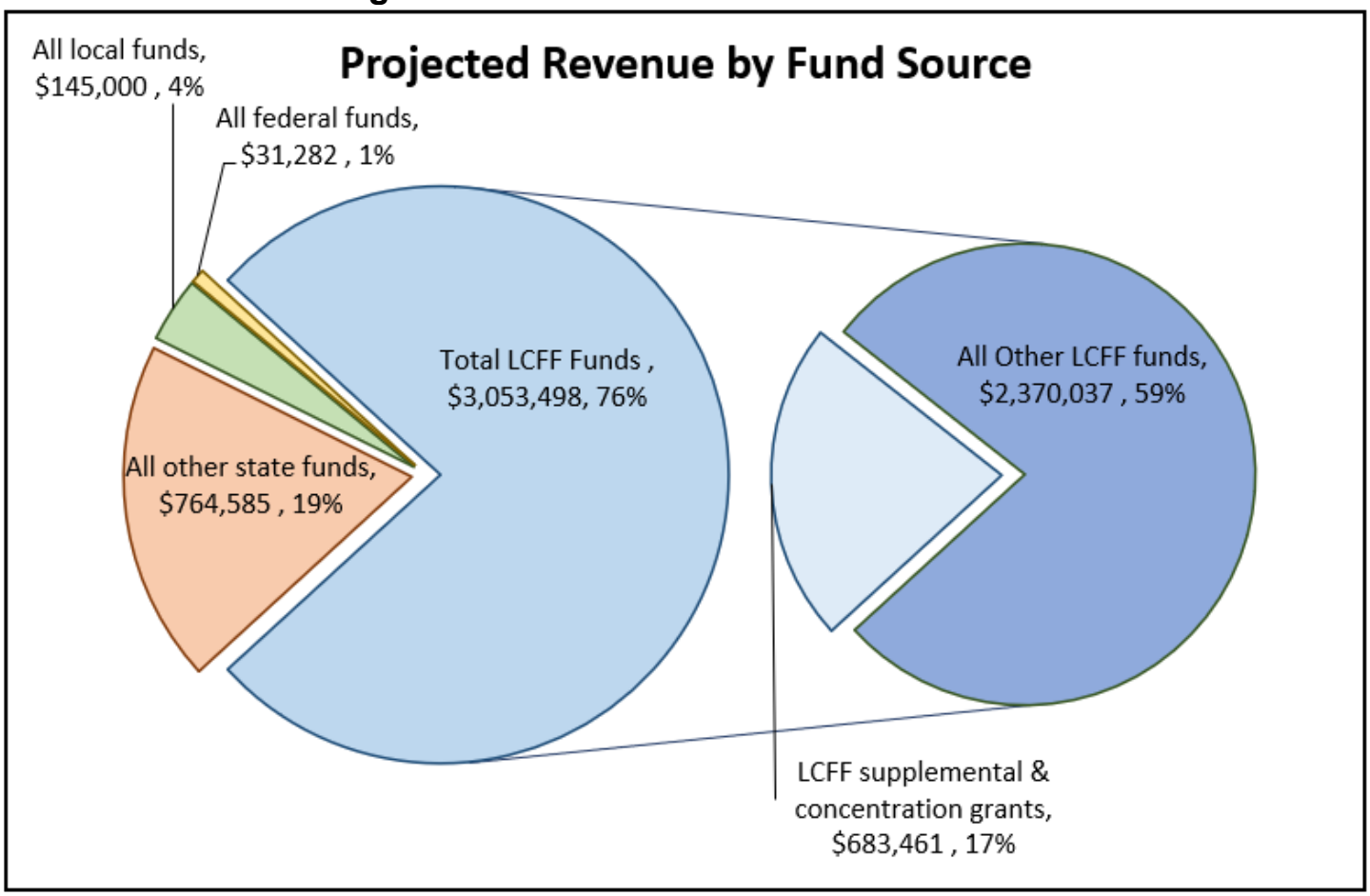
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sixth Street Prep
CDS Code: 36-67918-6101927
School Year: 2024-25
LEA contact information:
Angela Bishop Cupp
Principal
abishopcupp@vesd.net
(760) 241-0962

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

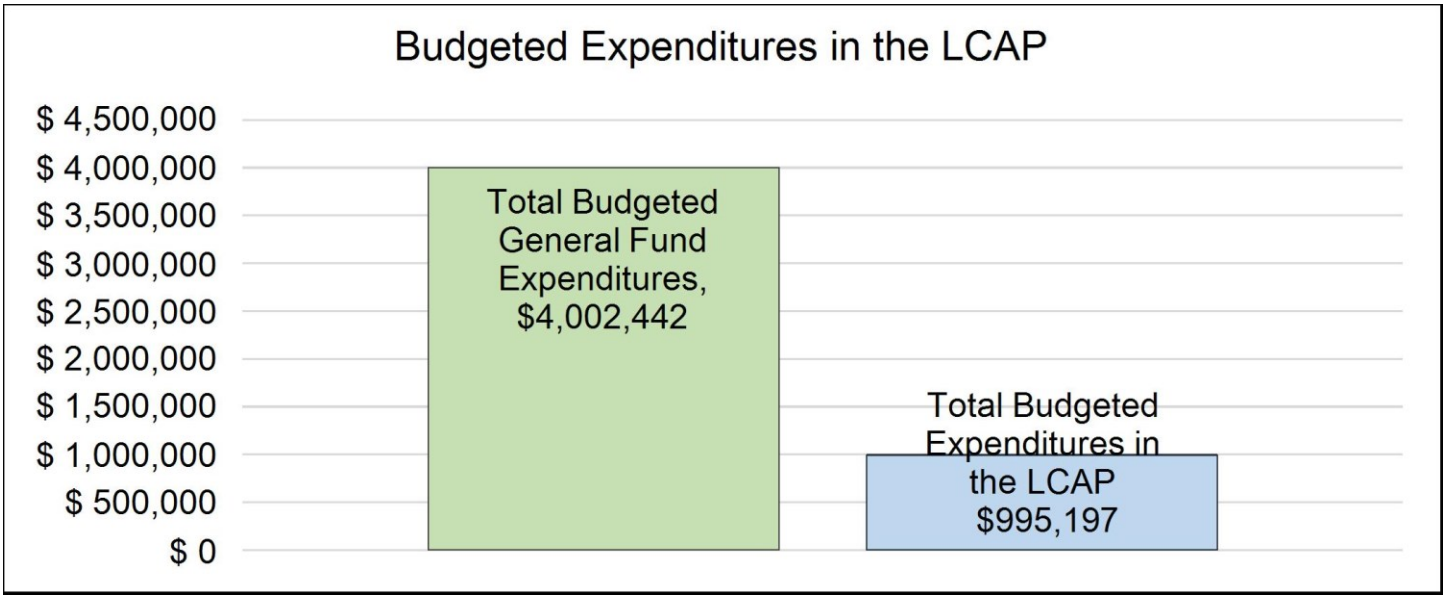


This chart shows the total general purpose revenue Sixth Street Prep expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Sixth Street Prep is $3,994,365, of which $3,053,498 is Local Control Funding Formula (LCFF), $764,585 is other state funds, $145,000 is local funds, and $31,282 is federal funds. Of the $3,053,498 in LCFF Funds, $683,461 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 Sixth Street Prep 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: Sixth Street Prep plans to spend $4,002,442 for the 2024-25 school year. Of that amount, $995,197 is tied to actions/services in the LCAP and $3,007,245 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

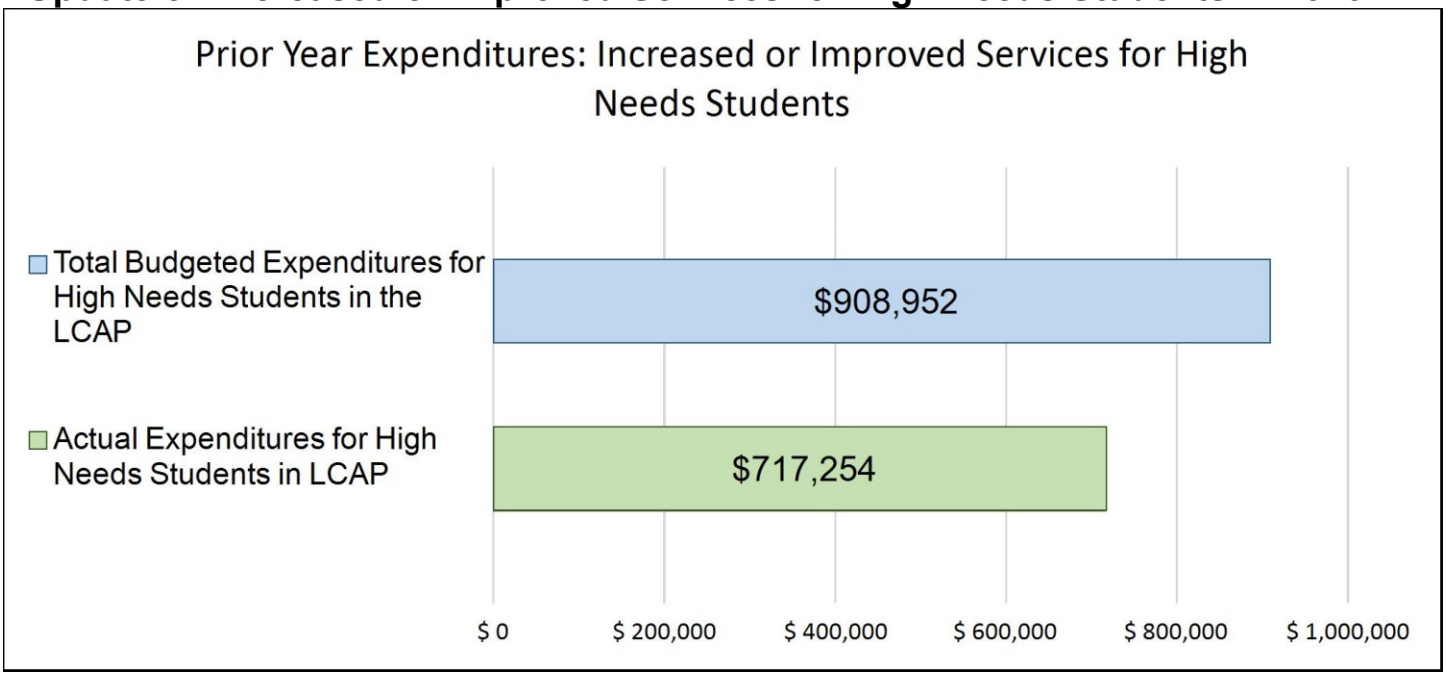
The LCAP does not include the following programs and costs: Core instructional program (the cost of teaching staff, school office staff, and core instructional material such as textbooks), the cost of utilities, and insurance. LCAP does not include programs funded with State funds such as Restricted Lottery or ELOP or any one-time funding sources. In addition, LCAP does not include any special education programs.

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

In 2024-25, Sixth Street Prep is projecting it will receive $683,461 based on the enrollment of foster youth, English learner, and low-income students. Sixth Street Prep must describe how it intends to increase or improve services for high needs students in the LCAP. Sixth Street Prep plans to spend $894,400 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 Sixth Street Prep budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Sixth Street Prep 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, Sixth Street Prep's LCAP budgeted $908,952 for planned actions to increase or improve services for high needs students. Sixth Street Prep actually spent $717,253.87 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of $-191,698.13 had the following impact on Sixth Street Prep’s ability to increase or improve services for high needs students:

For the second year in a row, Sixth Street Prep was able to continue to provide all service in the LCAP and leverage one-time funds from other resources such as ESSER and ELO. By doing so Sixth Street Prep has generated carryover to utilize in subsequent years to further serve students in need.

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
Sixth Street Prep	Angela Bishop Cupp Principal	abishopcupp@vesd.net (760) 241-0962

Goals and Actions

Goal

Goal #	Description
1	All students will develop foundational educational skills.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP state testing scores for students in English Language Arts, Math, and Science State Priority 2: Implementation of State Standards State Priority 4: Pupil Achievement, Statewide Assessments	2018-19 ELA – 75% pass rate, +53 average DFM (Distance from Met) 2018-19 Math – 70% pass rate, +43 DFM (Distance from Met) 2018-19 Science – 69% pass rate	None to report. CAASPP was not administered in 2020/2021. CAASPP will be administered in 2021/2022.	2021-2022 ELA - 83.87% met or exceeded standards (61.5 DFM - Distance from Met). 2021-2022 Math - 72.58% met or exceeded standards (+40 DFM). 2021-2022 Science (CAST) - 66.67% met or exceeded standards.	22/23: ELA : +75.7 Distance from Met (Increase of 14.1 pts) Math: +65.5 Distance from Met (Increase of 25.5 pts)	ELA and Math - Maintain or increase Distance from Met (Blue status on CA Dashboard) and maintain or increase % of students receiving passing scores (3's and 4's). Science – Increase % of students scoring "Met" or "Exceeded" by 5% annually
% of E.L. students reclassified State Priority 4: Pupil Achievement, Statewide Assessments	~ 8% of E.L. students RFEP 18/19	6.78% E.L. students RFEP	37% of EL students RFEP	12.2% of E.L. students reclassified	Annually - 10% or more of E.L. students RFEP

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Average Daily Attendance % of students State Priority 5: Pupil engagement, chronic absentee rates	2018-19 – 98.218% 2018-19 - 92.9% of students with Satisfactory Attendance	First and Second Trimester of 21/22 school year is 94.509% attendance average.	2022-2023 Year-to-date attendance rate of 95.79%	Year-to-date: Increase of .09% 23/24 - 97.2%	Maintain or increase ADA%
Response to “My teacher(s) and I talk about how I am doing in class and I understand the grades I have earned.” State Priority 6: School Climate	97% of students responded “Yes” in 2017-18. Wording from 2018-19 Student Survey – “My teacher and I work together to keep track of my growth.” – 92% of students responded “Yes.”	Question not included in the 20/21 end of the year survey. Related question of "my teacher and I work together to keep track of my growth" showed that 93.28% of students responded "yes" to the survey question.	Question not included in the 2021-2022 end of the year survey. Related question of "my teacher and I work together to keep track of my growth" showed that 98.11% of students responded "yes" to the survey question.	97.96% of students responded "yes" to a similar question of "my teacher cares how I am doing in school."	Increase percentage of students by 2% annually that respond “Yes” to similarly worded questions regarding their academic growth.
5 Star Site Safety Review State Priority 1: Facilities in good repair	2019-20 – Gold (highest rating)	Per the Facility Inspection Tool, SSP earned a percentage of 94.5% which gives us a school ranking of "good".	Per the Facility Inspection Tool, SSP earned percentage of 94.9% which gives us a school ranking of "good" for the 21/22 school year.	Per the Facility Inspection Tool. SSP earned a ranking of "good".	Maintain Gold / Highest Safety Ratings

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.

Attendance improved slightly from the 22/23 school year to the 24/24 school year. Our CAASPP scores showed growth from 21/22 to 22/23.

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.

We stayed at our projected target for teacher and staff salaries for the 23/24 school year. We came in under our predicted expense for Professional Development because many teachers took advantage of trainings provided by VESD. We spent more on field trips for students this year as our teachers began researching field trips specific to meeting grade level standards.

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

Our 22/23 CAASPP results showed that our specific actions were effective in making progress toward the goal of "all students will reach their full potential." Extended school day and dedicated Class Size Reduction of a maximum of 20 to 1 in Grades TK-2 were instrumental in our academic progress and success. We exceeded our desired outcome of 10% or more annually for Reclassification of our EL students.

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.

Staff continues looking into Professional Development opportunities for the 24/25 school year that are specific to their areas of need for professional growth. We will continue to budget for these opportunities. Although both Certificated and Classified salaries are increasing again next year, we determined that it is critical to continue with the 180 weekly minutes of extended day so we continue to budget for that added expense. We also continue to keep two on site Intervention Substitutes a priority to work to close learning gaps for our students.

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

Goals and Actions

Goal

Goal #	Description
2	All staff will use a comprehensive approach to support foundational educational skills for all students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP state testing scores for students in English Language Arts, Math, and Science State Priority 2: Implementation of state standards State Priority 4: Pupil achievement, statewide assessments	2018-19 ELA – 75% pass rate, +53 average DFM (Distance from Met) 2018-19 Math – 70% pass rate, +43 DFM (Distance from Met) 2018-19 Science – 69% pass rate	CAASPP was not given in 20/21. Will take in 21/22.	2021-2022 ELA - 83.87% met or exceeded standards (+61.5 DFM - Distance from Met). 2021-2022 Math - 72.58% met or exceeded standards (+40 DFM). 2021-2022 Science (CAST) - 66.67% met or exceeded standards.	22/23: ELA : +75.7 Distance from Met (Increase of 14.1 pts) Math: +65.5 Distance from Met (Increase of 25.5 pts)	ELA and Math - Maintain or increase Distance from Met (Blue status on CA Dashboard) and maintain or increase % of students receiving passing scores (3's and 4's). Science – Increase % of students scoring "Met" or "Exceeded" by 5% annually
% of E.L. students reclassified State Priority 4: Pupil achievement, statewide assessments	~ 8% of E.L. students RFEP 18/19	6.78% E.L. students RFEP	37% EL students RFEP	12.2% of E.L. students reclassified	Annually - 10% or more of E.L. students RFEP

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Average Daily Attendance % of students "satisfactory attendance" State Priority 5: Pupil engagement, chronic absenteeism rates	2018-19 – 98.218% 2018-19 - 92.9% of students with Satisfactory Attendance	August 2021- April 2022: 94.5%	2022-2023 Year-to-date attendance rate of 95.79%	Year-to-date: Increase of .09% 23/24 - 97.2%	Maintain or increase ADA% Maintain or increase % of students with Satisfactory Attendance
5 Star Site Safety Review State Priority 1: Facilities in good repair	2019-20 – Gold (highest rating)	Per the Facility Inspection Tool, SSP earned a percentage of 94.95% which gives us a school ranking of "good."	Per the Facility Inspection Tool, SSP earned percentage of 94.9% which gives us a school ranking of "good" for the 21/22 school year.	Per the Facility Inspection Tool. SSP earned a ranking of "good".	Maintain Gold / Highest Safety
All Certificated Staff attend at least one conference/workshop throughout the school year. State Priority 2: Implementation of state standards	2019-20 – 6 out of 11 Certificated Staff attended an off-site conference or workshop. * due to COVID-19 Pandemic, the conference that 5 teachers were scheduled to was canceled.	4 out of 10 Certificated Staff attended an off-site conference or workshop. The Principal attended an off-site conference. Conferenes/workshops were limited due to COVID restrictions.	7 out of 10 Certificated Staff attended an off-site conference or workshop. The Principal attended a 9-part Zoom workshop/training.	At this time, 8 out of 10 certificated staff have attended at least one conference/workshop.	Annually - all SSP Certificated Staff will have attended at least one conference/workshop.
From annual Employee and/or Quality Check Surveys: 1) All staff have the tools and training	1) 2017-18 – 100% of staff responded "Yes." 2) 2019-20 – 100% of staff responded "Yes."	N/A at this time.	1) 2021-2022 - 100% of staff responded "yes" 2) 2021-2022 - 100% of staff responded "yes"	22/23: 1) 100% of staff responded "yes" 2) 100% of staff responded "yes"	Maintain 100% rates.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
necessary to do their jobs. 2) “Our team collaborates effectively to improve student learning.” State Priority 2: Implementation of state standards					

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.

Attendance improved slightly from the 22/23 school year to the 24/24 school year. Our CAASPP scores showed growth from 21/22 to 22/23.

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.

We stayed at our projected target for teacher and staff salaries for the 23/24 school year. We came in under our predicted expense for Professional Development because many teachers took advantage of trainings provided by VESD.

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

The trainings that were attended were geared toward helping our students reach their full potential. Many teachers attended phonics and reading trainings. Some teachers were also able to attend trainings on math fluency. PD Fridays were used for data analysis and professional duties and responsibilities to guide instruction and best meet the needs of individual learners. Both Classified and Certificated also attended trainings on student and school safety.

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.

Professional development opportunities will continue to be provided for both Certificated and Classified staff within the same goal. For the 24/25 school year, we will focus in more on student suspensions and feedback from educational partners.

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

Goals and Actions

Goal

Goal #	Description
3	VESD will support an educational team that includes students, staff and families.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Average Daily Attendance (ADA) rates State Priority 5: Pupil engagement, chronic absenteeism rates	2018-19 – 98.218% 2018-19 - 92.9% of students with Satisfactory Attendance	Year to date attendance is 94.5%	2022-2023 Year-to-date attendance rate of 95.79%	Year-to-date: Increase of .09% 23/24 - 97.2%	Maintain or increase ADA% Maintain or increase % of students with Satisfactory Attendance
Parental Involvement – “We will know that SSP is successfully partnering with families when… 1) The number of trainings offered is at least 20 each year. 2) The are at least 400 instances of parents attending VESD/SSP trainings annually. 3) 100% of parents attend the biannual Parent/Teacher Conferences.	2018-19 1) 24 trainings offered at SSP 2) 280 instances of SSP parents at VESD trainings (Family Resource Center) and 265 instances of parents at SSP held trainings. 3) 100% of parents attended both October and March Parent/Teacher Conferences in 2018-19.	ELAC, Volunteer trainings and Site Council meetings conducted this year via Zoom. 99% attendance for parent conferences in October and April combined.	ELAC, Volunteer trainings and Site Council meetings conducted this year both in-person and Zoom. Parents are provided information about trainings offered at the Family Resource Center. 100% attendance for parent conferences in October and March combined.	1) Year-to-date: 10 trainings have been offered at SSP. 2) Exact number is not known at this time. 3)100% of parents attended October conferences either in-person, via Zoom or via phone.	1) Increase or maintain number of trainings held at SSP. 2) Increase or maintain total instances of SSP parents attending trainings held (VESD and/or SSP). 3) Maintain 100% parent participation for biannual P/T Conferences.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Priority 3: Parental involvement, efforts to seek parent input, promotion of parental participation					
% of E.L. students reclassified State Priority 4: Pupil achievement, statewide assessments	~ 8% of E.L. students RFEP 18/19	6.78% E.L. students RFEP	37% EL students RFEP	12.2% of E.L. students reclassified	Annually - 10% or more of E.L. students RFEP
Student Survey results for the number of students who report that they talk to someone at home about how they are doing in school. State Priority 6: School climate	90% of students responded “Yes” to the question – “My parent/guardian and I talk about how I am doing in school.”	2021-2022 student survey: 94.97% of students responded "yes" to the question - "My parent/guardian and teacher talk about how I am doing in school."	22/23: 97.96% of students responded "yes" to this question.	23/24: results are not available at this time.	Increase % of students responding "Yes" by at least 2% annually.

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.

Monthly ELAC meetings/parent trainings were conducted in person this year. We provide trainings for parents in the areas of Math, Language Arts, Social-Emotional Learning, Science and Technology. Trainings are also provided at the Family Resource Center and our parents receive notification of those trainings. A parent representative was sent to the CABE conference this year.

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.

We came in under our estimated funds for parent trainings because we were able to use the expertise knowledge of our teaching and SPED staff to provide trainings for our parents that are meaningful to what their students are learning at school. We were also able to take advantage of using District support specialists in training our parents.

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

Parent trainings have been highly effective in modeling current classroom instructional practices for parents along with social-emotional learning information. It gives them the opportunity to learn the same strategies and procedures that are used in our classrooms so they are better able to assist their children at home. Parents have been appreciative of these training sessions and attendance has been steady. Feedback from parents confirms the importance of these trainings.

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.

Goal 3 for 24/25 will focus on engaging educational partners. We will do this by continuing to provide trainings for parents and real world experiences for students. We will survey parents for their input and use those results in moving forward with next steps.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sixth Street Prep	Angela Bishop Cupp Principal	abishopcupp@vesd.net (760) 241-0962

Plan Summary [2024-25]

General Information

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

Sixth Street Prep School (SSPS) has as its primary focus the success of all students. SSPS is committed to providing students with an enriching educational experience in a small school setting that will support all students, including English Learners and students requiring differentiated instruction, in order to demonstrate mastery at grade level standards.

Ethnicity	Percentage
Black or African American	6.9%
American Indian or Alaska Native	0%
Asian	0.9%
Filipino	0.9%
Hispanic or Latino	77.2%
Native Hawaiian or Other Pacific Islander	0.4%
White	11.6%
Two or More Races:	2.2%

Student Subgroup:	Percentage
Foster Youth	0%
Homeless	1.3%
Socioeconomically Disadvantaged	74.6%
English Learners	23.7%
Students with Disabilities	9.1%

SSPS serves approximately 230 students.

Visionary Mission Statement
SSPS empowers all students to be at or above grade level by building a strong learning foundation with depth of knowledge and critical thinking skills in the fundamental areas of reading, mathematics, science, and writing.

SSPS operates an on-site learning program that involves parents/guardians as partners in the education of their child(ren). Teachers assess all students upon enrollment and work with parents/guardians to set goals to help them meet grade-level standards. All students receive research-based instruction and, when needed, individual coaching.

SSPS will support the District's commitment to student learning and achievement as outlined in the Victor Elementary School District Board Learning for All Plan, as well the SSPS and VESD Local Control Accountability Plan (LCAP).
The SSPS small school learning environment encourages the participation of parents/guardians through regular contact with the teacher, either through attendance at scheduled meetings with a teacher or the biannual Parent-Teacher Conference Weeks, or via progress reports, phone calls and email/other electronic communication systems. The school staff is aware of the full range of social services available in the community and directs families to existing sources of information. School service projects encourage student responsibility in supporting their local community. It is our belief that successful students must be taught a strong set of developmental assets and independent learning skills.

A major tenet of SSPS is the belief that all students can learn when provided with conditions appropriate to their specific learning needs. In such an environment, students receive specific feedback about their learning progress and parents/guardians are kept informed of student progress at regularly scheduled parent conferences or through progress reports. This feedback helps parents/guardians and students to identify what they have learned well and to target areas where they still need more practice. Students needing assistance in a specific area will receive differentiated instruction in the classroom such as one-to-one coaching, peer tutoring, and small group instruction. Learning is based on the belief that when given multiple opportunities with the use of varied instructional strategies, all students will be successful.

SSPS will create a learning community that encourages students to realize that they are capable of high levels of competence, performance, and knowledge. The learning community is designed to foster positive changes in the lives of students, parents/guardians, teachers, staff and educational partners. Our goal is to create an environment inside of our learning community in which students take responsibility for their own learning and maximize personal strengths that will enable them to be able to select from a variety of career opportunities and to be successful in the world of work.

The key components of the Student Profile are as follows:
> Personal qualities, work habits and attitudes
> Essential Learning
> Thinking and reasoning skills
> Interpersonal abilities
> 21st Century Skills - critical thinking, collaboration, creativity and communication
> Use of technology

The primary goal of SSPS is to offer educational alternatives organized around how students learn best (e.g., EL high leverage strategies and Cooperative Learning Structures). Teachers are continuously assessing in multiple ways to 1) identify strengths; 2) determine areas of

improvement; 3) modify instruction to meet individual needs; and 4) provide interventions (e.g., response to intervention ("RTI")) that help students experience competence as self-directed learners.
School programs focus on:
> Core academic skills based on Common Core State Standards, Next Generation Science Standards and California state-adopted frameworks
> Enrichment in the fields of science, technology, engineering, and math
> English Learner integrated and designated instruction
> Physical Education curriculum to promote health
> Student Collaboration

SSPS staff recognizes that students are more likely to be engaged and on-task when lessons offer real-life application for the learner. As a result, lessons are designed to create powerful learning experiences that will motivate students toward high standards of achievement. Such learning experiences engage student curiosity, originality, and interpersonal relationships.

SSPS has been recognized as a California Distinguished School in 2010 and 2020. In 2009 and 2023, SSPS was recognized as a National Blue Ribbon School, and is always striving to improve and support all students to achieve success in their learning goals. In 2020, Sixth Street Prep was recognized as a National Elementary and Secondary Education Act (ESEA) Distinguished School - one of only two schools in California to receive that recognition.

One of the factors for this incredible growth and achievement is the Professional Learning Community of Sixth Street Prep. Our tenacity and relentless search for a better way to achieve instructional excellence, improve vertical alignment, and share best practices is clearly having a direct and measurable impact on student progress and performance.

Reflections: Annual Performance

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

SUCCESSES AT SSPS:

Sixth Street Prep teachers continue to provide formative and summative assessments, regardless of which model of learning in which we find ourselves. By accurately assessing and measuring individual student reading levels and making a comparison to their last known reading level from the previous school year, we have formed our instruction and created effective small-group Guided Reading lessons to address learning loss. This information has been relayed to parents via messages from teachers using various platforms, our biannual parent/teacher conferences, progress reports and report cards. Various other assessments have been used to gauge reading level, reading comprehension, phonological awareness, and overall math standards mastery (Common Core State Standards - CCSS). Assessment tools used include: i-Ready, CAASPP, SAAVAS Math Diagnostic Assessments, District Benchmark Assessments, Developmental Reading Assessments (DRA), informal running records and others. Through the use of baseline scores and ongoing local assessments, we measure and monitor student

progress towards their individual learning goals.

CAASPP/SBAC RESULTS FROM 2022-23:
>77.69% of all students in grades 3-6 met or exceeded standards in English Language Arts on the CAASPP
>81.0% of all students in grades 3-6 met or exceeded standards in Mathematics on the CAASPP
>80.55% of all students in grade 5 met or exceeded standards in Science (CAST)

- English Language Arts

> Scores for ALL students averaged at 75.7 points above standard (Very High) - Increase of 14.1 points
> Scores for HISPANIC students averaged at 67.5 points above standard (Very High) - Increase of 7.4 points
> Scores for SOCIOECONOMICALLY DISADVANTAGED students averaged at 63.9 points above standard (Very High)- Increase of 5.6 points
> Scores for ENGLISH LEARNER students averaged at 58.5 points above standard (Very High) - Increase of 15.1 points
> Scores for RECLASSIFIED ENGLISH LEARNER students averaged at 91 points above standard (no indicator given) -Increase of 21.9 points
> Scores for WHITE students averaged at 135 points above standard (no indicator given) - Increase of 70.5 points
>Scores for AFRICAN AMERICAN students averaged at 44.5 points above standard (no indicator given)

- Mathematics

> Scores for ALL students averaged at 65.5 points above standard (Very High) - Increase of 25.5 points
> Scores for HISPANIC students averaged at 55.6 points above standard (Very High) - Increase of 17.1 points
> Scores for SOCIOECONOMICALLY DISADVANTAGED students averaged at 56.4 points above standard (Very High) - Increase of 20.4 points
> Scores for ENGLISH LEARNER students averaged at 58.6 points above standard (Very High) - Increase of 25.2 points
> Scores for RECLASSIFIED ENGLISH LEARNER students averaged at 86.1 points above standard (no indicator given) - Increase of 26.3 points
> Scores for WHITE students averaged at 118.9 points above standard (Very High) - Increase of 74.2 points
>Scores for AFRICAN AMERICAN students averaged at 54.9 points above standard (no indicator given)

* We had a 12.2% Reclassification rate from our ELPAC testing. In addition, one of our greatest successes has been student engagement. Although our attendance rates have dipped since the pandemic, we have started to climb back up closer to our pre-pandemic rates. The success of higher attendance rates can be attributed to a combination of our teachers providing engaging instruction, utilization of the Child Welfare Attendance Liaisons (CWAL) team along with the commitment our families have shown to their children's education.

*SSPS has been able to offer counseling groups for students based upon the trimester SEL screeners, teacher recommendations and parent requests.

*In 2023, Sixth Street Prep was honored as a National Blue Ribbon Exemplary High Performing School.

*Our Chronic Absent rate for the 22/23 school year was 10.3%. That is an improvement of 5.8%.

CHALLENGES AT SSPS:

SSPS did not have any student groups within the school/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.

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A - LEA 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.

N/A - LEA 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.

N/A - LEA 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
Parents	SSPS involves educational partners in the process and each cycle of improvement, believing that parents/guardians and family members of our students are another crucial component of our successful professional learning community. For example, one of our teachers/staff presents at a parent training event and the topic is decided upon based on feedback and suggestions by parents/guardians from our English Learner Language Advisory Committee (ELAC) and School Site Council (SSC). Also, a yearly parent/guardian survey is used to assess the effectiveness of our program. At the beginning of each school year, students, parents and the school administrator sign a school compact in which they agree to support SSPS' expectations in the areas of attendance, conduct, and academic effort. At the District level, parents are involved in trimester and/or monthly meetings which follow an annual process of reviewing data, goals, and actions/services, and then providing feedback to be used in the development of the LCAP. Data includes state test results in ELA, Math, and ELPAC, local measures for academics including reading scores and benchmark assessments, chronic absenteeism and attendance rates, results from our local social emotional screener, and behavior data which includes the number of suspensions and expulsions. The meetings, locations and dates for parent engagement include:

Educational Partner(s)	Process for Engagement
	African American Engagement Committee, VESD Family Resource Center: 9/28/23, 10/26/23, 11/30/23, 1/25/24, 2/22/24, 3/21/24, 4/25/24, 5/30/24 District English Language Advisory Committee, VESD Family Resource Center: 9/29/23, 10/3/23, 11/7/23, 12/12/23, 1/9/24, 2/6/24, 3/5/24, 4/9/24, 5/7/24 District Advisory Committee, VESD District Office: 10/20/23, 2/9/24, 5/3/24 Foster Youth Committee, VESD District Office: 11/16/23, 1/18/24, 3/14/24, 5/16/24
Teachers	Teachers are involved in trimester and/or monthly meetings which follow an annual process of reviewing data, goals, and actions/services, and then providing feedback to be used in the development of the LCAP. Data includes state test results in ELA, Math, and ELPAC, local measures for academics including reading scores and benchmark assessments, chronic absenteeism and attendance rates, results from our local social emotional screener, and behavior data which includes the number of suspensions and expulsions. The meetings, locations and dates for teacher engagement include: African American Engagement Committee, VESD Family Resource Center: 9/28/23, 10/26/23, 11/30/23, 1/25/24, 2/22/24, 3/21/24, 4/25/24, 5/30/24 District English Language Advisory Committee, VESD Family Resource Center: 9/29/23, 10/3/23, 11/7/23, 12/12/23, 1/9/24, 2/6/24, 3/5/24, 4/9/24, 5/7/24 District Advisory Committee, VESD District Office: 10/20/23, 2/9/24,

Educational Partner(s)	Process for Engagement
	5/3/24 Foster Youth Committee, VESD District Office: 11/16/23, 1/18/24, 3/14/24, 5/16/24 Budget Advisory Committee, VESD District Office: 8/28/23, 9/25/23, 10/30/23, 11/27/23, 12/11/23, 1/29/24, 2/26/24, 3/18/24, 4/29/24, 6/23/24 Quality Works Committee, VESD District Office: 9/12/23, 10/3/23, 11/7/23, 12/5/23, 1/9/24, 2/6/24, 4/9/24, 5/7/24 Teachers are encouraged to attend conferences and trainings as professional development.
Other School Personnel: Psychologists, Paraeducators, Bilingual Instructional Assistants, Interpreters, Secretaries, Clerks	Other school personnel are involved in trimester and/or monthly meetings which follow an annual process of reviewing data, goals, and actions/services, and then providing feedback to be used in the development of the LCAP. Data includes state test results in ELA, Math, and ELPAC, local measures for academics including reading scores and benchmark assessments, chronic absenteeism and attendance rates, results from our local social emotional screener, and behavior data which includes the number of suspensions and expulsions. The meetings, locations and dates for other school personnel engagement include: African American Engagement Committee, VESD Family Resource Center: 9/28/23, 10/26/23, 11/30/23, 1/25/24, 2/22/24, 3/21/24, 4/25/24, 5/30/24 District English Language Advisory Committee, VESD Family Resource Center: 9/29/23, 10/3/23, 11/7/23, 12/12/23, 1/9/24, 2/6/24, 3/5/24, 4/9/24, 5ll/24 District Advisory Committee, VESD District Office: 10/20/23, 2/9/24, 5/3/24

Educational Partner(s)	Process for Engagement
	Foster Youth Committee, VESD District Office: 11/16/23, 1/18/24, 3/14/24, 5/16/24 Budget Advisory Committee, VESD District Office: 8/28/23, 9/25/23, 10/30/23, 11/27/23, 12/11/23, 1/29/24, 2/26/24, 3/18/24, 4/29/24, 6/23/24 Quality Works Committee, VESD District Office: 9/12/23, 10/3/23, 11/7/23, 12/5/23, 1/9/24, 2/6/24, 4/9/24, 5ll/24
Administrator/Principal	Administrators/Principals are involved in trimester and/or monthly meetings which follow an annual process of reviewing data, goals, and actions/services, and then providing feedback to be used in the development of the LCAP. Data includes state test results in ELA, Math, and ELPAC, local measures for academics including reading scores and benchmark assessments, chronic absenteeism and attendance rates, results from our local social emotional screener, and behavior data which includes the number of suspensions and expulsions. The meetings, locations and dates for administrator/principal engagement include: African American Engagement Committee, VESD Family Resource Center: 9/28/23, 10/26/23, 11/30/23, 1/25/24, 2/22/24, 3/21/24, 4/25/241 5/30/24 District English Language Advisory Committee, VESD Family Resource Center: 9/29/23, 10/3/23, 11/7/23, 12/12/23, 1/9/24, 2/6/24, 3/5/24, 4/9/24, 5/7/24 District Advisory Committee, VESD District Office: 10/20/23, 2/9/24, 5/3/24 Foster Youth Committee, VESD District Office: 11/16/23, 1/18/24, 3/14/24, 5/16/24 Budget Advisory Committee, VESD District Office: 8/28/23, 9/25/23, 10/30/23, 11/27/23, 12/11/23, 1/29/24, 2/26/24, 3/18/24, 4/29/24,

Educational Partner(s)	Process for Engagement
	6/23/24 Quality Works Committee, VESD District Office: 9/12/23, 10/3/23, 11/7/23, 12/5/23, 1/9/24, 2/6/24, 4/9/24, 5/7/24 At the beginning of each school year, students, parents and the school administrator sign a school compact in which they agree to support SSPS' expectations in the areas of attendance, conduct, and academic effort.
Bargaining Unit Members	Bargaining Unit Members are involved in trimester and/or monthly meetings which follow an annual process of reviewing data, goals, and actions/services, and then providing feedback to be used in the development of the LCAP. Data includes state test results in ELA, Math, and ELPAC, local measures for academics including reading scores and benchmark assessments, chronic absenteeism and attendance rates, results from our local social emotional screener, and behavior data which includes the number of suspensions and expulsions. The meetings, locations and dates for Bargaining Unit Members engagement include: African American Engagement Committee, VESD Family Resource Center: 9/28/23, 10/26/23, 11/30/23, 1/25/24, 2/22/24, 3/21/24, 4/25/24, 5/30/24 District Advisory Committee, VESD District Office: 10/20/23, 2/9/24, 5/3/24 Foster Youth Committee, VESD District Office: 11/16/23, 1/18/24, 3/14/24, 5/16/24 Budget Advisory Committee, VESD District Office: 8/28/23, 9/25/23, 10/30/23, 11/27/23, 12/11/23, 1/29/24, 2/26/24, 3/18/24, 4/29/24, 6/23/24

Educational Partner(s)	Process for Engagement
	Quality Works Committee, VESD District Office: 9/12/23, 10/3/23, 11/7/23, 12/5/23, 1/9/24, 2/6/24, 4/9/24, 5/7/24
Students	Students at each school site are involved in trimesterly focus groups with their principal. Principals share the school's performance and get student feedback on what is working well, what to improve, and any additional ideas that would help engage students at school. The meetings, locations and dates for student focus groups include: Student Focus Group, each school site (16 total): 11/17/23, 3/8/24, 5/31/24 At the beginning of each school year, students, parents and the school administrator sign a school compact in which they agree to support SSPS' expectations in the areas of attendance, conduct, and academic effort. Students also participate in an end of the year survey.
Governing Board and Community Members	The Mid Year Report was presented to the Governing Board at a regularly scheduled meeting on February 14, 2024. The 2024-25 LCAP draft was posted publicly on the district website on June_ 2024. The 2024-25 LCAP was presented at a regularly scheduled Board of Education Meeting on June 12, 2024 for the Public Hearing. The 2024-25 LCAP was adopted at a regularly scheduled Board of Education Meeting on June 26, 2024.
SELPA Consultation	SELPA Administration has presence on the District Advisory Committee and Foster Youth Committee, providing consultation throughout LCAP development. The meetings, locations and dates for SELPA Consultation include:

Educational Partner(s)	Process for Engagement
	District Advisory Committee, VESD District Office: 10/20/23, 2/9/24, 5/3/24 Foster Youth Committee, VESD District Office: 11/16/23, 1/18/24, 3/14/24! 5/16/24

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

From SSPS Committees and Parent Surveys:
1. Continued support for all families and the need for frequent and quality communication between school and families.
2. Safety for our students is a high priority for our families.

Data on our CA Dashboard showed overall growth in both ELA and Math, prompting educational partners to continue actions including:

- professional development opportunities for Certificated staff
- provide substitute teachers to allow Certificated staff to attend trainings
- training opportunities for support staff
- monthly trainings for families on strategies used in the classroom

Data on our CA Dashboard showed improved outcomes in chronic absenteeism. Educational partners shared feedback supporting the following:

- Child Welfare and Attendance Liaisons
- SART meetings to proactively address chronic absenteeism

ELPAC Results showed that we surpassed our Reclassification desired outcome of 10% annually.

Data on our CA Dashboard showed a 0.4% growth in suspension rates. This data led educational partners to request actions including:

- Continue providing small group and one-on-one counseling on campus
- Increase 2x10 participants

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	On state and local measures, all students will demonstrate growth in ELA and math standards, and English Learners will demonstrate progress in English language proficiency.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

In order to meet Goal #1, the following needs have been identified and must be addressed:

- Increase the percentage of students scoring a 3 or 4 on CAASPP summative assessments in ELA and Math by 1% each year.
- Increase the percentage of students scoring a 3 or 4 on District Benchmark assessments in ELA and Math by 1% each year.
- Maintain or increase re-classification of EL students.
- Provide RTI resources and training for instructional staff.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP summative assessments in English Language Arts (ELA) for grades 3-6 - students scoring a 3 or 4 (Met/Exceeds Standards) Source: California Dashboard	(22/23): All Students:75.7 points above standard Low-Income Students: 63.9 points above standard EL Students: 58.52 points above standard			All Students: 78.7 points above standard Low-Income Students: 69.9 points above standard EL Students: 67.5 points above standard	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	State Priority 2: Implementation of State Standards State Priority 4: Pupil Achievement, Statewide Assessments State Priority 8: Other Pupil Outcomes					
1.2	District Benchmark Assessments in ELA for Grades 1-6 - students scoring a 3 or 4 (Met/Exceeds Standards) in Trimester 2 State Priority 2: Implementation of State Standards State Priority 4: Pupil Achievement, Local Assessments State Priority 8: Other Pupil Outcomes Source: District Benchmark Data	(22/23): All Students: 36.41% Low-Income Students: 37.41% EL Students: 14.29%			All Students: 39.41% Low-Income Students: 40.41% EL Students: 23.29%	
1.3	CAASPP summative assessments in Math for grades 3-6 - students scoring a 3 or 4	(22/23): All Students: 65.5 points above standard Low-Income Students:			All Students: 68.5 points above standard Low-Income Students:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Met/Exceeds Standards) State Priority 2: Implementation of State Standards State Priority 4: Pupil Achievement, Statewide Assessments State Priority 8: Other Pupil Outcomes Source: California Dashboard	56.4 points above standard EL Students: 58.6 points above standard			62.4 points above standard EL Students: 64.6 points above standard	
1.4	District Benchmark Assessments in Math for Grades 1-6 - students scoring a 3 or 4 (Met/Exceeds Standards) in Trimester 2 State Priority 2: Implementation of State Standards State Priority 4: Pupil Achievement, Local Assessments State Priority 8: Other Pupil Outcomes Source: District Benchmark Data	(22/23): All Students: 51.09% Low-Income Students: 49.64% EL Students: 25%			All Students: 54.09% Low-Income Students: 52.64% EL Students: 34%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	E.L. students reclassified State Priority 2: Implementation of State Standards State Priority 4: Pupil Achievement, Statewide Assessments State Priority 8: Other Pupil Outcomes Source: VESD local data	(23/24): Percentage of students reclassified as English Proficient: 12.2%			Maintain at least a 10% Reclassification rate.	
1.6	QUALITY CHECK (STAFF) SURVEY QUESTION: "I have the training that is required to do my job." State Priority 2: Implementation of State Standards State Priority 7: Course Access Source: VESD local data	(22/23): 100% agreed			Maintain 90% or increase 1% annually from baseline.	
1.7	Basics: Teachers, Instructional Materials, Facilities State Priority 1: Conditions of Learning Source: VESD local data	(22/23): Standard Met as noted on the CA Dashboard • Appropriately assigned teachers - 10 Full-Time Equivalent (FTE)			Maintain Standard Met on CA Dashboard annually	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		teachers. 80% with cleared teaching credential • Percentage of students without access to their own materials: 0% • Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies): 0				

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Development	SSPS will provide professional development and collaboration to support CCSS and NGSS implementation and alignment for all students (creation of assessment, rubrics, projects and standards articulation), principally directed to Low Income Students and English Learners to close academic achievement gaps as measured by metric 1.6	$277,725.00	Yes
1.2	Instructional Resources	Provide instructional resources (e.g., materials, supplies, staffing, etc…) to support teaching and learning for all students that reflect instructional practices associated with Common Core State Standards, Next Generation Science Standards, and 21st Century Learning Skills as measured by metrics 1.1, 1.2, 1.3, 1.4 and 1.5.	$203,981.00	Yes
1.3	Technology	Based on needs assessment conducted annually, continue investment and support for classroom technology and infrastructure (e.g., computers for teachers, students, and administrators; and software). To ensure all students have additional access to core and supplmental materials, we will continue to invest in technology as measured by metric 1.7.	$21,096.00	Yes
1.4	Extended School Day - 45 minutes above Ed Code Requirements	SSPS will continue extended school day (increased by 45 minutes) in order to offer more time for interventions, principally directed to Low Income Students and English Learners to close academic achievement gaps as measured by metrics 1.1, 1.2, 1.3, 1.4.	$85,000.00	Yes
1.5	Support for English Learners	SSPS will support English Learners students by purchasing programs and materials that support English Language Development (e.g., iReady, Reading A-Z, etc). Continual Bilingual Aide position to support ELPAC and	$178,098.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Reclassifications of our English Learners annually to provide English Language Development (ELD Standard), align curriculum for integrated and designated instruction and training as measured by metric 1.5.		
1.6	Reduced Class Size	Per SSPS Charter Agreement - support reduced class sizes (20 to 1 average) in TK/K, 1st and 2nd grades as measured by metrics 1.2, 1.4 and 1.5.	$98,173.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All students will demonstrate progress in social and emotional learning skills based on state and local measures.	Broad Goal

State Priorities addressed by this goal.

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

In order to meet Goal #2, the following needs have been identified and must be addressed:

- High behavior expectations of students
- Learning supports from school staff
- Providing SEL support for students identified in Tier 2 or 3 of the trimesterly SEL survey

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	STUDENT SURVEY QUESTION: "The adults at my school expect me to learn, make the best choices, follow rules and do my best." State Priority 6: School Climate Source: VESD Local data	(22/23) 99.32% agreed			Maintain 90%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	STUDENT SURVEY QUESTION: "I feel safe at my school." State Priority 6: School Climate Source: VESD Local data	(22/23) 93.88% agreed			Maintain 90%	
2.3	STUDENT SURVEY QUESTION: "I feel safe going to an adult at my school if I have a problem." State Priority 6: School Climate Source: VESD Local data	(22/23) 89.12% agreed			Maintain 90%	
2.4	Suspension Rates State Priority 6: School Climate Source: California Dashboard	(22/23) Percentage of students suspended at least one day. Reduce by 0.2% annually. All students: 0.9% Low Income Students: 1.1% EL Students: 0%			All students: 0.3% Low Income Students: 1.5% EL Students: maintain 0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Sources: California Dashboard and VESD local data				
2.5	SEL Survey Results State Priority 6: School Climate Source: VESD Local data	Winter 2023 Tier 1: 93.9% Tier 2: 5.2% Tier 3: 0.9%			Maintain at least 90% of students scoring in Tier 1.	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Social-Emotional Support for Students	SSPS will continue to provide behavior interventions, trainings and support to address student discipline and targeted/responsive social and emotional supports, including counseling groups, for students to help develop age-appropriate social and emotional learning skills as meausred by metrics 2.1, 2.3 and 2.5.	$50,000.00	Yes
2.2	Safe and Secure Campus	SSPS provides a safe and secure campus for all students to learn effectively as measured by metrics 2.2 and 2.4.	$56,902.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	SSPS will increase communication and engagement of students, staff, and families by providing resources to improve attendance and participation in school and district functions.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Resources for parents, to include resources/classes for parents and guardians of English Learners, Foster Youth and Low-income students.
English Language Re-designation (Reclassified Fluent English Proficient – RFEP) rates
Parent involvement – attending school functions, including but not limited to: Parent/Teacher Conferences, English Learner Advisory Council (ELAC), workshops offered at SSP and VESD, etc…
Parent / Teacher Conference attendance
Maintain and/or increase high levels of student attendance

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Decrease in Chronic Absenteeism. Reduce by 2% annually from baseline. EL students less than 1% on Year 3 Outcome. State Priority 5: Pupil Engagement	(2023) All students: 10.3% Low Income Students: 10.9% EL Students: 5.5%			All students: 4.3% Low Income Students: 4.9% EL Students: Less than 1%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: California Dashboard					
3.2	Parental Involvement – We will know that SSP is successfully partnering with families when trainings are offered for parents. State Priority 3: Parental involvement (Engagement) Source:nLocal School Data	(22/23) 12 trainings offered			Maintain a minimum of 10 trainings each school year.	
3.3	Provide a minimum of one field trip per grade level each school year. State Priority 5: Pupil Engagement State Priority 8 - Other Pupil Outcomes Source: Local School Data	Each grade level attends at least one field trip per year.			Maintain a minimum of one field trip per year in each grade level.	
3.4	PARENT SURVEY QUESTION: "I have been invited to two conferences per student each year."	(22/23) 94.85% agreed			Maintain 90% or increase 1% annually from baseline.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	State Priority 3: Parental involvement (Engagement) Source: VESD local data					
3.5	PARENT SURVEY QUESTION: "I am given the opportunity to be part of my child's education working together to help my child." State Priority 3: Parental involvement (Engagement) State Priority 6: School Climate Source: VESD local data	(22/23) 96.91% agreed			Maintain 90% or increase 1% annually from baseline.	
3.6	PARENT SURVEY QUESTION: "My student is being challenged academically." State Priority 3: Parental involvement (Engagement) State Priority 6: School Climate Source: VESD local data	(22/23) 97.94% agreed			Maintain 90% or increase 1% annually from baseline.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.7	PARENT SURVEY QUESTION: "I have a clear understanding of my school's focus and trust my school is using innovative strategies." State Priority 3: Parental involvement (Engagement) State Priority 6: School Climate Source: VESD local data	(22/23) 98.97% agreed			Maintain 90% or increase 1% annually from baseline.	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Real World Experiences for Students	SSPS will continue to provide opportunities for students to participate in at least one grade level and/or in school assembly annually, principally directed to low income and English Learners, to extend and connect their classroom learning to real world contexts, as measured by metrics 3.1 and 3.3.	$17,000.00	Yes
3.2	Trainings/ Resources for parents and families	SSPS will offer parents/families trainings, meetings and/or resources, principally directed to Low Income Students and English Learners to support their understanding of CCSS as measured by metrics 3.2, 3.4, 3.5, and 3.7.	$2,222.00	Yes
3.3	Student Recognition	SSPS will create opportunities to recoginze and celebrate student progress and achievement, principally directed at Low Income and EL students, to engage students, staff and families as measured by metrics 3.1 and 3.5	$5,000.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$683,461	$75,040

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
28.838%	8.996%	$210,939.48	37.834%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Professional Development **Need:** 2023 data from the California School Dashboard shows progress needs to be made for the All student and Low Income student groups and significant progress needs to be made for the English Learner student group to meet standards in English Language Arts and Mathematics.	In order for all students, including the Low Income and English Learner student groups, to demonstrate growth in ELA and math standards, Certificated staff must receive ongoing training and professional development to effectively teach state standards using best practices and instructional strategies. The importance of professional development is supported by a research study conducted by Regional Educational Laboratory (REL) in 2007. IN	This action will be measured by metrics 1.6

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Additionally, annual staff surveys continue to show the importance of being provided training necessary for job performance. This action is being offered LEA-wide because it impacts all unduplicated students in all grades. **Scope:** LEA-wide	REL's meta-analysis of 9 educational research studies, it was concluded that "studies that had more than 14 hours of professional development showed a positive and significant effect on student achievement from professional development." This action is principally directed toward and effective in meeting school goals for our unduplicated students; however, this action will also support all students.	
1.2	**Action:** Instructional Resources **Need:** 2023 data from the California School Dashboard shows progress needs to be made for the All student and Low Income student groups and significant progress needs to be made for the English Learner student group to meet standards in English Language Arts and Mathematics. **Scope:** LEA-wide	In order for all students to demonstrate growth in ELA and math standards, and for English Learners to demonstrate progress in English language proficiency, additional instructional resources, including staffing, is needed to meet the diverse needs of all students and student subgroups. The importance of professional development is supported by a research study conducted by Regional Educational Laboratory (REL) in 2007. IN REL's meta-analysis of 9 educational research studies, it was concluded that "studies that had more than 14 hours of professional development showed a positive and significant effect on student achievement from professional development." In a 20 year research study conducted by NCEE and published in 2021, it was found that "teaching both phonological awareness and print knowledge might benefit performance in print knowledge" and "some evidence indicates that instruction that teaches both phonological awareness and print knowledge might also lead to improvements in decoding and early writing performance."	This action will be measured by metrics 1.1, 1.2, 1.3 and 1.4.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		Also, "the findings revealed that instruction that teaches a specific domain is likely to increase performance in that domain. Interventions that teach language exclusively might be more beneficial when conducted in small groups or one-on-one than in larger group sizes." This action is principally directed toward and effective in meeting school goals for our unduplicated students; however, this action will also support all students. This action is being offered LEA-wide because it impacts all unduplicated students in all grades.	
1.3	**Action:** Technology **Need:** 2023 data from the California School Dashboard shows progress needs to be made for the All student and Low Income student groups and significant progress needs to be made for the English Learner student group to meet standards in English Language Arts and Mathematics. **Scope:** LEA-wide	In order for all students to demonstrate growth in ELA and math standards, and for English Learners to demonstrate progress in English language proficiency, additional technology resources are needed to meet the diverse needs of all students and student subgroups. In the article "Learning Technology Effectiveness", published by the US Department of Education, it states, "students without access to technology-based environments and opportunities will be tremendously disadvantaged in efforts to organize and plan their intellectual pursuits and achieve in academic endeavors." This action is principally directed toward and effective in meeting school goals for our unduplicated students; however, this action will also support all students. This action is being	This action will be measured by metrics 1.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		offered LEA-wide because it impacts all unduplicated students in all grades.	
1.4	**Action:** Extended School Day - 45 minutes above Ed Code Requirements **Need:** 2023 data from the California School Dashboard shows progress needs to be made for the All student and Low Income student groups and significant progress needs to be made for the English Learner student group to meet standards in English Language Arts and Mathematics. **Scope:** LEA-wide	In order for all students to demonstrate growth in ELA and math standards, and for English Learners to demonstrate progress in English language proficiency, additional time is needed to balance implementation and learning of state standards meet the diverse needs of all students and student subgroups. According to the National Center for Education Evaluation (NCEE), "increased learning time improved the literacy achievement of students performing below standards and the social-emotional skills of students with Attention Deficit/Hyperactivity Disorder." Additionally, NCEE found that "increased learning time programs improved literacy and math achievement when instruction was led by certified teachers" (July 2014). This action is principally directed toward and effective in meeting school goals for our unduplicated students; however, this action will also support all students. This action is being offered LEA-wide because it impacts all unduplicated students in all grades.	This action will be measured by metrics 1.1, 1.2, 1.3 and 1.4.
1.5	**Action:** Support for English Learners **Need:**		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide		
1.6	**Action:** Reduced Class Size **Need:** 2023 data from the California School Dashboard shows significant progress needs to be made for the All student, English Learners, and Low Income student group to meet standards in English Language Arts and Mathematics. **Scope:** LEA-wide	In order for all students to demonstrate growth in ELA and math standards, and for English Learners to demonstrate progress in English language proficiency, additional resources, including staffing, is needed to meet the diverse needs of all students and student subgroups. As documented by the School Superintendents Association, "conclusive research has shown the benefits of class sizes of 1:15, especially in the primary grades" and "youngsters in small classes (1:15 or so) as compared to youngsters in larger classes: obtain higher test scores; participate more in school; demonstrate improved behavior; and retain many benefits of early class-size reductions in their later years of schooling." This action is principally directed toward and effective in meeting school goals for our unduplicated students; however, this action will also support all students. This action is being offered LEA-wide because it impacts all unduplicated students in all grades.	The metrics below will be used to monitor progress for the All student, English Learners, and Low Income student groups at the sight level. 1.2, 1.4 and 1.5
2.1	**Action:** Social-Emotional Support for Students **Need:** 2023 data from the annual student survey and trimesterly SEL screeners show progress needs to be made for the All Student, Low Income, and English Learner student groups	In order for all students to demonstrate progress in social and emotional learning skills, SSPS needs to provide additional onsite SEL supports to help students develop age-appropriate social and emotional learning skills. According to the US Department of Education, in a 2020 document titled "Supporting Child and	This action will be measured by metrics 2.1, 2.3, and 2.5

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	to demonstrate progress in social and emotional learning skills. Additionally, feedback from both parents and students supports a desire to continue providing social emotional support and counseling for our students. **Scope:** LEA-wide	Student Social, Emotional Health Needs", "many children and students struggle with mental health challenges that impact their full access to and participation in learning, and these challenges are often misunderstood and can lead to behaviors that are inconsistent with school or program expectations." This action is principally directed toward and effective in meeting school goals for our unduplicated students; however, this action will also support all students. This action is being offered LEA-wide because it impacts all unduplicated students in all grades.	
3.1	**Action:** Real World Experiences for Students **Need:** 2023 data from the CA Dashboard and site-based data show significant progress needs to be made for the All student, Low Income, and English Learner student groups to increase communication and engagement of students, staff, and families by providing resources to improve attendance and participation in school and district functions. Additionally, feedback from our trimesterly student focus groups supports the need for more off campus field trip experiences to tie into real world contexts. **Scope:**	In order to increase communication and engagement of students, staff, and families, SSPS needs to provide field trips and assemblies that help students extend and connect their classroom learning to real-world contexts. According to a 2022 Edutopia article "in the study, researchers assigned more than 1,000 fourth- and fifth-grade students in Atlanta to two groups. One group participated in three to six “culturally-enriching” field trips—visits to an art museum, a live theater performance, and a symphony concert—while students in the control group stayed put in class. The outcome? Kids in the field trip group “scored higher on end-of-grade exams, received higher course grades, were absent less often, and had fewer behavioral infractions,” compared to students in the control group, according to a ScienceDaily brief. Benefits lasted two to three years, Greene writes, and were “most visible when students were in middle school.”	This action will be measured by metrics 3.1 and 3.3.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	This action is principally directed toward and effective in meeting school goals for our unduplicated students; however, this action will also support all students. This action is being offered LEA-wide because it impacts all unduplicated students in all grades.	
3.2	**Action:** Trainings/ Resources for parents and families **Need:** 2023 data from the district annual parent survey shows significant progress needs to be made for the All Student, Low Income, and English Learner student groups to support SSPS families with their understanding of CCSS and procedures. Additionally, feedback from annual parent surveys supports a desire to continue providing trainings and resources for families. **Scope:** LEA-wide	In order to increase communication and engagement of students, staff, and families, SSPS needs to provide opportunities for SSPS families to increase their understanding of CCSS and procedures. Youth.gov reported that according to a 2004 study,"parent involvement leads to positive benefits for students, parents, and schools, including improved academic performance and improved parent-teacher relationships. Students whose parents were involved in school during their elementary years experienced lower rates of high school dropout, were more likely to complete high school on time, and had higher grades." This action is principally directed toward and effective in meeting school goals for our unduplicated students; however, this action will also support all students. This action is being offered LEA-wide because it impacts all unduplicated students in all grades.	This action will be measured by metrics 3.2, 3.4, 3.5 and 3.7
3.3	**Action:** Student Recognition **Need:**	In order to increase engagement of students, staff and families and to reduce chronic absenteeism, SSPS needs to continue to recognize and celebrate student progress and achievements.	This action will be measured by metrics 3.1 and 3.5

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	2023 data from the district annual parent survey shows progress needs to be made for the All Student, Low Income, and English Learner student groups to engage students, staff, and families by creating opportunities to recognize and celebrate student progress and achievement. Additionally, feedback from both annual parent and student surveys supports a desire to continue student recognition for student achievement. Parent surveys also support the need to continue to provide opportunities for parents to feel that they are a part of their child's education. **Scope:** LEA-wide	According to a research study published by Bliven and Jungbauer (2021), "student motivation, self-determination, and persistence are positively related to student recognition in a competency-based model like other types of education models." Youth.gov reported that according to a 2004 study,"parent involvement leads to positive benefits for students, parents, and schools, including improved academic performance and improved parent-teacher relationships. Students whose parents were involved in school during their elementary years experienced lower rates of high school dropout, were more likely to complete high school on time, and had higher grades." This action is principally directed toward and effective in meeting school goals for our unduplicated students; however, this action will also support all students. This action is being offered LEA-wide because it impacts all unduplicated students in all grades.	

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
1.5	**Action:** Support for English Learners **Need:** 2023 data from the California School Dashboard shows significant progress needs to be made for English Learners to become proficient in the English Language. **Scope:** Limited to Unduplicated Student Group(s)	In order for English Learners to demonstrate progress in English language proficiency, additional instructional resources, including staffing, is needed to meet the diverse needs of English Learners. According to a Shippensburg University study conducted in 2014, "teachers need to use multiple modalities. We know that approaching learning through the use of multiple modalities helps students make meaning. Understanding curricular topics requires the use of visual, kinesthetic and auditory teaching strategies. Providing a variety of text and genres such as videos, music, print/text (such as newspapers, books) photos, internet, and artifacts will enhance the learning for all regardless of their different learning styles" (Heydon, 2003). As cited by Genesee (2017), "it has been shown in numerous national studies and surveys that, on average, ELLs under achieve in comparison to their English-speaking peers in academic domains and that the achievement gap tends to increase the higher the grade level" (e.g., Fry, 2007; Rumberger, 2007; McNeil et al., 2008).	This action will be measured by metric 1.5

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.

Sixth Street Prep is a school-wide Title I school, as ~80% of our students are designated as unduplicated pupils (English Learners, low-income and/or Foster Youth) and as such, the vast majority of our actions and services, while effective for all students, are principally directed towards increased and/or improved services for those unduplicated pupils.

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.

For the 2021/22 through 2023/24 school years, Sixth Street Prep hired two Intervention Substitutes to work both one-on-one and in small groups to target learning gaps in students. This will continue for the 2024/25 school year. Our Bilingual Instructional Assistant works an extended day to align with the rest of the school for targeted interventions based on students' ELPAC results.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1:14.25
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:17.54

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	2,370,037	683,461	28.838%	8.996%	37.834%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$894,400.00	$56,902.00	$12,613.00	$31,282.00	$995,197.00	$638,689.00	$356,508.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Professional Development	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	Specific Schools: Sixth Street Prep Charter School All	Year Round	$277,725.00	$0.00	$277,725.00				$277,725.00	
1	1.2	Instructional Resources	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools Specific Schools: Sixth Street Prep Charter School All	Year Round	$20,392.00	$183,589.00	$192,840.00			$11,141.00	$203,981.00	
1	1.3	Technology	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	Specific Schools: Sixth Street Prep Charter School All	Year Round	$0.00	$21,096.00	$10,000.00		$6,813.00	$4,283.00	$21,096.00	
1	1.4	Extended School Day - 45 minutes above Ed Code Requirements	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	Specific Schools: Sixth Street Prep Charter School All	Year Round: Mondays - Thursdays	$85,000.00	$0.00	$85,000.00				$85,000.00	
1	1.5	Support for English Learners	English Learners	Yes	Schoolwide Limite	English Learners	Specific Schools: Sixth	Year Round	$79,270.00	$98,828.00	$162,240.00			$15,858.00	$178,098.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					d to Unduplicated Student Group(s)		Street Prep Charter School All									
1	1.6	Reduced Class Size	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	Specific Schools: Sixth Street Prep Charter School All	Year Round	$98,173.00	$0.00	$98,173.00				$98,173.00	
2	2.1	Social-Emotional Support for Students	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	Specific Schools: Sixth Street Prep School All	Year Round	$20,000.00	$30,000.00	$50,000.00				$50,000.00	
2	2.2	Safe and Secure Campus	All	No			Specific Schools: Sixth Street Prep Charter School All	Year Round	$56,902.00	$0.00		$56,902.00			$56,902.00	
3	3.1	Real World Experiences for Students	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	Specific Schools: Sixth Street Prep School All	Year Round	$0.00	$17,000.00	$17,000.00				$17,000.00	
3	3.2	Trainings/ Resources for parents and families	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	Specific Schools: Sixth Street Prep All	Year Round	$1,227.00	$995.00	$1,422.00		$800.00		$2,222.00	
3	3.3	Student Recognition	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	Specific Schools: Sixth Street Prep Charter School All		$0.00	$5,000.00			$5,000.00		$5,000.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
2,370,037	683,461	28.838%	8.996%	37.834%	$894,400.00	0.000%	37.738 %	**Total:**	$894,400.00
								LEA-wide Total:	$732,160.00
								Limited Total:	$162,240.00
								Schoolwide Total:	$162,240.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Professional Development	Yes	LEA-wide	English Learners Low Income	Specific Schools: Sixth Street Prep Charter School All	$277,725.00	
1	**1.2**	Instructional Resources	Yes	LEA-wide	English Learners Low Income	All Schools Specific Schools: Sixth Street Prep Charter School All	$192,840.00	
1	**1.3**	Technology	Yes	LEA-wide	English Learners Low Income	Specific Schools: Sixth Street Prep Charter School All	$10,000.00	
1	**1.4**	Extended School Day - 45 minutes above Ed Code Requirements	Yes	LEA-wide	English Learners Low Income	Specific Schools: Sixth Street Prep Charter School All	$85,000.00	
1	**1.5**	Support for English Learners	Yes	Schoolwide Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Sixth Street Prep Charter School All	$162,240.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.6	Reduced Class Size	Yes	LEA-wide	English Learners Low Income	Specific Schools: Sixth Street Prep Charter School All	$98,173.00	
2	2.1	Social-Emotional Support for Students	Yes	LEA-wide	English Learners Low Income	Specific Schools: Sixth Street Prep School All	$50,000.00	
2	2.2	Safe and Secure Campus				Specific Schools: Sixth Street Prep Charter School All		
3	3.1	Real World Experiences for Students	Yes	LEA-wide	English Learners Low Income	Specific Schools: Sixth Street Prep School All	$17,000.00	
3	3.2	Trainings/ Resources for parents and families	Yes	LEA-wide	English Learners Low Income	Specific Schools: Sixth Street Prep All	$1,422.00	
3	3.3	Student Recognition	Yes	LEA-wide	English Learners Low Income	Specific Schools: Sixth Street Prep Charter School All		

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$981,052.00	$794,414.87

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**	Professional Development	Yes	$44,571.00	$32,000
1	**1.2**	Instructional Resources	Yes	$219,367	$122,127.87
1	**1.3**	Technology	Yes	$39,000.00	$10,639
1	**1.4**	Teacher-led Trainings	Yes	$2,227.00	$0.00
1	**1.5**	Extended School Day - 45 minutes above Ed Code Requirements	Yes	$101,494.00	$64,536
1	**1.6**	Student Recognition	Yes	$5,801.00	$3,718
1	**1.7**	Safe and Secure Campus	Yes	$41,796.00	$41,208
1	**1.8**	Support for English Learners	Yes	$92,020.00	$100,611
1	**1.9**	Curriculum Research and Pilots	Yes	$10,000.00	$0.00
1	**1.10**	Social-emotional Support for Students	Yes	$6,227.00	$0.00
1	**1.11**	Real World Experiences for Students	Yes	$30,000.00	$14,500

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	1.12	Reduced Class Size	Yes	$89,118.00	$93,939
2	2.1	Professional Development	Yes	$259,605.00	$293,406
3	3.1	Planning parent/family events	Yes	$9,599.00	$14,284
3	3.2	Trainings/Resources for parents and families	Yes	$6,227.00	$946
3	3.3	EL Reclassification	Yes	$4,000.00	$1,000
3	3.4	Home/School and Family Connections	Yes	$20,000.00	$1,500

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
695,575	$908,952.00	$717,253.87	$191,698.13	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Professional Development	Yes	$44,571.00	$32,000		
1	1.2	Instructional Resources	Yes	$207,436	$103,858.87		
1	1.3	Technology	Yes	$39,000.00	$10,639		
1	1.4	Teacher-led Trainings	Yes	$2,227.00	$0.00		
1	1.5	Extended School Day - 45 minutes above Ed Code Requirements	Yes	$101,494.00	$64,536		
1	1.6	Student Recognition	Yes	$5,000.00	$3,718		
1	1.7	Safe and Secure Campus	Yes		$0.00		
1	1.8	Support for English Learners	Yes	$74,931.00	$83,616		
1	1.9	Curriculum Research and Pilots	Yes	$10,000.00	$0.00		
1	1.10	Social-emotional Support for Students	Yes	$6,227.00	$0.00		
1	1.11	Real World Experiences for Students	Yes	$30,000.00	$14,500		
1	1.12	Reduced Class Size	Yes	$89,118.00	$93,939		
2	2.1	Professional Development	Yes	$259,605.00	$293,406		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.1	Planning parent/family events	Yes	$9,116.00	$14,284		
3	3.2	Trainings/Resources for parents and families	Yes	$6,227.00	$257		
3	3.3	EL Reclassification	Yes	$4,000.00	$1,000		
3	3.4	Home/School and Family Connections	Yes	$20,000.00	$1,500		

To Add a Row: Click “Add Row.”
To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press “Save Data” and refresh the page.

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)
$2,344,943	695,575	9.92%	39.583%	$717,253.87	0.000%	30.587%	$210,939.48	8.996%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

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

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

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

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

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

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

Total Funds

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

Contributing

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

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

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

Required Actions

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

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

    - Professional development for teachers.

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

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

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

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

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

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

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

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

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023