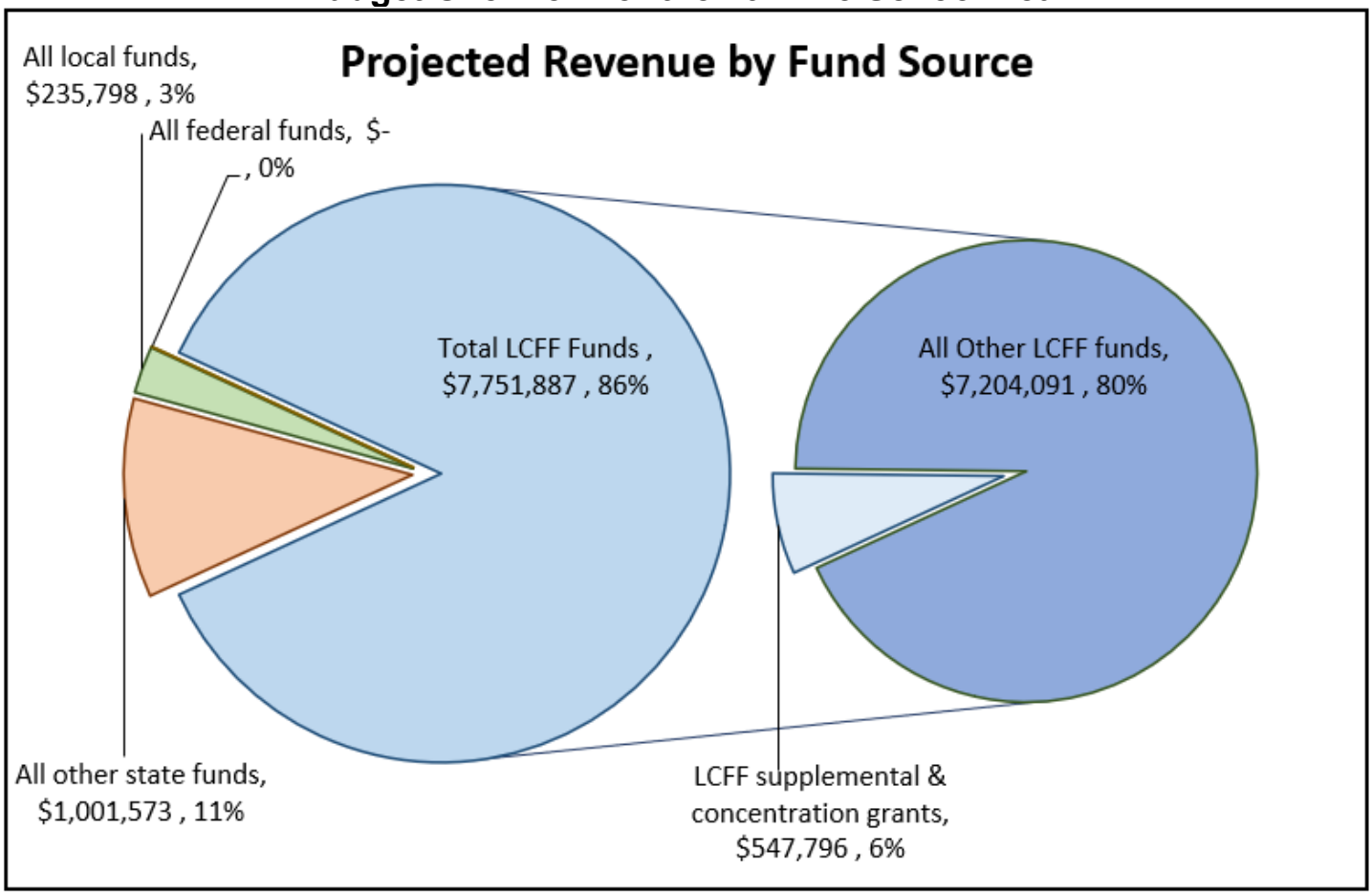
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Competitive Edge Charter Academy (CECA)
CDS Code: 36-67959-0124032
School Year: 2024-25
LEA contact information:
Joe Mead
Principal
josef_mead@ycjusd.us
9097903207 ext. 4517

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

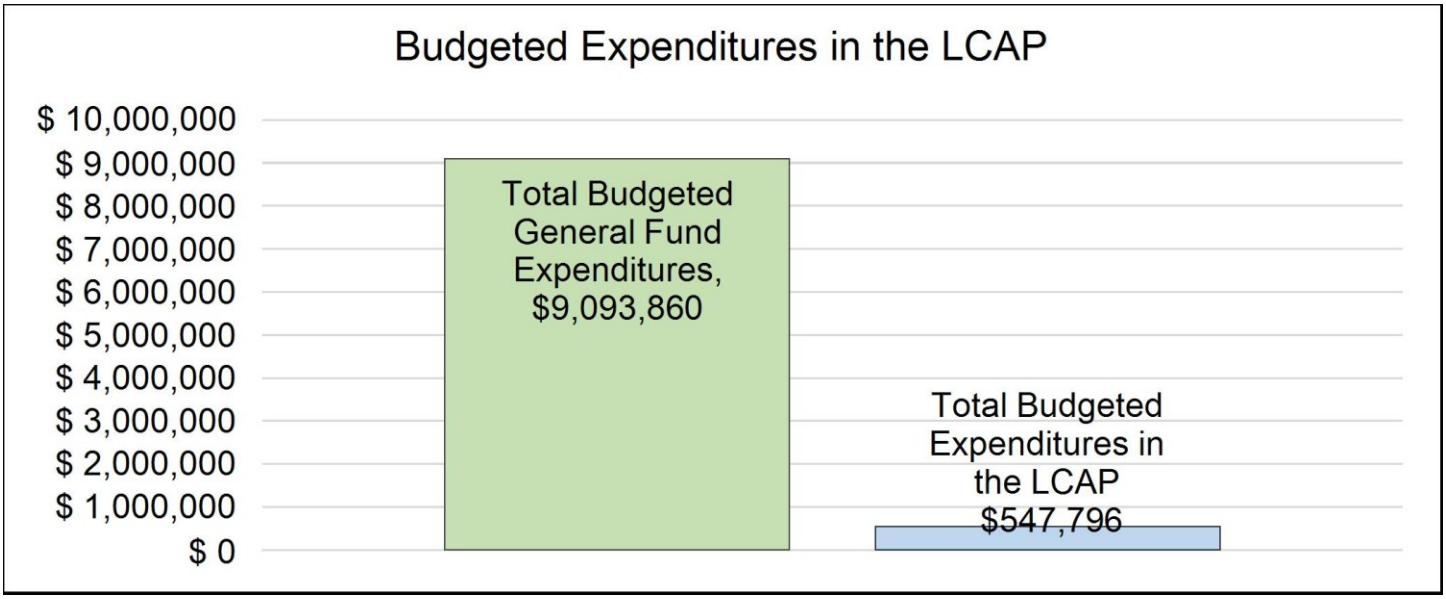


This chart shows the total general purpose revenue Competitive Edge Charter Academy (CECA) expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Competitive Edge Charter Academy (CECA) is $8,989,258, of which $7,751,887 is Local Control Funding Formula (LCFF), $1,001,573 is other state funds, $235,798 is local funds, and $0 is federal funds. Of the $7,751,887 in LCFF Funds, $547,796 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Competitive Edge Charter Academy (CECA) 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: Competitive Edge Charter Academy (CECA) plans to spend $9,093,860 for the 2024-25 school year. Of that amount, $547,796 is tied to actions/services in the LCAP and $8,546,064 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

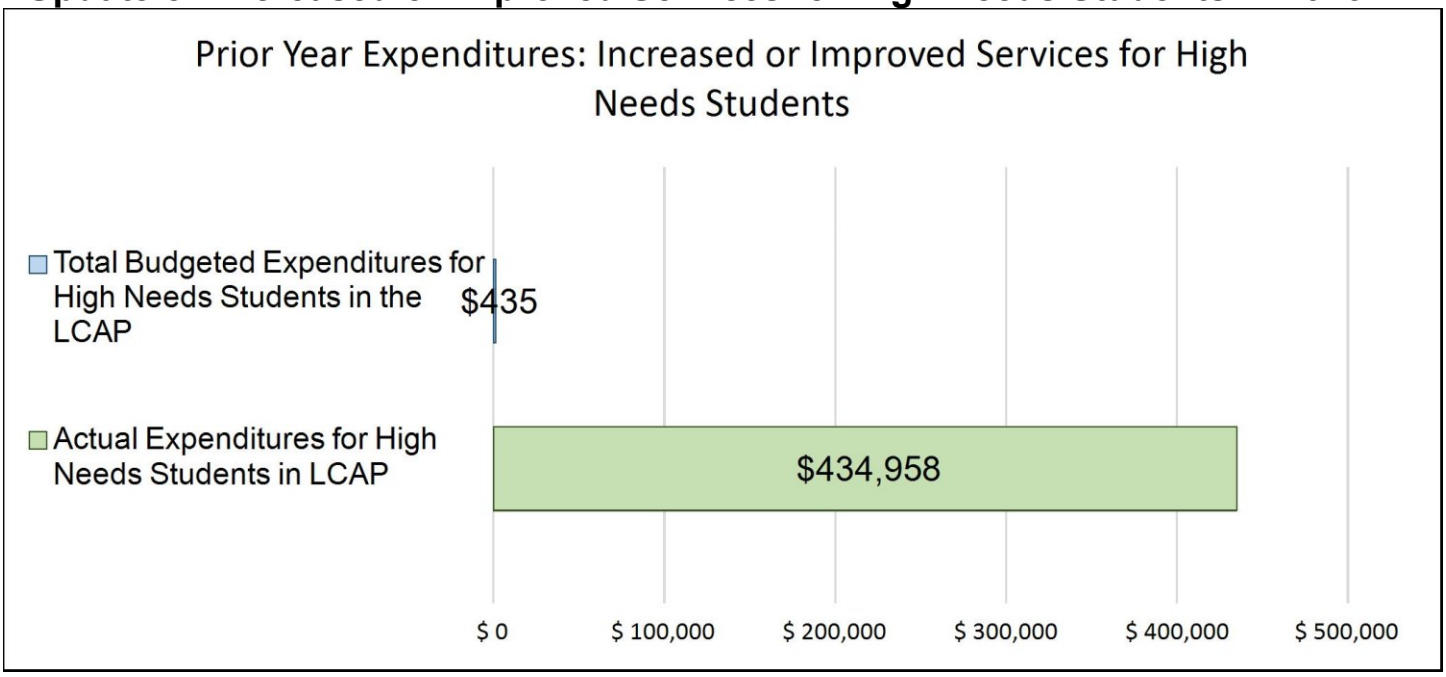
The largest expenditure from General Funding (GF) is personnel at our school. The General Fund is also used for operations and maintenance.

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

In 2024-25, Competitive Edge Charter Academy (CECA) is projecting it will receive $547,796 based on the enrollment of foster youth, English learner, and low-income students. Competitive Edge Charter Academy (CECA) must describe how it intends to increase or improve services for high needs students in the LCAP. Competitive Edge Charter Academy (CECA) plans to spend $547,796 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Competitive Edge Charter Academy (CECA) budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Competitive Edge Charter Academy (CECA) 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, Competitive Edge Charter Academy (CECA)'s LCAP budgeted $434.958 for planned actions to increase or improve services for high needs students. Competitive Edge Charter Academy (CECA) actually spent $434,958 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Competitive Edge Charter Academy (CECA)	Joe Mead Principal	josef_mead@ycjusd.us 9097903207 ext. 4517

Goals and Actions

Goal

Goal #	Description
1	Increase the relevance and rigor of the core curriculum and instruction implementing the Common Core State Standards

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
STAR Reading and Early Literacy results (baseline from 2020-2021 school year spring results), CAASPP results (beginning with the 2021-22 school year)	2019-2020 CAASPP English Language Arts results (2019): English Learners - 8.8 points below standard Socioeconomically Disadvantaged (2019): 7 points below standard CAASPP Mathematics results (2019): English Learners 32.3 points below standard Socioeconomically Disadvantaged (2019) - 55.9 points below standard	2020-2021 CAASPP English Language Arts results Not reported Socioeconomically Disadvantaged: Not reported CAASPP Mathematics results: Not reported Socioeconomically Disadvantaged: Not reported	2022 CAASPP English Language Arts results (2022): English Learners - 3.3 points below standard Socioeconomically Disadvantaged (2022): 2 points above standard CAASPP Mathematics results (2022): English Learners points 62.6 below standard Socioeconomically Disadvantaged (2022): 52.4 points below standard	CAASPP English Language Arts results (2023): English Learners - 12.6 points below standard Socioeconomically Disadvantaged (2023): 14.4 points above standard CAASPP Mathematics results (2023): English Learners points 47.9 below standard Socioeconomically Disadvantaged (2023): 32.9 points below standard	CAASPP English Language Arts results (2022): English Learners - 32 points below standard Socioeconomically Disadvantaged (2022): 10 points above standard CAASPP Mathematics results (2022): English Learners 66 points below standard Socioeconomically Disadvantaged (2022): 42 points below standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learner Progress Indicator located on the California School Dashboard	52.9% making progress towards English proficiency	N/A making progress towards English proficiency	53.3 % making progress towards English proficiency	36.4 % making progress towards English proficiency	60% making progress towards English proficiency
Intervention opportunities in both ELA and mathematics, outside of the school day, for grade levels 3-8	Interventions for grades 3-8 in the area of mathematics and ELA provided a minimum of two times a week.	All interventions, grades K-8, were provided in the school day for students identified through the DAT meeting process.	All interventions, grades K-8, were provided in the school day for students identified through the DAT meeting process.	All interventions, grades K-8, were provided in the school day for students identified through the DAT meeting process.	All interventions (tiers 2 and 3), grades K-8, will be provided in the school day for students identified through the DAT meeting process.

Goal Analysis

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

Goal 1 actions and services were successfully implemented in an effort to provide targeted additional support to meet the needs of students who are not meeting standards in the core instructional program. Successes, challenges, and implementation information for Goal 1 actions are noted below:
That sounds like a very successful year! It's great to hear that all of your goals were accomplished. Here's a breakdown of what you achieved:

Reading Specialist: CECA implemented a tiered reading instruction program, provided support to families, and collaborated with teachers to improve literacy.

Librarian: Students were exposed to a variety of books, motivated to read, received support with exhibition and the community project, and the library collection was expanded.

Professional Development: Staff participated in ongoing professional development focused on inquiry-based instruction. Individuals also chose topics , such as the science of reading, Building Thinking Classrooms, and Math Mindset to learn more about solo or in small groups.

Interventions: Targeted support was offered to students in ELA and math.

Overall, this shows a commitment to providing a well-rounded education for our students. Here are some questions we are considering moving forward:

How can we measure the impact of the interventions?

Are there any areas where we would like to see improvement next year?

How can we continue to support teachers' professional development needs?

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

There was not a material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

We have made significant progress towards our goals over the past three years, particularly with academic achievement based on CAASPP results. However, there's room for improvement in reaching your English Learner (EL) population. Here's a breakdown of what we know so far:

Success: Your implemented actions were effective in achieving most established goals in this particular area, although there is still plenty of room to grow.

Highlight: CAASPP results indicate strong academic performance for most of our subgroups and overall.

Area for Improvement: Goals for reaching your EL population weren't met.

Before diving into the breakdown of our actions, we need to consider:

Specifics of EL Goals: What were the specific goals we set for reaching your EL population? Understanding these will help analyze the effectiveness of the actions taken.

CAASPP for EL Students: Did we analyze how our EL students performed on the CAASPP compared to other student groups? This might provide insights into their specific needs.

The virtual learning environment created unique challenges, particularly for younger students in K-2. The following description highlights the importance of the reading specialist:

Identified Gaps: The specialist effectively recognized the prevalence of reading skill gaps across all grade levels, especially in the crucial K-2 foundation years.

Multi-Level Approach: The role evolved to address not just student needs but also staff and family needs, recognizing the importance of a holistic approach.

Communication & Engagement: Initiatives like parent meetings and weekly videos on Instagram demonstrate creativity and resourcefulness in engaging families and equipping them to support their children's reading at home.

This multi-faceted approach required strong planning, organization, and perseverance (grit) from the reading specialist. It highlights the specialist's ability to adapt and expand their role to meet the unique demands of virtual learning.

Going forward, the Reading Specialist and TOA will work together to keep real-time data on the effectiveness of interventions so that we can pivot or update approaches as necessary.

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.

Here is a breakdown of potential future changes with descriptions:

Maintaining Standards: Sticking to planned outcomes shows commitment to student growth, but it's also important to acknowledge the impact of virtual learning on foundation skills, particularly for K-2 students.

Alternative Metrics: While standardized tests like CAASPP offer valuable data, we must use "in-the-moment-data" . This could include:
Formative assessments within lessons
Student self-evaluations
Observations of reading fluency and comprehension
Short, frequent reading checks
STAR reading and math assessments
CFA data

These can provide real-time insights into student progress and areas that need immediate attention.

Data-Driven Interventions: By using in-the-moment-data, we can tailor interventions to individual or small group needs. This allows for a more responsive approach and quicker identification of struggling students.

Here are some additional thoughts:

Analyze Existing Data: When planned outcomes aren't met, could we analyze existing data (CAASPP, formative assessments) to determine new approaches quickly?
Targeted Support: Based on the data analysis, could you identify areas where the reading specialist could provide more targeted support for K-2 students or their teachers?
Family Engagement: The reading specialist's creative family engagement initiatives were innovative. Could these be further enhanced based on in-the-moment data to address specific K-2 reading challenges identified through ongoing assessment?
Moving forward, incorporating in-the-moment-data can provide valuable insights to guide instruction and interventions, allowing for a more responsive and effective approach to address student needs, especially during unforeseen circumstances like virtual learning.

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

Goals and Actions

Goal

Goal #	Description
2	Close the identified achievement gap by providing targeted additional support to meet the needs of student who are not meeting standards in the core instructional program

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
STAR Reading and Early Literacy results	STAR Early Literacy - English Learners 66% at or above benchmark (levels 3 or 4), 33% on watch (level 2) ;STAR Reading - English Learners 40% at or above benchmark (levels 3 or 4), 20% on watch (level 2), 40% below benchmark (level 1)	STAR Early Literacy or Reading- English Learners 53% at or above benchmark (levels 3 or 4), 47% on watch or urgent intervention (levels 1 or 2) (level 1) STAR Math - English Learners 56% at or above benchmark, 44% on watch or urgent intervention. *Same due to COVID	2021-2022 STAR Early Literacy or Reading- English Learners 53% at or above benchmark (levels 3 or 4), 47% on watch or urgent intervention (levels 1 or 2) (level 1) STAR Math - English Learners 56% at or above benchmark, 44% on watch or urgent intervention.	2023-2024 STAR Early Literacy or Reading- English Learners 46% at or above benchmark (levels 3 or 4), 54% on watch or urgent intervention (levels 1 or 2) (level 1) STAR Math - English Learners 33% at or above benchmark, 67% on watch or urgent intervention.	STAR Early Literacy or Reading- English Learners 60% at or above benchmark (levels 3 or 4), 40% on watch or urgent intervention (levels 1 or 2) (level 1) STAR Math - English Learners 65% at or above benchmark, 35% on watch or urgent intervention.
Intervention opportunities in both ELA and mathematics, outside of the school day, for grade levels 3-8	Interventions for grades 3-8 in the area of mathematics and ELA provided a minimum of two times a week.	Interventions for grades K-8 in the area of mathematics and ELA provided a minimum of two times a week. Students identified through the use of STAR data during DAT meetings.	Interventions for grades K-8 in the area of mathematics and ELA provided a minimum of two times a week. Students identified through the use of STAR data during DAT meetings.	Interventions for grades K-8 in the area of mathematics and ELA provided a minimum of two times a week. Students identified through the use of STAR data during DAT meetings.	Interventions for grades K-8 in the area of mathematics and ELA provided a minimum of two times a week. Students identified through the use of STAR data during DAT meetings.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		*Same due to COVID			
CAASPP results (no CAASPP results for 2020 or 2021 as a result of the pandemic)	CAASPP English Language Arts results (2019): English Learners - 8.8 points below standard, Socioeconomically Disadvantaged - 7 points below standard CAASPP Mathematics results (2019): English Learners - 32.3 points below standard, Socioeconomically Disadvantaged - 28.1 points below standard	CAASPP English Language Arts results (2022): English Learners - 55.5 points below standard Socioeconomically Disadvantaged (2022): 2 points above standard CAASPP Mathematics results (2022): English Learners 98.5 points below standard Socioeconomically Disadvantaged (2022): 52.4 points below standard *Same due to COVID	2022 CAASPP English Language Arts results (2022): English Learners - 3.3 points below standard Socioeconomically Disadvantaged (2022): 2 points above standard CAASPP Mathematics results (2022): English Learners points 62.6 below standard Socioeconomically Disadvantaged (2022): 52.4 points below standard	CAASPP English Language Arts results (2023): English Learners - 12.6 points below standard Socioeconomically Disadvantaged (2023): 14.4 points above standard CAASPP Mathematics results (2023): English Learners points 47.9 below standard Socioeconomically Disadvantaged (2023): 32.9 points below standard	CAASPP English Language Arts results (2022): English Learners - 32 points below standard Socioeconomically Disadvantaged (2022): 10 points above standard CAASPP Mathematics results (2022): English Learners 66 points below standard Socioeconomically Disadvantaged (2022): 42 points below standard
Chronically absent data for at-risk learners	English Learners - 6.7% chronically absent, Socioeconomically Disadvantaged - 9.8% chronically absent	English Learners - 4.3% chronically absent, Socioeconomically Disadvantaged - 14.7% chronically absent *Same due to COVID	English Learners - 4.3% chronically absent, Socioeconomically Disadvantaged - 14.7% chronically absent	English Learners - 7.7% chronically absent, Socioeconomically Disadvantaged - 14.5% chronically absent	English Learners - 3% chronically absent, Socioeconomically Disadvantaged - 10% chronically absent

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 past LCAP cycle brought both successes and areas for improvement. Here's a breakdown of key points:

Strengths:

Consistency in Planned Actions: Maintaining the original plan demonstrates focus and commitment to long-term goals.
School Counselor Impact: Highlighting the counselor's role emphasizes the importance of addressing students' basic needs for successful academic outcomes. Data on attendance, suspensions, and engagement can be used to measure the counselor's impact.
Technology Integration: Technology proved valuable for differentiation and exposure to new tools. However, you acknowledge the need for a balance.
WEB Class Success: The WEB program's positive impact on student transition to middle school in terms of assessments and behavior is a clear success story.

Areas for Improvement:

Technology Balance: While technology offers benefits, it's important to find a balance with traditional methods to ensure a well-rounded learning experience.

Looking Forward:

Data-Driven Decisions: Use data from attendance, suspensions, engagement, and end-of-year assessments to analyze the combined impact of the counselor and technology on student outcomes.
Refining Technology Integration: Develop strategies to promote a balanced use of technology that complements traditional learning methods. This might involve setting specific times for technology use or incorporating activities that don't rely on screens.
WEB Class Expansion: Explore ways to leverage the success of the WEB program for students transitioning to other grade levels or facing similar challenges.
Overall, this information provides a good foundation for planning our next LCAP cycle. By focusing on a balanced approach to technology, leveraging data to measure impact, and potentially expanding successful programs like the WEB class,we can continue to create a positive learning environment for your students.

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

There was not a material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

Analyze the Gap:r

Specific Goals: Identify the specific goals that weren't met. Understanding the intended outcomes is crucial for analyzing why they weren't achieved.
Action Effectiveness: For each unmet goal, we must consider if the chosen actions were truly effective. Did they realistically address the challenges? Were they implemented as planned?

Shifting Strategies:

Refine Existing Actions: If the actions are fundamentally sound, we need to explore ways to refine or intensify them. For example, if a goal was to improve reading fluency, maybe the frequency of reading interventions needs to increase.
Shift to New Actions: If the actions weren't effective, consider completely new strategies. For example, if a goal was to increase parental engagement, maybe shifting from online communication to in-person workshops would be more successful.

Here are some additional ideas:

Data-Driven Decisions: Use data to guide our decisions. For example, analyze standardized test scores, formative assessments, or student surveys to understand where students are struggling and what might be hindering their progress.
Seek Input: Get feedback from teachers, parents, and students. This can provide valuable insights into areas for improvement and potential solutions.
By carefully analyzing the unmet goals and shifting strategies when necessary, we can create a more effective plan to achieve your desired outcomes in the next LCAP cycle.

Attendance Goal:

Missed Target: It's clear that the current goal and action (full-time counselor) haven't resulted in improved overall attendance for specific student groups.
Positive Aspects: While the goal wasn't met, our average daily attendance and chronic absenteeism rates are still above the state average and show annual growth. This indicates some success despite missing the specific target.
Possible Solutions:

Revisit the Attendance Goal: Consider adjusting the attendance goal for the next LCAP cycle. Perhaps set a more achievable target based on your current positive trajectory.
Expand Counselor's Role: Explore ways the counselor can further address attendance issues. This could involve:
Identifying patterns of absenteeism for specific student groups and developing targeted interventions.
Collaborating with teachers and families to address attendance concerns.
Connecting students with resources that might be impacting attendance (e.g., transportation issues, health concerns).
Multi-Faceted Approach: Consider additional actions beyond the counselor's role to improve attendance. This could include:
Implementing attendance incentive programs.
Increasing communication and collaboration with families.
Addressing the root causes of absenteeism, such as bullying or academic struggles.

STAR Goals:

Misalignment: It seems your STAR goals (likely focused on academic achievement) might be better aligned with actions that provide direct academic support, like those in goal 1 (e.g., reading specialist, interventions).

Realign STAR Goals and Actions: Move your STAR goals to be paired with actions in goal 1 that directly address academic support. This ensures a clear connection between the desired outcome (improved academic achievement) and the strategies implemented (reading specialist, interventions).
Overall:

By adjusting our attendance goal, potentially expanding the counselor's role, and realigning our STAR goals, we can create a more comprehensive plan to improve both attendance and academic achievement in the next LCAP cycle.

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

We have taken steps to improve the alignment between goals, actions, and metrics in your next LCAP cycle. Here's a breakdown of our approach:

Strengths:

Learning from Prior Actions: Reflecting on past successes and challenges demonstrates a commitment to continuous improvement.
Focus on Alignment: Aligning goals with actions and using appropriate metrics ensures a clear path to achieving desired outcomes.
Actionable Metrics: Prioritizing easily accessible metrics allows for faster data collection and adjustments within the school day.
Specific Examples:

Counselor Metrics: Tying the counselor's role to attendance, suspensions, engagement surveys, and assertive discipline entries provides a well-rounded picture of their impact on student well-being and behavior.
Academic Goal Alignment: Connecting academic goals with actions directly influencing student outcomes ensures resources are focused on areas that will yield the most significant improvements.
Moving Forward:

Here are some suggestions to solidify our next LCAP cycle:

SMART Goals: Ensure our goals are SMART (Specific, Measurable, Achievable, Relevant, and Time-bound). This provides clarity and direction for achieving them.
Data Analysis: Plan how we will analyze the data collected from our chosen metrics. This will help us identify trends, areas of success, and areas for improvement throughout the year.
Communication & Collaboration: Communicate our goals and metrics to all stakeholders (teachers, staff, families) and collaborate on strategies to achieve them.
By continuing to refine our approach and utilizing data effectively, you can ensure your LCAP cycle is well-aligned and leads to positive outcomes for our students.

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

Goals and Actions

Goal

Goal #	Description
3	Implement measures to foster positive school environments and support students

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Annual CAASPP results compared to local and state averages	CECA maintained the same as, or higher, results for English Learner students and socioeconomically disadvantaged students compared to the YCJUSD and State averages.	YCJUSD: EL ELA - N/A EL Math - N/A SED ELA - N/A SED Math - N/A State: EL ELA - N/A EL Math -N/A SED ELA - N/A SED Math - N/A CECA: EL ELA - N/A EL Math - N/A SED ELA - N/A SED Math - N/A	YCJUSD: EL ELA - 82.3 points below standard EL Math - 123.9 points below standard SED ELA - 49.4 points below standard SED Math - 95.8 points below standard State: EL ELA - 61.2 points below standard EL Math - 92 points below standard SED ELA - 41.4 points below standard SED Math - 130.8 points below standard CECA: EL ELA - 3.3 points below standard EL Math - 62.6 points below standard	YCJUSD: EL ELA - 91.8 points below standard EL Math - 118.3 points below standard SED ELA - 55.4 points below standard SED Math - 91.8 points below standard State: EL ELA - 67.7 points below standard EL Math - 93.4 points below standard SED ELA - 42.6 points below standard SED Math - 80.8 points below standard CECA: EL ELA -12.6 points below standard EL Math - 47.9 points below standard	CECA: EL ELA - Reach + points points above standard EL Math - 50 points below standard SED ELA - 10 points above standard SED Math - 40 points below standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			SED ELA - 2 points above standard SED Math - 52.4 points below standard	SED ELA - 14.4 points above standard SED Math - 32.9 points below standard	
Annual chronic absentee rates compared to local and state averages	CECA maintained lower than average chronic absentee rates for English Learners and Socioeconomically disadvantaged students compared to YCJUSD and the State averages.	YCJUSD: N/A Chronically absent State: N/A Chronically absent CECA: N/A Chronically absent	YCJUSD: 31.2% Chronically absent State: 30% Chronically absent CECA: 10.5% Chronically absent	YCJUSD: 32.8% Chronically absent State: 24.3% Chronically absent CECA: 11.2% Chronically absent	CECA: 5% Chronically absent
Annual suspension rates compared to local and state averages	CECA maintained lower than average suspension rates for English Learners and Socioeconomically disadvantaged students compared to YCJUSD and the State averages.	YCJUSD: N/A Suspended at least one day State: N/A Suspended at least one day CECA: N/A Suspended at least one day	YCJUSD: 4.3% Suspended at least one day State: 3.1% Suspended at least one day CECA: 0.4% Suspended at least one day	YCJUSD: 4.6% Suspended at least one day State: 3.5% Suspended at least one day CECA: 0.3% Suspended at least one day	Less than 0.4% Suspended at least one day

Goal Analysis

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

This text describes a positive experience with the International Baccalaureate (IB) Primary Years Programme (PYP) and Middle Years Programme (MYP). It highlights several key points:

Fidelity to Implementation: The planned actions for incorporating the IB programs were well-executed, with no major deviations.

Strong Scaffolding: The PYP and MYP frameworks provide valuable support for both teachers (in lesson planning and instruction) and students (in learning and development).

Professional Development: The IB programs guide the professional development of teachers, ensuring they have the necessary skills and knowledge.

Teaching and Learning: The IB approach fosters effective teaching methods and student learning experiences.

Alignment with Mission: The school's mission statement reflects the core values of the IB mission, emphasizing international understanding and well-rounded student development.

Overall, we had great success in implementing the IB programs and their positive impact on the school community.

We have integrated Positive Behavioral Interventions and Supports (PBIS) with our social-emotional learning and the IB program. Research shows that these interconnected approaches can be very effective.

Here's a breakdown of the positive aspects you've mentioned:

Multi-pronged approach: By combining PBIS, social-emotional learning, and the IB program, you're likely creating a strong foundation for student success that addresses academic, social, and emotional needs.

Cal Hope grant funding: The grant funding seems to have been well-utilized to support these initiatives.

Tier 1 PBIS: Investing in a strong tier 1 PBIS system is likely laying a good preventive foundation for positive behavior.

Staff training: Investing in staff training is essential for successful PBIS implementation.

Data-driven decisions: The positive impact on student discipline suggests that your data-driven approach using PBIS is working.

Looking ahead, here are next steps:

Tier 2 committee: Implementing a tier 2 committee will provide additional support for students who need it beyond tier 1 interventions.

PBIS system development: Continuously building out our PBIS system will ensure it meets the evolving needs of your school community.

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

There was not a material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

Our focus on student engagement and using timely data to assess progress aligns well with best practices in education. Here's a breakdown of the key points:

Strengths:

IB Program for Engagement: Utilizing the IB program's approaches to teaching and learning is a strategic move to boost student engagement. Research suggests a strong connection between engagement and achievement.
Leading Achievement: The fact that our student achievement surpasses local and state indicators is a great accomplishment.

Shifting from End-of-Year Data: Recognizing the limitations of relying solely on summative assessments like the CAASPP is a forward-thinking approach. While summative data has its place, it lacks the timeliness for immediate course correction.

Looking Ahead:

Timely Data for Growth: Our desire to leverage timely data for ongoing assessment is crucial. This allows for adjustments to instruction and interventions throughout the year, potentially leading to even greater student achievement.
We must include the use of formative assessments, exit tickets, quizzes, and observations to gather data more frequently.
Analyze this data to identify areas where students are excelling or struggling, allowing for targeted support.

Here are some additional thoughts on using timely data:

Data Management System: Having a user-friendly data management system can streamline data collection, analysis, and communication with stakeholders.
Data-Driven Instruction: Utilize the data to guide decisions about curriculum, instruction, and student grouping.
Professional Development: Providing professional development opportunities for teachers on using data effectively can be beneficial
.
By implementing these strategies, we can move beyond end-of-year assessments and create a system that allows for continuous improvement and student success throughout the school year.

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

Despite the challenges of the pandemic, CECA has persevered in its focus on student growth. Here's a breakdown of the key points:

Focus on Student Growth:

Maintaining goals and metrics centered around student growth throughout the pandemic demonstrates a commitment to student achievement.
Importance of Public Metrics:

Recognizing the value of using publicly shared metrics for accountability purposes is important for transparency.
Enhancing Internal Assessment:

Supplementing public metrics with internal assessment data allows for a more comprehensive understanding of student progress.

Funding Flexibility:

Adapting actions based on funding changes, like those from ELOP or Prop 28, demonstrates resourcefulness and a commitment to optimizing student support.
Overall, your approach seems well-balanced, combining a commitment to accountability with the flexibility to adapt and improve. Here are some additional thoughts:

Aligning Internal Assessments:

Consider aligning internal assessments with our student growth goals for a more focused analysis.

Data-Driven Decisions:

Use the combined data (public metrics and internal assessments) to make data-driven decisions about instruction and interventions.

Communicating Success:

Clearly communicate how the additional data from internal assessments enhances our understanding of student growth. This can be valuable for stakeholders like parents and the community.
By continuing to prioritize student growth, utilize a combination of metrics, and adapt to funding realities, your school seems well-positioned for continued success.

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

Goals and Actions

Goal

Goal #	Description
4	Establish family and school partnerships that build solid relationships between school and family

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Participation Rate at Events, Family Survey results, Volunteer rates, "Remind" participants enrolled, Instagram participants, having zero William's Findings	Volunteer hours were not requested or documented for the 2019-2020 school year as a result of the COVID-19 pandemic. New goal: 10 hours average per family of volunteer time during the 2021-2022 school year based on volunteer survey results.	2020-2022 We had limited opportunities during the 20-22 school years for volunteer opportunities. Outdoor events, like Starry Night Campout, Earth Day and Fall Festival were well attended, but not necessarily well documented because of the delicateness of community gathering following the pandemic.	2022-2023 We had over 600 entries on our family involvement hours annual survey for a total of 1041 hours served during the school year. That is an average of 6.8 hours per family.	We had over 900 entries on our family involvement hours annual survey for a total of 1499 hours served during the school year. That is an average of 6.23 hours per family.	Reach over 2000 hours of service logged for the entire school community.

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.

Our school partnerships were a big success in engaging families in the community. Here's a breakdown of some of the achievements:

Strong Partnerships: Forming partnerships with six entities was a proactive approach to community engagement.
Friday Families and Community Action: The partnerships effectively guided your Friday Families and community action opportunities, providing a clear structure for family involvement.
Increased Family Participation: The outcome - increased family participation in park cleanups, Relay for Life events, food donation, and fundraising - shows the positive impact of the partnerships.

Here are some additional thoughts on leveraging our partnerships:

Partnership Benefits: Clearly communicate the benefits of participation to potential partner organizations. This could include volunteer opportunities for their employees, positive publicity, or association with a successful school program.
Expanding Partnerships: we will consider seeking partnerships with additional organizations to broaden the scope of community engagement opportunities for families.
Sustainability: Develop strategies to ensure the long-term sustainability of these partnerships. Regular communication and expressing appreciation to our partners is key.
we have created a successful model for community engagement through partnerships. By continuing to develop and expand these partnerships, we can create even more opportunities for families to connect with the school and the community.

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

There was not a material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

we have a good formula for family engagement! Here's a breakdown of our success and some thoughts on moving forward:

Strengths:

Variety of Activities: Offering a diverse range of activities, events, and volunteer opportunities caters to different family interests and creates a welcoming environment.
High Attendance: Strong attendance at events demonstrates the appeal of our approach.
Family Volunteering: Encouraging family volunteering fosters a sense of community and allows families to serve together.
Serving and Bonding: We have rightly identified the value of combining service opportunities with family bonding experiences.
Academic Engagement: Prioritizing academic engagement through events like STEAM Night, Math Night, and Read Across America ensures a well-rounded approach.

Looking Ahead:

We want to continue the Winning Formula: Maintaining our current approach that prioritizes both service and family togetherness is working.
Highlight Academic Opportunities: We need to make sure to effectively communicate and promote academic engagement opportunities to families. This can ensure they are aware of and participate in these events.
Data-Driven Decisions: Consider gathering data on family preferences for activities and events. This can help us tailor future offerings to better meet their interests and maximize participation.

Overall, our focus on family engagement through a combination of service, fun, and academic enrichment seems to be a recipe for success. By continuing to refine our approach and leverage data, we can ensure continued high levels of family involvement in your school community.

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

we need to take a multi-pronged approach to address the discrepancy between reported hours and actual volunteer participation:

Funding Shift: Shifting some funding responsibility to the PTO and Foundation is a strategic move, freeing up resources for other areas.
Improved Communication: Our plan to better advertise the need for logging volunteer hours is crucial. This could involve:
Multiple Channels: Utilize various communication channels like school newsletters, the school website, social media, and parent-teacher conferences to reach families.

Clear Instructions: Provide clear and concise instructions on how to log volunteer hours.

Highlight Recognition: Promoting the Presidential Service Award and other recognition programs for volunteer milestones can be a great motivator for families.
.
We could:
Showcase Recognition: Publicly recognize families who achieve service hour benchmarks. This can be done through school announcements, newsletters, or social media posts.
Create a Recognition System: We are considering creating a tiered recognition system with different rewards or acknowledgements for reaching various volunteer hour goals.

Here are some additional thoughts on improving volunteer hour tracking:

Online Platform: Explore online platforms specifically designed for volunteer hour tracking. These can simplify the process for both families and school staff.
Family Engagement: Involve families in brainstorming solutions for improving the volunteer hour tracking system. This can foster a sense of ownership and encourage participation.

By addressing the communication gap and highlighting the value of logging hours, we can likely get a more accurate picture of volunteer participation. Additionally, exploring online platforms and involving families in the solution can further streamline the process.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Competitive Edge Charter Academy (CECA)	Joe Mead Principal	josef_mead@ycjusd.us 9097903207 ext. 4517

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.

The Competitive Edge Charter Academy is a TK-8 district-dependent Charter School in Yucaipa, California which was established in 2011. CECA is a Primary Years Program International Baccalaureate World School and a Middle Years Program International Baccalaureate World School servicing 720 students in grades TK-8. The mission of the International Baccalaureate is posted below followed by our own Mission and Vision Statements:

*The International Baccalaureate Mission Statement

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of
international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

*Our CECA Mission
At CECA we are united by our commitment to learning. We seek to empower globally-minded, self-motivated, respectful thinkers who make honorable contributions to their community. We are continually assessing and reflecting using multiple measures including academic data and input from our students, staff, and families.

Reflections: Annual Performance

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

Stakeholders involved in all facets of the Competitive Edge Charter Academy have many accomplishments to celebrate. As a school, CAASPP results have consistently remained above the state average. In student sub-group areas such as English learners, socioeconomically disadvantaged, and special education students, CECA has consistently scored well above the state average in both ELA and mathematics. In the area of academic engagement, our chronic absenteeism rate has consistently ranked far below the state average and in the area of school conditions and climate, the suspension rate is far below the state average. Additionally, CECA has not had any William's complaints findings and our families have consistently scored CECA in the above average range when it comes to communication, IB coursework and extra-curricular offerings on annual climate surveys. With a learning program that relies heavily on staff and community collaboration, CECA's administrative, teaching and support staff are dedicated to providing an education that brings the world to the students so that they realize the importance of being a member of their local and global community in a positive way through education and action.

Reflections: Technical Assistance

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

The transition from virtual learning to in-person learning continues to be in flux. Technological tools abound in classrooms and the challenge now is to come back to more of a balance of implementing tech tools as part of first-best instruction that includes a good balance of of technology and non-technology based strategies. In -person learning also looks different because social-emotional learning has become a huge component of education. The consistent implementation of tools, such as Inner Explorer and counselor-led classroom lessons. The consistent application of positive behavior strategies are also vital as we work to support students who struggle behaviorally. Finally, the continued successful use of school-to-home communication tools, such as Parent Square and Instagram, is vital to not only tell our school story but also to keep families informed about their students academic achievement and intervention and acceleration opportunities.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Certificated Staff	School Site Council
Classified Staff	School Site Council
Parents/ Guardians	Parent-Community Advisory Committee and ELAC
Tier 1 PBIS Team	Bi-Monthly PBIS Meeting
Students	End-of-Year Student Surveys/LCAP Surveys

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

The adopted Local Control and Accountability Plan (LCAP) reflects the valuable input of our educational partners throughout a multi-step process. Here's how your voice influenced the final plan:

1. School Site Council (SSC) - Identifying Needs:
The SSC began by reviewing data on student achievement (attendance, suspensions, test scores), along with feedback from parents, teachers, and students.
This data analysis helped identify areas for improvement and inform initial LCAP recommendations.

2. Parent-Community Advisory Committee (PCAC) - Budget and Plan Review:
The administration presented the proposed LCAP to the PCAC, following a budget overview and sharing the same data reviewed by the SSC.
This allowed the PCAC to understand the context and resource constraints when considering the LCAP goals.
PCAC members had the opportunity to ask questions, provide feedback, and offer suggestions for the LCAP plan.

3. English Learner Advisory Committee (ELAC) - Specific Needs Focus:
Similar to the PCAC process, the ELAC reviewed the LCAP with a focus on the needs of English Learner (EL) students.
Their input ensured the LCAP addressed specific challenges faced by EL students and proposed effective strategies for their success.

4. Feedback Integration and Finalization:
After receiving feedback from all stakeholders, the LCAP was revised to incorporate valuable suggestions and address identified needs. This ensured the final plan reflected a comprehensive approach to student achievement, informed by diverse perspectives.

5. CECA Board Approval:
The finalized LCAP was then presented to the CECA Board for approval, demonstrating how it considered the input from all educational partners.
By actively soliciting and considering feedback throughout this process, the adopted LCAP reflects the collective vision for student success within our school community.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All Competitive Edge Charter Academy students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and English learners (ELs) will demonstrate progress in developing English language proficiency.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed in response to the needs identified through data analysis and input from educational partners.

The analysis of California School Dashboard (Dashboard) data indicated a clear need to continue supporting English Language Arts (ELA) and

English language development (ELD). For example:

» 65.98% of all students in grades 3–8 met or exceeded standard in English Language Arts on the Smarter Balanced assessments. However, only 58.13% of low-income (LI) students met or exceeded standard and only 25% English Learners met or exceeded standard.

» 36.4% of English learner students made progress towards English language proficiency.

This need is echoed in local benchmark assessments as described in the Measuring and Reporting Results section below.

During the LCAP development process, educational partners identified the need for:

» Ongoing instructional support for ELA and ELD

» Increased collaboration time for teachers

» Assistance to low-income and English learner families in understanding the online tools and student management system so that they can better support their student(s) at home

» Expanded learning opportunities for students who are low-income, English learners and foster youth

» Access to reading materials for low-income students to be used at home

Competitive Edge Charter Academy plans to improve ELA performance and English learner proficiency through actions that support and improve student learning and will measure progress towards this goal using the metrics identified below.

Notes:

» Unless otherwise noted, baseline data is from the 2022-2023 School Year.

Source

https://www.cde.ca.gov/re/lc/documents/lcapfictitiousgoals.pdf

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percent of students in grades 3–8 and 11 who meet or exceed standard in ELA Data Source: California Assessment of Student Performance and Progress (CAASPP)	A. 65.98%% of All B. 58.13% of LI C. 25% of EL			A.76%% of All B. 68% of LI C. 35% of EL	
1.2	Points below standard in ELA Data Source: Dashboard and Illuminate for EL students because fewer than 11 students tested.	A. All: N/A currently 28.6 points above standard B. LI: N/A currently 14.4 points above standard C. EL: 63 points below standard			A. All: N/A 39 points above standard B. LI: N/A 5 points above standard C. EL: 50 points below standard	
1.3	Percent of students performing at or above standard on ELA local formative assessment (STAR) Data Source: STAR (Renaissance)	A. 61.27% of All B. of LI C. 25% of EL			A. 70% of All B. of LI C. of EL	
1.4	Percent of students who score proficient on the local reading, writing, listening, and speaking	A. 59.7% prof./ adv. B. of LI C. of EL			A. 65% B. of LI C. of EL	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	assessment/ common formative assessment. Final assessment Data Source: CFA data (Illuminate)					
1.5	Percent of ELs who: A. decreased at least one ELPI level B. maintained ELPI Levels 1, 2L, 2H, 3L and 3H C. progressed at least one ELPI level D. maintained ELPI Level 4 Data Source: California Dashboard	A. 36.4% B. 27.3% C. 36.4% D. 0%			A. 20% B. 20% C. 50% D. 10%	
1.6	Percent of families who report feeling welcomed by school staff Data Source: LEA Family Survey	96% of respondents responded with a 3 or higher ranking (out of a 5 point scale)			98% will respond with a 3 or higher on a 5 point scale	
1.7	Percent of families who report feeling prepared to support students at home.	93.4% of respondents responded with a 3 or higher ranking (out of a 5 point scale)			96% will respond with a 3 or higher on a 5 point scale	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: LEA Family Survey					
1.8	Zero findings in teacher credentialing compliance with authorization *CA Dashboard	Zero findings			Zero findings	
1.9	Zero school facilities findings on Williams *CA Dashboard	Zero findings			Zero findings	
1.10	PSAT 8/9 participation rate *TOA provided data	24%				
1.11	CAST Results *Data Source: California Assessment of Student Performance and Progress (CAASPP)	A. 52.05% of All B. 46% of LI C. N/A of EL *Fewer than 11 students				

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Provide a full-time Intervention Specialist.	A Teacher on Assignment will be provided to help staff, students and families in the areas of instruction, data and intervention.	$125,156.00	Yes
1.2	Provide a full-time librarian.	A full-time librarian is available to support PYP and MYP teachers in level-appropriate reading resources and research tools.	$66,000.00	Yes
1.3	Provide professional development opportunities for classified and certificated staff.	Continue to follow our five year plan for staff professional development.	$10,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All Competitive Edge Charter Academy students will demonstrate growth towards meeting or exceeding standards in mathematics.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed in response to the needs identified through data analysis and input from educational partners.

The analysis of California School Dashboard (Dashboard) data indicated a clear need to continue supporting mathematics. For example:

» 44.12% of all students in grades 3–8 met or exceeded standard in mathematics on the Smarter Balanced assessments. However, only 35.63% of low-income (LI) students met or exceeded standard and only 38% English Learners met or exceeded standard.

This need is echoed in local benchmark assessments as described in the Measuring and Reporting Results section below.

During the LCAP development process, educational partners identified the need for:

» Ongoing instructional support for mathematics

» Increased collaboration time for teachers

» Assistance to low-income and English learner families in understanding the online tools and student management system so that they can better support their student(s) at home

» Expanded learning opportunities for students who are low-income, English learners and foster youth

» Access to support materials for low-income students to be used at home

Competitive Edge Charter Academy plans to improve mathematics performance through actions that support and improve student learning and will measure progress towards this goal using the metrics identified below.

Notes:

» Unless otherwise noted, baseline data is from the 2022-2023 School Year.

Source

https://www.cde.ca.gov/re/lc/documents/lcapfictitiousgoals.pdf

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Percent of students in grades 3–8 who meet or exceed standard in Mathematics Data Source: California Assessment of Student Performance and Progress (CAASPP)	A. 44.12% of All B. 35.63% of LI C. 38% of EL *Illuminate - less than 11 students			A. 50% of All B. 45% of LI C. 45% of EL	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Points Below Standard in Mathematics Data Source: California Dashboard	A. All: 13.2 Points B. LI: 32.9 Points C. EL: 74 Points * Illuminate			A. All: 33 Points B. LI: 100 Points C. EL: 105.2 Points	
2.3	Percent of students performing at or above standard on mathematics local formative assessment Data Source: STAR Math	A.43.7% of All *grades 2-8 B. 25% of EL			A. 50% of All B. % of LI C. % of EL	
2.4	Percent of students who score proficient on the local math assessments/common formative final assessment Data Source: CFA, Illuminate	49% of All			A. 60% of All B. 41% of LI C. 38% of EL	
2.5	Access to a broad course of study *CA Dashboard	Standard met			Standard met	
2.6	PSAT 8/9 participation rate *TOA Data	24% for 23-24 administration			80% participation	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Provide a full-time Teacher on Assignment.	CECA students, staff and families will receive support from a full-time Teacher-On-Assignment.	$68,096.00	Yes
2.2	Provide updated technology.	CECA students, staff and families will have access to updated technology.	$18,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	The Competitive Edge Charter Academy will increase student, parent and community engagement and support programs that foster a stronger, more positive, connection between school and home.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed in response to the needs identified through data analysis and input from educational partners.

The analysis of California School Dashboard (Dashboard) data indicated a clear need to continue supporting students and families in the area of school connectedness. For example:

>>11.2% chronic absenteeism rate

>>0.3% suspension rate

>>95% daily attendance rate

The analysis of our annual family engagement survey also indicated areas of need. For example:

>>10% of families feel that CECA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and work together to support improved student outcomes needs improvement.

>>6% of families rated CECA's progress in providing families with information and resources to support student learning and development at home as below average.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Average daily attendance rate *Month 11 ADA rate	95.16 5			All: LI: EL:	
3.2	Chronic absenteeism *CA Dashboard	All: 11.2% LI: 14.5% EL: 7.7%			All: 11.2% LI: 14.5% EL: 7.7%	
3.3	Suspension rate *CA Dashboard	All: 0.3% LI: 0.4% EL: 0%			All: 0.3% LI: 0.4% EL: 0%	
3.4	Response to the following prompt: Rate CECA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes. *Family Engagement Survey	91.5% of families rated CECA at a 3 or higher on a 5 point scale			93% will rate CECA at 3 or higher on a 5 point scale	
3.5	Response to the following prompt: Rate CECA's progress in supporting the administrator and staff to effectively engage	96.4% of families rated CECA at a 3 or higher on a 5 point scale			98% will rate CECA at 3 or higher on a 5 point scale	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	families in advisory groups and with decision-making. *Family Engagement Survey					
3.6	Response to the following prompt: Rate CECA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. *Family Engagement Survey	96.3% of families rated CECA at a 3 or higher on a 5 point scale			98% will rate CECA at 3 or higher on a 5 point scale	
3.7	Response to the following prompt: Rate CECA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	95.2% of families rated CECA at a 3 or higher on a 5 point scale			98% will rate CECA at 3 or higher on a 5 point scale	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	*Family Engagement Survey					
3.8	Average family engagement hours as entered into family engagement survey annually *IB Coordinator-Created Google Survey	10 hours average per family (1,499 hours total)			20 hour average per family	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Provide the International Baccalaureate Primary Years Program and the Middle Years Program.	Students, staff and families will continue to have access to the International Baccalaureate primary years program and middle years program.	$19,254.00	Yes
3.2	Provide Positive Behavior Interventions and Supports for CECA students and training for staff.	CECA will continue to implement Positive Behavior Supports for students.	$10,000.00	No Yes
3.3	Provide a stipend for a staff member to serve as our PYP and MYP sports coordinator to help organize events and activities and to promote the program.	Students in grades 3-8 will have the opportunity to participate in sport activities before, during and after school. These activities will be overseen by a staff member.	$2,500.00	Yes
3.4	Provide support materials for intervention teams in the school day.	With numerous interventions, both academic and social-emotional, a budget will be set aside for purchasing needed support materials.	$5,000.00	Yes
3.5	CECA will provide school activities, events and recognitions throughout the school year.	Provide multiple school activities and events that help build connections between school and home and that provide recognition for students, staff and families who meet academic, service, connection or attendance milestones.	$5,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	The Competitive Edge Charter Academy will implement measures to foster positive school environments and support students.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed in response to the needs identified through data analysis and input from educational partners.

The analysis of California School Dashboard (Dashboard) data indicated a clear need to continue supporting students and families in the area of school connectedness. For example:

>> Suspension rate

>>Average Daily Attendance (Month 11)

>>Chronic Absenteeism (Month 11)

An analysis of local data further supported the need for a goal in this area.

>>Assertive discipline entry

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Student suspension rate * CA Dashboard	.03%whole school			Maintain current rate	
4.2	Average daily attendance rate *Month 11 report	94.56% whole school			96% whole school	
4.3	Assertive discipline entries *Aeries 23-24	141 entries total whole school			>100 entries for the year	
4.4	Percent of student population receiving tier 2 academic support *TOA Report	PYP: Reading - 17% Math - 12% *all intervention students identified as tier 2 support. MYP: Reading - 3% Math - 7%			10-15% receiving tier 2 support	
4.5	Percent of student population receiving tier 3 academic support *TOA Report	PYP: Reading - 9% Math - 12% *all intervention students identified as tier 2 support.			5-10% receiving tier 3 support	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		MYP: Reading - 3% Math - 4%				
4.6	Chronic absenteeism rate * Month 11 report	7.3 % overall			>5%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Provide a full-time counselor.	A qualified, full-time counselor will be provided for the 24-25 school year.	$196,790.00	Yes
4.2	WEB and Student Leaders annual budget.	WEB and Student Leaders provide great activities and events for students, staff and families as well as providing supports, such as helping students transition from elementary to middle school.	$12,000.00	Yes
4.3	Provide social-emotional support opportunities.	This will be the first year without funding from the CALHOPE grant. This allotment will help to continue to provide the additional social-emotional supports that have benefited CECA students under the grant.	$10,000.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$547796.00	$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
7.604%	0.000%	$0.00	7.604%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Provide a full-time Intervention Specialist. **Need:** This goal was developed in response to the needs identified through data analysis and input from educational partners. The analysis of California School Dashboard (Dashboard) data indicated a clear need to continue supporting English Language Arts	The following outlines how the action addresses the needs within the school. Tier 3 Intervention Support: This refers to intensive, individualized instruction for students struggling significantly. It's a time-consuming process that requires a dedicated professional with expertise in addressing specific learning needs.	CAASPP results, STAR results, CFA results, CAST results, ELPI, Family Engagement Survey results

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	(ELA) and English language development (ELD). For example: » 65.98% of all students in grades 3–8 met or exceeded standard in English Language Arts on the Smarter Balanced assessments. However, only 58.13% of low-income (LI) students met or exceeded standard and only 25% English Learners met or exceeded standard. » 36.4% of English learner students made progress towards English language proficiency. This need is echoed in local benchmark assessments as described in the Measuring and Reporting Results section below. During the LCAP development process, educational partners identified the need for: » Ongoing instructional support for ELA and ELD » Increased collaboration time for teachers » Assistance to low-income and English learner families in understanding the online tools and student management system so that they can better support their student(s) at home » Expanded learning opportunities for students who are low-income, English learners and foster youth	Staff Training: Effective reading instruction requires consistent, well-developed strategies across all grade levels. A full-time specialist can provide ongoing training for teachers, ensuring everyone uses the most effective methods. Family Training: Parental involvement is crucial for a child's reading success. A specialist can equip families with practical strategies to support their child's reading development at home. Efficiency with Teacher on Assignment (TOA) Support: While a TOA can assist, a full-time specialist brings a deeper level of expertise and experience. This allows them to handle a wider range of responsibilities and interventions more efficiently. In conclusion, having a full-time intervention specialist ensures a comprehensive approach to supporting struggling readers. Their expertise in Tier 3 interventions, staff training, and family engagement creates a strong foundation for improved reading outcomes.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	» Access to reading materials for low-income students to be used at home The Competitive Edge plans to improve ELA performance and English learner proficiency through actions that support and improve student learning and will measure progress towards this goal using the metrics identified below. **Scope:** LEA-wide		
1.2	**Action:** Provide a full-time librarian. **Need:** This goal was developed in response to the needs identified through data analysis and input from educational partners. The analysis of California School Dashboard (Dashboard) data indicated a clear need to continue supporting English Language Arts (ELA) and English language development (ELD). For example: » 65.98% of all students in grades 3–8 met or exceeded standard in English Language Arts on the Smarter Balanced assessments. However, only 58.13% of low-income (LI)	The librarian supports students in many ways: Matching Students with the Right Books: By helping students use programs like Accelerated Reader, the librarian ensures they choose books that challenge them appropriately, neither too easy nor too difficult. This keeps reading engaging and promotes reading comprehension. Sparking Reading Excitement: Storytelling sessions led by the librarian can ignite a passion for reading in students. It brings characters and stories to life, making them more relatable and enjoyable. Expanding Reading Opportunities: The librarian provides a diverse collection of reading materials, catering to different interests and reading levels.	CAASPP results, STAR results, CFA results, CAST results, ELPI, Family Engagement Survey results

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	students met or exceeded standard and only 25% English Learners met or exceeded standard. » 36.4% of English learner students made progress towards English language proficiency. This need is echoed in local benchmark assessments as described in the Measuring and Reporting Results section below. During the LCAP development process, educational partners identified the need for: » Ongoing instructional support for ELA and ELD » Increased collaboration time for teachers » Assistance to low-income and English learner families in understanding the online tools and student management system so that they can better support their student(s) at home » Expanded learning opportunities for students who are low-income, English learners and foster youth	Additionally, they organize programs or events that encourage reading outside of school, like book clubs or reading challenges. Enhancing the Library's Resources: Utilizing community resources allows the librarian to expand the library's collection both physically (with new books) and digitally (with access to online databases and ebooks). This provides students with a wider range of information and learning materials. The Library as an Information Hub: The school library serves as a central location for students and teachers to access information for research projects and assignments. This can include books, articles, databases, and other resources. Supporting Student and Teacher Research Skills: The librarian doesn't just provide resources; they also equip students and teachers with the skills needed for effective research. This includes training on how to evaluate the credibility of sources, cite sources properly, and navigate various research tools. Beyond Reading: It is also vital to include the library's role in exhibitions and community projects. This highlights the librarian's ability to go beyond just books and integrate the library into the overall learning experience. In summary, school librarians are true assets in a school community. Their dedication to fostering a	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	» Access to reading materials for low-income students to be used at home The Competitive Edge plans to improve ELA performance and English learner proficiency through actions that support and improve student learning and will measure progress towards this goal using the metrics identified below. Notes: » Unless otherwise noted, baseline data is from the 2022-2023 School Year. Source https://www.cde.ca.gov/re/lc/documents/lcapfictitiousgoals.pdf **Scope:** LEA-wide	love of reading, along with their expertise in research and information literacy, empower students to become successful learners.	
1.3	**Action:** Provide professional development opportunities for classified and certificated staff. **Need:** Based on school data, the need for continued professional development is obvious,	A professional development cycle is essential for any school, but especially so in a rapidly changing educational landscape. Here's why: Adapting to Change: Education is constantly evolving, with new methodologies, technologies, and student needs emerging. Professional development equips staff with the knowledge and	CAASPP results, STAR results, CFA results, CAST results, ELPI, Family Engagement Survey results

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	especially in the area of first-best instructional practices. **Scope:** LEA-wide	skills to adapt to these changes and remain effective educators. Improved Classroom Practices: Through well-designed professional development, teachers can learn new classroom management techniques, engagement strategies, and instructional methods. This directly translates to a more positive and productive learning environment for students. Lifelong Learning Culture: A professional development cycle fosters a culture of lifelong learning among all school staff. This not only benefits individual growth but also creates a collaborative environment where educators can share best practices and support each other. Meeting Diverse Needs: Students come from a variety of backgrounds and have individual learning styles. Professional development can help teachers differentiate instruction and cater to these diverse needs, ensuring each student has the opportunity to succeed. Ongoing Support: Professional development should not be a one-time event. Ongoing support and coaching can help teachers implement new strategies and address challenges along the way. By investing in a well-designed professional development cycle, the school leadership has empowered the staff and ensured all students receive a high-quality education, even amidst change.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.1	**Action:** Provide a full-time Teacher on Assignment. **Need:** A data analysis identified a discrepancy between our All Students achievement data and our unduplicated achievement data. As a response, this goal has been established and these actions will be taken. **Scope:** LEA-wide	The Teacher-on-Assignment position has established goals that focus primarily on curriculum, instruction and data analysis. Their areas of expertise include first-best instruction and tiered academic support, professional development, and data analysis. Their skills have been deployed to address the outcome discrepancy for our unduplicated population.	CAASPP data, STAR Math data, district CFA data
2.2	**Action:** Provide updated technology. **Need:** A data analysis identified a discrepancy between our All Students achievement data and our unduplicated achievement data. As a response, this goal has been established and these actions will be taken. **Scope:** LEA-wide	Updated technology has become a great tool in school and at home for unduplicated students. In school it has allowed for enhanced instruction for teachers, including real-world examples, videos and lessons that can be accessed easily and presented to students to aid in understanding. For students it has enhanced the ability to receive differentiated instruction and self-paced work. Tools like Khan Academy and Prodigy have helped meet students where they are and to fill gaps in understanding.	CAASPP data, STAR Math data, district CFA data
3.1	**Action:** Provide the International Baccalaureate Primary Years Program and the Middle Years Program. **Need:** Student engagement has been an area of concern, especially as students get older. The	Providing students the WHY behind their education is the key to student engagement. Add to that the opportunity to serve others through positive actions and students are not only getting an education, they are applying their education to help others. The students who benefit the most from these two components are our unduplicated population who often don't realize the positive	Average daily attendance, chronic absenteeism, suspension rate, Family Engagement Survey results

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	International Baccalaureate Program provides a great system in which to work that addresses this area, as well as many others. The Approaches to Teaching, Approaches to Learning, and IB Learner Profiles are great program elements that help keep us as a staff consistently in learning and application mode, which means more opportunities to keep students engaged. **Scope:** LEA-wide	impact they can have in their community, which gives them purpose.	
3.2	**Action:** Provide Positive Behavior Interventions and Supports for CECA students and training for staff. **Need:** Social-emotional well-being comes before academic well-being. This is especially true since returning to school after COVID. Our counseling team, with the help of the CalHope Grant, has provided professional development in this area for our staff and they have used Inner Explorer to provide in-class lessons and small group lessons around the topic of executive functioning. PBIS is the system in which we support social-emotional well-being as well as provide a structure for students and staff to follow that positively reinforces good decision making and establishes school-wide expectations. **Scope:**	Our unduplicated population has been most negatively affected by virtual learning and the isolation that came with it. The years following the return to school has seen quite a change in our populations need for support during both structured and unstructured time. Establishing our expectations using the system of PBIS has helped our unduplicated students acclimate back to a structured environment more seamlessly, as evidenced by improving attendance numbers, suspension numbers and assertive discipline entry numbers.	Average daily attendance, chronic absenteeism, suspension rate, Family Engagement Survey results

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
3.3	**Action:** Provide a stipend for a staff member to serve as our PYP and MYP sports coordinator to help organize events and activities and to promote the program. **Need:** While social-emotional support and academic support are essential, the opportunity to participate in enrichment opportunities is also valuable for our unduplicated population. School connection is connected to student engagement and a social-emotional component, belonging. Our chronic absentee rate and our average daily attendance data suggests that a large percentage of our students lack this sense of belonging and/ or connection. **Scope:** LEA-wide	Providing our unduplicated population with a person who connects them to athletic opportunities both within and beyond the school day is one means of developing connection and belonging. This person helps schedule development, coaching, transportation, and supervision of sport opportunities.	Average daily attendance, chronic absenteeism, suspension rate, Family Engagement Survey results
3.4	**Action:** Provide support materials for intervention teams in the school day. **Need:** Data indicates a need to support students academically in the school day. That support needs to be researched based and its effectiveness assessed consistently.	The data depicts a discrepancy in attendance data and suspension data for unduplicated populations when compared to others. Working to ensure academic success will create confidence and connection that will result in improvement in these areas.	Average daily attendance, chronic absenteeism, suspension rate, Family Engagement Survey results

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Academic success leads to student well-being, especially in the area of confidence. **Scope:** LEA-wide		
3.5	**Action:** CECA will provide school activities, events and recognitions throughout the school year. **Need:** This is an extension of the prior action: data indicates a need to support students academically in the school day. That support needs to be researched based and its effectiveness assessed consistently. Academic success leads to student well-being, especially in the area of confidence. **Scope:** LEA-wide	In addition to the description above, we want to increase the number of recognitions we have during the school year to reinforce taking action in our community. Recognizing our unduplicated population for things like reaching community service milestones, academic goals, enrichment participation, etc. will further motivate students to attend school and connect.	Average daily attendance, chronic absenteeism, suspension rate, Family Engagement Survey results
4.1	**Action:** Provide a full-time counselor. **Need:** Teaching self-help tools that students can use to self-regulate has been a key component to our return to in-person learning. Our counselor has done whole-class, small group and one-on-one counseling to support student well-being. **Scope:**	Our unduplicated population has suffered the most from the after-affects of virtual learning and has demonstrated the largest decline academic and behavioral well-being. The counseling position has become one of the most important roles on campus since returning to in-person learning.	ADA, Chronic Absenteeism, assertive discipline entries, Family Engagement Survey results

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
4.2	**Action:** WEB and Student Leaders annual budget. **Need:** Easing transitions for students year-to-year and providing opportunities to participate in school-wide activities and events, like dances and theme weeks, has been very well received by our student population. When we first returned to school, participation was, understandingly, low in all facets of school life. We have added more and more opportunities, each year, for families and students to invest in their school through participation. **Scope:** LEA-wide	The unduplicated population, especially, needs support transitioning year to year. The change from elementary to middle school is a challenge for this population as the increased workload and number of teachers can easily lead to getting behind or struggling with organization and self-advocacy. This budget allows our school student leaders to help support our unduplicated population in numerous ways.	ADA, Chronic Absenteeism, assertive discipline entries, Family Engagement Survey results
4.3	**Action:** Provide social-emotional support opportunities. **Need:** Over the past three years we have benefited from funding through the CalHope Grant. That funding helped to provide a part time counseling person to support our school counselor with proactive teaching of executive functioning skills. With the last of the funding being used to continue that role, this amount will supplement that role.	Our unduplicated population has benefited greatly from executive functioning skills being explicitly taught to them and then reinforced by other staff during the school day.	ADA, Chronic Absenteeism, assertive discipline entries, Family Engagement Survey results

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		

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

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

Additional Concentration Grant Funding

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

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		

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 certificated staff providing direct services to students		

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	7204091	547796.00	7.604%	0.000%	7.604%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$547,796.00				$547,796.00	$456,042.00	$91,754.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Provide a full-time Intervention Specialist.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2025	$125,156.00	$0.00	$125,156.00				$125,156.00	
1	1.2	Provide a full-time librarian.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools:	July 2024 - June 2025	$66,000.00	$0.00	$66,000.00				$66,000.00	
1	1.3	Provide professional development opportunities for classified and certificated staff.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools:	July 2024 - June 2025	$0.00	$10,000.00	$10,000.00				$10,000.00	
2	2.1	Provide a full-time Teacher on Assignment.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools:		$68,096.00	$0.00	$68,096.00				$68,096.00	
2	2.2	Provide updated technology.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools:		$0.00	$18,000.00	$18,000.00				$18,000.00	
3	3.1	Provide the International Baccalaureate Primary Years Program and the Middle Years Program.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools:		$0.00	$19,254.00	$19,254.00				$19,254.00	
3	3.2	Provide Positive Behavior Interventions and Supports for CECA students and training for staff.	All English Learners Foster Youth Low Income	No Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools:		$0.00	$10,000.00	$10,000.00				$10,000.00	
3	3.3	Provide a stipend for a staff member to serve as our PYP and MYP sports coordinator to help organize events and	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools:		$0.00	$2,500.00	$2,500.00				$2,500.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		activities and to promote the program.														
3	3.4	Provide support materials for intervention teams in the school day.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools:		$0.00	$5,000.00	$5,000.00				$5,000.00	
3	3.5	CECA will provide school activities, events and recognitions throughout the school year.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools:	24-25	$0.00	$5,000.00	$5,000.00				$5,000.00	
4	4.1	Provide a full-time counselor.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools:		$196,790.00	$0.00	$196,790.00				$196,790.00	
4	4.2	WEB and Student Leaders annual budget.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools:		$0.00	$12,000.00	$12,000.00				$12,000.00	
4	4.3	Provide social-emotional support opportunities.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools:		$0.00	$10,000.00	$10,000.00				$10,000.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
7204091	547796.00	7.604%	0.000%	7.604%	$547,796.00	0.000%	7.604 %	**Total:**	$547,796.00
								LEA-wide Total:	$547,796.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Provide a full-time Intervention Specialist.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$125,156.00	
1	1.2	Provide a full-time librarian.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools:	$66,000.00	
1	1.3	Provide professional development opportunities for classified and certificated staff.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools:	$10,000.00	
2	2.1	Provide a full-time Teacher on Assignment.	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools:	$68,096.00	
2	2.2	Provide updated technology.	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools:	$18,000.00	
3	3.1	Provide the International Baccalaureate Primary Years Program and the Middle Years Program.	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools:	$19,254.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.2	Provide Positive Behavior Interventions and Supports for CECA students and training for staff.	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools:	$10,000.00	
3	3.3	Provide a stipend for a staff member to serve as our PYP and MYP sports coordinator to help organize events and activities and to promote the program.	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools:	$2,500.00	
3	3.4	Provide support materials for intervention teams in the school day.	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools:	$5,000.00	
3	3.5	CECA will provide school activities, events and recognitions throughout the school year.	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools:	$5,000.00	
4	4.1	Provide a full-time counselor.	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools:	$196,790.00	
4	4.2	WEB and Student Leaders annual budget.	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools:	$12,000.00	
4	4.3	Provide social-emotional support opportunities.	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools:	$10,000.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$434,958.00	$434,958.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Intervention and Enrichment	No Yes	$15,000.00	$15,000.00
1	**1.2**	Reading Specialist	Yes	$104,050.00	$104,050.00
1	**1.3**	Library Technician	Yes	$57,739.00	$57,739.00
1	**1.4**	Professional Development	Yes	$10,000.00	$10,000.00
2	**2.1**	Full Time Counselor	No Yes	$189,596.00	$189,596.00
2	**2.2**	Technology	Yes	$18,073.00	$18,073.00
2	**2.3**	WEB Program	Yes	$7,500.00	$7,500.00
3	**3.1**	Implement IB Programme and monitor student achievement, attendance and student approaches to learning per IB Learner Profiles	Yes	$18,000.00	$18,000.00
3	**3.2**	Positive Behavioral Interventions and Supports (PBIS)	Yes	$5,000.00	$5,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	**4.1**	Connections Between Family and the School Community	Yes	$10,000.00	$10,000.00

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
434958	$434,958.00	$434,958.00	$0.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Intervention and Enrichment	Yes	$15,000.00	$15,000.00		
1	1.2	Reading Specialist	Yes	$104,050.00	$104,050.00		
1	1.3	Library Technician	Yes	$57,739.00	$57,739.00		
1	1.4	Professional Development	Yes	$10,000.00	$10,000.00		
2	2.1	Full Time Counselor	Yes	$189,596.00	$189,596.00		
2	2.2	Technology	Yes	$18,073.00	$18,073.00		
2	2.3	WEB Program	Yes	$7,500.00	$7,500.00		
3	3.1	Implement IB Programme and monitor student achievement, attendance and student approaches to learning per IB Learner Profiles	Yes	$18,000.00	$18,000.00		
3	3.2	Positive Behavioral Interventions and Supports (PBIS)	Yes	$5,000.00	$5,000.00		
4	4.1	Connections Between Family and the School Community	Yes	$10,000.00	$10,000.00		

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)
434958	434958	0	100.000%	$434,958.00	0.000%	100.000%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

- For school districts, see Education Code Section 52062 (California Legislative Information);
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

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

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

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

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

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

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

Total Funds

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

Contributing

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

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

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

Required Actions

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

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

    - Professional development for teachers.

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

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

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

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

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

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

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

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

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

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

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

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

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

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

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

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

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

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