# LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: iEmpire Academy

CDS Code: 36-67876-0121343

School Year: 2024-2025

LEA contact information: Steve Dowding   s.dowding@realjourney.org

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

Budget Overview for the 2024-2025 School Year

Projected Revenue by Fund Source

$ 1,862,766 (22.1%)

$ 4,099,877 (48.6%)
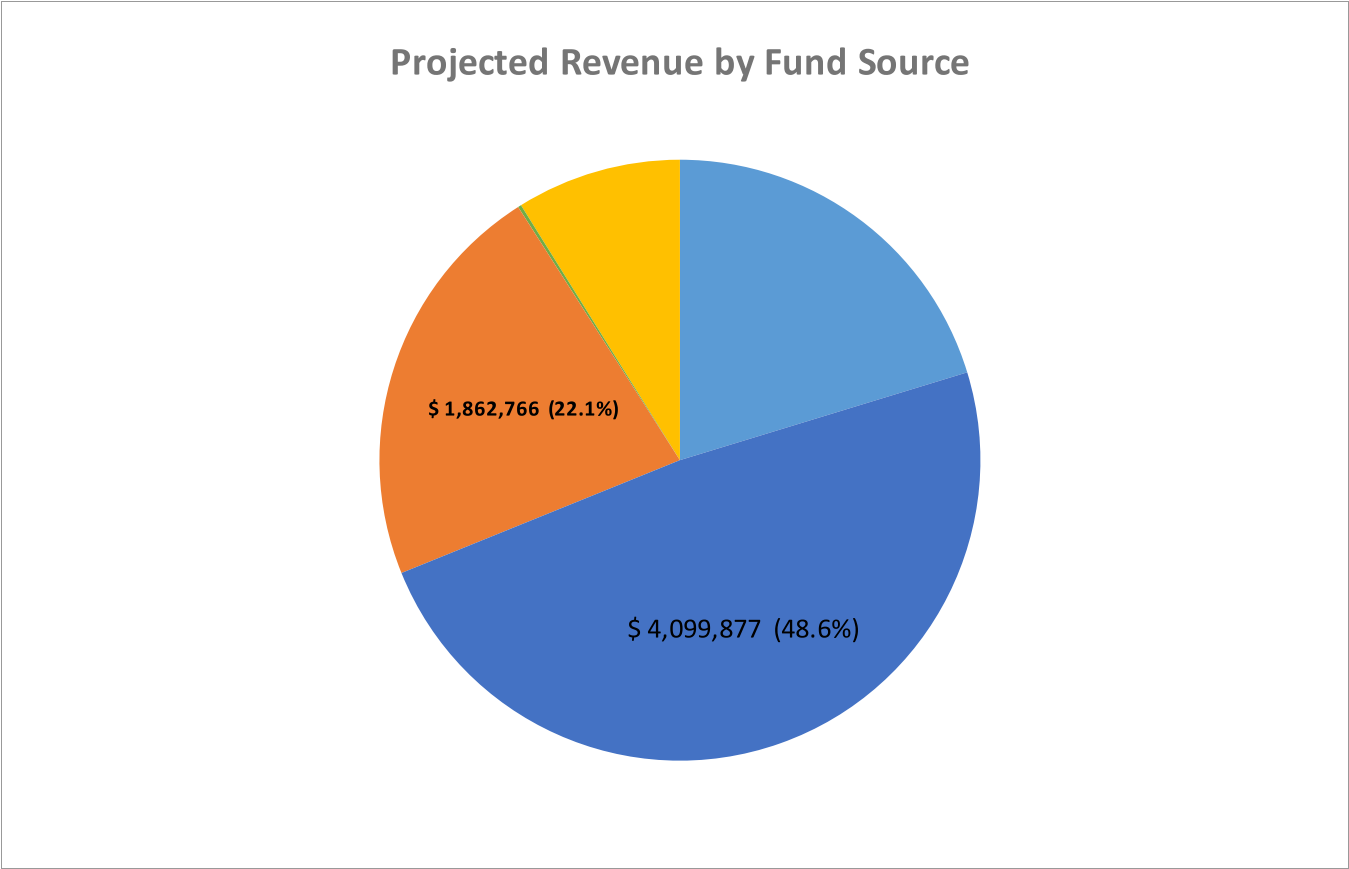
This chart shows the total general purpose revenue iEmpire Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for iEmpire Academy is $8,437,177.00, of which $5,810,824.00 is Local Control Funding Formula (LCFF), $1,862,766.00 is other state funds, $15,000.00 is local funds, and $748,587.00 is federal funds. Of the $5,810,824.00 in LCFF Funds, $1,710,947.00 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.

Budgeted Expenditures in the LCAP
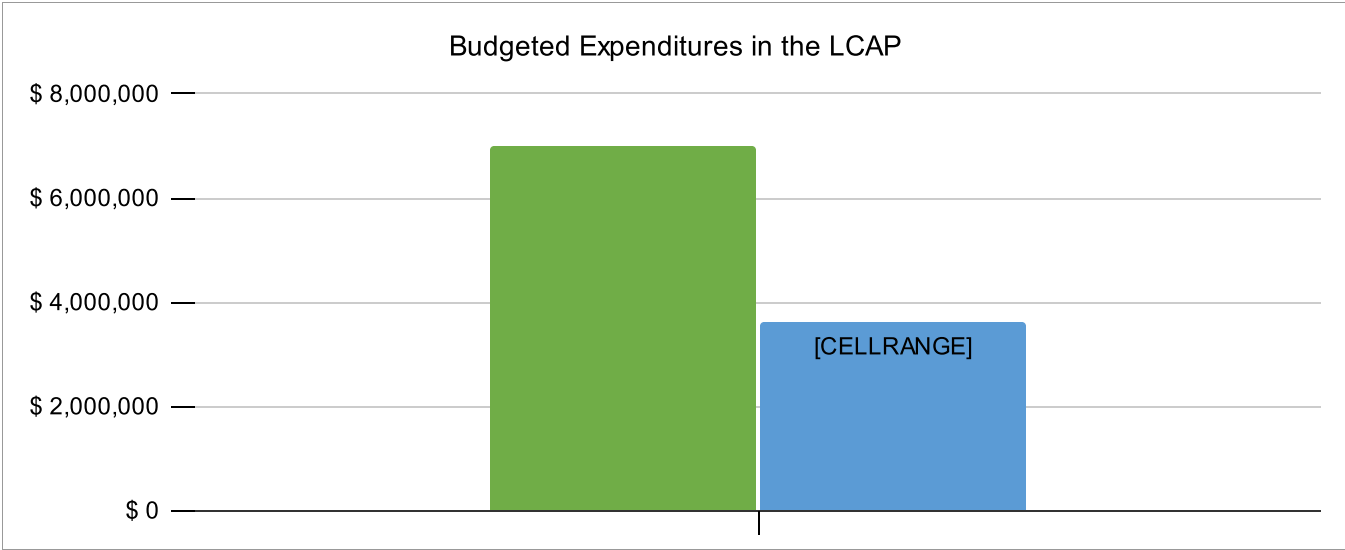
This chart provides a quick summary of how much iEmpire Academy plans to spend for 2024-2025. It shows how much of the total is tied to planned actions and services in the LCAP.
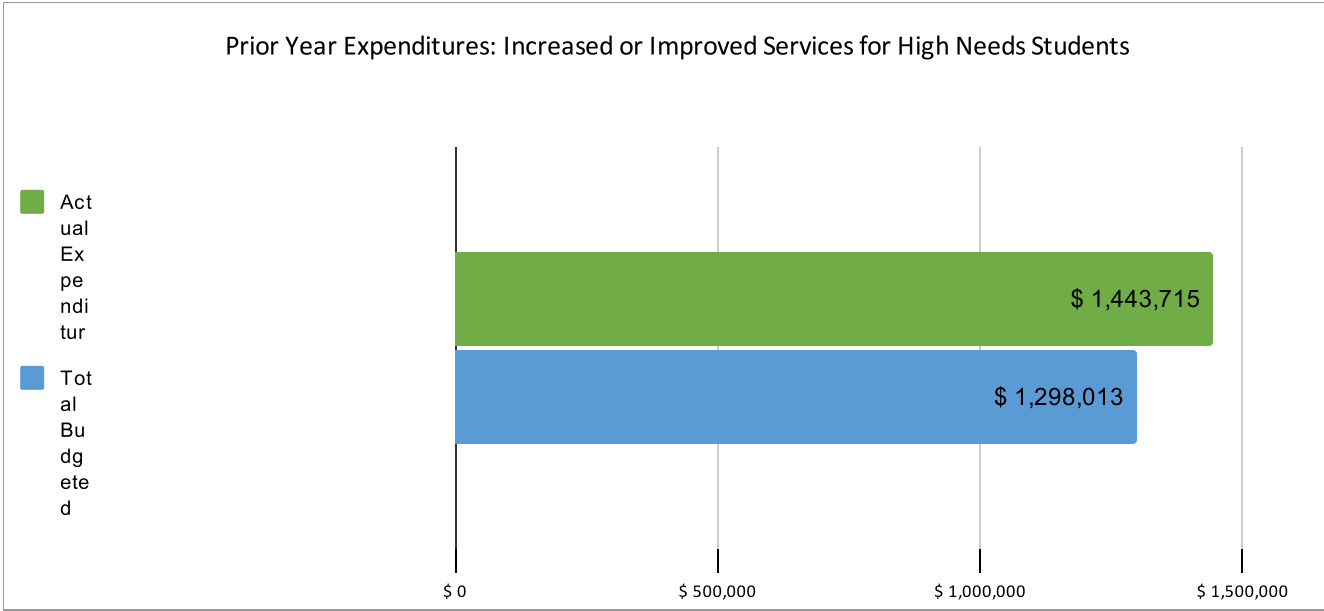
The text description of the above chart is as follows: iEmpire Academy plans to spend $6,994,290.00 for the 2024-2025 school year. Of that amount, $3,603,450.00 is tied to actions/services in the LCAP and $3,390,840.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The LCAP includes all LCFF funds for the 2024-25 year, but does not include any other local, state, or federal funds. Those additional funds are covered in other plans such as the Special Education Local Plan Area (SELPA) Plan for other non-LCFF sources of Special Education funds and the LCAP Federal Addendum for federal funding sources. The budget expenditures that are not included in the LCAP are maintenance services, audit, legal and oversight fees.

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

In 2024-2025, iEmpire Academy is projecting it will receive $1,710,947.00 based on the enrollment of foster youth, English learner, and low-income students. iEmpire Academy must describe how it intends to increase or improve services for high needs students in the LCAP. iEmpire Academy plans to spend $3,603,450.00 towards meeting this requirement, as described in the LCAP.

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

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

■ Actual Expenditur

■ Total Budgeted

Actual Expenditure: $ 1,443,715

Total Budgeted: $ 1,298,013

$ 0 $ 500,000 $ 1,000,000 $ 1,500,000

This chart compares what iEmpire Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what iEmpire 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, iEmpire Academy's LCAP budgeted $1,298,013.00 for planned actions to increase or improve services for high needs students. iEmpire Academy actually spent $1,443,715.00 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
iEmpire Academy	Jacqueline Woods Jefferson Assistant Superintendent	j.woodsjefferson@realjourney.org 909-888-8458

Goals and Actions

Goal #1

Goal #1	Description
[Goal #1]	*Maintain high academic standards for all students by ensuring students receive targeted instruction at their ELA instructional level-following the RJA Instructional Framework and utilizing RJA's adopted pacing plans, unit plans and curriculum support materials that are aligned to the California Common Core State Standards.* State Priorities: 1, 2, 3, 4, 7,

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP English-Language Arts	23.49% met or exceeded ELA in school year 2018/2019 CAASPP was not administered SY 19/20 due to COVID school closures	20.12% met or exceeded ELA in the school year 2020-2021.	16.06% met or exceeded ELA in the school year 2022-2023.	16.06% met or exceeded ELA in the school year 2022-2023. Note: school year 2023-2024 data not available.	62% of students will meet or exceed their expected growth projections on the ELA CAASPP assessments.
NWEA English-Language Arts Assessment	28.6% of the students met their Fall to Winter 19 projected growth in Language *A full NWEA assessment cycle was not administered during the 19/20 due to COVID school closures.	63.64% students who tested met projected growth in reading target for 21-22 SY	38.38% % students who tested met projected growth in reading for 22-23 SY	41% students who tested met projected growth in reading for Fall to Winter terms in 23-24 SY 48.32% students who tested Fall to Spring met projected growth goals for reading in SY 23-24.	60% of students will meet their projected NWEA growth targets each year.
Internal Reading Assessment	28.6% of the students met grade level attainment in Reading.	34.6% of students met grade level attainment target for 21-22 SY	28.8% of students met grade level attainment target for 22-23 SY.	30% of students met grade level attainment target for 23-24 SY.	60% of students will meet grade level attainment in reading.

Goal Analysis

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

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

Action 1.1: Implement Targeted Reading Curriculum

During the 23-24 school year, no substantive differences were implemented for our action step to implement a targeted reading program. Some highlights of our implementation as they relate to achieving our goal include:

Successes: Successes that were seen with the implementation of a targeted reading curriculum was the fact that 100% of teachers on our campus were indeed trained in the Success for All instructional program during our Summer Professional Institute in addition to periodic follow-up training throughout the school year. In addition, teachers were able to successfully analyze student data on a monthly basis during their component meetings. Coupled with observational data from administrator walkthroughs, the school was able to set specific instructional processes and student engagement goals in order to foster effective classroom instruction.

Challenges: Some challenges with the implementation of a target reading curriculum has been the uneven results we have seen with student engagement for assigned reading tasks outside instructional time (ie.reading homework) despite the incentives that we have put in place to foster increased completion of assigned reading tasks.

Action 1.2: Purchasing NWEA Measures of Academic Progress Software and Professional Development

During the 23-24 school year, no substantive differences were implemented for our action step for professional development geared around the purchase and adoption of the NWEA Measures of Academic Progress Software. Some highlights of our implementation as they relate to achieving our goal include:

Successes: Successes with the action steps included a successful school wide adoption of the NWEA MAP assessment and professional development opportunities to support staff with how to not only analyze student ELA data using the various embedded reports, but also use said data to drive conversations with students and parents in addition to informing ELA instruction.

Challenges: Some challenges we faced with implementing this action was the lack of continuity around providing the same level of professional development for our support staff, as we did with our teaching staff with the NWEA program.

Action 1.3: Data Analysis and Professional Learning Communities

During the 23-24 school year, we have made substantive progress towards meeting this goal by expanding our Professional Learning Communities focused on data analysis through the implementation of our Instructional Leadership Team (ILT). Some highlights of our implementation as they relate to achieving our goal include:

Successes: Successes with this action step included the quality of teacher collaboration within the Instructional Leadership Team facilitating our PLC's. Our Instructional Leadership Team was able to meet weekly to analyze data and make instructional decisions to increase student

achievement. The ILT then met with their grade PLC's (in addition to meeting in three week cycles to analyze student data including work samples, IXL, and other common assessment data. In addition, grade level meetings with administrators also created opportunities to determine and refine classroom instructional goals for teachers as a result of the data analysis.

Challenges: Outside the occasional absence of a teacher which impacted their attendance among contributions at any given Instructional Leadership Team or grade level PLC meeting, no additional challenges were identified.

Action 1.4: Professional Development on CAASPP Summative & SBAC Interim Assessments

During the 23-24 school year, no substantive differences were implemented for our action step to implement professional development for CAASPP Summative and Interim Assessments. Some highlights of our implementation as they relate to achieving our goal include:

Successes: with this action step included ongoing professional development opportunities related to utilized the CAASPP testing system including but not limited to ELA interim and summative assessments, understanding available designated supports and accommodations for students, and how to use the Tools for Teachers instructional playlist resources to drive ELA instruction following analysis of interim assessment data.

Challenges: Some challenges we faced with implementing this action was the lack of continuity around providing the same level of professional development for our support staff, as we did with our teaching staff with the CAASPP platform.

Action 1.5: Implement New Targeted ELD Curriculum and Program

During the 23-24 school year, we hired an EL Paraprofessional to facilitate a new targeted ELD curriculum program. Some highlights of our implementation as they relate to achieving our goal include:

Successes: Successes with this action item included the successful launch of the Ellevate Platform Teachers were able to successfully deliver designated ELD via small group instruction for students at their reading level within our Success for All reading block. Teachers were able to monitor student progress and were able to build upon any additional gaps in literacy attainment with our EL's during other parts of the school day via the use of various EL strategies through integrated ELD instruction. Our EL Paraprofessional was able to conduct pull-out and push-in small group instruction, after school tutoring, progress monitoring, and ELPAC preparation for our English Language Learners.

Challenges: No challenges at this time as the progress of our English Learners is one of our greatest strengths per CA dashboard data which indicated a 19.2% year over year with 63.5% our students making progress as EL learners.

Action 1.6: Support learning loss Mitigation and enrichment

During the 23-24 school year, the substantive differences to our planned action step to support learning loss mitigation and enrichment include the implementation of daily after school tutoring (in addition to teacher tutoring) as well as the addition of Education Support Personnel to work with students in small groups to decrease the ratio and increase opportunities for success. Some highlights of our implementation as they relate to achieving our goal include:

Successes:Successes for this action includes a school wide implementation of a 90 minute reading block where students receive targeted support in reading and writing instruction at their level via our Success for All instructional block. In addition, students receive daily time on IXL, an online computer program where they work on individualized a "skills plan" that tailors content students work on based on ELA achievement gaps that exist indicated in their NWEA Reading assessment data.

Challenges: Challenges for supporting this action step included the struggle to develop and execute a cross campus experience for our GATE students with neighboring schools.

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.

Differences in estimated actual and budgeted expenditures were primary due to:

Action 1.1: Implement Targeted Reading Curriculum
Budgeted Expenditures: $90,000.00
Estimated Actual Expenditures: $154,050.55
Material Difference: -$64,050.55
Explanation: The actual expenditures exceeded the budgeted expenditures.

Action 1.2: Purchasing NWEA Measures of Academic Progress Software and Professional Development
Budgeted Expenditures: $27,000.00
Estimated Actual Expenditures: $33,972.25
Material Difference: -$6,972.25
Explanation: The material difference was insignificant.

Action 1.3: Data Analysis and Professional Learning Communities
Budgeted Expenditures: $83,000.00
Estimated Actual Expenditures:$85,141.44
Material Difference:-$2,141.44
Explanation: The material difference ws insignificant.

Action 1.4: Professional Development on CAASPP Summative & SBAC Interim Assessments
Budgeted Expenditures: $28,432.00
Estimated Actual Expenditures: $30,865.04
Material Difference: -$2,433.04
Explanation: The material difference ws insignificant.

Action 1.5: Implement New Targeted ELD Curriculum and Program
Budgeted Expenditures: $138,050.00
Estimated Actual Expenditures:$80,983.23

Material Difference:$57,066.77
Explanation: The actual expenditures were less than the budgeted due to a declining cost of curriculum overtime.

Action 1.6: Support learning loss, mitigation and enrichment
Budgeted Expenditures: $157,607.00
Estimated Actual Expenditures: $157,390.82
Material Difference:$216.18
Explanation: The material difference ws insignificant.

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

The specific actions that were put into place towards meeting this goal included but were not limited to: ongoing training of teachers and administrators on campus in the Success for All curriculum, and consistent staff collaboration (i.e. schoolwide, grade level, etc.) focused on data informed decisions/actions to improve the effectiveness of teaching and learning aligned to meet the diverse learning needs of our students. As a result of these actions, a large percentage of our students met or surpassed their projected growth targets in reading on the NWEA English-Language Arts Assessment.

Action 1.1: Implement Targeted Reading Curriculum
Analysis: With the implementation of a targeted reading curriculum that also included ongoing professional development for our teaching staff, teachers were able to successfully support academic growth in English Language Arts. This is due to teachers being equipped with the training needed to effectively implement a proven researched based literacy program aimed at closing the achievement gap for students.

Action 1.2: Purchasing NWEA Measures of Academic Progress Software and Professional Development
Analysis: Through the purchasing of the NWEA Map assessment, teachers were able to proctor an assessment and receive student results that allowed for targeted instruction to support the growth and development in English language arts.

Action 1.3: Data Analysis and Professional Learning Communities
Analysis: Using this data teachers adjusted their instruction plans to provide reteaching and enrichment opportunities for students in addition to driving the 1-1 conversations with students during student "data talks" . The platform also provided growth targets that informed goal setting meetings with students which outlined specific Common Core State Standards (CCSS) to be mastered by a specific date. From the beginning of the year (BOY) assessment to the middle of the year (MOY) assessment, students were able to demonstrate mastery and achieve their projected growth targets.

Action 1.4: Professional Development on CAASPP Summative & SBAC Interim Assessments
Analysis: With the intensive focus on the analysis of SBAC formative and CAASPP summative assessment results, the staff has shifted to a growth mindset and have begun to use data to inform ELA instructional practices and delivery of instruction. Utilizing grade level professional learning communities (PLC's), teachers work collaboratively to design ELA lesson plans using data from IXL, NWEA and the interim and common assessments.

Action 1.5: Implement New Targeted ELD Curriculum and Program
Analysis: As a result of the implementation of our our ELD curriculum Launch to Literacy via Educeri during daily designated ELD, EL students at our school

were able to increased their mastery of literacy skills in listening, writing, speaking, and reading which ultimately supported increased ELA achievement of our EL students.

Action 1.6: Support learning loss Mitigation and enrichment
Analysis: As a result of the action steps put into place to support learning loss mitigation and enrichment, we were able to better support ELA achievement because of the additional 1-1 and small group targeted reading and writing support that was provided but in the classroom and during after school tutoring. In addition, students in the GATE program were able to expand their level of ELA content mastery as a result of the access they received to rigorous PBL projects.

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.

Changes to Goal: Changes to our current goal include incorporating a targeted focus on utilizing differentiated supports through either remediation or acceleration, to ensure all students are working towards achieving grade level specific mastery in English-Language Arts.

Changes to Metrics: No changes were made to the metrics

Changes to Desired Outcomes: Changes of desired outcomes include the refinements to percentages of students expected to meet grade level growth and attainment. The purpose of this change is to ensure the desired outcomes created reflect realistic attainable incremental growth outcomes over the next three years, based on our most recent data.

Changes to Actions: Changes to actions include refining actions 1.5 and 1.6 to include a larger emphasis on targeted approaches on remediation and/or acceleration within our EL and GATE programs in order to foster increased graded level student mastery in English-Language Arts.

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.

Goal #2

Goal #2	Description
[Goal #2]	*Maintain high academic standards for all students by ensuring students receive targeted math instruction- following the RJA Instructional Framework and utilizing the school's adopted pacing plans, unit plans and curriculum support materials that are aligned to the California Common Core State Standards.* State Priorities: 1, 2, 3, 4, 7

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP Math Achievement and Growth Results	17.45% met or exceeded Math in school year 18-19 CAASPP was not administered SY 19/20 due to COVID school closures]	8.39% met or exceeded Math in school year 20-21.	5.99% met or exceeded Math in school year 22-23.	5.99% met or exceeded Math in school year 22-23. Note: school year 2023-2024 data not available.	64% of students will meet or exceed their expected growth projections on the Math CAASPP assessments.
NWEA Mathematics Assessment	21.7% of the students met grade level attainment in Mathematics	73.06% of the students met their projected NWEA growth target for 21-22SY in Mathematics	43.12% of the students met their projected NWEA growth target for 22-23SY in Mathematics	60.42% of the students met their projected NWEA growth target for the Fall to Winter terms in SY23-24 in Mathematics. 67.69% students who tested Fall to Spring met projected growth goals for Mathematics in SY 23-24.	68% of students meet their projected NWEA growth targets each year.
Internal Math Assessment	28.6% of the students met grade level attainment in Math.	N/A for 2021-22 SY	30.4% of students met grade level attainment SY 22-23 in mathematics..	49.5%% of students met grade level attainment in SY 23-24 in mathematics.	60% of students will meet grade level attainment in math.

Goal Analysis

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

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

Action 2.1: Implement New Targeted Math Curriculum

During the 23-24 school year, no substantive differences were implemented for our action step to implement a targeted math program. Some highlights of our implementation as they relate to achieving our goal include:

Successes: Successes that were seen with the implementation of a targeted reading math program (i.e. Swun Math) was the fact that 100% of teachers on our campus were indeed trained in the curriculum during our Summer Professional Institute in addition to periodic follow-up training throughout the school year. In addition, teachers were able to successfully analyze student data on a routine basis during their grade level PLC meetings. Coupled with observational data from administrator walkthroughs, the school was able to set specific goals in order to foster effective classroom instruction. This year we focused on writing in math to increase our students' success on CAASPP. All teachers received training from our SWUN coaches to increase their ability to teach writing in math.

Challenges: Some challenges with the implementation of a targeted math curriculum have included a lengthy learning curve for students as they learn to navigate the Swun Math assessment platform for unit tests and benchmarks. Early on in the year, the reliability of the data was a topic of collaborative discussion as student performance on assessments using the platform were less desirable than the data collected on paper unit tests.

Action 2.2: Support Data Informed Instruction

During the 23-24 school year, no substantive differences were implemented for our action step to implement a targeted math program. Some highlights of our implementation as they relate to achieving our goal include:

Successes: Teachers were able to regularly utilize interim assessment to drive classroom instruction (especially for differentiated small group instruction during writing rotations) and were able to participate weekly in grade level plc data meetings to analyze data to inform instruction. In addition, we were able to successfully implement teacher tutoring sessions twice a week for students who were identified as "at risk".

Challenges: Some challenges that arose from our actions is that the effectiveness of tutoring sessions varied as a result of a student's school attendance. Our data revealed that many of the students we had identified as "at risk", were also those who had chronic absenteeism.

Action 2.3: Purchasing NWEA Measures of Academic Progress Software and Professional Development

During the 23-24 school year, no substantive differences were implemented for our action step for professional development geared around the purchase and adoption of the NWEA Measures of Academic Progress Software. Some highlights of our implementation as they relate to achieving our goal include:

Successes: Successes with the action steps included a successful school wide adoption of the NWEA MAP assessment and professional development opportunities to support staff with how to not only analyze student math data using the various embedded reports, but also use said data to drive conversations with students and parents in addition to informing mathematics instruction.

Challenges: Some challenges we faced with implementing this action was the lack of continuity around providing the same level of professional development for our support staff, as we did with our teaching staff with the NWEA program.

Action 2.4: Professional Development on CAASPP Summative & SBAC Interim Assessments

During the 23-24 school year, no substantive differences were implemented for our action step to implement professional development for CAASPP Summative and Interim Assessments. Some highlights of our implementation as they relate to achieving our goal include:

Successes with this action step included ongoing professional development opportunities related to utilized the CAASPP testing system including but not limited to math interim and summative assessments, understanding available designated supports and accommodations for students, and how to use the Tools for Teachers instructional playlist resources to drive math instruction following analysis of interim assessment data.

Challenges: Some challenges we faced with implementing this action was the lack of continuity around providing the same level of professional development for our support staff, as we did with our teaching staff with the CAASPP platform.

Action 2.5: Implement New Targeted ELD Curriculum and Program

During the 23-24 school year, no substantive differences were implemented for our action step to implement a new targeted ELD curriculum program. Some highlights of our implementation as they relate to achieving our goal include:

Successes: Successes with this action item included the successful launch of the Ellevate Platform Teachers were able to successfully deliver designated ELD via small group instruction for students at their reading level. Teachers were able to monitor student progress and were able to build upon any additional gaps in literacy attainment with our EL's during other parts of the school day via the use of various EL strategies through integrated ELD instruction via math instruction. Our EL Paraprofessional was also able to conduct pull-out and push-in small group instruction, after school tutoring, progress monitoring, and ELPAC preparation for our English Language Learners. In addition, instructional strategies both by the general educator teacher and paraprofessional included the use of manipulatives, pictorial representations, sentence stems, use of think-pair-share, small group instruction, and front loading of academic vocabulary.

Challenges: No challenges at this time as the progress of our English Learners is one of our greatest strengths per CA dashboard data which indicated a 19.2% year over year with 63.5% our students making progress as EL learners.

Action 2.6: Support learning loss Mitigation and enrichment

During the 23-24 school year, the only substantive differences to our planned action step to support learning loss mitigation and enrichment in mathematics include the implementation of daily after GATE school tutoring (in addition to teacher tutoring) as well as that we were unable to launch our planned action of engaging members of the GATE program in neighboring school (details to be highlighted in the challenge section below). Some highlights of our implementation as they relate to achieving our goal include:

Successes:Successes for this action includes a school wide implementation of teacher tutoring sessions where students receive targeted support in mathematics at their level. In addition, students received daily time on IXL, an online computer program where they work on individualized a "skills plan" that tailors content students work on based on math achievement gaps that exist indicated in their NWEA Math assessment data.

Challenges: Challenges for supporting this action step included the struggle to develop and execute a cross campus experience for our GATE students with neighboring schools.

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.

Differences in estimated actual and budgeted expenditures were primary due to:

Action 2.1:Implement New Targeted Math Curriculum
Budgeted Expenditures: $110,000.00
Estimated Actual Expenditures: $116,688.30
Material Difference: -$6,688.30
Explanation: The material difference ws insignificant.

Action 2.2: Support Data Informed Instruction
Budgeted Expenditures: $34,219.00
Estimated Actual Expenditures: $68,085.34
Material Difference: -$33,866.34
Explanation: The actual expenditures exceeded the budgeted expenditures.

Action 2.3: Purchasing NWEA Measures of Academic Progress Software and Professional Development
Budgeted Expenditures: $27,000.00
Estimated Actual Expenditures: $31,536.64
Material Difference: -$4,536.64
Explanation: The material difference ws insignificant.

Action 2.4: Professional Development on CAASPP Summative & SBAC Interim Assessments
Budgeted Expenditures: $28,432.00
Estimated Actual Expenditures: $30,865.04
Material Difference: -$2,433.04
Explanation: The material difference ws insignificant.

Action 2.5: Implement New Targeted ELD Curriculum and Program
Budgeted Expenditures: $76,063.00
Estimated Actual Expenditures: $35,275.10

Material Difference: $40,787.90
Explanation: The actual expenditures were less than the budgeted due to a declining cost of curriculum overtime.

Action 2.6: Support learning loss, mitigation and enrichment
Budgeted Expenditures: $168,920.00
Estimated Actual Expenditures: $155,744.22
Material Difference: $13,175.78
Explanation: The actual expenditures were less than budgeted due to an intensive focu on grades 3rd-5th in supporting learning loss, mitigation and enrichment.

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

The specific actions that were put into place towards meeting this goal included but were not limited to: ongoing training of teachers and administrators on campus in the Swun Math curriculum, and consistent staff collaboration (i.e. schoolwide, grade level, etc.) focused on data informed decisions/actions to improve the effectiveness of teaching and learning aligned to meet the diverse learning needs of our students. As a result of these actions, a large percentage of our students met or surpassed their projected growth targets in math on the NWEA Mathematics Assessment.

Action 2.1: Implement New Targeted Math Curriculum
Analysis: With the implementation of a targeted math curriculum that also included ongoing professional development for our teaching staff, teachers were able to successfully support academic growth in mathematics. This is due to teachers being equipped with the training needed to effectively implement a proven researched based math program aimed at closing the achievement gap for students.

Action 2.2: Purchasing NWEA Measures of Academic Progress Software and Professional Development
Analysis: Through the purchasing of the NWEA Map assessment, teachers were able to proctor an assessment and receive student results that allowed for targeted instruction to support the growth and development in math.

Action 2.3: Data Analysis and Professional Learning Communities
Analysis: Using this data teachers adjusted their instruction plans to provide reteaching and enrichment opportunities for students in addition to driving the 1-1 conversations with students during student "data talks" . The platform also provided growth targets that informed goal setting meetings with students which outlined specific Common Core State Standards (CCSS) to be mastered by a specific date. From the beginning of the year (BOY) assessment to the middle of the year (MOY) assessment, students were able to demonstrate mastery and achieve their projected growth targets.

Action 2.4: Professional Development on CAASPP Summative & SBAC Interim Assessments
Analysis: With the intensive focus on the analysis of formative and summative assessment results, the staff has shifted to a growth mindset and have begun to use data to inform instructional practices and delivery of instruction. Utilizing grade level professional learning community (PLC) meetings teachers work collaboratively to design lesson plans using data from IXL, NWEA and the interim and common assessments.

Action 2.5: Implement New Targeted ELD Curriculum and Program
Analysis: As a result of the implementation of our new ELD curriculum Launch to Literacy via Educeri during daily designated ELD, EL

students at our school were able to increase their mastery of literacy skills in listening, writing, speaking, and reading which ultimately supported increased mathematics achievement of our EL students.

Action 2.6: Support learning loss Mitigation and enrichment
Analysis: As a result of the action steps put into place to support learning loss mitigation and enrichment, we were able to better support math achievement because of the additional 1-1 and small group targeted math support that was provided not only during the instructional day during our math instruction block, but also during after school tutoring. In addition, students in the GATE program were able to expand their level of math content mastery as a result of the access they received to rigorous PBL projects.

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.

Changes to Goal: Changes to our current goal include incorporating a targeted focus on utilizing differentiated supports through either remediation or acceleration, to ensure all students are working towards achieving grade level specific mastery in Mathematics.

Changes to Metrics: No changes were made to the metrics

Changes to Desired Outcomes: Changes of desired outcomes include the refinements to percentages of students expected to meet grade level growth and attainment in mathematics. The purpose of this change is to ensure the desired outcomes created reflect realistic attainable incremental growth outcomes over the next three years, based on our most recent data.

Changes to Actions: Changes to actions include refining actions 2.5 and 2.6 to include a larger emphasis on targeted approaches on remediation and/or acceleration within our EL and GATE programs in order to foster increased graded level student mastery in mathematic

Goal #3

Goal #3	Description
Goal #3	**Engage students, parents, staff and community members to promote the social, emotional and physical needs of students.** State Priorities: 1, 5, 6, 8

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rate	During the 2019-2020 school year, the suspension rate was at 5%. Due to covid, the 2020-2021 school year suspension rate was at 0%.	.68% of students were suspended during the 21-22 school year.	1.8% of students were suspended during the 22-23 school year.	4.43% of students were suspended during the 23-24 school year.	3% or less suspension rate
Expulsion Rate	0% expulsion rate	0% of students were expelled during the 21-22 SY	0% of students were expelled during the 22-23 SY	0% of students were expelled during the 23-24 SY	Maintain 0% expulsion rate
Increase Parent Participation and Engagement Around Student Self Advocacy and School Safety through parent and family Climate surveys.	The 2020-2021 school year survey participation was 15%.	38.24% of families participate in our school climate survey during the 21-22 SY	20% of families participate in our school climate survey during the 22-23 SY	21% of families participated in our school climate survey during the 23-24 SY	Increase parent and family climate survey responses to 80%
Attendance Rate	2019-20 school year, 92% of students attended school in person or virtually via our flex model.	The attendance rate is 88.09% which includes our in person and virtual students during the 21-22 SY	The attendance rate is 89.75% which includes our in person and remote learning students during the 22-23 school year.	The attendance rate is 90.95% which includes our in person and independent study students during the 23-24 school year.	Average daily attendance will be equal to or greater than 96%.
Chronic Absenteeism	Chronic absenteeism during the 19-20 school year was 18%.	The Chronic absenteeism rate was 47.42% during the 21-22 SY	The chronic absenteeism rate during the 22-23 school year is 42%.	The chronic absenteeism rate during the 23-24 school year is 35%.	Chronic absenteeism will be at a rate of 10%.

Goal Analysis

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

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

Action 3.1: Implement School Wide Solution Model

The only substantive difference between planned actions and implementation of said actions includes the inconsistency in opportunities for our classified staff members on campus to participate in solutions committees to help build a cohesive vision for the school that is reflective of all stakeholders that ensures the social, emotional and physical well-being of our students and families are met.

Successes: Students received explicit instruction via SEL lessons and/or grade level assemblies with topics related to our school core values which helped foster a positive school culture aimed at promoting the social, emotional, and physical well being of each of our students . Our goal was emphasized further with the implementation of a Socio Emotional Learning (SEL) instructional Program in every classroom.

Challenges: Some challenges we faced with implementing a school wide solution model was the inconsistency with reinforcing the implemented SEL strategies by all support staff on campus outside the classroom.

Action 3.2: Community Partnerships

During the 23-24 school year, no substantive differences were implemented for our action step to create community partnerships. Some highlights of our implementation as they relate to achieving our goal include:

Successes: During the 23-24 school year, we were able to create multiple community partnerships with local organizations and businesses. Many of our partners attended various school sponsored events in order to provide information and access to resources to not only our students and families, but also the local community at large.

Challenges: Absences from community partners who had confirmed their participation in our school events was the only challenge we faced in building community partnerships for the 23-24SY.

Action 3.3: Support Parent & Family Connection

During the 23-24 school year, no substantive differences were implemented for our action step to support parent and family connection. Some highlights of our implementation as they relate to achieving our goal include:

Successes: Increased parent involvement opportunities were provided to families to support with them with the various pathways to best support their student at home including but not limited to access to student progress via our parent portal and Class Dojo, strategies for helping their student at home, as well as information about resources available to them throughout the community outside of school.

Challenges: During the 23-24SY, we continued to struggle with identifying supports and/or incentives that consistently correlated to a decrease in chronic absenteeism.

Action 3.4: Gifted and Talented Education (GATE) Program

During the 23-24 school year, the only substantive difference in what implementation steps we took to enhance our Gifted and Talented Education (GATE) program was the absence of professional development for all teachers and administration in gifted education instruction. Some highlights of our implementation as they relate to achieving our goal include:

Successes: We were able to successfully recruit and hire a GATE specialist who identified a teacher to lead the GATE program at our school. In addition, the GATE specialist was able to purchase and successfully implement the screening of new GATE students using the NNAT3 online assessment software.

Challenges:We were not able to successfully provide professional development for all teachers and administrators in Gifted and Talented (GATE) teaching strategies as originally planned.

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.

Differences in estimated actual and budgeted expenditures were primary due to:

Action 3.1: Implement School Wide Solution Model
Budgeted Expenditures: $78,450.00
Estimated Actual Expenditures: $157,795.60
Material Difference: -$79,345.60
Explanation: The actual expenditures exceeded the budgeted expenditures.

Action 3.2: Community Partnerships
Budgeted Expenditures: $23,300.00
Estimated Actual Expenditures: $15,381.51
Material Difference: $7,918.49
Explanation: The material difference was insignificant.

Action 3.3: Support Parent & Family Connection
Budgeted Expenditures: $39,122.00
Estimated Actual Expenditures: $49,327.48
Material Difference: -$10,205.48
Explanation:

Action 3.4: Gifted and Talented Education (GATE) Program
Budgeted Expenditures: $60,000.00
Estimated Actual Expenditures: $3,253.84
Material Difference: $56,746.16

Explanation: The material difference between the actual and budgeted was significant due to a delayed programmatic start during the 23-24 school year due to staffing challenges.

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

Action 3.1: Implement School Wide Solution Model
Analysis: The specific actions that were put into place towards meeting this goal included but were not limited to school wide implementation of an SEL program (i.e. Getting Along Together) and the use of restorative practices that resulted in a decrease in undesired student behaviors that lead to suspension. As a result, our rate of discipline incidents including suspensions, decreased compared to the previous school year.

Action 3.2: Community Partnerships
Analysis: The specific actions put into place towards meeting our goal of engaging students, parents, staff, and community members in order to promote the social, emotional, and physical needs of our students were effective as evident by: the increase of parent participation and engagement in school events and activities, an increase in formed community partnerships, and the implementation of a SEL instructional program within each of our classrooms on campus.

Action 3.3: Support Parent & Family Connection
Analysis: The effectiveness of the specific actions put into place to support parent and family connection has varied as we have been able to provide families with access to a wide range of informational about resources that are available to them within the community both through digital communication on Class Dojo in addition to at school events through the year. In addition, we have put into place resources and/or accommodations to help best minimize obstacles that families have communicated to our team during the SART process in order to help diminish chronic absenteeism.

Action 3.4: Gifted and Talented Education (GATE) Program
Analysis: The effectiveness of the specific actions put into place to support our Gifted and Talented Education (GATE) has resulted in the identification of many new GATE students in addition to a program that has provided students with increased to rigorous, project based learning opportunities, etc.

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.

Changes to Goal: No changes were made to this goal.

Changes to Metrics: We will remove the metrics on attendance and chronic absenteeism and instead, move towards the adoption of a new goal focused entirely on addressing these topics as we have not seen success in these areas within the current goal as actions as written. In addition, we will be embedding some of the metrics from current our current goal #4 (i.e. those related to parent & family engagement, community partnership).

Changes to Desired Outcomes: Changes to desired outcomes for this goal include the removal of those related to attendance and chronic absenteeism as they will be included in the adoption of a new goal. In addition, we will be embedding some of the desired outcomes from current our current goal #4 (i.e. those related to parent & family engagement, community partnership).

Changes to Actions: Changes to actions include embedding actions step from our current goal #4 (i.e. those related to parent & family engagement, community partnership.

Goal #4

Goal #4	Description
Goal #4	*Engage teachers, administrators, parents and community members to promote active citizens who value academic achievement, character development, safe well maintained learning environments and exposure to community resources in supporting each of our students to reach their potential as learners.* State Priorities: 1, 3, 7

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent & Family Engagement Data	An average of 50.5% of parents and families participate and engage in school opportunities.	An average of approx 60% or families participated and engaged in (in person) school opportunities with approx. 30% of families participating and engaging in school opportunities virtually during the 21-22 SY	An average of approx 78% or families participated and engaged in in school opportunities during the 22-23 SY	An average of approx 80% of families participated and engaged in in school opportunities during the 23-24 SY	An average of 80% of parents and families participate and engage in school opportunities.
Increase Community Partnerships	iEmpire Academy has 4 local partnerships	iEmpire Academy had a total of 6 local partnerships.during the 21-22 SY	iEmpire Academy had a total of 10 local partnerships during the 22-23 SY	iEmpire Academy had a approx.10 or more local partnerships during the 23-24 SY	Increase local community partnerships to 10.
Maintain High Academic Standards for achievement	90% of teachers fully engage in professional development opportunities.	Approx 95% of teachers fully engage in professional development opportunities. during the 21-22 SY	Approx 95% of teachers fully engage in professional development opportunities. during the 22-23 SY	Approx 100% of teachers fully engage in professional development opportunities during the 23-24 SY	100% of teachers fully engage in professional development opportunities.

Goal Analysis

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

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

Action 4.1: Fully Credentialed Teachers

During the 23-24 school year, the substantive difference for the implementation of the action step to maintain a teaching staff that 100% fully credentialed. During the 23-24 school year, we employed a combination of credentialed and intern teachers on our staff. Some highlights of our implementation as they relate to achieving our goal include:

Successes: We were able to successfully retain a majority of our credentialed teachers from the previous year in addition to hiring several new credentialed and intern teachers to complete our teaching staff.

Challenges: Challenges included the struggle of hiring a qualified credentialed teacher for one of our positions that took until the start of the second half of the school year to fill. In addition, we have to utilize a mix of credentialed teachers and long term substitutes to cover classroom assignments due to multiple faculty maternity leaves.

Action 4.2: Misassigned Teachers

During the 23-24 school year, no substantive differences were implemented for our action step to ensure no teachers on our staff were misassigned to a teaching assignment.

Successes: All teachers on our staff were appropriately assigned as a result of each of our teachers holding a multiple subject credential and/or in the process of securing one through an intern program.

Challenges: Challenges included finding highly qualified long term substitute teachers to cover long term assignments during the faculty leaves of absence.

Action 4.3: Parent & Community Committees/Councils

During the 23-24 school year, the only substantive difference of implementation for our action step to ensure stakeholder representation from various groups were represented on our SSC, ELAC/DLAC, and AAPAC was that we were unable to receive representation from community members outside our ELAC.

Successes: In regards to all Educational Partners understanding the mission and vision of RJA, we have made some huge strides in this area however with over 95% of families agreeing or highly agreeing per our annual family survey, that the school communicates, promotes, and executes the school mission in vision with families. With that said, a deeper widespread understanding and contribution from all stakeholders in creating and executing action steps to meet the mission and vision, is still an area of growth.

Challenges: We were unable to secure consistent stakeholder representation from community members in our AAPAC.

Action 4.4: Teacher Induction

Action 4.4 was implemented as planned with 9 teachers who were qualified to participate in the induction program. Further investment was made by onboarding one teacher as an Induction Coach who was able to mentor candidates through their induction program.

Successes: Advanced opportunities were presented to qualified teachers as an opportunity to become an induction coach. In addition, 5 out of the 9 participating induction candidates are expected to complete their induction program.

Challenges: We had no challenges with the Teacher Induction program this year.

Action 4.5: Parent Engagement

During the 23-24 school year, no substantive differences were implemented for our action step to ensure parent engagement at our school.

Successes: Via our annual family survey, over 90% favorable data was collected from families demonstrating their belief in the school's action steps towards meeting each of our LCAP goals.

Challenges: Despite the fact that we have seen an increase in parent and stakeholder engagement during the 23-24 SY, we fell short in reaching our goals of 85% parent participation for Family Nights (i.e. approx. 75% but varied by event) and 95% family participation in parent teacher conferences (i.e. 83%). In addition, based on feedback collected on a parent survey and ongoing qualitative data through family interviews, we were unable to reach 100% parent satisfaction in areas surveyed (90.2% favorable overall) with our lowest marks including: The school is successfully supporting students that are achieving below grade level (approx. 84% favorable response), The student discipline program at the school is effective (approx. 80% favorable responses).

Action 4.6: Professional Development Survey Results

During the 23-24 school year, no substantive differences were implemented for our action step to ensure professional development survey data was collected from staff in order to guide subsequent professional development decisions throughout the school year.

Successes: Although we did not implement the collection of survey results through the collection of a formal written survey, we did collaborate with teachers through our teacher chaired Instructional Leadership Teams (i.e. ILT) to gather feedback about providing meaningful Professional Development which proved to be successful and more meaningful for teachers.

Challenges: No known challenges were identified for the implementation of this action step.

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.

Differences in estimated actual and budgeted expenditures were primary due to:

Action 4.1: Fully Credentialed Teachers
Budgeted Expenditures: $0.00

Estimated Actual Expenditures: $0.00
Material Difference: $0.00
Explanation: There was no material difference.

Action 4.2: Misassigned Teachers
Budgeted Expenditures: $0.00
Estimated Actual Expenditures:$0.00
Material Difference: $0.00
Explanation: There was no material difference.

Action 4.3: Parent & Community Committees/Councils
Budgeted Expenditures: $18,344.00
Estimated Actual Expenditures: $9,709.30
Material Difference: $8,634.70
Explanation: The material difference was insignificant.

Action 4.4: Teacher Induction
Budgeted Expenditures: $75,000.00
Estimated Actual Expenditures: $227,016.76
Material Difference: -$152,016.76
Explanation: The material difference is significant due to the limited amount of teachers requiring the teacher induction program this school year.

Action 4.5: Parent Engagement
Budgeted Expenditures: $26,000.00
Estimated Actual Expenditures: $0.00
Material Difference: $26,000.00
Explanation: The material difference is significant due to receiving a grant to fund the parent engagement component this school year.

Action 4.6: Professional Development Survey Results
Budgeted Expenditures: $9,074.00
Estimated Actual Expenditures: $633.24
Material Difference: $8,440.76
Explanation: The material difference is insignificant.

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

Action 4.1: Fully Credentialed Teachers
Analysis: The specific steps for this action that were put into place towards meeting this goal were the use of various marketing and recruitment initiatives including but not limited: attending and hosting teacher job fairs throughout the Inland Empire, referral incentives from current staff,

adoption of an organization teacher residency program, etc. All of these initiatives that were launched positively contributed to our ability to not only retain, but recruit fully credentialed teachers for our teaching staff.

Action 4.2: Misassigned Teachers
Analysis: The specific steps for this action that were put into place was the implementation of various marketing and recruitment initiatives aimed at obtaining new teachers that were tailored towards targeting multiple subject teacher candidates. As a result of these efforts, we were able to successfully fill our vacant positions and appropriately assign them (along with our returning teachers) to assignments that were aligned with their teacher certification.

Action 4.3: Parent & Community Committees/Councils
Analysis: The specific steps for this action that were put into place to foster parent & community engagement in committees was mostly successful in that we were able to increase attendance in family and staff membership in a majority of our community councils. Although we were not able to secure consistent participation from community members in all our school specific councils, we were able to see increased community participation in our school events in addition to having a community partner attend one ELAC meeting.

Action 4.4: Teacher Induction
Analysis: The specifics steps for this action that were put into place to ensure teachers at our site participate in an induction program has been effective as all teachers eligible for induction has participated in the program though Riverside Office of Education (RCOE) teachers have regularly met with induction coaches and

Action 4.5: Parent Engagement
Analysis: The specific actions that were put into place towards meeting this goal included but were not limited to: consistent and ongoing promotion of school wide events (i.e. parent conferences, family nights, etc.), and family participation opportunities (i.e. ELAC, SSC, etc.) via flyers, phone calls, and electronic communication via Class Dojo, Parent Square, Facebook, etc. contributed to increased parent and family engagement considerably compared to the 22-23 school year.

Action 4.6: Professional Development Survey Results
Analysis:By taking the time to gather feedback from teachers about the professional development they received, it gave staff the opportunity to take ownership of their own learning which resulted in higher levels of engagement and implementation of new learnings into the classroom which resulted in the increase of effective classroom instruction.

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.

Changes to Goal: Engage school staff, students, families, and community leaders to promote increased daily student attendance aimed at reducing chronic absenteeism by 20% for all students with an emphasis on special populations such as EL students, students with disabilities, foster youth, homeless, and students who are socioeconomically disadvantaged.

Changes to Metrics: We will remove the metrics related to parent & family engagement and increased community partnerships in this goal because they more closely align to another goal we already have in place (i.e. goal #3).

Changes to Desired Outcomes: Desired outcomes will change entirely as new outcomes will be aligned to our new goal which focuses on addressing daily student attendance and chronic absenteeism for our special populations.

Changes to Actions: Actions will change entirely as new actions will be aligned to our new goal which focuses on addressing daily student attendance and chronic absenteeism for our special populations.

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.

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
iEmpire Academy	Steve Dowding, Principal	s.dowding@realjourney.org (909) 327-2534

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.

REAL Journey Academies is a charter network organization, established in 2009, that manages charter schools in the Inland Empire. The organization's primary mission is to increase the number of minority or economically disadvantaged students who receive an effective education in the Inland Empire. To that end, campuses were established in areas of Moreno Valley, San Bernardino, Highland and Fontana that have historically underserved populations. The REAL Journey Academies seeks to create active and involved citizens by focusing on academic achievement, character development, and service to the community. Our vision is that REAL Journey Academy schools will transform our communities by raising expectations for achievement, offering a higher level of opportunity, and educating the next generation of local leaders.

iEmpire Academy located at 2050 E. Pacific Street in San Bernardino, California and began serving students in the Fall of 2014. iEmpire Academy, offers grades TK- 5th with an enrollment of over 400 students. iEmpire serves students that include 74.32% Hispanic, 18.27% African-American, 2.72% White, 3.46% Two or More Races, Filipino 0.49%, Pacific Islander 0%, Asian 0.74%, and American Indian/Alaska Native 0.49%. Student sub-groups include Socioeconomically Disadvantaged 72.8%, English Learners 20.39%, Students with Disabilities 10.32%, Foster Youth .004%, and Homeless 0.007%.

Features of iEmpire Academy include a dedicated, close-knit teaching staff, a full-time mental health counselor, assemblies that recognize student achievement and character development, and a school house system aimed is to promote a positive school culture and to create opportunities for students to become active and involved citizens focused on transforming their community.

Reflections: Annual Performance

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

Analysis of our 2023 school data located on the California Dashboard indicated a need to address the critical areas notated below which were a priority in the development of the goals, metrics, and action of our adopted LCAP for the 24/25 school year. These areas included the following:

(1) English Language Arts Academic Performance for African-American student group.

(2) Mathematics Academic Performance for African-American student group.

(3) Chronic Absenteeism - English Learners student group.

(4) Suspension Rates - Overall and student sub groups socioeconomically disadvantaged & students with disabilities.

The four critical areas above in the adoption of the 24/25 school year LCAP in the following ways:

(1) Refinement of goal #1 that includes academic performance metrics on CAASPP for English-Language Arts for our African-American student sub group (110.6 points below standard based on 23 school year CA School Dashboard data).

(2) Refinement of goal #2 that includes academic performance metrics on CAASPP for Mathematics for our African-American student sub group (142.5 points below standard based on 23 school year CA School Dashboard data).

(3) Adoption of goal #4 which focuses on metrics and actions aimed at addressing chronic absenteeism for all students but most notably, our student subgroup of English learners (39.5% chronic absenteeism rate based on 23 school year CA School Dashboard data).

(4) Refinement of goal #3 which focuses on metrics and actions aimed at addressing suspension rates for student sub groups socioeconomically disadvantaged (3.1% increase from 23 school year CA School Dashboard data), and those with disabilities (6.9% increase based on 23 school year CA School Dashboard data).

Reflections: Technical Assistance

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

N/A to iEmpire

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 for iEmpire

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 for iEmpire

Monitoring and Evaluating Effectiveness

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

N/A for iEmpire

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
IEA School Staff	The engagement process used to involve school staff in the development of the LCAP included opportunities for staff (certificated and classified) to meet in teams to reflect and provide feedback on previous goals and actions in place to meet said goals following both Winter and Spring Break. In addition, staff collaborated to provide suggestions to refine and/or create new goals for the adoption of the 24SY LCAP.
IEA Families	The engagement process used to involve families in the development of the LCAP included opportunities for parents to provide feedback on the goals in place during the 23-24 school year, in addition to ideas to help frame the goals that were adopted for the 24-27 LCAP. These opportunities include school site council meetings held after school, in addition to morning coffee with the principal meetings. Each of which, were held throughout different period of the school year (i.e. Fall, Winter, Spring). In addition, families also provided feedback during our annual mid-year family survey which provided us data aligned to our previous LCAP goals in addition to areas of perceived deficits.
IEA Students	The engagement process used to involve students in the development of the LCAP included opportunities for students to provide feedback on the goals in place during the 23-24 school year, in addition to ideas to help frame the goals that were adopted for the 24/25 LCAP via student panels and surveys in the Spring.

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

The adopted LCAP was influenced by the feedback collected by various educational partners including students, staff, and families through multiple measures including face-to-face/virtual meetings, and survey data that took place throughout the school year. Based on data collected by families (which also align to needs identified in our data from the California Dashboard, we need to continue to focus on engaging students, parents, staff and community members to promote the social, emotional and physical needs of students (89.5% favorable response in this area on our family survey administered in the 23/24 school year) with a emphasis on supports aimed at reducing student

behaviors resulting in suspensions. In addition, all stakeholders expressed the need to strengthen the amount of resources and support provided to combat chronic absenteeism due to the impact frequent absences have on student success in school. Lastly, stakeholders also expressed a desire to ensure our students are being provided access to foundational life skills early on in their educational career so they are better prepared for middle school, high school, and beyond. Focus skills highlighted were career and college readiness, financial literacy, and character education. As a result of the feedback we collected from our educational partner, we created new and/or revised previous LCAP goals, metrics, and/or actions as part of the adoption of our 24/25 school year LCAP.

Goals and Actions

Goal #1

Goal #1	Description	Type of Goal
Goal 1	Based on student instructional level, provide scaffolded supports, differentiated instruction to encompass remediation and acceleration, aimed at fostering increased grade level mastery as evidenced by 60% or more of our students meeting proficient or advanced on statewide ELA CAASPP assessments.	Focus Goal

State Priorities addressed by this goal.

#2 - Implementation of the academic content and performance standards adopted by the State Board.

#7 - Broad course of study that includes all the subject areas described in 51210 and 51220(a)(i) as applicable. Programs and services developed and provided to unduplicated pupils. Programs and services developed and provided to students with exceptional needs.

An explanation of why the LEA has developed this goal.

Due to the fact that over 75% of our students are not currently meeting or exceeding grade level standards in English-Language Arts, it is crucial for us to institute a goal focused on ensuring all students receive targeted instruction with high academic standards aligned to California Common Core State Standards in English-Language Arts .

Measuring and Reporting Results

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

Metric #1 CAASPP English-Language Arts	CAASPP English-Language Arts	_____% met or exceeded grade level mastery on the ELA CAASPP during the 23/24 school year *TBD based on CAASPP results however 22/23 SY ELA CAASPP results notated a grade level mastery percentage of 15%*	[Insert outcome here]	[Insert outcome here]	55% of students will met or exceeded grade level mastery on the English Language Arts CAASPP assessment during the 26/27 school year.	[Insert current difference from baseline here]

CAASPP English-Language Arts (African-American students group focus)	_____% of students identified as African American (per California Dashboard data) met or exceeded grade level mastery on the English-Language Arts CAASPP assessments during the 23/24 school year. *TBD based on CAASPP results however 22/23SY ELA CAASPP results notated a grade level mastery percentage of 16.3%*			46% of students identified as African American (per California Dashboard data) will meet or exceed grade level mastery as demonstrated on the English-Language CAASPP assessments during the 26/27 school year.	[Insert current difference from baseline here]
CAASPP Interim Assessments	90% of testing grade eligible students participated in ELA interim assessments during the 23/24 school year.			100% of testing grade eligible students will participate in ELA interim assessments during the 26/27 school year.	[Insert current difference from baseline here]

| Metric 2 | NWEA English-Language Arts Assessment (Growth) | 48.3% of students met projected growth on our EOY NWEA assessments in English Language Arts during the 23/24 school year. | [Insert outcome here] | [Insert outcome here] | 85% of students will meet their projected NWEA growth targets on our EOY NWEA assessments in English Language Arts during the 26/27 school year. | [Insert current difference from baseline here] |

NWEA English-Language Arts Assessment Growth (African-American students group focus)	39% of students identified as African American (per California Dashboard data) met or exceeded grade level growth targets on the NWEA reading assessment during the 23/24 school year.			76% of students identified as African American (per California Dashboard data) met or exceeded grade level growth targets on the NWEA reading assessment during the 26/27 school year.	[Insert current difference from baseline here]
NWEA English-Language Arts Assessment (Attainment)	29.4% of students met grade level attainment on our EOY NWEA assessments in English Language Arts during the 23/24 school year.			60% of students met grade level attainment on our EOY NWEA assessments in English Language Arts during the 23/24 school year.	[Insert current difference from baseline here]
NWEA English-Language Arts Assessment Attainment (African-American students group focus)	23% of students identified as African American (per California Dashboard data) met or exceeded grade level attainment on the NWEA reading assessment during the 23/24 school year.			57% of students identified as African American (per California Dashboard data) met or exceeded grade level attainment on the NWEA reading assessment during the 23/24 school year.	[Insert current difference from baseline here]

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.

Goal #1 for the 24/25 LCAP is a new goal and refined from the previous goal below that we had in place for the 23/24 school year.

Previous goal: Maintain high academic standards for all students by ensuring students receive targeted instruction at their ELA instructional level-following the RJA Instructional Framework and utilizing RJA's adopted pacing plans, unit plans and curriculum support materials that are aligned to the California Common Core State Standards.

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	Writing Curriculum Adoption	Adoption of a writing curriculum to support grade level English-Language Arts mastery.	$165,000	Yes
2	Universal Literacy Access	100% of our students will have access to a variety of print and digital literacy resources materials that they can access at home and at school (i.e physical & digital libraries).	$83,000	Yes
3	Revamp Instructional Day	Revise instructional day in order to allocate instructional minutes for students to receive daily grade level english-language arts instruction in addition to the reading intervention block currently in place in order all students are consistently being exposed to grade level ELA content.	[$ 0.00]	Yes
4	Teacher Training/Professional Development	100% of teachers and administrators receive ongoing training and professional development aimed to improve instruction in English Language Arts including but not limited to: RJA adopted curriculum (i.e. Success for All, Success for All Writing Wings program) and sound instructional practices.	$172,450	Yes
5	Student Grouping	100% of teachers will meet monthly to analyze student data in order to regroup students based on their reading levels for both the SFA reading intervention block, in addition to grade level instruction via writing rotations block focused on ensuring ongoing remediation and acceleration opportunities are being provided in order to meet the diverse learning needs of all students.	[$ 0.00]	Yes
6	Teacher Tutoring	95% of identified "hot list" students (those on the fringe of meeting grade level mastery per NWEA data projections and other local measures) attend tutoring sessions with a credentialed teacher two days a week after school.	$164,000	Yes
7	CAASPP Interim Assessments	100% of teachers in grades 3rd - 5th, will utilize interim based assessment data to drive future instruction.	[$ 0.00]	Yes
8	Grade Level Data Analysis	100% of teachers will meet in grade level PLC data meetings to analyze student data, work samples, and common assessment data in order to increase student achievement in English-Language Arts.	$78,000	Yes
9	ELD Curriculum & Instruction	100% of teachers will implement daily designated ELD instruction using our adopted ELD program. 100% of English Learners will receive designated ELD daily based on their level of proficiency.	$147,000	Yes
10	Testing Incentives	Incorporate year long testing incentives focused on growth and attainment data in addition to a testing environment criterion.	$24,000	Yes

11	Purchasing NWEA Measures of Academic Progress Software and Professional Development	100% of students will take the NWEA MAP assessment BOY, MOY, and EOY. Teachers will participate in NWEA training to ensure proper proctoring, data analysis and goal setting	$185,000	Yes

Goal #2

Goal #2	Description	Type of Goal
Goal 2	Based on student instructional level, provide scaffolded supports, differentiated instruction to encompass remediation and acceleration, aimed at fostering increased grade level mastery as evidenced by 60% or more of our students meeting proficient or advanced on statewide Math CAASPP assessments.	Focus Goal

State Priorities addressed by this goal.

#2 - Implementation of the academic content and performance standards adopted by the State Board.

#7 - Broad course of study that includes all the subject areas described in 51210 and 51220(a)(i) as applicable. Programs and services developed and provided to unduplicated pupils. Programs and services developed and provided to students with exceptional needs.

An explanation of why the LEA has developed this goal.

Due to the fact that over 75% of our students are not currently meeting or exceeding grade level standards in Mathematics, it is crucial for us to institute a goal focused on ensuring all students receive targeted instruction with high academic standards aligned to California Common Core State Standards in Mathematics.

Measuring and Reporting Results

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

| Metric #1 | CAASPP Mathematics | _____% met or exceeded grade level mastery on the Mathematics CAASPP during the 23/24 school year

TBD based on CAASPP results however 22/23SY Math CAASPP results notated a grade level mastery percentage of 13% | [Insert outcome here] | [Insert outcome here] | 56% of students will met or exceeded grade level mastery on the Mathematics CAASPP assessment during the 26/27 school year. | [Insert current difference from baseline here] |
| | CAASPP Mathematics

(African-American student group focus) | _____ of students identified as African American (per California Dashboard data) met or exceeded grade level mastery on the Math CAASPP assessments during the 23/24 school year.

TBD based on CAASPP results however 22/23SY Math CAASPP results notated a grade level mastery percentage of 5.6% | | | 47% of students identified as African American (per California Dashboard data) will meet or exceed grade level mastery as demonstrated on the Math CAASPP assessments during the 26/27 school year. | [Insert current difference from baseline here] |

| | CAASPP Interim Assessments | 93% of testing grade eligible students participated in Math interim assessments during the 23/24 school year. | | | 100% of testing grade eligible students will participate in Math interim assessments during the 26/27 school year. | [Insert current difference from baseline here] |

Metric #2	NWEA Mathematics (growth)	67.7% of students met projected growth on our EOY NWEA assessments in mathematics during the 23/24 school year.	[Insert outcome here]	[Insert outcome here]	85% of students will meet their projected NWEA growth targets in Mathematics during the 26/27 school year.	[Insert current difference from baseline here]
	NWEA Math Assessment Growth (African-American students group focus)	55% of students identified as African American (per California Dashboard data) met or exceeded grade level growth targets on the NWEA math assessment during the 23/24 school year.			72% of students identified as African American (per California Dashboard data) met or exceeded grade level growth targets on the NWEA math assessment during the 26/27 school year.	[Insert current difference from baseline here]
	NWEA Mathematics (attainment)	42% of students met grade level attainment on our EOY NWEA assessments in mathematics during the 23/24 school year.			60% of students will meet grade level attainment on our EOY NWEA assessments in mathematics during the 26/27 school year.	[Insert current difference from baseline here]

	NWEA Math Assessment Attainment (African-American students group focus)	23% of students identified as African American (per California Dashboard data) met or exceeded grade level attainment on the NWEA math assessment during the 23/24 school year.			50% of students identified as African American (per California Dashboard data) met or exceeded grade level attainment on the NWEA reading assessment during the 23/24 school year.	[Insert current difference from baseline here]
Metric #3	SWUN EOY Benchmark	Approx 42% of students met or exceeded grade level mastery on the Swun volume 3 benchmark) during the 23/24 school year.	[Insert outcome here]	[Insert outcome here]	60 % of students will meet or exceed grade level mastery on the Swun volume 3 benchmark) during the 23/24 school year.	[Insert current difference from baseline here]

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	Swun Math Training/Curriculum	100% of teachers will be trained on curriculum and will receive coaching and implementation days (9) from a professional curriculum specialist. 100% of teachers use the curriculum with fidelity.	$145,000	Yes
2	Universal Mathematics Support	100% of our students will have access to a variety of physical and digital math resources that they can access at home and at school (i.e digital math platform, access to manipulatives). In addition, access to various training and resources to families to help them best support their students at home (i.e. parent training sessions).	$160,000	Yes
3	Grade Level Data Analysis	100% of teachers will meet in grade level PLC data meetings to analyze student data, work samples, and common assessment data in order to increase student achievement in mathematics.	$45,000	Yes
4	CAASPP Interim Assessments	100% of teachers in grades 3rd - 5th, will utilize interim based assessment data to drive future instruction.	[$ 0.00]	Yes
5	Teacher Tutoring	95% of identified "hot list" students (those on the fringe of meeting grade level mastery per NWEA data projections and other local measures) attend tutoring sessions with a credentialed teacher two days a week after school.	$164,000	Yes
6	Testing Incentives	Incorporate year long testing incentives focused on growth and attainment data in addition to a testing environment criterion.	$35,000	Yes
7	Purchasing NWEA Measures of Academic Progress Software and Professional Development	100% of students will take the NWEA MAP assessment BOY, MOY, and EOY. Teachers will participate in NWEA training to ensure proper proctoring, data analysis and goal setting	$185,000	Yes

Goal #3

Goal #3	Description	Type of Goal
Goal 3	*Engage students, parents, staff and community members to promote the social, emotional and physical needs of students with an emphasis on maintaining high levels of engagement for all students that includes appropriate interventions to decrease negative behaviors that result in suspensions by at least 50% for all students with an increased emphasis on students identified per California School Dashboard data as socioeconomically disadvantaged or with an identified disability.*	Focus

State Priorities addressed by this goal.

#6 - Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness

An explanation of why the LEA has developed this goal.

Due to the fact that 3.6% of our students have been suspended at least one day including but not limited to even higher rates with socioeconomically disadvantaged students and those with disabilities, it is our priority to institute a goal focused on ensuring we increase student engagement and foster positive relationships with school personnel. At the same time, we would also like to continue to foster increased parent and family engagement and participation on campus in order to promote the social, emotional, and physical needs of our students.

Measuring and Reporting Results

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

Metric #1	Suspension Percentage	4% of students were suspended during the 23/24 school year.	[Insert outcome here]	[Insert outcome here]	Percentage of students suspended in the 26/27 school year not to exceed 2%.	[Insert current difference from baseline here]
	Suspension Percentage (students with disabilities focus)	7% of total students suspended were students identified with disabilities (per the 22/23SY California Dashboard data) *Note: 23/24 SY California School Dashboard data unavailable.*			Percentage of students identified with disabilities (per California Dashboard data) suspended compared to all students suspended during the 26/27 school year not to exceed 2%	[Insert current difference from baseline here]
	Suspension Percentage (socioeconomically disadvantaged student focus)	45% of identified socioeconomically disadvantaged students (per the 22/23SY California Dashboard data) *Note: 23/24 SY California School Dashboard data unavailable.*			Percentage of identified socioeconomically disadvantaged students (per California Dashboard data) suspended in the 26/27 school year not to exceed 20%	[Insert current difference from baseline here]

Metric #2	Increase Parent Participation and Engagement Around Student Self Advocacy and School Safety through parent and family Climate surveys.	21% of families participated in our school climate survey during the 23/24 school year.	[Insert outcome here]	[Insert outcome here]	75% of our families will participate in our school climate survey during the 26/27 school year.	[Insert current difference from baseline here]
Metric #3	Increase Parent Participation & Engagement in School Activities & Councils	75% of families participated in at least one school event or activity during the 23/24 school year.	[Insert outcome here]	[Insert outcome here]	95% of families will participate in at least one school event or activity during the 26/27 school year.	
Metric #4	Community Partnerships	Established and/or maintained a total of 10 community partnerships during the 23/24 school year.	[Insert outcome here]	[Insert outcome here]	Established and/or maintain a total of 15 or more community partnerships during the 26/27 school year.	

Insert or delete rows, as necessary.

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	SEL Curriculum (classroom)	100% of classrooms utilize our SEL Curriculum Getting Along Together.	$169,000	Yes
2	SEL Curriculum (classified staff)	100% of classified staff trained in our SEL Curriculum Getting Along Together.	$52,000	Yes
3	Staff Training	100% of certificated and classified staff receive training through SELPA to ensure our staff is better equipped to recognize and address behaviors of students with disabilities before they escalate.	$138,000	Yes
4	Resource Room	Provide a space for scholars to de-escalate and utilize their calming strategies.	$184,000	Yes
5	Multi-Level Tiered Systems of Support	Institute a system to appropriately address different levels of behavior before they reach the point of suspension.	$220,000	Yes
6	Alternative Consequences	Develop alternative consequences for behaviors to use in place of suspension.	$45,000	Yes
7	Positive Reinforcement Incentives and Awards	Implement class and school wide incentives and awards to promote and recognize growth/attainment of positive student behavior.	$70,000	Yes

8	Family Engagement Activities	Implement at least one school family event each month that promotes the social, emotional, and/or physical needs of students,	$75,000	Yes
9	School Counselor/Behavior Interventionist	Hiring of a school counselor or behavior interventionist to support staff, students, and families with tier 1 social-emotional needs and services including but not limited to: - Coordination ff schoolwide programs and presentations promoting mental health awareness for families, students and staff on stigma reduction, suicide prevention, trauma-informed practices, and adverse childhood experience - Teach classroom instruction on self-awareness, self-management, social awareness, relationship skills, decision making, and character education through our core values. - Utilize early warning systems to identify students who are disconnected, disengaged, reporting need for support, and/or exhibiting at-risk behaviors	$120,000	Yes
10	Gifted and Talented Education Program	Purchase online assessment software. Provide professional development for GATE teachers. Provide enriching services for diverse gifted, talented and advanced learners.	$120,000	Yes

Goal #4

Goal #4	Description	Type of Goal
[Goal #4]	Engage school staff, students, families, and community leaders to promote increased daily student attendance aimed at reducing chronic absenteeism by 15% for all students with an emphasis on student programs English learners, students with disabilities, foster youth, homeless, and students who are socioeconomically disadvantaged.	Focus

State Priorities addressed by this goal.

#5 - Pupil Engagement: School attendance rates.Chronic absenteeism rates.

An explanation of why the LEA has developed this goal.

The purpose of why we have developed this goal is that we have continued to struggle with chronic absenteeism and overall daily attendance post pandemic and we believe that attendance should be one of our largest priorities because if students are not in school, they are not learning and the achievement gap will continue to widen and devastate the long term success of all of our students but most notably, our special populations EL students, students with disabilities, foster youth, homeless, and students who are socioeconomically disadvantaged.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Metric #1	Average daily attendance	Average daily attendance for the 23/24 school year was _____% *TBD but currently at 90.8% (as of 4.15.24 per SIS)*	[Insert outcome here]	[Insert outcome here]	Average daily attendance for the 26/27 school year meeting or exceeding 96%.	[Insert current difference from baseline here]

Metric #2	Chronic absenteeism	Chronic absenteeism for the 23/24 school was _____%. *TBD but currently at 35.4% (as of 4.15.24 per SIS)*	[Insert outcome here]	[Insert outcome here]	Chronic absenteeism for the 26/27 school year not to exceed 20%	[Insert current difference from baseline here]
	Chronic absenteeism (English Learner Subgroup emphasis)	40% of students identified as English Learners (per the 22-23SY California Dashboard data) were chronically absent. *Note: 23/24 SY California School Dashboard data unavailable.*			Less than 20% of students identified as English Learners (per California Dashboard data) will be chronically absent during the 26/27 school year.	[Insert current difference from baseline here]
Metric#3	SART Process	SART meetings were scheduled for 90% of students eligible during the 23/24 school year as of 4.15.24.	[Insert outcome here]	[Insert outcome here]	SART meetings will be scheduled for 100% of students eligible based on established school criteria during the 26/27 school year.	[Insert current difference from baseline here]

| Metric #4 | SARB Process | SARB meetings were scheduled for 25% of students eligible during the 23/24 school year as of 4.15.24. | [Insert outcome here] | [Insert outcome here] | SARB meetings will be scheduled for 100% of students eligible based on established school criteria during the 26/27 school year. | [Insert current difference from baseline here] |
| Metric #5 | Home Visits | Baseline data point not available for the 23/24 school year as this is a new metric. | [Insert outcome here] | [Insert outcome here] | 100% of students who fall below average daily attendance of 60% at the mid-year point of the school year to receive a home visit during the 26/27 school year. | [Insert current difference from baseline here] |

Insert or delete rows, as necessary.

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	PBIS Coach	Hiring of a PBIS Coach to implement monthly classroom lessons on character education (with an emphasis on our core values).	$130,000	Yes
2	Student Transportation	Implement various transportation options for students including but not limited to: public transit bus vouchers, rideshare programs, etc.In addition, implementation of school provided student busing for students with chronic absenteeism	$20,000	Yes
3	Positive Reinforcement Incentives and Awards	Implement class and school wide incentives and awards to promote and recognize growth/attainment of daily attendance	$65,000	Yes
4	School Attendance Office	Hiring a school attendance officer to support with combating chronic absenteeism through the use of home visits, parent workshops, connecting families with resources that eliminate barriers impacting regular school attendance, etc.	$78,000	Yes

Insert or delete rows, as necessary.

Goal #5

Goal #5	Description	Type of Goal
Goal #5	All students will be prepared with the foundational skills needed to be successful in college, career, and life as evidenced by 100% of students participating in grade level appropriate college and career readiness culminating projects/activities/assessments.	Broad

State Priorities addressed by this goal.

#4 - Performance on standardized tests, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program

An explanation of why the LEA has developed this goal.

The purpose of this goal is to ensure that all of our students are equipped with the foundational tools, skills, and knowledge needed for career, college, and life readiness. Through exposure to soft skills such as organization, adaptability, teamwork, collaboration, etc. in addition to a general understanding of potential career and college pathways and financial literacy,

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Metric #1	100% of students in grades 3rd - 5th grades will demonstrate effective use of AVID strategies.	0% of classes displayed evidence of effective use of AVID instructional strategies (i.e. work samples, classroom observations) during the 23/24 school year.	[Insert outcome here]	[Insert outcome here]	100% of classes will display evidence of effective use of AVID instructional strategies (i.e. work samples, classroom observations) during the 26/27 school year.	[Insert current difference from baseline here]

Metric #2	100% of students will participate in Financial Literacy Instruction	0% of students received access to age appropriate financial literacy instruction during the 23/24 school year.	[Insert outcome here]	[Insert outcome here]	100% of students will receive access to age appropriate financial literacy instruction during the 26/27 school year.	[Insert current difference from baseline here]

Metric #3	100% of students in grades 3rd - 5th grades will successfully complete a College and Career Readiness Program	0% of classes displayed evidence of a classroom culture and climate that promoted and educated students about college and career readiness during the 23/24 school year.	[Insert outcome here]	[Insert outcome here]	100% of classes will display evidence of a classroom culture and climate that promotes and educates students about college and career readiness during the 26/27 school year.	[Insert current difference from baseline here]
	College Campus Visits	0% of students in grades 3rd - 5th attended a field trip/college tour at a local college/university during the 23/24 school year.			100% of students in grades 3rd - 5th attend a field trip/college tour at a local college/university during the 26/27 school year.	[Insert current difference from baseline here]
	College & Career Projects	0% of students completed a college and career project during the 23/24 school year.			100% of students completed a college and career project during the 23/24 school year.	[Insert current difference from baseline here]

| 5 | 100% of students in grades 3rd - 5th grades will successfully complete a Young Entrepreneur Program | 0% of students in grades 3rd - 5th participated in a Young Entrepreneur Program during the 23/24 school year. | [Insert outcome here] | [Insert outcome here] | 100% of students in grades 3rd - 5th participate in a Young Entrepreneur Program during the 26/27 school year. | [Insert current difference from baseline here] |
| 6 | 100% of students will participate in a Character Education/Core Values Program | 0% of students received monthly guidance lessons on character education (with the emphasis on our school core values) during the 26/27 school year. | [Insert outcome here] | [Insert outcome here] | 100% of students will receive monthly lessons on character education (with the emphasis on our school core values) during the 26/27 school year. | [Insert current difference from baseline here] |

Insert or delete rows, as necessary.

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	Career & College Field Trips	Students in grades 3rd - 5th attend an in person and/or virtual field trip/college tour at a local college, university, and/or career center.	$150,000	Yes
2	Career Day	We will host a Career Day where we invite community members to discuss their careers and what is required to enter the field. The Career day will be attended by students in grades 3rd - 5th.	$15,000	Yes
3	Career Research Project	All 5th grade students will complete a research project on their chosen career.	$5,000	Yes
4	Avid Strategies Implementation	We will implement AVID instructional strategies in grades 3rd - 5th.	$40,000	Yes
5	Financial Literacy Program Implementation	Implementation of a financial literacy program in grades K - 5th.	$65,000	Yes
6	College and Career Classroom Environment Emphasis	All classrooms to establish a classroom culture and climate that promotes and educates students about college and career readiness.	$25,000	Yes
7	Young Entrepreneur Program Implementation	Adoption of an entrepreneur program for students in grades 3rd - 5th.	$65,000	Yes

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
$1,710,947	$222,341

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
41.732%	7.057%	$287,880	48.788%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(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
[Goal #1 Action #1]	Action: Writing Curriculum Adoption Need: Proficiency in Writing Scope - LEA-wide	To provide additional exposure and opportunities for student to develop writing skills to improve CAASPP scores in ELA	CAASPP Assessment
[Goal #1 Action #7]	Action: Implementation of CAASPP Interim Assessments Need: Proficiency in English Language Arts Scope - LEA-wide	To provide additional exposure and opportunities for student to develop ELA skills to improve CAASPP scores in ELA	CAASPP Interim Assessment
[Goal #1 Action #11]	Action: NWEA Assessment Implementation Need: Increase achievement in English Language Arts Scope - LEA-wide	To provide additional exposure and opportunities for student to develop ELA skills to improve CAASPP scores in ELA	NWEA Assessment

Insert or delete rows, as necessary.

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
[Goal #1 Action #9]	Action: ELD Core Curriculum & Instruction Need: English Language Development Scope - LEA-wide	To provide additional exposure and opportunities for students to develop language acquisition and english language development skills to increase the total number of students being reclassified and to improve by one level annually.	ELPAC Assessment

Insert or delete rows, as necessary.

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.

[Provide description here]

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.

[Provide description here]

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	[Provide ratio here]	26 certificated staff providing direct services to a student population of 412 students Staff-to-student ratio of certificated staff providing direct services to students 1:16
Staff-to-student ratio of certificated staff providing direct services to students	[Provide ratio here]	23 certificated staff providing direct services to a student population of 412 students Staff-to-student ratio of certificated staff providing direct services to students 1:18

2024-2025 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2024-2025	$ 4,099,877	$ 1,710,947	41.732%	7.057%	48.788%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 3,603,450	$ -	$ -	$ -	$ 3,603,450.00	$ 1,976,000	$ 1,627,450

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Implement Targeted Reading Curriculum	All	Yes	LEA-wide	All	iEmpire	Ongoing	$ 150,000	$ 15,000	$ 165,000	$ -	$ -	$ -	$ 165,000	0.000%
1	2	Universal Literacy Access	All	Yes	LEA-wide	All	iEmpire	Ongoing	$ 75,000	$ 8,000	$ 83,000	$ -	$ -	$ -	$ 83,000	0.000%
1	3	Revamp Instructional Day	All	Yes	LEA-wide	All	iEmpire	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
1	4	Teacher Training/Professional Development	All	Yes	LEA-wide	All	iEmpire	Ongoing	$ 150,000	$ 22,450	$ 172,450	$ -	$ -	$ -	$ 172,450	0.000%
1	5	Student Grouping	All	Yes	LEA-wide	All	iEmpire	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
1	6	Teacher Tutoring	All	Yes	LEA-wide	All	iEmpire	Ongoing	$ 150,000	$ 14,000	$ 164,000	$ -	$ -	$ -	$ 164,000	0.000%
1	7	CAASPP Interim Assessments	All	Yes	LEA-wide	All	iEmpire	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
1	8	Grade Level Data Analysis	All	Yes	LEA-wide	All	iEmpire	Ongoing	$ 70,000	$ 8,000	$ 78,000	$ -	$ -	$ -	$ 78,000	0.000%
1	9	ELD Curriculum & Instruction	All	Yes	LEA-wide	English Learners	iEmpire	Ongoing	$ 80,000	$ 67,000	$ 147,000	$ -	$ -	$ -	$ 147,000	0.000%
1	10	Testing Incentives	All	Yes	LEA-wide	All	iEmpire	Ongoing	$ -	$ 24,000	$ 24,000	$ -	$ -	$ -	$ 24,000	0.000%
1	11	Purchasing NWEA Measures of Academic Progress Software and Professional Development	All	Yes	LEA-wide	All	iEmpire	Ongoing	$ 70,000	$ 115,000	$ 185,000	$ -	$ -	$ -	$ 185,000	0.000%
2	1	Swun Math Training/Curriculum	All	Yes	LEA-wide	All	iEmpire	Ongoing	$ 75,000	$ 70,000	$ 145,000	$ -	$ -	$ -	$ 145,000	0.000%
2	2	Universal Mathematics Support	All	Yes	LEA-wide	All	iEmpire	Ongoing	$ 60,000	$ 100,000	$ 160,000	$ -	$ -	$ -	$ 160,000	0.000%
2	3	Grade Level Data Analysis	All	Yes	LEA-wide	All	iEmpire	Ongoing	$ 34,000	$ 11,000	$ 45,000	$ -	$ -	$ -	$ 45,000	0.000%
2	4	CAASPP Interim Assessments	All	Yes	LEA-wide	All	iEmpire	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
2	5	Teacher Tutoring	All	Yes	LEA-wide	All	iEmpire	Ongoing	$ 150,000	$ 14,000	$ 164,000	$ -	$ -	$ -	$ 164,000	0.000%
2	6	Testing Incentives	All	Yes	LEA-wide	All	iEmpire	Ongoing	$ -	$ 35,000	$ 35,000	$ -	$ -	$ -	$ 35,000	0.000%
2	7	Purchasing NWEA Measures of Academic Progress Software and Professional Development	All	Yes	LEA-wide	All	iEmpire	Ongoing	$ 70,000	$ 115,000	$ 185,000	$ -	$ -	$ -	$ 185,000	0.000%
3	1	SEL Curriculum (classroom)	All	Yes	LEA-wide	All	iEmpire	Ongoing	$ 80,000	$ 89,000	$ 169,000	$ -	$ -	$ -	$ 169,000	0.000%
3	2	SEL Curriculum (classified staff)	All	Yes	LEA-wide	All	iEmpire	Ongoing	$ 30,000	$ 22,000	$ 52,000	$ -	$ -	$ -	$ 52,000	0.000%
3	3	Staff Training	All	Yes	LEA-wide	All	iEmpire	Ongoing	$ 75,000	$ 63,000	$ 138,000	$ -	$ -	$ -	$ 138,000	0.000%
3	4	Resource Room	All	Yes	LEA-wide	All	iEmpire	Ongoing	$ -	$ 184,000	$ 184,000	$ -	$ -	$ -	$ 184,000	0.000%
3	5	Multi-Level Tiered Systems of Support	All	Yes	LEA-wide	All	iEmpire	Ongoing	$ 150,000	$ 70,000	$ 220,000	$ -	$ -	$ -	$ 220,000	0.000%
3	6	Alternative Consequences	All	Yes	LEA-wide	All	iEmpire	Ongoing	$ 20,000	$ 25,000	$ 45,000	$ -	$ -	$ -	$ 45,000	0.000%
3	7	Positive Reinforcement Incentives and Awards	All	Yes	LEA-wide	All	iEmpire	Ongoing	$ 30,000	$ 40,000	$ 70,000	$ -	$ -	$ -	$ 70,000	0.000%
3	8	Family Engagement Activities	All	Yes	LEA-wide	All	iEmpire	Ongoing	$ 20,000	$ 55,000	$ 75,000	$ -	$ -	$ -	$ 75,000	0.000%
3	9	School Counselor/Behavior Interventionist	All	Yes	LEA-wide	All	iEmpire	Ongoing	$ 100,000	$ 20,000	$ 120,000	$ -	$ -	$ -	$ 120,000	0.000%
3	10	Gifted and Talented Education Program	All	Yes	LEA-wide	All	iEmpire	Ongoing	$ 30,000	$ 90,000	$ 120,000	$ -	$ -	$ -	$ 120,000	0.000%
4	1	PBIS Coach	All	Yes	LEA-wide	All	iEmpire	Ongoing	$ 80,000	$ 50,000	$ 130,000	$ -	$ -	$ -	$ 130,000	0.000%
4	2	Student Transportation	All	Yes	LEA-wide	All	iEmpire	Ongoing	$ -	$ 20,000	$ 20,000	$ -	$ -	$ -	$ 20,000	0.000%
4	3	Positive Reinforcement Incentives and Awards	All	Yes	LEA-wide	All	iEmpire	Ongoing	$ -	$ 65,000	$ 65,000	$ -	$ -	$ -	$ 65,000	0.000%
4	4	School Attendance Office	All	Yes	LEA-wide	All	iEmpire	Ongoing	$ 60,000	$ 18,000	$ 78,000	$ -	$ -	$ -	$ 78,000	0.000%
5	1	Career & College Field Trips	All	Yes	LEA-wide	All	iEmpire	Ongoing	$ 50,000	$ 100,000	$ 150,000	$ -	$ -	$ -	$ 150,000	0.000%
5	2	Career Day	All	Yes	LEA-wide	All	iEmpire	Ongoing	$ -	$ 15,000	$ 15,000	$ -	$ -	$ -	$ 15,000	0.000%
5	3	Career Research Project	All	Yes	LEA-wide	All	iEmpire	Ongoing	$ -	$ 5,000	$ 5,000	$ -	$ -	$ -	$ 5,000	0.000%
5	4	Avid Strategies Implementation	All	Yes	LEA-wide	All	iEmpire	Ongoing	$ 25,000	$ 15,000	$ 40,000	$ -	$ -	$ -	$ 40,000	0.000%
5	5	Financial Literacy Program Implementation	All	Yes	LEA-wide	All	iEmpire	Ongoing	$ 50,000	$ 15,000	$ 65,000	$ -	$ -	$ -	$ 65,000	0.000%
5	6	College and Career Classroom Environment Emphasis	All	Yes	LEA-wide	All	iEmpire	Ongoing	$ 12,000	$ 13,000	$ 25,000	$ -	$ -	$ -	$ 25,000	0.000%
5	7	Young Entrepreneur Program Implementation	All	Yes	LEA-wide	All	iEmpire	Ongoing	$ 30,000	$ 35,000	$ 65,000	$ -	$ -	$ -	$ 65,000	0.000%

2024-2025 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 4,099,877	$ 1,710,947	41.732%	7.057%	48.788%	$ 3,603,450	0.000%	87.892%	**Total:**	$ 3,603,450
	3,603,450							**LEA-wide Total:**	$ 3,603,450
								Limited Total:	$ -
								Schoolwide Total:	$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group (s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Implement Targeted Reading Curriculum	Yes	LEA-wide	All	iEmpire	$ 165,000	0.000%
1	2	Universal Literacy Access	Yes	LEA-wide	All	iEmpire	$ 83,000	0.000%
1	3	Revamp Instructional Day	Yes	LEA-wide	All	iEmpire	$ -	0.000%
1	4	Teacher Training/Professional Development	Yes	LEA-wide	All	iEmpire	$ 172,450	0.000%
1	5	Student Grouping	Yes	LEA-wide	All	iEmpire	$ -	0.000%
1	6	Teacher Tutoring	Yes	LEA-wide	All	iEmpire	$ 164,000	0.000%
1	7	CAASPP Interim Assessments	Yes	LEA-wide	All	iEmpire	$ -	0.000%
1	8	Grade Level Data Analysis	Yes	LEA-wide	All	iEmpire	$ 78,000	0.000%
1	9	ELD Curriculum & Instruction	Yes	LEA-wide	English Learners	iEmpire	$ 147,000	0.000%
1	10	Testing Incentives	Yes	LEA-wide	All	iEmpire	$ 24,000	0.000%
1	11	Purchasing NWEA Measures of Academic P	Yes	LEA-wide	All	iEmpire	$ 185,000	0.000%
2	1	Swun Math Training/Curriculum	Yes	LEA-wide	All	iEmpire	$ 145,000	0.000%
2	2	Universal Mathematics Support	Yes	LEA-wide	All	iEmpire	$ 160,000	0.000%
2	3	Grade Level Data Analysis	Yes	LEA-wide	All	iEmpire	$ 45,000	0.000%
2	4	CAASPP Interim Assessments	Yes	LEA-wide	All	iEmpire	$ -	0.000%
2	5	Teacher Tutoring	Yes	LEA-wide	All	iEmpire	$ 164,000	0.000%
2	6	Testing Incentives	Yes	LEA-wide	All	iEmpire	$ 35,000	0.000%
2	7	Purchasing NWEA Measures of Academic P	Yes	LEA-wide	All	iEmpire	$ 185,000	0.000%
3	1	SEL Curriculum (classroom)	Yes	LEA-wide	All	iEmpire	$ 169,000	0.000%
3	2	SEL Curriculum (classified staff)	Yes	LEA-wide	All	iEmpire	$ 52,000	0.000%
3	3	Staff Training	Yes	LEA-wide	All	iEmpire	$ 138,000	0.000%
3	4	Resource Room	Yes	LEA-wide	All	iEmpire	$ 184,000	0.000%
3	5	Multi-Level Tiered Systems of Support	Yes	LEA-wide	All	iEmpire	$ 220,000	0.000%
3	6	Alternative Consequences	Yes	LEA-wide	All	iEmpire	$ 45,000	0.000%
3	7	Positive Reinforcement Incentives and Awar	Yes	LEA-wide	All	iEmpire	$ 70,000	0.000%
3	8	Family Engagement Activities	Yes	LEA-wide	All	iEmpire	$ 75,000	0.000%
3	9	School Counselor/Behavior Interventionist	Yes	LEA-wide	All	iEmpire	$ 120,000	0.000%

3	10	Gifted and Talented Education Program	Yes	LEA-wide	All	iEmpire	$ 120,000	0.000%
4	1	PBIS Coach	Yes	LEA-wide	All	iEmpire	$ 130,000	0.000%
4	2	Student Transportation	Yes	LEA-wide	All	iEmpire	$ 20,000	0.000%
4	3	Positive Reinforcement Incentives and Awar	Yes	LEA-wide	All	iEmpire	$ 65,000	0.000%
4	4	School Attendance Office	Yes	LEA-wide	All	iEmpire	$ 78,000	0.000%
5	1	Career & College Field Trips	Yes	LEA-wide	All	iEmpire	$ 150,000	0.000%
5	2	Career Day	Yes	LEA-wide	All	iEmpire	$ 15,000	0.000%
5	3	Career Research Project	Yes	LEA-wide	All	iEmpire	$ 5,000	0.000%
5	4	Avid Strategies Implementation	Yes	LEA-wide	All	iEmpire	$ 40,000	0.000%
5	5	Financial Literacy Program Implementation	Yes	LEA-wide	All	iEmpire	$ 65,000	0.000%
5	6	College and Career Classroom Environmen	Yes	LEA-wide	All	iEmpire	$ 25,000	0.000%
5	7	Young Entrepreneur Program Implementatio	Yes	LEA-wide	All	iEmpire	$ 65,000	0.000%

2023-2024 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 1,298,013.00	$ 1,443,715.00

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	Implement Targeted Reading Curriculum	Yes	$ 90,000	$ 154,051
1	2	Purchasing NWEA Measures of Academic Progress Software and Professional Development	Yes	$ 27,000	$ 33,972
1	3	Data Analysis and Professional Learning Communities	Yes	$ 83,000	$ 85,141
1	4	Professional Development on CAASPP Summative & SBAC Interim Assessments	Yes	$ 28,432	$ 30,865
1	5	Implement New Targeted ELD Curriculum and Program	Yes	$ 138,050	$ 80,983
1	6	Support learning loss Mitigation and enrichment	Yes	$ 157,607	$ 157,391
2	1	Implement New Targeted Math Curriculum	Yes	$ 110,000	$ 116,688
2	2	Support Data Informed Instruction	Yes	$ 34,219	$ 68,085
2	3	Purchasing NWEA Measures of Academic Progress Software and Professional Development	Yes	$ 27,000	$ 31,537
2	4	Professional Development on CAASPP Summative & SBAC Interim Assessments	Yes	$ 28,432	$ 30,865
2	5	Implement New Targeted ELD Curriculum and Program	Yes	$ 76,063	$ 35,275
2	6	Support learning loss Mitigation and enrichment	Yes	$ 168,920	$ 155,744
3	1	Implement School Wide Solution Model	Yes	$ 78,450	$ 157,796
3	2	Community Partnerships	Yes	$ 23,300	$ 15,382
3	3	Support Parent & Family Connection	Yes	$ 39,122	$ 49,327
3	4	Gifted and Talented Education (GATE) Program	Yes	$ 60,000	$ 3,254
4	1	Fully Credentialed teachers	Yes	$ -	$ -
4	2	Misassigned teachers	Yes	$ -	$ -
4	3	Parent & Community Committees/Councils	Yes	$ 18,344	$ 9,709
4	4	Teacher Induction	Yes	$ 75,000	$ 227,017
4	5	Parent Engagement	Yes	$ 26,000	$ -
4	6	Professional Development Survey Results	Yes	$ 9,074	$ 633

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)
$ 1,731,595	$ 1,298,013	$ 1,443,715	$ (145,702)	0.000%	0.000%	0.000% - 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	Implement Targeted Reading Curriculum	Yes	$ 90,000	$ 154,051.00	0.000%	0.000%
1	2	Purchasing NWEA Measures of Academic Progress Software and Professional Development	Yes	$ 27,000	$ 33,972.00	0.000%	0.000%
1	3	Data Analysis and Professional Learning Communities	Yes	$ 83,000	$ 85,141.00	0.000%	0.000%
1	4	Professional Development on CAASPP Summative & SBAC Interim Assessments	Yes	$ 28,432	$ 30,865.00	0.000%	0.000%
1	5	Implement New Targeted ELD Curriculum and Program	Yes	$ 138,050	$ 80,983.00	0.000%	0.000%
1	6	Support learning loss Mitigation and enrichment	Yes	$ 157,607	$ 157,391.00	0.000%	0.000%
2	1	Implement New Targeted Math Curriculum	Yes	$ 110,000	$ 116,688.00	0.000%	0.000%
2	2	Support Data Informed Instruction	Yes	$ 34,219	$ 68,085.00	0.000%	0.000%
2	3	Purchasing NWEA Measures of Academic Progress Software and Professional Development	Yes	$ 27,000	$ 31,537.00	0.000%	0.000%
2	4	Professional Development on CAASPP Summative & SBAC Interim Assessments	Yes	$ 28,432	$ 30,865.00	0.000%	0.000%
2	5	Implement New Targeted ELD Curriculum and Program	Yes	$ 76,063	$ 35,275.00	0.000%	0.000%
2	6	Support learning loss Mitigation and enrichment	Yes	$ 168,920	$ 155,744.00	0.000%	0.000%
3	1	Implement School Wide Solution Model	Yes	$ 78,450	$ 157,796.00	0.000%	0.000%
3	2	Community Partnerships	Yes	$ 23,300	$ 15,382.00	0.000%	0.000%
3	3	Support Parent & Family Connection	Yes	$ 39,122	$ 49,327.00	0.000%	0.000%
3	4	Gifted and Talented Education (GATE) Program	Yes	$ 60,000	$ 3,254.00	0.000%	0.000%
4	1	Fully Credentialed teachers	Yes	$ -	$ -	0.000%	0.000%
4	2	Misassigned teachers	Yes	$ -	$ -	0.000%	0.000%
4	3	Parent & Community Committees/Councils	Yes	$ 18,344	$ 9,709.00	0.000%	0.000%
4	4	Teacher Induction	Yes	$ 75,000	$ 227,017.00	0.000%	0.000%
4	5	Parent Engagement	Yes	$ 26,000	$ -	0.000%	0.000%
4	6	Professional Development Survey Results	Yes	$ 9,074	$ 633.00	0.000%	0.000%

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)
$ 4,079,471	$ 1,731,595	0.000%	42.447%	$ 1,443,715	0.000%	35.390%	$ 287,880.00	7.057%

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]).

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

- Students

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

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.

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

  o The school or schools to which the goal applies

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

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

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

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

Broad Goal

Description

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

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

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

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

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

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

    - ▪ This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

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

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

Year 1 Outcome

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

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

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

Current Difference from Baseline

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

    ▪ The reasons for the ineffectiveness, and

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

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

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

Total Funds

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

Contributing

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

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

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

Required Actions

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

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

  - Professional development for teachers.

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

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

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

  - o 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.

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

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

Purpose

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

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

Statutory Requirements

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

identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Action Tables

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

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

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

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

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5

CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

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

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

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

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

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

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

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

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

  - **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 %)**

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

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

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

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

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

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

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

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

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