable

Support for Identified Schools

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

Not applicable

Monitoring and Evaluating Effectiveness

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

Not applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	Teacher Climate Survey: September 2023 Teacher Climate Survey: April 2024 Insight Survey: October 2023
Principals and School Administrators	Provided Input on Priorities in October and November 2023 Met in April 2024 to provide input and discuss budget allocations
Other LEA Staff	Staff Listening Tours: November 2023 Staff Listening Tours: February 2024 Staff Listening Tours: April 2024
Parents	Parent School Climate Survey: September 2023 Parent Priorities Survey: April 2024 SSC Meeting: October 2023 SSC Meeting: January 2024 SSC Meeting: February 2024 SSC Meeting: March 2024 SSC Meeting: May 7, 2024 ELAC Meeting: November 2023 ELAC Meeting: February 2024
Students	Student Climate Survey: September 2023 Student Climate Survey: March 2024

Educational Partner(s)	Process for Engagement
SELPA	Shared draft of LCAP April 2024

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

Teachers: Teachers asked for a more intentional focus on supporting EL students. This influenced actions in Goal 1, where Title III and general funds are utilized to provide designated ELD instruction, and Goal 3, where whole - school professional development in supporting English Language Development will be provided.

Principals and School Administrators: Our principals and school administrators asked for measures that can be easily tracked throughout the year so that we can measure our progress. Our improvements in DFS are tied to the California School Dashboard in response to this request.

Other LEA Staff: All staff expressed a need for improvements in communication around student behaviors. This is encapsulated in Action 2.2.

Parents: Parents have expressed concern about academic intervention for students who are behind in reading. This influenced actions in Goal 1, where Title I and general funds will support additional intervention in phonics for early-grade students.

Students: The LCAP includes additional actions supporting student safety and belonging, including actions 2.1 and 2.2.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Students grow and achieve academically	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 7: Course Access (Conditions of Learning)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Goal 1 addresses student achievement and growth. Goal 1 aligns to the SMART and THINK pillars.

Caliber is committed to nurturing academic growth and success among our students through strategic investments in our teachers and academic programs. By providing our educators with top-tier instructional materials and fostering a supportive learning environment, we aim to unlock the full academic potential of every student. Our approach includes bolstering Transitional Kindergarten and early intervention services, ensuring our youngest learners have a solid academic foundation. Additionally, we will deliver tailored support to historically marginalized groups, including English Learners, Long-Term English Learners, and Students with Disabilities, to foster improved academic outcomes. Finally, our expanded learning program will offer diverse and enriching educational experiences representing a broad course of study. The metrics and actions are grouped together as the data is aligned with measurable outcomes for these actions in the state priorities listed above.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP ELA (Average Distance from Standard) LCFF Priority 4	All Students: -38.4 English Learners: -74.1 Socioeconomically Disadvantaged: -46.5			All Students: -29.4 English Learners: -67.7	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities: -117.4 African American: -41.5 Hispanic: -41.8 Source: 2023 CA Dashboard			Socioeconomically Disadvantaged: -42.6 Students with Disabilities: -108.4 African American: -59.6 Hispanic: -40.2	
1.2	CAASPP Math (Average Distance from Standard) LCFF Priority 4	All Students: -69.2 English Learners: -92.2 Socioeconomically Disadvantaged: -77 Students with Disabilities: -147.7 African American: -95.6 Hispanic: -69.2 Source: 2023 CA Dashboard			All Students: -60.2 English Learners: -93.4 Socioeconomically Disadvantaged: -80.8 Students with Disabilities: -138.7 African American: -104.5 Hispanic: -80.8 Source: 2023 CA Dashboard	
1.3	ELPAC English Learner Progress Indicator (Percentage of English Learners Making Progress) LCFF Priority 4	46.9% Source: 2023 CA Dashboard			45%	
1.4	CAST (% Met/Exceeded Standards) LCFF Priority 4	All Students: 19.54% English Learners: 0% Socioeconomically Disadvantaged: 17.77% Students with Disabilities: 0%			All Students: 30.18% English Learners: 2.32% Socioeconomically Disadvantaged: 19.32%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		African American: 14.81% Hispanic: 20.3% Source: CAASPP CAST Results 2022-23			Students with Disabilities: 8.70% African American: 14.16% Hispanic: 18.88%	
1.5	English Learner Reclassification Rate LCFF Priority 4	13.06% Year: 2022-23 Source: CALPADS 2.16, 8.1			15%	
1.6	Access to and enrollment in a broad course of study as measured by enrollment in an art, music, physical education, or computer science course and/or participation in an intercession program (Local Indicator Broad Course of Study LCFF Priority 7)	100% of students are enrolled in an art, music, physical education, or computer science or participated in an intercession program. Year: 2023-24 Source: Local data and CALPADS			100% of students are enrolled in an art, music, physical education, or computer science or participated in an intercession program.	
1.7	English Language Development Implementation Self-Reflection (Average rating on scale of 1-5 of ELD categories) Data Source: Local Indicator Self Reflection Survey LCFF Priority 2	3.67 Source: 2023-24 Local Indicators			4.0	
1.8	iReady ELA Growth (Fall to Spring Median	K-5 All Students: 128% 6-8 All Students: 192%			K-5 All Students: 75%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percent Progress Towards Typical Growth) LCFF Priority 8	K-8 EL: 130% K-8 LTELS: 94% K-8 RFEP: 200% K-8 SWD: 120% Source: iReady Reading Fall to Spring 2023-24			6-8 All Students: 45% K-8 EL: 75% K-8 LTELS: 75% K-8 RFEP: 75% K-8 SWD: 75%	
1.9	iReady Math Growth (Fall to Spring Median Percent Progress Towards Typical Growth) LCFF Priority 8	K-5 All Students: 122% 6-8 All Students: 167% K-8 EL: 122% K-8 LTELS: 94% K-8 RFEP: 169% K-8 SWD: 107% Source: iReady Math Fall to Spring 2022-23			K-5 All Students: 80% 6-8 All Students: 60% K-8 EL: 80% K-8 LTELS: 80% K-8 RFEP: 80% K-8 SWD: 80%	
1.10	Percentage of students that have access to their own copies of standards-aligned instructional materials for use at school and at home LCFF Priority 1	100% of students have access to instructional materials Source: Williams Visit Instructional Materials Surveys 2023-24			100% of students have access to instructional materials	
1.11	Expanded Learning Participation (Number of students enrolled in at least one ELOP program) Source: Internal Participation Data	365 students			400	
1.12	Implementation of academic content and	3.5			3.75	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	performance standards (Average rating on scale of 1-5) Data Source: Local Indicator Self Reflection Survey	Source: 2023-24 Local Indicators				

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	Effective Core Instruction	Maintain Core Teaching Staff in Grades K-8	$3,872,155.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	Strong Academic Foundation	Provide a high-quality Transitional Kindergarten Program	$190,265.00	No
1.3	High Quality Instructional Materials	Ensure there are high quality curricular and instructional resources and materials available in every classroom	$100,341.00	No
1.4	Academic Intervention	Provide additional instructional support to students behind in Reading and Math	$853,996.00	Yes
1.5	EL Program	Maintain an excellent EL program designed to promote English learning in the content area context and in designated ELD This action fulfills the requirements for EL language acquisition programs and EL professional development for teachers. It also is required based on ELA Dashboard data for the EL student group.	$34,753.00	Yes
1.6	Long-Term ELs	Ensure students identified as Long-Term ELs receive additional intervention This action fulfills the requirement for LTEL language acquisition programs and LTEL professional development for teachers.	$37,050.00	Yes
1.7	Special Education	Maintain an excellent special education program for students with special needs	$1,925,980.00	No
1.8	Data Driven Instruction	Collect and respond to meaningful information about student learning	$29,188.00	Yes
1.9	Enrichment and Electives	Ensure a broad set of enrichment courses and field experiences for students	$784,914.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.10	Expanded Learning	Provide meaningful expanded learning opportunities to students before and after school, and during intersession periods	$1,689,861.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Our school is a joyful, safe place where we partner with families for student success	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

Priority 3: Parental Involvement (Engagement)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Creating a safe, inclusive, and welcoming school environment is pivotal for fostering student success. This goal is aligned to our Heart pillar. To achieve this, Caliber is implementing a set of actions aimed at cultivating a positive school culture and strengthening partnerships with families:

Social-Emotional Learning (SEL): We maintain a dedicated SEL Team and provide resources and training to empower all staff to support students' social and emotional development.

Promotion of Positive Behavior: Our focus is on fostering positive behavior and nurturing healthy, productive relationships among students and staff. According to the 2023 CA Dashboard our African American students had an increase in suspension rates, and we hope that our actions related to SEL and PBIS will improve their suspensions rates in the future.

Attendance Improvement: We are committed to enhancing Average Daily Attendance and decreasing Chronic Absenteeism, recognizing its critical role in student engagement and academic success. According to the the 2023 CA Dashboard, our African American and Asian students struggled with chronic absenteeism and this action will be directed in improving those student groups.

Communication: We actively promote regular communication and meaningful partnerships with families, recognizing their integral role in student achievement and well-being.

The metrics and actions are grouped together as the data is aligned with measurable outcomes for these actions in assessing school safety, student engagement, and overall school climate.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Percent of students suspended one or more times Source: CA Dashboard LCFF Priority 6	All Students: 0.90% English Learners: 0.70% Socioeconomically Disadvantaged: 1.10% Students with Disabilities: 2.90% African American: 3.80% Asian: 0.00% Hispanic: 0.30% Source: CA Dashboard 2022-23			3%	
2.2	Percent of students expelled Source: CALPADS LCFF Priority 6	0% (2022-2023)			1%	
2.3	Middle school dropout rates Source: CALPADS LCFF Priority 5	0.11% (2022-23)			1%	
2.4	Student Climate Survey % Favorable LCFF Priority 6	All Students: 61% English Learners: 65% Students with Disabilities: 54% African American: 59% Hispanic: 63%			60%	
2.5	Average Daily Attendance Source: SIS P-2 LCFF Priority 5	93.71% Source: SIS P-2 2023-24			94%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	Percent of students chronically absent Source: CA Dashboard LCFF Priority 5	All Students: 35.60% English Learners: 35.80% Socioeconomically Disadvantaged: 38.80% Students with Disabilities: 35.70% African American: 45.90% Asian: 38.60% Hispanic: 32.70% Source: CA Dashboard 2022-23			All Students: 20% English Learners: 20% Socioeconomically Disadvantaged: 22% Students with Disabilities: 26% African American: 25% Asian: 15% Hispanic: 20%	
2.7	Parent satisfaction "I am satisfied with Caliber" LCFF Priority 3	Fall 2023: 81%			85%	

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	Promote Mental Health	Maintain a team of clinicians and equip all staff to support student mental health	$207,391.00	Yes
2.2	Promote positive behavior and Social Emotional Learning	Promote positive behavior, social emotional learning, and healthy, productive relationships This action fulfills the requirements for the Red Dashboard student groups of African American students for suspension rates. This action is related to the ongoing implementation of differentiated assistance.	$642,293.00	Yes
2.3	Attendance Improvement	Improve Average Daily Attendance and decrease chronic absenteeism This action fulfills the requirements for the Red Dashboard student groups of African American student and Asian students in chronic absenteeism. This action is related to the ongoing implementation of differentiated assistance.	$83,593.00	Yes
2.4	Communication	Promote regular communication and partnership with families	$64,530.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Our school is a place where our staff can grow, belong, and achieve excellent results for students	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Recognizing the critical importance of teacher quality for the stability and success of our schools, Caliber is prioritizing efforts to enhance recruitment, retention, and staff development. Our focus is on improving conditions for adult professional learning throughout our system, ultimately benefiting student outcomes.
Instructional Leadership: Our school leadership team is committed to fostering a supportive culture of continuous improvement rooted in principles of diversity, equity, inclusion, and belonging.
Professional Development (PD): All Caliber educators will receive continuous learning opportunities, meaningful coaching, and dedicated time for collaboration with peers to enhance their knowledge and skills.
Staff Recruitment: We aim to build a pipeline of effective teachers who are appropriately credentialed and reflect the diversity of the communities we serve.
We will primarily gauge our success through survey feedback from our school community including TNTP's Instructional Culture Index, a reliable measure aligned with retention and student academic success. Credentialing and misassignment data from the state will also be leveraged to monitor our progress in recruiting and developing highly qualified teachers.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Percentage of teachers who are appropriately assigned (i.e., % Effective) Source: DataQuest TAMO LCFF Priority 1	% Effective: 63.1 2021-22 School Year			65% effective or higher	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Instructional Culture Favorability Source: TNTP Insight Survey LCFF Priority 6	Fall 2023: 6.6			6.5	

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	Staff Climate	Create a supportive and joyful climate for staff	$64,740.00	No

Action #	Title	Description	Total Funds	Contributing
3.2	Professional Development	Provide meaningful professional development for teachers and staff	$839,408.00	Yes
3.3	Teacher Pipeline	Build a pipeline of effective teachers	$27,377.00	No
3.4	Leadership	Maintain strong instructional leadership	$340,879.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Our school maintains strong and excellent support infrastructure	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

We know that maintaining our operational strength is key to being able to deliver on our ambitious goals for our students in the classroom. We want our students and staff to stay with us for a long time, and this requires clear systems, a healthy workplace, a sustainable financial model, and healthy and safe facilities.

Facilities Maintenance: Ensuring safe and welcoming facilities is paramount to creating an environment conducive to learning and well-being.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Operating Budget	Source: Internal Budget			Operate within +/- 5% of total budget	
4.2	Principal Satisfaction: Overall favorability with network support services	TBD			TBD	
4.3	# of audit and Williams findings	1			1 or fewer	
4.4	Number/percentage of sites passing the Williams Compliance review (i.e., the facilities are in good repair - as	Overall Rating of Good 2023-2024 FIT			100% Overall Rating of Good or Better	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	measured by the FIT tool)					

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
4.1	Ensure high quality infrastructure support	Ensure the LEA has high quality back-office support in the areas of human resources, finance, leadership support, and compliance.	$1,533,866.00	No
4.2	Ensure high quality operations	Hire, retain, and develop a strong school operations team and provide operational support services that support our school's instructional goals.	$2,477,486.00	No
4.3	Facilities	Maintain safe, clean, and welcoming school facilities	$1,592,726.00	No

Action #	Title	Description	Total Funds	Contributing

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
$2,323,498	$198,595

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
24.521%	0.000%	$0.00	24.521%

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
1.4	**Action:** Academic Intervention **Need:** According to iReady data and CA Dashboard data, we saw differences between low income students and ELs in their growth and achievement compared to higher income and English fluent students. Through the LCAP engagement process, staff also identified a	Research shows that small-group instruction and more instructional support in early grades benefits students and especially low income students and English Learners. Our low income students with disabilities and dual identified students demonstrated a need for additional support as well. We also noticed that other students could benefit from additional small group instructional support and more instructional assistants in the lower grades. The additional support staff will provide foundational literacy support with	Metric 1.8: iReady ELA Growth for All students, ELs, and SED students Metric 1.9: iReady Math Growth for All students, ELs, and SED students Metric 1.1: SBAC ELA DFS for All students, ELs, and SED students

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
	need for foundational literacy support for these students. **Scope:** LEA-wide	Fundations and other phonics instruction. They will also provide other tiered intervention based on demonstrated student need. We decided to implement the additional instructional staff on a school-wide basis in order to maximize the overall long-term impact on both our unduplicated pupils and non-unduplicated students.	Metric 1.2: SBAC Math DFS for All students, ELs, and SED students Other local assessment data including but not limited to DIBELs
1.8	**Action:** Data Driven Instruction **Need:** In reviewing 2023 ELA and Math and 2024 iReady achievement data for English Learners and Socioeconomically Disadvantaged students, we find that these groups were performing below their peers. ELs were Red on ELA and Yellow in Math. SED were Orange in ELA and Yellow in Math. Through the LCAP engagement process, we identified a gap in our teachers' ability to respond to student learning needs, especially our low income students and English Learners. **Scope:** LEA-wide	As a result, we are using iReady and Performance Matters to collect more frequent, relevant, and disaggregated data on our students' academic progress in ELA and Math. This data will allow us to provide differentiated and personalized instruction for our low income students and English Learners. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners. However, because we expect that all students struggling with ELA and/or Math will benefit, they are LEA-wide actions.	Metric 1.1: SBAC ELA Avg DFS for All, EL, and SED Metric 1.2: SBAC Math Avg DFS for All, EL, and SED Metric 1.8: iReady ELA growth for All, EL, and SED Metric 1.9: iReady Math growth for All, EL, and SED Other local assessment data including but not limited to curriculum based unit assessments.
1.9	**Action:** Enrichment and Electives **Need:** Through the LCAP engagement process, we heard from our families of unduplicated students for the need to continue offering field trips and increase enrichment opportunities and course offerings.	We believe that our Socioeconomically Disadvantaged students and English Learners deserve access to a broad set of elective and enrichment courses and opportunities including Art, Music, PE, and Computer Science. Supporting students to think critically, offering students the opportunities to learn outside the classroom, and providing opportunities to reflect on learning all support our school's mission to ensure that	Metric 1.6: Broad course of study Other local family and student survey data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	traditionally underserved students like socioeconomically disadvantaged, foster students, and English Learners have an opportunity to access an enriching curriculum. Often, students who are in designated ELD can be put in a schedule where they miss enrichment opportunities. We will ensure ELs are also accessing a broad course of study, and that designated ELD will not be a barrier to an enriching electives course load. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners. However, because we expect that all students will benefit, they are LEA-wide actions.	
1.10	**Action:** Expanded Learning **Need:** Through the LCAP engagement process, we heard from our families of low income students and English Learners for the need to continue offering expanded learning programs including before and after school care, intercession programs, and summer programming. Through ELOP participation data, we have also identified a need to increase participation and attendance for our unduplicated students, and so there is a need to do more targeted outreach to these families. There is also a need to provide more academic support for these student groups as well based on CA Dashboard and iReady assessment data. **Scope:** LEA-wide	Often families of low income students do not always have flexibility in their work schedule to accommodate the traditional school calendar, and so these programs enable continued engagement and partnership with our families. By providing a variety of expanded learning programs (before school care, after school, intercession, and summer) we plan to meet the needs of our low income students and English Learners. Partnership with community organizations will also make the programs more engaging and representative of our school community. While Low income students and English Learners have preference for ELOP program participation, we plan to do more targeted outreach to increase the number of low income and English Learners who take advantage of these opportunities. These actions are designed to meet the needs most associated with our low income students, foster youth, and English learners. However, because we expect that all students will benefit, they are LEA-wide actions.	Metric 1.11 ELOP Participation Other local family and student survey data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.1	**Action:** Promote Mental Health **Need:** Through the LCAP engagement process, we heard from our families of unduplicated students about the need to continue offering mental health support. Research indicates that low income students and English Learners do not have the same access to mental health care as their higher income and English fluent peers, and so Caliber is committed to meeting this need for our unduplicated students in this area. **Scope:** LEA-wide	Caliber provides social emotional support services for students, including mental health intervention, referral, and crisis interventions to students. School-based mental health services can improve access to care, improve access to tiered SEL supports,and allow for early identification of mental health issues.Services provided are focused on supporting students to be ready to learn and grow and address their immediate needs as well as factors that may be contributing to academic and social challenges. They will also provide professional development for teachers on how to promote trauma informed care that is attuned to the unique needs of low income, foster youth, and English Learners. Differences in student performance for low income students in the areas of behavior referrals and absenteeism may also be signs of underlying mental health issues that need to be addressed by trained clinicians in partnership with teachers and families. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners. However, because we expect that more students will benefit, they are LEA-wide actions.	Metric 2.4 Student Climate Surveys Metric 2.7: Parent survey satisfaction Other local data related to student well-being including behavior and attendance
2.2	**Action:** Promote positive behavior and Social Emotional Learning **Need:** Through the LCAP engagement process, we heard from our families of unduplicated students and from staff about the need to continue offering social emotional learning and an aligned system for positive behavior support and response in order to improve perceptions of safety for our students and staff	Caliber will continue to implement a common leveled behavior management system to ensure there is a clear what and how for responding to student behavior that is built on the principles of restorative justice. By aligning a common vision of SEL across our network, hiring a SEL team and creating a common playbook with resources, we expect to see improvements in student culture especially for our unduplicated students. Finally, in order to enhance our Circle and Advisory Curriculum, we will be exploring a new SEL curriculum over the course of this LCAP cycle that	Metric 2.1 Suspension Rates Metric 2.4 Student Climate Surveys Metric 2.7: Parent survey satisfaction Other local data related to student well-being including behavior and attendance

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
	while simultaneously addressing disparities in referral and suspension rates. According to the 2023 CA Dashboard as well as internal referral data, Socioeconomically Disadvantaged students had higher suspension and referral rates than their higher income peers. While student perceptions of safety and belonging have improved this past year, they are still not back to pre-pandemic levels and this is true for both our unduplicated students and students overall. **Scope:** LEA-wide	will be more culturally and sociolinguistically responsive in order to better support our SED and EL students. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners. However, because we expect that all students will benefit, they are LEA-wide actions.	
2.3	**Action:** Attendance Improvement **Need:** Chronic absenteeism rates since the pandemic have risen dramatically especially for our unduplicated students. Moreover, according to the 2023 CA Dashboard and internal data, we see disparities in chronic absenteeism and attendance for our Socioeconomically Disadvantaged students compared to their more affluent peers. **Scope:** LEA-wide	Our attendance improvement plan and cross-functional team has developed preventative and responsive strategies for improving chronic absenteeism for students that closely considers the needs of socioeconomically disadvantaged students and English learners. School teams will proactively plan for days with historically low attendance and provide targeted communication and incentives for families and students to improve attendance on those days. Furthermore, there will be early identification and outreach for students who have historically been chronically absent, so we can build relationships with families early and intervene before there is a larger issue. Finally, our attendance improvement coordinators will provide personalized support for students who are at risk of chronic absenteeism and partner with families to address the barriers that disproportionately impact our unduplicated students with regards to their attendance and engagement. These actions are designed to meet the needs most associated with	2.5 ADA 2.6 Chronic Absenteeism Other internal data related to the implement of attendance strategies

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
		our low income students, foster youth and English learners. However, because we expect that more students will benefit, they are LEA-wide actions.	
3.2	**Action:** Professional Development **Need:** We continue to see persistent disparities between the academic performance of English Learners and low-income students when compared to their English fluent and non-low income peers. English Learners and low-income students will require extra effort and support to achieve accelerated growth and achievement. Through the LCAP engagement process, we have identified a need for teachers to have the content knowledge and training to effectively differentiate instruction for our unduplicated students. **Scope:** LEA-wide	Ongoing support and professional development for teachers is crucial for addressing these disparities, both to improve teachers' general effectiveness in the classroom, which should disproportionately help students who are struggling, and to increase teachers' ability to execute differentiated instruction that meet the needs of our unduplicated students. The amount of time and resources dedicated to professional development at Caliber is a core part of our model and mission to shift the experiences and outcomes for all of our students including unduplicated students. Therefore, this action will be implemented LEA-wide.	3.2 Instructional Culture Favorability Other internal observation, survey, and assessment related to the efficacy of professional development, coaching, and teacher quality

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.5	**Action:** EL Program	Our action plan is designed to address the specific needs of our English Learners (ELs) and to be	Metric 1.1: SBAC ELA Avg DFS for ELs

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: We continue to see persistent disparities between the academic performance of English Learners compared to their English fluent peers on our CA Dashboard data and iReady achievement data. Through the LCAP engagement process, ELAC and staff feedback indicated that there was a need to provide more differentiated instruction for English Learners in designated ELD and a need for more differentiated professional development for staff on integrated ELD strategies. **Scope:** Limited to Unduplicated Student Group(s)	effective in improving their educational outcomes through targeted support and resources. We are restructuring our EL program by hiring a lower school ELD teacher who can focus on providing differentiated instruction for English Learners in our including tailored curricula resources from ELD Achieve. Furthermore, a .5 FTE ELD Director will be able to provide more aligned and responsive training on integrated ELD strategies for all of our teachers, so teachers can know their students assets and areas for growth based on their ELPAC and iReady data. This comprehensive approach ensures that ELs receive the support they need across all aspects of language development, integrated seamlessly into their regular coursework.	Metric 1.2: SBAC Math Avg DFS for Els Metric 1.3: English Learner Progress Indicator Metric 1.5: English Learner Reclassification Rate Metric 1.8: iReady ELA growth for ELs Metric 1.9: iReady Math growth for ELs
1.6	**Action:** Long-Term ELs **Need:** We continue to see persistent disparities between the academic performance of Long-Term English Learners compared to their English fluent peers on SBAC and iReady achievement data. Through the LCAP engagement and Federal Program monitoring processes, we recognize that LTELs may need more intensive and targeted support especially if they have not made progress over multiple years and may also have different development needs compared to English Learners in the lower school grades. **Scope:**	Our action plan is designed to address the specific needs of our Long-Term English Learners (LTELs) and to be effective in improving their educational outcomes through targeted support and resources. We are restructuring our ELD program to have an upper school ELD teacher who can provide targeted language development instruction for our middle school English Learners who are predominantly LTELs. We are restructuring the schedule and groupings of classes for more quality designated ELD time. Furthermore, teachers will also be able to know who their LTEL students are, including their assets and areas for growth based on their ELPAC and iReady data, so upper school teachers can provide more relevant and effective instructional interventions.	Metric 1.1: SBAC ELA Avg DFS for LTELs Metric 1.2: SBAC Math Avg DFS for LTELs Metric 1.3: English Learner Progress Indicator for LTELs Metric 1.5: English Learner Reclassification Rate Metric 1.8: iReady ELA growth for LTELs Metric 1.9: iReady Math growth for LTELs

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(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.

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.

Caliber Beta has an unduplicated pupil percentage in excess of 55% and therefore it did receive a concentration grant as part of its 2023-24 LCFF funding. The school anticipates continuing to receive concentration grant funding in 2024-25. The school used this add-on funding in 2023-24 to fund the cost of instructional staff who will provide direct services to students, and anticipates using the 2024-25 funding in the same manner.
Action 1.4
Action 1.5
Action 1.6

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	NA Single School LEA	NA Single School LEA
Staff-to-student ratio of certificated staff providing direct services to students	NA Single School LEA	NA Single School LEA

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	$9,475,471	2,323,498	24.521%	0.000%	24.521%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$11,322,505.00	$4,852,839.00	$273,601.00	$943,847.00	$17,392,792.00	$9,067,195.00	$8,325,597.00

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	Effective Core Instruction	All	No			All Schools		$3,196,221.00	$675,934.00	$3,161,581.00	$710,574.00			$3,872,155.00	
1	1.2	Strong Academic Foundation	All	No			All Schools		$190,265.00	$0.00	$190,265.00				$190,265.00	
1	1.3	High Quality Instructional Materials	All	No			All Schools		$0.00	$100,341.00	$4,169.00	$96,172.00			$100,341.00	
1	1.4	Academic Intervention	English Learners Low Income	Yes	LEA-wide	English Learners Low Income			$853,996.00	$0.00	$439,959.00		$116,195.00	$297,842.00	$853,996.00	0
1	1.5	EL Program	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners			$34,753.00	$0.00		$3,419.00		$31,334.00	$34,753.00	
1	1.6	Long-Term ELs	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners			$37,050.00	$0.00		$37,050.00			$37,050.00	
1	1.7	Special Education	Students with Disabilities	No			All Schools		$1,305,163.00	$620,817.00	$714,674.00	$920,071.00	$138,673.00	$152,562.00	$1,925,980.00	
1	1.8	Data Driven Instruction	English Learners Low Income	Yes	LEA-wide	English Learners Low Income			$0.00	$29,188.00		$29,188.00			$29,188.00	
1	1.9	Enrichment and Electives	English Learners Low Income	Yes	LEA-wide	English Learners Low Income			$687,973.00	$96,941.00	$383,353.00	$401,561.00			$784,914.00	

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	1.10	Expanded Learning	English Learners Low Income	Yes	LEA-wide	English Learners Low Income			$116,875.00	$1,572,986.00	$15,545.00	$1,674,316.00			$1,689,861.00	
2	2.1	Promote Mental Health	English Learners Low Income	Yes	LEA-wide	English Learners Low Income			$207,391.00	$0.00	$207,391.00				$207,391.00	
2	2.2	Promote positive behavior and Social Emotional Learning	English Learners Low Income	Yes	LEA-wide	English Learners Low Income			$589,351.00	$52,942.00	$589,351.00	$52,942.00			$642,293.00	
2	2.3	Attendance Improvement	English Learners Low Income	Yes	LEA-wide	English Learners Low Income			$83,593.00	$0.00	$83,593.00				$83,593.00	
2	2.4	Communication	All	No			All Schools		$0.00	$64,530.00	$64,530.00				$64,530.00	
3	3.1	Staff Climate	All	No			All Schools		$55,427.00	$9,313.00	$64,740.00				$64,740.00	
3	3.2	Professional Development	English Learners Low Income	Yes	LEA-wide	English Learners Low Income			$640,860.00	$198,548.00	$604,306.00	$174,082.00	$18,733.00	$42,287.00	$839,408.00	
3	3.3	Teacher Pipeline	All	No			All Schools		$0.00	$27,377.00	$27,377.00				$27,377.00	
3	3.4	Leadership	All	No			All Schools		$340,879.00	$0.00	$340,879.00				$340,879.00	
4	4.1	Ensure high quality infrastructure support	All	No			All Schools		$0.00	$1,533,866.00	$1,533,866.00				$1,533,866.00	
4	4.2	Ensure high quality operations	All	No			All Schools		$673,861.00	$1,803,625.00	$1,764,196.00	$327,480.00		$385,810.00	$2,477,486.00	
4	4.3	Facilities	All	No			All Schools		$53,537.00	$1,539,189.00	$1,132,730.00	$425,984.00		$34,012.00	$1,592,726.00	

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
$9,475,471	2,323,498	24.521%	0.000%	24.521%	$2,323,498.00	0.000%	24.521 %	**Total:**	$2,323,498.00
								LEA-wide Total:	$2,323,498.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.4	Academic Intervention	Yes	LEA-wide	English Learners Low Income		$439,959.00	0
1	1.5	EL Program	Yes	Limited to Unduplicated Student Group(s)	English Learners			
1	1.6	Long-Term ELs	Yes	Limited to Unduplicated Student Group(s)	English Learners			
1	1.8	Data Driven Instruction	Yes	LEA-wide	English Learners Low Income			
1	1.9	Enrichment and Electives	Yes	LEA-wide	English Learners Low Income		$383,353.00	
1	1.10	Expanded Learning	Yes	LEA-wide	English Learners Low Income		$15,545.00	
2	2.1	Promote Mental Health	Yes	LEA-wide	English Learners Low Income		$207,391.00	
2	2.2	Promote positive behavior and Social Emotional Learning	Yes	LEA-wide	English Learners Low Income		$589,351.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.3	Attendance Improvement	Yes	LEA-wide	English Learners Low Income		$83,593.00	
3	3.2	Professional Development	Yes	LEA-wide	English Learners Low Income		$604,306.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$16,828,605.00	$16,783,084.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Student Behavior Data	No	$0.00	
1	**1.2**	Trauma-Informed Practices	No	$0.00	
1	**1.3**	Circle and Advisory Curriculum	No	$0.00	
1	**1.4**	Restorative Practices	No	$0.00	
1	**1.5**	Maintain a core SEL team	Yes	$858,141.00	$888,933
2	**2.1**	Core teaching staff & academic leadership	No	$4,396,408.00	$4,161,224
2	**2.2**	Implement Common Curriculum-Based Assessments	No	$15,000.00	$28,879
2	**2.3**	Additional Instructional Staff	Yes	$1,105,252.00	$1,094,388
2	**2.4**	Internalize Common Core Aligned Curriculum	No	$151,901.00	$123,038
2	**2.5**	Data Cycles	No	$0.00	
2	**2.6**	Implement iReady Assessment Platform	No	$35,000.00	

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)
3	3.1	Student Led Conferences	No	$0.00	
3	3.2	Field Lessons	No	$27,000.00	
3	3.3	IPG Implementation	No	$0.00	
3	3.4	Advisory and Circles	No	$0.00	
3	3.5	Computer Science and non-core coursework	Yes	$759,514.00	$898,082
3	3.6	Expanded Learning and Enrichment	No	$1,503,309.00	$1,293,150
4	4.1	Inclusive Hiring Practices	No	$5,000.00	$36,302
4	4.2	Special Education Team	No	$1,770,270.00	$1,947,943
4	4.3	Anti-racist and DEIB Professional Development	Yes	$0.00	
4	4.4	ELD Staffing and Curriculum	Yes	$120,285.00	$67,569
5	5.1	Attendance and Engagement Systems	No	$0.00	$78,334
5	5.2	Maintain a healthy meals program	No	$622,335.00	$701,149
5	5.3	Maintain a strong operations team	No	$2,982,961.00	$2,732,022

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)
5	5.4	Safe and welcoming facilities	No	$1,421,578.00	$1,584,358
5	5.5	Technology infrastructure	No	$282,592.00	$205,856
6	6.1	Coaching and Feedback	Yes	$653,159.00	$851,493
6	6.2	Cultural Celebrations	No	$0.00	
6	6.3	Feedback Cycles	No	$0.00	
6	6.4	Targeted family partnership	Yes	$118,900.00	$90,364

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$2,311,712	$2,141,412.00	$2,311,712.00	($170,300.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.5	Maintain a core SEL team	Yes	$853,163.00	$555,214	0	0
2	2.3	Additional Instructional Staff	Yes	$512,090.00	$681,213	0	0
3	3.5	Computer Science and non-core coursework	Yes	$478,532.00	$505,357	0	0
4	4.3	Anti-racist and DEIB Professional Development	Yes	$0.00	0	0	0
4	4.4	ELD Staffing and Curriculum	Yes	$90,261.00	$36,235	0	0
6	6.1	Coaching and Feedback	Yes	$88,466.00	$78,334	0	0
6	6.4	Targeted family partnership	Yes	$118,900.00	$455,359	0	0

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)
$9,319,170	$2,311,712	0	24.806%	$2,311,712.00	0.000%	24.806%	$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

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

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

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

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

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

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

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)
Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

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

  o When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

  o The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

- In addition to this information, the LEA must also identify:

  o The school or schools to which the goal applies

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

Broad Goal
Description

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

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

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

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

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

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

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

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

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

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

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

Year 1 Outcome

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

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

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

Current Difference from Baseline

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

        ▪ The reasons for the ineffectiveness, and

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

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

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

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

Total Funds

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

Contributing

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

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

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

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

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

  - Professional development for teachers.

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

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

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Action Tables

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

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

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

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

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

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

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

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

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

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

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

Contributing Actions Annual Update Table

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023

Local Performance Indicator Quick Guide

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.

- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.

- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Local Indicators

The local indicators address the following state priority areas:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

The LEA annually measures its progress in meeting the *Williams* settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California *Education Code* (*EC*) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The county office of education (COE) annually measures its progress in coordinating instruction as required by California *EC* Section 48926; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Local Indicator Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home

  - 0%

- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

  - 3: Interior surfaces, Restrooms and Fountains, Safety

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp. 21-22 school year

Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
45.5	40.6%	6.2%	16.7%	36.1%	0.0%	0.4%	0.0%

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the *optional* reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA

- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)

- Mathematics – Common Core State Standards for Mathematics

- Next Generation Science Standards

- History-Social Science

- Career Technical Education

- Health Education Content Standards

- Physical Education Model Content Standards

- Visual and Performing Arts

- World Language

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. **Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**
   Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				X	
ELD (Aligned to ELA Standards)				X	
Mathematics – Common Core State Standards for Mathematics				X	
Next Generation Science Standards				X	
History-Social Science			X		

2. **Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**
   Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				X	
ELD (Aligned to ELA Standards)				X	
Mathematics – Common Core State Standards for Mathematics				X	
Next Generation Science Standards				X	
History-Social Science				X	

3. *Rate the LEA's progress in implementing policies or programs to support staff in*

identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				X	
ELD (Aligned to ELA Standards)			X		
Mathematics – Common Core State Standards for Mathematics				X	
Next Generation Science Standards				X	
History-Social Science			X		

Other Adopted Academic Standards

4. **Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.**
   Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education		X			
Health Education Content Standards		X			
Physical Education Model Content Standards			X		
Visual and Performing Arts			X		
World Language		X			

Support for Teachers and Administrators

5. **Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).**

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Activities	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				X	
Identifying the professional learning needs of individual teachers				X	
Providing support for teachers on the standards they have not yet mastered			X		

Optional Narrative (Limited to 1,500 characters)

6. **Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.**

Curriculum selection was guided by alignment with the Common Core. In the Spring of the prior year, teacher leaders and administration worked on scope and sequences, pacing calendars, unit plans. Most of the work around standards and curriculum internalization has occurred within the coach - teacher relationship, with foundations laid during summer professional development. In addition, teachers have monthly or quarterly roll off days, when coverage is provided for the classroom and teaching teams prepare for a new unit, review upcoming standards and analyze the data from the preceding unit.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit:[1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.

- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families

2. Building Partnerships for Student Outcomes

3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to

family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

   1 – Exploration and Research

   2 – Beginning Development

   3 – Initial Implementation

   4 – Full Implementation

   5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 – Exploration and Research

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	4
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	4
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	4
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	4

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

All family communication is sent home in families' primary language in addition to English. All teachers make relationship-building phone calls with families at the beginning of the year to ensure that families and teachers begin the year with a strong relationship. Staff is provided for with a script for these calls and given time during professional development in August to complete. Families participate in conferences twice a year with families to connect and learn more about students' strengths and potential areas of growth both at

school and at home. Throughout the year there are a series of events that bring families on to campus, from content nights to community building events.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

An area of improvement is to devote extra attention to building relationships with families of students who are chronically absent. In an attempt to do this Caliber Beta has recently created the Attendance Improvement and Family Engagement Coordinator role. This staff member does target outreach in order to learn more about the needs of students who are chronically absent. We hope to continue this focus area in coming school years.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

We begin a pilot of home visits with families with students who were chronically absent to build stronger relationships. This will build upon the work already done with the Attendance Improvement and Family Coordinator and expand the circle of staff joining these visits. By partnering with families and connecting them with our various resources (mental health, SEL, academic intervention, wellness) we are hoping for an increase in investment by this underrepresented population.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 – Exploration and Research

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	4
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	4
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	4
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	3

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

   There are a number of schoolwide structures that support partnership for student outcomes: from student led conferences, to utilizing DeansList and Classdojo for communication,

   Parent leaders at the school have become more involved with advocacy efforts this year and have held a number of action research meetings with local officials to advocate for the school.

   Both school leaders hold monthly meetings with families on a range of topics as well as to gather feedback on current practices.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

While grades are usually discussed in student led conferences, we have found that parents may not be aware of the grade level proficiency of their student. In addition, families can use support on how to read our I-Ready diagnostic tests.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

Next year we'd like to make sure that parents are receiving more detailed information about their students' proficiency levels to enhance data transparency. Incorporating these conversations into student led conferences, where usually only grades are discussed, can support families in gauging student success and aligning at home to in school learning.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 – Exploration and Research

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	4
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	3
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	4
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	3

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

   There are a number of school structures that support parent input in decision making. In addition to the elected SSC and ELAC, parents provide input monthly at principal meetings, and via two annual surveys which seek feedback on our school climate, school fit, and our priorities each year. Each of these opportunities have translation provided for families who do not speak English.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

   We would like to ensure there is more upper school representation in the ELAC next year, as we will be focusing on LTELs.

3. Based on the analysis of educational partner input and local data, briefly

describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

We will specifically recruit upper school and LTEL families to serve on the ELAC.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Instructions

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and

- At a minimum, report disaggregated data by student groups identified in California *Education Code* 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

> **Prompt 1 (DATA)**: Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

In the 23-24 school year, Caliber Beta Academy administered two rounds of SEL/Culture & Climate Surveys to students in grades 4-8 in the Fall and the Spring. Our goal was to have 90% of students participate in the surveys. Our goal this year was to improve student safety.

Domain	% Favorable
Diversity and Inclusion	82%
Rigorous Expectations	71%
Learning Strategies	63%
Fairness	62%
Teacher-Student Relationships	60%
Sense of Belonging	57%
Cultural Awareness & Action	53%
School Safety	48%
Engagement	47%

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

We met our school safety goal overall and within each grade level with no meaningful disparities in results between student groups.

Our Black students reported the lowest sense of belonging and engagement among numerically significant subgroups. Our students with special needs students reported the lowest school safety and learning strategies.

Our English Learners and Asian students reported the strongest sense of belonging, and had the strongest teacher- student relationships. We believe these two domains are closely linked.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

As a result of these results, we will continue our school safety actions, particularly around predictable learning environments. We will identify root causes for Black students' sense of belonging and engagement, as well as for our students with special needs. We believe that student academic success and feelings of self efficacy

contribute significantly to these feelings of belonging. This throughline is connected to our next year priorities.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

     All students receive ELA, Math, Science, and Social Studies instruction. Students are also enrolled in PE, Art, Music, and/or Computer Science as electives. We utilize initial ELPAC data to plan designated ELD coursework and rosters.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

     In the lower school, grades K-4, students have either science or social studies on a six week cycle and an increased number of minutes for ELA and Math instruction, as well as having science and social studies embedded in our ELA curriculum. In addition students receive computer science and art on a rotating quarterly cycle.

     In the upper school, grades 5-8, all students have math, science, ELA, and social studies, as well as built in time for english and math intervention. In addition, all students have a full year of PE and a semester each of Art and Music.

     Students enrolled in ELD receive the same elective courses, but go to designated ELD instead of their elective 2 days per week.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

     Identifying high-quality computer science teachers has been a challenge, and we've explored alternatives for electives as a result.

4. In response to the results of the tool or locally selected measures, what

revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

We are able to run a number of clubs outside the school day and utilizing Expanded Learning Opportunities funds to provide enrichment coursework that is more specialized and responsive to student interest.

The upper school has also expanded its Athletic Department, supporting multiple teams in 4 different sports and exposing students to college programs.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Not Applicable

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]

Coordinating Instruction	1	2	3	4	5
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]

Coordinating Services	1	2	3	4	5
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]

Coordinating Services	1	2	3	4	5
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]