LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: Gorman Learning Center San Bernardino/Santa Clarita

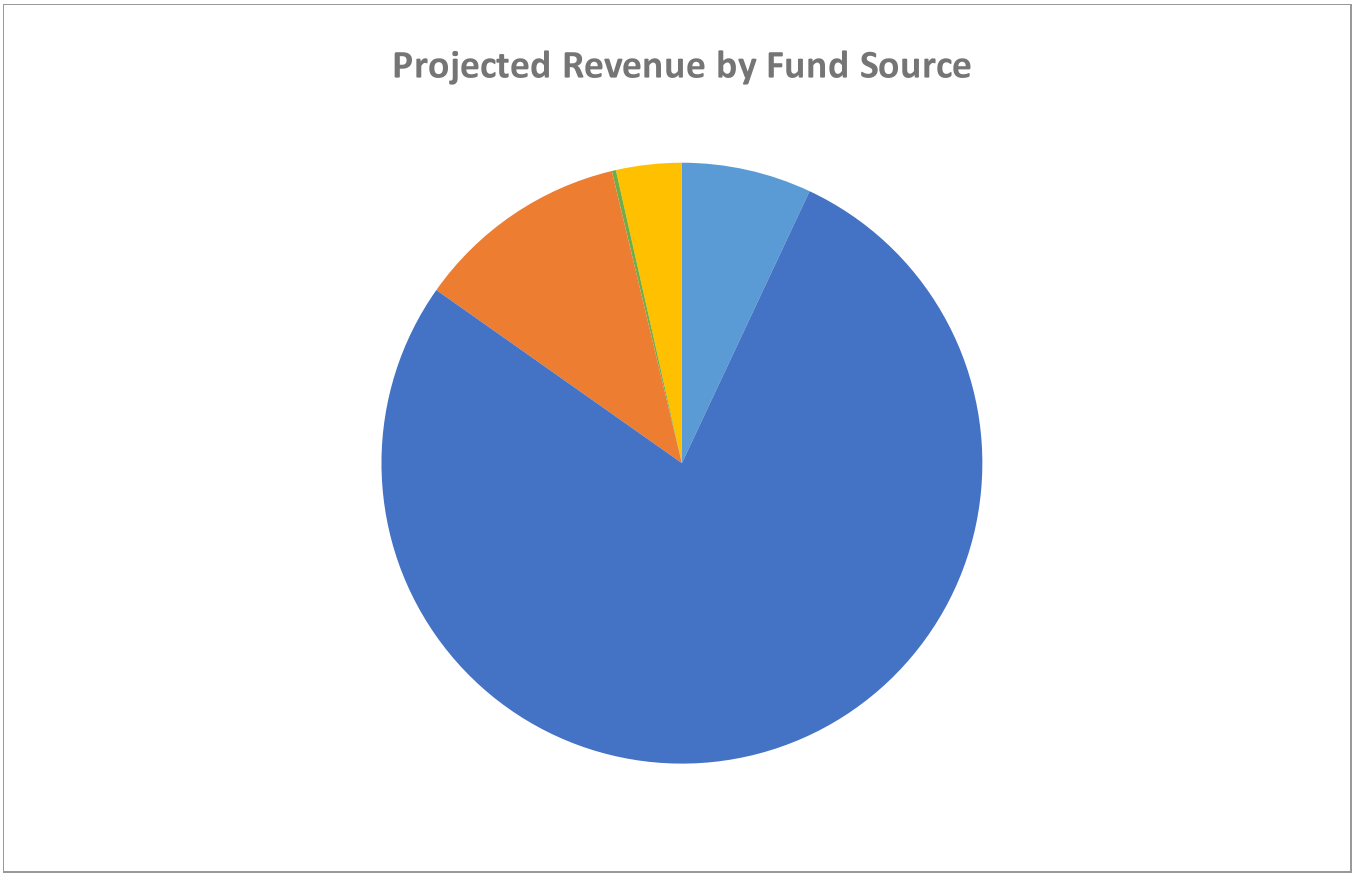
CDS Code: 36 75051 0137794

School Year: 2024-25

LEA contact information: Olivia Duran, Executive Director; (909)307-6312

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

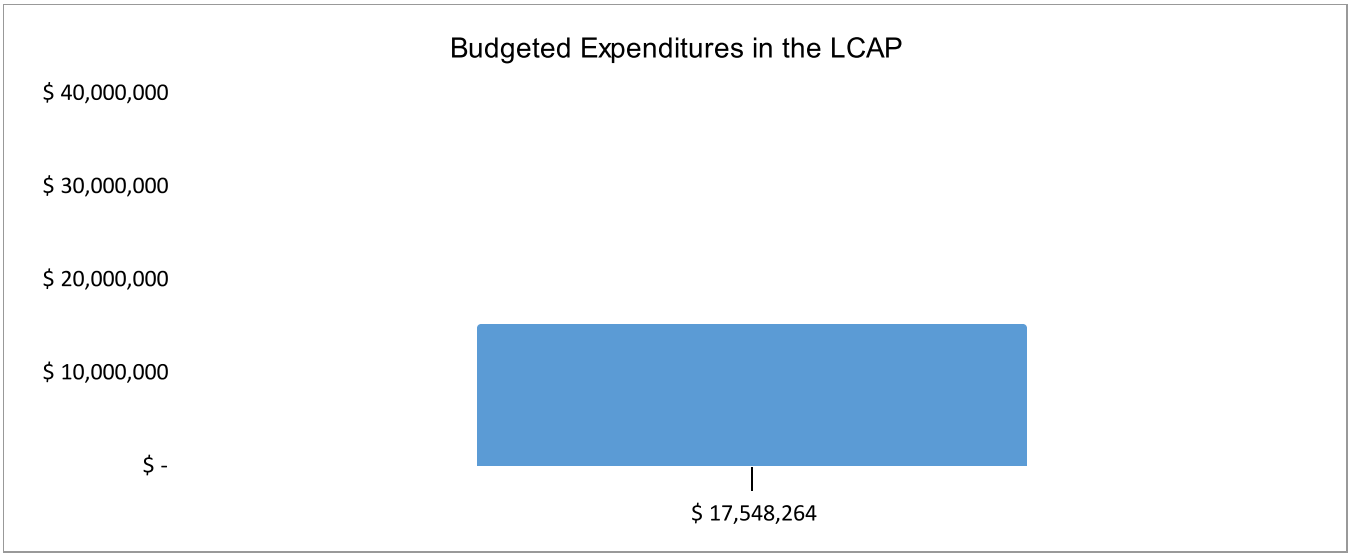
Budget Overview for the 2024-25 School Year



This chart shows the total general purpose revenue Gorman Learning Center San Bernardino/Santa Clarita 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 Gorman Learning Center San Bernardino/Santa Clarita is $21,786,835.00, of which $17,262,818.00 is Local Control Funding Formula (LCFF), $2,337,672.00 is other state funds, $45,000.00 is local funds, and $718,513.00 is federal funds. Of the $17,262,818.00 in LCFF Funds, $1,422,832.00 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.



This chart provides a quick summary of how much Gorman Learning Center San Bernardino/Santa Clarita plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Gorman Learning Center San Bernardino/Santa Clarita plans to spend $17,548,264.00 for the 2024-25 school year. Of that amount, $15,286,538.31 is tied to actions/services in the LCAP and $2,261,725.69 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

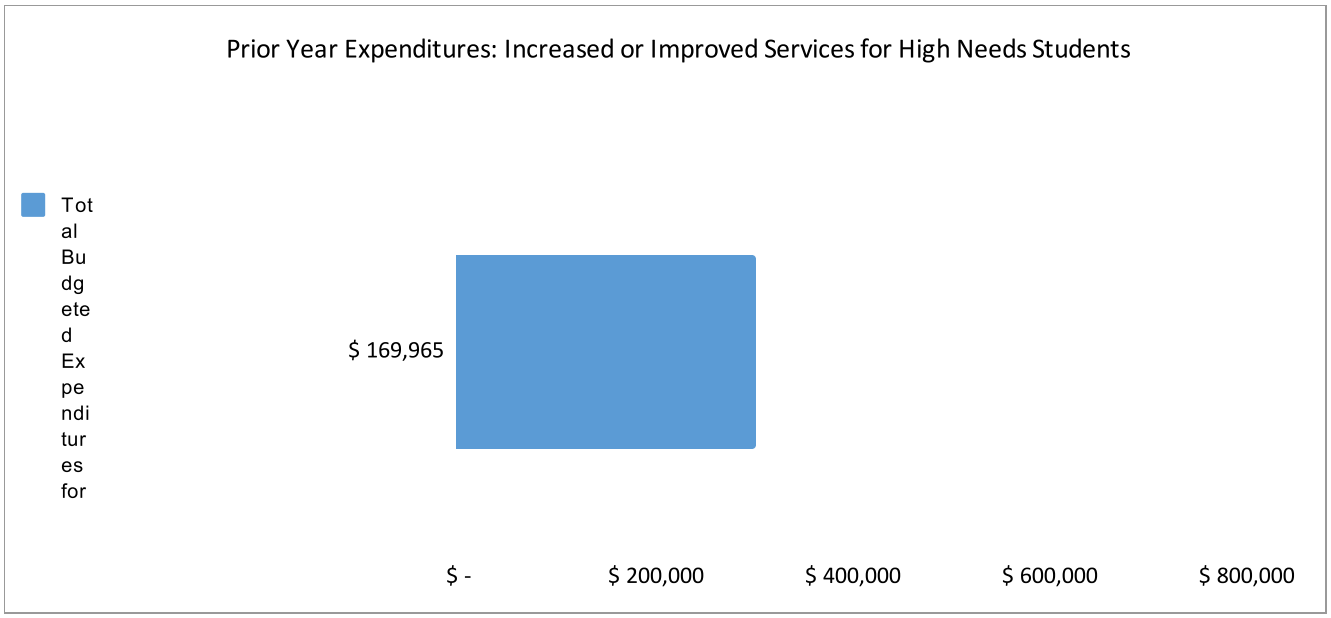
Expenditures from the General Fund not included in the LCAP are administrative overhead and non-certificated non-instructional staff, information technology, human resources, fiscal services, and facilities and operations not included in the supplies and services

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

In 2024-25, Gorman Learning Center San Bernardino/Santa Clarita is projecting it will receive $1,422,832.00 based on the enrollment of foster youth, English learner, and low-income students. Gorman Learning Center San Bernardino/Santa Clarita must describe how it intends to increase or improve services for high needs students in the LCAP. Gorman Learning Center San Bernardino/Santa Clarita plans to spend $304,647.00 towards meeting this requirement, as described in the LCAP. The additional improved services described in the plan include the following:

GLC is ensuring additional learning support services are in place for high needs students by providing professional development activities designed to support high needs students, providing supplemental curriculum and materials including standards aligned curriculum and online instructional supports to support English Learners, and providing English Language Development via Edmentum. GLC is ensuring direct assistance and support are provided to high needs students and their families by coordinating Foster Youth and Homeless student support, Low Income student support, and English Learner Support. GLC is ensuring the achievement of high needs students is supported by providing supplemental instructional support to Title I students.

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



This chart compares what Gorman Learning Center San Bernardino/Santa Clarita budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Gorman Learning Center San Bernardino/Santa Clarita estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Gorman Learning Center San Bernardino/Santa Clarita's LCAP budgeted $304,647.00 for planned actions to increase or improve services for high needs students. Gorman Learning Center San Bernardino/Santa Clarita actually spent $169,965.00 for actions to increase or improve services for high needs students in 2023-24. The difference between the budgeted and actual expenditures of $134,682.00 had the following impact on Gorman Learning Center San Bernardino/Santa Clarita's ability to increase or improve services for high needs students:

The amount that is captured as budgeted and spent for high needs students is limited to services and personnel which were specific to those students. The amounts include the ELD Program, staffing allocations directly supporting students in these groups, and instructional support. The difference between the budgeted and actual expenditures is due to basing the budget of these programs on an assumption of full participation in the instructional support services. Services were delivered as planned to all students who accepted services.

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
Gorman Learning Center San Bernardino/Santa Clarita	Olivia Duran, Executive Director	oduran@gormanlc.org

Goals and Actions

Goal

Goal #	Description
[Goal 1]	Goal #1 is a broad goal where GLC SBSC will equip students at all levels and in all student groups with the tools to succeed in college, career, and life. Gorman will prioritize standards mastery through our Personalized Learning Plan by setting goals towards student achievement. On a monthly basis GLC SBSC will continue to monitor and evaluate these areas by analyzing CAASPP student results, formative assessment performance, other data measures, and mastery of standards aligned curriculum. The actions described in this goal will be implemented to ensure that the progress made within Priority 2, Priority 4 and Priority 8 is either maintained or increased over the next year.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of teachers implementing standards tracking sheets	100% of teachers implementing standards tracking sheets	100% of teachers implementing standards tracking sheets	100% of teachers implementing standards tracking sheets	100% of teachers implementing standards tracking sheets	100% of teachers implementing standards tracking sheets
ELD standards implemented for EL students	ELD Standards implemented to 100% English Learners in ELA K-12	ELD Standards implemented to 100% English Learners in ELA K-12	ELD Standards implemented to 100% English Learners in ELA K-12	ELD Standards implemented to 100% English Learners in ELA K-12	ELD standards implemented for all EL students

Virtual Career/College/Life Skills Presentations for Middle & High School Students	No virtual assemblies were offered in 2021-22	4 virtual assemblies offered, attended by 2% of middle and HS population	7 virtual assemblies offered, attended by 5% of middle and HS population	5 in-person workshops, 6 virtual assemblies offered in 2023-24	4 virtual assemblies offered, attended by 2% of middle and HS population
Average Distance from Level 3 on ELA CAASPP	34.3 points below Level 3 in 2019	No new data	6.7 points below standard	Maintained distance from standard in 2023 compared to 2022	Average distance from level 3 on ELA CAASPP: 0 or better for all student groups
Average Distance from Level 3 on Math CAASPP	84 points below Level 3 in 2019	No new data	65.4 points below standard	Increased 5.4 points in 2023 compared to 2022	Average distance from level 3 on Math CAASPP: 0 or better for all student groups
Correlation between CAASPP and Iready	Scores do not correlate, correlation coefficient below 0.7	Scores do not correlate, correlation coefficient below 0.7	Scores do not correlate, correlation coefficient below 0.7	Scores correlate	Increase Correlation to above 0.7 between CAASPP and Iready assessment scores
Percentage of English Learners who progress in English proficiency as measured by ELPAC	54.5%, compared to State at 48.3%	No data	45% compared to state at 50.3%	54.5% compared to State at 48.7%	Exceed State result
Percentage of English Learners who Reclassify as Fluent English Proficient (RFEP)	25%, compared to State at 17% in 2019-2020	ELPAC suspended in 2020-21 due to COVID-19	27.3% compared to State 6.9%	11.7%, of English Learners reclassified as fluent in English Proficient (RFEP) in 2023-24	Exceed State result
Percentage of students who have completed a-g requirements	8% of GLC SB/SC grads completed in 2020	7.5% of GLC SB/SC grads completed in 2021	5.5% of GLC SB/SC grads completed in 2022	2.8% of GLC SBSC grads completed requirements in 2023 according to Data Quest	20% or more of GLC SBSC grads complete a-g requirements

Percentage of students participating in a CTE pathway	1% of 482 high school students participating in a CTE pathway in 2020-21	1% of 387 high schoolers participating in a CTE pathway in 2021-22	0.5% of 392 high schoolers participating in a CTE pathway in 2022-23	0% high schoolers completed a CTE pathway in 2023-24	Increase % of students participating in CTE Pathway to 5% of all high school students
Percentage of students who have passed an AP exam with a 3 or higher	60% of testers passed with a 3 or higher	No data	75% of testers passed with a 3 or higher	0 testers passed with a 3 or higher	90% of testers pass with a 3 or higher
Percentage of Foster Youth provided specific services for foster youth students	No data for 2019-20 school year	100% of Foster Youth provided specific services through Foster Liaison	100% of Foster Youth provided specific services through Foster Liaison	100% of Foster Youth provided specific services through Foster Liaison in 2023-24	100% of students in the group have been provided designated services

Goal Analysis

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

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

The actions were implemented as 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.

All expenditures dependent on the school's capacity to enroll students, including teacher salaries, curriculum and materials, and instructional services, were lower than projected.

The expenditures related to curriculum development came in under budget due to conservative over budgeting for the year.

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

The school successfully provided a personalized learning model education to all students.

Most key data sources to measure student academic achievement have been interrupted for the 2020-21 and 2021-22 school years. Even still, by the end of the three year cycle, Gorman saw a positive increase in mathematics achievement as measured by the CAASPP. In the most recent year, there was a decline in overall ELA performance on the CAASPP.

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.

GLC SBSC will continue with the identified actions and metrics. Actions designed to support Unduplicated Pupils are receiving additional support.

The school is continuing to invest in the programs and services included in this goal and has prioritized increasing participation in assessments. Redesigning the current MTSS to include the whole child in regards to education, intervention, and mental health supports.

Goal #	Description
[Goal 2]	**We seek to increase equitable access to learning for all Gorman students.** Goal #2 is a broad goal where GLC SBSC will increase opportunities for student engagement and strengthen connections including developing two-way communication forums that will include educational partners' input to inform administrative decision-making to support Multi-tiered Systems of Support. We will promote and increase 1:1 and small group student interaction through Title I, synchronous instruction, a-g hour interactives, community partner access, and resource center workshop participation.We will continue to utilize our independent study policy, including our student missing assignment report procedures, to monitor overall student engagement and evaluate student progress. We will continue to build upon our current MTSS system to support student achievement and specific student needs. During our monthly teacher/student meetings we will develop personalized goals to increase student achievement, attendance, and social-emotional benefit. We will continue to develop advisory council teams to include educational partner input and recommendations for school decision making. We will continue to incorporate surveys as a way to inform and monitor the effectiveness of decisions to support families, staff, and students. Surveys will include data to inform the school about all students including subgroups such as Unduplicated Pupil Populations, students with disabilities, and at-promise students. *We will communicate to our staff and families the importance/meaningfulness of assessment to gauge student learning.*

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of respondents who indicate that including parents in schoolwide decision-making is a strength of the school	32.6% responded that including parents in schoolwide decision-making was a strength	Question removed from survey	Question revised: 87.8% of respondents indicate that at Gorman decisions are made based on students' needs and interests.	Not measured	75% or more respondents indicate that including parents in schoolwide decision-making is a strength of the school

Percentage of respondents who indicate that the concerns they communicate with their PLT or school staff is heard and receives an appropriate response	Not included	Not included	96.7% of respondents indicate that the concerns they communicate with their PLT or school staff are heard and receive an appropriate response.	95.1% of respondents indicate that the concerns they communicate with their PLT or school staff are heard and receive an appropriate response.	95% or more respondents indicate that the concerns they communicate with their PLT or school staff is heard and receives an appropriate response.
Attendance rate	3% of students recorded 1 or more absence in 2019-2020	4.7% of students recorded 1 or more absences in 2020-21	10% of students recorded 1 or more absences in 2021-22	3.4% of students were chronically absent in 2022-23	100% attendance rate
Suspension Rate	0% suspension rate	0% suspension rate	0% suspension rate	0% suspension rate	0% suspension rate
Expulsion Rate	0% expulsion rate	0% expulsion rate	0% expulsion rate	0% expulsion rate	0% expulsion rate
Percentage of respondents with a positive response to Satisfaction Survey question regarding GLC SBSC providing a positive learning environment	85% of respondents responded positively to question regarding GLC SBSC providing a positive learning environment	84% of respondents responded positively to question regarding GLC SBSC providing a positive learning environment	95% of respondents responded positively to question regarding GLC SBSC providing a positive learning environment	97% of respondents responded positively to question regarding GLC SBSC providing a positive learning environment	90% or more respondents to respond positively to question regarding GLC SBSC providing a positive learning environment
Percentage of Personalized Learning Teachers who are properly trained to create a learning environment that leverages digital tools and resources.	Currently 86% of Personalized Learning Teachers report they are properly trained on how to create a learning environment that leverages digital tools and resources.	Increase percentage of Personalized Learning Teachers report they are properly trained on how to create a learning environment that leverages digital tools and resources by 2% (compared to baseline data).	Increase percentage of Personalized Learning Teachers report they are properly trained on how to create a learning environment that leverages digital tools and resources by 2% (compared to previous year data).	Not measured	88% of Personalized Learning Teachers report they are properly trained on how to create a learning environment that leverages digital tools and resources.

Percentage of respondents with a positive response to Satisfaction Survey question regarding GLC SBSC social and emotional support	80% of respondents responded positively to question regarding GLC SBSC social and emotional support	83% of respondents responded positively to question regarding GLC SBSC social and emotional support	86% of respondents responded positively to question regarding GLC SBSC social and emotional support	93.5% of parents surveyed state that Gorman has clear supports in place to support their student if they are struggling behaviorally.	90% or more respondents to respond positively to question regarding GLC SBSC social and emotional support
Increase no. of SEL trainings & collaborative discussions provided	2 trainings & collaborative discussions for staff related to SEL,77% of instructional staff agreed that social emotional teaching occurs regularly	60 minutes of SEL training & collaborative discussions for staff, 80% of instructional staff agreed that social emotional teaching occurs regularly	75 minutes of trainings & collaborative discussions for staff related to SEL, 83% of instructional staff agreed that social emotional teaching occurs regularly	75 minutes of trainings & collaborative discussions for staff related to SEL	60 minutes of SEL training & collaborative discussions for staff, 80% of instructional staff agreed that social emotional teaching occurs regularly
Expand no. of digital resources available to educational partners	30 current videos available	30 current videos available	50 current videos available	Not measured	Increase library by 10 videos a year
No. of students receiving Title I tutoring	246 students receiving services in 2021-22	246 students receiving services in 2021-22	297 students receiving services in 2022-23	223 students receiving services in 2023-24	20% increase of students receiving services compared to baseline data
Share of Board of Directors representing parents	Majority of members of the Board of Directors are parents	Majority of members of the Board of Directors are parents	Majority of members of the Board of Directors are parents	Majority of members of the Board of Directors are parents	Majority of members of the Board of Directors are parents
No. of collaborative meetings for instructional staff	No minutes throughout school year devoted to staff collaboration	200 minutes throughout school year devoted to staff collaboration	100 minutes throughout school year devoted to staff collaboration	250 minutes throughout school year devoted to staff collaboration	200 minutes throughout school year devoted to staff collaboration

Goal Analysis

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

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

The actions were implemented as planned.

Based on survey feedback, GLC focused on Social-Emotional Learning (SEL) which improved communications organization-wide, and active engagement of educational partners in decision-making to foster a dynamic learning environment. This increased student engagement and accessibility across all programs offered.

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.

The school made the planned expenditures as budgeted.

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

This goal was created to prioritize student engagement and cultivate a positive school climate by building upon the successful actions implemented in prior year Goal 1 and Goal 3. This goal is driven by the increased recognition of social-emotional needs among students and families. The goal was carried over to ensure ongoing progress in addressing these needs and to create a focused approach towards improving student engagement and school climate.

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.

Reflecting on prior actions and matrices the educational partners voiced concern of lack of student engagement and the need for SEL support, training, and connectivity with the school. We are continuing to refine our multi-tiered systems of support (MTSS) for students who are struggling academically and social-emotionally. As we further build out this program, we want to intentionally monitor progress towards student engagement and our overall school climate.

Goal #	Description
[Goal 3]	**Goal 3 is a focus goal where GLC SBSC aims to support and engage all parents and guardians to ensure the success of all students by continuing and developing the following:** ● Offer robust parent seminars to increase parental support and make training available to parents to address the needs of all students including our special populations. ● Promote parent involvement in our Advisory Council and school board through ParentSquare and community outreach. ● Utilize ParentSquare to keep families aware of key events and updates pertaining to their students. ● Continue to promote parental involvement in our surveys, including an annual satisfaction survey. ● Offer school wide events such as field trips, open-houses and other school-sponsored family events.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Share of Advisory Council/ELAC representing parents, including EL Parents	Majority of Advisory Council/ELAC are parents, 2 Advisory Council/ELAC members are EL Parents	Majority of Advisory Council/ELAC are parents, 2 Advisory Council/ELAC members are EL Parents	5 Advisory Council/ELAC members are parents, 2 are students	2 Advisory Council/ELAC members are parents, 2 are students	Majority of Advisory Council/ELAC are parents, 2 or more members of Advisory Council/ELAC are EL parents.
Number of Parent Cultural Groups in place	None	GLC SBSC no longer planning this action	GLC SBSC no longer planning this action	GLC SBSC no longer planning this action	Regularly meeting Parent Cultural Groups providing direct input on school planning, at least one per numerically significant student group
Number of parents participating in Parent Seminars	Averaged 10 parents per seminar	Averaged 19 parents per seminar	Averaged 25 parents per general session, 5 parents per Special Education sessions	Not measured	Average 30 parents per seminar
Percentage of parent respondents with a positive response to Satisfaction Survey question regarding GLC SBSC inclusion of parents in school decision-making	82% of parent respondents responded positively to question regarding GLC SBSC inclusion of parents in school decision-making	80% of parent respondents responded positively to question regarding GLC SBSC inclusion of parents in school decision-making	94% of parent respondents responded positively to question regarding GLC SBSC inclusion of parents in school decision-making	Not measured	90% or more parent respondents to respond positively to question regarding GLC SBSC inclusion of parents in school decision-making
Number of Parent Seminars offered throughout the year	6 Parent Seminars Offered 20-21	9 Parent Seminars offered 21-22	9 Parent Seminars and 5 Special Education Parent Focused on HS students and family offered 22-23	9 Parent Seminars and 7 Special Education Parent Focused on HS students and family offered 23-24	Six or more Parent Seminars offered during the course of the academic year

Goal Analysis

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

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

The actions were implemented as 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.

Expenses as planned.

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

GLC SBSC focused on outreach and support to parents across the entire school population and did not pursue parent cultural groups, community co-ops, cultural awareness training, or RC events specific to parents (however, the resource centers continued to host events which included information and resources for parents). In 2023-24, parent seminars were offered for parents of students in the general education population and several seminars were offered specifically for parents of special education high school students.

The school has maintained or increased its direct parent support. In addition to this, 90% of parents surveyed expressed that they are encouraged to share feedback with school staff and 96.7% agreed that the concerns they raise are heard and receive an appropriate response.

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

In last year's LCAP, this goal was Goal 2. The overall focus of the goal has been modified to include recent survey data focus on making connections with parents and developing relationships. Gorman will continue with the current actions.

Goal #	Description
[Goal 4]	**GLC SBSC will provide a Personalized Learning Model education to all students.** Goal 4 is a maintenance goal for GLC SBSC will ensure that it provides every family with qualified Personalized Learning Teachers, high quality instructional programs and services, rigorous standards-aligned and personalized curriculum across a broad array of courses, and a safe and effective learning environment. We support implementation of the state standards and student achievement for all students, including low income, homeless youth, foster youth, socio-economically disadvantaged, English Learners, and students with disabilities.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of teachers inappropriately assigned	0% of teachers inappropriately assigned	0% of teachers inappropriately assigned	0% of teachers inappropriately assigned	0% of teachers inappropriately assigned	0% of teachers inappropriately assigned
Percentage of students with access on demand to standards-aligned materials	100% of students have access on demand to standards-aligned materials	100% of students have access on demand to standards-aligned materials	100% of students have access on demand to standards-aligned materials	100% of students have access on demand to standards-aligned materials	100% of students have access on demand to standards-aligned materials
Facilities in good repair	All facilities rated in good repair	All facilities rated in good repair	Repairs needed at SCRC and RRC	Repairs needed at SCRC and RRC facilities	All facilities rated in good repair
% of teacher retention	98% teacher retention from 2022-23 school year to 2023-24 school year	(no data)	98% teacher retention from 2022-23 school year to 2023-24 school year	96% teacher retention from 2023-24 school year to 2024-25 school year	Maintain 95% or higher teacher retention by June 2024
Percentage of respondents with a positive response to Satisfaction Survey question regarding GLC SBSC providing quality coursework and electives through independent study	91% of respondents responded positively to question regarding GLC SBSC providing quality coursework and electives through independent study	91% of respondents responded positively to question regarding GLC SBSC providing quality coursework and electives through independent study	97.4% of respondents responded positively to question regarding GLC SBSC providing quality coursework and electives through independent study	95% of parents stated they are satisfied with how much their child is learning at Gorman.	90% or more respondents to respond positively to question regarding GLC SBSC providing quality coursework and electives through independent study
% of instructional staff receiving support and training	77.2% of instructional staff state that school leadership provided training and support	77.2% of instructional staff state that school leadership provided training and support	85% of instructional staff agree that school leadership provided training and support	68.4% of instructional staff state that school leadership provided SEL training and support	82% of instructional staff agree that school leadership provided training and support

Percentage of English Learners served by the English Language Development program	100% served ELD Program unless opted out	100% served ELD Program unless opted out	100% served ELD Program unless opted out	100% served ELD Program unless opted out	100% of students in the group have been provided designated services
No. of water bottle refill stations available at our facilities	0 water bottle refill stations available at our facilities	0 water bottle refill stations available at our facilities	1 water bottle refill stations available at our facilities	1 water bottle refill stations available at our facilities	3 water bottle refill stations available at our facilities

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.

All the matrices either maintained or increased within this goal.

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.

Due to ESSR funds all actions were completed as planned despite low student enrollment.

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

Implementing the actions within this goal allowed the school to make progress on all metrics.

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

The school wanted to include Social emotional Learning and Mental Health support to better address basic student needs for learning as indicated in Priority 1.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Gorman Learning Center San Bernardino/Santa Clarita	Olivia Duran, Executive Director	oduran@gormanlc.org

Plan Summary [2024-25]

General Information

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

Gorman Learning Center San Bernardino/Santa Clarita (GLC SB/SC) is a personalized learning public charter school that offers an independent study program to students. It serves families across San Bernardino, Los Angeles, Riverside, Orange and Inyo counties, with a significant population in San Bernardino County. Students learn in a flex-based environment, primarily through remote, distance, or online learning, with support from a Personalized Learning Teacher (PLT).

Reflections: Annual Performance

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

According to the California School Dashboard, Gorman's Chronic Absenteeism is lower than the California statewide average. Gorman's Suspension Rate is also significantly lower than the California state average. The participation rate on the California Assessment of Student Performance and Progress (CAASPP) continues to exceed pre-pandemic levels. In addition to this, Gorman's students showed a 5.4 point growth in mathematics scores on the CAASPP compared to a state growth of only 2.6 points.

The school organized regular training sessions for parents, special education (SPED) students, English Learner (EL) students, and teachers to improve student achievement and parental support. The school provided synchronous instruction on a wide range of educational topics, and subject expert teachers analyzed high school a-g courses. The school's Advisory Council continued to collaborate with educational partners to provide valuable insights into the direction and goals of the school. A Homeless and Foster Youth Liaison brought support to this population of students and families. The school's MTSS processes were enhanced and streamlined by the addition of an MTSS Coordinator. The Data & Assessment Analyst improved administrative processes related to data collection, analysis, and reporting. Utilization of Personalized Learning Teacher (PLT) dashboards, enabled tracking of individual student progress, curriculum, and goals.

Despite these successes, Gorman maintained scores in ELA on CAASPP similar to the state average.

Reflections: Technical Assistance

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

[Not applicable.]

Comprehensive Support and Improvement

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

Schools Identified

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

[Not applicable.]

Support for Identified Schools

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

[Not applicable.]

Monitoring and Evaluating Effectiveness

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

[Not applicable.]

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
[Parents and Students]	[508 parents, 278 students participated in the annual LCAP survey distributed in December 2023-January 2024. The results were analyzed by the district's Data and Assessment Analyst and shared at a virtual meeting held for parents and students on April 9th, 2024. During this meeting, parents were encouraged to add additional feedback regarding themes emerging in the LCAP survey data.]
[Administrators/Directors]	[10 administrators and director-level staff participated in the LCAP survey distributed in December 2023. Directors met to review the data and discuss options to address opportunities and concerns that were raised as a result of educational partner feedback. These ideas were shared with personalized learning teachers at their monthly staff meetings to allow for further discussion and insight. In addition to this, administrative staff collected data throughout the school year to monitor overall student retention rate. Trends in student withdrawals were compared to LCAP survey data to determine how to better support Gorman students and their families.]
[Personalized Learning Teachers (PLTs)]	[74 certificated staff members participated in the LCAP survey distributed in December 2023. Results were shared and discussed with teachers at their monthly PLT meetings.]
[Advisory Council]	Gorman's advisory council, consisting of staff members, parents and students, met bimonthly to discuss the effectiveness of 2023-24 LCAP Goals. Feedback from the council was considered in the formation of the focus goal for the 2024-25 LCAP.]
[Special Programs]	Some of our English Learner Parents have been regularly attending our monthly EL Parent Seminars and have also been invited to join our Advisory Council for the 2024-2025 school year in order to provide ongoing meaningful input and feedback to best support our English Language Learners here at Gorman.]

Insert or delete rows, as necessary.

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

[The Gorman Learning Center community was consulted in a broad survey called the Gorman Learning Center Satisfaction Survey, which collected responses to measure progress towards previous years' goals and to establish the key priorities of the new LCAP. The survey was released in December 2023 and responses were analyzed in January 2024. A data review process was implemented to discuss survey results with a variety of educational partners. Together, these educational partners interpreted the data and identified priorities and areas of success.

836 Educational Partners participated in the survey. 60% of the participants were parents, 33% students, and 7% staff.

Information from this survey was used to collaborate with educational partners and create actions around areas of strength and areas of need.

The Advisory Council/English Learner Advisory Council reviewed and discussed the 2023-24 LCAP Goals throughout March and April 2024. The Council completed its review and adopted revised language for the Goals at the May 21st, 2024 Advisory Council meeting. The LCAP was presented to the Board of Directors for public hearing on June 13th, and adopted by the Governing Board on June 27th.]

Goals and Actions

Goal 1

Goal #	Description	Type of Goal
[Goal #1]	[GLC SB/SC will equip students at all levels and in all student groups with the tools to succeed in college, career, and life. Gorman will prioritize standards mastery through our Personalized Learning Plan by setting goals towards student achievement. On a monthly basis GLC SB/SC will continue to monitor and evaluate these areas by analyzing CAASPP student results, formative assessment performance, other data measures, and mastery of standards aligned curriculum.]	[Broad]

State Priorities addressed by this goal.

[Implementation of State Standards, State Priority 2; Student Achievement, State Priority 4; Student Outcomes, State Priority 8.]

An explanation of why the LEA has developed this goal.

[Available academic achievement data, including prior years' academic indicators and College and Career Readiness indicators, combined with internal review of the overall academic program outcomes and educational partner survey responses, support the conclusion that the school must address academic performance in a broad way, with attention to all significant student groups, in English Language Arts, Mathematics, and measures of college and career-readiness.

CAASPP and iReady data at the beginning of year indicates we had significant learning loss, so the actions in this Broad goal focus on accelerating learning. Data from CAASPP and iReady shows that student academic achievement needs to be addressed and moving towards a positive upward trend.]

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
[Metric #1]	Percentage of teachers implementing standards tracking sheets	100% of teachers implementing standards tracking sheets			100% of teachers implementing standards tracking sheets	

[Metric #2]	ELD standards implemented for EL students	ELD Standards implemented to 100% English Learners in ELA K-12			ELD Standards implemented to 100% English Learners in ELA K-12	
[Metric #3]	Career/College/Life Skills Presentations for Middle & High School Students	6 in-person workshops, 6 virtual assemblies offered in 2023-24			5 Virtual and semester-long workshop at Resource Center focused on Career/College/Life Skills Presentations for Middle & High School Students	
[Metric #4]	Average Distance from Level 3 on ELA CAASPP	Maintained distance from standard in 2023 compared to 2022			Increase 2 points annually for a total of 6 point increase compared to 2023 CAASPP ELA data	
[Metric #5]	Average Distance from Level 3 on Math CAASPP	Increased 5.4 points in 2023 compared to 2022			Increase by 6 points compared to 2023 CAASPP Math data	
[Metric #6]	Correlation between CAASPP and Iready	Scores do not correlate, correlation coefficient below 0.7			iReady scores correlate to CAASPP scores with a correlation coefficient of at least 0.7.	
[Metric #7]	Percentage of English Learners who progress in English proficiency as measured by ELPAC	54.5% compared to State at 48.7%			GLC & SBSC 75%	

[Metric #8]	Percentage of English Learners who Reclassify as Fluent English Proficient (RFEP)	11.7%, of English Learners reclassified as fluent in English Proficient (RFEP) in 2023-24			10%, of English Learners reclassified as fluent in English Proficient (RFEP)	
[Metric #9]	Percentage of students who have completed a-g requirements	2.8% of GLC SBSC grads completed requirements in 2023 according to Data Quest			15% of GLC grads completing a-g requirements	
[Metric #10]	Percentage of students who have passed an AP exam with a 3 or higher	0 testers passed with a 3 or higher			60% of students who participate in AP exams pass with a 3 or higher	
[Metric #11]	Percentage of Foster Youth provided specific services for foster youth students	100% of Foster Youth provided specific services through Foster Liaison in 2023-24			100% of Foster Youth provided specific services through Foster Liaison in 2026-27	

Insert or delete rows, as necessary.

Goal Analysis for [2023-24]

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

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

[Not applicable.]

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

[Not applicable.]

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

[Not applicable.]

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

[Not applicable.]

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	College and Career Workshops	Support all students in improving academic achievement with college- and career-readiness learning opportunities by offering college and career workshops at resource centers	NA	N
2	Career Presentations	Support all students in improving academic achievement with college- and career-readiness learning opportunities by hosting career presenters for GLC students	NA	N
3	CAASPP Performance	Utilize internal assessments to better prepare students for participation in CAASPP testing. Identify students who are performing below grade level and implement appropriate supports and interventions to ensure that more students are performing at or above grade level by the end of the school year.	$ 50,889.00	N
4	AP Courses	Support all students in improving academic achievement with direct services and programs by continuing to offer AP courses at Resource Centers, on the Virtual Resource Center, and with online programs	$ 6,636.00	N
5	i-Ready	Support all students in improving academic achievement with direct services and programs by continuing to utilize i-Ready for diagnostic assessments and interventions	$ 24,335.00	N

6	Standards Tracking	Support parents in their Personalized Learning role by utilizing Standards Tracking to keep parents informed of grade-level expectations and student progress	Action Only	N
7	Curriculum Development	Support all students in improving academic achievement by revising curriculum bundles, developing Standards Mastery materials and resources, adopting standards-aligned online curriculum options, and implementing Curriculum Plan to assure standards-aligned curriculum	$78,692.00	N
8	MTSS Program	Implement effective and responsive schoolwide student and family engagement and support efforts by developing and coordinating an effective Multi-Tiered System of Support (MTSS) program, including Positive Behavioral Intervention and Support (PBIS) and the Student Study Team (SST) process	$ 76,482.00	N
9	DOR Collaboration	Implement effective and responsive schoolwide student and family engagement and support efforts by collaborating with the Department of Rehabilitation to assist SPED students with vocational skills, options, and support	Action Only	N

Insert or delete rows, as necessary.

Goal 2

Goal #	Description	Type of Goal
[Goal #2]	[**Gorman seeks to enhance** parental involvement in school decision-making, improve student engagement through better attendance and reduced dropout rates, and foster a positive school climate by ensuring safety and connectedness. These priorities aim to create a collaborative environment, keep students engaged, and maintain a supportive atmosphere for academic success and well-being. Goal #2 is to enhance student engagement and strengthen connections by developing two-way communication forums that include educational partners' input to inform administrative decision-making. We will promote and increase 1:1 and small group student interactions through Title I, synchronous instruction, a-g hour interactives, community partner access, and resource center workshops. Our independent study policy and student missing assignment report procedures will continue to monitor engagement and evaluate progress. We will build on our current MTSS system to support student achievement and specific needs. Monthly teacher/student meetings will develop personalized goals to boost achievement, attendance, and social-emotional well-being. Advisory council teams will include educational partner input for school decision-making. We will use surveys to inform and monitor the effectiveness of decisions, collecting data on all students, including subgroups such as Unduplicated Pupil Populations, students with disabilities, and at-promise students.]	[Broad]

State Priorities addressed by this goal.

[Parent Involvement, State Priority 3; Student Engagement, State Priority 5; School Climate, State Priority 6.]

An explanation of why the LEA has developed this goal.

[This broad goal seeks to prioritize student engagement and cultivate a positive school climate by strengthening relationships between all educational partners. This goal is driven by the need to increase 1:1 student support, address mental health issues, and leverage survey results to measure student achievement outcomes. Additionally, the goal was developed in response to survey feedback indicating the necessity to enhance communication among educational partners and to meet the demand for Social-Emotional Learning (SEL) resources and support for students and families.]

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
[Metric #1]	Percentage of parents/guardians who indicate that parents are given an opportunity to support the school	90.6% of respondents indicate that parents are given an opportunity to support the school			95% or more respondents indicate that parents are given an opportunity to support the school	
[Metric #2]	Percentage of respondents who indicate that the concerns they communicate with their PLT or school staff is heard and receives an appropriate response	95.1% of respondents indicate that the concerns they communicate with their PLT or school staff are heard and receive an appropriate response.			95% or more respondents indicate that the concerns they communicate with their PLT or school staff is heard and receives an appropriate response.	
[Metric #3]	Attendance rate	3.4% of students were chronically absent in 2022-23			0% chronically absent	
[Metric #4]	Suspension Rate	0% suspension rate			0% suspension rate	
[Metric #5]	Expulsion Rate	0% expulsion rate			0% expulsion rate	
[Metric #6]	Percentage of respondents with a positive response to Satisfaction Survey question regarding GLC providing a positive learning environment	97% of respondents responded positively to question regarding GLC providing a positive learning environment			90% or more respondents to respond positively to question regarding GLC providing a positive learning environment	

[Metric #7]	Percentage of parents who believe that Gorman has clear supports in place to support their student if they are struggling behaviorally	93.5%of parents surveyed state that Gorman has clear supports in place to support their student if they are struggling behaviorally.			90% or more of parents surveyed state that Gorman has clear supports in place to support their student if they are struggling behaviorally.	
[Metric #8]	Increase no. of SEL trainings & collaborative discussions provided	75 minutes of trainings & collaborative discussions for staff related to SEL			60 minutes of SEL training & collaborative discussions for staff	
[Metric #9]	Share of Board of Directors representing parents	Majority of members of the Board of Directors are parents			Majority of members of the Board of Directors are parents	
[Metric #10]	Time provided in meetings for collaboration among instructional staff	250 minutes throughout school year devoted to staff collaboration			200+ minutes throughout school year devoted to staff collaboration	
[Metric #14]	Number of Parent Seminars offered throughout the year	9 Parent Seminars and 7 Special Education Parent Focused on HS students and family offered 23-24			Six or more Parent Seminars offered during the course of the academic year. Also, Seven or more Special Education Parent Seminars Focused on HS students and families offered during the course of the academic year	

[Metric #15]	Number of English Learner Parent Seminars offered throughout the year	There were 5 English Learner specific parent seminars held in 2023-24			Six or more English Learner Parent Seminars offered during the course of the academic year	
[Metric #16]	Number of English Learner Parents attending Seminars offered throughout the year	8% of English Learner parents attended specific parent seminars held in 2023-24			50% or more English Learner parents attending Seminars offered during the course of the academic year	

Insert or delete rows, as necessary.

Goal Analysis for [2023-24]

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

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

[Not applicable.]

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

[Not applicable.]

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

[Not applicable.]

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

[Not applicable.]

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 Training for Instructional Staff	Intentionally incorporate SEL training and collaborative discussions at professional development meetings	Action Only	N
2	Gorman Newsletter	Parents, students and staff receive a monthly newsletter highlighting upcoming events, important dates, SEL supportive articles, and network wide updates.	Action only	N
3	GLCN Cares	Implement effective and responsive schoolwide student and family engagement and support efforts by maintaining the GLCares website	Action only	N
4	Educational Partner Feedback Cycle	Support parent participation in school decision-making by operating a educational partners feedback process of regular surveys and focus groups	$88,828.00	N
5	Engagement Data Analysis	Implement effective and responsive schoolwide student and family engagement and support efforts by proactively gathering data and conducting analysis on measures of student and family engagement to develop meaningful strategies to address root causes of withdrawal, dropping out, and chronic absenteeism	Action only	N
6	Education Technical Support	Support students, parents and staff in best practices for utilizing digital curriculums and other online programs.	Action Only	N
7	Parent Seminars	Support parents in their Personalized Learning role by continuing to provide Parent Seminars and Drop-Ins/Q&A sessions	$6,549.00	N
8	Website Development	Provide helpful information for prospective and current families regarding Gorman's academic programs, opportunities for engagement, and enrollment.	$10,000.00	
9	Digital Library	Parents have access to a variety of digital training resources related to student engagement, social-emotional support, and curriculum.	Action only	N

Insert or delete rows, as necessary.

Goal 3

Goal #	Description	Type of Goal
[Goal #3]	**[GLC SB/SC will provide a Personalized Learning Model education to all students.** Goal 4 is a maintenance goal for GLC SB/SC will ensure that it provides every family with qualified Personalized Learning Teachers, high quality instructional programs and services, rigorous standards-aligned and personalized curriculum across a broad array of courses, and a safe and effective learning environment. We support implementation of the state standards and student achievement for all students, including low income, homeless youth, foster youth, socio-economically disadvantaged, English Learners, and students with disabilities.]	[Maintenance]

State Priorities addressed by this goal.

[Basic, State Priority 1; Course Access. State Priority 7.]

An explanation of why the LEA has developed this goal.

[Available data and educational partner input suggest that the areas contained within this goal are being successfully addressed by the actions and services already in place. Metrics below will be used to monitor these areas on a regular basis. The actions included with this goal are those which GLC has determined are effective in these areas.]

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
[Metric #1]	Percentage of teachers inappropriately assigned	0% of teachers inappropriately assigned			0% of teachers inappropriately assigned	
[Metric #2]	Percentage of students with access on demand to standards-aligned materials	100% of students have access on demand to standards-aligned materials			100% of students have access on demand to standards-aligned materials	
[Metric #3]	Facilities in good repair	Resource Centers in need of moderate repairs			All facilities rated in good repair	

[Metric #4]	% of teacher retention, excluding retirement	96% teacher retention from 2023-24 school year to 2024-25 school year			Maintain 95% or higher teacher retention by June 2027	
[Metric #5]	Percentage of respondents with a positive response to Satisfaction Survey question regarding how satisfied they are with their child's learning at Gorman.	95% of parents stated they are satisfied with how much their child is learning at Gorman.			90% of parents stated they are satisfied with how much their child is learning at Gorman.	
[Metric #6]	% of instructional staff receiving support and training regarding SEL	68.4% of instructional staff state that school leadership provided SEL training and support			100% of instructional staff receive training and support regarding trauma informed practices and SEL	
[Metric #7]	% of instructional staff receiving training regarding EL support and reclassification	82.9% of teachers state that know how to determine their EL students' progress towards reclassification			100% of teachers receive training regarding EL students' progress towards reclassification	
[Metric #8]	% of teachers receiving support and training for all students	87.5% of teachers agree that what they learn at Gorman's professional development meetings address their students' needs.			100% of teachers receiving support and training for all students	

[Metric #9]	Percentage of English Learners served by the English Language Development program	100% served ELD Program unless opted out			100% of English Learners have been provided designated services	
[Metric #10]	No. of students receiving Title I tutoring	48% of students who qualified for services accepted them in 2023-24			70% of qualified students receive services	

Insert or delete rows, as necessary.

Goal Analysis for [2023-24]

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

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

[Not applicable.]

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

[Not applicable.]

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

[Not applicable.]

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

[Not applicable.]

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	Curriculum review and effectiveness	Subject Expert Teachers (SET) evaluate content courses and update or create courses to provide high quality resources for students to meet standards based and/or a-g graduation requirements and exhibit college and career readiness	(Captured in Goal 1, Action 8)	N
2	Direct Shipping	Support student access to curriculum by implementing direct shipping from vendors and parent ordering of curriculum with PLT approval	$ 62,500.00	N
3	PLTs	Ensure basic services are in place by providing credentialed Personalized Learning Teachers. Evaluations and observations align with CSTPs; mentoring program in place to support new teachers and facilitators; professional development to build capacity to differentiate instructional support for students with disabilities, English Learners, low socio-economic, at-promise subgroups, and gifted and talented students; continue to provide an induction program for teachers with preliminary credentials. Improved compensation plan for all teachers that will allow us to retain our staff	$5,290,257.00	N
4	SPED Teachers & Staff	Ensure basic services are in place by providing credentialed Special Education teachers and classified staffing	$2,831,549.90	N
5	Instructional/Student Support Staff	Ensure basic services are in place by providing qualified instructional staff and student support staff, paraprofessionals	$2,536,983.76	N
6	Curriculum and Materials	Ensure basic services are in place by providing curriculum and materials	$1,175,000.00	N
7	Software, Subscriptions, and Licenses	Ensure basic services are in place by providing curriculum software, subscriptions, and licenses,	$ 151,291.00	N
8	Devices and Internet	Ensure basic services are in place by providing devices and internet access	$ 23,800.00	N
9	Assessment	Ensure basic services are in place by providing effective assessment.	Action Only	N

10	PD for UP	Ensure additional learning support services are in place for Unduplicated Pupils by providing professional development activities designed to support Unduplicated Pupils	Action Only	Y
11	Supplemental curriculum for UP	Ensure additional learning support services are in place for Unduplicated Pupils by providing supplemental curriculum and materials for Unduplicated Pupils including standard aligned curriculum and online instructional supports to support all English Learners to reach annual growth towards language proficiency	$ 13,200.00	Y
12	Online resources for UP	Ensure additional learning support services are in place for Unduplicated Pupils by providing ELD via Edmentum	$ 2,500.00	Y
13	Direct Assistance for UP	Ensure direct assistance and support are provided to Unduplicated Pupils and their families by coordinating Foster Youth/Homeless student support, Low Income student support, and English Learner Support	$ 267,588.00	Y
14	Targeted Assistance	Ensure the achievement of at risk students is supported by providing supplemental instructional support to Title I students	$ 160,000.00	Y
15	Professional Development	Utilize student achievement data to drive student instruction through collaboration and data analysis; training for best practices regarding ed technology and SEL	$ 145,000.00	N
16	Mental Health Support	Enter into an MOU with local provider of mental health support services	Action Only	N

Insert or delete rows, as necessary.

Goal 4

Goal #	Description	Type of Goal
[Goal #4]	[Gorman will ensure equitable access to academic and social emotional support for all students by optimizing in-person learning opportunities.]	[Focus]

State Priorities addressed by this goal.

[Student Engagement, State Priority 5; Course Access, State Priority 7]

An explanation of why the LEA has developed this goal.

[The focus goal for the previous LCAP cycle beginning in 2021-22 was centered around increasing parent engagement and support. Based on survey data collected over the last three years, significant progress towards meeting this goal was evident. As a result of these improvements around parent engagement, the administrative team of Gorman decided to pursue a new focus goal for this upcoming LCAP cycle.

According to enrollment data from the last three years, Gorman's retention rate for current students is approximately 85%. When students withdraw from Gorman, their personalized learning teacher (PLT) submits a withdrawal form that includes data regarding the reason for the students' withdrawal. Analysis of this data showed that a significant majority of students who withdraw from Gorman to attend a similarly structured charter leave to have access to more in-person learning opportunities. In addition to this, LCAP survey data revealed that 38% of current parents feel there are not enough educational units provided to Gorman students. 76% of parents surveyed stated that their student utilizes their educational units towards academic support, sports, and art. The survey also revealed that 33% of parents indicated that there are not enough community partner options for them to choose from in their area. This was a top concern for parents of students who do not participate in in-person workshops at a resource center.

The LCAP survey also addressed upcoming legal challenges that may impact our ability to operate in-person resource centers. To better determine the value of the resource centers, questions around the benefit of resource centers were included in the survey. 40% of parents, students and staff surveyed stated they would help to garner community support for in-person resource centers to ensure their continued operation. 76% of Gorman's parents highly value in-person learning experiences for their students. This percentage is starkly higher than pre-Covid percentages.

42% of Gorman's English Learners participate in workshops at our in-person resource centers. In addition to this, 29% of Gorman's homeless population and 52% of the socio-economically disadvantaged student population attend workshops at the resource center. Student achievement data from CAASPP 2022 and CAASPP 2023 indicate that students in these special programs saw higher growth in their performance over time in ELA and Mathematics in contrast to the same populations in the rest of the state of California. According to the survey, nearly 600 parents and students state that they highly value the in-person learning experience to supplement their student's academic experience. Administrative staff and the governing board were presented this data and discussed how to best ensure the continuation of resource centers as we approach the charter renewal process.

The key tenets of Gorman's new focus goal are to identify and implement best practices around educational units to ensure equitable access to academic support for all students and to work towards continuation of our physical resource centers by focusing on financial planning and strategic planning in anticipation of charter renewal.]

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
[Metric #1]	No. of Field Trips offered	1 field trip was offered in 2023-24			5+ field trips per school year	
[Metric #2]	Retention rate of Gorman students	75% of Gorman students stayed enrolled from 2022-23 to 2023-24 (excludes graduates and No-Shows)			85% of Gorman students stay enrolled between school years	
[Metric #3]	% of families who report satisfaction with community partner resources available	62% of families are satisfied with the current community partner resources available			75% of families are satisfied with the current community partner resources available	
[Metric #4]	Local District Relationships	As of 2023-24, Gorman has no existing relationships with local districts			Gorman has relationships with all local districts.	
[Metric #5]	No. of workshops offered	274 in-person workshops offered VA: 301 virtual workshops offered			Gorman offers 200+ in-person workshops and 250+ virtual workshops	
[Metric #6]	No. of students attending workshops at physical RC	776 students attended physical workshops in 2023-24			800+ students attending physical workshops	

[Metric #7]	No. of students attending virtual workshops	205 students participated in virtual workshops in 2023-24			200+ students participate in virtual workshops	
[Metric #8]	No. of CTE classes available at resource centers	As of 2023-24 there was 1 workshop and 24 virtual classes available at resource centers. There were no complete pathways.			4 in-person workshops and 20+ virtual CTE classes available at the resource centers. There will be 15 complete pathways.	
[Metric #9]	Percentage of students participating in a CTE pathway	0% high schoolers completed a CTE pathway in 2023-24			15% of high schoolers completed a CTE pathway	

Insert or delete rows, as necessary.

Goal Analysis for [2023-24]

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

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

[Not applicable.]

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

[Not applicable.]

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

[Not applicable.]

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

[Not applicable.]

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	Resource Centers	Provide opportunities for students to attend resource centers for in-person instruction and peer engagement.	$612,582.00	
2	Community Partnerships	Create opportunities for students to actively engage in their communities with personalized educational activities	Action Only	
3	Marketing Focus	Create a marketing position to focus on student retention, enrollment district relations, and community partnerships.	$ 92,810.10	
4	CTE workshops and materials	Provide virtual and in-person CTE workshop opportunities for students. Equip classrooms with materials and supplies necessary for each CTE in-person workshop.	$ 2,500.00	
5	Update Community Partner List	Update current community partner list to be more accessible for parents and guardians.	Action Only	
6	Community Partner Services	Support all students in improving academic achievement with direct services and programs by continuing to offer Community Partner services	$1,200,000.00	N
7	Learning Environments	Ensure basic services are in place by providing safe and supportive learning environments.	$109,600.00	
8	CTE Pathways	Support all students in improving academic achievement with college- and career-readiness learning opportunities by offering complete CTE pathways	$266,965.55	N

Insert or delete rows, as necessary.

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$[1,422,832]	$[0]

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
[8.24]%	[0]%	$[0]	[8.24]%

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 3 and Action #11]	[Our homeless and foster populations as well as our English Learning population have unique social emotional and academic needs.]	[Gorman will ensure additional learning support services are in place for Unduplicated Pupils by providing professional development activities designed to support Unduplicated Pupils in trauma informed practices and English Learner reclassification and academic support.]	[We will aim to have 100% of all instructional staff trained regarding trauma informed practices and EL support training.]
[Goal 3 and Action #12]	[Gorman's unduplicated pupils require supplemental resources and curriculum including online instructional support for English Learners.]	[Gorman will ensure additional learning support services are in place for Unduplicated Pupils by providing supplemental curriculum and materials for Unduplicated Pupils including standard aligned curriculum and online instructional supports to support all English Learners to reach annual growth towards language proficiency]	[100% of English Learners have been provided designated services]
[Goal 3 and Action #14]	[Gorman's unduplicated pupils at times require direct assistance from a homeless/foster liaison and/or an EL coordinator.]	[Gorman will ensure direct assistance and support are provided to Unduplicated Pupils and their families by coordinating Foster Youth/Homeless student support, Low Income student support, and English Learner Support]	[100% of Foster Youth provided specific services through Foster Liaison]
[Goal 4 and Action #2]	[English Learners would benefit from working with community partners that speak their home language to assist with English Proficiency.]	[Gorman staff will seek to establish more opportunities for students to utilize community partners to progress towards English Proficiency.	[3+ community partners that utilize students' home language to assist towards English Proficiency]

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 3 and Action #14]	[Gorman's unduplicated pupils at times require direct assistance from a homeless/foster liaison and/or an EL coordinator.]	[Gorman will ensure direct assistance and support are provided to Unduplicated Pupils and their families by coordinating Foster Youth/Homeless student support, Low Income student support, and English Learner Support]	[100% of Foster Youth provided specific services through Foster Liaison]

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.

N/A

Additional Concentration Grant Funding

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

[N/A]

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1 : 13.6 105 (non-office classified + paraprofessionals) : 1,427	[Provide ratio here]
Staff-to-student ratio of certificated staff providing direct services to students	1: 22.0 65 Teachers : 1,427 students 10/5/2023	[Provide ratio here]

SBSC Action Tables

Table 1 24-25

2024-25 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 %)
2024-25	$ 17,262,818	$ 1,422,832	8.242%	0.000%	8.242%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 11,866,700	$ 2,951,550	$ -	$ 468,288	$ 15,286,538.31	$ 11,057,177	$ 4,229,362

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	College and Career Workshops	All	No	LEA-wide	All		Ongoing	NA	NA	NA	NA	NA	NA	NA	0.000%
1	2	Career Presentations	All	No	LEA-wide	All		Ongoing	NA	NA	NA	NA	NA	NA	NA	0.000%
1	3	CAASPP Performance	All	No	LEA-wide	All		Ongoing	$ 50,889	$ -	$ 50,889	$ -	$ -	$ -	$ 50,889	0.000%
1	4	AP Courses	All	No	LEA-wide	All		Ongoing	$ 4,136	$ 2,500	$ 6,636	$ -	$ -	$ -	$ 6,636	0.000%
1	5	i-Ready	All	No	LEA-wide	All		Ongoing	$ -	$ 24,335	$ 24,335	$ -	$ -	$ -	$ 24,335	0.000%
1	6	Standards Tracking	All	No	LEA-wide	All		Ongoing	NA	NA	NA	NA	NA	NA	NA	0.000%
1	7	Curriculum Development	All	No	LEA-wide	All		Ongoing	$ 78,692	$ -	$ 78,692	$ -	$ -	$ -	$ 78,692	0.000%
1	8	MTSS Program	All	No	LEA-wide	All		Ongoing	$ 76,482	$ -	$ 76,482	$ -	$ -	$ -	$ 76,482	0.000%
1	9	DOR Collaboration	All	No	LEA-wide	All		Ongoing	NA	NA	NA	NA	NA	NA	NA	0.000%
2	1	SEL Training for Instructional Staff	All	No	LEA-wide	All		Ongoing	NA	NA	NA	NA	NA	NA	NA	0.000%
2	2	Gorman Newsletter	All	No	LEA-wide	All		Ongoing	NA	NA	NA	NA	NA	NA	NA	0.000%
2	3	GLCares	All	No	LEA-wide	All		Ongoing	NA	NA	NA	NA	NA	NA	NA	0.000%
2	4	Educational Partner Feedback Cycle	All	No	LEA-wide	All		Ongoing	$ 88,828	$ -	$ 88,828	$ -	$ -	$ -	$ 88,828	0.000%
2	5	Engagement Data Analysis	All	No	LEA-wide	All		Ongoing	NA	NA	NA	NA	NA	NA	NA	0.000%
2	6	Education Technical Support	All	No	LEA-wide	All		Ongoing	NA	NA	NA	NA	NA	NA	NA	0.000%
2	7	Parent Seminars	All	No	LEA-wide	All		Ongoing	$ 6,549	$ -	$ 6,549	$ -	$ -	$ -	$ 6,549	0.000%
2	8	Website Development	All	No	LEA-wide	All		Ongoing	$ -	$ 10,000	$ 10,000	$ -	$ -	$ -	$ 10,000	0.000%
2	9	Digital Library	All	No	LEA-wide	All		Ongoing	NA	NA	NA	NA	NA	NA	NA	0.000%
3	1	Curriculum review and effectiveness	All	No	LEA-wide	All		Ongoing	NA	NA	NA	NA	NA	NA	NA	0.000%
3	2	Direct Shipping	All	No	LEA-wide	All		Ongoing	$ -	$ 62,500	$ 62,500	$ -	$ -	$ -	$ 62,500	0.000%
3	3	PLTs	All	No	LEA-wide	All		Ongoing	$ 5,290,257	$ -	$ 5,290,257	$ -	$ -	$ -	$ 5,290,257	0.000%
3	4	SPED Teachers	Students with Disabilities	No	LEA-wide	All		Ongoing	$ 1,218,357	$ -	$ -	$ 1,218,357	$ -	$ -	$ 1,218,357	0.000%
3	4	SPED Staff	Students with Disabilities	No	LEA-wide	All		Ongoing	$ 1,613,193	$ -	$ -	$ 1,613,193	$ -	$ -	$ 1,613,193	0.000%
3	5	Instructional Staff	All	No	LEA-wide	All		Ongoing	$ 2,448,157	$ -	$ 2,448,157	$ -	$ -	$ -	$ 2,448,157	0.000%
3	5	Student Support Staff	All	No	LEA-wide	All		Ongoing	$ 88,827	$ -	$ 88,827	$ -	$ -	$ -	$ 88,827	0.000%
3	6	Curriculum and Materials	All	No	LEA-wide	All		Ongoing	$ -	$ 1,175,000	$ 1,175,000	$ -	$ -	$ -	$ 1,175,000	0.000%
3	7	Software, Subscriptions, and Licenses	All	No	LEA-wide	All		Ongoing	$ -	$ 151,291	$ 151,291	$ -	$ -	$ -	$ 151,291	0.000%
3	8	Devices and Internet	All	No	LEA-wide	All		Ongoing	$ -	$ 23,800	$ 23,800	$ -	$ -	$ -	$ 23,800	0.000%
3	9	Assessment	All	No	LEA-wide	All		Ongoing	NA	NA	NA	NA	NA	NA	NA	0.000%
3	10	PD for UP	All	Yes	LEA-wide	All		Ongoing	NA	NA	NA	NA	NA	NA	NA	0.000%
3	11	Supplemental curriculum for UP	English Learners	Yes	LEA-wide	English Learners		Ongoing	$ -	$ 13,200	$ -	$ -	$ -	$ 13,200	$ 13,200	0.000%
3	12	Online resources for UP	All	Yes	LEA-wide	All		Ongoing	$ -	$ 2,500	$ -	$ -	$ -	$ 2,500	$ 2,500	0.000%
3	13	Direct Assistance for UP	Income	Yes	LEA-wide	All		Ongoing	$ -	$ 267,588	$ -	$ -	$ -	$ 267,588	$ 267,588	0.000%
3	14	Targeted Assistance	All	Yes	LEA-wide	All		Ongoing	$ -	$ 160,000	$ -	$ -	$ -	$ 160,000	$ 160,000	0.000%
3	15	Professional Development	All	No	LEA-wide	All		Ongoing	$ -	$ 145,000	$ -	$ 120,000	$ -	$ 25,000	$ 145,000	0.000%
3	16	Mental Health Support	All	No	LEA-wide	All		Ongoing	NA	NA	NA	NA	NA	NA	NA	0.000%
4	1	Resource Centers	All	No	LEA-wide	All		Ongoing	$ -	$ 612,582	$ 612,582	$ -	$ -	$ -	$ 612,582	0.000%
4	2	Community Partners	All	No	LEA-wide	All		Ongoing	NA	NA	NA	NA	NA	NA	NA	0.000%
4	3	Marketing Focus	All	No	LEA-wide	All		Ongoing	$ 92,810	$ -	$ 92,810	$ -	$ -	$ -	$ 92,810	0.000%
4	4	CTE workshops and materials	All	No	LEA-wide	All		Ongoing	$ -	$ 2,500	$ 2,500	$ -	$ -	$ -	$ 2,500	0.000%
4	5	Update Community Partner List	All	No	LEA-wide	All		Ongoing	NA	NA	NA	NA	NA	NA	NA	0.000%
4	6	Community Partner Services	All	No	LEA-wide	All		Ongoing	$ -	$ 1,200,000	$ 1,200,000	$ -	$ -	$ -	$ 1,200,000	0.000%
4	7	Learning Environments	All	No	LEA-wide	All		Ongoing	$ -	$ 109,600	$ 109,600	$ -	$ -	$ -	$ 109,600	0.000%
4	8	CTE Pathways	All	No	LEA-wide	All		Ongoing	$ -	$ 266,966	$ 266,966	$ -	$ -	$ -	$ 266,966	0.000%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%

Table 2 24-25

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 17,262,818	$ 1,422,832	8.242%	0.000%	8.242%	$ -	0.000%	0.000%	Total:	$ -
								LEA-wide Total:	$ -
								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	College and Career Workshops	No	LEA-wide			$ -	0.000%
1	2	Career Presentations	No	LEA-wide			$ -	0.000%
1	3	CAASPP Performance	No	LEA-wide			$ -	0.000%
1	4	AP Courses	No	LEA-wide			$ -	0.000%
1	5	i-Ready	No	LEA-wide			$ -	0.000%
1	6	Standards Tracking	No	LEA-wide			$ -	0.000%
1	7	Curriculum Development	No	LEA-wide			$ -	0.000%
1	8	MTSS Program	No	LEA-wide			$ -	0.000%
1	9	DOR Collaboration	No	LEA-wide			$ -	0.000%
2	1	SEL Training for Instructional Staff	No	LEA-wide			$ -	0.000%
2	2	Gorman Newsletter	No	LEA-wide			$ -	0.000%
2	3	GLCares	No	LEA-wide			$ -	0.000%
2	4	Educational Partner Feedback Cycle	No	LEA-wide			$ -	0.000%
2	5	Engagement Data Analysis	No	LEA-wide			$ -	0.000%
2	6	Education Technical Support	No	LEA-wide			$ -	0.000%
2	7	Parent Seminars	No	LEA-wide			$ -	0.000%
2	8	Website Development	No	LEA-wide			$ -	0.000%
2	9	Digital Library	No	LEA-wide			$ -	0.000%
3	1	Curriculum review and effectiveness	No	LEA-wide			$ -	0.000%
3	2	Direct Shipping	No	LEA-wide			$ -	0.000%
3	3	PLTs	No	LEA-wide			$ -	0.000%
3	4	SPED Teachers	No	LEA-wide			$ -	0.000%
3	4	SPED Staff	No	LEA-wide			$ -	0.000%
3	5	Instructional Staff	No	LEA-wide			$ -	0.000%
3	5	Student Support Staff	No	LEA-wide			$ -	0.000%
3	6	Curriculum and Materials	No	LEA-wide			$ -	0.000%
3	7	Software, Subscriptions, and Licenses	No	LEA-wide			$ -	0.000%
3	8	Devices and Internet	No	LEA-wide			$ -	0.000%
3	9	Assessment	No	LEA-wide			$ -	0.000%
3	10	PD for UP	Yes	LEA-wide	All		NA	0.000%
3	11	Supplemental curriculum for UP	Yes	LEA-wide	English Learners		$ -	0.000%
3	12	Online resources for UP	Yes	LEA-wide	All		$ -	0.000%
3	13	Direct Assistance for UP	Yes	LEA-wide	All		$ -	0.000%
3	14	Targeted Assistance	Yes	LEA-wide	All		$ -	0.000%
3	15	Professional Development	No	LEA-wide			$ -	0.000%
3	16	Mental Health Support	No	LEA-wide			$ -	0.000%
4	1	Resource Centers	No	LEA-wide			$ -	0.000%
4	2	Community Partners	No	LEA-wide			$ -	0.000%
4	3	Marketing Focus	No	LEA-wide			$ -	0.000%
4	4	CTE workshops and materials	No	LEA-wide			$ -	0.000%
4	5	Update Community Partner List	No	LEA-wide			$ -	0.000%
4	6	Community Partner Services	No	LEA-wide			$ -	0.000%
4	7	Learning Environments	No	LEA-wide			$ -	0.000%
4	8	CTE Pathways	No	LEA-wide			$ -	0.000%
							$ -	0.000%

Table 3 23-24

2023-24 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 12,947,214.33	$ 10,889,311.59

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	College and Career Workshops	No	NA	NA
1	2	Career Presentations	No	NA	NA
1	3	CAASPP Performance	No	$ 50,889	$ 27,175
1	4	AP Courses	No	$ 4,136	$ 1,198
1	5	i-Ready	No	$ 16,000	$ 24,364
1	6	Community Partner Services	No	$ 900,000	$ 1,205,739
1	7	CTE Pathways	No	$ 241,428	$ 209,026
1	8	Curriculum Development	No	$ 80,921	$ 56,033
1	9	MTSS Program	No	$ 56,713	$ 46,859
1	10	DOR Collaboration	No	NA	NA
1	11	Standards Tracking	No	NA	NA
2	1	Create library of digital training resources	No	NA	NA
2	2	SEL Training for Instructional Staff	No	NA	NA
2	3	SEL Curriculum	No	$ 3,313	$ -
2	4	GLCares	No	NA	NA
2	5	Educational Partner Feedback Cycle	No	$ 124,068	$ 82,099
2	6	Engagement Data Analysis	No	NA	NA
2	7	Education Technical Support	No	NA	NA
3	1	Advisory Council	No	NA	NA
3	2	GLC Parent Website	No	NA	NA
3	3	Parent Seminars	No	$ 11,168	$ 11,065
3	4	Parent Cultural Groups	No	NA	NA
3	5	Community Co-ops	No	NA	NA
3	6	Special Needs Training	No	NA	NA
3	7	Parent Events	No	$ 28,500	$ 40,356
4	1	Curriculum review and effectiveness	No	NA	NA
4	2	Direct Shipping	No	$ 63,500	$ 35,918
4	3	PLTs	No	$ 4,989,224	$ 4,399,247
4	4	SPED Teachers	No	$ 962,140	$ 439,625
4	4	SPED Staff	No	$ 376,033	$ 269,481
4	5	Instructional Staff	No	$ 2,326,539	$ 1,371,630
4	5	Student Support Staff	No	$ 85,977	$ 65,483
4	6	Curriculum and Materials	No	$ 993,550	$ 1,000,873
4	7	Software, Subscriptions, and Licenses	No	$ 119,925	$ 129,776
4	8	Devices and Internet	No	$ 185,000	$ 283,884
4	9	Learning Environments	No	$ 599,932	$ 601,557
4	10	Assessment	No	$ -	$ -
4	11	PD for UP	Yes	NA	NA
4	12	Supplemental curriculum for UP	Yes	$ 6,000	$ 486
4	13	Online resources for UP	Yes	$ 5,000	$ 2,756
4	14	Direct Assistance for UP	Yes	$ 293,647	$ 166,722
4	15	Targeted Assistance	Yes	$ 200,000	$ 243,208
4	16	Professional Development	No	$ 57,420	$ 47,915
4	17	Cultural Awareness Training	No	NA	NA
4	18	Post-Pandemic Support	No	$ 166,192	$ 126,840
4	19	Mental Health Support	No	NA	NA
4	20	Strength and Support for Success	No	NA	NA
				$ -	$ -

Table 4 23-24

2023-24 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)
$ -	$ -	$ 10,877,662	$ (10,877,662)	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
4	11	PD for UP	Yes	NA		0.000%	0.000%
4	12	Supplemental curriculum for UP	Yes	$ -	$ 486.41	0.000%	0.000%
4	13	Online resources for UP	Yes	$ -	$ 2,756.00	0.000%	0.000%
4	14	Direct Assistance for UP	Yes	$ -	$ 166,722.31	0.000%	0.000%
4	15	Targeted Assistance	Yes	$ -	$ 243,207.50	0.000%	0.000%

Table 5 23-24

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 17,262,818	$ 1,422,832	0.000%	8.242%	$ 10,877,662	0.000%	63.012%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

- Students

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

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

- Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

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

Broad Goal

Description

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

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
  - Indicate the school year to which the baseline data applies.
  - The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
    - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

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

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

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

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

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

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
    - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
    - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023