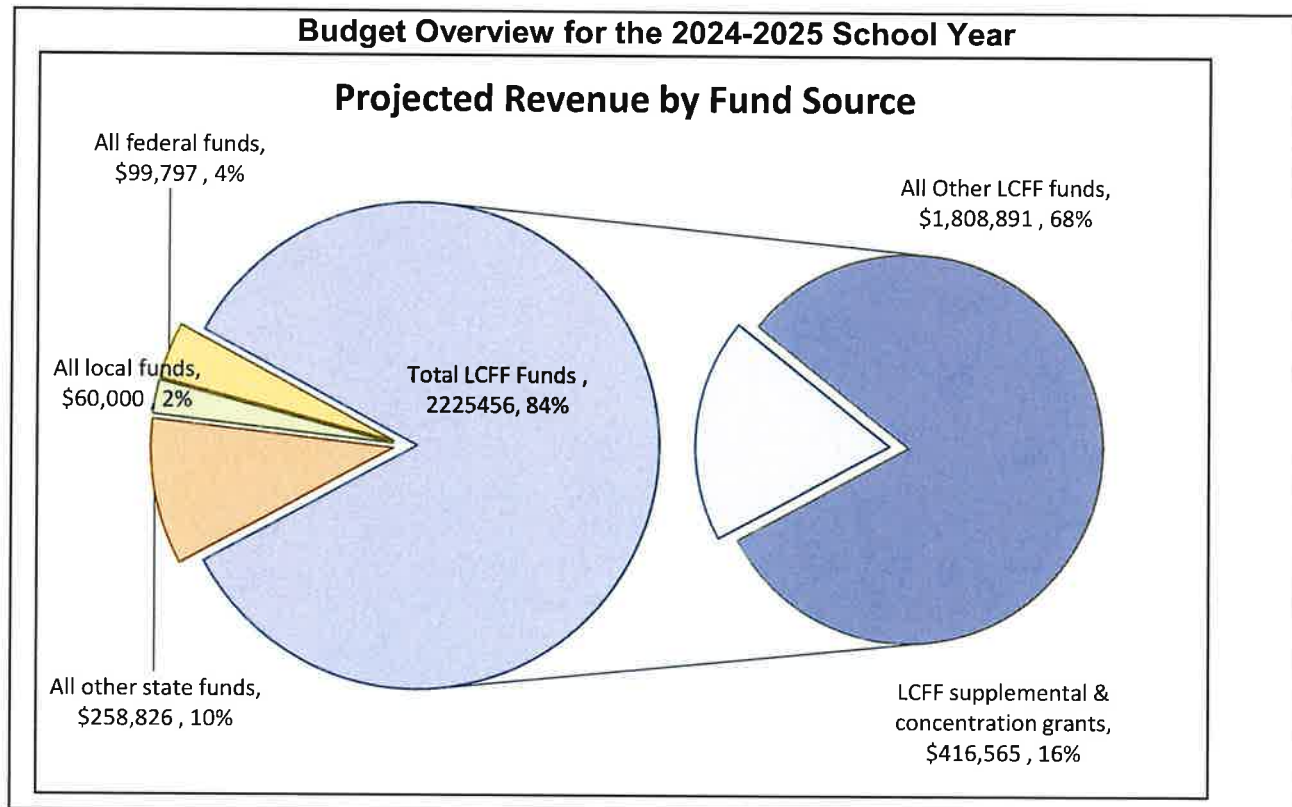


LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Pasadena Rosebud Academy
CDS Code: 19648810113894
School Year: 2024-2025
LEA contact information: Shawn Brown

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).

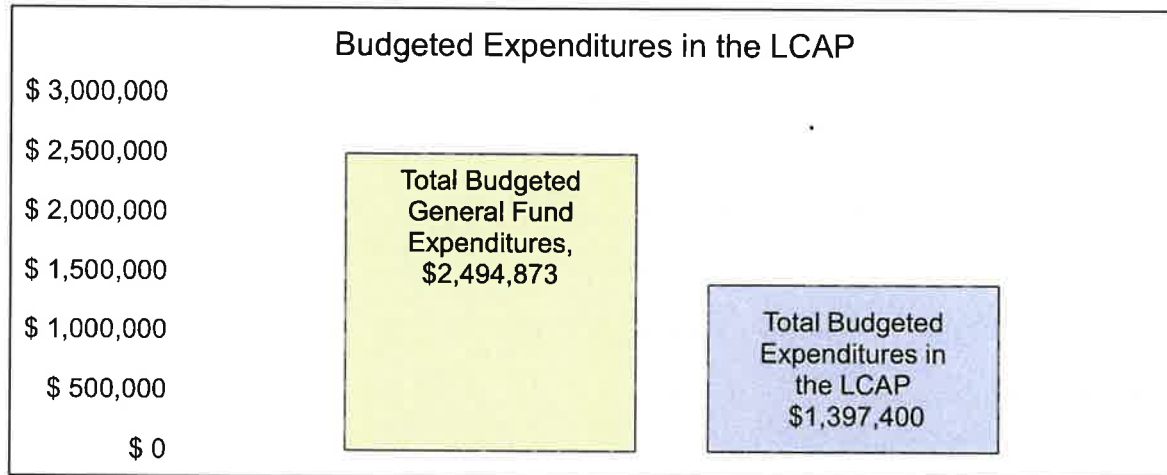


This chart shows the total general purpose revenue Pasadena Rosebud Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Pasadena Rosebud Academy is \$2,644,079.00, of which \$2,225,456.00 is Local Control Funding Formula (LCFF), \$258,826.00 is other state funds, \$60,000.00 is local funds, and \$99,797.00 is federal funds. Of the \$2,225,456.00 in LCFF Funds, \$416,565.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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.

LCFF Budget Overview for Parents



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

The text description of the above chart is as follows: Pasadena Rosebud Academy plans to spend \$2,494,873.00 for the 2024-2025 school year. Of that amount, \$1,397,400.00 is tied to actions/services in the LCAP and \$1,097,473.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Pasadena Rosebud Academy Plans to spend \$2,494,873 on expenditures for the school year 2024-25 school year. Of the expenditures not capture in the LCAP would consist of: Administrative Costs: Salaries and benefits for PRACS and school administration staff, Directors and administrative support staff. These items are essential for the overall operations of PRACS but fall outside the specific goals and actions outlined in the LCAP, which focuses more on student achievement and targeted programs for specific student groups.

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

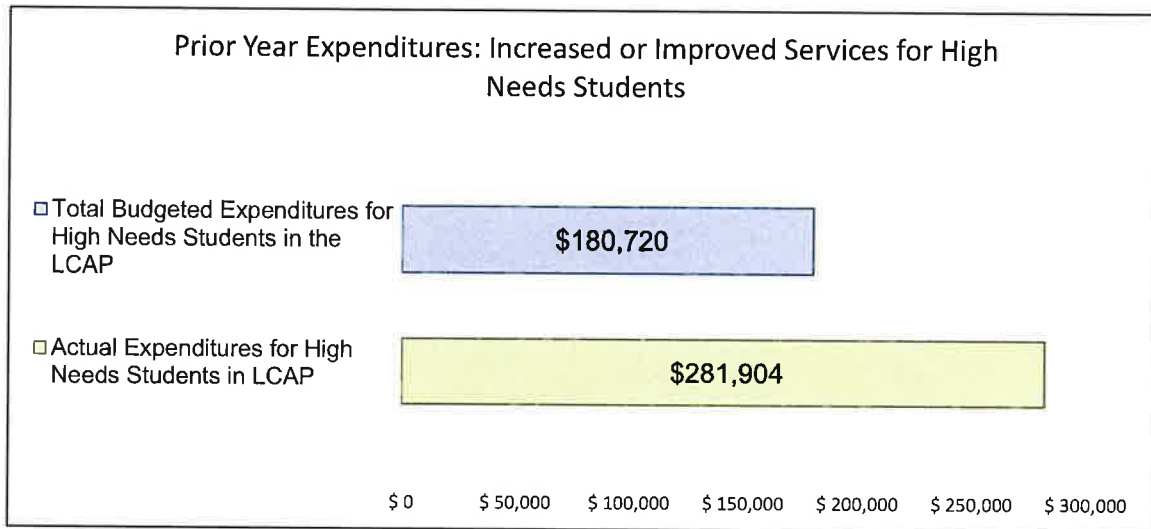
In 2024-2025, Pasadena Rosebud Academy is projecting it will receive \$416,565.00 based on the enrollment of foster youth, English learner, and low-income students. Pasadena Rosebud Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Pasadena Rosebud Academy plans to spend \$262,900.00 towards meeting this requirement, as described in the LCAP. The additional improved services described in the plan include the following:

In order to meet or exceed the funding giving for unduplicated students at PRACS, We will consider enhancing our current programs aimed at high-needs students by increasing staff, resources, and support services. This could involve hiring more specialized educators, support staff, or implementing new instructional programs.

Monitor and Adjust: Implement a system to regularly monitor the effectiveness of the additional services and make adjustments as needed to ensure that the needs of high-needs students are being adequately met

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2023-2024, Pasadena Rosebud Academy's LCAP budgeted \$180,720.00 for planned actions to increase or improve services for high needs students. Pasadena Rosebud Academy actually spent \$281,904.00 for actions to increase or improve services for high needs students in 2023-2024.

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
Pasadena Rosebud Academy Charter School	Sonia Anand, Director	sonia.anand@rosebudacademy.com (626)797-7704

Goals and Actions

Goal

Goal #	Description
1	<i>To provide rigorous differentiated instruction to develop critical thinking and analytical skills for college and career readiness.</i>

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Fully Credentialed and Appropriately Assigned Teachers (Dashboard, Staffing,CALPADS, Dataquest)	70% Fall 2020 (Census Day)	100% Fall 2020-21 5 preliminary cred. 6 clear cred. (Census Day)	91 % Fall 2022-23 5 preliminary cred. 5 clear cred. 1 emergency cred. (Census Day)	91% Fall 2023-24 10 preliminary cred. 1 emergency cred. (Census Day)	100%
Access to Standards Aligned Instructional Materials (Local indicators and/or local survey)	100% Fall 2020 (per Williams)	100% Fall 2021-22 (per Williams)	100% Fall 2022-23 (per Williams)	100% Fall 2023-24 (per Williams)	100%
Attendance Rate (CALPADS, Powerschool, Dashboard)	Attendance Rate at 93% (2019-20, P1)	Attendance Rate at 91% PowerSchool Data (2021-22)	Attendance Rate 61.6% 2022 Dashboard	Attendance Rate 88% (2023-24, P2)	Attendance Rate 93%
Parent Engagement (% of Parents attending back to school, parent conference, PTO meetings)	96% attended parent teacher conferences. 94% attended Back-to-School night On average 5% attend PTO meetings (2020)	98% attended parent teacher conferences. 89% attended Back-to-School night On average 12% attend PTO meetings(2021-22)	98% attended parent teacher conferences. 91% attended Back-to-School night On average 12% attend PTO meetings (2022-23)	98% attended parent teacher conferences. 62% attended Back-to-School night On average 10% attend PTO meetings (2023-24)	100% attendance and Parent teacher conference 99% Back-to-School Night 20% attendance at PTO meetings
CAASPP (ELA) (CA Dashboard and CAASPP Results)	42.5% met/exceeded the standard (2019 Dashboard)	45% met/exceeded the standard (2020-21 year) 51.8% met/exceeded the standard (2021-2022)	53.4 % met/exceeded the standard (2022-23) CAASPP	Data not available yet (2023-24) CAASPP	60% meet/exceed standard

CAASPP (Math) (CA Dashboard and CAASPP Results)	35% met/exceeded the standard (2019 Dashboard)	25% met/exceeded standard (2020-21 year) 38.1% met/exceeded standard (2021-2022)	47.7% met/exceeded the standard (2022-23) CAASPP	Data not available yet (2023-24) CAASPP	50% meet/exceed standard
English Learner Progress towards mastery of the English Language (ELPAC results, Dashboard)	58.8% making progress towards English Language Proficiency (2019 Dashboard)	57% making progress towards English Language Proficiency (Dashboard ELPAC 2021-22)	75% making progress towards English Language Proficiency (Dashboard ELPAC 2022-23)	78% making progress towards English Language Proficiency (Dashboard ELPAC 2023-24)	70% making progress towards English Language Proficiency
Lexile Scores (Achieve 3000 Lexile growth/Renaissance Lexile Growth Data)	47.8% of students were college and career ready. (Achieve 3000 (2020 -21)	50% of students were college and career ready. (Achieve 3000 2021-22)	58% of students were college and career ready. (Achieve 3000 2022-23)	70.5% of students were college and career ready. (Achieve 3000 2023-24)	67% of student college and career ready
STAR Assessment by Renaissance (Data/Reporting Results generated)	No Baseline 2019 ELA/Reading: 37% at or above benchmark Math: 29% at or above benchmark (2020-21)	ELA/Reading: 43% at or above benchmark Math: 40% at or above benchmark (2021-22)	ELA/Reading: 46% at or above benchmark Math: 43.5% at or above benchmark (2022-23)	ELA/Reading: 63.4% at or above benchmark Math: 42.7% at or above benchmark (2023-24)	ELA: 70% at or above benchmark Math: 75% at or above benchmark
Professional Development Opportunities (Agendas, registration)	12 Professional Development Days (2020-21)	16 Professional Development Days Teachers were not able to attend outside PDs due to Covid (2021 -22)	16 Professional Development Days 2 Teachers attended 1 additional outside PDs (2022 -23)	12 Professional Development Days 10 Teachers attended 1 additional outside PDs 4 Teachers attended 2 additional outside PDs (2023 -24)	12 Professional development Days School-wide 2 additional PDs per teacher

After School Academic Support for Unduplicated Students (Sign-in sheet/attendance)	Increase in unduplicated student Lexile, ELPAC scores, grades ELPAC scores - 23 students Level 4-Well Developed 21.7% Level 3 - Moderately Developed 34.7% Level 2- Somewhat Developed 34.7% Level 1- Beginning to Develop 8.6%	ELPAC scores - 15 students Level 4-Well Developed 40% Level 3 - Moderately Developed 40% Level 2- Somewhat Developed 20% Level 1- Beginning to Develop 0%	ELPAC scores - 10 students # of students reclassified -1 Level 4-Well Developed 30% Level 3 - Moderately Developed 60% Level 2- Somewhat Developed 10% Level 1- Beginning to Developed 0%	33% of unduplicated students received after school support. EL Students met/exceeded standards ELA - 56.41% Math -48.72% CAASPP 2023 Socio-economically disadvantaged students met/exceeded standards ELA - 52.73% Math - 45.46% CAASPP 2023 CAASPP 2024 not available	30% of unduplicated students increase academically (Lexile, ELPAC scores and grades)
Technology (Students/teachers with devices, annual service and on-going maintenance)	100% of student with Chromebooks (2020-21) 100% of teachers with computers	100% of student with Chromebooks 100% of teachers with computers (2021-22)	100% of student with Chromebooks 100% of teachers with computers (2022-23)	100% of student with Chromebooks 100% of teachers with computers (2023-24)	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.

The implementation of the actions articulated in the Local Control and Accountability Plan (LCAP) reflects a mixture of successes and challenges. Below is an overview of the implementation process, highlighting areas where actions were successfully executed and where there were substantive differences between planned actions and actual implementation.

Successes

1. **Standards Aligned Instructional Materials:**
 - o **Planned:** 100% **Actual:** 100%
 - o This goal was successfully met, ensuring that all students had access to the necessary instructional materials aligned with educational standards.
2. **Technology Access:**
 - o **Planned:** 100% **Actual:** 100%
 - o The goal of providing technology access to all students was achieved, facilitating enhanced digital learning environments. The implementation of 1:1 devices ensures that scholars are acquiring advanced technology skills that will prepare them to be competitive in the 21st century.
3. **Professional Development:**
 - o **Planned:** 12 days of schoolwide professional development and 2 days off-site for teachers. **Actual:** 12 days of schoolwide professional development, with additional days for some teachers.
 - o PRACS met the planned number of professional development days, indicating a strong commitment to teacher training and development.
4. **CAASPP ELA:**
 - o **Planned:** 60% **Actual:** 2024 Data not available yet to compare actual outcomes.
 - o As of 2023, the percentage of students meeting or exceeding standards in ELA was below the planned target. The data for 2024 is not yet available. Since the inception of the 3 year cycle of the latest LCAP there have been substantial gains in Rosebud scholars' ELA scores on the CAASPP. The scores have increased from 42.5% in 2019 to 53.4% in 2023.
5. **CAASPP Math (2023 Data):**
 - o **Planned:** 50% **Actual:** 47.7% **2024** Data not available yet to compare actual outcomes for 2024.
 - o Math performance was slightly below the planned goal, however, notable gains have been made over the the three years of the LCAP cycle. The scores have increased from 35% in 2019 to 47.7% in 2023.
6. **STAR Assessment by Renaissance Reading Comprehension:**
 - o **Planned:** 70% **Actual:** 63.4%
 - o Reading comprehension scores were lower than planned, suggesting a need for enhanced reading programs.
7. **English Language Learner Progress:**
 - o **Planned:** 70% **Actual:** 78%
 - o This goal was exceeded, reflecting effective strategies and support for English language learners.

8. **Reading Lexile Score:**

- **Planned:** 67% **Actual:** 70.5%
- The actual scores surpassed the planned target, indicating positive progress in reading proficiency.

9. **After School Academic Support for Unduplicated Students:**

- **Planned:** 30% **Actual:** 33%
- The goal was met and exceeded, ensuring targeted academic support for unduplicated students.

Challenges

1. **Fully Credentialed Teachers:**

- **Planned:** 100% **Actual:** 91%
- The target for having fully credentialed teachers was not fully met, with a shortfall of 9%. This gap could impact the quality of instruction and suggests a need for improved recruitment or retention strategies. Teachers who are working towards obtaining their clear credential at Rosebud Academy are being mentored and trained to be highly effective teachers who have strong instructional practices that lead to student success.

2. **Attendance Rate:**

- **Planned:** 93% **Actual:** 88%
- The actual attendance rate was 5% lower than planned, indicating potential issues with student engagement or external factors affecting attendance. However, the attendance rate has improved over the 3 year LCAP cycle. Since the pandemic the school has experienced a decline in attendance which has been a trend in all schools statewide and nationally. Rosebud Academy is addressing the issue head on by offering incentives and working with parents in an effort to address issues that they face that prevent them from attending school regularly.

3. **Parent Engagement:**

- **Parent-Teacher Conference:**
 - **Planned:** 100% **Actual:** 98%
 - While nearly all planned parent-teacher conferences were conducted, a minor shortfall suggests room for slight improvement in engagement efforts.
- **Back-to-School Night:**
 - **Planned:** 99% **Actual:** 62%
 - **Discussion:** A significant discrepancy of 37% indicates a need for better communication or scheduling to boost participation.
- **Attendance at PTO Meeting:**
 - **Planned:** 20% **Actual:** 10%
 - Attendance at Parent Teacher Organization meetings was only half of what was planned, highlighting low parental involvement in this area and a need for strategies to enhance engagement.

4. **STAR Assessment by Renaissance Math:**

- **Planned:** 75% **Actual:** 42.7%
- A significant shortfall in math performance highlights a critical area for academic support and intervention. The targeted goal for STAR assessment by Renaissance is in alignment with the goal to close the achievement gap. As we move forward our incremental growth will reflect a natural progress for our scholars.

Discussion of Implementation Challenges

- **Teacher Credentialing:** The inability to achieve 100% fully credentialed teachers is due to recruitment challenges, retention issues, and shortage of qualified candidates. Addressing these challenges might require enhanced recruitment strategies, better support and incentives for current teachers, and collaboration with teacher education programs.
- **Attendance:** The lower than expected attendance rate might be influenced by factors such as illness, family obligations, transportation issues, or lack of engagement. Solutions could include improving school climate, offering attendance incentives, and working with families to address barriers to attendance.
- **Parent Engagement:** The significant shortfall in participation for back-to-school nights and PTO meetings suggests a need for better communication strategies, more convenient scheduling, or offering virtual options to accommodate busy schedules.

Conclusion

While PRACS saw success in areas such as access to instructional materials, technology, professional development, academic performance in both ELA and math, and support for English language learners, challenges remain in teacher credentialing, attendance, and parent engagement. Addressing these challenges requires targeted strategies, increased support for students and teachers, and ongoing evaluation of implemented actions to ensure continuous improvement.

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.

In the Local Control and Accountability Plan (LCAP), it is essential to analyze and explain any significant differences between the budgeted expenditures and the estimated actual expenditures, especially when these differences exceed 20%. Below is an explanation of the material differences for various goal actions at PRACS:

1. Academic Support and After-School Tutoring

- **Planned Expenditure:** \$14,134
- **Estimated Actual Expenditure:** \$79,171
- **Material Difference:** \$65,037 (460%)

Explanation: The significant increase in the estimated actual expenditure compared to the budgeted amount can be attributed to several factors:

- **Increased Demand:** There was a higher than anticipated demand for after-school tutoring services as students required more academic support, particularly due to learning loss experienced during the pandemic.
- **Expanded Services:** The scope of the tutoring program was expanded to include more subjects and additional tutors to meet the diverse needs of students, including targeted support for struggling learners during the school day.
- **Response to Feedback:** Feedback from teachers, parents, and students indicated a critical need for expanded academic support, leading to a strategic decision to allocate more funds to ensure all students received the necessary help to improve academic performance.

2. Home-School Connection

- **Planned Expenditure:** \$6,250
- **Estimated Actual Expenditure:** \$8,490
- **Material Difference:** \$2,240 (36%)

Explanation: The actual expenditure exceeded the budgeted amount due to the following reasons:

- **Increased Engagement Activities:** There were more home-school engagement activities than initially planned, including additional parent workshops, family nights, and communication tools to bridge the gap between home and school.
- **Enhanced Communication Tools:** Investments in advanced communication tools and platforms (such as social media) to ensure effective and inclusive communication with all families, increased costs.
- **Parental Support Programs:** Additional programs and resources were provided to parents to help them support their children's learning at home, including educational materials and online resources, which contributed to the higher expenditure.

3. EL Support

- **Planned Expenditure:** \$3,550
- **Estimated Actual Expenditure:** \$5,000
- **Material Difference:** \$1,450 (41%)

Explanation: The increase in expenditure for English Learner (EL) support is due to:

- **Expanded Services:** The need for expanded EL support services, such as more instructional aides, and enhanced curriculum materials, exceeded initial estimates.
- **Professional Development:** Increased investment in professional development for teachers to improve their capacity to support EL students effectively, including training in differentiated instruction and culturally responsive teaching.

While the specific percentages of improved services were not provided in the prompt, any material differences between planned and actual percentages typically arise from similar factors that influence expenditure discrepancies. These differences can occur due to:

- **Unanticipated Needs:** The actual needs of students, particularly unduplicated student groups, may be greater than initially projected, necessitating additional services and resources.
- **Program Expansion:** In response to identified needs and feedback, the scope of certain programs and services may be expanded beyond initial plans, leading to higher actual percentages of improved services.
- **Resource Allocation Adjustments:** Based on ongoing assessment and feedback, resources may be reallocated to areas demonstrating higher need or potential for impact, leading to differences in service improvement percentages.

Summary

In summary, the material differences between budgeted and actual expenditures at PRACS, particularly for academic support, home-school connection, and EL support, were primarily driven by increased demand, expanded services, and enhanced resources to address the evolving needs of students. These adjustments reflect the school's commitment to providing comprehensive support and ensuring equitable access to educational opportunities, resulting in higher-than-anticipated expenditures and improved service percentages.

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

Evaluating the effectiveness of specific actions in achieving the goal of providing rigorous differentiated instruction to develop critical thinking and analytical skills for college and career readiness during the three-year LCAP (Local Control and Accountability Plan) cycle involves analyzing various metrics and outcomes related to each action. Here is an assessment of each action:

1. Qualified Fully Credentialed Teachers

- **Effectiveness:** Highly effective. Having fully credentialed teachers ensures that students receive instruction from professionals who are well-trained in educational methodologies and subject matter expertise. This contributes to the overall quality of education and helps in developing critical thinking and analytical skills.
- **Indicators:** Increased student performance on standardized tests, improved classroom observations, and teacher evaluations.

2. Professional Development

- **Effectiveness:** Highly effective. Ongoing professional development helps teachers stay updated with the latest educational strategies, including differentiated instruction techniques. This supports teachers in delivering rigorous and tailored instruction.
- **Indicators:** Enhanced teacher proficiency, positive feedback from teachers on professional development sessions, improved student engagement and achievement.

3. Common Core Instructional Materials

- **Effectiveness:** Effective. Using standardized instructional materials aligned with Common Core ensures consistency in curriculum delivery, which is essential for developing critical thinking and analytical skills across all student demographics.
- **Indicators:** Consistent performance improvements across different schools, alignment of student work with Common Core standards.

4. Home School Connection

- **Effectiveness:** Moderately effective. Engaging families in the educational process helps reinforce learning at home, contributing to a supportive environment for critical thinking and analytical skill development.
- **Indicators:** Increased parental involvement, improved student attendance and homework completion rates, positive feedback from parents.

5. Technology

- **Effectiveness:** Effective. Integrating technology into the classroom can enhance learning experiences, provide access to a broader range of resources, and support differentiated instruction.
- **Indicators:** Increased use of educational technology in classrooms, improved digital literacy among students, positive student feedback on technology use.

6. **EL Support**

- **Effectiveness:** Highly effective. Providing targeted support for English Learners (EL) helps ensure these students are not left behind, allowing them to develop the necessary skills for college and career readiness.
- **Indicators:** Improved English proficiency scores, higher EL student achievement in other academic areas, reduced achievement gaps.

7. **Student Attendance**

- **Effectiveness:** Moderately effective. Encouraging consistent attendance is crucial for continuous learning and skill development. However, the impact of attendance initiatives can vary based on implementation and other external factors.
- **Indicators:** Increased attendance rates, decreased chronic absenteeism, correlation between attendance and academic performance.

8. **Academic Support**

- **Effectiveness:** Effective. Providing additional academic support, such as tutoring and intervention programs, helps address individual student needs and fosters the development of critical thinking and analytical skills.
- **Indicators:** Improved student grades, higher test scores, positive student feedback on support services.

9. **After School Tutoring**

- **Effectiveness:** Effective. After school tutoring provides extra time for students to grasp difficult concepts and receive personalized instruction, aiding in the development of critical skills.
- **Indicators:** Increased student participation in tutoring programs, improved performance in subjects where tutoring is provided, student testimonials.

10. **Incentivizing Academic Achievement**

- **Effectiveness:** Moderately effective. Incentives can motivate students to perform better, but the effectiveness may depend on how the incentives are perceived and implemented.
- **Indicators:** Improved academic performance, higher student motivation and engagement, analysis of the correlation between incentives and academic outcomes.

11. **Summer Step Up Program**

- **Effectiveness:** Effective. Summer programs can prevent learning loss and provide opportunities for students to get ahead, particularly in developing critical and analytical skills.
- **Indicators:** Higher retention of knowledge over summer, improved readiness for the next academic year, positive feedback from students and parents.

Overall, the combination of these actions has contributed to making significant progress toward the goal. Actions like employing fully credentialed teachers, providing professional development, and using common core instructional materials form the backbone of effective instruction. Supporting actions, such as technology integration, EL support, and after school tutoring, reinforce this by addressing specific needs and enhancing the overall learning environment. Regular assessment and feedback mechanisms are crucial to continuously measure and improve the effectiveness of these actions.

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.

There were no changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

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

Goals and Actions

Goal

Goal #	Description
2	<i>To develop the whole child to become emotionally mature individuals and responsible citizens with the help from parents and community.</i>

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Involvement (Parent volunteer hours recorded)	30% of parents completed 10 volunteer hour (2019-20)	Data not measurable due to Covid-19 restrictions (2021-22)	36% of parents completed 10 volunteer hour (2022-23)	39% of parents completed 10 volunteer hour (2023-24)	50% of parents complete a minimum of 10 volunteer hours annually
Programs (# Programs/year)	10 Programs offered (2019-20)	9 Programs offered (2021-22)	10 Programs offered (2022-23)	10 Programs offered (2023-24)	12 Programs offered

Field Trips (# of field trips per class)	Each class attended 3-5 field trips (2019-2020)	2-4 field trips per class due to COVID-19 Pandemic restrictions	Each class attended 2-4 field trips (2022-23)	Each class attended 3-4 field trips (2023-24)	7 field trips per class/annually
Social-Emotional Support (Hours spent towards the social-emotional development of students and staff)	No Baseline (Resources EASE Care Solace)	4% of students received counseling/therapy (2021-2022)	31% of students received counseling/therapy (2022-23)	7% of students received counseling/therapy (2023-24)	30% of students receiving counseling or therapy
Suspension # of students suspended/annually (Local suspension records, Dashboard, CALPADS)	7.7% students suspended at least once (2019 Dashboard)	3% of the students were suspended (2021-2022)	Less than 1% of the students were suspended (only 1 student was suspended) (2022-23)	0% of the students were suspended (2023-24)	1% percent students suspended at least once
Nutrition Program % of student who qualify for free and reduced program (Free and reduced application approvals and CALPADS)	70% of students qualify for free and reduced	100% of students qualified for free meals. State mandated that all students receive free meals. (2021-2022)	100% of students qualified for free meals. State mandated that all students receive free meals. (2022-2023)	100% of students qualified for free meals. State mandated that all students receive free meals. (2023-2024)	80% of student qualify for Free and reduced meals
Community Partners # of donors, new organizations or individuals who support PRACS	4 community partners 2020-2021	We added 2 new community partners (6 community partners total) (2021-2022)	We added 2 new community partners (8 community partners total) (2022-23)	8 community partners total (2023-24)	10 new community partners added
Facilities Maintenance and Cleanliness (measured by Facility Inspection Tool (FIT) and/or local survey)	% of Fall 2020 (per Williams) No data in the fall 2020	No Data No data in the fall 2021	95.23% of Fall 2022 (per Williams)	97.50% of Fall 2023-2024 (per Williams)	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.

The implementation of actions in the Local Control and Accountability Plan (LCAP) reveals both successes and challenges, reflecting areas where planned actions were fully met or exceeded and areas where actual implementation fell short. Below is a description of these differences, as well as an overview of the overall implementation process, including relevant challenges and successes.

Successes

1. Suspension Rate

- **Planned:** 1% of students suspended at least once
- **Actual:** 0% of students suspended
- Achieving a 0% suspension rate is a success, reflecting effective disciplinary alternatives and a positive school climate. Achieving a 0% suspension rate highlights the effectiveness of positive behavioral interventions and support strategies.

2. Nutrition Program

- **Planned:** 80% of students qualify for free and reduced meals
- **Actual:** 100% of students qualified for free meals (due to state mandate)
- The state mandate ensured all students received free meals, exceeding the planned goal and ensuring no student goes hungry. The state-mandated provision of free meals to all students ensures equitable access to nutrition, supporting student health and learning readiness.

3. Facilities Maintenance

- **Planned:** 100%
- **Actual:** 97.5% (per Williams)
- The slight shortfall in facilities maintenance however per Williams Act, shows that the facilities and maintenance efforts are effective. Continued focus on maintenance standards will help achieve the desired 100%. High maintenance compliance at 97.5% reflects a strong commitment to maintaining a safe and conducive learning environment.

Challenges

1. Parent Involvement

- **Planned:** 50% of parents complete a minimum of 10 volunteer hours annually
- **Actual:** 39% of parents completed 10 volunteer hours
- This shortfall indicates challenges in engaging parents sufficiently to meet the volunteer hour target. Strategies to enhance parent involvement could include more flexible volunteer opportunities and better communication about the importance of their participation. Engaging parents to meet the volunteer hour target has been challenging. Potential solutions include offering more diverse and flexible volunteer opportunities and better communication about the benefits of parent involvement.

2. Programs Offered

- **Planned:** 12 programs
- **Actual:** 10 programs
- Two fewer programs were offered than planned due to resources and staffing needed to implement more programs. The reduction in programs offered suggests resource or participation issues. Reevaluating program offerings and ensuring they meet student needs and interests could improve participation.

3. Field Trips

- **Planned:** 7 field trips per class annually
- **Actual:** Each class attended 3-4 field trips
- The reduction in field trips were due to budget limitations, logistical challenges, or other external factors. Fewer field trips indicate budgetary or logistical challenges. Exploring partnerships or alternative funding sources might help provide these valuable experiences.

4. Social/Emotional Support

- **Planned:** 30% of students receiving counseling or therapy
- **Actual:** 8% of students received counseling/therapy
- This significant gap indicates a need for improved access to social/emotional support services. Barriers such as stigma, lack of awareness, or insufficient resources need to be addressed. The significant gap in students receiving counseling/therapy underscores the need for better access and awareness of available support services. Increasing resources, reducing stigma, and promoting mental health awareness are critical steps.

5. Community Partners

- **Planned:** 10 new community partners added
- **Actual:** 8 community partners total
- Falling short by two new partners suggests potential difficulties in outreach or collaboration efforts. Strengthening community engagement strategies may help achieve this goal in the future. Adding fewer new community partners than planned highlights potential outreach challenges. Strengthening community engagement and demonstrating the value of partnerships may help attract more collaborators.

Implementation Process and Relevant Challenges

- **Resource Allocation:** Budget constraints and resource limitations have affected the implementation of several planned actions, such as the number of programs offered and field trips conducted.
- **Engagement:** Both parent involvement and community partnerships fell short of targets, indicating challenges in engaging stakeholders. Enhanced communication strategies and demonstrating the impact of their involvement could improve participation.
- **Support Services:** The lower than planned provision of social/emotional support services suggests a need for increased resources and efforts to raise awareness and reduce stigma around seeking help.

Conclusion

The overall implementation of the LCAP actions reveals a mix of successes and areas needing improvement. While some goals were fully achieved or exceeded, such as in the suspension rate and nutrition program, others fell short, particularly in parent involvement, program offerings, field trips, social/emotional support, and community partnerships. Addressing these challenges through targeted strategies, resource allocation, and enhanced engagement efforts will be crucial for future success.

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

In the Local Control and Accountability Plan (LCAP), it is essential to analyze and explain any significant differences between the budgeted expenditures and the estimated actual expenditures, especially when these differences exceed 20%. Below is an explanation of the material differences for various goal actions at PRACS:

1. Parent Involvement

- Planned Expenditure: \$10,425
- Estimated Actual Expenditure: \$3,481
- Material Difference: \$6,944 (67%)

Explanation: The significant decrease in actual expenditure compared to the budgeted amount can be attributed to several factors:

- Reduced Participation: Lower than expected parent participation in planned activities or events, reducing the need for allocated funds.
- Cost Savings: Effective cost-saving measures, such as leveraging free or low-cost venues, volunteers, and donations, may have reduced overall expenditures.
- Shift to Virtual Engagement: Some planned in-person activities shifted to virtual formats, which typically require less funding than physical events.

2. Programs

- Planned Expenditure: \$16,437
- Estimated Actual Expenditure: \$23,209
- Material Difference: \$6,772 (41%)

Explanation: The increase in actual expenditure is due to:

- Expanded Program Scope: Additional programs or expanded scope of existing programs to better meet student needs, leading to higher costs.
- Resource Intensiveness: Programs may have required more resources than initially estimated, including materials, personnel, or technology.
- Increased Participation: Higher than anticipated student participation in programs, necessitating additional funding to accommodate more participants.

3. Personal Development

- Planned Expenditure: \$1,600
- Estimated Actual Expenditure: \$3,972
- Material Difference: \$2,372 (148%)

Explanation: The increase in expenditure is due to:

- Enhanced Training Programs: Increased investment in personal development workshops and training sessions for staff to improve their skills and effectiveness.
- Additional Sessions: More sessions or more intensive training programs than initially planned.
- External Expertise: Hiring external experts or consultants to provide high-quality professional development, which may have been costlier than anticipated.

4. Social Emotional Support

- Planned Expenditure: \$11,255
- Estimated Actual Expenditure: \$24,185
- Material Difference: \$12,930 (115%)

Explanation: The significant increase in expenditure is due to:

- Increased Need: Higher demand for social-emotional support services as students cope with post-pandemic stress and related issues.
- Expanded Services: Implementation of additional SEL programs, hiring more counselors, and providing more resources to support students' mental health and well-being.
- Resource-Intensive Programs: Comprehensive SEL programs requiring significant investment in materials, training, and personnel.

5. Suspension-Behavior Practices

- Planned Expenditure: \$37,000
- Estimated Actual Expenditure: \$62,400
- Material Difference: \$25,400 (69%)

Explanation: The increase in expenditure is due to:

- Enhanced Behavioral Programs: Implementation of more comprehensive behavioral intervention programs than initially planned.
- Training and Staffing: Increased investment in staff training on restorative practices and behavioral interventions, and hiring additional staff and director.
- Program Expansion: Expansion of programs aimed at reducing suspensions and improving student behavior, requiring additional resources.

Explanation of Material Differences Between Planned and Estimated Actual Percentages of Improved Services

Parent Involvement

- Planned Percentage of Improved Services: Higher due to anticipated engagement activities.
- Estimated Actual Percentage of Improved Services: Lower due to reduced participation and cost-saving measures.

Explanation: The shift to virtual engagement and lower participation reduced the percentage improvement in parent involvement services.

Programs

- Planned Percentage of Improved Services: Moderate.
- Estimated Actual Percentage of Improved Services: Higher due to expanded program scope and increased participation.

Explanation: The expansion and higher resource intensiveness led to a greater improvement in services than initially planned.

Personal Development

- Planned Percentage of Improved Services: Lower due to limited sessions.
- Estimated Actual Percentage of Improved Services: Higher due to enhanced and more frequent training.

Explanation: More intensive and frequent training sessions significantly improved service quality and effectiveness.

Social Emotional Support

- Planned Percentage of Improved Services: Moderate.
- Estimated Actual Percentage of Improved Services: Much higher due to increased and expanded support services.

Explanation: The higher demand and expanded SEL services led to a substantial improvement in social-emotional support for students.

Suspension-Behavior Practices

- Planned Percentage of Improved Services: High due to planned interventions.
- Estimated Actual Percentage of Improved Services: Even higher due to more comprehensive interventions and training.

Explanation: The enhanced and expanded behavioral programs led to a greater reduction in suspensions and improvement in student behavior than initially anticipated.

Summary

Material differences between budgeted and actual expenditures for Goal 2 actions at PRACS primarily reflect the dynamic response to evolving student and staff needs, particularly in areas requiring expanded services and enhanced support. The significant increases in some areas underscore the school's commitment to addressing these needs comprehensively, while the decreases in other areas highlight efficient use of resources and adaptation to changing participation levels. These adjustments ensure that the LCAP effectively supports student success and well-being, aligned with feedback from educational partners.

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

Evaluating the effectiveness of specific actions in achieving the goal of developing the whole child to become emotionally mature individuals and responsible citizens with the help from parents and community during the three-year LCAP cycle involves examining various metrics and outcomes related to each action. Here is an assessment of each action:

1. **Parent Involvement**
 - **Effectiveness:** Highly effective. Increased parent involvement fostered a supportive environment that reinforced learning and emotional development at home, helping children become well-rounded individuals.
 - **Indicators:** Increased parental participation in school events and meetings, improved student behavior and emotional well-being, positive feedback from parents and teachers.
2. **Programs (Extracurricular Activities, Academic Enrichment)**
 - **Effectiveness:** Highly effective. Extracurricular activities and academic enrichment programs provided scholars with opportunities to explore interests, develop social skills, and learn responsibility, contributing to their overall emotional and social development.
 - **Indicators:** High student participation rates, improved social skills, positive student feedback, and enhanced engagement.
3. **Field Trips**
 - **Effectiveness:** Effective. Field trips offered experiential learning opportunities that enhanced emotional maturity and social awareness by exposing scholars to new environments and cultures.
 - **Indicators:** Positive student feedback on field trips, increased empathy and social awareness, alignment with curriculum goals focusing on social and emotional learning.
4. **Professional Development**
 - **Effectiveness:** Highly effective. Professional development for teachers and staff in areas such as social-emotional learning (SEL) and classroom management ensured that educators were equipped to support the emotional and social growth of students.
 - **Indicators:** Improved teacher and staff proficiency in SEL strategies, positive feedback from teachers and staff, observed improvements in student behavior and emotional regulation.
5. **Social-Emotional Support**
 - **Effectiveness:** Highly effective. Providing robust social-emotional support helped scholars manage emotions, build healthy relationships, and make responsible decisions, which are critical components of emotional maturity and responsible citizenship.
 - **Indicators:** Improved student behavior, increased use of SEL strategies in classrooms, positive feedback from scholars and parents.
6. **Suspensions-Behavior Practices**
 - **Effectiveness:** Highly effective. Implementing restorative practices and reducing suspensions improved school climate and helped students develop better coping and conflict resolution skills.
 - **Indicators:** Decreased suspension rates, improved student behavior, enhanced school climate and student-teacher relationships.
7. **Nutrition Program**
 - **Effectiveness:** Effective. Proper nutrition supported overall well-being, including emotional and cognitive health, which was essential for emotional maturity and academic performance.
 - **Indicators:** Improved student health metrics, increased scholar concentration and energy levels, positive feedback from scholars and parents.

8. Resources for EL, Low-Income, and Foster Youth

- **Effectiveness:** Highly effective. Providing targeted resources ensured that all students, especially those from vulnerable backgrounds, received the support they needed to succeed academically and emotionally.
- **Indicators:** Improved academic and emotional outcomes among targeted groups, reduced achievement gaps, positive feedback from scholars and parents.

9. Community Partners

- **Effectiveness:** Highly effective. Collaboration with community partners provided additional resources and support services, enriching scholars' learning experiences and promoting emotional and social development.
- **Indicators:** Increased community engagement, enhanced support services, positive outcomes from community-led initiatives.

10. Maintenance and Cleanliness of Facilities

- **Effectiveness:** Effective. Clean and well-maintained facilities created a safe and conducive learning environment, which positively impacted scholars well-being and behavior.
- **Indicators:** High student and staff satisfaction with school facilities, reduced absenteeism due to health issues, positive feedback on the learning environment.

Overall, the combination of these actions has contributed significantly to making progress toward the goal of developing the whole child. Actions such as parent involvement, professional development, social-emotional support, and community partnerships have been particularly effective in fostering emotional maturity and responsible citizenship. Supporting actions, including extracurricular programs, field trips, and maintaining facilities, played a crucial role in creating an environment that nurtures the holistic development of students. Regular assessment and feedback mechanisms were essential to measure and improve the effectiveness of these actions continuously.

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.

Goal 2, Action 4: Personal Development has been omitted and combined with the Social-Emotional Support action. The decision to combine these actions arose from recognizing the interconnected nature of personal development and social-emotional well-being. Separating these actions led to limited engagement and missed opportunities for comprehensive growth. By merging them, we aim to provide a more cohesive and effective program that addresses both professional and personal needs.

Reflection and Analysis: Reflections revealed the lack of measurable outcomes present with this action. The absence of clear metrics made it difficult to assess the impact of development activities on individual growth and performance.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education

November 2023

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Pasadena Rosebud Academy Charter School	Sonia Anand, Director	sonia.anand@rosebudacademy.com (626)797-7704

Plan Summary 2024-2025

General Information

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

Pasadena Rosebud Academy Charter School (PRACS) is currently located in the hills of Altadena, an unincorporated area in Los Angeles County. Altadena is situated just north of Pasadena and is roughly 14 miles from downtown Los Angeles. Altadena has an economically and ethnically diverse population of approximately 43,000 residents. The students who attend Rosebud Academy come from far and near. The majority of our students reside in and around the Pasadena area although we have students who commute from neighboring cities.

Pasadena Rosebud Academy opened its doors in September 2007 with a vision to develop well rounded critical thinkers who will impact the world. A small group of 14 curious minds, in kindergarten and first grade, were the pioneers that created the foundation for the blossoming of Pasadena Rosebud Academy Charter School. Since its inception, Rosebud Academy has added a grade each year until it reached its targeted grade span of K-8 in 2015. In August 2024, Pasadena Rosebud Academy expanded its program to include Transitional Kindergarten. PRACS serves approximately 150 scholars. There is an ethnic distribution of .61% African American, .33% Hispanic/Latino, .013% unspecified, .007% Asian, .007% white and .040% two more races. The sub-groups include 6% English Learners and 9% of the scholars have an Individualized Educational Plan (IEP). Sixty-nine percent of the scholars qualify for free or reduced meals. The gender makeup of the total student population includes

52% males and 48% females. As a school with a population of primarily African American and Hispanic students, our goal is to focus on closing the achievement and wealth gap.

The Mission:

The mission of the Pasadena Rosebud Academy Charter School (PRACS) is to provide an exceptional educational experience through uncompromisingly high expectations and standards for all students, staff, and parents in Pasadena and surrounding areas. Teachers use programs and strategies that stimulate all senses and engage the whole child. We challenge all children to grow intellectually, socially, and emotionally through the coordinated efforts of our staff, parents, community, and students.

Vision:

To develop well rounded critical thinkers who will impact the world.

PRACS stands on 5 core principles of success and self-actualization: Critical Thinking, Financial Literacy, Experiences and Exposure, Cultural and Global Awareness, and Service. These principles allow our scholars to become well-rounded individuals who take personal responsibility for their success and fulfilling their highest potential. Our financial literacy program contributes to our efforts to close the achievement and wealth gap. Learning, experiencing, and understanding these core principles, scholars will own their personal responsibility to become the best that they can be and honor their social responsibility as stewards of humanity. PRACS goes above and beyond to provide its scholars with a high-quality education and exposure to experiences that will allow them to grow and mature in a way that will encourage them to think bigger and dream bigger.

PRACS dedicated staff consists of 34 employees. The small, but dynamic leadership team comprises of three administrators, an administrative assistant, eleven certificated teachers, and nineteen part-time and full-time, non-certificated support staff members.

A committed five-member Governing Board oversees the leadership and overall operation of the school.

Reflections: Annual Performance

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

Pasadena Rosebud Academy LCAP Reflection Narrative

Pasadena Rosebud Academy's dashboard data offers a comprehensive view of our school's performance across various metrics. The insights gained from this data will guide our continuous efforts to improve and support scholars' success. The California Department of Education (CDE) placed PRACS in the high performance category based on a series of criteria derived from the dashboard.

Chronic Absenteeism

Our chronic absenteeism rate is currently in the yellow performance category, indicating a medium level of concern. Despite this, it's important to note a positive trend: chronic absenteeism has declined by 5.7%. This reduction reflects our ongoing efforts to address and mitigate absenteeism through targeted interventions and supportive programs. We aim to continue this trajectory and further reduce absenteeism by identifying root causes and implementing proactive strategies.

Suspension Rates

The suspension rate at Pasadena Rosebud Academy is in the blue performance category, signifying a high performance. This indicates that our disciplinary policies and restorative practices are effective in maintaining a positive school environment. The low suspension rates demonstrate our commitment to keeping scholars engaged in their learning while addressing behavioral issues constructively.

English Language Arts (ELA)

The performance in English Language Arts is marked in the yellow category and has seen a decline of 12.5 points. Although the Dashboard reflects a decline in scholars' performance, there was an increase in scholars' performance on the California Assessment of Student Performance and Progress (CAASPP). The 2023 CAASPP results for Pasadena Rosebud Academy show a slight increase in the number of scholars who met or exceeded standards in English Languages Arts (ELA). In 2022, 51.8% of scholars met/ or exceeded the standards in ELA and in 2023 the number of scholars who met or exceeded the standards increased to 53.4%. Based on our 2023-24 local assessment results we anticipate a significant increase in scholars ELA results on the CAASPP. The

local assessment tool used by PRACS, STAR Renaissance, reflects 63.4% of our scholars meeting and exceeding standards in ELA. Our goal is to continue to close the achievement gap. To meet this goal we have enhanced our instructional practices, professional development for teachers, and differentiated instruction to better support our scholars in ELA. By addressing these areas, we aim to promote higher levels of achievement in ELA and to see notable gains in scholars' scores.

Mathematics

Our mathematics performance is a strong point, reflected in the green performance category with a significant increase of 26.4 points. This high performance indicates that our mathematics curriculum and instructional strategies are effectively meeting the needs of our scholars. The notable improvement underscores our success in fostering mathematical proficiency and confidence among our scholars. The gains in math reflected on the CAASPP include a 9.6% increase from 2022 to 2023. In 2022, 38.1% of Rosebud scholars met or exceeded the standards in math. In 2023, 47.7% of Rosebud scholars met or exceeded the standards in math. We will continue to build on these practices to maintain and further enhance our math performance.

English Language Development (ELD)

There is no data on the dashboard for English learners because the number of scholars in this subgroup is less than 11. While specific performance data is not available, we remain dedicated to providing robust support for our English learners. This includes tailored instruction, language acquisition programs, and cultural inclusivity to ensure these students receive the necessary resources to thrive academically.

Conclusion

The Pasadena Rosebud Academy's dashboard data reveals both strengths and areas for improvement. The decline in chronic absenteeism and high performance in suspension rates and mathematics are commendable achievements. By leveraging our successes and addressing our challenges, we are committed to fostering an environment where all students can achieve their full potential. Our ongoing efforts will be guided by these insights as we strive for continuous improvement and excellence in education.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

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
Governing Board	Meeting Dates: ☐ Aug 15, 2023 - LCAP Overview, feedback and input ☐ December 14, 2023- LCAP Planning Discussion ☐ February 15, 2024- LCAP Mid-year Progress Report ☐ June 20, 2024 - LCAP Discussion, Input, and Approval Engaging the Governing Board in the development of the Local Control and Accountability Plan (LCAP) at PRACS is essential to ensure that the plan reflects the needs and priorities of the entire school community. PRACS engaged the governing board in the LCAP process by: ● Holding a dedicated meeting to explain LCAP requirements, timelines, and key components. Distributed informational materials and answer any questions from board members. ● Providing an overview of the Local Control and Accountability Plan (LCAP) process, its importance, and the role of the governing board. ● Gathering input from various educational partners to identify the unique needs of students, including unduplicated student groups (low-income, English learners, foster youth). ● Developing a comprehensive understanding of the school's needs, challenges, and opportunities.

	• Developing and presenting a draft LCAP that reflects the collective input of all educational partners and addresses identified needs. • Refining the LCAP draft based on the board's insights and recommendations. • Providing an opportunity for the broader school community to review and comment on the draft LCAP. • Publishing the draft LCAP on the school's website. • Presenting board members and other educational partners with LCAP mid-year progress reports. Collecting additional feedback from parents, students, staff, and community members to ensure the LCAP addresses their concerns and priorities. • Securing formal approval of the LCAP from the governing board. • Presenting the final LCAP at a scheduled board meeting. Providing an overview of changes made based on feedback and how the plan addresses identified needs. • Obtaining the board's approval and formal adoption of the LCAP. • Establishing a schedule for regular progress reports, collecting data on performance metrics, and adjusting actions as needed. • Maintaining transparency and accountability, ensuring the LCAP is effectively improving student outcomes. By following this structured process, Pasadena Rosebud Academy Charter School can ensure the governing board is actively engaged in developing the LCAP, leading to a well-informed and collaborative approach to meeting the needs of all students.
Administrators	Meeting Dates: ☐ September 26, 2023 (Overview and review of LCAP goals and objectives) ☐ November 28, 2023 (Analyzing data) ☐ February 27, 2024 (LCAP Mid-year Progress Report) ☐ May 21, 2024 (Review of LCAP Draft)

Engaging the administrative team in the development of the Local Control and Accountability Plan (LCAP) at PRACS is essential to ensure that the plan reflects the needs and priorities of the entire school community. The administrative team engaged with with the LCAP process by:

- Initiating a preliminary meeting to review LCAP guidelines, objectives, and goals.
- Establishing a leadership team that includes the executive director, director, business manager, and business development team to guide the LCAP process.
- Identifying team members, defining roles, and setting a schedule for regular meetings.
- Collecting comprehensive data to understand the needs of all students, including unduplicated student groups (low-income, English learners, foster youth).
- Analyzing academic performance data, attendance records, behavior reports, and feedback from surveys and focus groups.
- Providing the team with detailed insights into the school's current performance and areas needing improvement.
- Organizing meetings, surveys, and forums with parents, students, staff, and community members.
- Developing a draft LCAP that reflects the needs assessment and feedback from educational partners, ensuring the goals align the LCAP with the school's overall mission and vision and state priorities.
- Refining the draft LCAP based on initial feedback from the leadership team and the Executive Director.
- Ensuring the draft LCAP is polished and addresses all identified needs effectively.
- Publishing the draft LCAP for public review, holding forums and public hearings, and collecting feedback.
- Collecting comprehensive community feedback to further refine the LCAP.
- Finalizing the LCAP by incorporating all feedback from the public and the governing board.
- Collaborating to make final revisions. Ensuring the plan is complete and ready for board presentation and approval.
- Presenting the final LCAP to the governing board, highlighting key elements, educational partners' engagement, and alignment with strategic goals. Addressing any final questions or concerns from the board.
- Obtaining board approval and formal adoption of the LCAP.

	• Monitoring the progress of the LCAP implementation and reported outcomes to the governing board and educational partners. • Establishing a schedule and presenting mid year progress reports. Collecting data on performance metrics and making adjustments as needed. The Executive Director ensures accountability and transparency in reporting. By following this structured process, PRACS can ensure that the Executive Director and the administrative team is actively engaged in developing the LCAP, leading to a well-informed, strategic, and collaborative approach to meeting the needs of all students.
Teachers and Support Staff	Meeting Dates: ☐ August 27, 2023 (Discussion and Collaboration) ☐ October 13, 2023 (Data Collection and Analysis) ☐ March 28, 2024 (Mid-Year Progress Report) ☐ May 20, 2024 (Teacher and Staff Survey) Engaging the teachers and support staff in the development of the Local Control and Accountability Plan (LCAP) at PRACS is essential to ensure that the plan reflects the needs and priorities of the entire school community. PRACS engaged the teachers and support staff with the LCAP development by: • Ensuring that teachers and support staff actively participated in data collection and analysis, offering valuable insights into student needs. Their involvement as educational partners in engagement activities, such as meetings, surveys, and focus groups, ensured their perspectives and expertise are integrated into the needs assessment and goal-setting phases. • During the draft development, teachers and support staff collaborated on drafting goals, actions, and expected outcomes, ensuring the LCAP reflects classroom realities. • Helping assign responsibilities, set timelines, and allocate resources. • Ongoing monitoring and reporting included regular progress reports and feedback from teachers and staff to ensure the LCAP's effectiveness in improving student outcomes. This

	comprehensive approach ensured that educators' insights and experiences are central to the LCAP's success. By creating a process, PRACS can effectively engage teachers and support staff in the development of the LCAP, ensuring that the plan reflects the diverse needs and priorities of the students including unduplicated students, leading to improved educational outcomes for all students.
Students	Meeting Dates: ☐ October 26, 2023 (LCAP Informational) ☐ February 15, 2024 (LCAP Mid-Year Progress Report) ☐ March 14, 2024 (Middle School Focus Group Meeting) ☐ May 17, 2024 (Student Survey) Engaging students in the Local Control and Accountability Plan (LCAP) process is crucial to ensure that the plan reflects their needs, perspectives, and ideas. PRACS effectively involved students in the development and implementation of the LCAP through: ● Outreach and Awareness: Informing students about the LCAP process, its significance, and how their input can shape their educational experience. Methods: Use school announcements, assemblies, classroom presentations, and digital platforms. ● Associated Student Body (ASB): Leadership group Associated Student Body (ASB) that includes a group of students in middle school. Methods: Invite nominations, hold elections, or seek volunteers to ensure representation from various student demographics, including unduplicated student groups. ● Conducting Needs Assessments: Gathering input from students to identify their needs, priorities, and concerns regarding their education and school environment. Methods: Distribute surveys and conduct focus groups. ● Implementation and On-going Engagement: Implement the LCAP with continuous student involvement through regular feedback mechanisms. Methods: ASB meetings, provide implementation updates, and gather ongoing feedback from the student body.

	By following these procedures, PRACS has effectively engaged students in the development and implementation of the LCAP, ensuring that the plan reflects the diverse needs and priorities of the student body, leading to improved educational outcomes and school climate.
Parents	Meeting Dates: ☐ October 17, 2023 LCAP Overview Communication (Discussions, feedback and parent input) ☐ February 13, 2024 (LCAP Mid-year Progress Report) ☐ May 20, 2024 (Parent Survey) Engaging parents in the development of the Local Control and Accountability Plan (LCAP) at PRACS is essential to ensure that the plan reflects the needs and priorities of the entire school community. PRACS engaged parents with the LCAP by: ● Informing parents about the LCAP process, its purpose, and the importance of their participation. ● Conducting a Needs Assessment: Gather input from parents to identify needs, priorities, and concerns related to their children’s education. Method: Distribute surveys, hold focus groups, and conduct individual interviews. ● Hosting Informational and Feedback Sessions: Organize informational meetings to explain the LCAP process and gather feedback on proposed goals and actions. Method: PTO Meetings ● Regular Communication Updates: Keeping parents informed about the progress of the LCAP development and how their input is being used. Method: Regular updates via emails, Back-to-School night and PTO meetings. ● Implementation and On-Going Involvement: Implement the LCAP with ongoing parent involvement. Method: Regular PTO meetings, implementation updates, ongoing feedback. By creating a process, PRACS can effectively engage parents in the development of the LCAP, ensuring that the plan reflects the diverse needs and priorities of the school community, leading to improved educational outcomes for all students.

Desert Mountain Charter SELPA	Meeting Dates: ☐ Monthly Governing Council Meetings ☐ May 28, 2024 (PL Conversation) Engaging Desert Mountain Charter SELPA in the development of the Local Control and Accountability Plan (LCAP) for PRACS involves a structured process to ensure their expertise and resources are effectively integrated into the planning and implementation phases. The engagement with Desert Mountain Charter SELPA included: ● Identifying key educational partners from Desert Mountain Charter SELPA who will participate in the LCAP process. ● Conducting a joint needs assessment, leveraging Desert Mountain Charter SELPA's expertise to analyze student achievement data, special education needs, and feedback from educational partners. ● Organizing planning sessions with Desert Mountain Charter SELPA representatives to set goals and actions related to special education and support services. ● Drafting the LCAP with input from Desert Mountain Charter SELPA, ensuring their feedback is integrated into relevant sections, particularly those addressing student support services and special education. ● Sharing the LCAP draft with Desert Mountain Charter SELPA for review and additional feedback. ● Incorporating all final feedback from Desert Mountain Charter SELPA into the LCAP. ● Implementing the LCAP with ongoing support and collaboration from Desert Mountain Charter SELPA. ● Monitoring the progress of LCAP implementation with regular check-ins and data review sessions with Desert Mountain Charter SELPA. This structured process allows PRACS to effectively engage Desert Mountain Charter SELPA in the development of the LCAP, ensuring that the plan addresses the unique needs of students with disabilities and fosters an inclusive, supportive educational environment.
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A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The development and adoption of the Local Control and Accountability Plan (LCAP) at PRACS were profoundly influenced by the feedback from a diverse group of educational partners, including the Governing Board, administrators, teachers and support staff, students, parents, and the Desert Mountain Charter SELPA. Here is a detailed description of how their input shaped the final LCAP:

Governing Board

- **Input:** The Governing Board provided strategic guidance on the overall goals and priorities of the LCAP, emphasizing accountability, fiscal responsibility, and alignment with PRACS's long-term vision.
- **Influence:** Their feedback led to the inclusion of clear, measurable objectives and outcomes in the LCAP, ensuring that resource allocation and program implementation were aligned with the school's strategic plan. They also emphasized the need for transparent reporting and monitoring mechanisms to track progress.

Administrators

- **Input:** School administrators highlighted operational needs, logistical considerations, and the importance of cohesive implementation strategies. They also focused on the necessity for professional development and improving student achievement.
- **Influence:** Administrative feedback resulted in the incorporation of professional development that supported the implementation of effective and engaging instructional practices. The focus on student incentives that encourage scholars to work towards academic achievement was another area of the LACP that was influenced by administrators. The metrics for student outcomes were also influenced by administrators.

Teachers and Support Staff

- **Input:** Teachers and support staff provided insights into the day-to-day challenges and opportunities within the classroom, focusing on instructional practices, student engagement, behavior and the need for supportive resources.
- **Influence:** Their input led to the integration of targeted instructional supports, such as differentiated instruction strategies and enhanced classroom resources. Additionally, teacher feedback highlighted the importance of smaller class sizes and additional aides, which were reflected in the LCAP to improve student-teacher interactions and support. Behavior impact and counseling was an area that was included in LCAP as a result of the teacher and support staff feedback and input. Teachers and support staff also influenced the student outcomes metrics outlined in the LCAP.

Students

- **Input:** Students shared their experiences and perspectives on school climate, academic programs, and extracurricular activities. They highlighted the need for more clubs and extracurricular activities, engaging learning environments, and cleaner bathrooms.
- **Influence:** Student feedback directly influenced the addition of programs and the enhancement of extracurricular offerings. Their input also led to the implementation of the clean bathroom initiative which included better maintenance of the school facilities.

Parents

- **Input:** Parents provided valuable insights on their children's needs, focusing on communication, academic support, and extracurricular activities. They emphasized the importance of family engagement and accessible resources.
- **Influence:** Parental feedback resulted in the development of stronger family engagement initiatives, including regular communication updates, support programs for families and parent socials. The LCAP also incorporated more parent volunteer options and school programs that provide a more welcoming environment for parental involvement .

Desert Mountain Charter SELPA

- **Input:** The SELPA provided specialized knowledge and recommendations for supporting students with disabilities, ensuring compliance with special education regulations and promoting inclusive practices.
- **Influence:** Their expertise led to the inclusion of specific actions aimed at improving special education services, such as the implementation of individualized education plans (IEPs), specialized training for staff, and enhanced resources for students with disabilities. The SELPA's feedback ensured that the LCAP addressed the needs of all learners, promoting equity and inclusion.

Specific Changes and Additions Influenced by Feedback

- **Academic Support and Intervention Programs:** Based on feedback from teachers and parents, the LCAP included enhanced academic support and intervention programs, such as after-school tutoring and summer learning opportunities, to address learning gaps and support student achievement.

- **Social-Emotional Learning (SEL) Programs:** Student and parent feedback highlighted the need for SEL programs. As a result, the LCAP incorporated initiatives focused on student well-being, including the hiring of school counselors and the implementation of SEL curricula.
- **Professional Development:** Teacher and administrative feedback underscored the importance of ongoing professional development. The LCAP now includes comprehensive training programs on differentiated instruction, cultural competency, and training specific to students with special needs.
- **Family Engagement Initiatives:** Parental input led to the development of family engagement initiatives, such as regular parent workshops, improved communication channels between school and home, and programs that empower parents to support their children's education effectively.
- **Inclusive Practices:** The SELPA's feedback ensured that the LCAP included actions aimed at enhancing inclusive practices, such as accessibility improvements, and tailored support for students with disabilities.

By integrating comprehensive feedback from all educational partners, PRACS ensures that the LCAP is a dynamic and responsive document, effectively addressing the diverse needs of its student population and fostering an environment of continuous improvement and collaboration.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	<i>To provide rigorous differentiated instruction to develop critical thinking and analytical skills for college and career readiness upon graduating 8th grade.</i>	Broad Goal

State Priorities addressed by this goal.

The State Priorities addressed by this goal include: Priorities 1,2,3,4,5,6,7,& 8

An explanation of why the LEA has developed this goal.

Providing students with a high-quality education that prepares them for college and career readiness is in alignment with the mission and vision of Pasadena Rosebud Academy Charter School. The parents and other educational partners are in agreement and support wholeheartedly the school's mission and vision to challenge students to grow intellectually and emotionally. As a school that serves a large percentage of students of color, it is important to work towards closing the excellence gap and leveling the playing field for the student population that we serve. The achievement gap has been a prevailing problem in the United States educational system for decades. Moving forward, PRACS will place emphasis on Equitable Educational Success. Students at PRACS deserve to be afforded an opportunity to excel academically, meeting and exceeding the requirements needed to qualify for 4-year colleges and universities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Fully Credentialed and Appropriately Assigned Teachers (Dashboard, Staffing, CALPADS, and/ or Dataquest)	91 % Fall 2023-24 10 preliminary cred. 1 emergency cred.			Fully credentialed and appropriately assigned teachers: 100%	
2	Access to Standards Aligned Instructional Materials (Local indicators and/or local survey)	100% Fall (2023-24) (per Williams)			Access to Standards Aligned Instructional materials: 100%	
3	Attendance Rate (CALPADS, Powerschool, and/or Dashboard)	Attendance Rate: 88% (Powerschool)			Attendance Rate: 95%	

4	Parent Engagement (% of Parents attending back to school, parent conference, & PTO meetings)	Attendance at parent-teacher conferences: 98% Attendance at Back-to-School night: 62% On average Attendance at PTO meetings: 10% (2023-24)			Attendance parent teacher conferences: 100% Attended Back-to-School night: 80% On average attendance at PTO meetings: 25%	
5	CAASPP (ELA) (CA Dashboard and CAASPP Results)	<i>All:</i> Met/exceeded the standard: 53.4% <i>Black:</i> 47% <i>Hisp./Lat.:</i> 56% <i>Soc Eco. Disadvantaged:</i> 53% (2022-23) CAASPP Data not available yet (2023-24) CAASPP			All Students and subgroups Meeting/exceeding the standard: 65%	
6	CAASPP (Math) (CA Dashboard and CAASPP Results)	<i>All:</i> met/exceeded the standard 48% <i>Black:</i> 38% <i>Hisp./Lat:</i> 56%			<i>All:</i> meet/exceed the standard: 58% <i>Black:</i> 48% <i>Hisp./Lat:</i> 66%	

		<i>Soc. Eco.</i> <i>Disadvantaged:</i> 45% (2022-23) CAASPP Data not available yet (2023-24) CAASPP			<i>Soc. Eco.</i> <i>Disadvantaged:</i> 55%	
7	English Learner Progress towards mastery of the English Language (ELPAC results, Dashboard)	ELPAC scores - 9 students 78% making progress towards English Language Proficiency <i>Level 4-Well</i> Developed 44% <i>Level 3 -</i> Moderately Developed 33% <i>Level 2-</i> Somewhat Developed 22% <i>Level 1-</i> Beginning to Developed 0% (Dashboard ELPAC 2023-24)			Making progress towards English Language Proficiency:85%	

8	College and Career Ready (Lexile Growth) (Achieve 3000 Lexile growth/Renaissance Lexile Growth Data)	Students who were college and career ready: 70.5% (Achieve 3000 2023-24)			Students who are college and career ready: 80%	
9	STAR Assessment by Renaissance (Data/Reporting Results generated)	ELA/Reading: Students at or above benchmark: 63.4% Math: Students at or above benchmark: 42.7% (2023-24)			ELA/Reading: Students at or above benchmark: 70% Math: Students at or above benchmark: 55%	
10	Professional Development Opportunities (Agendas, registration)	Professional Development Days School-wide: 12 Teachers who attended 1 additional outside PDs: 10 Teachers who attended 2 additional outside PDs: 4 (2023 -24)			Professional development Days School-wide: 12 Additional PDs per teacher outside of school: 1 Additional: PDs per support staff outside of school: 1	

11	After School Academic Support for Unduplicated Students	<i>EL Students met/exceeded standards (IFEP, RFEP, & EO)</i> ELA - 56.41% Math -48.72% CAASPP 2023 <i>Socio-economically disadvantaged students met/exceeded standards</i> ELA - 52.73% Math - 45.46% CAASPP 2023 CAASPP 2024 not available			<i>EL Students met/exceeded standards</i> ELA - 65% Math - 55% CAASPP 2023 <i>Socio-economically disadvantaged students met/exceeded standards</i> ELA - 65 % Math - 55 %	
12	Technology (Students/teachers with devices, annual service and on-going maintenance)	% of student with Chromebooks: 100% % of teachers with computers: 100% (2023-24)			% of students with Chromebooks: 100% % of teachers with computers & iPads: 100%	

Goal Analysis for 2024-2025

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

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

N/A

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.

N/A

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

N/A

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.

N/A

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Qualified/Fully Credentialed Teachers	PRACS baseline metrics for qualified/fully credentialed teachers indicates 91% of teachers are fully credentialed. CAASPP reports that 53.4% of scholars are meeting/exceeding standards in ELA and 48% in math. Although our student population is outperforming the same subgroup students statewide, there is still a prevailing achievement gap for students of color that needs to be closed. It is imperative that highly qualified/credentialed teachers are hired and retained in order to implement instructional practices that will lead to developing scholars into critical thinkers and closing the achievement gap.	\$850,000	No
2	Professional Development	PRACS baseline metrics for student achievement on CAASPP in ELA and math indicates that 53.4% of scholars are meeting/exceeding standards in ELA and 48% in math. PRACS has outlined a goal for 70% of scholars to meet/exceed that standards in ELA and 60% of scholars to meet/exceed the standards in math, thus closing the achievement gap. On-going professional development for teachers and support staff will support the implementation of instructional practices that will improve student performance. Teachers will work closely with support staff to provide one-on-one and small group instruction using practices acquired by participating in professional development.	\$12,000	No
3	Common Core Instructional Materials	PRACS baseline metrics for student achievement on Achieve 3000, IXL math, and STAR Renaissance indicate that scholars are progressing year after year in reading and mathematics. Instructional practices that are implemented using a common core aligned curriculum supports the continual increase in student performance in reading and math. The administrative assistant will continue to ensure that teachers have common core aligned instructional teaching materials, and all students are supplied with standards-based learning materials in order to ensure high quality teaching and learning.	\$70,500	No

4	Home-School Connection	PRACS baseline metric for Parent Engagement indicates that roughly 62% of parents attend back-to-school nights and on average 10% of parents attend PTO meetings. Administration, teachers, and CAASPP show that there is still work to do to close the achievement gap. A stronger Home-School connection would close the communication gap between school and home. Creating a partnership with parents will help to maximize student academic achievement and social development. Home-School connection will increase communication with parents using a variety of communication applications and strategies to improve parent engagement with teachers and the school. (i.e., Parentsquare, Website, parent-teacher conferences, Back-to-School night, etc.)	\$7000	No
5	Technology	PRACS metrics for College and Career Readiness indicates that 70.5% of scholars are college and career ready. There is a school goal for 80% of scholars to be college and career ready. Administrators, staff, and parents indicate that in order for scholars to be college and career ready in the 21st century, they must possess advanced technology skills. Administration will ensure that school technology keeps pace with technological evolution. All teachers and students are provided with computers/Chromebooks. Annual and on-going updates and maintenance of technology (i.e., Devices, internet service, etc.) is provided.	\$50,000	No
6	EL Support	Administrators will hire an educational professional to train educators on techniques and strategies that support English learners in their English language development. Teachers will receive professional development and resources that will support EL students' progress towards English proficiency.	\$3500	Yes
7	Student Attendance	Teachers, administrators, and staff will implement practices that will improve student attendance and decrease chronic absenteeism.	\$17,500	Yes
8	Academic Support and After School Tutoring	Staff will be hired to provide academic support during the school day and after-school tutoring to support the academic progress for EL and low-income students.	\$72,000	Yes

9	Incentivizing Academic Achievement (IAA)	PRACS metrics for College and Career Readiness indicates that 70.5% of scholars are proficient or advanced readers. STAR Renaissance data indicates that 42.7% of scholars are proficient or advanced in grade level math. Monitoring and progress of student performance on Achieve3000 and STAR Renaissance throughout the school year provides data on how well students will perform on standardized assessments. The gradual progress of the academic development of scholars is important to long term student success and achievement. Administrators and parents noted a need to incentivize academic achievement to engage students academically throughout the school year. Students receive monthly monetary and non-monetary incentives for working towards academic success. Students who show effort and progress towards improving their reading comprehension and math skills will receive monthly monetary and non-monetary rewards for their efforts.	\$20,000	No
10	Summer Step Up Program	The Summer-Step Up Program is encouraged and offered to EL and socio-economically disadvantaged scholars. It was created to bridge the learning loss that occurred due to the pandemic and distance learning. It is also designed to reduce or eliminate the summer slide. EL and low-income students are offered one-on-one or small group academic support. Each week during the Summer Step Up Program, scholars are taken on a field trip that provides experiential learning and makes learning fun and engaging.	\$50,000	Yes

Goal

Goal #	Description	Type of Goal
2	<i>To develop the whole child to become emotionally mature individuals and responsible citizens with the help from parents and community upon graduating from 8th grade. Scholars will demonstrate their social-emotional growth through service hours and leadership achievements.</i>	Broad Goal

State Priorities addressed by this goal.

The State Priorities addressed by this goal include: Priorities: 3, 5, & 6

An explanation of why the LEA has developed this goal.

This goal was developed to support the mission and vision of the school and to complement Goal 1. PRACS endeavors to develop the whole child. To effectively do this, it is imperative to address the social emotional development of scholars. The actions were created in response to the need to support scholar's ability, in collaboration with parents and other educational partners, to maximize their critical thinking skills and to provide them with the confidence they need to be successful in any undertaking of their desire.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Parent Involvement (Parent volunteer hours recorded)	% of parents who complete a minimum of 10 volunteer hours: 39%			% of parents complete a minimum of 10 volunteer hours annually: 50%	

2	Programs (# Programs/ year)	Programs offered: 10 (2023-24)			Programs offered: 13	
3	Field Trips (# of field trips per class)	# of field trips attended by each class: 3-4 (2023-24)			# of field trips attended by each class/annually: 5	
4	SEL Social-Emotion al Learning & Support (Hours spent towards the social-emotion al development of students and staff)	% of students received counseling/the rapy: 7% Resources for staff: EASE, Care Solace, Yoga, Social Events (2023-24)			% of students receiving counseling or therapy: 10%	
5	Suspension # of students suspended/an nually (Local suspension records, Dashboard, CALPADS)	% of students suspended: 0% (2023-24)			% of students suspended at least once: 1%	

6	Nutrition Program % of students who qualify for free and reduced program (Free and reduced application approvals and CALPADS)	% of students who qualified for free meals: 69% State mandated that all students receive free meals: 100% (2023-2024)			% of students who qualify for Free and reduced meals: 75%	
7	Community Partners # of donors, new organizations or individuals who support PRACS	Community partners: 8 (2023-24)			Community partners: 13	
8	Facilities Maintenance and Cleanliness (measured by Facility Inspection Tool (FIT) and/or local survey)	97.50% of Fall 2023 (per Williams)			100%	

Goal Analysis for 2024-2025

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

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

N/A

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.

N/A

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

N/A

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.

N/A

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent Involvement	PRACS Parent Involvement metrics indicate that 39% of parents completed parent volunteer hours. Parents and teachers expressed the need to have more opportunities to engage with their child's education and the school. Program coordinator and PTO will promote parent involvement with the school and classroom teacher by providing more opportunities and a variety of ways for parents to learn how to get involved in their child's education through parent workshops, classes, and volunteer work.	\$11,000	No
2	Programs	PRACS Program metrics demonstrate that 10 programs were offered during the 2023-24 school year. Parents and students indicated on a survey that they would like more programs and extracurricular activities. Program coordinator will increase and improve school programs offered to enhance enrichment for students.	\$18,000	No
3	Field Trips	PRACS Field trip metrics indicate that each class attended 3-4 field trips during the school year. Teachers and students expressed the need for more experiential field trips during the school year. Field Trip Coordinator will schedule more excursions for students so that they can receive experiences and exposure outside of the school boundaries that will contribute to their social-emotional and academic development.	\$13,000	No
4	Social-Emotional Support (SEL)	Qualified counselors will provide social-emotional support for students and school employees. There will be an increase in practices and resources that contribute to mental health and wellness.	\$11,400	Yes
5	Suspensions-Behavior Impact	Minimize and/or eliminate school suspensions by implementing SEL and restorative justice practices that promote positive behavior. Personnel will be hired to support positive behavior and to partner with parents of students who need intervention.	\$38,000	Yes
6	Nutrition Program	Offer a nutrition program that provides free and reduced meals to EL and low-income students.	\$60,000	Yes

7	Resources for EL, Low-Income, and Foster Youth	The school will provide unduplicated pupils with school supplies. Parents will be offered effective parenting workshops that will teach them how to support their children academically and socially and provide them with financing and budgeting tools.	\$10,500	Yes
8	Community Partners	PRACS metrics indicate that there were 8 community partners during the 2023-24 school year. Administrators and staff expressed the need to increase community partners that can enhance school programs and provide resources for students. Program coordinator and executive director will build relationships outside of school that will increase community partners to support the school's vision and student achievement.	\$13,000	No
9	Maintenance and Cleanliness of Facility	Per the Williams audit, PRACS received a score of 97.5%. PRACS set a goal to receive a score of 100%. In a survey, students expressed a need to have cleaner restrooms. Custodians will ensure that the interior and exterior facility and campus grounds are maintained and clean in order to provide students and staff with a clean and safe environment.	\$70,000	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$229,836	\$186,729

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
23%	3.30%	\$45,799	26.30%

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 school wide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1 Qualified/Fully Credentialed Teachers	Unduplicated students can benefit from the high quality instruction and support provided by qualified and fully credentialed teachers. These teachers have the expertise and skills needed to effectively work with diverse student populations including unduplicated students who may require additional support. By providing all students, including unduplicated students, with access to well trained and qualified teachers, PRACS can create a more inclusive and Equitable learning environment.	This action is designed to address the needs of unduplicated students on a schoolwide basis to ensure that all students have equal access to high quality education and support by having qualified teachers throughout the school, it ensures that unduplicated students are consistently receiving the necessary guidance and instruction to succeed academically.	The effectiveness of hiring highly qualified and fully credentialed teachers for unduplicated students include: Academic performance improvement among unduplicated students. College and Career Readiness of unduplicated students. Feedback and satisfaction survey from unduplicated students and their family regarding the quality of teaching and support provided.

1.2 Professional Development	Unduplicated students often have unique needs that require targeted support and professional development programs. These students may face barriers such as limited access to resources, language barriers, and a lack of emotional support.	To address the needs of unduplicated students in professional development, PRACS will implement tailored strategies such as: Providing teachers with culturally relevant training materials and resources that can resonate with diverse backgrounds of unduplicated students. Provide training so teachers can offer language support services to ensure that language barriers are minimized. Providing additional mentorship or counseling services to support the social and emotional well-being of the unduplicated students.	The effectiveness of these actions can be measured using metrics such as: Academic performance improvements among unduplicated students after receiving targeted support. Feedback and satisfaction survey from unduplicated students regarding the quality and relevance of targeted instructional practices put in place by the teachers.
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1.3 Common Core Instructional Materials	Consistency and Equity: Common Core materials provide a consistent framework for teaching, ensuring that unduplicated students have access to the same rigorous academic content as their peers. This consistency helps bridge gaps in knowledge and skills that may arise due to socioeconomic disparities or language barriers. Language Support: Common Core resources include support for English learners, such as scaffolding strategies and language development components, which are crucial for the academic success of non-native English speakers. Differentiated Instruction: Common Core materials are designed to be flexible and adaptable, allowing teachers to differentiate instruction to meet the diverse needs of unduplicated students. This ensures that lessons can be tailored to various learning styles and proficiency levels.	Providing Common Core instructional materials across the entire school ensures that all students benefit from a unified, high-quality educational framework. This holistic approach promotes inclusivity and prevents the segregation of unduplicated students, fostering a more supportive and equitable learning environment for everyone. Additionally, school-wide implementation facilitates smoother transitions between grade levels, as all students and teachers work within the same curricular framework.	To measure the effectiveness of this action for unduplicated students, the following metrics can be used: Academic Performance: Track the performance of unduplicated students on state assessments and standardized tests to monitor academic growth and proficiency in core subjects. English Language Proficiency: Monitor the progress of English learners in acquiring language proficiency. Measure the rate at which English learners are reclassified as fluent English proficient.
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1.4 Home-School Connection	Establishing a robust home-school connection across the entire school enhances the educational experience for all students, while fostering a supportive and inclusive environment that addresses their unique needs while promoting overall school success. Parental Involvement and Support: Strengthening communication channels between school and home ensures that parents and guardians of unduplicated students are well-informed about their child's progress, school activities, and available resources. This can be particularly beneficial for families who may face language barriers or lack access to information. Providing workshops and resources for parents equips them with the tools and knowledge to support their child's education at home. This is crucial for parents who may not have had access to similar educational opportunities. Cultural Relevance and Sensitivity: Promoting cultural awareness and sensitivity within the school	Implementing an effective home-school connection across the entire school ensures that all students and families benefit from enhanced communication and support structures. This inclusive approach fosters a cohesive community, prevents isolation of unduplicated students, and promotes equity by addressing diverse needs comprehensively. It also standardizes practices, ensuring consistent support and engagement opportunities for all families.	To measure the effectiveness of this action for unduplicated students, the following metrics can be used: Parental Involvement:Track the attendance rates of parents at school meetings, workshops, and events to measure engagement levels. Academic Performance:Track the homework completion rates and quality of homework assignments to assess the impact of parental support. Communication Effectiveness:Monitor the usage of bilingual resources and translation services to ensure effective communication with non-English speaking parents. Attendance and Engagement:Analyze student attendance rates to identify any improvements linked to increased parental engagement and support. Social-Emotional Development:Track behavioral incidents and improvements to determine the impact of enhanced home-school communication on student conduct and well-being.
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	community helps create an environment where unduplicated students feel valued and understood. Engaging parents in culturally relevant activities and discussions fosters a sense of belonging and respect. Offering bilingual communication and translation services ensures that non-English speaking parents can fully participate in their child's education, enhancing their ability to support their child's learning. Academic Support and Monitoring: Providing regular updates on academic progress and school events helps parents of unduplicated students stay informed and engaged. This transparency allows for early intervention if a student is struggling, ensuring timely support. Creating programs that help parents assist their children with homework and study habits can be particularly beneficial for families that may lack resources or educational background.		
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1.5 Technology	Access to Resources: Providing access to digital learning platforms and resources ensures that unduplicated students have the same educational opportunities as their peers. This includes online textbooks, interactive exercises, and educational software tailored to diverse learning needs. Ensuring that all students, especially those from low-income families, have access to reliable internet and devices at home helps bridge the digital divide and supports continuous learning outside of school. Personalized Learning: Utilizing adaptive learning software that adjusts to the individual pace and level of each student can help unduplicated students receive personalized instruction that meets their specific needs. Technology can offer language translation tools and English language learning programs that support English learners, aiding their understanding and fluency in academic content.	Implementing technology school-wide ensures that all students benefit from enhanced educational resources and opportunities, promoting equity and inclusivity. By standardizing access to technology, we prevent the segregation of unduplicated students and create a cohesive learning environment where everyone can thrive.	To measure the effectiveness of this action for unduplicated students, the following metrics can be used: Academic Performance:Track the performance of unduplicated students on state assessments and standardized tests to monitor academic growth and proficiency in core subjects. Use digital tools to regularly monitor academic progress and identify areas needing additional support. Technology Utilization:Monitor the usage rates of school-provided devices and online learning platforms among unduplicated students to ensure they are accessing and benefiting from these resources. Track the number of unduplicated students with reliable internet access at home, and provide support where needed. Language and Literacy Development: Monitor progress in English language proficiency for English learners using assessments like ELPAC (English Language Proficiency Assessments for California). Track improvements in literacy skills through digital literacy programs and regular assessments.
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	Engagement and Motivation: Engaging, interactive content can increase motivation and participation among unduplicated students who may struggle with traditional teaching methods. Gamified learning and multimedia resources can make learning more appealing.		
1.9 Incentivizing Academic Achievement (IAA)	Motivation and Engagement: Incentives such as awards, recognition ceremonies, and tangible rewards (e.g., gift cards, monetary) can motivate unduplicated students to engage more actively in their studies. This is especially important for students who may face external challenges that impact their motivation. Recognizing academic achievements helps build self-esteem and confidence among unduplicated students, encouraging them to strive for further success. Equity in Opportunities: Providing incentives can include access to additional educational resources such as tutoring, mentorship programs, and enrichment activities. This ensures that unduplicated students have the	Implementing incentives for academic achievement across the entire school ensures that all students benefit from a culture of recognition and motivation. This approach promotes equity by providing unduplicated students with the same opportunities for recognition and rewards as their peers. It also fosters a cohesive environment where success is celebrated collectively.	To measure the effectiveness of this action for unduplicated students, the following metrics can be used: Academic Performance: Track the performance and measure changes in grades and academic performance over time of unduplicated students on state assessments and standardized tests to monitor academic growth and proficiency in core subjects. Engagement and Participation: Monitor participation rates in incentive programs and related activities, ensuring unduplicated students are actively engaged. Track improvements in attendance rates, as increased motivation often leads to better school attendance.

	support they need to excel academically. Ensuring that incentive programs are designed to recognize diverse forms of achievement (e.g., improvement, effort, attendance) ensures that all students, including those who may not traditionally excel, receive recognition. Supportive Environment: Incentives contribute to a positive and inclusive school culture where academic achievement is celebrated. This helps unduplicated students feel valued and supported by their school community. Incentive programs can help unduplicated students set and achieve personal academic goals, fostering a sense of purpose and direction in their educational journey.		Student and Parent Feedback: Collect feedback from unduplicated students and their parents regarding their experiences with the incentive programs and their perceived impact on academic motivation and success. Conduct focus groups with unduplicated students to gather qualitative data on how incentive programs influence their academic attitudes and behaviors. Teacher Observations: Gather insights from teachers on the effectiveness of incentive programs in motivating unduplicated students and any observed changes in student engagement and performance.
2.1 Parent Involvement	Effective parent involvement includes strategies like regular parent-teacher meetings, workshops on educational support, volunteering, parent engagement opportunities, and open communication channels between parents and school staff. These initiatives aim to engage parents in the educational process, helping them to support their children's academic and social development. Unduplicated students, including	The action is designed for the whole school to ensure inclusivity and a partnership with parents. By promoting a school-wide culture of engagement, all parents are encouraged to participate, creating a cohesive community that supports all students. This holistic approach ensures that the specific needs of unduplicated students are met within the broader context of overall school improvement.	To measure the effectiveness of parent involvement initiatives specifically for unduplicated students, the following metrics can be used: Parent Engagement Surveys: Surveys that measure parent satisfaction, understanding of school programs, and perceived ability to support their children's education. These can be segmented by student

	English learners, low-income students, and foster youth, often face additional challenges such as language barriers, financial constraints, and lack of stable support systems. By fostering strong parent involvement, schools can create a supportive community that addresses these specific needs through: communication, language support, access to resources, and cultural competence.		subgroup to track unduplicated students' parents' responses. 2. Attendance at Parent Meetings/Workshops: Tracking attendance rates of parents at meetings and workshops, with a focus on participation by parents of unduplicated students. 3. Student Academic Performance: Monitoring changes in academic performance (e.g., grades, test scores) of unduplicated students over time, correlating improvements with increased parental involvement. 4. Chronic Absenteeism Rates: Evaluating changes in absenteeism rates among unduplicated students as parental involvement increases. 5. Access to Support Services: Measuring the uptake of support services (tutoring, counseling, social services) by unduplicated students, linked to parent involvement efforts. 6. Feedback from Focus Groups: Conducting focus groups with parents of unduplicated students to gather qualitative data on the effectiveness of engagement strategies and areas for improvement. By implementing these metrics, schools can ensure that their efforts in parent involvement are effectively supporting the unique needs of
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			unduplicated students, leading to improved educational outcomes.
2.2 Programs	Effective programs designed for the entire school can include initiatives like academic support services, social-emotional learning (SEL) programs, extracurricular activities, and access to technology. These programs aim to enhance the overall educational environment, benefiting all students while specifically addressing the needs of unduplicated student groups. Unduplicated students, including English learners, low-income students, and foster youth, face distinct challenges that can be effectively mitigated through well-designed school-wide programs. These needs are identified through comprehensive needs assessments, including analysis of student achievement data and feedback from educational partners. Addressing the unique needs of unduplicated students include: Academic support services, Social-Emotional Learning (SEL), extra curricular activities, and access to technology.	The action is designed for the whole school to promote inclusivity and ensure all students benefit from a supportive educational environment. By integrating programs that address the general needs of the student population, schools create a cohesive and inclusive community where unduplicated students can thrive without being singled out. Academic Support Services: • Tutoring and Homework Assistance: These services can help bridge learning gaps, especially for students who may not have academic support at home. • Language Development Programs: Specialized support for English learners to improve language proficiency and academic performance. Social-Emotional Learning (SEL) Programs: • Counseling and Mental Health Services: Providing mental health support to low income, foster youth and students experiencing trauma or instability.	To measure the effectiveness of these school-wide programs specifically for unduplicated students, the following metrics can be used: 1. Academic Achievement: ○ Test Scores and Grades: Tracking improvements in standardized test scores and report card grades, with a focus on unduplicated students. ○ Progress in Language Proficiency: Monitoring the advancement of English learners in language proficiency assessments. 2. Attendance and Participation: ○ Attendance Rates: Measuring changes in overall attendance and reduction in chronic absenteeism among unduplicated students. ○ Extracurricular Involvement: Recording participation rates in clubs, sports, and other extracurricular activities. 3. Social-Emotional Outcomes:

		● SEL Curriculum: Teaching skills such as emotional regulation, resilience, and social skills, which are particularly beneficial for students dealing with adverse circumstances. Extracurricular Activities: ● Clubs and Sports: Offering opportunities for all students to engage in interests and develop a sense of belonging, which can be crucial for foster youth and low-income students. ● Cultural and Language Events: Creating spaces where English learners can celebrate their heritage and improve their language skills in a supportive environment. Access to Technology: ● Equitable Access to Devices and Internet: Ensuring all students, particularly low-income students, have the necessary technology to participate fully in their education. ● Digital Literacy Programs: Helping students and parents navigate digital tools, which is essential for academic success in a tech-driven world.	○ SEL Assessment Scores: Evaluating improvements in SEL skills through standardized SEL assessments and surveys. ○ Mental Health Referrals: Tracking the utilization of counseling and mental health services. 4. Access and Equity: ○ Technology Access: Measuring the distribution and usage of technological resources among unduplicated students. ○ Resource Utilization: Monitoring the uptake of tutoring, homework assistance, and other academic support services. 5. Feedback from Educational Partners: ○ Parent and Student Surveys: Collecting feedback from parents and students about the effectiveness and accessibility of school-wide programs. ○ Focus Groups: Conducting focus groups with unduplicated students and their families to gather
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			qualitative data on program impact. By implementing these metrics, schools can ensure that their whole-school programs are effectively meeting the needs of unduplicated students, leading to improved educational outcomes and a more equitable learning environment.
2.3 Field Trips	Field trips provide students with experiential learning opportunities outside the traditional classroom setting. These trips can enhance academic learning, foster social skills, and provide exposure to new environments and experiences. Unduplicated students, including English learners, low-income students, and foster youth, often face barriers to accessing enriching extracurricular experiences due to financial constraints, language barriers, and lack of stable support systems. Field trips can address these unique needs in several ways: Exposure to new learning environments, social integration and development, and real world connections.	The action of providing field trips for the whole school is designed to be inclusive, ensuring that all students, including unduplicated students, benefit from the same enriching experiences. This approach fosters an inclusive school culture where every student has access to the same opportunities, thereby addressing educational equity. Exposure to New Learning Environments: • Cultural and Historical Sites: Visiting museums, historical landmarks, and cultural institutions helps broaden students' understanding of diverse cultures and histories, particularly beneficial for English learners. • Science and Technology Centers: Trips to science museums or tech centers provide hands-on learning experiences that can ignite interest in STEM fields, important for students	To measure the effectiveness of field trips specifically for unduplicated students, the following metrics can be used: 1. Student Engagement and Participation: ○ Participation Rates: Tracking the participation rates of unduplicated students in field trips to ensure they are taking part in these experiences. ○ Feedback Surveys: Collecting feedback from students on their experiences and perceived benefits of the field trips. 2. Academic and Social Outcomes: ○ Academic Performance: Monitoring changes in academic performance (e.g., grades, test scores) following field trips that are directly related to curriculum content.

		who might lack access to such resources at home. Social Integration and Development: • Team-Building Activities: Field trips often involve group activities that help foster social skills and build relationships among students, crucial for foster youth who may struggle with social connections. • Inclusive Experiences: Ensuring all students, regardless of background, participate equally in enriching activities promotes a sense of belonging and equity. Real-World Connections: • Career Exposure: Visits to businesses, colleges, and vocational training centers expose students to potential career paths and educational opportunities, which can be particularly inspiring for low-income students who may have limited exposure to such prospects.	○ Social Skills Development: Using teacher and peer assessments to evaluate improvements in social skills and classroom behavior post-trip. 3. Cultural and Career Awareness: ○ Interest in STEM and Other Fields: Evaluating the impact of trips to science and technology centers on students' interest in STEM subjects and careers. ○ Awareness of Educational and Career Opportunities: Surveying students about their awareness and interest in various careers and educational paths following visits to colleges and vocational centers. 4. Equity and Inclusion: ○ Equitable Access: Ensuring that no financial or logistical barriers prevent unduplicated students from participating in field trips, and tracking efforts to provide necessary support. ○ Inclusive Planning: Reviewing the planning and selection of field trips to ensure they are inclusive
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			and culturally relevant for all student groups. By implementing these metrics, schools can ensure that field trips are not only a source of enrichment for the entire student body but also specifically address and support the unique needs of unduplicated students, leading to improved educational and social outcomes.
2.8 Community Partners	Unduplicated students, including English learners, low-income students, and foster youth, often require additional resources and support to overcome various challenges. Community partners can address these needs by providing: Supplemental educational resources, health and wellness services, career and college readiness/awareness, and family and community engagement.	The action of engaging community partners is designed for the whole school to ensure that all students benefit from the enhanced resources and support. This inclusive approach fosters a supportive school environment where unduplicated students' unique needs are addressed within the broader context of community engagement. Supplemental Educational Resources: • Tutoring and Mentorship Programs: Community organizations can offer tutoring and mentorship tailored to the academic and personal development needs of unduplicated students. • Language Support: Partnerships with local cultural and language centers can provide language support and translation services for English learners and their families.	To measure the effectiveness of community partnerships specifically for unduplicated students, the following metrics can be used: 1. Academic and Personal Development: ○ Academic Performance: Monitoring improvements in grades and test scores of unduplicated students participating in tutoring and mentorship programs. ○ Personal Growth: Assessing the impact of mentorship programs on students' self-esteem, resilience, and social skills through surveys and qualitative feedback. 2. Health and Wellness Outcomes: ○ Utilization of Services: Tracking the number of unduplicated students

		Health and Wellness Services: • Mental Health Services: Collaborating with local health organizations to provide counseling and mental health services, crucial for foster youth and students facing trauma. • Health Screenings and Services: Offering free or low-cost health screenings, dental checkups, and nutrition programs to low-income students. Career and College Readiness: • Career Day: Businesses and vocational organizations can provide career exploration opportunities, particularly valuable for low-income students. • College Prep Programs: Partnerships with local colleges and educational nonprofits can offer college readiness programs. Family and Community Engagement: • Parent Workshops: Offering workshops on navigating the education system, supporting student learning at home, and accessing community resources.	accessing mental health, health screenings, and wellness services provided by community partners. ○ Health Metrics: Monitoring changes in health and wellness indicators (e.g., attendance rates, incidences of illness) among unduplicated students. 3. Career and College Readiness: ○ Participation in Internships/Programs: Measuring the participation rates of unduplicated students in career day and college prep programs. ○ Post-Secondary Enrollment: Tracking the college enrollment rates and career outcomes of unduplicated students who participated in readiness programs. 4. Family and Community Engagement: ○ Attendance at Workshops/Events: Recording attendance and engagement levels of unduplicated students' families in parent workshops and cultural events. ○ Parent and Student Feedback: Collecting
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		● Cultural Events and Programs: Partnering with cultural organizations to celebrate diversity and promote inclusivity within the school community.	feedback from parents and students on the effectiveness and accessibility of community partnership programs. By implementing these metrics, schools can ensure that their community partnerships are effectively supporting the unique needs of unduplicated students, leading to improved educational, health, and social outcomes. This comprehensive approach helps create a more equitable and supportive learning environment for all students.
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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
1.6 EL Support	Language Barriers: English Learners (ELs) often face significant language barriers that impede their ability to fully engage with academic content and participate in classroom activities. Academic Performance: ELs frequently struggle with core subjects due to limited English proficiency, leading to lower academic performance and achievement gaps. Social-Emotional Challenges: ELs may experience social-emotional challenges, such as isolation, low self-esteem, and difficulties integrating into the school community, due to language and cultural differences.	Targeted Differentiated Instruction for EL students: Implementing targeted instruction to improve language proficiency by integrating language support within core subjects. Bilingual Resources: Providing bilingual materials and translation services to support ELs in understanding academic content and completing assignments. This also includes resources for parents to engage in their child's education. Professional Development: Offering professional development for teachers to equip them with strategies for supporting ELs in the classroom, such as differentiated instruction and culturally responsive teaching. Tutoring Programs: Establishing tutoring programs specifically for ELs to provide additional academic support and guidance.	To evaluate the effectiveness of EL support, the following metrics can be used: Language Proficiency Monitor progress in English language proficiency through the English Language Proficiency Assessments for California (ELPAC) to track improvements in listening, speaking, reading, and writing skills. Measure the rate at which ELs are reclassified as fluent English proficient, indicating their readiness to succeed in mainstream classrooms without additional language support. Academic Performance: Track the performance of ELs on state assessments and standardized tests to monitor academic growth and proficiency in core subjects. Analyze changes in grades and overall academic performance, focusing on subjects where ELs have historically struggled.

		helping them to overcome language barriers and succeed academically. Cultural Competence Initiatives: Promoting cultural competence and awareness within the school to create an inclusive environment where ELs feel valued and supported. This includes celebrating diverse cultures and languages within the school community.	Engagement and Attendance: Monitor attendance rates to ensure that ELs are regularly attending school and participating in classroom activities. Social-Emotional Development: Use social-emotional learning assessments to evaluate the well-being and social integration of ELs, ensuring they feel connected and supported within the school community. Analyze behavioral records to identify any improvements in conduct and participation linked to enhanced language support and social-emotional well-being. Parent and Student Feedback: Collect feedback from ELs and their parents regarding their satisfaction with the support provided and its impact on academic and social outcomes.
1.7 Student Attendance	Socioeconomic Challenges: Low-income students may face barriers such as lack of transportation, unstable housing, or health issues that contribute to chronic absenteeism. Language Barriers: English learners (ELs) may experience difficulties due to language barriers that make it challenging for their parents to communicate with the school or	Attendance Monitoring and Early Intervention: Establish a robust attendance monitoring system to identify at-risk students early. Implement a tiered intervention approach to address absenteeism promptly, including regular check-ins and personalized support plans. Family Outreach and Education: Conduct workshops and provide resources to educate families about the importance of regular attendance and how to support their children.	To evaluate the effectiveness of these practices, the following metrics can be used: Attendance Rates: Monitor overall attendance rates of unduplicated students to identify improvements over time. Track the percentage of unduplicated students classified as chronically absent (missing 10% or more of school days) to measure reductions in absenteeism.

	understand the importance of regular attendance. Social-Emotional Issues: Foster youth and other vulnerable student groups may deal with trauma, mental health issues, or a lack of stable support systems, leading to irregular attendance. Family Engagement: Families of unduplicated students might not be fully aware of the impact of chronic absenteeism on academic success or may lack resources to support consistent attendance.	Ensure materials are available in multiple languages to accommodate non-English speaking families. School-Based Support Services: Offer on-site counseling and mental health services to address social-emotional issues that may impact attendance. Collaborate with community organizations to provide additional support for foster youth and other vulnerable groups. Positive School Climate: Foster a welcoming and inclusive school environment that makes students feel safe and valued. Implement programs that build a positive school culture, such as mentoring programs and student recognition initiatives. Incentives and Recognition: Create attendance incentive programs to reward regular attendance and punctuality. Recognize and celebrate students who show improvement in their attendance records.	Academic Performance: Assess changes in academic performance and standardized test scores to determine if improved attendance correlates with better academic outcomes. Analyze report card grades and academic progress of unduplicated students to identify any positive trends linked to increased attendance Engagement and Participation: Track participation rates in extracurricular activities and school events to gauge student engagement and sense of belonging. Monitor behavioral records for improvements in conduct and participation, which can be indicative of a more engaged student body. Family and Student Feedback: Collect feedback from students and their families regarding the effectiveness of attendance initiatives and their overall satisfaction with the support provided. Social-Emotional Development: Use social-emotional learning assessments to evaluate the well-being of unduplicated students and the impact of attendance on their social-emotional development. Counseling Utilization: Track the utilization of counseling and support services to ensure students are accessing the help they need.
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1.8 Academic Support and After School Tutoring	Language Barriers: English Learners (ELs) often struggle with understanding instructional content due to limited English proficiency, affecting their academic performance and confidence. Academic Gaps: Low-income students may have less access to educational resources and support at home, resulting in academic gaps and lower performance in key subjects. Limited Parental Support: Many EL and low-income students may have parents who are unable to provide adequate academic assistance due to language barriers, work schedules, or limited educational backgrounds. Extra Help Needed: Both EL and low-income students often require additional help beyond regular classroom instruction to meet academic standards and close achievement gaps.	Targeted Instructional Support: Hiring staff to provide targeted academic support during the school day ensures that EL and low-income students receive additional help tailored to their specific needs. This can include differentiated instruction, small group sessions, and one-on-one support. After-School Tutoring: Offering after-school tutoring programs provides a structured environment where students can receive help with homework, reinforce learning from the school day, and address specific areas of difficulty. Qualified Educators: Employing staff with expertise in language development and subject-specific instruction ensures that ELs receive effective support to improve their English proficiency and comprehension of academic content. Homework Assistance: Providing dedicated time and support for homework completion helps bridge the gap for students who may not have access to help at home, reinforcing learning and promoting academic success. Consistency and Continuity: Continuous support throughout the school day and after-school programs creates a consistent learning environment, helping students retain and apply knowledge more effectively.	To evaluate the effectiveness of hiring staff for academic support and after-school tutoring, the following metrics can be used: Academic Performance: Monitor changes in standardized test scores for EL and low-income students to assess improvements in proficiency in core subjects such as math and reading. Track changes in report card grades and overall academic performance, focusing on subjects where students have received additional support. Language Proficiency: For EL students, measure progress in English language proficiency through the English Language Proficiency Assessments for California (ELPAC) to track improvements in listening, speaking, reading, and writing skills. Monitor the rate at which EL students are reclassified as fluent English proficient, indicating their readiness to succeed in mainstream classrooms without additional language support.
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			Attendance and Participation: Track attendance rates for after-school tutoring sessions to ensure students are participating regularly and benefitting from the additional support. Monitor overall school attendance rates, as increased academic support may lead to better engagement and attendance. Student Engagement and Behavior: Use classroom and tutoring session participation data to gauge student engagement and motivation. Analyze behavioral data to identify any positive changes linked to increased academic support and engagement. Student and Parent Feedback: Collect feedback from students and their parents regarding their satisfaction with the academic support and tutoring provided, and their perceptions of its impact on academic performance and confidence. Teacher Observations: Gather insights from teachers on the effectiveness of the additional academic support and after-school tutoring, and any
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			observed improvements in student performance and engagement.
1.10 Summer Step Up Program	Summer Learning Loss: EL and low-income students are particularly vulnerable to summer learning loss, where they lose academic skills and knowledge over the summer break, widening the achievement gap. Language Proficiency: EL students need continuous language development support to maintain and improve their English proficiency, which can regress without practice over the summer. Access to Enrichment Opportunities: Low-income students often have limited access to enrichment activities and educational resources during the summer, hindering their academic progress and readiness for the next school year. Academic Gaps: Both EL and low-income students may have existing academic gaps that require additional instructional time beyond the regular school year to address effectively.	Focused Instruction: The summer school program will provide focused, intensive instruction in core subjects such as math, reading, and writing to help students retain and build upon the knowledge and skills they acquired during the school year. Language Development: For EL students, the program will include dedicated English language development (ELD) classes to support ongoing language acquisition and proficiency. Enrichment Activities: Incorporating enrichment activities such as STEM projects, arts, and physical education will engage students in a holistic learning experience that stimulates their interest and supports their overall development. Individualized Support: Small class sizes and personalized instruction will ensure that students receive the attention and tailored support they need to address their specific academic challenges and goals. Parental Engagement: Providing resources and workshops for parents to support their children's learning at home during the summer will enhance the program's impact	To evaluate the effectiveness of the summer school program, the following metrics can be used: Academic Performance: Pre- and Post-Assessments: Conduct assessments at the beginning and end of the summer program to measure student progress in core subjects and identify areas of improvement. Standardized Test Scores: Track changes in standardized test scores for EL and low-income students in the subsequent school year to assess the long-term impact of the summer program on academic achievement. Language Proficiency: ELPAC Scores: For EL students, measure progress in English language proficiency through the English Language Proficiency Assessments for California (ELPAC) to track improvements in listening, speaking, reading, and writing skills. Reclassification Rates: Monitor the rate at which EL students are reclassified as fluent

		and encourage a collaborative approach to education.	English proficient following the summer program. Engagement and Attendance: Program Attendance: Track attendance rates for the summer school program to ensure students are participating regularly and benefitting from the additional instruction. Student Engagement: Use surveys and observations to gauge student engagement and enthusiasm for learning during the summer program. Social-Emotional Development: SEL Assessments: Use social-emotional learning assessments to evaluate the impact of the summer program on students' social-emotional well-being and development. Behavioral Data: Analyze behavioral records to identify any positive changes linked to participation in the summer program. Student and Parent Feedback: Surveys and Interviews: Collect feedback from students and their parents regarding their satisfaction with the summer school
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			program and its impact on academic performance and confidence. Focus Groups: Conduct focus groups with students and parents to gather qualitative insights and identify areas for further improvement. Teacher Observations: Teacher Feedback: Gather insights from summer school teachers on the effectiveness of the program and any observed improvements in student performance and engagement.
2.4 Social-Emotional Support	Social emotional support is a critical component in addressing the holistic needs of students, particularly for unduplicated student groups who often face additional challenges. Unduplicated student groups at PRACS include low-income students, English learners, and foster youth. These groups often face unique challenges that impact their social emotional well-being: Low-Income Students: These students may experience financial instability, leading to stress, anxiety, and difficulty focusing on academics.	To address the social-emotional needs of unduplicated student groups, PRACS will implement a comprehensive social emotional support program with the following components: • School-Based Counseling Services: Provide access to school counselors trained in trauma-informed practices to support students' emotional and psychological needs. This includes one-on-one counseling, group therapy sessions, and crisis intervention.	The effectiveness of the social emotional support program will be measured through a combination of qualitative and quantitative metrics: • Student Well-Being Surveys: Administer pre- and post-intervention surveys to assess changes in students' self-reported well-being, including measures of stress, anxiety, and overall emotional health. • Behavioral and Academic Indicators: Monitor changes in behavioral incidents, attendance rates, and academic performance. Improvements in these areas can

	They may also lack access to basic necessities and extracurricular opportunities that support social development. English Learners: Students learning English may face language barriers that affect their ability to engage fully in the classroom and build relationships with peers. They may also experience cultural adjustment challenges and isolation. Foster Youth: These students often deal with trauma, instability, and a lack of consistent support from caregivers. They may have difficulty forming trusting relationships and exhibit higher levels of emotional and behavioral issues.	● Social Emotional Learning (SEL) Curriculum: Integrate SEL into the regular curriculum to teach students skills such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. This curriculum will be culturally responsive and accessible to all students, including those with limited English proficiency. ● Mentorship Programs: Establish mentorship programs that pair unduplicated students with adult mentors who can provide guidance, support, and positive role modeling. Special attention will be given to matching mentors who can relate to the students' backgrounds and experiences. ● Family Engagement Workshops: Conduct workshops for parents and guardians to equip them with strategies to support their children's social emotional development at home. These workshops will include resources for low-income families, bilingual sessions for non-English-speaking parents, and trauma-informed care training for foster families. ● Partnerships with Community Organizations: Collaborate with local community organizations to provide additional support services such as mental health resources,	indicate better social emotional health and increased engagement in school. ● Counseling and Mentorship Participation Rates: Track the number of students participating in counseling sessions, mentorship programs, and SEL activities. Higher participation rates can reflect increased access to and utilization of support services. ● Feedback from Students, Parents, and Staff: Collect qualitative feedback through focus groups and interviews with students, parents, and staff to gain insights into the perceived impact of the social emotional support services. ● IEP and 504 Plan Progress: For students with Individualized Education Programs (IEPs) or 504 Plans, track progress on social emotional goals included in these plans. This will help measure the effectiveness of targeted interventions for students with identified special needs. By addressing the unique social emotional needs of unduplicated student groups, PRACS aims to create a supportive and inclusive school environment that fosters resilience, well-being, and academic success for all students.
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		after-school programs, and recreational activities.	
2.5 Suspension-Behavior Impact	Suspension-Behavior Impact support is crucial for addressing the needs of unduplicated student groups who may be disproportionately affected by disciplinary actions. Here's a brief explanation within the context of the Local Control and Accountability Plan (LCAP) for PRACS: Unique Identified Needs of the Unduplicated Student Groups Being Served Unduplicated student groups such as low-income students, English learners, and foster youth often face specific challenges related to behavior and disciplinary actions: • Low-Income Students: These students may experience stressors related to poverty, such as housing instability, food insecurity, and exposure to community violence, which can contribute to behavioral challenges in school. • English Learners: Language barriers and cultural adjustment issues may lead to misunderstandings,	To address the suspension-behavior impact needs, PRACS will implement a comprehensive Suspension-Behavior Impact support program with the following components: • Restorative Justice Practices: Implement restorative practices that focus on repairing harm, building relationships, and fostering responsibility rather than punitive measures. This includes restorative circles, peer mediation, and conflict resolution training for staff and students. • Social Emotional Learning (SEL) Integration: Embed SEL principles and skills development into the school culture and curriculum to enhance self-awareness, self-management, social awareness, relationship skills, and responsible decision-making among all students, with targeted support for unduplicated groups. • Positive Behavior Supports (PBS): Implement PBS frameworks to promote positive behaviors through incentives, recognition programs, and clear expectations communicated	The effectiveness of the Suspension-Behavior Impact support program will be assessed using the following metrics: • Reduction in Suspension Rates: Measure changes in suspension rates among unduplicated student groups compared to baseline data. A decrease in suspension incidents indicates improved behavior management and support effectiveness. • Behavioral Incident Reports: Track and analyze trends in behavioral incident reports to assess whether there is a decrease in disruptive behaviors and disciplinary actions among Student Engagement and Attendance: Monitor improvements in student attendance and engagement levels as indicators of a positive school climate and effective behavioral supports. • Feedback from Educational Partners: Gather qualitative feedback from students, parents, teachers, and staff through surveys, focus groups, and interviews to

	communication difficulties, and feelings of isolation, which can impact behavior and interactions with peers and teachers. ● Foster Youth: Students in foster care often experience trauma, multiple school placements, and a lack of consistent adult support, which can manifest in behavioral issues as coping mechanisms.	consistently across all school settings. ● Family and Community Engagement: Engage families and community organizations in supporting students' behavioral and emotional needs through workshops, parent education sessions, and partnerships with social service agencies.	gauge perceptions of the impact of behavior support interventions. By addressing the behavioral needs of unduplicated student groups through proactive and supportive measures, PRACS aims to create a safe, inclusive, and nurturing learning environment where all students can thrive academically and socially.
2.6 Nutrition Program	Providing a nutrition program is essential for addressing the specific needs of unduplicated student groups within the Local Control and Accountability Plan (LCAP) framework. Unduplicated student groups such as low-income students, English learners, and foster youth often face distinct nutritional challenges: ● Low-Income Students: These students may lack access to nutritious meals at home due to financial constraints, leading to potential food insecurity, inadequate diets, and health disparities. ● English Learners: Language barriers may hinder access to	To address these nutritional needs, PRACS will implement a comprehensive nutrition program with the following components: ● School Meals Program Enhancement: Enhance the quality and variety of school meals provided to ensure they meet nutritional guidelines and cater to diverse dietary needs, including culturally appropriate options. ● Breakfast and Snack Programs: Expand access to breakfast and healthy snack programs to ensure all students, particularly unduplicated groups, have consistent access to nutritious foods throughout the school day. ● Nutrition Education: Integrate nutrition education into the curriculum	The effectiveness of the nutrition program in improving outcomes for unduplicated student groups will be assessed using various metrics: ● School Meal Participation Rates: Track participation rates in the school meals program among unduplicated students to ensure equitable access and utilization of nutritional resources. ● Academic Performance: Analyze correlations between improved nutrition and academic outcomes, including attendance rates, behavior incidents, and academic achievement. ● Parent and Community Feedback: Gather qualitative feedback from parents, caregivers, and community

	nutrition education and understanding of healthy eating habits, potentially impacting their dietary choices and overall health. ● Foster Youth: Students in foster care may experience frequent changes in living situations and caregivers, which can disrupt meal routines and access to balanced nutrition.	to promote healthy eating habits, meal planning skills, and understanding of nutritional content among students, including targeted sessions for English learners and their families.	stakeholders through surveys or focus groups to assess perceptions of the program's impact on student health and well-being. By addressing the nutritional needs of unduplicated student groups through proactive interventions and educational support, PRACS aims to promote overall health, enhance academic readiness, and foster a supportive school environment where every student can thrive.
2.7 Resources for EL, Low Income, & Foster Youth	Providing resources to unduplicated student groups is crucial within the Local Control and Accountability Plan (LCAP) to address their unique needs effectively. Unduplicated student groups such as low-income students, English learners, and foster youth often have specific needs that require additional resources: ● Low-Income Students: These students may lack access to essential resources such as educational materials, technology, school supplies, and extracurricular opportunities due to financial constraints. ● English Learners: Students learning English may require specialized instructional	To address these needs, PRACS will implement a targeted resource allocation strategy with the following components: ● Equitable Access to Educational Materials: Ensure all unduplicated students have access to textbooks, digital resources, and instructional materials that support their academic growth and language development. ● Technology Integration: Provide access to computers, tablets, and internet connectivity for homework assignments, research, and online learning platforms, particularly important for English learners needing language reinforcement and digital literacy skills. ● Support Services: Establish partnerships with community organizations and social services to	The effectiveness of resource allocation in improving outcomes for unduplicated student groups will be assessed using the following metrics: ● Resource Utilization Rates: Measure the distribution and utilization rates of allocated resources among unduplicated student groups to ensure equitable access and maximum benefit. ● Academic Achievement: Monitor improvements in academic performance indicators such as standardized test scores, grades, course completion rates, and graduation rates for unduplicated students receiving targeted resources. ● Attendance and Engagement: Track attendance rates and student

	materials, bilingual support services, and language acquisition resources to fully participate and succeed academically. ● Foster Youth: Students in foster care often face challenges related to stability, including access to transportation, school uniforms, personal hygiene items, and consistent educational support.	offer additional support such as counseling, mentoring, tutoring, and enrichment programs tailored to the needs of unduplicated student groups. ● Professional Development: Provide training and professional development opportunities for educators and staff to enhance their cultural competence, understanding of equity issues, and ability to support diverse student populations effectively.	engagement levels in school activities and programs supported by allocated resources. ● Parent and Student Satisfaction: Gather feedback through surveys, focus groups, or parent-teacher conferences to assess satisfaction levels and perceived impact of provided resources on student success and well-being. ● Long-term Outcomes: Evaluate long-term outcomes such as college and career readiness, and socio-emotional development to determine the sustained impact of resource allocation strategies. By strategically allocating resources to meet the specific needs of unduplicated student groups, PRACS aims to foster an inclusive learning environment where all students have the support and opportunities necessary to achieve academic success and personal growth.
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For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

N/A

Additional Concentration Grant Funding

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

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	Elementary: 3:60 Middle School: 3:45
Staff-to-student ratio of certificated staff providing direct services to students	N/A	Elementary: 1:18 Middle School: 1:15

2024-2025 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 1,397,400	\$ -	\$ -	\$ -	1,397,400	\$ 1,086,500	\$ 310,900

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Qualified/Fully Credentialed Teachers	All	\$ 850,000	\$ -	\$ -	\$ -	\$ 850,000
1	2	Professional Development	All	\$ 12,000	\$ -	\$ -	\$ -	\$ 12,000
1	3	Common Core Instructional Materials	All	\$ 70,500	\$ -	\$ -	\$ -	\$ 70,500
1	4	Home-School Connection	All	\$ 7,000	\$ -	\$ -	\$ -	\$ 7,000
1	5	Technology	All	\$ 50,000	\$ -	\$ -	\$ -	\$ 50,000
1	6	EL Support	EL	\$ 3,500	\$ -	\$ -	\$ -	\$ 3,500
1	7	Student Attendance	EL, Low Income	\$ 17,500	\$ -	\$ -	\$ -	\$ 17,500
1	8	Academic Support and After School Tutoring	EL, Low Income	\$ 72,000	\$ -	\$ -	\$ -	\$ 72,000
1	9	Incentivizing Academic Achievement	All	\$ 20,000	\$ -	\$ -	\$ -	\$ 20,000
1	10	Summer Step-Up Program	EL, Low Income	\$ 50,000	\$ -	\$ -	\$ -	\$ 50,000
2	1	Parent Involvement	All	\$ 11,000	\$ -	\$ -	\$ -	\$ 11,000
2	2	Programs	All	\$ 18,000	\$ -	\$ -	\$ -	\$ 18,000
2	3	Field Trips	All	\$ 13,000	\$ -	\$ -	\$ -	\$ 13,000
2	4	Social-Emotional Support	All	\$ 11,400	\$ -	\$ -	\$ -	\$ 11,400
2	5	Suspensions-Behavior Impact	EL, Low Income	\$ 38,000	\$ -	\$ -	\$ -	\$ 38,000
2	6	Nutrition Program	EL, Low Income	\$ 60,000	\$ -	\$ -	\$ -	\$ 60,000
2	7	Resources for EL and Low-Income	EL, Low Income, foster Youth	\$ 10,500	\$ -	\$ -	\$ -	\$ 10,500
2	8	Community Partners	All	\$ 13,000	\$ -	\$ -	\$ -	\$ 13,000
2	9	Maintenance and Cleanliness of Facility	All	\$ 70,000	\$ -	\$ -	\$ -	\$ 70,000

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
18.72%	3.30%	22.02%	\$ 262,900	0.00%	11.81%	Total:	\$ 262,900
						LEA-wide Total:	\$ 262,900
						Limited Total:	\$ -
						Schoolwide Total:	\$ -

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 (%)
Qualified/Fully Credentialed Teachers	No			PRACS	\$ -	0.00%
Professional Development	No			PRACS	\$ -	0.00%
Common Core Instructional Materials	No			PRACS	\$ -	0.00%
Home-School Connection	No			PRACS	\$ -	0.00%
Technology	No			PRACS	\$ -	0.00%
EL Support	Yes	LEA-wide	English Learners	PRACS	\$ 3,500	0.00%
Student Attendance	Yes	LEA-wide	English Learners and Low-Income	PRACS	\$ 17,500	0.00%
Academic Support and After School Tutoring	Yes	LEA-wide	English Learners and Low-Income	PRACS	\$ 72,000	0.00%
Incentivizing Academic Achievement	No			PRACS	\$ -	0.00%
Summer Step-Up Program	Yes	LEA-wide	English Learners and Low-Income	PRACS	\$ 50,000	0.00%
Parent Involvement	No			PRACS	\$ -	0.00%
Programs	No			PRACS	\$ -	0.00%
Field Trips	No			PRACS	\$ -	0.00%
Social-Emotional Support	Yes	LEA-wide	English Learners and Low-Income	PRACS	\$ 11,400	0.00%
Suspensions-Behavior Impact	Yes	LEA-wide	English Learners and Low-Income	PRACS	\$ 38,000	0.00%
Nutrition Program	Yes	LEA-wide	English Learners and Low-Income	PRACS	\$ 60,000	0.00%
Resources for EL and Low-Income	Yes	LEA-wide	English Learners and Low-Income	PRACS	\$ 10,500	0.00%
Community Partners	No			PRACS	\$ -	0.00%
Maintenance and Cleanliness of Facility	No			PRACS	\$ -	0.00%

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 1,270,122.00	\$ 1,434,326.00

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	Qualified/Fully Credentialed Teachers	No	\$ 801,961	\$ 826,250
1	2	Professioanl Development	No	\$ 10,250	\$ 11,068
1	3	Common Core Instructional Materials	No	\$ 62,950	\$ 70,266
1	4	Home-School Connection	No	\$ 6,250	\$ 8,490
1	5	Technology	No	\$ 66,131	\$ 74,544
1	6	EL Support	Yes	\$ 3,550	\$ 5,000
1	7	Student Attendance	Yes	\$ 17,565	\$ 21,642
1	8	Academic Support and After School Tutoring	Yes	\$ 14,134	\$ 79,171
1	9	Incentivizing Academic Acheivement (IAA)	No	\$ 12,175	\$ 13,086
1	10	Summer Step Up Program	Yes	\$ 42,744	\$ 46,000
2	1	Parent Involvement	No	\$ 10,425	\$ 3,481
2	2	Programs	No	\$ 16,437	\$ 23,209
2	3	Field Trips	No	\$ 11,627	\$ 11,307
2	4	Personal Development	No	\$ 1,600	\$ 3,972
2	5	Social Emotional Support	No	\$ 11,255	\$ 24,185
2	6	Suspensions-Behavior Practices	Yes	\$ 37,000	\$ 62,400
2	7	Nutrition Program	Yes	\$ 56,097	\$ 60,128
2	8	Resources for EL, Low-Income, and Foster Youth	Yes	\$ 9,360	\$ 9,675
2	9	Community Partners	No	\$ 12,480	\$ 12,900
2	10	Maintenenace and Cleanliness	No	\$ 66,131	\$ 67,552

2023-2024 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 327,703	\$ 180,720	\$ 281,904	\$ (101,184)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Qualified/Fully Credentialed Teachers	No	\$ -	\$ -	0.00%	0.00%
1	2	Professional Development	No	\$ -	\$ -	0.00%	0.00%
1	3	Common Core Instructional Materials	No	\$ -	\$ -	0.00%	0.00%
1	4	Home-School Connection	No	\$ -	\$ -	0.00%	0.00%
1	5	Technology	No	\$ -	\$ -	0.00%	0.00%
1	6	EL Support	Yes	\$ 3,550	\$ 5,000.00	0.00%	0.00%
1	7	Student Attendance	Yes	\$ 17,565	\$ 21,642.00	0.00%	0.00%
1	8	Academic Support and After School Tutoring	Yes	\$ 14,134	\$ 79,171.00	0.00%	0.00%
1	9	Incentivizing Academic Achievement	No	\$ -	\$ -	0.00%	0.00%
1	10	Summer Step-Up Program	Yes	\$ 42,744	\$ 43,888.00	0.00%	0.00%
2	1	Parent Involvement	No	\$ -	\$ -	0.00%	0.00%
2	2	Programs	No	\$ -	\$ -	0.00%	0.00%
2	3	Field Trips	No	\$ -	\$ -	0.00%	0.00%
2	4	Social-Emotional Support	No	\$ -	\$ -	0.00%	0.00%
2	5	Suspensions-Behavior Impact	Yes	\$ 37,000	\$ 62,400.00	0.00%	0.00%
2	6	Nutrition Program	Yes	\$ 56,097	\$ 60,128.00	0.00%	0.00%
2	7	Resources for EL and Low-Income	Yes	\$ 9,630	\$ 9,675.00	0.00%	0.00%
2	8	Community Partners	No	\$ -	\$ -	0.00%	0.00%
2	9	Maintenance and Cleanliness of Facility	No	\$ -	\$ -	0.00%	0.00%

2023-2024 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 1,388,247	\$ 327,703	0.00%	23.61%	\$ 281,904	0.00%	20.31%	\$ 45,799.00	3.30%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

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

- Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).
- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

§ **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

- Parents, and
- Students

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

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

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

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

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

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and

district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

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

- When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

- The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
- The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.

- Indicate the school year to which the baseline data applies.
- The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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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.
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Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

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

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

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the

“minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth

students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

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

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

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

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

Contributing Actions Annual Update Table

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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

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

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

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

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