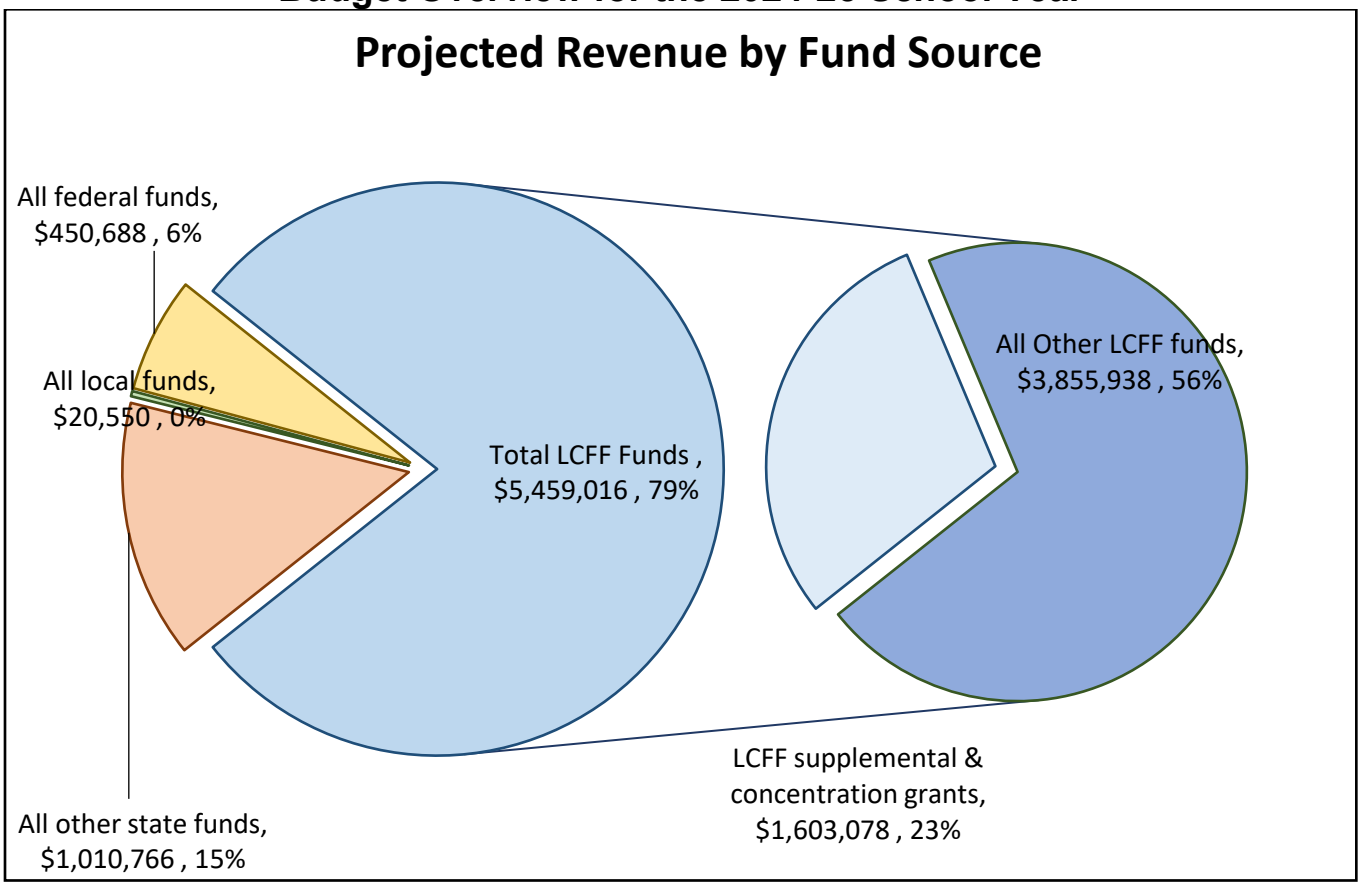
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: ASA Charter School
CDS Code: 36678760107730
School Year: 2024-25
LEA contact information:
Susan Lucey
Principal

909-475-3322, ext. 233

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

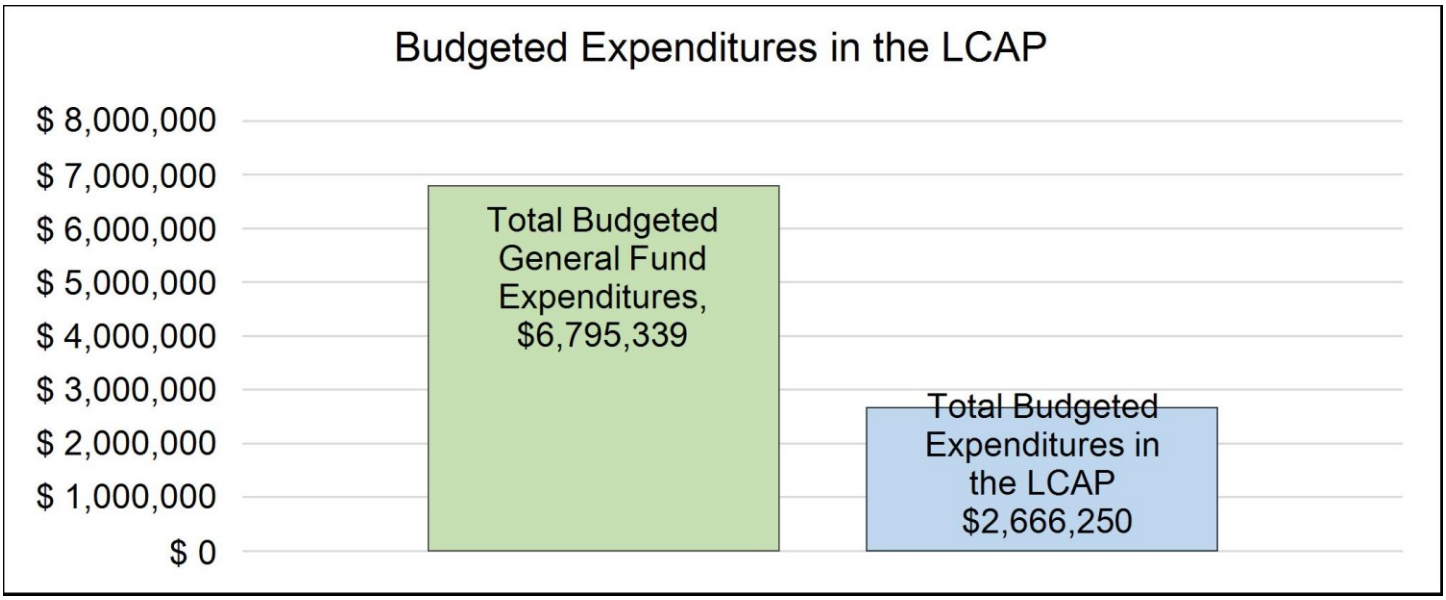


This chart shows the total general purpose revenue ASA Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for ASA Charter School is $6,941,020, of which $5459016 is Local Control Funding Formula (LCFF), $1010766 is other state funds, $20550 is local funds, and $450688 is federal funds. Of the $5459016 in LCFF Funds, $1603078 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 ASA Charter School 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: ASA Charter School plans to spend $6795339 for the 2024-25 school year. Of that amount, $2666250 is tied to actions/services in the LCAP and $4,129,089 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

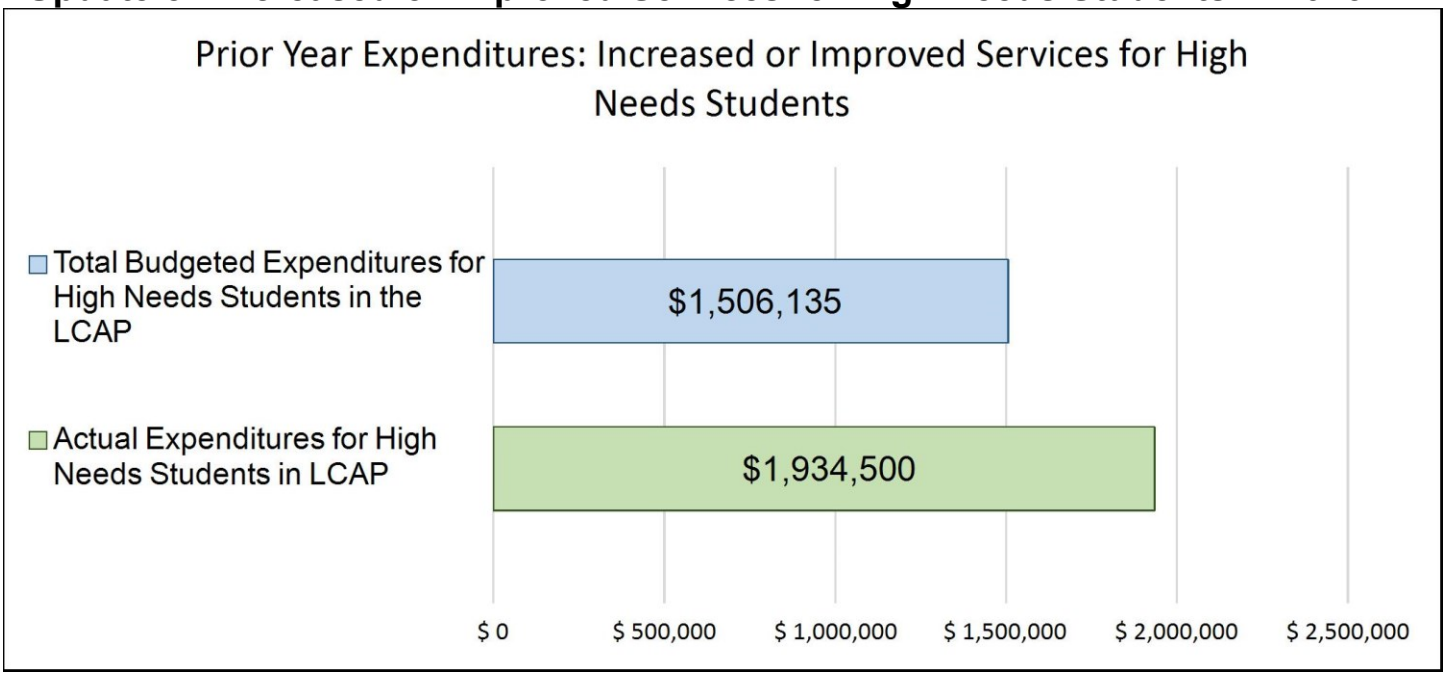
The LCAP does not contain expenditures for certificated and classified salaries unless specifically detailed under an action item. Additional general operating costs such as classroom materials, general curriculum, and programming costs are not included in the LCAP.

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

In 2024-25, ASA Charter School is projecting it will receive $1603078 based on the enrollment of foster youth, English learner, and low-income students. ASA Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. ASA Charter School plans to spend $1804500 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 ASA Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what ASA Charter School 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, ASA Charter School's LCAP budgeted $1506135 for planned actions to increase or improve services for high needs students. ASA Charter School actually spent $1934500 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
ASA Charter School	Susan Lucey Principal	susanl@asacharterschool.com 909-475-3322, ext. 233

Goals and Actions

Goal

Goal #	Description
1	Pupil Outcomes: 1). Increase ELA and math competency amongst all students and decrease the achievement gap between identified sub-groups and utilize data-analysis practices that effectively measure student performance. 2). New-Implement the Science of Reading (K-3rd), Mr. D Math (3rd-8th) and Write at Home (3rd-8th) interventions programs to increase reading, writing mastery and math skills.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Renaissance 360 ELA Assessments (% At/Above Benchmark / Student Growth Benchmark)	N/A in 2019-20 or 2020-21 due to the COVID-19 Pandemic .04 growth in ELA - K-8th grade. Results are unavailable for 9th-12th grade.	2021-2022 .04 growth in ELA - K-8th grade. Results are unavailable for 9th-12th grade.	2022-2023 .75 growth in ELA - K-8 students. Results are unavailable for 9th-12th grade.	2023-2024 0.525 Growth in ELA - K-8th grade. 0.575 Growth in ELA - 9th -12th grade.	Increase student assessment scores school-wide by .5 grade level in ELA
Renaissance 360 Math Assessments (% At/Above Benchmark / Student Growth Benchmark)	N/A in 2019-20 or 2020-21 due to the COVID-19 Pandemic .72 growth in Math - K-8 students.	2021-2022 .72 growth in Math - K-8 students.	2022-2023 .81 growth in Math - K-8 students	2023-2024 0.418 Growth in Math - K-8th grade. 0.125 Growth in Math - 9th -12th grade.	Increase student assessment scores school-wide by .5 grade level in Math

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Results are unavailable for 9th-12th grade.	Results are unavailable for 9th-12th grade.	Results are unavailable for 9th-12th grade.		
CAASPP - ELA Summative State Assessment data	2019 – ELA Results School-wide – Yellow, increased standards met by 29.4 points Subgroups Hispanic – Yellow, increased in standards by 24.8 points Socio Econ Dis – Yellow, increased in standards met by 24.8 points No data available for the subgroups below: African American EL White SPED	2021-22 ELA CA Dashboard Scores: All Students - Very Low 73.9 points below standard Subgroups Hispanic - Very Low Socio Econ Dis - Very Low No data available for the subgroups below: African American EL White SPED	2022-2023 CA Dashboard Results: All Students - Yellow - Medium 62.8 points below standard Increased 11.1 Points Hispanic & Socioeconomically Disadvantaged - Yellow - Medium No data available for the subgroups below: African American EL	2023-2024 CA Dashboard Results: Pending	Increase number of students scoring “Standards Met” in ELA to 50%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			White SPED California Educators Reporting System (CERS): 24.16% - Met or Exceeded the Standard (7.5% Improvement from 2021-22 SY) 34.72% - Nearly Met the Standard (.28% Improvement from 2021-22 SY) 39.58% - Standard not Met (8.75% Improvement from 2021-22 SY) Completion Rate Met 99.41%		
CAASPP - Math Summative State Assessment data	N/A in 2019-20 or 2020-21 due to the COVID-19 Pandemic	2021-22 Math CA Dashboard Scores:	2022-2023 CA Dashboard Results:	2023-2024 CA Dashboard Results:	Increase number of students scoring “Standards Met” in Math to 50%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2018-19 Math Results School-wide – Yellow, increased standards met by 13.4 points Subgroups Hispanic – Yellow, standards met increased by 17.5 points Socio Econ Dis – Yellow, standards met by 15.3 points No data is available for the following subgroups: African American EL White SPED	All Students - Very Low Subgroups Hispanic - Very Low Socio Econ Dis - Very Low No data available for the subgroups below: African American EL White SPED CAASPP Reporting System: 5.31% - Met or Exceeded the Standard 18.58% - Nearly Met the Standard 76.11% - Standard Not Met	All Students - Orange - Low 118.5 points below standard Increased 9.1 Points Hispanic & Socioeconomically Disadvantaged - Orange - Low No data available for the subgroups below: African American EL White SPED California Educators Reporting System (CERS): 5.43% - Met or Exceeded the Standard	Pending	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Completion Rate Met 95.24%	(.12% Improvement from 2021-22 SY) 23.29% - Nearly Met the Standard (4.71% Improvement from 2021-22 SY) 70.72% - Standard Not Met (5.39% Improvement from 2021-22 SY) Completion Rate Met 99.41%		
ELPAC data (% Proficient)	2020-21 13.98% Proficient 2019-20 – NA due to the COVID-19 Pandemic	2021-22 Results Increased to 15.57% Proficient Completion Rate 87.88%	2022-23 Results 8.70% Proficient Completion Rate 100%	2023-2024 Pending ELPAC Release Testing Window Opens 02/01/24	Increase the number of EL students meeting proficiency in English Language development.
EL Reclassification data (% of EL students reclassified)	2020-21 0% Reclassified Students did not score high enough on the	2021-22 Results 0% Reclassified Students did not score high enough on the	2022-2023 0% Reclassified	2023-2024 No students were reclassified from last year to now.	Increase the number of EL students being reclassified in English Language development.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	CAASPP to be reclassified 2019-20 NA	CAASPP to be reclassified.	Students did not score high enough on the CAASPP to be reclassified.		
SST Process (# of students in the SST process)	2019-20 20 Students participated in the SST process. 2020-21 This data is not available due to the COVID-19 Pandemic	2021-22 Results 7 students in the SST process	2022-2023 5 students recommended for the SST process	2023-2024 4 Students in the SST process this year.	Refine the process of identifying students in need of additional services up to and including the SST process
Science of Reading	TBD	Pending Results	Pending Results	Pending Results Mid-Year testing is in process now.	Increase student reading levels by 1 grade.
Mr. D Math - CAASPP Prep	2021-2022 CAASPP - Math Exceeded: 1.77% Met: 3.54%	2022-2023 CAASPP - Math Exceeded: 0.59% Met: 5.33%	ASA is no longer using this program for Year 2.	CAASPP Results were used to gauge progress, however, we are no longer using Mr. D Math this year.	Increase student math results by 1 grade level.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Near Met: 18.58% Not Met: 76.11%	Near Met: 24.26% Not Met: 69.82%		We are in the process of switching to the IXL Math program for Math intervention and CAASPP test prep.	
Write at Home - CAASPP Prep	2021-2022 CAASPP - ELA Exceeded: 3.33% Met: 13.33% Near Met: 35% Not Met: 48.33%	2022-2023 CAASPP - ELA Exceeded: 4.73% Met: 18.34% Near Met: 35.5% Not Met: 41.42%	ASA is no longer using this program for Year 2.	CAASPP Results were used to gauge progress, however, we are no longer using Write at Home this year. We are instead using the Really Great Reading Program and Language Live! as ELA intervention and CAASPP test prep.	Increase ELA results by .5 grade level.

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.

For the 2023 schoolyear, ASA charter increased CAASPP ELA and Math scores. In ELA, ASA increased by 11.1 points overall. In Math, ASA increased by 9.1 points overall. 2022-2023. ASA's own in-house assessments, through Renaissance 360, showed a .75 growth in ELA for K-8 students. Results are unavailable for 9th-12th grade. ASA also saw a .81 growth in Math for K-8 students. Results are unavailable for 9th-12th grade.

ASA implemented the Science of Reading intervention program through the Really Great Reading Company, which was used both in the classroom, as a supplemental curriculum, and also as a prescriptive intervention, pull-out program to help close any learning gaps. We feel that this program has proven successful and ASA will continue to implement it moving forward.

ASA implemented the Mr. D Math and Write-at-Home test preparation programs during the 22/23 schoolyear but upon returning for the 23/24 schoolyear, ASA's admin team decided to pursue tier 1 intervention supports to better serve our students. In place of Mr. D Math, ASA has implemented the IXL Math program for K-8th grades.

In addition to the above curriculum and supports, ASA added the Language Live! program to meet the needs of our 4th -8th grade students. The Really Great Reading program is intended only for TK-3rd grade students at grade level and as an intervention for students in grade 4 and above who are performing below grade level.

Adding the Language Live! and IXL Math programs, and removing the Mr. D Math and Write-at-Home programs, were the only substantive differences between our original planned actions and actual implementation.

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.

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

We feel that our new Science of Reading program has been very effective in helping to make progress in ELA competency amongst our TK-3rd and low performing students. Data results have been added above.

After a thorough administrative review, ASA made the decision to not continue with the Mr. D Math and Write-at-Home programs. ASA made the decision to seek out more rigorous, tier 1 and 2 intervention programs. This led to the addition of IXL Math and the Language Live! programs, which have proven to be very effective.

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.

No changes were made to this Goal; however, changes were made to the Actions and Services. ASA no longer utilizes the Mr. D Math and Write-at-Home test prep programs but have added the Language Live! and IXL Math programs. ASA is planning to add IXL ELA for the

upcoming year due to the effectiveness of the IXL Math program we implemented this year. We are looking to move towards Tier 1 and Tier 2 programs and IXL meets this requirement.

We feel that Mr. D Math and Write-at-Home were not as effective as we had hoped due to the lack of user friendliness on the platform, as well as these programs only being utilized for 2-3 months leading up to state testing. We are opting for intervention programs that will be utilized throughout the entire schoolyear to better help bridge any learning gaps. Student feedback has also been used to inform our decision to switch to IXL.

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	School Climate and Conditions of Learning: Provide a safe, healthy and stable school environment by strengthening character development amongst all students; provide social-emotional and guidance counseling services; continue with an MTSS process to address undesired behaviors, low academics and poor attendance to increase student achievement school-wide. Continue to increase school safety measures to keep our school community safe.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facility Inspection Tool	2020-21 “Good” Rating 2019-20 “Good” Rating	2021-22 Results “Good” Rating Outcome Met	2022-2023 Results "Good Rating" Outcome Met	2023-2024 Results "Good Rating" Outcome Meet	Continue to make facility and grounds improvements to provide a safe, healthy and stable learning environment and to maintain our “Good Rating” on the facility inspection tool.
School Climate Survey	2020-21 Results 5th Grade Q.1) I like school: 63% Q.5) Teachers treat me with respect: 78% Strongly Agree	2021-22 Results K-12 Students What do you like best about ASA Charter School? Teachers Staff Friends Recess	2022-23 Healthy Kids Survey Results: Do the teachers and other grown-ups at school care about you? Elementary 98% - Yes	2023-2024 Results Results will be added after this year's survey is completed.	Desired Results for 2023-24: Increase participation for the School Climate Survey to 95% in the 2022--23 SY

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Q.8I feel safe at school: 78% Strongly Agree MS/HS Q.1) I like school: 10% Strongly Agree, Somewhat Agree 50% Q.5) Teachers treat me with respect: 70% Strongly, 20% Somewhat Agree Q.8) I feel safe at school: 20% Strongly Agree, 40% Somewhat Agree Parents/Families Q.1) Teachers at my school have high standards for achievement: 84% Strongly Agree Q.5) My student feels safe at school: 88% Strongly Agree	The Food Learning What needs improvement? Sports Playground Bathrooms Poor Attitudes The Lunchroom More Grass, Less Dirt Do you feel safe at school? 91% of our students feel safe at school. Do you feel you are learning? 96% of students said they feel they are learning. What positive changes would you like to see next year? Grass	Secondary 89% - Yes Are you happy to be at/with this school? Elementary 96.67% - Yes Secondary 50% - Yes 31% - Neither Agree/Disagree I feel safe in my school. Elementary 94.67% - Yes Secondary 80% - Yes 13% - Neither Agree/Disagree Parents/Families		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Q.9) My student feels success at school: 74% Strongly Agree Q.13) I feel welcomed at school: 93% Strongly Agree Staff: Q.1) I feel support by others: 87% Strongly Agree Q.9) My school promotes academic success for all students: 82% Strongly Agree Q.13) I feel safe my school: 87% Strongly Agree Q.23) Students at my school treat each other with respect: 35% Strongly Agreed	Playground Fun Activities Sports More Activities Everything back to normal Less Bullying Friendly Students Field Trips Parents/Families What do you like best about ASA Charter School? Staff The Family Unity Small Class Sizes After School Program Clean School Safe School Good Communication What needs improvement? More Activities More Homework Time	School staff treat parents with respect. 90% Agree, 4% Don't Know This school promotes academic success for all students. 90% Agree, 3% Don't Know This school treats all students with respect. 93% Agree This school is a safe place for my child. 89% Agree, 3% Don't Know This school motivates students to learn. 90% Agree Staff		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Q.29) Parents at this school frequently attend school activities: 22% Strongly Agreed Survey participation was low this year due to COVID	Better Communication with Teachers Sports Do you and your child feel safe at school? 94% of parents surveyed feel the school is safe. Do you feel your child is learning? 100% of parents surveyed said they feel the child is learning. What positive changes would you like to see next year? More Assemblies Sports Program Improved Discipline More Activities Before School Care Program Staff	This school is a supportive and inviting place for students to learn. 100% Agree This school promotes academic success for all students. 100% Agree This school is a safe place for students. 100% Agree This school motivates students to learn. 100% Agree This school is a supportive and inviting place for staff to work. 95% Agree This school is a safe place for staff. 100% Agree		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		What do you like best about ASA Charter School? Friendly Helpful Staff Low Stress Environment Family Environment Supportive Environment Teacher to Student Ratios What needs improvement? Infrastructure Improvements Building and Grounds Improvements Communication Less Drama Improved Procedures for Student Withdrawal Do you feel safe at school? 100% of staff surveyed say they feel safe at school.	This school is welcoming to and facilitates parent involvement. 100% Agree		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Do you feel students are learning? 100% of staff surveyed say they feel their students are learning. What positive changes would you like to see next year? Return of Restaurant Occupations Renovated Playground Sports Program Field Trips The Positive ASA Spirit Outcome Met			
Suspension and Expulsion Rate	2020-21 School-wide Suspensions – 0% Expulsions – 0% Subgroups	2021-22 School-wide # of Unduplicated Students Suspended 8 total # of Suspensions	2022-23 School-wide Results # of Unduplicated Students Suspended 9 total	2023-24 Schoolwide Results Results will be added after the release of the 2023-24 SY Dashboard.	Decrease the suspension rate by 1.0% Increase the number of supports and interventions offered to students for

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	0% in all subgroups 2019-20 School-wide Suspensions – 6.1% Expulsions – 0% Subgroups African American – 2% Hispanic – 3% White – 1.1% SPED – <1 Foster/Homeless – <1% Socio Econ Dis – 6% EL – <1%	9 total # of Expulsions 0 Suspension Rate 3.7% The 2019-20 baseline was used, since no suspensions were recorded in 2020-21. Subgroups: African American - <1% Hispanic - 3% White - <1% SPED - <1% Foster/Homeless - <1% Socio Econ Dis - 4% EL- 1% Outcome Met	# of Suspensions 14 total # of Expulsions 0 Suspension Rate 2.3% as of 6/6/23 (decreased by 1.4%) Subgroups: African American -<1 % Hispanic - 1% White - <1% SPED - <1% Foster/Homeless - <1% Socio Econ Dis - 2% EL- 0% Outcome Met	Suspension and Expulsion Rate a. Suspension Rate – Pending b. Expulsion Rate – Pending	academic and behavioral needs.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate (In-house)	2020-21 School-wide 78.91% 2019-20 School-wide 94% up to the P2 reporting cutoff of February 28, 2020	2021-22 Results K-8 Attendance Rate - 76.39% HS Attendance Rate - 59.33%	2022-23 Results Pending K-8 Attendance Rate - 82.27% HS Attendance Rate - 60.92%	2023-24 Results K-8 Attendance Rate - Pending HS Attendance Rate - Pending Attendance Rate (In-house) – 78.15%	Increase student attendance rates to 95%. We still are suffering the effects of COVID 19 and parents are reluctant to send their kids to school.
Chronic Absentee Rate (CA Dashboard)	2020-21 56.9% 2019-20 Not counted in this SY due to COVID-19 2018-19 33.3% of students	2021-22 Results Chronic Absenteeism Rate - 52.3% - Level 5 - Red	2022-23 Results Pending Chronic Absenteeism Rate - 37.3% Results will be added when made available.	2023-24 Results Chronic Absentee Rate (CA Dashboard) – Pending	Continue to decrease chronic absenteeism by 20%. We still are suffering the effects of COVID 19 and parents are still reluctant to send their kids to school.
SST Process	2020-21 0 of students participated in the SST process during distance learning	2021-22 SST 7 students participated in the SST process.	2022-23 Results 5 students participated in the SST process.	2023-24 Results 4 students are participating in the SST process this year currently.	Continue to identify students in need of additional services up to and including the SST process.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2019-20 20 student participated in the SST process			Outcome met	
CA Dashboard – Colored Performance Levels	2020-21 56.9% 2019-20 No data is available for this year due to the COVID-19 Pandemic 2018-19 Chronic Absenteeism Rate – Red Suspension Rate – Green English Learner – No performance color available ELA – Yellow Math – Yellow	2021-22 Results Chronic Absenteeism Rate - 52.3% - Level 5 - Red Suspension Rate - 2.8% - Level 3 - Yellow English Learner - Low - Level 2 - Orange 43.5% - Making progress towards Standards. 39.1% - Progressed at least 1 ELPI Level. 4.3% - Maintained ELPI Level 4 34.8% - Maintained ELPI Levels 1,2L, 2H or 3L, 3H	2022-23 Results Pending Chronic Absenteeism Rate - 58% - Level 5 - Red Suspension Rate - 2.3% - Level 2 - Green English Learner - No Performance Color 28.1% making progress towards English language proficiency 21.9% - Progressed at least 1 ELPI Level. 6.3% - Maintained ELPI Level 4	2023-24 Results Pending	Continue to improve the current Colored Performance Levels by increasing performance school-wide to work towards the next color level or better: Red to Orange - Very Low to Low Orange to Yellow - Low to Medium Yellow to Green - Medium to High Green to Blue - High to Highest Performance

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Local Indicators – Standards Met	21.3% - Decreased at least 1 ELPI Level ELA - Very Low - Level 5 - Red 73.9 - Points below standards Math - Very Low - Level 5 - Red 123.9 - Points below standards Local Indicators - Standards Met	34.4% - Maintained ELPI Levels 1,2L, 2H or 3L, 3H 37.5% - Decreased at least 1 ELPI Level ELA - Level 3 - Yellow 62.8 - Points below standards Math - Low - Level 4 - Orange 118.5 - Points below standards Local Indicators - Standards Met		

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.

ASA has shown continued improvement in the areas of school climate and conditions of learning. ASA has implemented brand new MTSS processes for attendance, low academics, and behaviors. We have also increased our Social-Emotional support systems schoolwide. This includes regular in-class instruction by our SEL Counselor on conflict resolution, bullying, anger management, self-harm/mental health, mindfulness, and social-media. ASA has implemented the Class Act program during as part of our ASES After-School program. We have also incorporated restorative practices as part of our disciplinary process.

ASA has increased the number of outside resources to address: cyberbullying, drug use, student motivation, and self-harm. This has been addressed through bringing in experts and speakers to offer schoolwide assemblies. ASA has hired a new Community Resource / Parent Liaison to increase participation in our Parent Group.

School Climate continues to improve. This is evidenced by our School Climate survey, which shows the following: 98% of our Elementary students feel that their teachers and other grown-ups at school care about them, while 89% of Secondary agree. 96.67% of Elementary students state that they are happy to attend ASA Charter School. 94.67% of Elementary students state that they feel safe at school, with over 80% of our Secondary students in agreement. We feel that this is partly due to our increase of culturally relevant events/activities, school festivals, individual and schoolwide contests, dances/social events, and field trips.

ASA has maintained zero expulsions and our significantly reduced suspension rate.

ASA has made several renovations to our school-site and will continue to address any needs moving forward.

Recently, ASA has signed up Care Solace, which is a student/parent outreach program that helps facilitate outside mental health placements/services for our families. ASA has also recently hired a seasoned part-time School Psychologist to offer more intensive, 1-on-1, counseling services.

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.

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

SEL Counselor: We feel that our SEL Counselor has been very effective in helping to improve our School Climate and the Social-Emotional well-being of our students. ASA has witnessed a decrease in both verbal and physical confrontations. We also believe that the addition of our School Psychologist has played a part in improving our School-Climate.

Class Act Program: Our Class Act after-school program has been effective and had a positive impact on our school climate. We feel that this has played a role in helping to decrease student confrontations and has helped students to work on a number of character attributes which help create more well-rounded, positively minded students. Student and staff feedback has helped to confirm our belief in the effectiveness of the program.

Outside speakers/resources: As with our previously mentioned actions, we feel that bringing in outside speakers and resources in the area of Social-Emotional support has been effective in helping our students cope with any issues that may be impacting their own well-being. We have received and witnessed numerous positive reports from parents, students, and staff speaking to the effectiveness of this strategy. Our continued progress in the area of School Climate also confirms the effectiveness of having speakers present and offer actionable strategies that

School Connectivity: Teachers, Staff and the Administration have been very successful this year in increasing the connection between school and home for our students and their families. We have been able to maintain daily attendance, at or above 90% in the 6th, 7th and 8th grade classes which is a clear indicator of increased school connectiveness amongst students. We have seen an increase in parent participation for conferences, school driven events and ASA's parent group.

Attendance: While we have put strategies in place to address chronic absenteeism and have seen progress, we feel that this is still an area of concern for us.

ASA also believes that the overall improvement of our school climate has played a role in the increase of our state test scores and our overall student achievement.

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.

No changes were made to this Goal, however changes were made in the Action and Services provided.

ASA has put a great deal of effort and resources into increasing campus security and improving school safety for our students and staff. We have added and/or replaced perimeter gates and added new keyless entry on all entry doors into the school. The keyless entry system works with our new electric door locks and also have a scheduled locking system. ASA has added a new front door camera/ speaker with a buzzer system that allows our front office staff to see who is at the door, and allows them to be buzzed in once approved for entry. We have also added a new wall at the front office which keeps separation between the public entrance and the back office.

ASA is excited to announce that we have recently hired a new part-time School Psychologist to provide more intensive counseling/therapy to our students who have experienced severe trauma.

We have also reevaluated and restructured our MTSS process and have created streamlined processes for targeted areas of support, including Undesired Behaviors, Attendance, and Low Academics.

ASA's High School program has added a new Business Pathway for our students in the form of a Coffee Cart program. Students work on skills such as resume building, interviewing skills, letters of recommendation, and hygiene/appearance. We have also had our Business Pathway students earn their Food Handler's Permits.

After School Activities- ASA has added a new Year Book Club for the 23/24 schoolyear as a way to increase student buy-in, school pride, and to teach valuable design skills. ASA has also added a new Class Act program, which focuses on character development, good citizenship, mental wellness, kindness, responsibility, and comradery.

The introduction of these programs and new support staff has had a substantial positive impact on our school climate. This has increased school pride, student self-confidence, and has helped to lessen negative behaviors. This is evidenced in our suspension/expulsion rates on the Dashboard indicators.

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	College and Career: Continue to increase exploration and awareness of college and career pathways to broaden students' horizon beyond earning a high school diploma including CTE and trade school careers.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Cohort Graduation Rate	2020-21 56.3% 2019-20 53%	2021-22 No Results available on the CA Dashboard. 2021-22 CA Dataquest 46.1% Four-Year Adjusted Cohort Grad Rate	2022-23 Results Pending	2023-24 Results Pending	Increase the student Cohort Graduation Rate from 46.1% to 75%
In-house 12th Grade Graduation Rate	2020-21 73% 2019-20 75%	2021-22 Results 78%	2022-23 75%	2023-24 Results Pending	Increase the in-house student graduation rate from 75% to 80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CTE Completion	2020-21 1 student	2021-22 Results 0 - students	2022-23 0 - students	2023-24 0 - students	Increase the number of students with CTE Completion by 2 students.
Grade 11, CAASPP ELA and Math Results	2020-21 No data available 2019-20 CAASPP testing was canceled	2021-22 Results 11th Grade Students ELA - 46% Scored at or above grade level standards. Math - 0% Scored at or above grade level standards.	2022-23 11th Grade Students ELA - 50% Scored at or above grade level standards. 42.86% Nearly Met (4% Improvement from 2021-22 SY) Math - 0% Scored at or above grade level standards. 14.29% Nearly Met (No Change from the 2021-22 SY)	2023-24 Results Pending	Increase the number of students that score at or above grade level standards to 75% in ELA. Increase the number of students that score at or above the grade level standards to 50% in Math.
A – G Completion	2020-21	2021-22 Results	2022-23	2023-24	Increase the number of students that have

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	0 – students 2019-20 0 – students	1 - student	1 - student	2 - students	A-G completion up to 25% of our graduating class
Restaurant Occupations Pathway (Enrollment is for 9th – 12th grade students. Only Juniors or Seniors are able to have a 3-year completion).	2020-21 15 – Semester 1 16 – Semester 2 3-Year Completion 1 – Student 2019-20 13 - Semester 1 16 – Semester 2 3-Year Completion 1 – Student	2021-22 Results 0 – Students enrolled during this school year Due to COVID, the IS program remained primarily off site.	2022-23 0 - Students enrolled during this school year.	2023-24 0 - Students enrolled during this school year.	Increase the number of students that have a 3-Year completion in Restaurant Occupations to 5 students.

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.

ASA Charter School has increased attendance requirements through the implementation of a new attendance policy and an updated MTSS process during the 23/24 school year. These updates have come about during the second half of the schoolyear, so results are still pending. ASA has also implemented a new attendance incentive program where students are rewarded for perfect monthly/annual attendance. This has led to an increase in the consistency of attendance for a number of our high school students. The increase in attendance has led to a

fairly substantial increase between the number of high school graduates from 22/23 to 23/24. Although we do not have official numbers for the 23/24 graduates, as the year has not ended yet, we are expecting an increase from 6 graduates, up to 10-12 for the 23/24 schoolyear.

ASA's high school program continues to offer field trips to different local colleges/universities, including San Bernardino Valley College and Cal State, San Bernardino, in order to expose students to college life and open them up to the variety of pathways available. Our high school students have also attended a college/career field trip to the San Bernardino 66'ers stadium to explore career/college booths to gather valuable information for their futures. We have also increased the number of extracurricular activities available to our high school students, including a Yoga program, high school Prom, and a high school yearbook program. This has led to an increase in daily attendance as well as student buy-in.

ASA's High School teachers have put together an incredible Career Day program where professionals from a variety of fields are invited in to meet with our high school students. The program is built upon a round-robin approach where students spend a predetermined amount of time rotating between interviewing each professional in attendance. This has proven to be very valuable for our students, as it allows them to explore fields they may otherwise not have access to. The value of this program is evidenced by student/teacher feedback.

During the 23/24 schoolyear, ASA has introduced a new business pathway in the form of a Coffee Cart business. ASA has hired a new Business Teacher to oversee the program. The program includes: resume building, interview skills, hygiene/appearance lessons, the earning of food handler's permits, writing job applications, and the running of a Coffee Cart business.

ASA's High School Independent Study program utilizes the APEX program for their curriculum. This program includes a variety of Career Pathway options for students to choose from, allowing for student choice.

The addition of these programs has improved our high school climate, which is evidenced by increased attendance, participation, graduation rate, student feedback, and an increase in student comradery. One metric that shows high school student improvement is the increase we have seen in CAASPP state testing scores. High school saw an increase in both ELA and Math scores. We have also seen growth in the number of students meeting the A-G requirements, going from 1 in 22/23 to 2 in 23/24.

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.

Dan

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

Increase in the number of graduating seniors: We feel that a combination of our new attendance program, exposure to new college/career options and professionals through field trips and career days, and the increase in extra-curricular activity offerings, has played a key role in the expected increase of our high school graduation rate for the 23/24 schoolyear. We would deem these programs to be effective and an overall benefit to our students.

Increased the number of students graduating the A-G track: ASA feels that, the same programs listed above, have also proven effective in helping to increase our number of students meeting the A-G requirements. While we increased by 1 student this year, we expect to see continued growth in this area.

Increased overall student participation: The combination of the programs, policies, and staff we have in place, have all been highly effective in helping to increase student participation. This is evidenced by increased attendance, student/staff feedback, increased involvement in school activities, state testing scores, increased graduation rate, and an increase in students meeting the A-G requirements.

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.

No no changes were made to this Goal; however changes were made to the Actions and Services.

As mentioned previously, ASA has hire a new Business CTE Teacher and has added our new Coffee-Cart Business Pathway. This resulted from our reflections on prior practice, which led us to believe that a new, hands-on pathway would benefit our students. After losing our Culinary Arts teacher at the end of the 20/21 schoolyear, the addition of a new pathway was needed. While our new pathway was only added fairly recently, we believe that this is, and will continue to have a positive impact on our students.

The increase of extracurricular activities, listed above, has led to increased student participation and has proven to be something that we will continue to offer and expand upon moving forward.

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	Engagement: Continue to provide Professional Development in the areas of Data Analysis and the MTSS process. Continue to increase Parent and Community Engagement to support the success of all students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent and Family Engagement	2020-21 – Parent involvement was significantly reduced due to the COVID-19 Pandemic 2019-20 In 2019-20 ASA Charter had a Parent Advisory Committee, with 12 parents actively involved	2021-22 Results This year almost all of our family engagement has been through virtual means. Due to COVID exposures and school closures during this year, we remained a closed campus. Virtual Conferences: 90% participation Parent Advisory: 0% participation Parent participation remains significantly reduced. School Events: No congregate events took place.	2022-23 Results Parent Advisory Committee meetings were scheduled every other month. Participation started out strongly and then diminished to zero in person attendance. Parent/Teacher Conferences: In person/virtual: 95% Parent Advisory: 3% participation School Event: 40%	2023-24 Results: ASA has held multiple parent meetings this year, as well as community activities. These activities include: Fall Festival Back To School Night Parent-Teacher Conferences Winter Performance event Field Trips w/ Parent Involvement Due to our Community Resource Specialist being on maternity	Continue to increase the number of parents and families participating school-wide to support students school success: Conferences: 95% Parent Advisory Committee: 10% School Events: 75%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				leave a handful of parent meetings have had to be postponed. ASA admin and teachers also meet with parents as needed for behavioral issues, SST meetings, IEP meetings, and poor grade performance. Teachers also meet with parents at times to go over college planning.	
SST Process data (# of students in the SST process)	2020-21 0 students participated in the SST process during distance learning 2019-20 20 students participated in the SST process	2021-22 Results 7 students participated in the SST process.	2022-23 Results 5 students participated in the SST process.	2023-2024 4 Students in the SST process this year.	Continue the process of identifying students in need of additional services up to and including the SST process
Suspension and Expulsion Rate	2020-21 School-wide Suspensions – 0%	2021-22 School-wide	2022-23 Results	2023-24 Schoolwide Results	Continue to decrease the suspension rate by 2%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Expulsions – 0% Subgroups 0% in all subgroups 2019-20 School-wide Suspensions – 6.1% Expulsions – 0% Subgroups African American – 2% Hispanic – 3% White – 1.1% SPED – <1 Foster/Homeless – <1% Socio Econ Dis – 6% EL – <1%	# of Unduplicated Students Suspended 8 total # of Suspensions 9 total # of Expulsions 0 21-22 Suspension Rate 2.8% The 2019-20 baseline was used, since no suspensions were recorded in 2020-21. Subgroups: African American - <1% Hispanic - 3% White - <1% SPED - <1% Foster/Homeless - <1%	# of Unduplicated Students Suspended 9 total # of Suspensions 14 total # of Expulsions 0 22-23 Suspension Rate 2% Subgroups: African American - <1% Hispanic - 2% White - <1% SPED - <1% Foster/Homeless - <1% Socio Econ Dis - 2% EL- 0% Outcome Met	Suspension and Expulsion Rate Suspension Rate – Pending Expulsion Rate – Pending	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Socio Econ Dis - 4% EL- 1% Outcome Met			
Attendance Rate (In-house)	2020-21 School-wide 78.91% 2019-20 School-wide 94% up to the P2 cutoff of February 28, 2020	2021-22 Results K-8 Attendance Rate - 84.10% HS Attendance Rate - 68.59% Updated to include entire school year.	2022-23 Results K-8 Attendance Rate - 82.27% HS Attendance Rate - 60.92% Includes up through Month 10.	2023-24 Results K-8 Attendance Rate - Pending HS Attendance Rate - Pending Attendance Rate (In-house) – 78.15%	Increase student attendance rates to 95%
School Climate Survey	2020-21 Survey Results 5th Grade Q.1) I like school: 63% Q.5) Teachers treat me with respect: 78% Strongly Agree	2021-22 Results K-12 Students What do you like best about ASA Charter School? Teachers Staff Friends Recess The Food	2022-23 Healthy Kids Survey Results: 2022-23 Healthy Kids Survey Results: Do the teachers and other grown-ups at school care about you? Elementary	2023-24 Healthy Kids Survey Results: Results will be added after this year's survey is completed.	Increase participation for the School Climate Survey to 95% in the 2022-23 SY Increase participation for the School Climate Survey to 95% in the 2022-23 SY Increase the rating of strongly agree by 25%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Q.8I feel safe at school: 78% Strongly Agree MS/HS Q.1) I like school: 10% Strongly Agree, Somewhat Agree 50% Q.5) Teachers treat me with respect: 70% Strongly, 20% Somewhat Agree Q.8) I feel safe at school: 20% Strongly Agree, 40% Somewhat Agree Parents/Families Q.1) Teachers at my school have high standards for achievement: 84% Strongly Agree Q.5) My student feels safe at school: 88% Strongly Agree	Learning What needs improvement? Sports Playground Bathrooms Poor Attitudes The Lunchroom More Grass, Less Dirt Do you feel safe at school? 91% of our students feel safe at school. Do you feel you are learning? 96% of students said they feel they are learning. What positive changes would you like to see next year? Grass Playground Fun Activities Sports More Activities	98% - Yes Secondary 89% - Yes Are you happy to be at/with this school? Elementary 96.67% - Yes Secondary 50% - Yes 31% - Neither Agree/Disagree I feel safe in my school. Elementary 94.67% - Yes Secondary 80% - Yes 13% - Neither Agree/Disagree		in most areas of the survey

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Q.9) My student feels success at school: 74% Strongly Agree Q.13) I feel welcomed at school: 93% Strongly Agree Staff: Q.1) I feel support by others: 87% Strongly Agree Q.9) My school promotes academic success for all students: 82% Strongly Agree Q.13) I feel safe my school: 87% Strongly Agree Q.23) Students at my school treat each other with respect: 35% Strongly Agreed Q.29) Parents at this school frequently	Everything back to normal Less Bullying Friendly Students Field Trips Parents/Families What do you like best about ASA Charter School? Staff The Family Unity Small Class Sizes After School Program Clean School Safe School Good Communication What needs improvement? More Activities More Homework Time Better Communication with Teachers Sports	Parents/Families School staff treat parents with respect. 90% Agree, 4% Don't Know This school promotes academic success for all students. 90% Agree, 3% Don't Know This school treats all students with respect. 93% Agree This school is a safe place for my child. 89% Agree, 3% Don't Know This school motivates students to learn. 90% Agree Staff		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	attend school activities: 22% Strongly Agreed Survey participation was low this year due to COVID	Do you and your child feel safe at school? 94% of parents surveyed feel the school is safe. Do you feel your child is learning? 100% of parents surveyed said they feel the child is learning. What positive changes would you like to see next year? More Assemblies Sports Program Improved Discipline More Activities Before School Care Program Staff What do you like best about ASA Charter School? Friendly Helpful Staff	This school is a supportive and inviting place for students to learn. 100% Agree This school promotes academic success for all students. 100% Agree This school is a safe place for students. 100% Agree This school motivates students to learn. 100% Agree This school is a supportive and inviting place for staff to work. 95% Agree This school is a safe place for staff. 100% Agree		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Low Stress Environment Family Environment Supportive Environment Teacher to Student Ratios What needs improvement? Infrastructure Improvements Building and Grounds Improvements Communication Less Drama Improved Procedures for Student Withdrawal Do you feel safe at school? 100% of staff surveyed say they feel safe at school. Do you feel students are learning?	This school is welcoming to and facilitates parent involvement. 100% Agree		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		100% of staff surveyed say they feel their students are learning. What positive changes would you like to see next year? Return of Restaurant Occupations Renovated Playground Sports Program Field Trips The Positive ASA Spirit Outcome Met			
CAASPP ELA Summative State Assessment data (% Met/Exceeded Standards)	N/A in 2019-20 or 2020-21 due to the COVID-19 Pandemic 2019 – ELA Results School-wide – Yellow, increased standards met by 29.4 points Subgroups Hispanic – Yellow, increased in	2021-22 ELA CA Dashboard Scores: All Students - Very Low 73.9 points below standard Subgroups	2022-23 Results CA Dashboard Scores: All Students - Yellow - Medium 62.8 points below standard Increased 11.1 Points	2023-2024 CA Dashboard Results: Pending California Educators Reporting System (CERS):	Increase number of students scoring “standards met” in ELA by 50%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	standards by 24.8 points Socio Econ Dis – Yellow, increased in standards met by 24.8 points No data available for the subgroups below: African American Foster/Homeless EL White SPED	Hispanic - Very Low Socio Econ Dis - Very Low No data available for the subgroups below: African American EL White SPED CAASPP Reporting System: 16.66% Met or Exceeded the Standard 35% Nearly Met the Standard 48.33% Standard not Met Completion Rate Met 95.24%	Hispanic & Socioeconomically Disadvantaged - Yellow - Medium No data available for the subgroups below: African American EL White SPED California Educators Reporting System (CERS): 24.16% - Met or Exceeded the Standard (7.5% Improvement from 2021-22 SY) 34.72% - Nearly Met the Standard (.28% Improvement from 2021-22 SY) 39.58% - Standard not Met (8.75% Improvement from 2021-22 SY)	Pending	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Completion Rate Met 99.41%		
CAASPP Math Summative State Assessment data (% Met/Exceeded Standards)	N/A in 2019-20 or 2020-21 due to the COVID-19 Pandemic 2019 – Math Results School-wide – Yellow, increased standards met by 13.4 points Subgroup Hispanic – Yellow, standards met increased by 17.5 points Socio Econ Dis – Yellow, standards met by 15.3 points No data available for the subgroups below: African American EL White	CA Dashboard Scores: All Students - Very Low Subgroups Hispanic - Very Low Socio Econ Dis - Very Low No data available for the subgroups below: African American EL White SPED CAASPP Reporting System:	2022-23 Results CA Dashboard Scores: All Students - Orange - Low 118.5 points below standard Increased 9.1 Points Hispanic & Socioeconomically Disadvantaged - Orange - Low No data available for the subgroups below: African American EL White SPED	2023-2024 CA Dashboard Results: Pending California Educators Reporting System (CERS): Pending	Increase number of students scoring “standards met” in Math by 50%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	SPED	5.31% Met or Exceeded the Standard 18.58% Nearly Met the Standard 76.11% Standard Not Met Completion Rate Met 95.24%	California Educators Reporting System (CERS): 5.43% - Met or Exceeded the Standard (.12% Improvement from 2021-22 SY) 23.29% - Nearly Met the Standard (4.71% Improvement from 2021-22 SY) 70.72% - Standard Not Met (5.39% Improvement from 2021-22 SY) Completion Rate Met 99.41%		

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.

ASA has worked to strengthen and simplify our SST process over the 23/24 schoolyear. We have also provided in-house training for our teachers to make sure they all thoroughly understand the process, the supports to be offered, and how to analyze the data. This has been

effective in helping us to identify students in need as early as possible, and to respond with appropriate supports and interventions to facilitate improvement.

Streamlined ad updated the MTSS process: This has been effective in defining the correct supports and interventions for our students/families across the areas of attendance, low academics, and behavior.

Provided Professional Development in the areas of MTSS and Data Analysis. The first MTSS training for admin was completed through the San Diego County Office of Education. The second training we received that involved the MTSS process was through the Principals and Admin 2-day Comprehensive School Improvement Intensive in Lake Arrowhead, CA. Based on these administrative trainings, ASA Charter provided in-house training for all teachers and intervention staff on the MTSS and SST process. This has been effective in helping to streamline the SST/MTSS process and to make the MTSS process flow more smoothly and efficiently.

ASA has also recently hired a new Community Resource Specialist who has already had a big impact on the improvement of our parent group, foster/homeless program, and our school climate in general. We continue to host monthly parent group meetings and have added a second parent group for our Spanish speaking parents. This has led to a noticeable increase in the number of parents attending our parent group meetings. ASA has also signed up with the Mental Health service broker, Care Solace, which will be implemented in the 24/25 schoolyear, to facilitate the connection between families and outside mental health providers. Care Solace helps to connect families, based on their health insurance coverage, with providers who offer mental health services of all kings. Care Solace is available 24/7/365 and walks families through every step of the process. We feel that this will prove to be a highly beneficial program for our students and families.

The effectiveness of these supports, programs, and additions is evidenced through the positive feedback provided by students, parents, and staff in our annual surveys. Further evidence is the increase of 11.1 points in CAASPP ELA and 9.1 in CAASPP Math scores for the 23/24 schoolyear. ASA also continues to remain in the "Green" category for Suspension and Expulsion rates on the California Dashboard Indicators. We also believe that our new attendance policy and framework will prove beneficial in the upcoming schoolyear.

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.

Dan

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

Revised System of Supports (SST, MTSS): We have completed the revision of the SST and MTSS process halfway through the 23/24 schoolyear. It is still too early to fully see the impacts this will have, but we have already started to see improvements in the areas of behaviors, academics, and attendance. We feel that some of the effectiveness of these systems come from the embedded intervention programs that we have added over the last 1-2 years. These include new ELL supports, a new Reading Specialist and Reading Program (the Really Great Reading Program), the addition of IXL Math and our new Math intervention support team, as well as the impacts of our new school counselor and School Psychologist.

Increased PD for Teachers and Staff has proven to be effective overall. This is evidenced by our increase in ELA and Math CAASPP scores, continued behavioral improvement schoolwide, improved classroom management techniques, and an improvement in our school climate.

Improvement on the Dashboard local indicators is due to our new SST/MTSS process, attendance program/incentives, increased professional development trainings, improved parent involvement, and an increase in school activities and intervention programs.

Another major indicator that our programs and supports are proving effective is our exit from the (CSI) Continuous Support and Improvement program (SBCSS). After being designated for CSI supports we have earned our way out of that program as of the 23/24 schoolyear.

The effectiveness of these programs is also shown through the results of our recent (April 2024) mid-year WASC visit. We received a highly positive WASC report, with no new findings and all previous findings being addressed appropriately.

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.

No changes to the goal; Made changes to the Actions and Services.

Streamlined the System of Supports for Teachers/Admin (SST, MTSS)

Hired a new Community Resource Special - focusing on the parent and community connection.

We added the IXL Math program for the 23/24 schoolyear and have added IXL ELA beginning in the 24/25 schoolyear.

ASA has also updated our attendance policies and has put in place a student incentive program.

ASA has partnered with Care Solace beginning 24/25 schoolyear to address mental wellness supports for students and families.

ASA has increased programs and supports for character building and mental wellness through increased counseling services and supports, the addition of a part-time School Psychologist, and our Class Act character program, in order to help promote a positive school climate.

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
ASA Charter School	Susan Lucey Principal	susanl@asacharterschool.com 909-475-3322, ext. 233

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.

ASA Charter School is a small school that has an intimate feel. We are located in the North-end of San Bernardino, CA and authorized by San Bernardino City Unified School District. We opened our doors in 2004 with a High School Independent Study Program and Elementary grades Kindergarten through fifth, adding another grade each year until we reached full capacity with K-12 in 2008. Additionally, in 2008 we purchased a new facility/school building located at 3512 N. E Street and fully occupied the new location in 2009. Our facility encompasses an entire square block and is fully fenced for increased security.

Our teachers and staff know students by name across most grade levels. We have many large families that attend ASA with children in both the elementary, middle and high school programs. The student base is primarily At-Risk, meaning; those students in elementary grades are at-risk of falling behind (grades K-3) or currently far behind grade level standards (grades 3-7). Many of our high school students come to us far below grade level, behind in credits and/or come from fragmented families. We continue to get a handful of pregnant/parenting and adjudicated youth. This is in stark contrast to the students who have remained with us throughout the years, transitioning from elementary to middle school, and from middle school to high school making the school dynamic complex.

The race and ethnicity demographic of our student population as of CalPads Fall 1 reporting is: 75.6% Hispanic, 12.6% African American, 4.4% White, 0% Filipino, .3% Asian, 0% Pacific Islander, 5.0% 2 or more races and not reported is 1.8%. Enrollment data as of CalPads Fall 1 is: 16.5% EL, .3% Foster, 3.8% Homeless, and 95% Socio-economically disadvantaged and 10% Special needs. ASA Charter School's population for the National School Lunch Program is at a 95% Free and Reduced Rate and we have 12 families that fall into the category of homeless and/or doubled up.

Over the past few years, our student population has remained fluid with families moving in and out of San Bernardino. We provide a Parent Resource Center, including a Homeless and Foster Youth Liaison and Social Emotional intervention services. We provide meals to all

students free of charge. Tutoring and homework assistance is offered daily after school, as well as after school enrichment activities provided by the ASES Day Camp and ELOP programs, free of charge to our families.

Academics are a top priority for ASA Charter. During the 2023-2024 SY we implemented new curriculum, along with Tier 1 and Tier 2 interventions supports to improve student achievement. ASA Charter School focuses on the whole child. This approach goes beyond just academics. We consider a well-rounded education that includes social-emotional development, extracurricular activities, character development and fostering a sense of well-being in our students.

We have developed our own community within the walls of our campus. We are able to provide many services to our students and their families onsite, reducing the number of services that are referred to outside agencies.

Reflections: Annual Performance

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

ASA Charter has experienced several areas of success. In the Fall of 2023, we implemented the Science of Reading, Mr. D Math and Write at Home intervention programs to address the needs of our student population. Student scores in reading and math have increased greatly, with students showing one or more grade levels growth from when they started these interventions.

ASA has introduced and implemented new Tier 1 and Tier 2 Interventions. These include IXL Math, Language Live!, and the Really Great Reading Program. We are adding IXL ELA for the 24/25 schoolyear.

ASA’s School Climate continues to improve along with the Conditions of Learning. ASA Charter's student Suspension Rate declined from 2.3% in 2022-2023 SY. Data is not currently available for the 2023-2024SY and will be noted at a later date. Prior to the start of the 2023-2024 SY we held a very successful enrollment campaign which resulted in significant growth in our student enrollment. Social-Emotional strategies for Student Wellness continue to be provided and strengthened with the number of supportive services we offer.

EL students have shown improvement in assessment scores and we have added EL supports for our Spanish speaking students.

Standards were met in the areas of Implementation of Academic Standards, Parent and Family Engagement, Local Climate Survey, Access to a Broad Course of Study and Basics: Teachers, Instructional Materials, and Facilities.

Due to the nature and home life of many of the students that we work with, we have recognized over the years that our Dashboard Data does not always reflect the positive progress we see in our students regarding academic performance that we see through our local data. The Dashboard data has a hard time telling the story of the successes and what we experience with our students on a daily basis. It is hard to reflect those singular and sometimes less frequent experiences in the overall data that is reported to the State.

Reflections: Technical Assistance

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

ASA Charter School reviewed an analyzed the data available on the California Dashboard, including testing data and local measures. ELA and Math continue to be a top priority for ASA Charter School, with Chronic Absenteeism coming in second. During this year, several students continued to miss school due to severe illnesses, including COVID. We continue to struggle with daily attendance, as do many other schools in our area and across the state of California. Other focus areas for our school include the Graduation Rate, and our College and Career Indicator.

Further analysis of the CA Dashboard for 2023 indicated that the local indicators reflected not being met for two or more years. This is not a accurate reflection of ASA Charter's progress due to a misstep in the reporting process. Basic: Teachers, Instructional Materials and Facilities, Access to a Broad Course of Study, Implementation of Academic Standards, Parent and Family Engagement and Local School Climate are local indicators that have been met for multiple years.

In the 2022-2023SY ASA Charter School was identified for Continues Improvement and Support (CSI). We worked closed with the SBCSS to receive CSI support and direction, and have recently been removed from the CSI identification. Upon being released from CSI, we found that we qualified and were identified for Additional Targeted Support and Improvement (ATSI) during the 2023-2024SY. ASA Charter School has established Comprehensive Goals and implemented Tier 1 and Tier 2 intervention programs to address school-wide learner needs. We plan to continue these interventions and supports during the 2024-2025 SY and build upon the relationship established with the San Bernardino Superintendent of Schools (SBCSS).

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.

ASA Charter School

Support for Identified Schools

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

ASA Charter has worked hand-in-hand with San Bernardino County Schools to create a plan for Comprehensive School Improvement. We have had multiple meetings over the 23/24 schoolyear to define our process and implement strategies.

ASA admin attended the 2-day CSI Professional Development Administrator's training in Lake Arrowhead, CA during the 23/24 schoolyear. This training covered the entire CSI process including the MTSS process.

ASA has created 3 new MTSS and SST schoolwide processes. These include a separate MTSS process for attendance, low academics, and poor behavior.

ASA had implemented new Tier 1 & 2 intervention programs, such as: IXL Math, the Really Great Reading Program, and Language Live!. IXL ELA will be added for the 24/25 schoolyear. Teachers and admin have attended professional development trainings for these programs.

ASA has increased the amount of Professional Development provided to our teachers, admin, and support staff over the 23/24 schoolyear. These trainings include, but are not limited to: CSI Training, MTSS/SST Trainings, IXL Training, Renaissance 360/STAR training, Fentanyl Awareness certification, Sherman-Garnett Discipline, Due Process, Suspension, and Expulsion training, Really Great Reading Program Training, Language Live! Training, School-Shooter Training, Keenan Trainings, CPR/First Aid Training, Demonstration Teacher visits, and BER Training on Dealing with Difficult Students and Behaviors.

Monitoring and Evaluating Effectiveness

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

ASA Charter continues to work closely with SBCSS on our PDSA Protocol to target and monitor our Comprehensive School Improvement process. Meetings are held every 2 weeks to track progress.

ASA Charter School teachers, admin, and intervention staff continuously monitor intervention progress throughout the school year in a variety of ways. We perform baseline assessments through Renaissance 360 at the beginning of each schoolyear, followed by another assessment at the end of each trimester to monitor growth. ASA also utilizes and analyzes the CAASPP state testing results, as well as ELPAC testing results, as metrics for growth. ASA's intervention programs (IXL, Language Live!, and the Really Great Reading program) all have built-in diagnostic assessments, which we track and analyze to monitor growth and effectiveness. Teachers analyze student work samples and in-class assessments to monitor growth and check for content mastery continuously throughout the schoolyear.

ASA's SST/MTSS process is utilized and monitored throughout the year and adjusted on an as-needed basis. ASA's IEP assessment process is also used as another metric to monitor growth and discover student needs.

ASA Charter school has updated our Attendance Policy for the 24/25 schoolyear which will be used to address poor attendance and this data will be used to evaluate the effectiveness and address any underlying causes for chronic absenteeism and low academic performance.

All of the aforementioned data is compiled and analyzed by admin/teachers and used to inform our decision-making moving forward.

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
Community Members, Staff, Parents, Students and Staff Members	Regular Scheduled Board Meetings July 12, 2023 August 9, 2023 September 13, 2023 October 11, 2023 November 8, 2023 December 13, 2023 January 10, 2024 February 13,2024 March 12, 2024 April 16, 2024 May 14, 2024 June 12, 2024 and June 19, 2024
Certificated and Classified Staff	Staff Meetings MTSS/SST/LCAP Trainings California School Staff Survey (Annually)
Students	In-house surveys California Healthy Kids Survey (Annually) Student Feedback

Educational Partner(s)	Process for Engagement
Parents and Guardians	English and Spanish Monthly Information Meetings In-House Surveys and Feedback California School Parent Survey (Annually)
Desert Mountain SELPA	Students Supports Director's Meetings Strategic Planning Meetings Steering & Finance Meetings
Administration Team	LCAP Planning CA Dashboard Results Analysis School Climate CAASPP CSI ATIS
Equity Multiplier Funds	Parent Meeting

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

ASA Charter School solicited input on the development of the 2024-25 LCAP goals, actions, metrics and services through meaningful engagement with our educational partners. We conducted surveys, in-person parent, community, board and staff meetings, as well as held lengthy discussions with our students. During these meetings we shared the data from the CA Dashboard, State and Local indicators, CA Dataquest and the Equity Multiplier Funds ASA Charter will receive and their allowable uses. All feedback that was received was then analyzed and reviewed carefully by the administrative team. During the analysis process we found commonalities throughout the feedback. The commonalities noted were to continue with small group interventions, Reading program, Professional Development for teachers and staff, student support services and to continue improving school safety.

The following aspects of the 2023-24 LCAP will be continued: All goals and actions will be revised based off of the Educational Partner feedback we received. Our Educational partners were supportive of maintaining the broad goals that captured specific actions intended to

provide services to all students including English Learners, foster youth, homeless students, low-income students, and students with exceptional needs. There will be a continued focus in the following areas:

- Increase Academic Performance in ELA and Math.
- Increase in concurrent enrollment courses.
- Allocate more resources to address SEL components to gain college and career readiness.
- Increased SEL support and strategies for motivation.
- Continued communication with Educational Partners throughout the school year.

Top Priorities for the upcoming school year are identified in the newly revised 2024-25 Goals, Actions, Metrics and Services sections of the LCAP and have addressed all identified areas from the Educational Partners Feedback sessions. We feel that the information gathered was relevant to the development of 2024-2025 LCAP and was deemed an invaluable tool that assisted ASA Charter School to create a well-informed, meaningful plan for student academic and personal growth and achievement school-wide.

The Local Control Accountability Plan (LCAP) will serve as ASA Charter Schools School Plan for Student Achievement (SPSA).

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	1). Increase ELA and math competency amongst all students and decrease the achievement gap between identified sub-groups and utilize data-analysis practices that effectively measure student performance. 2). New-Implement IXL ELA (TK-8th), continue with IXL Math (TK-8th), continue with the Really Great Reading Program (Science of Reading) (TK-3rd at grade-level in the classroom, and as intervention for TK-8th grades) These programs/interventions are to increase reading, writing mastery and math skills for all students (TK-8th). 3) Develop and implement a new English Language support program for our English Language students.	Maintenance of Progress Goal

State Priorities addressed by this goal.

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.

Academic growth remains to be an important goal for the upcoming school year. We have revised this goal to add the implementation of a reading program with a focus on having students reading proficiently by third grade. We have placed a focus on reading and the academic growth of our students, putting strategies in place to help accelerate learning to fill the gaps. The combined actions, services and measures, will help achieve this goal by meeting the needs of all individual students. We plan to achieve this goal by screening and monitoring regularly, provide intervention and/or enrichment support as needed, provide professional development in areas of need, and by providing a strong, rigorous, standards-based education by a highly qualified teaching staff. In addition, we plan to use our Reading Specialist to oversee the reading and writing programs. We have also implemented the IXL Math program, with a focus on state testing, to increase math scores for students in 3rd through 8th grade. ASA Charter School is committed to keeping class sizes small to ensure we are meeting the needs of all students and the social distancing requirements for safety.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Renaissance 360 ELA Assessments (%	2023-2024				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	At/Above Benchmark / Student Growth Benchmark)	0.525 Growth in ELA - K-8th grade. 0.575 Growth in ELA - 9th -12th grade.				
1.2	Renaissance 360 Math Assessments (% At/Above Benchmark / Student Growth Benchmark)	2023-2024 0.418 Growth in Math - K-8th grade. 0.125 Growth in Math - 9th -12th grade.				
1.3	CAASPP - ELA Summative State Assessment data	2023-2024 CA Dashboard Results: Pending				
1.4	CAASPP - Math Summative State Assessment data	2023-2024 CA Dashboard Results: Pending				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	ELPAC data (% Proficient)	2023-2024 Pending ELPAC Release Testing Window Opens 02/01/24				
1.6	EL Reclassification data (% of EL students reclassified)	2023-2024 No students were reclassified from last year to now.				
1.7	SST Process (# of students in the SST process)	2023-2024 4 Students in the SST process this year.				
1.8	Science of Reading (Really Great Reading)	Pending Results				
1.9	IXL Math	IXL Math was started late in the 23/24 schoolyear. Not enough time has passed to gain baseline data.				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.10	IXL English	Will be implemented at the beginning of the 24/25 schoolyear.				

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	Curriculum and Materials	Provide access to research based standards aligned curriculum and subscriptions to meet the need of all students.	$78,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	Intervention Programs - ATSI	Provide intervention strategies that include Instructional Aides to support all students in the classroom and after school tutoring to at-risk students. Credentialed Teachers to provide support to at-risk students outside of the classroom. Increase instructional minutes by 20 minutes per day and add early start time for the 2022-23 SY (new). Provide Designated ELD by the Intervention Teachers and Integrated ELD by the classroom teachers to all EL students. Continue to use the Renaissance 360 Assessments for all students. Implement the Science of Reading Intervention Program. Implement the IXL ELA Program (New). Continue with the IXL Math Program. Continue to provide SEL counseling to work with our students on social emotional wellness and conflict resolution skills. Coordinate with San Bernardino County Office of Education to complete PDSA Protocol for ATSI.	$565,000.00	Yes
1.3	Assessment and State Testing	Continue with Renaissance 360 Assessments to monitor performance and growth in all our students. Continue to perform data analysis to identify and pull students for intervention and to monitor their progress. Continue to implement test-taking strategies to increase student performance in ELA and Math. Continue to implement a Smarter Balanced Boot Camp to support and encourage students during state assessments.	$5,000.00	No
1.4	Professional Development	Continue to provide intentional outside professional development to enhance programs, curriculum, and teacher effectiveness.	$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Continue to provide professional development based on the needs of the school as a whole, as well as budget for individually chosen PD. Continue w/Teacher Collaboration through staff meetings to share best practices.		
1.5	Access to Technology	Maintain/repair, and/or purchase additional/new, technology to make standards-based online instruction more effective and aligned to the state assessment system. Continue with e-Devices and Chromebooks to access the standards based curriculum. Purchase additional Chromebooks to accommodate new enrollment numbers (50) New. Technology Program Manager to oversee computer labs and to support teachers and students with technology and library services.	$104,000.00	Yes
1.6	Special Education	Provide equal access to education for our Special Education students, by providing specialized services by a qualified SPED team that will lead to success in the general classroom. Contract with McColgan and Associates and Presence Learning for SAI, Speech, OT and Psychologist services. Continue to provide nursing services to conduct state mandated hearing and vision screening for students and an overall health assessment. Continue with the resource aide to assist in working with our SPED population. Hire an additional part-time resource aide to assist with our SPED population. Increase Special Education outcomes by 1 or more levels on the CA Dashboard Indicators	$299,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.7	Qualified Staff	Retain and hire qualified teachers, substitutes and support staff that are happy and understand the mission and vision of ASA Charter School to meet the needs of ALL students.	$250,000.00	Yes
1.8	English Language Program	Implement a language acquisition program to help with English Language development Hire an ELL Authorized teacher to oversee our ELL student population and EL resources Add 2 Bilingual classroom aides Purchase ELL support resources Professional Development for ELL support staff and teacher	$374,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Provide a safe, healthy and stable school environment by strengthening character development amongst all students; provide social-emotional and guidance counseling services; continue with and improve our MTSS process to address undesired behaviors, low academics and poor attendance to increase student achievement school-wide. Continue to increase school safety measures to keep our school community safe.	Maintenance of Progress 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.

ASA Charter School feels that providing a safe, healthy and stable school environment is an essential component for conditions of learning and positive pupil outcomes. Character development for our students has been a priority for our campus and we will continue to instill the core character values in all aspects of student learning. To help ASA achieve this goal we will continue to utilizing “CLASS” and monthly character traits and we will continue to provide social-emotional wellness and counseling services. In addition, we will continue to utilize a multi-tiered system of support to address academics, behaviors and attendance issues. Facility and ground improvements will continue to be made, as well as the implementation of stronger security measures.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Facility Inspection Tool	2023-2024 Results "Good Rating"				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Outcome Meet				
2.2	School Climate Survey	2023-2024 Results Parent Survey: How safe does your child feel at school? Very Safe / Safe: 93% Neutral: 7% How effectively does the school address bullying and harassment? Very Effectively / Effectively: 86% Neutral: 14% How would you rate the overall learning environment at the school? Very Well / Well: 86% Neutral: 14%				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		How satisfied are you with the communication between the school and parents? Very Satisfied / Satisfied: 93% Neutral: 7% How satisfied are you with the mental health and counseling services provided by the school? Very Satisfied / Satisfied: 100% Staff Survey: Has sufficient resources to create a safe campus: Strongly Agree / Agree: 100% Seeks to maintain a secure campus: Strongly Agree: 100% Provides conflict resolution or behavior				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		management instruction: A lot / Some: 100% Emphasizes helping students with social, emotional, and behavioral problems: Strongly Agree / Agree: 100% This school helps students resolve conflicts with one another: Strongly Agree / Agree: 93% Student Survey: Elementary/Middle School Do you feel safe here at ASA Charter School? TK-2nd: 100% Yes 3rd-5th: 100% Yes 6th-8th: 100% Yes				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Do you feel that adults at this school help to solve bullying and harassment problems? TK-2nd: 93.33% Yes 3rd-5th: 87.5% Yes 6th-8th: 90% Yes Is there a teacher/adult at ASA Charter School that you feel you can go to for help or to talk about your problems? TK-2nd: 93.33% Yes 3rd-5th: 100% Yes 6th-8th: 90% Yes Do you feel like you are learning and growing as a student here at ASA Charter School? TK-2nd: 100% Yes 3rd-5th: 87.5% Yes, 12.5% Maybe 6th-8th: 100% Yes				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Would you recommend ASA Charter School to your friends and family? TK-2nd: 100% Yes 3rd-5th: 87.5% Yes, 12.5% Maybe 6th-8th: 100% Yes High School There is a teacher or some other adult from my school who really cares about me. 80% - Yes Do you feel safe at ASA Charter School? 85% - Yes Is there a teacher/adult at ASA Charter School that you feel you can go to for help or to talk about your problems? 75% Yes, 20% neutral				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	Suspension and Expulsion Rate	2023-24 Schoolwide Results Results will be added after the release of the 2023-24 SY Dashboard. Suspension and Expulsion Rate a. Suspension Rate – Pending b. Expulsion Rate – 0				
2.4	In-house Attendance Rate	2023-24 Results K-8 Attendance Rate - Pending HS Attendance Rate - Pending Attendance Rate (In-house) – 78.15%				
2.5	Chronic Absentee Rate	2023-24 Results Chronic Absentee Rate (CA Dashboard) – Pending				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	MTSS/SST Process	2023-24 Results 4 students are participating in the SST process this year currently. Outcome met				
2.7	CA Dashboard Color Performance Levels	2023-24 Results Pending				

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	School Climate – Access to a safe, clean and well maintained facility	Provide a campus that is safe, clean, and well maintained. Update our Comprehensive School Safety Plan. Maintain a continuous supply of Personal Protective Equipment and supplies. Maintain emergency and first aid supplies. Make necessary facility and grounds renovations to improve the quality of our school climate. Continue the use of two security guards. Increase security measures school-wide and install additional security access hardware for school entry points. (On going)	$260,000.00	Yes
2.2	Social Emotion Learning (SEL) Support	Continue to provide counseling services to assist students with social emotional skills and development. Anger management and conflict resolution classes. Teacher driven mindfulness activities. Continue to develop a strong Foster Youth and Homeless support program with SBCSS and local programs.	$60,000.00	Yes
2.3	Multi-Tiered System of Support (MTSS)	Continue to implement a school-wide MTSS process that addresses and utilizes interventions based on individual learner's academic, social, and behavioral needs. Provide training in the MTSS process.	$10,250.00	No

Action #	Title	Description	Total Funds	Contributing
2.4	Attendance Incentives, Celebrations and Awards	Continue to implement attendance incentives to decrease chronic absenteeism and improve daily attendance. Recognize student's academics, behaviors and achievement through award ceremonies and school-wide celebrations. Lunch with the Principal.	$5,000.00	No
2.5	After School Program (ASES)	Provide the ASES after-school program for students in grades TK – 8th grade. Some of the activities we will provide are social emotional learning, homework and tutoring assistance, STEM, sports, art and music.	$303,000.00	No Yes
2.6	Early Start Access	Provide an early start time program for the 2024-25 SY.	$27,500.00	No
2.7	ELOP Program - Equity Multiplier Funds	Provide an Expanded Learning Opportunity Program for TK - 6th grade students.	$175,000.00	Yes
2.8	Extracurricular Activities	Continue with extracurricular activities school-wide to build the school to family connections. Some of the activities we will provide are Movie Night, students dances, Harvest Festival, Holiday Shop Fundraising and student art exhibitions.	$3,000.00	No
2.9	C.L.A.S.S and Monthly Character Traits	Teach and reinforce the values of CLASS and our monthly Character traits school-wide to promote a safe, healthy and stable learning environment.	$25,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Continue to increase exploration and awareness of college and career pathways to broaden students' horizon beyond earning a high school diploma including CTE and trade school careers.	Maintenance of Progress Goal

State Priorities addressed by this goal.

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.

ASA Charter School has had a successful year working with our high school students. We have more than doubled the number of graduates this year and have increased the number of times students come on to campus for their weekly appointments and to receive academic support from their teachers. Onsite supplemental classes for the work readiness and industry skills continue to be a focus. We remain committed to educating our students on the opportunities that exist beyond high school and feel that goal setting is a part of self-management, and it helps students to increase self-awareness and builds self-confidence. As our high school students become more independent, they will gain the ability to set and work towards goals for their future success. The planned actions and services will increase the exploration and awareness of colleges, and career technology and educational opportunities. 21st Century Life Skills are a part of this goal and will be used to teach our students how they can become productive citizens with an ability to compete in an ever-changing global world.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Cohort Graduation Rate	2023-24 Results Pending				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	In-house 12th Graduation Rate	2023-24 Results Pending				
3.3	CTE Completion	2023-24 0 - students				
3.4	Grade 11 ELA and Math Scores - CAASPP	2023-24 Results Pending				
3.5	A-G Completion	2023-24 2 - students				
3.6	High School Pathways	2023-24 0 - Students enrolled during this school year.				

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	Graduation	Increase the amount of classes passed on a yearly basis and offer additional assistance to struggling students Increase the number of students with A-G completion	$2,500.00	No Yes
3.2	Graduation Cohort	Increase the amount of classes passed on a yearly basis and offer additional assistance to struggling students Increase the number of students with A-G completion		No

Action #	Title	Description	Total Funds	Contributing
3.3	Career Pathways	Continue with the Restaurant Occupations pathway for middle and high school students and increase the number of 3-year completions. Hire part-time CTE teacher. Implement a new Introduction to Business pathway for middle and high school students	$5,000.00	No
3.4	College and Career Readiness	Continue to provide activities to increase College and Career Readiness skills. Continue to provide Everyday Life Skills for student success after high school. Increase College and Career outcomes by 1 or more levels on the CA Dashboard Indicators	$5,000.00	No
3.5	Extracurricular Activities	Continue to provide outside extracurricular activities to students to promote college and career interests beyond high school.	$10,000.00	No
3.6	Assessment and State Testing	Continue with Renaissance 360 Assessments to monitor performance and growth in all our students. Perform data analysis to identify and pull students for intervention and to monitor their progress. Continue to implement test taking strategies to increase student performance in ELA and Math. Implement a Smarter Balanced Boot Camp to support and encourage students during state assessments.	$5,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Continue to provide Professional Development in the areas of Data Analysis and the MTSS process. Continue to increase Parent and Community Engagement to support the success of all students.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

ASA Charter School will continue with intentional outside professional development in the areas of Data Analysis and in the Multi-Tiered System of Support. This remains an area of continued need for our school and the trainings provided to our teachers will lend the necessary supports to increase academics and promote a positive school climate. Along with the PD, we plan to increase engagement with our parents, families and community, as well as have our students engage more with the community.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Parent and Family Engagement	2023-24 Results: ASA has held multiple parent meetings this year, as well as community activities. These activities include: Fall Festival Back To School Night				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Parent-Teacher Conferences Winter Performance event Field Trips w/ Parent Involvement Enrollment Fair Due to our Community Resource Specialist being on maternity leave a handful of parent meetings have had to be postponed. ASA admin and teachers also meet with parents as needed for behavioral issues, SST meetings, IEP meetings, and poor grade performance. Teachers also meet with parents at times to go over college planning.				
4.2	SST Process data (# of students in the SST process)	2023-2024 4 Students in the SST process this year.				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.3	Suspension and Expulsion Rate	2023-24 Schoolwide Results Suspension and Expulsion Rate Suspension Rate – Pending Expulsion Rate – Pending				
4.4	Attendance Rate (In-house)	2023-24 Results K-8 Attendance Rate - Pending HS Attendance Rate - Pending Attendance Rate (In-house) – 78.15%				
4.5	School Climate Survey	2023-24 Healthy Kids Survey Results: Results will be added after this year's survey is completed.				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.6	CAASPP ELA Summative State Assessment data (% Met/Exceeded Standards)	2023-2024 CA Dashboard Results: Pending California Educators Reporting System (CERS): Pending				
4.7	CAASPP Math Summative State Assessment data (% Met/Exceeded Standards)	2023-2024 CA Dashboard Results: Pending California Educators Reporting System (CERS): Pending				

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	Parent Engagement and Intervention	Continue with credentialed staff to work with Parent/Community Engagement and Student Interventions. Create Community Engagement Opportunities school-wide and facilitate the Parent Advisory Committee. Work with the SST Process for At-Risk students. Teachers will continue to identify at-risk students early and refer them to the SST process; include the social-emotional counselor if behavior and/or confidence is an issue. Add a second SEL counselor to assist with SEL supports for our students, and to provide training to our parents.	$55,000.00	No Yes

Action #	Title	Description	Total Funds	Contributing
4.2	Professional Development	Provide intentional outside Professional Development in the area of Data Analysis.	$10,000.00	No Yes
4.3	Professional Development	Provide intentional outside Professional Development in the area of Multi-Tiered System of Support.	$10,000.00	No Yes
4.4	Access to Technology	Utilize the Analytic Software from AERIES Student Information System.	$10,000.00	No

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
$1603078	$

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
42.131%	0.000%	$0.00	42.131%

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:** Curriculum and Materials **Need:** **Scope:**		

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		
1.2	**Action:** Intervention Programs - ATSI **Need:** 1. Academic supports and interventions 2. Social-Emotional Guidance Counseling and supports 3. English Language Development and supports **Scope:** LEA-wide	1. The actions address the needs of the identified Unduplicated Pupil populations by providing direct academic supports and guidance. These interventions are intended to bridge student learning gaps and increase academic progress. 2. Providing SEL counseling services address the social-emotional wellness of the identified Unduplicated Pupils by providing coping strategies, conflict resolution, and opportunities to develop social-emotional skills. 3. The addition of an ELL teacher and aide, as well as the integration of ELD supports in the General Ed. classroom addresses the needs of our ELL students by providing 1-on-1 or small-group supports on a push-in or pull-out basis. These supports are in addition to the differentiated supports that the classroom teachers currently provide, since all ELL students are mainstreamed into the General Ed. population.	1. All metrics listed above, 1.1 - 1.10, will be used to monitor the effectiveness of the listed interventions.
1.5	**Action:** Access to Technology **Need:** **Scope:** LEA-wide		

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
1.7	**Action:** Qualified Staff **Need:** **Scope:** LEA-wide		
1.8	**Action:** English Language Program **Need:** 1. English Language Development and supports **Scope:** LEA-wide	The addition of an ELL teacher and aide will address the needs of our English Learner population by increasing the amount of support provided. These additions, as well as the increase in available resources, will help to develop the language/writing skills of all ELL students. ELL professional development trainings will help to increase the understanding and provide the needed to effectively address the needs of the whole ELL.	All metrics listed above, 1.1 - 1.10, will be used to monitor the effectiveness of the listed interventions.
2.1	**Action:** School Climate – Access to a safe, clean and well maintained facility **Need:**		

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		
2.2	**Action:** Social Emotion Learning (SEL) Support **Need:** **Scope:** LEA-wide		
2.5	**Action:** After School Program (ASES) **Need:** Academic supports Social-Emotional supports Physical Fitness / Wellbeing Extra-curricular enrichment Structured after-school student supervision and enrichment for families **Scope:** LEA-wide	These actions address the needs of Unduplicated Pupils by providing additional academic, extra-curricular enrichment, and social-emotional resources in a safe, nurturing environment which enhances a positive school climate and provides to supports to our families.	Metrics 2.1 - 2.7, listed above, will be used to monitor effectiveness.

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
2.7	**Action:** ELOP Program - Equity Multiplier Funds **Need:** Academic supports Social-Emotional supports Physical Fitness / Wellbeing Extra-curricular enrichment Structured after-school student supervision and enrichment for families **Scope:** LEA-wide	These actions address the needs of Unduplicated Pupils by providing additional academic, extra-curricular enrichment, and social-emotional resources in a safe, nurturing environment which enhances a positive school climate and provides to supports to our families.	Metrics 2.1 - 2.7, listed above, will be used to monitor effectiveness.
3.1	**Action:** Graduation **Need:** **Scope:** LEA-wide		
4.1	**Action:** Parent Engagement and Intervention		

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

We are a TK-12, single school LEA with a 94% unduplicated student count. Credentialed and classified personnel have been trained to address their social-emotional and academic student needs. The funds will be used to increase or retain critical personnel, who are essential to implementing each goal. We have listed below the goals and actions where additional personnel is needed to provide direct services to unduplicated students and their families.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1 to 10 (TK) & 1 to 20 (K-12)
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1 to 10 (TK) & 1 to 24 (K-12)

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	3804983	1603078	42.131%	0.000%	42.131%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,925,250.00	$401,000.00	$130,000.00	$210,000.00	$2,666,250.00	$1,941,000.00	$725,250.00

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	Curriculum and Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-12		$0.00	$78,000.00	$78,000.00				$78,000.00	
1	1.2	Intervention Programs - ATSI	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-12		$550,000.00	$15,000.00	$565,000.00				$565,000.00	
1	1.3	Assessment and State Testing	All	No			All Schools		$5,000.00	$0.00	$5,000.00				$5,000.00	
1	1.4	Professional Development	All	No			All Schools		$0.00	$10,000.00	$10,000.00				$10,000.00	
1	1.5	Access to Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$104,000.00	$104,000.00				$104,000.00	
1	1.6	Special Education	Students with Disabilities SPED Students	No			All Schools TK-12th		$299,000.00	$0.00		$253,000.00		$46,000.00	$299,000.00	
1	1.7	Qualified Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$250,000.00	$0.00	$250,000.00				$250,000.00	
1	1.8	English Language Program	English Learners	Yes	LEA-wide	English Learners	All Schools TK-12		$364,000.00	$10,000.00	$210,000.00			$164,000.00	$374,000.00	

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
2	2.1	School Climate – Access to a safe, clean and well maintained facility	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$260,000.00	$260,000.00				$260,000.00	
2	2.2	Social Emotion Learning (SEL) Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$60,000.00	$60,000.00				$60,000.00	
2	2.3	Multi-Tiered System of Support (MTSS)	All	No			All Schools		$0.00	$10,250.00	$10,250.00				$10,250.00	
2	2.4	Attendance Incentives, Celebrations and Awards	All	No			All Schools		$0.00	$5,000.00	$5,000.00				$5,000.00	
2	2.5	After School Program (ASES)	English Learners Foster Youth Low Income SPED	No Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-8		$288,000.00	$15,000.00	$165,000.00	$138,000.00			$303,000.00	
2	2.6	Early Start Access	All	No			All Schools		$25,000.00	$2,500.00	$27,500.00				$27,500.00	
2	2.7	ELOP Program - Equity Multiplier Funds	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-6		$160,000.00	$15,000.00	$45,000.00		$130,000.00		$175,000.00	
2	2.8	Extracurricular Activities	All	No			All Schools		$0.00	$3,000.00	$3,000.00				$3,000.00	
2	2.9	C.L.A.S.S and Monthly Character Traits	All	No			All Schools		$0.00	$25,000.00	$25,000.00				$25,000.00	
3	3.1	Graduation	Students with Disabilities English Learners Foster Youth Low Income SPED	No Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12		$0.00	$2,500.00	$2,500.00				$2,500.00	
3	3.2	Graduation Cohort	All	No			All Schools									
3	3.3	Career Pathways	All	No			All Schools		$0.00	$5,000.00	$5,000.00				$5,000.00	

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
3	**3.4**	College and Career Readiness	All	No			All Schools		$0.00	$5,000.00	$5,000.00				$5,000.00	
3	**3.5**	Extracurricular Activities	All	No			All Schools		$0.00	$10,000.00	$10,000.00				$10,000.00	
3	**3.6**	Assessment and State Testing	All	No			All Schools		$0.00	$5,000.00	$5,000.00				$5,000.00	
4	**4.1**	Parent Engagement and Intervention	Students with Disabilities English Learners Foster Youth Low Income SPED	No Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-12		$0.00	$55,000.00	$55,000.00				$55,000.00	
4	**4.2**	Professional Development	Students with Disabilities English Learners Foster Youth Low Income SPED	No Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Tk-12		$0.00	$10,000.00	$10,000.00				$10,000.00	
4	**4.3**	Professional Development	Students with Disabilities English Learners Foster Youth Low Income SPED	No Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-12		$0.00	$10,000.00		$10,000.00			$10,000.00	
4	**4.4**	Access to Technology	All	No			All 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
3804983	1603078	42.131%	0.000%	42.131%	$1,804,500.00	0.000%	47.425 %	**Total:**	$1,804,500.00
								LEA-wide Total:	$1,804,500.00
								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**	Curriculum and Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-12	$78,000.00	
1	**1.2**	Intervention Programs - ATSI	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-12	$565,000.00	
1	**1.3**	Assessment and State Testing				All Schools	$5,000.00	
1	**1.4**	Professional Development				All Schools	$10,000.00	
1	**1.5**	Access to Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$104,000.00	
1	**1.6**	Special Education				All Schools		
1	**1.7**	Qualified Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$250,000.00	
1	**1.8**	English Language Program	Yes	LEA-wide	English Learners	All Schools TK-12	$210,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.1	School Climate – Access to a safe, clean and well maintained facility	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$260,000.00	
2	2.2	Social Emotion Learning (SEL) Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$60,000.00	
2	2.3	Multi-Tiered System of Support (MTSS)				All Schools	$10,250.00	
2	2.4	Attendance Incentives, Celebrations and Awards				All Schools	$5,000.00	
2	2.5	After School Program (ASES)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-8	$165,000.00	
2	2.6	Early Start Access				All Schools	$27,500.00	
2	2.7	ELOP Program - Equity Multiplier Funds	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-6	$45,000.00	
2	2.8	Extracurricular Activities				All Schools	$3,000.00	
2	2.9	C.L.A.S.S and Monthly Character Traits				All Schools	$25,000.00	
3	3.1	Graduation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	$2,500.00	
3	3.2	Graduation Cohort				All Schools		
3	3.3	Career Pathways				All Schools	$5,000.00	
3	3.4	College and Career Readiness				All Schools	$5,000.00	
3	3.5	Extracurricular Activities				All Schools	$10,000.00	
3	3.6	Assessment and State Testing				All Schools	$5,000.00	
4	4.1	Parent Engagement and Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-12	$55,000.00	
4	4.2	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Tk-12	$10,000.00	
4	4.3	Professional Development	Yes	LEA-wide	English Learners	All Schools		

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 (%)
					Foster Youth Low Income	TK-12		
4	**4.4**	Access to Technology				All Schools	$10,000.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,989,385.00	$1,983,250.00

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**	Curriculum and Materials	Yes	$85,500.00	81000
1	**1.2**	Intervention Programs	Yes	$328,000.00	330000
1	**1.3**	Assessments and State Testing	Yes	$5,100.00	5000
1	**1.4**	Professional Development	Yes	$25,000.00	10000
1	**1.5**	Access to Technology	Yes	$97,375.00	93000
1	**1.6**	Special Education	Yes	$184,241.00	180000
1	**1.7**	Qualified Staff	Yes	$360,000.00	360000
2	**2.1**	School Climate – Access to a safe, clean and well maintained facility	No Yes	$420,000.00	380000
2	**2.2**	Social Emotion Learning (SEL) Support	Yes	$37,669.00	36500
2	**2.3**	Multi-Tiered System of Support	Yes	$10,250.00	10250

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)
2	**2.4**	Celebrations and Awards	Yes	$3,000.00	3000
2	**2.5**	After School Program	Yes	$210,000.00	258000
2	**2.6**	Early Start Program	Yes	$25,000.00	25000
2	**2.7**	Extracurricular Activities	Yes	$3,000.00	3000
2	**2.8**	CLASS & Monthly Character Traits	Yes	$5,000.00	5000
2	**2.9**	ELOP Program	Yes	$53,000.00	84000
3	**3.1**	Graduation	Yes	$2,500.00	2500
3	**3.2**	Graduation Cohort	Yes		
3	**3.3**	Career Pathways	Yes	$22,500.00	22000
3	**3.4**	College and Career Readiness	Yes	$10,000.00	10000
3	**3.5**	Extracurricular Activities	Yes	$5,000.00	5000
3	**3.6**	Assessment and State Testing	Yes	$15,000.00	15000
4	**4.1**	Parent Engagement and Intervention	Yes	$55,000.00	55000

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	**4.2**	Professional Development	Yes	$10,000.00	0
4	**4.3**	Professional Development	Yes	$10,000.00	0
4	**4.4**	Access to Technology	Yes	$7,250.00	10000

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)
1332715	$1,506,135.00	$1,934,500.00	($428,365.00)	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	Curriculum and Materials	Yes	$85,500.00	81000		
1	1.2	Intervention Programs	Yes	$328,000.00	330000		
1	1.3	Assessments and State Testing	Yes	$5,100.00	5000		
1	1.4	Professional Development	Yes	$25,000.00	10000		
1	1.5	Access to Technology	Yes	$97,375.00	93000		
1	1.6	Special Education	Yes	$184,241.00	180000		
1	1.7	Qualified Staff	Yes	$360,000.00	360000		
2	2.1	School Climate – Access to a safe, clean and well maintained facility	Yes	$220,000.00	220000		
2	2.2	Social Emotion Learning (SEL) Support	Yes	$37,669.00	365000		
2	2.3	Multi-Tiered System of Support	Yes				
2	2.4	Celebrations and Awards	Yes	$3,000.00	3000		
2	2.5	After School Program	Yes				
2	2.6	Early Start Program	Yes	$25,000.00	25000		

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)
2	2.7	Extracurricular Activities	Yes	$3,000.00	3000		
2	2.8	CLASS & Monthly Character Traits	Yes	$5,000.00	5000		
2	2.9	ELOP Program	Yes				
3	3.1	Graduation	Yes	$2,500.00	2500		
3	3.2	Graduation Cohort	Yes				
3	3.3	Career Pathways	Yes	$22,500.00	22000		
3	3.4	College and Career Readiness	Yes	$10,000.00	10000		
3	3.5	Extracurricular Activities	Yes	$5,000.00	5000		
3	3.6	Assessment and State Testing	Yes	$15,000.00	150000		
4	4.1	Parent Engagement and Intervention	Yes	$55,000.00	55000		
4	4.2	Professional Development	Yes				
4	4.3	Professional Development	Yes	$10,000.00	0		
4	4.4	Access to Technology	Yes	$7,250.00	10000		

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)
	1332715		0.000%	$1,934,500.00	0.000%	0.000%	$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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