LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Allegiance STEAM Academy-Thrive

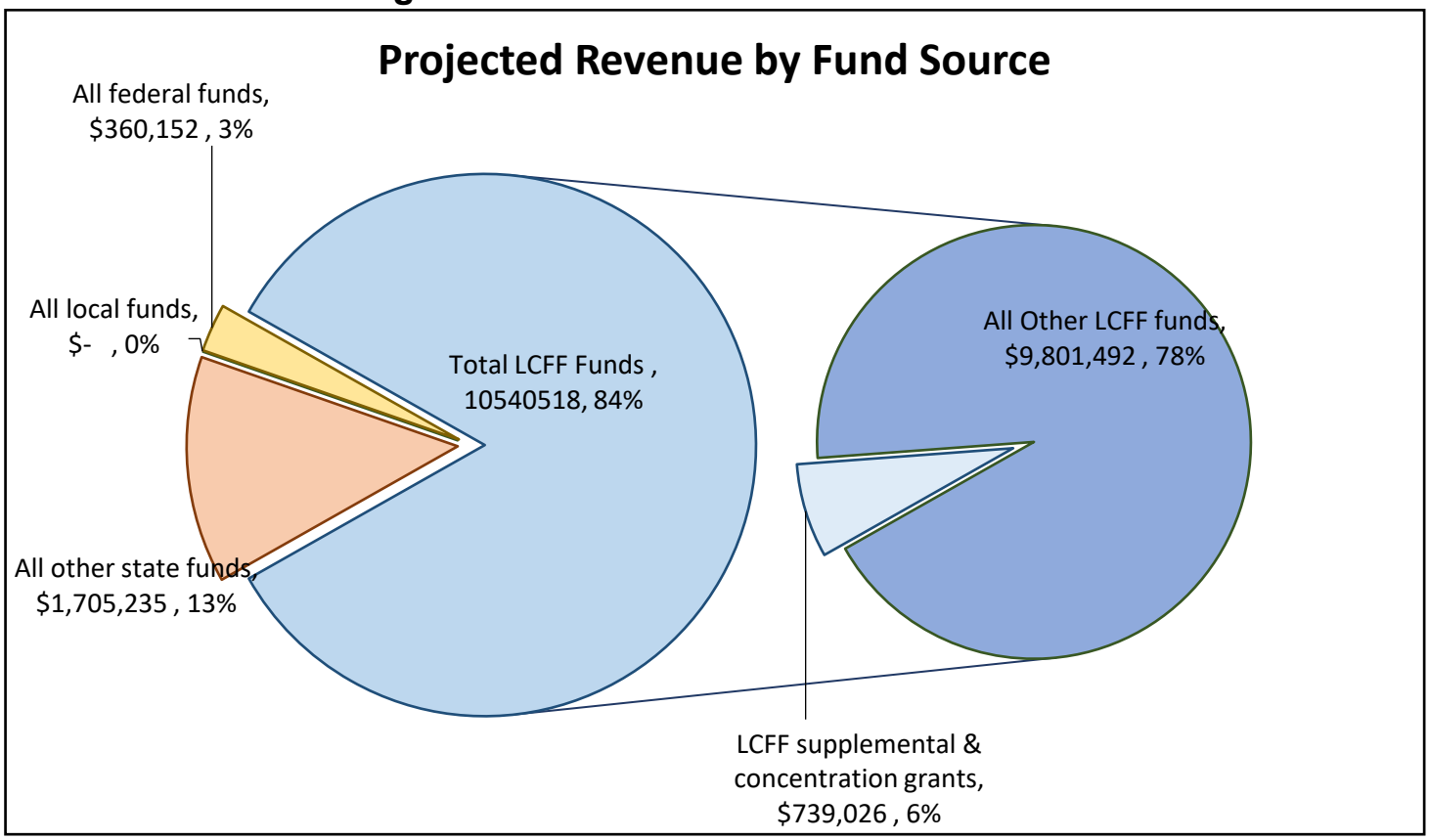
CDS Code: 36-67678-0137547

School Year: 2024-25

LEA contact information: Sebastian Cognetta,CEOsebastian.cognetta@asathrive.org909-465-5405

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

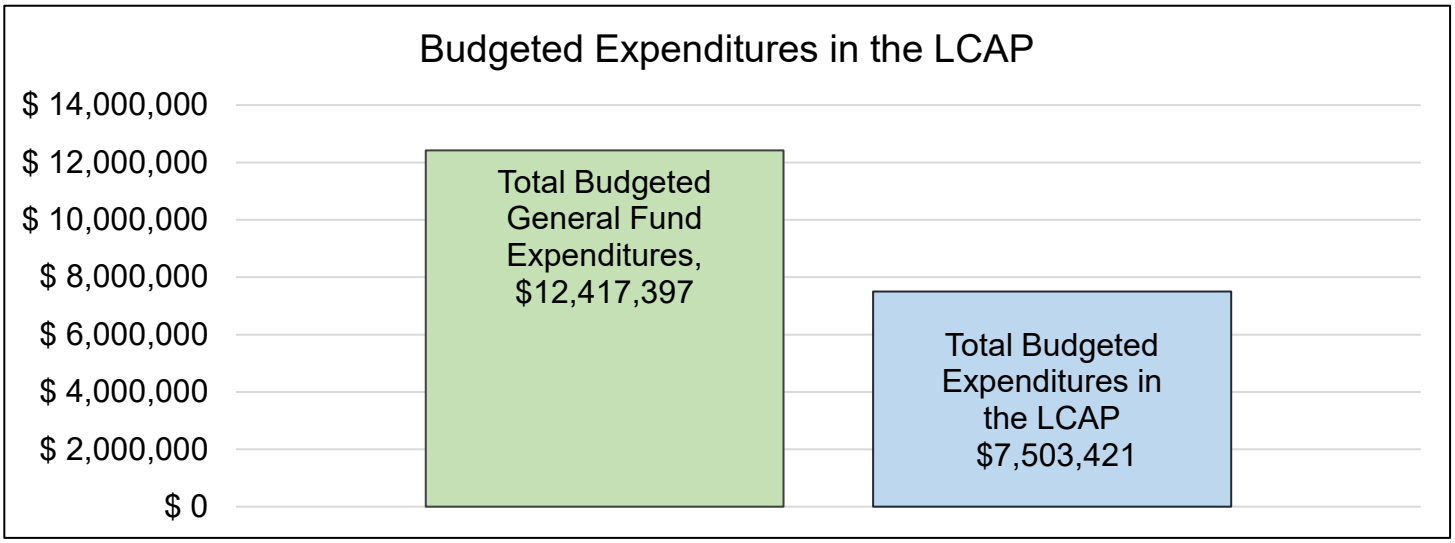


This chart shows the total general purpose revenue Allegiance STEAM Academy-Thrive expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Allegiance STEAM Academy-Thrive is $12,605,905.00, of which $10,540,518.00 is Local Control Funding Formula (LCFF), $1,705,235.00 is other state funds, $0.00 is local funds, and $360,152.00 is federal funds. Of the $10,540,518.00 in LCFF Funds, $739,026.00 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 Allegiance STEAM Academy-Thrive 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: Allegiance STEAM Academy-Thrive plans to spend $12,417,397.00 for the 2024-25 school year. Of that amount, $7,503,421.00 is tied to actions/services in the LCAP and $4,913,976.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

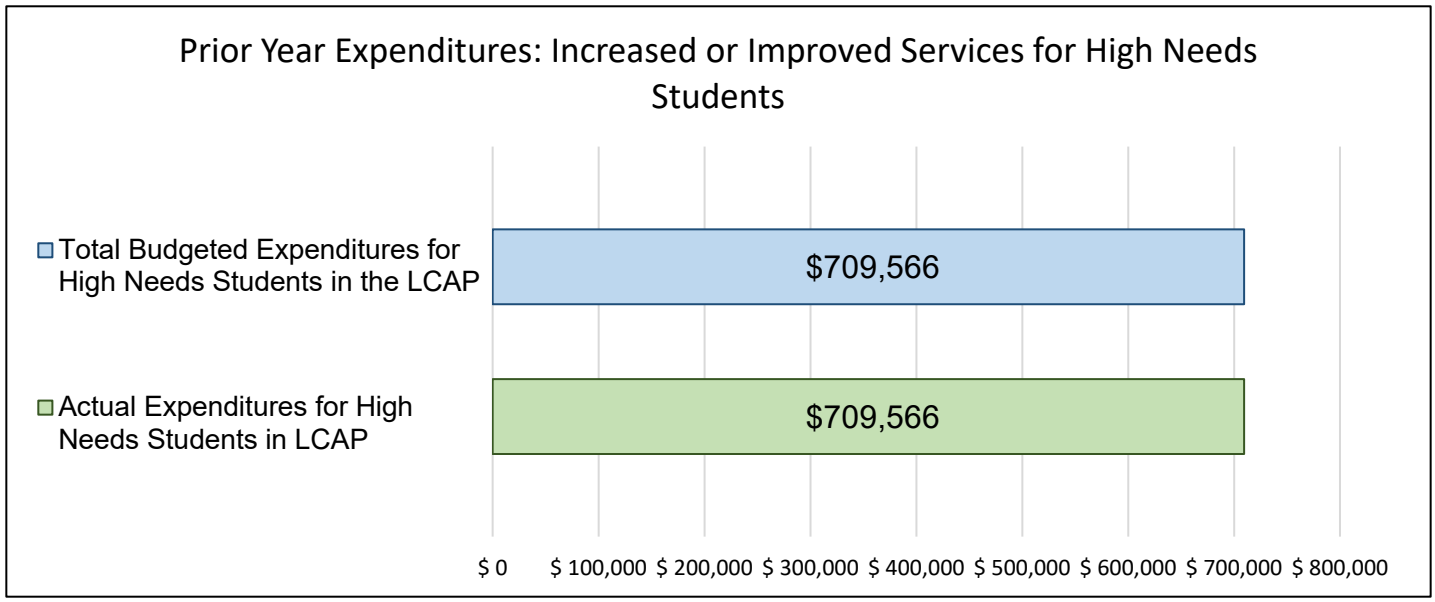
Budgeted General Fund Expenditures not included in the 2024-25 Local Control and Accountability Plan include facility rent, operating costs, and administrative expenses.

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

In 2024-25, Allegiance STEAM Academy-Thrive is projecting it will receive $739,026.00 based on the enrollment of foster youth, English learner, and low-income students. Allegiance STEAM Academy-Thrive must describe how it intends to increase or improve services for high needs students in the LCAP. Allegiance STEAM Academy-Thrive plans to spend $739,026.00 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 Allegiance STEAM Academy-Thrive budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Allegiance STEAM Academy-Thrive 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, Allegiance STEAM Academy-Thrive's LCAP budgeted $709,566.00 for planned actions to increase or improve services for high needs students. Allegiance STEAM Academy-Thrive actually spent $709,566.00 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
Allegiance STEAM Academy Thrive	Sebastian Cognetta, CEO	sebastian.cognetta@asathrive.org 909-465-5405

Goals and Actions

Goal 1

Goal #	Description
1	All students will experience a rigorous STEAM-aligned, standards-based curriculum delivered by highly qualified staff that will lead to demonstrated growth as measured by site, state, and federal assessments.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
FullyCredentialed Staff per Credential Status per the California Commission on Teacher Credentialing	100% of General and Special Education teachers credentialed. 33% of Enrichment/Non Core Teachers credentialed.	100% of General and Special Education teachers credentialed. 75% of Enrichment/Non Core Teachers credentialed.	100% of General and Special Education teachers credentialed. 88% of Enrichment/Non Core Teachers credentialed.	100% of General and Special Education teachers credentialed. 100% of Enrichment/Non Core Teachers credentialed]	100% of General and Special Education teachers credentialed. 100% of Enrichment/Non Core Teachers credentialed]
Students will perform at or above the performance levels of comparison schools per CAASPP.	2018-19: ELA: 65.5% met or exceeded standard for ELA Math: 53.84% met or exceeded standard for Math	CAASPP waived in 2020-21; NWEA MAP administered	2021-22: ELA: 48% met or exceeded standard for ELA Math: 38.5% met or exceeded standard for Math	2022-23: ELA: 48% met or exceeded standard for ELA Math: 35% met or exceeded standard for Math	ELA: 85% meet or exceed standard for ELA Math: 80% meet or exceed standard for Math

Students' mean RIT score will be greater than the national norms for NWEA MAP in Math, Reading, and Language Usage.		Spring 2021 Mean RIT Scores: Math: 3rd Grade: 193.6 4th Grade: 203.9 5th Grade:213.8 6th Grade: 219.4 7th Grade: 223.4 8th Grade: 232.4 Reading: 3rd Grade: 192.2 4th Grade: 203.4 5th Grade: 211.7 6th Grade: 218.5 7th Grade: 219.9 8th Grade: 226.1 Language Usage: 3rd Grade: 191.5 4th Grade: 202.6 5th Grade: 209.4 6th Grade: 216.2 7th Grade: 215.3 8th Grade: 221.8	Winter 2022 Mean RIT Scores: Math: 3rd Grade: 196.7 4th Grade: 201.9 5th Grade:209.6 6th Grade: 215.6 7th Grade: 220.8 8th Grade: 223.2 Reading: 3rd Grade: 195.7 4th Grade: 199.8 5th Grade: 205.9 6th Grade: 214.2 7th Grade: 219.8 8th Grade: 218.4 Language Usage: 3rd Grade: 196.2 4th Grade: 199.8 5th Grade: 207.6 6th Grade: 213 7th Grade: 218.6 8th Grade: 219	Spring 2023 Mean RIT Scores: Math: 3rd Grade: 195.7 4th Grade: 208.3 5th Grade:213.6 6th Grade: 219.8 7th Grade: 220.6 8th Grade: 229 Reading: 3rd Grade: 190.6 4th Grade: 204.9 5th Grade:206.4 6th Grade: 214.3 7th Grade: 217 8th Grade: 219.1	Spring 2024 Mean RIT Scores: Math: 3rd Grade: 201.5 4th Grade: 210.7 5th Grade: 213.9 6th Grade: 219.7 7th Grade: 226.6 8th Grade: 232.5 Reading: 3rd Grade: 193.6 4th Grade: 201.1 5th Grade: 210.0 6th Grade: 213.0 7th Grade: 217.3 8th Grade: 220.3
English Learners progress towards proficiency as measured by the ELPAC.	2020-21: 29.41% of English Learners designated as Fluent English Proficient.	2021-22: 19.57% of English Learners designated as Fluent English Proficient.	2022-23: 18.29% of English Learners designated as Fluent English Proficient.	Available Fall, 2024.	2023-24: 50% of English Learners designated as Fluent English Proficient.

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 Chino effectively carried out various initiatives to support this goal, including 1:1 and grade-level coaching in math instruction and pedagogy, the development of Professional Learning Networks focused on enhancing instructional rigor, and partnerships with instructional experts to increase the capacity of on-site teams. Additionally, a strengthened emphasis on the Response to Intervention (RTI) model showcased ASA's commitment to data-driven decision-making for targeted student interventions. Significant progress was noted in the performance outcomes on standardized assessments. Students enrolled at ASA Chino for multiple years consistently outperformed newer students and state averages in both English Language Arts (ELA) and Math, indicating the effectiveness of the sustained instructional strategies and curriculum alignment over time. Particularly, English Learners at ASA Chino made notable advancements, outperforming state averages in ELA and Math significantly, which highlights the effective targeted strategies for language acquisition and integration into the STEAM curriculum. ASA performed a benchmarking process tied to employee compensation in order to determine if ASA could offer competitive compensation for all positions in order to attract and retain high quality educators. ASA was able to provide compensation that matched or exceeded the average compensation in local school districts for most positions in the school for the 2023-24 school year. Despite these successes, some challenges were evident, particularly concerning students with disabilities, who underperformed relative to state averages. This discrepancy points to a need for more specialized strategies and resources to support these students effectively. Additionally, the variability in performance between new and longer-enrolled students underscores the need for enhanced induction programs that accelerate the integration and adaptation of new students to the rigorous academic environment at ASA.

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

N/A

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

The ongoing 1:1 and grade-level coaching in math instruction and the use of Professional Learning Networks (PLNs) were highly effective. These initiatives improved teaching quality and pedagogical practices, which were reflected in the increased scores on standardized assessments, particularly among students enrolled at ASA Chino for more than one year. This demonstrates the effectiveness of sustained professional development in enhancing instructional delivery and student achievement. The use of data-driven decision-making to implement targeted interventions, particularly for English Learners, has been notably effective. English Learners at ASA Chino showed significant progress, outperforming state averages in both ELA and Math by considerable margins. This success underscores the efficacy of tailored instructional strategies that cater to the needs of specific student populations. The data indicates that students in their first year at ASA Chino performed less well than those who had been enrolled for longer periods. This suggests that the current induction processes may be insufficient in rapidly acclimatizing new students to the rigorous academic environment and STEAM-aligned curriculum. Improving these induction processes could help elevate early performance and close the gap more quickly.

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.

ASA plans to enhance its professional development initiatives based on the successful outcomes observed with English Learners, extending these efforts to specifically include comprehensive training for teachers in the areas of deeper learning and supporting students performing below grade level. This shift in focus is intended to provide educators with the necessary tools to effectively implement the tenets of deeper learning as well as supporting underperforming students. Additionally, the school will continue developing instructional leadership capacity. Further adjustments at ASA Chino will include clearer tiered interventions, additional staff training on data-driven decision-making, and improved coordination among educators, all designed to provide targeted support and drive better educational outcomes for all students. The metrics and target outcomes remain appropriate while actions will be revised to better position ASA to meet the needs of our students.

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

Goal 2

Goal #	Description
2	Allegiance STEAM Academy Thrive will provide stakeholders access to real time relevant information regarding school operations, finances, governance and student learning.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Host a minimum of one virtual and/or in-person educational partner events per trimester.	In 2020-21, monthly stakeholder events were held virtually.	In 2021-22, educational partner events were held in 8 of the 10 months of the school year.	In 2022-23, educational partner events were held in 9 of the 10 months of the school year.	In 2023-24, educational partner events were held in 10 of the 10 months of the school year.	2023-24: ASA Thrive will hold monthly virtual and/or in-person educational partner events throughout the school year.
Provide a minimum of one academically centered parent information meeting per trimester.	In 2020-21, the first and second trimesters included academically centered information meetings for parents with 90% of parents or guardians attending.	In 2021-22, one academically centered parent information meeting per trimester with over 90% of parents or guardians attending either virtually or in person.	In 2022-23, one academically centered parent information meeting per trimester with over 90% of parents or guardians attending either virtually or in person.	In 2023-24, one academically centered parent information meeting per trimester with over 90% of parents or guardians attending in person.	2023-24: ASA Thrive will hold a minimum of one academically centered parent information meeting per trimester with over 95% of parents or guardians attending.
Solicit educational partner input once per semester via survey.	In 2020-21, surveys were conducted at least once per trimester with 40% educational partner participation.	In 2021-22, surveys were conducted in two of the three trimesters with 42% educational partner participation.	In 2022-23, surveys were conducted in two of the three trimesters with 40% educational partner participation.	In 2023-24, surveys were conducted in two of the three trimesters with 92% educational partner participation.	2023-24: Solicit educational partner input once per trimester via a survey with over 90% educational partner participation.

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's implementation of the actions within Goal 2 closely matched the plan with some insubstantial differences. While all actions were implemented, Actions 2.1 and 2.3 differed in respects to planned versus actual implementation. 2.1 The implementation of hosting educational partner events per trimester has progressed significantly since the baseline year of 2020-21. Initially, all events were virtual due to pandemic-related restrictions. Over the past few years, the frequency of events has increased, and by the 2023-24 school year, ASA successfully held in-person events more frequently than the minimum requirement of once per trimester. This shift from virtual to more frequent in-person events marks a notable achievement. However, the challenge of maintaining high participation rates persists. Despite this, the increased frequency and transition to in-person events signify a robust implementation strategy aimed at fostering closer community engagement. 2.2 The initiative to provide academically centered parent information meetings has been consistent and effective. Since the 2020-21 school year, the goal has been to engage over 90% of parents or guardians, which has been successfully achieved. Transitioning from virtual to in-person meetings represents a significant improvement, demonstrating our commitment to strengthening partnerships with parents. This success highlights our ability to maintain high levels of engagement and ensure parents are actively involved in their children's academic progress. The primary challenge has been sustaining high attendance rates, but consistent engagement indicates the effectiveness of our strategies. 2.3: The effort to solicit educational partner input has shown remarkable improvement. Initially, participation was low, with only 40% of educational partners participating in surveys in 2020-21. However, by 2023-24, the participation rate exceeded 90%. This increase reflects our effective strategies to engage educational partners and highlights our commitment to ensuring their voices are heard. The challenge was to boost participation rates, which was successfully addressed through targeted outreach and improved communication. The success of achieving a 90% participation rate underscores our dedication to continuous improvement and community involvement in our educational programs.

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

N/A

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

The implementation of actions within Goal 2 have furthered ASA 's efforts to achieve the goal, "Allegiance STEAM Academy Thrive will provide stakeholders access to real time relevant information regarding school operations, finances, governance and student learning."

2.1: The actions taken to host educational partner events have proven to be highly effective. Transitioning from virtual-only events in the baseline year to more frequent in-person events demonstrates a strong commitment to engaging with the community. The increased frequency and shift to in-person formats have likely enhanced the quality of interactions and strengthened relationships with educational partners. These efforts have effectively supported the goal of fostering closer community engagement, as evidenced by the increased number of events and participation rates.

2.2: The specific actions of holding academically centered parent information meetings, including triad, student-led, and steam live events, have been effective in maintaining high levels of parental engagement. Consistently achieving a 90% attendance rate indicates that these meetings are valued by parents and are successfully meeting their informational needs.

2.3: The actions to solicit educational partner input via surveys have been highly effective. The dramatic increase in participation from 40% in the baseline year to over 90% in 2023-24 demonstrates a significant improvement in engagement. This success indicates that our strategies to encourage survey participation, such as enhanced communication and outreach efforts, have been effective. High participation rates suggest that educational partners feel more involved and that their input is valued, thereby contributing positively to the overall goal of engaging the community and improving educational outcomes based on their feedback.

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.

2.1: Restructuring the in-person events to ensure greater access to all parents will be a priority in the coming year as will be communicating the events and topics with adequate notice to better accommodate families.

2.2: Similar to 2.1, providing adequate notice of academically centered events will be a priority in the coming year.

2.3: In order to maintain a high response rate on surveys, in the coming year, ASA will use the awareness campaign that resulted in over 90% participation in 2023-24.

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

Goal 3

Goal #	Description
3	Allegiance STEAM Academy Thrive will provide a school environment which fosters physical and emotional security and focuses the school climate on creating opportunities for students to take risks to gain the skills required in the STEAM fields.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate of 96% or greater.	Attendance rate in 2020-21 was 95.5%.	Attendance rate in 2021-22 was 95.8%.	Attendance rate in 2022-23 was 93.4%	Attendance rate in 2023-24 was 95%	Attendance rate of 96% or greater.
Percentage of students that feel safe at school.	2020-21 Stakeholder survey indicated that 94% of respondents agree that ASA prioritized the well-being of its Students during the 2020-21 school year.	2021-22 Stakeholder survey indicated that 94.3% of respondents agree that ASA prioritized the well-being of its Students during the 2021-22 school year.	2022-23 Stakeholder survey indicated that 90% of respondents agree that ASA prioritized the well-being of its Students during the 2022-23 school year.	The 2023-24 Stakeholder survey indicated that 87% of respondents agree that ASA prioritized the well-being of its Students during the 2023-24 school year.	100% of respondents indicate that ASA provides a safe learning environment for all students
Suspension Rate less than 1%	Suspension Rate 2018-19:0.6%2019-20: 1% 2020-21:0.8%	Suspension Rate 2021-22: 1.6%	Suspension Rate 2022-23: 1.2%	Suspension Rate 2023-24: 1.4%	Suspension Rate of less than 1%

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 Thrive's implementation of the actions within Goal 3 closely matched the plan with the exception of 3.2: School Climate Survey - Students and 3.4 Basic Services. All actions were implemented and helped ASA Thrive progress towards meeting Goal 3.

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

N/A

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

The implementation of actions within Goal 3 have furthered ASA Thrive's efforts to achieve the goal, "Allegiance STEAM Academy Thrive will provide a school environment which fosters physical and emotional security and focuses the school climate on creating opportunities for students to take risks to gain the skills required in the STEAM fields." 3:1 Attendance Notification: Attendance notification processes helped ASA Thrive achieve an attendance rate of nearly 96% in a year when many schools experienced 10% declines in attendance. 3:3 Mental Health and Social Emotional Learning Support: Intensive mental health supports were provided to students by a full time school psychologist and full time counselor.

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.

3.2: School Climate Survey - Students: Surveys specifically designed to collect data on students' perceptions of school climate will be administered twice yearly.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

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

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

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

California Department of Education
November 2023

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Allegiance STEAM Academy - Thrive	Sebastian Cognetta, CEO	sebastian.cognetta@asathrive.org 909-465-5405

Plan Summary [2024-2025]

General Information

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

Allegiance STEAM Academy Thrive (ASA Thrive) was established in 2018 for students in grades Transitional Kindergarten through 8th grade in the Chino Valley and surrounding communities by a group of parents desiring school choice in their community. ASA Thrive operates under the authority of the Chino Valley Unified School District and is a STEAM-focused school complemented with World Languages, including Spanish and Mandarin.

The mission is to expand school choice and unleash students' natural potential. The vision of ASA Thrive is to establish a safe school environment in which students are inspired to take risks to gain skills to be successful in the local and global communities. Allegiance STEAM Academy Thrive will be a harbor of innovation and accountability where students, staff and families are key collaborators. By providing a school based on best practices, Allegiance STEAM Academy Thrive will be a change agent in the community.

We are ASA Thrive. We are part of the fabric of public education in the Chino Valley. We believe a STEAM-focused education provides students the competitive edge in future STEAM-related careers as well as those careers outside of the expanding STEAM umbrella. We take pride in providing a high-quality education for every child.

Reflections: Annual Performance

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

Based on the California School Dashboard and internal assessments, ASA has shown significant performance in fostering critical thinking and problem-solving through our STEAM-based curriculum. However, challenges remain in ensuring consistent academic proficiency across all student subgroups as well as for students who have been enrolled in the school for less than one year.

The performance data for ASA Thrive clearly shows that students who remain enrolled for more than one year benefit from the educational environment and interventions provided, resulting in higher achievement levels compared to their newer peers and overall state averages. ASA's educational strategies become more effective as students continue their education at the school over time.

Reflections: Technical Assistance

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

Not Applicable

Comprehensive Support and Improvement

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

Schools Identified

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

ASA Thrive is not 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.

ASA Thrive is not identified for CSI.

Monitoring and Evaluating Effectiveness

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

ASA Thrive is not identified for CSI.

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
Teachers and Staff	ASA provides teachers and staff several opportunities to provide input on LCAP-related goals, actions, and services, including surveys at the completion of weekly staff meetings, anonymous surveys throughout the year, and small group and individual meetings with supervisors.
Administrators	ASA provides administrators ample opportunities to provide input on LCAP-related goals, actions, and services, including surveys at the completion of weekly staff meetings, anonymous surveys throughout the year, and weekly one:one meetings with central office staff.
Parents, Students, Local Community Members	During the inaugural 2023-24 school year, we conducted a variety of engagement activities. These included English Learner Advisory Council meetings, monthly Coffee with the Principal" sessions, and both regular and special Board Meetings. Additionally, we administered parent surveys such as the Triad Conference Survey at the beginning of the year and the LCAP survey in late winter. Efforts to engage and receive feedback were successful, with over 90% of parents participating in the surveys.

Insert or delete rows, as necessary.

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

The LCAP was significantly influenced by feedback received from educational partners through a comprehensive and structured engagement process. This process ensured that the voices of teachers, administrators, parents, students, and community members were integral to shaping the LCAP's strategic direction.

In response to the feedback gathered from teachers and staff highlighting the need for more targeted professional development, ASA is creating a new position, the Director of Teacher Development. This role is specifically designed to support educators by providing structured, ongoing professional development that is tailored to both individual and collective needs, directly addressing the feedback to enhance teacher efficacy.

Further feedback from parents, gathered through the Triad Conference and LCAP surveys, indicated that the use of multiple communication platforms was causing confusion and inconsistencies in the information they received. In response, ASA has decided to consolidate these communication tools into fewer and more efficient platforms and timing of communications regarding school-related activities. This change aims to streamline communications, making information more accessible and consistent, thus enhancing parental engagement and satisfaction.

Additionally, ASA received input from various stakeholders, including administrators and staff, about the need for more transparent and effective performance evaluations. Consequently, the LCAP now includes a revised approach to performance monitoring. This revision aims to provide evaluations that are consistent and comprehensive, and reflective of ASA's strategic goals. The process will involve clearer metrics and regular opportunities for feedback.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will experience a rigorous STEAM-aligned, standards-based curriculum delivered by highly qualified staff that will lead to demonstrated growth as measured by site, state, and federal assessments.	Broad Goal

State Priorities addressed by this goal.

1: Basic Services, 2: Implementation of State Standards, 4: Student Achievement, 7: Course Access, and 8: Student Performance.

An explanation of why the LEA has developed this goal.

This goal synthesizes the educational partners' priorities (i.e., rigorous academic programs and highly-qualified staff) with the educational program articulated in ASA Thrive's charter petition.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	FullyCredentialed Staff per Credential Status per the California Commission on Teacher Credentialing	100% of General and Special Education teachers credentialed. 33% of Enrichment/Non Core Teachers credentialed.	100% of General and Special Education teachers credentialed. 75% of Enrichment/Non Core Teachers credentialed.	100% of General and Special Education teachers credentialed. 88% of Enrichment/Non Core Teachers credentialed.	100% of General and Special Education teachers credentialed. 100% of Enrichment/Non Core Teachers credentialed]	55% increase in Enrichment/Non Core Teachers credentialed.
2	Students will perform at or above the performance levels of comparison schools per CAASPP.	CAASPP waived in 2020-21; NWEA MAP administered	2021-22: ELA: 48% met or exceeded standard for ELA Math: 38.5% met or exceeded standard for Math	2022-23: ELA: 48% met or exceeded standard for ELA Math: 35% met or exceeded standard for Math		00.0% difference in met or exceeded standard for ELA; -3.5% difference met of exceeded standard for Math

3	Students' mean RIT score will be greater than the national norms for NWEA MAP in Math, Reading, and Language Usage.	Spring 2021 Mean RIT Scores: Math: 3rd Grade: 193.6 4th Grade: 203.9 5th Grade:213.8 6th Grade: 219.4 7th Grade: 223.4 8th Grade: 232.4 Reading: 3rd Grade: 192.2 4th Grade: 203.4 5th Grade: 211.7 6th Grade: 218.5 7th Grade: 219.9 8th Grade: 226.1 Language Usage: 3rd Grade: 191.5 4th Grade: 202.6 5th Grade: 209.4 6th Grade: 216.2 7th Grade: 215.3 8th Grade: 221.8	Winter 2022 Mean RIT Scores: Math: 3rd Grade: 196.7 4th Grade: 201.9 5th Grade:209.6 6th Grade: 215.6 7th Grade: 220.8 8th Grade: 223.2 Reading: 3rd Grade: 195.7 4th Grade: 199.8 5th Grade: 205.9 6th Grade: 214.2 7th Grade: 219.8 8th Grade: 218.4 Language Usage: 3rd Grade: 196.2 4th Grade: 199.8 5th Grade: 207.6 6th Grade: 213 7th Grade: 218.6 8th Grade: 219	Spring 2023 Mean RIT Scores: Math: 3rd Grade: 195.7 4th Grade: 208.3 5th Grade:213.6 6th Grade: 219.8 7th Grade: 220.6 8th Grade: 229 Reading: 3rd Grade: 190.6 4th Grade: 204.9 5th Grade:206.4 6th Grade: 214.3 7th Grade: 217 8th Grade: 219.1	Spring 2024 Mean RIT Scores: Math: 3rd Grade: 201.5 4th Grade: 210.7 5th Grade: 213.9 6th Grade: 219.7 7th Grade: 226.6 8th Grade: 232.5 Reading: 3rd Grade: 193.6 4th Grade: 201.1 5th Grade: 210.0 6th Grade: 213.0 7th Grade: 217.3 8th Grade: 220.3	Spring 2021-2024 Mean RIT Scores Difference from baseline: Math: 3rd Grade: +7.9 4th Grade: +6.8 5th Grade: +0.1 6th Grade: +0.3 7th Grade: +3.2 8th Grade: +0.1 Reading: 3rd Grade: +1.4 4th Grade: -2.3 5th Grade: -1.7 6th Grade: -5.5 7th Grade: -2.6 8th Grade: -5.8 NWEA Spring Norms (2020 Study, 26 weeks): Math: 3rd Grade: 198.8 4th Grade: 208.3 5th Grade: 216.7 6th Grade: 221.2 7th Grade: 225.4 8th Grade: 229.2 Reading: 3rd Grade: 195.8 4th Grade: 203.9 5th Grade: 210.2 6th Grade: 214.7 7th Grade: 217.8 8th Grade: 221.2

4	English Learners progress towards proficiency as measured by the ELPAC.	2020-21: 29.41% of English Learners designated as Fluent English Proficient.	2021-22: 19.57% of English Learners designated as Fluent English Proficient.	2022-23: 9.47% of English Learners designated as Fluent English Proficient.	2023-24: available in Fall, 2024	

Insert or delete rows, as necessary.

Goal Analysis for [2023-24]

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

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

ASA Chino effectively carried out various initiatives to support this goal, including 1:1 and grade-level coaching in math instruction and pedagogy, the development of Professional Learning Networks focused on enhancing instructional rigor, and partnerships with instructional experts to increase the capacity of on-site teams. Additionally, a strengthened emphasis on the Response to Intervention (RTI) model showcased ASA's commitment to data-driven decision-making for targeted student interventions.

Significant progress was noted in the performance outcomes on standardized assessments. Students enrolled at ASA Chino for multiple years consistently outperformed newer students and state averages in both English Language Arts (ELA) and Math, indicating the effectiveness of the sustained instructional strategies and curriculum alignment over time. Particularly, English Learners at ASA Chino made notable advancements, outperforming state averages in ELA and Math significantly, which highlights the effective targeted strategies for language acquisition and integration into the STEAM curriculum.

ASA performed a benchmarking process tied to employee compensation in order to determine if ASA could offer competitive compensation for all positions in order to attract and retain high quality educators. ASA was able to provide compensation that matched or exceeded the average compensation in local school districts for most positions in the school for the 2023-24 school year.

Despite these successes, some challenges were evident, particularly concerning students with disabilities, who underperformed relative to state averages. This discrepancy points to a need for more specialized strategies and resources to support these students effectively. Additionally, the variability in performance between new and longer-enrolled students underscores the need for enhanced induction programs that accelerate the integration and adaptation of new students to the rigorous academic environment at ASA.

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.

Non-applicable

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

The ongoing 1:1 and grade-level coaching in math instruction and the use of Professional Learning Networks (PLNs) were highly effective. These initiatives improved teaching quality and pedagogical practices, which were reflected in the increased scores on standardized assessments, particularly among students enrolled at ASA Chino for more than one year. This demonstrates the effectiveness of sustained professional development in enhancing instructional delivery and student achievement.

The use of data-driven decision-making to implement targeted interventions, particularly for English Learners, has been notably effective. English Learners at ASA Chino showed significant progress, outperforming state averages in both ELA and Math by considerable margins. This success underscores the efficacy of tailored instructional strategies that cater to the needs of specific student populations.

The data indicates that students in their first year at ASA Chino performed less well than those who had been enrolled for longer periods. This suggests that the current induction processes may be insufficient in rapidly acclimatizing new students to the rigorous academic environment and STEAM-aligned curriculum. Improving these induction processes could help elevate early performance and close the gap more quickly.

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.

ASA plans to enhance its professional development initiatives based on the successful outcomes observed with English Learners, extending these efforts to specifically include comprehensive training for teachers in the areas of deeper learning and supporting students performing below grade level. This shift in focus is intended to provide educators with the necessary tools to effectively implement the tenets of deeper learning as well as supporting underperforming students. Additionally, the school will continue developing instructional leadership capacity.

Further adjustments at ASA Chino will include clearer tiered interventions, additional staff training on data-driven decision-making, and improved coordination among educators, all designed to provide targeted support and drive better educational outcomes for all students. The metrics and target outcomes remain appropriate while actions will be revised to better position ASA to meet the needs of our students.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Staff Retention	ASA prioritizes attracting and retaining highly-qualified teachers and staff by offering competitive compensation and benefits. Furthermore, ASA Thrive has been awarded the Teacher Residency Program Capacity Grant which aims to create or enhance teacher residency programs through LEAs and higher education partnerships, focusing on shortage areas like STEM and bilingual education, and fostering a diverse teacher workforce that mirrors the community's diversity.	$6,960,805.51	Yes

1.2	Instructional Materials	Staff recommend and procure evidence-based instructional materials that align to the ASA charter and programs with an emphasis on challenging students who are performing at and above grade level.	$176,500.95	Yes
1.3	Intervention Interventionists and ELD Instructor	ASA provides targeted intensive interventions for English Learners, Foster Youth, Low Income, and students performing below grade level.	$456,090.83	Yes
1.4	Professional Development	Staff will participate in Professional Development designed to further the implementation of ASA Thrive's rigorous STEAM-aligned model, including Engineering Design Process, Understanding by Design, and Instructional Technology. Professional development, tailored specifically to enrichment programs such as Music, is also included.	$13,796.88	Yes
1.5	Expanded Learning- Summer School	ASA provides expanded learning opportunities through a summer school program to support English Learners and other students requiring additional support.	$370,949.18	Yes
1.6	Graduate Profile	Allegiance STEAM Academy will develop a **graduate profile** that: ● **Encapsulates the core competencies and attributes** necessary for a student to be well-prepared for high school. ● **Demonstrates students' growth over time** in these core competencies. **Core Competencies:** 1. **Academic Proficiency:** Mastery of essential academic content and skills across disciplines. 2. **Engineering Solutions:** Ability to apply engineering principles to solve complex problems. 3. **Civic Responsibility and Service Learning:** Engagement in community service and understanding of civic duties. 4. **Critical Thinking:** Skills to analyze, evaluate, and synthesize information effectively. 5. **Whole Child Development:** Focus on nurturing the emotional, social, and physical well-being of students.	$0.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Allegiance STEAM Academy Thrive will provide stakeholders access to real time relevant information regarding school operations, finances, governance and student learning.	Broad Goal

State Priorities addressed by this goal.

3. Parental Involvement and Family Engagement

An explanation of why the LEA has developed this goal.

This goal aligns to State Priority 3: Parental Involvement as well as the local priority articulated in our charter petition to provide high quality community engagement and involvement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Host a minimum of one virtual and/or in-person educational	In 2020-21, monthly stakeholder events were held virtually.	In 2021-22, educational partner events were held in 8 of the 10 months of the school year.	In 2022-23, educational partner events were held in 9 of the 10	In 2023-24, educational partner events were held in 9 of the 10 months of the school year.	2023-24: ASA held in-person events more than once per trimester.

	partner events per trimester.			months of the school year.		
2.2	Provide a minimum of one academically centered parent information meeting per trimester.	In 2020-21, the first and second trimesters included academically centered information meetings for parents with 90% of parents or guardians attending.	In 2021-22, one academically centered parent information meeting per trimester with over 90% of parents or guardians attending either virtually or in person.	In 2022-23, one academically centered parent information meeting per trimester with over 90% of parents or guardians attending either virtually or in person.	In 2023-24, ASA held one academically centered parent information meeting per trimester with 90% of parents or guardians attending in person.	As of the 2023-24 academic year, we now hold one academically centered parent meeting per trimester, maintaining a 90% in-person attendance rate. This demonstrates our commitment to strong partnerships with parents and ensuring they are engaged in their children's academic progress.
2.3	Solicit educational partner input once per semester via survey.	In 2020-21, surveys were conducted at least once per trimester with 40% educational partner participation.	In 2021-22, surveys were conducted in two of the three trimesters with 42% educational partner participation.	In 2022-23, surveys were conducted in two of the three trimesters with 40% educational partner participation.	In 2023-24, surveys were conducted in each of the trimesters with over 90% educational partner participation.	As of the 2023-24 academic year, our survey participation rate has increased significantly. We now have over 90% participation from our educational partners. This improvement shows our commitment to engaging with our

						community and ensuring our programs meet their needs.

Insert or delete rows, as necessary.

Goal Analysis for [2023-24]

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

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

ASA's implementation of the actions within Goal 2 closely matched the plan with some insubstantial differences. While all actions were implemented, Actions 2.1 and 2.3 differed in respects to planned versus actual implementation.

2.1 The implementation of hosting educational partner events per trimester has progressed significantly since the baseline year of 2020-21. Initially, all events were virtual due to pandemic-related restrictions. Over the past few years, the frequency of events has increased, and by the 2023-24 school year, ASA successfully held in-person events more frequently than the minimum requirement of once per trimester. This shift from virtual to more frequent in-person events marks a notable achievement. However, the challenge of maintaining high participation rates persists. Despite this, the increased frequency and transition to in-person events signify a robust implementation strategy aimed at fostering closer community engagement.

2.2 The initiative to provide academically centered parent information meetings has been consistent and effective. Since the 2020-21 school year, the goal has been to engage over 90% of parents or guardians, which has been successfully achieved. Transitioning from virtual to in-person meetings represents a significant improvement, demonstrating our commitment to strengthening partnerships with parents. This success highlights our ability to maintain high levels of engagement and ensure parents are actively involved in their children's academic progress. The primary challenge has been sustaining high attendance rates, but consistent engagement indicates the effectiveness of our strategies.

2.3: The effort to solicit educational partner input has shown remarkable improvement. Initially, participation was low, with only 40% of educational partners participating in surveys in 2020-21. However, by 2023-24, the participation rate exceeded 90%. This increase reflects our effective strategies to engage educational partners and highlights our commitment to ensuring their voices are heard. The challenge was to boost participation rates, which was successfully addressed through targeted outreach and improved communication. The success of achieving a 90% participation rate underscores our dedication to continuous improvement and community involvement in our educational programs.

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.

Non-applicable

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

The implementation of actions within Goal 2 have furthered ASA 's efforts to achieve the goal, "Allegiance STEAM Academy Thrive will provide stakeholders access to real time relevant information regarding school operations, finances, governance and student learning."

2.1: The actions taken to host educational partner events have proven to be highly effective. Transitioning from virtual-only events in the baseline year to more frequent in-person events demonstrates a strong commitment to engaging with the community. The increased frequency and shift to in-person formats have likely enhanced the quality of interactions and strengthened relationships with educational partners. These efforts have effectively supported the goal of fostering closer community engagement, as evidenced by the increased number of events and participation rates.

2.2: The specific actions of holding academically centered parent information meetings, including triad, student-led, and steam live events, have been effective in maintaining high levels of parental engagement. Consistently achieving a 90% attendance rate indicates that these meetings are valued by parents and are successfully meeting their informational needs.

2.3: The actions to solicit educational partner input via surveys have been highly effective. The dramatic increase in participation from 40% in the baseline year to over 90% in 2023-24 demonstrates a significant improvement in engagement. This success indicates that our strategies to encourage survey participation, such as enhanced communication and outreach efforts, have been effective. High participation rates suggest that educational partners feel more involved and that their input is valued, thereby contributing positively to the overall goal of engaging the community and improving educational outcomes based on their feedback.

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.

2.1: Restructuring the in-person events to ensure greater access to all parents will be a priority in the coming year as will be communicating the events and topics with adequate notice to better accommodate families.

2.2: Similar to 2.1, providing adequate notice of academically centered events will be a priority in the coming year.

2.3: In order to maintain a high response rate on surveys, in the coming year, ASA will use the awareness campaign that resulted in over 90% participation in 2023-24.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Intuitive Survey Data	Provide intuitive surveys that lead to direct and observable actions for stakeholders.	$ 1,000.00	Yes
2.2	School Site Council	Hold School Site Council Meetings six times in the school year in order to inform proposed expenditures allocated through the Consolidated Application as well as to solicit input.	$ 0.00	Yes
2.3	Parent Portal	Provide parents access to real-time attendance and performance data through Student Information System.	$35,105.51	Yes
2.4	Parent Events	Schedule in person monthly parent events to provide updates and showcase student learning and achievement. Streamline processes for volunteering	$ 0.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Allegiance STEAM Academy Thrive will provide a school environment which fosters physical and emotional security and focuses the school climate on creating opportunities for students to take risks to gain the skills required in the STEAM fields.	Broad Goal

State Priorities addressed by this goal.

1. Basic Services 5. Student Engagement 6. School Climate

An explanation of why the LEA has developed this goal.

The development of Goal 3 by Allegiance STEAM Academy Thrive stems from a comprehensive understanding of the critical role that a supportive and secure school environment plays in student success, particularly within the STEAM fields. The goal is designed to address multiple state priorities, including Basic Services, Student Engagement, and School Climate, thereby ensuring a holistic approach to student development.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Attendance Rate of 96% or greater.	Attendance rate in 2020-21 was 95.5%.	Attendance rate in 2021-22 was 95.8%.	Attendance rate in 2022-23 was 93.4%.	Attendance rate in 2023-24 was 95%.	-1%
3.2	Percentage of students that feel safe at school.	2020-21 Stakeholder survey indicated that 94% of respondents agree that ASA prioritized the wellbeing of its Students during	2021-22 Stakeholder survey indicated that 94.3% of respondents agree that ASA prioritized the wellbeing of its Students during	2022-23 Stakeholder survey indicated that 90% of respondents agree that ASA prioritized the wellbeing of its Students during	2023-24 Stakeholder survey indicated that 87% of respondents agree that ASA prioritized the wellbeing of its Students during	100% of respondents indicate that ASA provides a safe learning environment for all students

		the 2020-21 school year.	the 2021-22 school year.	the 2022-23 school year.	the 2022-23 school year.	
3.3	Percentage of students that feel supported at school.	2020-21 Stakeholder survey indicated that 92% of respondents feel their student is supported at school.	2021-22: Stakeholder survey indicated that 89% of respondents feel their student is supported at school.	2022-23: Stakeholder survey indicated that 88% of respondents feel their student is supported at school.	2023-24: Stakeholder survey indicated that 79% of respondents feel their student is supported at school.	100% of respondents indicate that ASA provides appropriate support to students.
3.4	Suspension Rate less than 1%	Suspension Rate 2018-19:0.6%2019-20: 1% 2020-21:0.8%	Suspension Rate 2021-22: 1.6%	Suspension Rate 2022-23: 1.2%	Suspension Rate 2023-24: >1%	Suspension Rate of less than 1%

Goal Analysis for [2023-24]

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

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

ASA Thrive's implementation of the actions within Goal 3 closely matched the plan with the exception of 3.2: School Climate Survey - Students and 3.4 Basic Services. All actions were implemented and helped ASA Thrive progress towards meeting Goal 3.

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

Differences between Budgeted Expenditures and Estimated Actual Expenditures of Improved Services within Goal 3 were a result of a combination of considerably higher than anticipated PPE purchases as well as the significant increase in costs of PPE.

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

The implementation of actions within Goal 3 have furthered ASA Thrive's efforts to achieve the goal, "Allegiance STEAM Academy Thrive will provide a school environment which fosters physical and emotional security and focuses the school climate on creating opportunities for students to take risks to gain the skills required in the STEAM fields."

3:1 Attendance Notification: Attendance notification processes helped ASA Thrive achieve an attendance rate of nearly 96% in a year when many schools experienced 10% declines in attendance.

3:3 Mental Health and Social Emotional Learning Support: Intensive mental health supports were provided to students by a full time school psychologist and full time counselor.

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.

3.2: School Climate Survey - Students: Surveys specifically designed to collect data on students' perceptions of school climate will be administered twice yearly.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Attendance Notification	Implement an attendance notification practice including home contact, excessive absences/tardies, and ARB process	$79,891.18	Yes
3.2	SchoolClimate Survey-Students	Conduct a Fall and Spring School Climate Survey for students	$ 0.00	Yes
3.3	Mental Health and Social Emotional Learning Support	Provide school-wide and targeted mental health and social emotional learning support for students aligned to the American School Counselor Association's National Model.	$1,340,579.85	Yes

3.4	Basic Services	Provide adequate instructional materials, including web-enabled devices for students.	$330,534.23	Yes

Insert or delete rows, as necessary.

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$739.026	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
7.01%	0.000%	$0.00	7.01%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	Action: Staff Retention Identified Need: Unduplicated student groups face unique educational challenges that can significantly impact their academic success. Highly qualified teachers are crucial for these students as they are equipped to implement effective teaching strategies and provide the specialized instruction these students often require. Research indicates that the presence of skilled teachers not only helps close the achievement gap but also contributes to better long-term outcomes for these vulnerable groups.	The action of staff retention is strategically designed to address the need for highly qualified teachers to support unduplicated student groups who face significant educational challenges. By ensuring the retention of skilled educators across ASA, the school guarantees that these students consistently receive effective teaching strategies and specialized instruction necessary for their academic success. Implementing this action on a schoolwide basis standardizes the quality of education, promotes stability, and facilitates the sharing of best practices, thus enhancing the overall educational outcomes and helping to close the achievement gap for vulnerable student groups	1.1
1.3	Action: Professional Development Identified Need: Unduplicated student groups, require educators who are continually developing their professional skills through targeted training and coaching. Ongoing professional development is essential as it enhances teacher effectiveness, particularly in diverse educational settings.	The professional development actions are aimed at enhancing staff skills in delivering a rigorous STEAM-aligned curriculum, focusing on the Engineering Design Process, Understanding by Design, and Instructional Technology. This training equips teachers to effectively support unduplicated student groups by tailoring education to their specific needs, particularly in challenging subjects and enrichment programs like Music. This approach ensures a holistic educational experience that improves engagement and outcomes for these and all students.	1.3

2.4	Action: Identified Need:scheduling monthly parent events is particularly crucial for unduplicated students. These groups often face additional barriers in engaging with their children's education due to factors like language differences and limited access to school resources. Enhanced parental engagement is essential for bridging these gaps and providing robust support systems that uplift the entire educational experience of these students.	Scheduling in-person monthly parent events specifically addresses these needs by ensuring that all parents, especially those from unduplicated groups, have regular and structured opportunities to engage with the school. By providing ample notification and ensuring these events are accessible in multiple languages, the school makes a concerted effort to include all parents, regardless of their background or personal circumstances. Offering this on a schoolwide basis guarantees that no group is left out, promoting inclusivity across the school's diverse population.	2.4

Insert or delete rows, as necessary.

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.2	Action: Instructional Materials Identified Need: The identified need for procuring evidence-based instructional materials is critical for English Learners and students performing below grade level. These groups often struggle with traditional instructional methods that may not address their specific needs. Tailored, evidence-based materials can provide the differentiated instruction necessary to meet these students' unique academic needs and support skill development at and beyond their current levels.	Procuring using evidence-based instructional materials is designed to meet the needs of English Learners and students performing below grade level by integrating resources that are inclusive and tailored to diverse educational requirements. For English Learners, these materials include language support to enhance accessibility and engagement. For students below grade level, resources feature detailed learning progressions, visual aids, and interactive elements to help master complex concepts.	1.2
3.3	Action: Mental Health and Social Emotional Learning Support Identified Need: Unduplicated students often face unique social and emotional challenges that can affect their sense of belonging, safety, and support within the school environment. Addressing their need for enhanced social and emotional support is crucial for fostering an inclusive and supportive school community where every student feels valued and understood.	Strengthening the proactive social emotional learning program by offering more intensive support to students who report feelings of disconnection addresses the emotional and psychological needs of these students directly. By identifying and supporting students who feel a lack of belonging, safety, or support, the school can implement tailored interventions that build stronger relationships, enhance peer connections, and foster a safer and more inclusive school environment. This comprehensive approach ensures that unduplicated students receive the necessary resources and attention to thrive both academically and socially.	3.2

Insert or delete rows, as necessary.

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

[Provide description here]

Additional Concentration Grant Funding

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

Allegiance STEAM Academy Thrive does not receive additional concentration funds.

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	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2023-24 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 709,566	$ 6,514,484	$ 5,547,261	$ 967,223	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Staff Retention	Yes	$ 5,508,212	$ 4,909,098.99	0.00%	0.00%
1	1.2	Instructional Materials	Yes	$ 132,604	$ 21,363.52	0.00%	0.00%
1	1.3	Intevention	Yes	$ 194,889	$ 228,036.42	0.00%	0.00%
1	1.4	Professional Development	Yes	$ -	$ -	0.00%	
1	1.5	Expanded Learning-Summer School	Yes	$ 212,348	$ -	0.00%	
2	2.1	Survey Data	Yes	$ 1,000	$ -	0.00%	
2	2.2	School Site Council	Yes	$ 1,600	$ -	0.00%	
2	2.3	Parent Portal	Yes	$ 8,316	$ -	0.00%	
2	2.4	Parent Events	Yes	$ 1,500	$ -	0.00%	
3	3.1	Attendance Notificaiton	Yes	$ 79,416	$ 173,132.51	0.00%	0.00%
3	3.2	School Climate Survey-Students	Yes	$ 1,000	$ 215,629.15	0.00%	0.00%
3	3.3	Mental Health and Social Emotional Learning Support	Yes	$ 373,599	$ -	0.00%	
3	3.4	Basic Services PPE	Yes	$ -	$ -	0.00%	
				$ -	$ -	0.00%	0.00%
				$ -	$ -	0.00%	0.00%
				$ -	$ -	0.00%	0.00%
				$ -	$ -	0.00%	0.00%
				$ -	$ -	0.00%	0.00%
				$ -	$ -	0.00%	0.00%
				$ -	$ -	0.00%	0.00%
				$ -	$ -	0.00%	0.00%
				$ -	$ -	0.00%	0.00%
				$ -	$ -	0.00%	0.00%
				$ -	$ -	0.00%	0.00%
				$ -	$ -	0.00%	0.00%
				$ -	$ -	0.00%	0.00%
				$ -	$ -	0.00%	0.00%
				$ -	$ -	0.00%	0.00%

2023-24

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 9,230,401.00	$ 9,764,254.10

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	Staff Retention	Yes	$ 6,420,300	$ 6,960,806
1	1.2	Instructional Materials	Yes	$ 282,300	$ 176,501
1	1.3	Intevention	Yes	$ 194,889	$ 456,091
1	1.4	Professional Development	Yes	$ 110,006	$ 13,797
1	1.5	Expanded Learning-Summer School	Yes	$ 574,601	$ 370,949
2	2.1	Survey Data	Yes	$ 1,000	$ -
2	2.2	School Site Council	Yes	$ 1,600	$ -
2	2.3	Parent Portal	Yes	$ 8,316	$ 35,106
2	2.4	Parent Events	Yes	$ 1,500	$ -
3	3.1	Attendance Notificaiton	Yes	$ 79,416	$ 79,891
3	3.2	School Climate Survey-Students	Yes	$ 1,000	$ -
3	3.3	Mental Health and Social Emotional Learning Support	Yes	$ 1,400,166	$ 1,340,580
3	3.4	Basic Services PPE	Yes	$ 155,307	$ 330,534
				$ -	$ -
				$ -	$ -
				$ -	$ -
				$ -	$ -
				$ -	$ -
				$ -	$ -
				$ -	$ -
				$ -	$ -
				$ -	$ -
				$ -	$ -

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)
$ 10,340,960	$ 709,566	0.00%	6.86%	$ 5,547,261	0.00%	53.64%	$0.00 - No Carryover	0.00% - No Carryover

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
$ 10,540,518	$ 739,026	7.01%	0.00%	7.01%	$ 5,707,585	0.00%	54.15%	**Total:**	$ 5,707,585
								LEA-wide Total:	$ 4,074,711
								Limited Total:	$ 1,632,874
								Schoolwide Total:	$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Staff Retention	Yes	LEA-wide	All	Specific Schools: Allegiance STEAM Academy Thrive TK-8	$ 3,997,748	0.00%
1	1.2	Instructional Materials	Yes	LEA-wide	All	Specific Schools: Allegiance STEAM Academy Thrive TK-8	$ -	0.00%
1	1.3	Intevention	Yes	Limited	English Learners Foster Youth Low Income	Specific Schools: Allegiance STEAM Academy Thrive TK-8	$ 692,118	0.00%
1	1.4	Professional Development	Yes	Limited	English Learners Foster Youth Low Income	Specific Schools: Allegiance STEAM Academy Thrive TK-8	$ 47,400	0.00%
1	1.5	Expanded Learning-Summer School	Yes	Limited	English Learners	Specific Schools: Allegiance STEAM Academy Thrive TK-8	$ 151,500	0.00%
2	2.1	Survey Data	Yes	LEA-wide	All	Specific Schools: Allegiance STEAM Academy Thrive TK-8	$ 1,000	0.00%
2	2.2	School Site Council	Yes	Limited	English Learners Foster Youth Low Income	Specific Schools: Allegiance STEAM Academy Thrive TK-8	$ 1,600	0.00%
2	2.3	Parent Portal	Yes	LEA-wide	All	Specific Schools: Allegiance STEAM Academy Thrive TK-8	$ 8,316	0.00%
2	2.4	Parent Events	Yes	LEA-wide	All	Specific Schools: Allegiance STEAM Academy Thrive TK-8	$ 1,500	0.00%
3	3.1	Attendance Notificaiton	Yes	Limited	English Learners Foster Youth Low Income	Specific Schools: Allegiance STEAM Academy Thrive TK-8	$ 80,157	0.00%
3	3.2	School Climate Survey-Students	Yes	LEA-wide	All	Specific Schools: Allegiance STEAM Academy Thrive TK-8	$ 1,000	0.00%
3	3.3	Mental Health and Social Emotional Learnir	Yes	Limited	English Learners Foster Youth Low Income	Specific Schools: Allegiance STEAM Academy Thrive TK-8	$ 660,099	0.00%
3	3.4	Basic Services PPE	Yes	LEA-wide	All	Specific Schools: Allegiance STEAM Academy Thrive TK-8	$ 65,147	0.00%
							$ -	0.00%
							$ -	0.00%
							$ -	0.00%
							$ -	0.00%
							$ -	0.00%
							$ -	0.00%
							$ -	0.00%
							$ -	0.00%
							$ -	0.00%

2024-25 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 5,707,585	$ 1,494,256	$ -	$ 301,580	7,503,421	$ 6,628,440	$ 874,981

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Staff Retention	All	$ 3,997,748	$ 423,319	$ -	$ 130,179	$ 4,551,246
1	1.2	Instructional Materials	All	$ -	$ 195,418	$ -	$ -	$ 195,418
1	1.3	Intevention	English Learners Foster Youth Low Income	$ 692,118	$ 125,001	$ -	$ -	$ 817,119
1	1.4	Professional Development	English Learners Foster Youth Low Income	$ 47,400	$ -	$ -	$ -	$ 47,400
1	1.5	Expanded Learning-Summer School	English Learners	$ 151,500	$ 166,600	$ -	$ -	$ 318,100
2	2.1	Survey Data	All	$ 1,000	$ -	$ -	$ -	$ 1,000
2	2.2	School Site Council	English Learners Foster Youth	$ 1,600	$ -	$ -	$ -	$ 1,600
2	2.3	Parent Portal	All	$ 8,316	$ -	$ -	$ -	$ 8,316
2	2.4	Parent Events	All	$ 1,500	$ -	$ -	$ -	$ 1,500
3	3.1	Attendance Notificaiton	English Learners Foster Youth	$ 80,157	$ -	$ -	$ -	$ 80,157
3	3.2	School Climate Survey-Students	All	$ 1,000	$ -	$ -	$ -	$ 1,000
3	3.3	Mental Health and Social Emotional Learning Support	English Learners Foster Youth	$ 660,099	$ 583,918	$ -	$ 171,401	$ 1,415,418
3	3.4	Basic Services PPE	All	$ 65,147	$ -	$ -	$ -	$ 65,147
				$ -	$ -	$ -	$ -	$ -
				$ -	$ -	$ -	$ -	$ -
				$ -	$ -	$ -	$ -	$ -
				$ -	$ -	$ -	$ -	$ -
				$ -	$ -	$ -	$ -	$ -
				$ -	$ -	$ -	$ -	$ -

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

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

- 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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