LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Provisional Accelerated Learning Academy

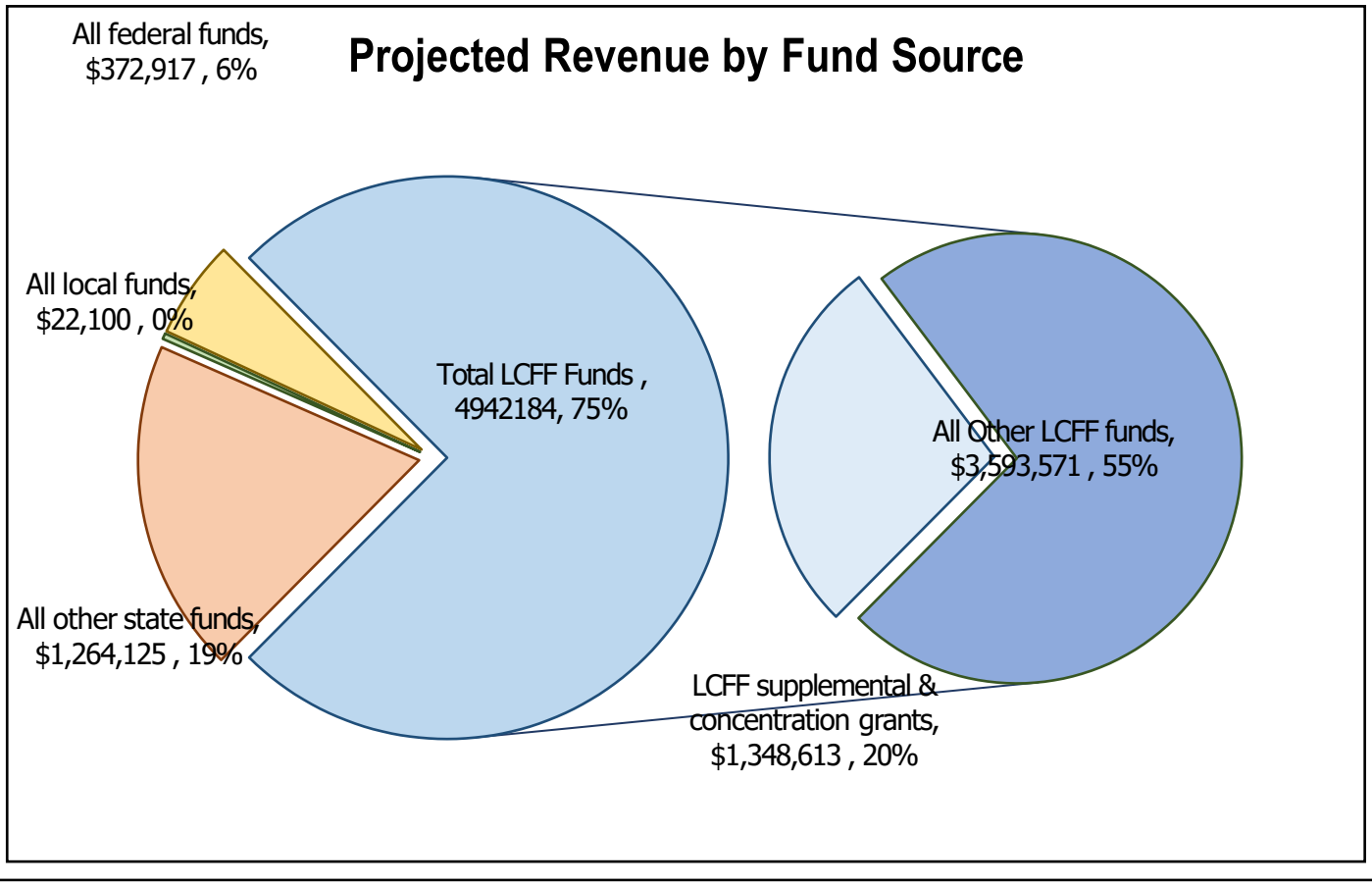
CDS Code: 36678763630993

School Year: 2024-25

LEA contact information: Dwaine Radden Sr., 909-887-7002 ext 101, dradden@palcenter.org

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

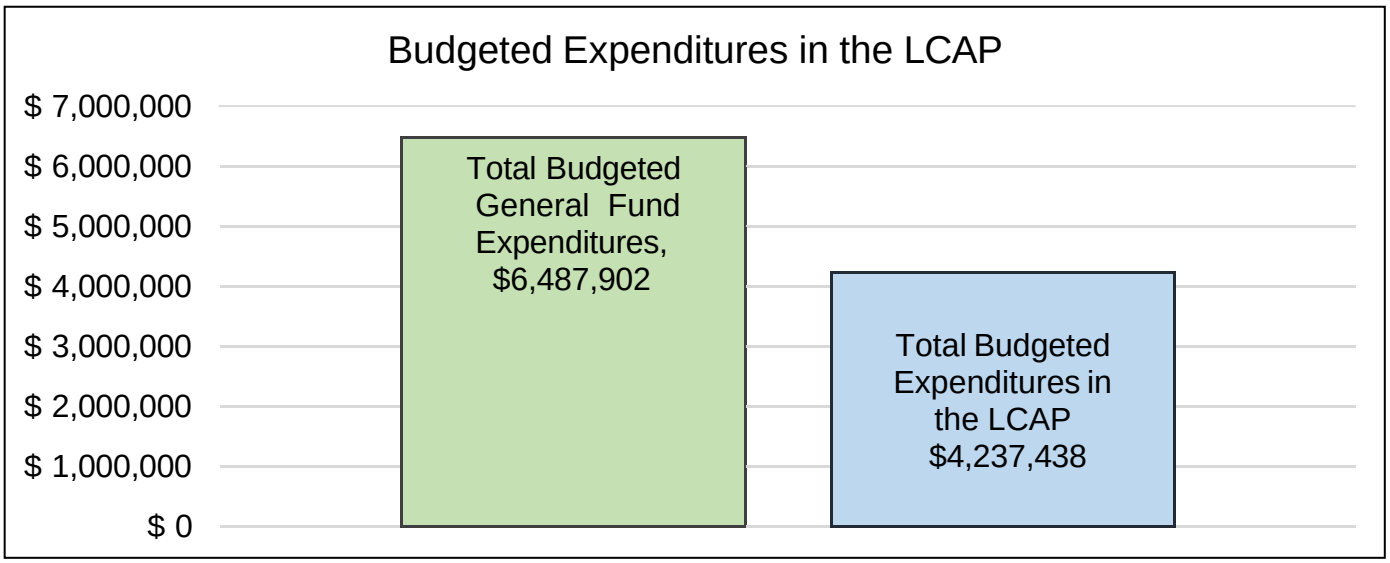


This chart shows the total general purpose revenue Provisional Accelerated Learning Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Provisional Accelerated Learning Academy is $6,601,326.00, of which $4,942,184.00 is Local Control Funding Formula (LCFF), $1,264,125.00 is other state funds, $22,100.00 is local funds, and $372,917.00 is federal funds. Of the $4,942,184.00 in LCFF Funds, $1,348,613.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Provisional Accelerated Learning Academy 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: Provisional Accelerated Learning Academy plans to spend $6,487,902.00 for the 2024-25 school year. Of that amount, $4,237,438.00 is tied to actions/services in the LCAP and $2,250,464.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

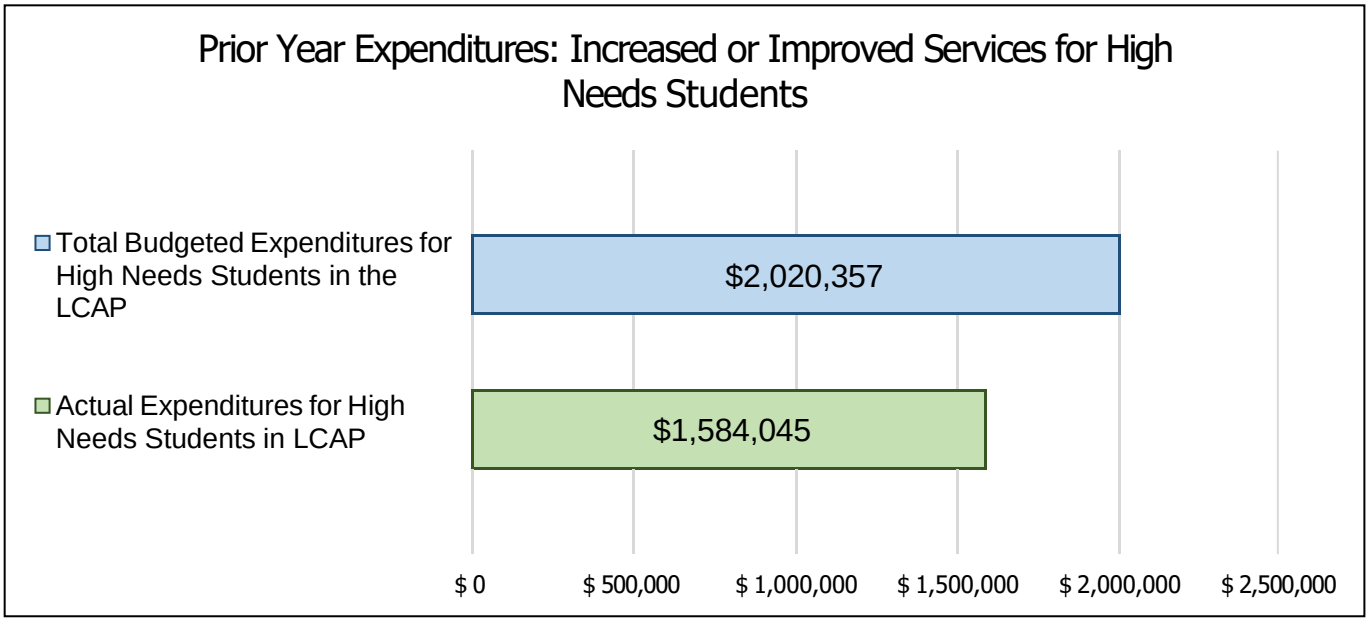
Expenditures not budgeted in the LCAP are legal fees, general liability, facility costs, payroll fees, back office services, SIS, audit fees, and IT services.

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

In 2024-25, Provisional Accelerated Learning Academy is projecting it will receive $1,348,613.00 based on the enrollment of foster youth, English learner, and low-income students. Provisional Accelerated Learning Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Provisional Accelerated Learning Academy plans to spend $1,370,416.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Provisional Accelerated Learning Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Provisional Accelerated Learning Academy 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, Provisional Accelerated Learning Academy's LCAP budgeted $2,020,357.00 for planned actions to increase or improve services for high needs students. Provisional Accelerated Learning Academy actually spent $1,584,045.00 for actions to increase or improve services for high needs students in 2023-24. The difference between the budgeted and actual expenditures of $436,312.00 had the following impact on Provisional Accelerated Learning Academy's ability to increase or improve services for high needs students:

The difference is due to enrollment and ADA not reaching the 2023-24 projected amounts at adopted budget. This caused revenues to go down which provided PCA less supplemental and concentration grant funding. Therefore, expenditures needed to be decreased based on this lower revenue.

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
Provisional Accelerated Learning Academy	Dwaine Radden, Sr. Executive Director	dradden@PCAcenter.org (909) 887-7002

Goals and Actions

Goal

Goal #	Description
#1	Increase of student success in ELA, math and reading.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1a) CA Dashboard Math Indicator for all students including all student groups (6-8,11)	2018-2019 ELA Dashboard assessment results of 205 pts below standard/orange indicator -22.4 points increase.	2021 Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.	2022 209.1 points below standard	2023 120.9 points below standard Increased 20.8 Points	Increase a minimum of 68 scale score points per year in Math to reach “Standard Met” on dashboard.
1b) CA Dashboard ELA Indicator for all students including all student groups (6-8,11)	2018-2019 Math Dashboard assessment results of 106.2 points below standard/yellow indicator – 46.7 points increase.	Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.	130.2 points below standard	214.4 points below standard Increased 16.8 Points	Increase a minimum of 35 scale score points per year in ELA to reach “Standard Met “on dashboard.

1c) Exact Path diagnostics in ELA and Math.	Exact Path diagnostic results showing majority of PCA students are below their current grade level in ELA, Reading and Math.	No data available	Higher percentage of students completed posttest diagnostic testing Literacy Goal not achieved for increasing majority of students by 2 grade levels.	Higher percentage of students completed posttest diagnostic testing Goal not achieved for increasing majority of students by 2 grade levels.	PCA students will increase post testing Exact path diagnostic scores by 2 grade levels per year to reach grade level or minimum of 9th grade status
2) Percentage of English Learner Progress English Language proficiency rate by scoring a 4 on the ELPAC. Reclassification rates.	20 English Learner progress-41.7% making progress towards English Language proficiency. 2021-2022: 1 student reclassified.	Low Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.	Low 36.6% making progress towards English language proficiency	15.7% making progress Declined 14.3%	Increase percent of students making progress towards ELA proficiency by 15% Increase the overall ELA reclassification rate by 5% per year.
3) Percentage of students who demonstrate 1 to 2 grade equivalent gains in ELA and Math	100% of students have access to enrichment activities such as tutoring and targeted learning supports.	100% of students have access to enrichment activities such as tutoring and targeted learning supports.	100% of students have access to enrichment activities such as tutoring and targeted learning supports.	100% of students have access to enrichment activities such as tutoring and targeted learning supports.	100% of students have access to enrichment activities, such as tutoring and targeted learning supports with a minimum 90% participation rate by PCA students.

4) Percent of students graduating based on DASS designation cohort graduation requirements.	Overall Graduation rate for -2019-2020 on Dashboard is 64.1 %/red indicator- an increase of 8.5%	Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.	47.4% graduated	49.4% graduated Increased 2% 5yr Graduation rate- 49.5%	PCA will increase the graduation rate by a minimum of 3% each year for an overall increase to 76%.
5) Percent of students showing prepared for College and Career on the school Dashboard	Overall, 2018-2019 College and Career Ready dashboard indicator is1.3% ready/red color- no change from previous year. No reporting for the 2019-2020 or 2020-2021 school years	Due to the COVID-19 pandemic, state law suspended the reporting of state and local indicators on the 2020 Dashboard.	Not Reported In 2022	Very Low 1.4% prepared	Meet or exceed CA state comparison by increasing at least 15% per year to achieve a goal of 45% of students prepared for college and career through CTE course enrollment/CASSP gains/Dual enrollment/a-g completion.
6) Access to content standards aligned instructional materials/ implementation of Common Core Standards(CCSS)	100% of students have access to standard aligned courses and implementation of CCSS is being done for all students and subgroups.	100% of students have access to standard aligned courses and implementation of CCSS is being done for all students and subgroups.	100% of students have access to standard aligned courses and implementation of CCSS is being done for all students and subgroups.	100% of students have access to standard aligned courses and implementation of CCSS is being done for all students and subgroups	100% of students have access to standards aligned courses and 100% implementation of CCSS is completed.

7) Students access to enrollment in a broad course of study including A-G courses.	100% of students are enrolled in a broad course of study including access to A-G courses.	100% of students are enrolled in a broad course of study including access to A-G courses.	100% of students are enrolled in a broad course of study including access to A-G courses.	100% of students are enrolled in a broad course of study including access to A-G courses.	All PCA students will have access a broad course of study including a-g course enrollment.
8) Percent of classrooms with instructional technology and digital resources needed to develop students' 21st Century Skills.	Each classroom will have 1-25 Chromebooks, a recharging Cart, Internet access and Newline TV/two-way whiteboard, headphones and needed supplemental resources.	100% of classrooms fully resourced with technology and supplemental resources	100% of classrooms fully resourced with technology and supplemental resources	100% of classrooms fully resourced with technology and supplemental resources	PCA will maintain100% of classrooms with all required Instructional technology and digital resources.

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.

There were no substantive differences in planned actions and actual implementation of these actions.

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

There were no major material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

While the overall goal to increase student CAASPP testing by “68 scale score points per year in Math and an increase of 35 scale score points per year in ELA to reach “Standard Met “on dashboard was not achieved, the actions increase the score by 20.8 pts in Math and 16.8% in ELA respectively in the 2023 school year.

Goal 1a: CA Dashboard Math Indicator

Actions:

- Differentiated Instruction: Implementing differentiated instructional strategies tailored to student groups.
- Targeted Interventions: Providing interventions like tutoring and personalized learning paths.
- Professional Development: Training teachers on effective teaching strategies.

Effectiveness Evaluation:

- Effective: Differentiated instruction and targeted interventions helped improve understanding and performance among various student groups, particularly in addressing specific learning needs and closing achievement gaps.
- Ineffective: Lack of sustained professional development or insufficient resources may have limited the scalability and consistency of these interventions across all classrooms.

Goal 1b: CA Dashboard ELA Indicator

Actions:

- Structured Language Development: Implementing structured language programs to enhance literacy skills.
- Extended Learning Opportunities: Providing additional learning opportunities for struggling students.
- Data-Driven Instruction: Using assessment data to inform instructional practices.

Effectiveness Evaluation:

- Effective: Structured language programs and data-driven instruction contributed to improved ELA proficiency across student groups, as evidenced by an increase in performance (68 scale pts Math,35 scale pts ELA) on the CA Dashboard ELA Indicator
- Ineffective: Limited participation by students in extended learning opportunities or inconsistent implementation of data-driven practices may have hindered progress in some student subgroups.

Goal 1c: Exact Path Diagnostics in ELA and Math

Actions:

- Implementation of Exact Path: Using diagnostic assessments to personalize learning paths in ELA and Math.
- Individualized Learning Plans: Developing personalized plans based on assessment results.
- Monitoring Progress: Tracking student growth and adjusting interventions.

Effectiveness Evaluation:

- Effective: Exact Path diagnostics facilitated targeted interventions and personalized learning, leading to measurable improvements in student performance and growth.
- Ineffective: Challenges in integrating Exact Path into daily instruction or insufficient training for teachers could have limited its impact on student outcomes.

Goal 2: English Learner Progress in English Language Proficiency

Actions:

- Structured Language Development: Offering structured programs focused on language acquisition.
- Summer Language Programs: Providing additional language learning opportunities.
- Monitoring and Support: Regularly assessing progress and providing targeted support.

Effectiveness Evaluation:

- Effective: Structured language programs and targeted support contributed to improved English language proficiency rates and increased reclassification rates for English Learners.
- Ineffective: Inadequate resources for extended learning programs or insufficient monitoring of progress may have hindered sustained growth in language proficiency.

Goal 3: Percentage of Students Demonstrating 1 to 2 Grade Equivalent Gains in ELA and Math

Actions:

- Data-Driven Instruction: Using data to tailor instruction and interventions.
- Personalized Learning Plans: Developing individualized plans to address student needs.
- Progress Monitoring: Regularly assessing and monitoring student growth.

Effectiveness Evaluation:

- Effective: Data-driven instruction and personalized learning plans helped many students achieve significant academic growth in both ELA and Math.
- Ineffective: Challenges in consistently implementing personalized plans or inadequate support for struggling students may have limited overall gains.

Goal 4: Percent of Students Graduating Based on DASS Designation Cohort Graduation Requirements

Actions:

- Alignment with DASS Requirements: Ensuring students meet specific graduation criteria.
- Support Programs: Offering programs to support graduation requirements.
- Monitoring Progress: Tracking students' progress towards graduation.

Effectiveness Evaluation:

- Effective: Alignment with DASS requirements and targeted support programs contributed to increased graduation rates based on cohort designations.
- Ineffective: Insufficient support services or limited access to necessary courses might have impacted graduation rates for some student groups.

Goal 5: Percent of Students Showing Prepared for College and Career on the School Dashboard

Actions:

- Career Readiness Programs: Implementing programs to prepare students for post-secondary education and careers.
- College Readiness Courses: Offering courses designed to prepare students for college entrance exams.
- Skills Development: Providing opportunities to develop skills relevant to college and careers.

Effectiveness Evaluation:

- Effective: Implementation of career readiness programs and college readiness courses did not lead to increased readiness indicators on the school dashboard.
- Ineffective: Lack of instructors and implementation of career pathways limited overall preparedness indicators.

Goal 6: Access to Content Standards Aligned Instructional Materials/Implementation of Common Core Standards (CCSS)

Actions:

- Curriculum Alignment: Ensuring instructional materials align with CCSS.
- Professional Development: Providing training for educators on CCSS implementation.
- Curriculum Review: Regularly reviewing and updating curriculum to meet standards.

Effectiveness Evaluation:

- Effective: Curriculum alignment efforts and professional development opportunities improved instructional quality and student achievement aligned with CCSS.
- Ineffective: Inadequate time or resources for curriculum review and professional development could have hindered full implementation of CCSS-aligned practices.

Goal 7: Students Access to Enrollment in a Broad Course of Study Including A-G Courses

Actions:

- Course Offerings: Expanding course options to include A-G courses.
- Counseling Support: Providing guidance and support for course selection.
- Equity Initiatives: Ensuring equitable access to advanced coursework.

Effectiveness Evaluation:

- Effective: Increased access to A-G courses and equitable support for student enrollment contributed to broader course study opportunities for all students.
- Ineffective: Student abilities and incoming GPA’s may have restricted access to A-G courses for certain student populations.

Goal 8: Percent of Classrooms with Instructional Technology and Digital Resources Needed to Develop Students' 21st Century Skills

Actions:

- Technology Integration: Providing classrooms with necessary digital resources.
- Professional Development: Training educators on effective use of instructional technology.
- Infrastructure Improvement: Upgrading technology infrastructure to support learning.

Effectiveness Evaluation:

- Effective: Increased availability and effective use of instructional technology enhanced students' 21st-century skills development across classrooms.
- Ineffective: Inadequate training for educators may have limited the impact of digital resources on skill development.

Summary

Effectiveness varied across goals and actions based on the alignment of strategies with identified needs, consistency of implementation, and availability of resources and support. Regular evaluation and adjustment of strategies based on data and feedback are essential for maximizing the impact of actions in achieving desired outcomes over a multi-year LCAP cycle.

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

Original Goal and Metrics:

1a) CA Dashboard Math Indicator

Goal: Improve math proficiency for all students, including specific student groups (grades 6-8, 11).

Metrics: Performance on CA Dashboard Math Indicator.

1b) CA Dashboard ELA Indicator

Goal: Improve ELA proficiency for all students, including specific student groups (grades 6-8, 11).

Metrics: Performance on CA Dashboard ELA Indicator.

Reflection on Prior Practice:

Previous year's data showed inconsistent improvement across student groups, with certain subgroups showing less progress in both math and ELA.

Revised Goals and Metrics:

1a) CA Dashboard Math Indicator

Revised Goal: Narrow achievement gaps in math proficiency among student groups (grades 6-8, 11).

Revised Metrics: Increase in math proficiency rates among historically underserved student groups (e.g., English Learners, students with disabilities).

1b) CA Dashboard ELA Indicator

Revised Goal: Narrow achievement gaps in ELA proficiency among student groups (grades 6-8, 11).

Revised Metrics: Increase in ELA proficiency rates among historically underserved student groups.

Actions for the Coming Year:

Differentiated Instruction: Implement differentiated instructional strategies tailored to the needs of diverse student groups identified in the CA Dashboard indicators.

Targeted Interventions: Provide targeted interventions such as after-school tutoring, small group instruction, and personalized learning paths through Exact Path diagnostics.

Professional Development: Provide professional development for teachers on culturally responsive teaching practices to better support diverse student groups.

Goal 2: English Learner Progress in English Language Proficiency

Original Goal and Metrics:

Goal: Increase English Learners' proficiency in English language, achieving a score of 4 on the ELPAC.

Metrics: Percentage of English Learners achieving a score of 4 on the ELPAC, reclassification rates.

Reflection on Prior Practice:

Previous efforts focused heavily on ELPAC preparation but did not sufficiently address long-term language proficiency growth and reclassification rates.

Revised Goals and Metrics:

Revised Goal: Accelerate English Learners' progression towards English language proficiency.

Revised Metrics: Increase in the percentage of English Learners achieving annual proficiency growth targets, improvement in reclassification rates.

Actions for the Coming Year:

Structured Language Development: Implement structured language development programs that focus on academic language acquisition and usage.

Extended Learning Opportunities: Provide extended learning opportunities such as summer language programs and peer language supports.

Monitoring and Support: Regularly monitor English Learners' language proficiency progress and provide targeted support based on individual needs identified through assessment data.

Goal 3: Academic Growth in ELA and Math

Original Goal and Metrics:

Goal: Increase the percentage of students demonstrating 1 to 2 grade equivalent gains in ELA and Math.

Metrics: Percentage of students demonstrating 1 to 2 grade equivalent gains.

Reflection on Prior Practice:

Previous year's data showed varied levels of growth across grade levels and subject areas, with challenges in consistently achieving targeted gains.

Revised Goals and Metrics:

Revised Goal: Improve academic growth across all grade levels in ELA and Math.

Revised Metrics: Increase in the percentage of students achieving annual academic growth targets in ELA and Math, differentiated by grade levels.

Actions for the Coming Year:

Data-Driven Instruction: Implement data-driven instructional practices to tailor teaching strategies to students' specific academic growth needs.

Personalized Learning Plans: Develop personalized learning plans for students identified as needing additional support or acceleration.

Progress Monitoring: Regularly monitor student progress towards academic growth targets and adjust interventions and supports accordingly.

Rationale for Changes:

Reflecting on prior practices highlighted the need for more targeted approaches to address achievement gaps, support English Learners, and foster academic growth across diverse student populations. By refining goals, metrics, desired outcomes, and actions based on these reflections, the PCA aims to better meet the needs of all students and improve overall educational outcomes.

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

Goal

Goal #	Description
Goal # 2	Prepare students to be college and career ready by increasing the reported percentage of students prepared for success after high school as measured by PCA's College and Career dashboard indicators.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1)Increase middle and High School career awareness as shown by the percentage of students who participate in career exploration (MS) and enroll in CTE pathways/pre-apprenticeship program (HS)	2020 10% of student enrollment	2021 5%	2022 No Change	2023 No change	Increase student awareness and participation to 75% of student enrollment for both Middle School and High School.
2) Percentage of juniors/ seniors who enroll in a concurrent/dual enrollment community college course.	1% of enrolled students	1%	2%	4%	Increase High School college access to 30% of enrolled students.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3) Student Participation rates in college and career awareness activities as evidenced by participation forms.	Number of scheduled events- 2021-2022 schedule: 8 Field Trips 3 Internships 3 small group counseling on college and career information sessions 3 on campus senior events.	100% goal accomplished for scheduling events 40% of PCA students participated in school activities.	100% goal accomplished for scheduling events 45% of PCA students participated in school activities.	100% goal accomplished for scheduling events 47% of PCA students participated in school activities.	PCA will offer minimum of 7 events per semester. An average of 70% of all students will engage in at least 2 (1per semester) college and career readiness events yearly.

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.

PCA was able to fully implement the planned actions in the college and career events. Some pathways were not implemented due to the availability of CTE instructors.

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

The career exploration lab did not get underway in 2022-23 as originally planned. The Pathways Expansion goal expenditures were decreased by 40% because some pathways were not implemented due to a lack of instructors.

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

PCA has taken significant steps to enhance college and career readiness activities through various initiatives. Here's a summary of the actions taken and their impact on preparing students for success after high school:

Actions Taken

1. Expansion of Career Technical Education (CTE) Awareness:

o Increased number of college and career fairs to expose students to various career pathways.

o Organized field trip experiences that provide hands-on exposure to different industries and careers.

o Strengthened career pathways instruction to align with industry standards and prepare students with relevant skills.

2. School Survey Results and Benchmarks:

o School surveys indicate positive feedback from students, affirming that they feel more prepared for college and careers.

o Benchmarks show an increased number of students who are meeting career exploration criteria for success after high school, as measured by local indicators.

Indicators Being Addressed

The following indicators are pivotal in assessing college and career readiness at PCA:

1. Career Technical Education Pathway Completion:

o Monitoring and supporting students to complete CTE pathways that lead to industry certifications or readiness for further education.

2. Grade 11 Smarter Balanced Summative Assessments (ELA and Mathematics):

o Ensuring students achieve proficiency in core subjects essential for college and career readiness.

3. College Credit Course (Dual Enrollment):

o Facilitating opportunities for students to earn college credits while in high school through dual enrollment programs.

4. A–G Completion:

o Supporting students in completing the A–G requirements, which are necessary for admission to the University of California (UC) and California State University (CSU) systems.

Impact and Future Goals

- Increased Preparedness: The initiatives have contributed to students feeling more prepared and equipped for post-high school success.
- Data-Driven Approach: PCA continues to use data to monitor progress towards these benchmarks, adjusting strategies as needed to ensure all students have equal opportunities for success.
- Continuous Improvement: PCA remains committed to improving college and career readiness by evaluating outcomes and refining programs based on feedback and results.

By focusing on these indicators and implementing targeted initiatives, PCA is paving the way for its students to achieve academic and career goals beyond high school, thereby enhancing their overall educational experience and future opportunities.

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 1: Increase Middle and High School Career Awareness

Original Goal and Metrics: Goal: Increase middle and high school career awareness. Metrics: Percentage of students participating in career exploration activities (MS), enrollment in CTE pathways/pre-apprenticeship programs (HS).

Reflection on Prior Practice: After reviewing the previous year's efforts, it was found that there were no consistent career exploration activities at the middle school level and high school CTE pathways and pre-apprenticeship programs faced challenges due to unclear program benefits and limited student awareness.

Revised Goals and Metrics: Revised Goal: Enhance awareness and understanding of CTE pathways and pre-apprenticeship programs among high school students. Metrics: Increase in the percentage of students actively enrolled in and completing CTE pathways/pre-apprenticeship programs.

Desired Outcomes: Desired Outcome: Achieve a 20% increase in high school student enrollment in CTE pathways/pre-apprenticeship programs compared to the previous year.

Actions for the Coming Year:

1. Early Outreach Campaign: Start career awareness activities in middle school with clear pathways highlighted for high school.
2. Parental Involvement: Organize parent information sessions to explain the benefits of CTE pathways and apprenticeship programs.
3. Mentorship Programs: Establish mentorship programs where current high school students in CTE pathways can guide incoming students.

Goal 2: Increase Enrollment in Concurrent/Dual Enrollment Courses

Original Goal and Metrics: Goal: Increase the percentage of juniors/seniors enrolling in concurrent/dual enrollment community college courses.

Reflection on Prior Practice: Previous efforts focused heavily on promoting dual enrollment courses but didn't effectively address student concerns about workload and credit transferability.

Revised Goals and Metrics: Revised Goal: Improve student understanding and confidence in the benefits and logistics of dual enrollment courses. Metrics: Increase in the percentage of juniors/seniors completing at least one dual enrollment course.

Desired Outcomes: Desired Outcome: Achieve a 15% increase in dual enrollment course completion rates compared to the previous year.

Actions for the Coming Year:

1. Academic Counseling: Provide personalized academic counseling sessions to juniors and seniors to discuss dual enrollment options and career pathways.
2. Peer Testimonials: Share success stories and testimonials from past students who benefited from dual enrollment courses.
3. Credit Transfer Workshops: Host workshops with community college representatives to clarify credit transfer procedures and benefits of dual enrollment.

Goal 3: Increase Student Participation in College and Career Awareness Activities

Original Goal and Metrics: Goal: Increase student participation rates in college and career awareness activities. Metrics: Participation rates evidenced by completed participation forms.

Reflection on Prior Practice: The previous year's efforts relied heavily on passive methods for recording participation, leading to incomplete data and inaccurate assessment of engagement levels.

Revised Goals and Metrics: Revised Goal: Implement more engaging and proactive methods to track and encourage student participation in college and career awareness activities. Metrics: Increase in the number of students actively participating in multiple college and career awareness activities.

Desired Outcomes: Desired Outcome: Achieve a 25% increase in the number of students participating in college and career awareness activities compared to the previous year.

Actions for the Coming Year:

1. Activity Variety: Expand the range of college and career awareness activities offered to appeal to diverse student interests.
2. Digital Tracking System: Implement a digital platform for students to log their participation in activities and earn incentives or recognition.

3. Peer Leaders: Recruit and train student ambassadors to promote and encourage participation in college and career awareness activities among their peers.

Rationale for Changes:

Reflecting on prior practices highlighted the need for more targeted approaches to increase student engagement and understanding in each goal area. By refining goals, metrics, desired outcomes, and actions based on these reflections, the PCA aims to better support students in their career readiness and academic success journeys

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

Goal

Goal #	Description
# 3	PCA will engage, educate, and involve students, parents and the community as partners to support student success and graduation goals.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2020	2021	2022	2023	
1) Self-Assessment-Local Performance Indicator for Parent and Family Engagement (LCFF priority #3)	5% of parents who received the survey completed the LCAP survey and gave input on school programs.	5% Participation rate	17% Participation rate	No participation data gathered	45% of parents will participate in Survey results to inform response to improving student and family engagement/services and lead to self - assessment of Standard met for each school year.
2)Percent of parents engaged in PCA Parent/student Community School Support Services.	Less than 10% of parents participated in 2020-2021.	15%	22%	35%	PCA will increase parent engagement to maintain a goal of a minimum of 30% of parents participating in support services.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3)Percent of parents participating in parent advisory groups/ open house/parent teacher meetings/ school activities/Aeries Grade Book portal check ins/ attendance at award assemblies and school informational sessions.	Less than 10%of parents participated in 2020-2021.	10%	20%	45%	PCA will increase parent engagement to maintain a goal of a minimum of 30% of parents participating in Parent Advisory Groups and attending school events.

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.

There were no substantive differences in planned actions and actual implementation of these actions.

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

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

Goal 1: Self-Assessment - Local Performance Indicator for Parent and Family Engagement

Actions:

Conducting surveys to gather parent input on school programs and services.

Setting a target of increasing participation rates in the LCAP survey.

Effectiveness Evaluation:

17% Participation Rate: Moderately Effective

Effectiveness: Achieving a 17% participation rate indicates some level of engagement and feedback collection from parents, which can provide valuable insights into school programs.

Ineffectiveness: While participation increased from 5% to 17%, it falls short of the desired 45% target, indicating that efforts to engage parents could be more robust or targeted.

Goal 2: Percent of Parents Engaged in PCA Parent/Student Community School Support Services

Actions:

Implementing PCA (Parent/Student Community School Support Services) to enhance parent engagement.

Setting a goal to increase participation to a minimum of 30%.

Effectiveness Evaluation:

22% Participation Rate: Moderately Effective

Effectiveness: Achieving a 22% participation rate shows progress towards the goal of increasing parent engagement in support services.

Ineffectiveness: While there was improvement from previous years, reaching the target of 30% participation was not fully met, suggesting a need for continued efforts to attract more parents to PCA services.

Goal 3: Percent of Parents Participating in Parent Advisory Groups/School Activities

Actions:

Encouraging participation in parent advisory groups, open houses, parent-teacher meetings, and other school activities.

Setting incremental goals to increase participation rates.

Effectiveness Evaluation:

20% Participation Rate: Moderately Effective

Effectiveness: Achieving a 20% participation rate indicates some success in engaging parents in various school activities.

Ineffectiveness: Despite reaching 20%, the goal of maintaining a minimum of 30% participation was not fully achieved, suggesting a need for more targeted outreach and incentives to involve more parents in school events and advisory groups.

Summary of Effectiveness:

Moderately Effective: The actions taken showed some progress and improvement in parent engagement over the three-year LCAP cycle. Participation rates increased from initial lower levels, indicating responsiveness to efforts to involve parents in school-related activities and surveys.

Areas for Improvement: Despite progress, none of the goals reached the targeted levels (45%, 30%, and 30% respectively). This indicates that while efforts were somewhat effective, there is room for improvement in strategies to attract and sustain higher levels of parent participation. Strategies might include more personalized outreach, clearer communication of benefits, and offering more convenient times or methods for engagement (such as virtual options).

Continued evaluation of parent engagement strategies, along with adjustments based on feedback and data analysis, will be crucial in further enhancing these efforts in future LCAP cycles.

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 1: Self-Assessment - Local Performance Indicator for Parent and Family Engagement

Original Goal and Metrics:

Goal: Increase parent participation in surveys to inform school programs and services.

Metrics: Percentage of parents completing the LCAP survey.

Reflection on Prior Practice:

Previous years showed varying levels of participation in the LCAP survey, with lower-than-expected rates impacting the depth of feedback and engagement.

Revised Goals and Metrics:

Revised Goal: Enhance parent engagement in providing feedback through surveys to improve school programs and services.

Revised Metrics: Increase in the percentage of parents participating in the LCAP survey to 30%.

Desired Outcomes:

Desired Outcome: Achieve a 30% participation rate in the LCAP survey, ensuring comprehensive feedback from a diverse range of parents.

Actions for the Coming Year:

Targeted Outreach: Implement targeted communication strategies to reach a broader segment of parents, including multilingual outreach and multiple communication channels.

Incentives and Recognition: Introduce incentives for survey participation, such as raffles or recognition for classes or grade levels with high participation rates.

Feedback Utilization: Ensure timely and transparent communication of survey results and actions taken based on parent feedback to demonstrate the impact of participation.

Goal 2: Percent of Parents Engaged in PCA Parent/Student Community School Support Services

Original Goal and Metrics:

Goal: Increase parent participation in PCA support services.

Metrics: Percentage of parents participating in PCA services.

Reflection on Prior Practice:

Previous efforts resulted in moderate increases in participation but fell short of the targeted 30% engagement level.

Revised Goals and Metrics:

Revised Goal: Strengthen parent engagement in PCA support services to foster community involvement and support student success.

Revised Metrics: Achieve a minimum of 35% participation in PCA services.

Desired Outcomes:

Desired Outcome: Establish PCA services as integral to parental involvement, with increased participation contributing to improved student outcomes and community cohesion.

Actions for the Coming Year:

Expanded Service Offerings: Enhance PCA service offerings based on feedback to better meet the needs and interests of parents and students.

Community Partnerships: Forge partnerships with local organizations and businesses to expand PCA service options and reach.

Parent Testimonials: Share success stories and testimonials from parents who have benefited from PCA services to encourage broader participation.

Goal 3: Percent of Parents Participating in Parent Advisory Groups/School Activities

Original Goal and Metrics:

Goal: Increase parent participation in advisory groups, open houses, meetings, and school activities.

Metrics: Percentage of parents participating in various school activities.

Reflection on Prior Practice:

Previous efforts showed gradual increases in participation but did not consistently meet the targeted thresholds.

Revised Goals and Metrics:

Revised Goal: Enhance parental involvement across a range of school activities to strengthen partnerships between home and school.

Revised Metrics: Achieve a minimum of 40% participation in parent advisory groups and school activities.

Desired Outcomes:

Desired Outcome: Establish a culture of active parental engagement, where involvement in school activities is seen as vital to student success and community support.

Actions for the Coming Year:

Diverse Activity Offerings: Expand and diversify school activities to appeal to a broader range of parent interests and schedules.

Clear Communication: Improve communication about the importance of parental involvement and the impact on student outcomes.

Volunteer Opportunities: Create more opportunities for parents to volunteer and contribute to school events and initiatives.

Rationale for Changes:

Reflecting on prior practices highlighted the need for more targeted and inclusive approaches to engage parents effectively. By refining goals, metrics, desired outcomes, and actions based on these reflections, the school aims to foster a more supportive and collaborative environment that benefits both students and their families. Regular evaluation and adjustment of strategies will be crucial to ensuring continuous improvement in parental engagement over time.

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

Goal

Goal #	Description
# 4	Create safe and welcoming learning environments where students and staff attend and are connected to their school.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		2021	2022	2023	
1)Attendance ADA rate percentage(s)for months 1-10 combined.	95% ADA- 2019-2020 attendance. 2021-2022 83% ADA for months 1-9 Monitoring of the number of students receiving attendance interventions (attendance letters, home visits, referrals to community resources	83%	97%	93%	Increase student attendance to 97% ADA
2) Percent of students and staff feeling safe and connected to their school site as measured by Student survey, Student Advisory Team feedback and student focus feedback.	2021-2022 77% of PCA students indicated feeling safe at “my” school, 72% of students also felt that the adults at the school “cared about me.”	N/A	57% response rate 71% Positives	N/A- a comprehensive survey was not performed.	PCA will increase all students feeling of a positive student connection to the school by 5% each year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3)Rate of campuses meeting or exceeding a "Good" ranking on the yearly Facilities Inspection form.	2021-2022 95% of Facilities in good repair 5% of campuses in renovation stage.	97%	97%	98%	PCA will maintain 100 % of facilities in good repair.
4)Percentage of students participating in on campus student-centered events including sports as documented on sign in/signup forms.	30% of students participated in student events	40%	42%	44%	PCA will increase sport participation yearly to a goal of 25% of students participating in a sport.
5) Overall Suspension rate	0% of students suspended	0%	0%		Maintain 0% suspension rate.
6) Overall chronic absenteeism rate	2018-2019 Dashboard 13%	Due to the COVID-19 pandemic, state law suspended the reporting of state and local indicators on the 2020 Dashboard.	21.7% chronically absent	Blue -0% suspended at least one day-Maintained 0%-0% chronically absent-Declined 21.7%	Decrease the overall chronic absenteeism rate by 10%.

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.

There were no substantive differences in planned actions and actual implementation of these actions.

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

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

Evaluation of the effectiveness or ineffectiveness of the specific actions in making progress toward the goals during a three-year LCAP cycle for each area:

Goal 1: Attendance

Original Goal and Metrics:

Goal: Increase Average Daily Attendance (ADA) rate to 97%.

Metrics: ADA percentage for months 1-10 combined.

Reflection on Prior Practice:

2019-2020: Achieved 95% ADA.

2021-2022: ADA dropped to 83% for months 1-9.

Effectiveness Evaluation:

83% ADA: Ineffective

Effectiveness: The significant drop in ADA indicates that previous strategies may not have been sufficient or adaptable to changing circumstances (e.g., pandemic-related disruptions).

Ineffectiveness: Despite monitoring and interventions like attendance letters and home visits, the ADA did not meet the targeted 97%, suggesting a need for more effective and flexible strategies to address attendance challenges.

Goal 2: Percent of Students and Staff Feeling Safe and Connected

Original Goal and Metrics:

Goal: Increase students' perception of safety and connection by 5% annually.

Metrics: Student survey responses on feeling safe and connected.

Reflection on Prior Practice:

2021-2022: 77% felt safe, 72% felt cared for, with a 57% response rate.

Effectiveness Evaluation:

77% feeling safe, 72% feeling cared for: Moderately Effective

Effectiveness: There was improvement in perceptions of safety and care compared to baseline data.

Ineffectiveness: The response rate of 57% suggests that not all students were reached, potentially limiting the survey's representativeness. Strategies for increasing survey participation and targeting specific concerns could enhance effectiveness.

Goal 3: Rate of Campuses Meeting or Exceeding "Good" Facility Rankings

Original Goal and Metrics:

Goal: Maintain 100% of facilities in good repair.

Metrics: Percentage of campuses meeting or exceeding "Good" ranking on Facilities Inspection forms.

Reflection on Prior Practice:

2021-2022: 97% met or exceeded "Good" ranking.

Effectiveness Evaluation:

97% in good repair: Effective

Effectiveness: Achieving and maintaining a high percentage (97%) of facilities in good repair demonstrates effective facilities management and maintenance practices.

Ineffectiveness: Despite the high rating, ongoing efforts are needed to sustain this level, especially as facilities age or new challenges arise.

Goal 4: Percentage of Students Participating in On-Campus Student-Centered Events

Original Goal and Metrics:

Goal: Increase sports participation to 25% of students annually.

Metrics: Percentage of students participating in on-campus events including sports.

Reflection on Prior Practice:

30% participated in student events initially.

2021-2022: Increased to 44%.

Effectiveness Evaluation:

44% participation: Effective

Effectiveness: Achieving an increase in sports participation from 30% to 44% indicates successful engagement efforts.

Ineffectiveness: Strategies may need adjustment to sustain or further increase participation rates, ensuring diverse opportunities and addressing barriers to participation.

Goal 5: Overall Suspension Rate

Original Goal and Metrics:

Goal: Maintain 0% suspension rate.

Metrics: Percentage of students suspended.

Reflection on Prior Practice:

Consistently maintained 0% suspension rate.

Effectiveness Evaluation:

0% suspension rate: Effective

Effectiveness: Maintaining a 0% suspension rate demonstrates successful implementation of disciplinary policies and practices that prioritize positive behavior support.

Ineffectiveness: Continued vigilance and proactive interventions will be necessary to sustain this rate and address potential emerging issues.

Goal 6: Overall Chronic Absenteeism Rate

Original Goal and Metrics:

Goal: Decrease chronic absenteeism rate by 10%.

Metrics: Percentage of students classified as chronically absent.

Reflection on Prior Practice:

2018-2019: 13% chronic absenteeism.

2021-2022: Increased to 21.7%.

Effectiveness Evaluation:

21.7% chronic absenteeism: Ineffective

Effectiveness: The increase in chronic absenteeism suggests that previous strategies may not have effectively addressed underlying causes or adapted to new challenges (e.g., pandemic disruptions).

Ineffectiveness: Strategies to reduce chronic absenteeism need enhancement, possibly through targeted interventions and comprehensive support systems to address barriers to attendance.

Summary

Effectiveness varied across goals, with some areas showing successful progress (e.g., facilities maintenance, sports participation) while others fell short of targets (e.g., attendance, chronic absenteeism). Ongoing evaluation, adjustment of strategies based on data, and proactive approaches to address emerging challenges will be crucial for improving outcomes in future LCAP cycles.

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.

Based on reflections on prior practices, here are the refining of the planned goals, metrics, desired outcomes, or actions for each area:

Goal 1: Attendance

Reflection on Prior Practice:

Issues Identified: There was a decline in the ADA rate from 95% to 83% over months 1-9, indicating challenges in maintaining consistent attendance levels, potentially influenced by external factors like the COVID-19 pandemic.

Interventions Used: Strategies such as attendance letters, home visits, and referrals to community resources were implemented but may not have been fully effective in addressing attendance issues.

Proposed Changes:

Revised Goal: Stabilize and improve Average Daily Attendance (ADA) rate to achieve a more consistent attendance pattern.

Revised Metrics: Monitor ADA rate monthly and implement targeted interventions to support students with chronic absenteeism.

Desired Outcomes: Increase overall ADA percentage to mitigate attendance fluctuations and ensure students attend school regularly.

Actions for the Coming Year:

Early Intervention Strategies: Implement proactive measures at the start of the school year to identify and support students at risk of chronic absenteeism.

Parent and Community Engagement: Strengthen communication with parents and collaborate with community partners to address barriers to attendance.

Data Analysis: Continuously analyze attendance data to identify trends and adapt interventions accordingly to improve attendance rates.

Goal 2: Percent of Students and Staff Feeling Safe and Connected

Reflection on Prior Practice:

Issues Identified: While a significant percentage of students (77%) reported feeling safe and cared for (72%), the response rate to surveys was relatively low (57%), indicating potential gaps in capturing comprehensive feedback.

Feedback Mechanisms: Limited engagement from Student Advisory Teams suggests opportunities for enhancing student voice in school safety and connection measures.

Proposed Changes:

Revised Goal: Increase the overall percentage of students and staff feeling safe and connected to their school.

Revised Metrics: Implement a more comprehensive and inclusive survey methodology to capture broader perspectives on safety and connection.

Desired Outcomes: Enhance school climate and culture by fostering a stronger sense of safety, belonging, and community among students and staff.

Actions for the Coming Year:

Survey Improvements: Revise survey questions to encompass diverse aspects of safety and connection, ensuring relevance to various student demographics.

Student Advisory Teams: Increase student engagement in advisory teams and other feedback mechanisms to amplify student voice in school safety initiatives.

Staff Training: Provide professional development opportunities for staff to enhance their ability to create a supportive and inclusive school environment.

Goal 3: Rate of Campuses Meeting or Exceeding "Good" Ranking on Facilities Inspection Form

Reflection on Prior Practice:

Issues Identified: While the majority of campuses (97%) met or exceeded "Good" rankings on facilities inspections, maintaining consistent high standards across all campuses may require ongoing attention and resources.

Facilities Management: Strategies implemented successfully ensured high facility standards, but improvements can still be made.

Proposed Changes:

Revised Goal: Maintain and potentially increase the percentage of campuses meeting or exceeding "Good" rankings on facilities inspections.

Revised Metrics: Conduct regular facilities inspections and address any identified maintenance or improvement needs promptly.

Desired Outcomes: Ensure that all school facilities provide safe, functional, and conducive environments for teaching and learning.

Actions for the Coming Year:

Enhanced Maintenance Plans: Develop and implement enhanced maintenance schedules and plans to proactively address facility needs.

Resource Allocation: Allocate sufficient resources and funding to support ongoing facility maintenance and improvements.

Stakeholder Engagement: Involve school staff, students, and community members in identifying priorities for facility enhancements and improvements.

Goal 4: Percentage of Students Participating in On-Campus Student-Centered Events

Reflection on Prior Practice:

Issues Identified: While there was an increase in student participation in on-campus events (e.g., sports) from 30% to 44%, sustaining and further increasing participation rates may require targeted strategies.

Engagement Challenges: Identifying barriers and motivations for student participation can inform more effective engagement strategies.

Proposed Changes:

Revised Goal: Increase the percentage of students participating in on-campus student-centered events annually.

Revised Metrics: Track participation rates in various student events and analyze factors influencing participation.

Desired Outcomes: Foster a vibrant and inclusive school community through increased student engagement in campus activities.

Actions for the Coming Year:

Diverse Event Offerings: Expand and diversify student-centered events to cater to a broader range of student interests and preferences.

Promotion and Awareness: Implement targeted marketing and promotion strategies to increase student awareness and interest in campus events.

Student Leadership Involvement: Involve student leadership groups in planning and organizing campus events to enhance student ownership and engagement.

Goal 5: Overall Suspension Rate

Reflection on Prior Practice:

Achievement: Maintained a 0% suspension rate, indicating effective implementation of disciplinary policies and practices.

Sustainability: Continued vigilance and proactive measures are necessary to sustain this achievement.

Proposed Changes:

Revised Goal: Maintain a 0% suspension rate while ensuring fair and equitable disciplinary practices.

Revised Metrics: Monitor suspension data regularly and analyze trends to identify opportunities for preventive interventions.

Desired Outcomes: Create a positive and supportive school environment where disciplinary issues are addressed through proactive measures.

Actions for the Coming Year:

Restorative Practices: Expand restorative justice practices and conflict resolution strategies to promote positive behavior and prevent disciplinary incidents.

Professional Development: Provide ongoing training for staff on equitable discipline practices and trauma-informed approaches.

Community Engagement: Foster partnerships with families and community stakeholders to support student behavior and social-emotional development.

Goal 6: Overall Chronic Absenteeism Rate

Reflection on Prior Practice:

Challenges Identified: Experienced an increase in chronic absenteeism from 13% to 21.7%, possibly due to external factors such as the COVID-19 pandemic disrupting regular attendance patterns.

Impact of Interventions: Previous strategies may need adjustment to effectively address barriers to attendance.

Proposed Changes:

Revised Goal: Decrease the overall chronic absenteeism rate by implementing targeted interventions.

Revised Metrics: Monitor chronic absenteeism data and analyze factors contributing to absenteeism.

Desired Outcomes: Improve overall student attendance and engagement in school activities.

Actions for the Coming Year:

Family Support Services: Expand support services for families to address barriers to attendance, such as transportation issues or health concerns.

Data-Driven Interventions: Use attendance data to identify at-risk students and implement personalized interventions to support regular attendance.

Collaborative Approach: Collaborate with community agencies and stakeholders to implement comprehensive attendance improvement initiatives.

Summary

Reflecting on prior practices has prompted adjustments to goals, metrics, desired outcomes, and actions across various areas such as attendance, safety and connection, facilities management, student engagement, disciplinary practices, and chronic absenteeism. These changes aim to enhance effectiveness, address challenges, and better align with the school's mission of fostering a positive and supportive learning environment for all students and staff. Regular monitoring and evaluation will be critical to ensuring that these adjustments lead to improved outcomes in the coming year and beyond.

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

Goal

Goal #	Description
# 5	Recruit, hire, train, and retain high quality staff who are committed, collaborative, caring and have exemplary teaching skills.

Measuring and Reporting Results

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1) Percentage of teachers fully credentialed and appropriately assigned.	2021-2022 -Local Data Due to the teacher shortage and State waivers all PCA teachers are appropriately assigned.	Due to the COVID-19 pandemic, state law suspended the reporting of state and local indicators on the 2020 Dashboard.	Misassignments of teachers of English learners: 0, Total teacher misassignments: 0 Vacant teacher positions: 0	Total Teaching Full-Time Equivalent (FTE) 15.61% Clear % of teacher FTE 46.5% Out of field 1.6% Intern 5.6% Ineffective 35%.6 Incomplete 3.8%	Maintain 100% fully credentialed and appropriately assigned teachers.
2)Percentage of teachers who feel safe and connected to their school based on the LCAP Teacher Survey results, also increase percentage of teachers who respond.	2021-2022- Local Data. The majority of staff report feeling safe at work post pandemic and feel connected with PCA colleagues, and are happy at work.	N/A	70% ALL Women 67%	Not measured using survey in 2023	Increase percentage of teachers who respond to 97% and receive an 85% positive response of staff who report feeling safe at work, feel connected with PCA colleagues and are happy at work.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3) Number of first-time teachers who complete the school Induction Program and remain hired.	Currently 100% of inductees completed program.	100%	100%	100%	100% participants complete induction program and are retained at PCA.
4)Number of PD opportunities provided and teachers who participate in Professional Development for teachers and staff to improve Instruction, student achievement, and progress monitoring based on sign in sheets.	2021-2022 Local Data PD – active shooter, selfcare, ACE's, Peer to Peer and Professional Learning Community collaborations. The ELA and SPED teachers/coordinators also participated in training related to their departments.	Achieved goal	Achieved goal	Achieved Goal	Increase teacher skills and understanding through ongoing targeted professional development and identified teacher needs evidenced by student improvement in meeting academic goals. Achieve 95% attendance rate at PCA PD offerings.

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.

There were no substantive differences in planned actions and actual implementation of these actions.

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

There were no major material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

Evaluation of the effectiveness of the specific actions in achieving the goals over the three-year LCAP cycle:

Goal 1: Percentage of Teachers Fully Credentialed and Appropriately Assigned

Reflection on Prior Practice:

Achievements: By 2021-2022, all teachers at PCA were appropriately assigned, meeting the goal due to state waivers during the teacher shortage and COVID-19 pandemic disruptions.

Metrics: In 2021-2022, the breakdown of teacher credentials was 46.5% fully credentialed, 1.6% out of field, and 5.6% interns. Misassignments and vacant positions were at 0%.

Effectiveness Evaluation:

Effectiveness: Achieved

Reasoning: Despite challenges like teacher shortages and waivers, PCA successfully ensured that all teachers were appropriately assigned and met credentialing requirements.

Outcome: The school maintained 100% compliance with fully credentialed and appropriately assigned teachers throughout the cycle.

Goal 2: Percentage of Teachers Feeling Safe and Connected

Reflection on Prior Practice:

Achievements: Post-pandemic, a majority (70%) of teachers reported feeling safe and connected with PCA colleagues and expressed satisfaction with their work environment.

Metrics: Response rates varied, with 70% overall response and specific breakdowns for women (67%).

Effectiveness Evaluation:

Effectiveness: Moderately Effective

Reasoning: Achieving 70% satisfaction post-pandemic indicates positive perceptions of safety and connection, but lower response rates and specific metrics suggest room for improvement.

Outcome: Aiming to increase response rates to 97% and achieve 85% positive responses indicates a proactive approach to further enhance teacher satisfaction and engagement.

Goal 3: Number of First-Time Teachers Completing the Induction Program and Remaining Hired

Reflection on Prior Practice:

Achievements: 100% of first-time teachers completed the school induction program and remained employed at PCA.

Metrics: Consistently achieved 100% completion and retention rate.

Effectiveness Evaluation:

Effectiveness: Highly Effective

Reasoning: Achieving 100% completion and retention demonstrates effective support and mentorship for new teachers, ensuring they successfully integrate into the school environment.

Outcome: Sustaining this achievement supports continuity and stability in staff, benefiting both teachers and students.

Goal 4: Number of Professional Development Opportunities and Teacher Participation

Reflection on Prior Practice:

Achievements: Provided various professional development (PD) opportunities focused on topics like active shooter training, self-care, ACEs, and department-specific training (e.g., ELA and SPED).

Metrics: Achieved goals in terms of PD offerings and participation, aiming for increased teacher skills and understanding.

Effectiveness Evaluation:

Effectiveness: Moderately Effective

Reasoning: Providing diverse PD opportunities and achieving attendance goals indicates proactive support for teacher development.

Outcome: Linking PD participation to student academic goals helps in measuring impact, aligning professional growth with student achievement outcomes.

Summary

Overall, the actions taken by PCA in these areas have shown varying degrees of effectiveness:

Goal 1: Maintained 100% fully credentialed and appropriately assigned teachers, effectively managing challenges.

Goal 2: Moderately effective in improving teacher satisfaction and engagement, with room for increasing response rates and positive feedback.

Goal 3: Highly effective in supporting new teachers through induction programs, ensuring high retention rates.

Goal 4: Moderately effective in providing PD opportunities, with potential for further alignment with specific academic goals.

Continued assessment and adjustment of strategies will be crucial for PCA to sustain successes and address areas needing improvement in future LCAP cycles.

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.

Based on reflections on prior practices, here are the refinements made to the planned goals, metrics, desired outcomes, or actions for the coming year:

Goal 1: Percentage of Teachers Fully Credentialed and Appropriately Assigned

Reflection on Prior Practice:

- Achievements: Due to state waivers and proactive management, all PCA teachers were appropriately assigned despite challenges like teacher shortages and pandemic disruptions.
- Metrics: In 2021-2022, metrics showed 15.61% of total FTE, with 46.5% clear credentials, 1.6% out of field, and 5.6% interns. Misassignments and vacant positions were effectively managed.

Changes Made:

- Revised Goal: Maintain 100% fully credentialed and appropriately assigned teachers.
- Revised Metrics: Continue monitoring FTE percentages, credential types, and ensure no misassignments or vacant positions.
- Desired Outcomes: Ensure stability in teaching assignments to support consistent educational delivery.

Actions for the Coming Year:

1. Recruitment and Retention: Implement targeted recruitment strategies to attract fully credentialed teachers.
2. Professional Development: Offer support and PD opportunities to maintain credentialing and support professional growth.

Goal 2: Percentage of Teachers Feeling Safe and Connected

Reflection on Prior Practice:

- Achievements: Post-pandemic, a significant majority of teachers reported feeling safe and connected with colleagues at PCA.
- Metrics: Achieved 70% overall response rate, with specific metrics indicating satisfaction among female staff.

Changes Made:

- Revised Goal: Increase teacher survey response rate to 97% and achieve 85% positive responses regarding safety, connection with colleagues, and job satisfaction.
- Revised Metrics: Measure response rates and satisfaction levels more consistently across demographics.
- Desired Outcomes: Enhance overall teacher satisfaction and well-being.

Actions for the Coming Year:

1. Survey Improvements: Revise survey methodology to improve response rates and capture comprehensive feedback.
2. Supportive Environment: Implement initiatives to foster a supportive and connected school culture.

Goal 3: Number of First-Time Teachers Completing the Induction Program and Remaining Hired

Reflection on Prior Practice:

- Achievements: Achieved 100% completion of the induction program for first-time teachers, with all participants retained at PCA.
- Metrics: Consistently maintained high retention rates through effective induction support.

Changes Made:

- Revised Goal: Continue achieving 100% completion of the induction program and retention of first-time teachers.
- Revised Metrics: Monitor completion rates and retention through ongoing assessment.
- Desired Outcomes: Ensure new teachers are well-supported and integrated into the school community.

Actions for the Coming Year:

1. Induction Program Enhancement: Enhance support structures within the induction program to meet evolving teacher needs.
2. Mentorship and Support: Expand mentorship opportunities to provide ongoing support for new teachers.

Goal 4: Number of PD Opportunities Provided and Teacher Participation

Reflection on Prior Practice:

- Achievements: Offered a variety of PD opportunities focusing on relevant topics like active shooter training, self-care, and department-specific training.

- Metrics: Achieved goals in PD participation, contributing to improved instructional practices and student achievement.

Changes Made:

- Revised Goal: Increase teacher skills and understanding through targeted PD opportunities, leading to measurable improvements in student academic goals.
- Revised Metrics: Achieve a 95% attendance rate at PCA PD offerings.
- Desired Outcomes: Enhance instructional effectiveness and student outcomes through continuous professional development.

Actions for the Coming Year:

1. PD Alignment: Align PD offerings with identified teacher needs and academic goals.
2. Attendance Monitoring: Implement systems to track and improve PD attendance rates.

Summary

Reflecting on prior practices has guided PCA in refining its goals, metrics, and actions for the coming year. These changes aim to strengthen teacher credentialing, improve teacher satisfaction and well-being, support new teacher integration, and enhance professional development opportunities. By focusing on these areas, PCA seeks to foster a supportive, effective learning environment that benefits both teachers and students alike. Regular evaluation and adjustment of strategies will be key to achieving these objectives effectively in the upcoming LCAP cycle.

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.

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
Provisional Accelerated Learning Academy	Dwaine Radden, Sr - Executive Director	dradden@palcenter.org (909) 587-3255

Plan Summary 2024-2025

General Information

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

Vision

Provisional Accelerated Learning Academy's founding vision is to provide our students "Education with an Individualized Approach." Our mission is to help each student actualize the school's 3 D's motto of "Discipline, Determination and Dedication = Winners" to achieve their academic goals and overall life success.

School Mission

Provisional Accelerated Learning Academy, locally known as PAL Charter Academy (PCA), is a San Bernardino City Unified School District (SBCUSD) authorized, non-classroom based, charter school. PAL Charter Academy (PCA) is a comprehensive educational institution, catering to a diverse range of student needs and interests. In March of the 2023 -2024 school year PCA was awarded an additional six-year accreditation by the Western Association of Schools and Colleges (WASC). PCA also has Dashboard Alternative School Status (DASS). PCA has over twenty-four years of partnership with the San Bernardino City Unified School District (SBCUSD) that reflects its commitment to serving "at promise" students with academic excellence and innovation. PCA is also a grantee of the California Community Schools Partnership Program (CCSPP) helping to expand its community engagement.

The list of programs offered, from flexible independent study to academic intervention, intensive credit recovery (ICR) , in school and after school enrichment, summer school and career technical education pathways demonstrates PCA's dedication to meeting students where they are in order to help them succeed on their educational journey. The inclusion of programs like the Youth Build (for recovery of dropped out students) Upward Bound (college preparation) and an AVID program to increase academic improvement further underscores PCA's commitment to supporting underserved students in their pursuit of higher education.

The introduction of a Wellness Center supporting Behavioral Wellness programs in the 2023-2024 school year speaks to PCA's holistic approach to education which is to also recognize the importance of addressing all students social-emotional well-being alongside their academic growth. In addition, Provisional Accelerated Learning Academy has started a mentorship program, "Saving Our Sons" (SOS) and is expanding the schools' CIF athletic program to further enrich the student experience. These programs also provide opportunities for personal and leadership development. Overall, PCA is a dynamic, student-centered learning environment with targeted comprehensive services to empower its students to excel academically, emotionally, and socially.

Flexible programs

The school has four academic programs, serving grades 6-12, as a middle and high school, with a yearly enrollment of 300-400 students on two campuses. PCA prioritizes flexibility and individualized support for its students in a non-classroom-based model. The variety of attendance formats, from daily supplemental classes, customized schedules, to virtual learning options demonstrates a commitment to accommodating diverse student needs and family schedules. This approach, coupled with academic counseling, ensures that students can choose the most suitable option for their educational journey.

Staff

PCA carefully recruits qualified classified and credentialed staff. The investment in professional development and team-building activities for PCA employees reflects a dedication to fostering a supportive and collaborative work environment. By building strong relationships and communication channels among staff members, PCA enhances its capacity to provide effective and cohesive support to students.

Community Engagement

Utilizing multiple channels, including the website, direct emails, social media, and community outreach, demonstrates PCA's commitment to transparent communication and community engagement. Sharing school events, student achievements, and activities not only keeps the San Bernardino community informed but also fosters a sense of pride and connection within the school community.

Supportive Services

The provision of comprehensive supportive services like transportation, an innovative school lunch program with an on-campus chef, a community food pantry, student mentoring, homeless services, sports programs, including social-emotional learning and behavioral health interventions, underscores PCA's holistic approach to education. By addressing each student's well-being alongside their academic needs, PCA prepares all students for success in college, career, and beyond. PCA's multifaceted approach to education reflects a commitment to student success and well- being.

Student Data



PCA serves students who are from disadvantaged backgrounds and who have had chronic concerns in discipline, attendance and credit deficiencies. For the 2022-23 school year, PCA reported an enrollment of 242 with 71.5% Hispanic or Latino, 14.9% Black or African American, and 5.4% White. PCA special populations included 12% Students with Disabilities (SWD), 20% English Learners (ELs), 5% Homeless, and 83.5% Socioeconomically Disadvantaged.

Reflections: Annual Performance

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

Based on the review of the 2023 PCA Dashboard data, several key points stand out regarding various metrics and their trends:

1. **Chronically Absent Rate and Suspension Rate**:
    - The chronically absent rate has significantly improved, moving PCA into the "blue range," indicating a reduction in absences that contribute to better attendance overall.
    - The suspension rate has also remained in the "blue range," suggesting that efforts to maintain positive behavior and reduce disciplinary actions have been effective.
2. **Graduation Rate**:
    - The five-year graduation rate for the 2023-2024 school year increased by two percentage points from 47.4% to 49.4%. While this is an improvement, it indicates ongoing efforts are needed to further raise graduation rates.
3. **English Language Proficiency**:
    - There was a notable decline of 14% in the percentage of English Learners (EL students) making progress towards English language proficiency. This decline underscores the challenges in supporting EL students effectively in their language development.
4. **CAASP Testing Scores**:
    - English language arts (ELA) scores increased by 20.8 percentage points, showing significant improvement in this subject area.
    - Mathematics scores also increased by 16.8 percentage points, indicating positive strides in math achievement among tested students.
5. **Subgroup Performance**:
    - Hispanic students demonstrated a notable increase of 36.3 percentage points in overall test scores, reflecting improvements in academic performance within this subgroup.
    - Socioeconomically disadvantaged students as a subgroup also saw a substantial increase of 35.5 percentage points in test scores, highlighting efforts to address educational equity.
    - Current English Learners (ELs) increased their scores by 23 percentage points, indicating progress in academic achievement despite the noted decline in English language proficiency progress.
6. **College and Career Readiness**:
    - College and Career scores remained in the "red zone," indicating challenges in preparing students for post-secondary education and career readiness.
    - The shortage of Career Technical Education (CTE) instructors impacted PCA’s ability to offer a full complement of CTE courses, which likely contributed to this area remaining a challenge.
    -

7. **Resource inequities:**
    - PCA teaching staff includes a large number of new and inexperienced teachers who are not as well-versed in providing effective instruction. This is being addressed by providing new teacher with an induction program and targeted professional development. Another inequity is the need to upgrade the campus, which was the site of a community park and now houses aging modular buildings used for classrooms and administrative offices. The School Board has approved beautification and modernization efforts to provide a safe, clean, and welcoming campus for students and staff.

Overall, while PCA has made significant strides in addressing resource inequities reducing absenteeism, maintaining low suspension rates, prioritizing credit recovery to improve graduation rates and providing literacy activities for academic achievement in ELA and Math, there are areas requiring continued focus. Addressing the decline in English language proficiency progress, enhancing College and Career readiness efforts, and resolving staffing issues in CTE courses are critical to further advancing student outcomes and fulfilling PCA's educational mission effectively.

Reflections: Technical Assistance

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

Provisional Accelerated Learning Academy (PCA) has taken proactive steps to address challenges identified through data analysis and improvement science methodologies. Here's an overview of the strategic approach and ongoing efforts:

1. **Differentiated Assistance Workshop**:
    - In March 2024, PCA's District Improvement Team, consisting of teachers and administrators, participated in a Differentiated Assistance (DA) workshop facilitated by the San Bernardino County Superintendent of Schools.
    - The workshop focused on Data Reflection Protocol, aiming to analyze PCA's 2023 Dashboard data comprehensively. This protocol helped identify strengths, weaknesses, patterns, trends, and surprises within the data, particularly related to graduation rates.
2. **Root Cause Analysis**:
    - Using improvement science methodologies, the team conducted a root cause analysis to delve into why PCA's graduation rates were below the required standard of 67%.
    - This analysis identified contributing factors such as attendance patterns, academic support systems, socio-economic challenges and other variables impacting student success.
3. **Development of Strategic Plan**:
    - Based on the findings from the data reflection and root cause analysis, PCA's District Improvement Team initiated the development of a strategic plan.
    - The plan began with a needs assessment to pinpoint specific areas requiring intervention and improvement to enhance graduation rates.
4. **Ongoing Review and Planning**:
    - As of March 2024, PCA's team continues to review the collected data to inform the comprehensive plan aimed at improving graduation rates.
    - This ongoing process ensures that interventions and strategies are data-driven and targeted to address the identified challenges effectively.
5. **Partnership with Educational Partners**:
    - PCA is collaborating closely with the San Bernardino County Superintendent of Schools' representative, serving as the school improvement partner.
    - This partnership ensures alignment with PCA's LCAP goals and provides support in implementing effective strategies to enhance student outcomes while prioritizing improving graduation rates.

6. **Prioritization of Student Needs**:
    - PCA maintains a steadfast commitment to meeting the needs of all students based on each Dashboard indicator.
    - This holistic approach underscores PCA's dedication to continuous improvement and ensuring that all students have equitable opportunities to succeed academically and achieve their potential.

By leveraging data-driven insights, conducting thorough analyses, and collaborating with educational partners, PCA is poised to make meaningful strides in improving graduation rates and overall student success. This structured approach ensures that interventions are targeted, resources are effectively utilized, and progress is monitored closely to achieve desired outcomes aligned with PCA's educational mission and goals.

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.

Provisional Accelerated Learning Academy's High School, located at 2450 Blake Street, San Bernardino, CA 92407 is eligible for Comprehensive School Improvement.

Support for Identified Schools

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

PCA's end-of-year school level needs assessment identified PCA's student academic challenges. For more details on the process of the needs assessment, see the previous section of "Reflections: Technical Assistance" on page 5. The needs assessment led to the following evidence-based interventions: Positive Behavior Interventions and Supports (PBIS), Response to Intervention (RTI), and Differentiated Instruction. Here's how each intervention is being applied to tackle the specific challenges:

1. Low Literacy and Reading Proficiency
• RTI: Implement tiered reading interventions that provide additional support based on students' needs. For instance:
o Tier 1: Universal reading instruction in the classroom.
o Tier 2: Small-group interventions for students who are struggling with reading.
o Tier 3: Intensive, individualized reading interventions for students with significant reading challenges.

• Differentiated Instruction: Adapt reading materials and strategies to match students' reading levels and learning styles. Use a variety of texts, reading groups, and personalized reading goals.

2. Mathematics Difficulties
• RTI: Apply tiered support in math:
o Tier 1: Quality math instruction for all students.
o Tier 2: Targeted math interventions for students needing extra help.
o Tier 3: One-on-one or small-group instruction for students with severe math difficulties.

• Differentiated Instruction: Provide diverse math problems and manipulatives. Adjust instructional methods and pace to accommodate different learning needs and levels.

3. Inconsistent Attendance
• PBIS: Use a positive behavior framework to encourage consistent attendance:
o Recognition and Rewards: Implement systems to reward students for improved or perfect attendance.
o Support Systems: Provide additional support to students and families who struggle with attendance issues.

• RTI: Monitor attendance as part of the RTI process and offer interventions such as mentoring or counseling for students with chronic absenteeism.

4. Behavioral Issues Impacting Learning
• PBIS: Strengthen the PBIS framework to:
o Promote Positive Behavior: Establish clear expectations and consistently reinforce positive behavior.
o Support Behavioral Interventions: Provide additional behavioral support and interventions for students exhibiting persistent behavioral challenges.
• RTI: Address behavioral needs through tiered interventions:
o Tier 1: Universal behavioral supports and classroom management strategies.
o Tier 2: Small-group social skills training or behavioral coaching.
o Tier 3: Individualized behavior plans and intensive support for students with severe behavioral issues.

5. Gaps in Basic Skills or Knowledge
• RTI: Identify and address gaps in basic skills through targeted interventions:
o Tier 1: Ensure high-quality instruction that covers foundational skills.
o Tier 2: Provide small-group or one-on-one support to address specific gaps.
o Tier 3: Implement intensive, individualized instruction to address critical gaps in knowledge.

• Differentiated Instruction: Use assessments to determine skill gaps and tailor instruction to fill these gaps, providing varied resources and strategies to meet individual needs.

6. Lack of Motivation
• PBIS: Increase student motivation by creating a positive and engaging school environment:
o Recognition Systems: Implement systems to acknowledge and reward student effort and achievements.
o Engaging Activities: Foster a sense of achievement through engaging and relevant learning activities.

• Differentiated Instruction: Tailor learning activities to students' interests and strengths, offering choice and incorporating student feedback to increase engagement and motivation.

By applying PBIS, RTI, and Differentiated Instruction strategically, PCA can address these academic performance challenges effectively, supporting both student growth and overall school improvement

Overall, here are some other areas in how PCA has supported its schools by also using a Community Schools Approach:

Addressing Areas of Low Performance

1. Increasing Student Academic Participation and Performance

- PCA has implemented strategies to address chronic absenteeism and low academic performance. This includes establishing a school wellness center to address social-emotional and medical issues contributing to absences.
- Reviewing attendance policies and strengthening teacher-student relationships are part of creating a positive school culture that promotes regular attendance and engagement.

2. Increasing Graduation Rates

- To boost graduation rates, PCA has leveraged technology to personalize learning and enhance student motivation and engagement.
- Programs like mentorship and AVID, along with resources and training for parents, support holistic student success.
- The Intensive Credit Recovery (ICR) program provides opportunities for students to make up credits through tutoring, paraprofessional support, and expanded learning options like summer school and accelerated classes.

3. Increasing English Learner Outcomes

- PCA focuses on English Language Learners (ELLs) by offering resources, tutoring, and targeted professional development for teachers.
- These efforts are designed to support language development and academic achievement among ELL students.

4. Implementing a Community Schools Model

- PCA has adopted the Community Schools model to provide comprehensive support services at its school sites.
- The model includes integrated support services, family and community engagement initiatives, collaborative leadership practices for educators and administrators, and expanded learning opportunities.
- These evidence-informed practices are integral to PCA's CSI plan, aiming to enhance teaching quality, learning practices, and overall school environment.

Support Strategies

- **Integrated Support Services:** Offering a range of support services within school settings to address student needs comprehensively.
- **Family and Community Engagement:** Actively involving families and the community in school activities and decision-making processes.
- **Collaborative Leadership and Practices:** Fostering teamwork among educators and administrators to improve instructional practices and student outcomes.
- **Expanded Learning Time and Opportunities:** Providing additional learning time and extracurricular opportunities to enhance student learning and engagement.

Resource Inequities

As indicated on PCA’s Dashboard in its reporting on local school indicators the needs assessment did not identify any resource inequities that needed to be addressed at this time. PCA's approach of comprehensive support and continuous improvement planning demonstrates a commitment to addressing diverse student needs. By integrating evidence-based strategies and fostering a supportive school environment, PCA aims to ensure that all students have the resources and support necessary to succeed academically and socially.

Monitoring and Evaluating Effectiveness

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

Provisional Accelerated Learning Academy (PCA) has developed a comprehensive monitoring and evaluation plan to support student and school improvement. Here's a detailed breakdown of how PCA systematically tracks progress, evaluates outcomes, and ensures continuous improvement:

1. **Monthly and Quarterly Meetings**:
   - School administrators/Department Heads meet monthly, and the entire team convenes quarterly to review progress on the Comprehensive School Improvement (CSI) plan.
   - These meetings provide opportunities to discuss successes, challenges, and adjustments needed to achieve improvement goals.
2. **Clear and Measurable Goals**:
   - PCA has defined clear, measurable goals and objectives aligned with the WASC plan and LCAP goals.
   - Goals are regularly reviewed to ensure they remain relevant and achievable within the broader improvement framework.
3. **Data Collection and Analysis**:
   - PCA gathers data from various sources including standardized tests, school dashboards, classroom assessments, surveys, observations, and more.
   - Data collection occurs at regular intervals (monthly, quarterly, semi-annually) to track trends, identify patterns, and measure performance against benchmarks.
4. **Stakeholder Input**:
   - Input from educational partners such as teachers, administrators, parents, and students are gathered through surveys, focus groups, and meetings.
   - Stakeholder feedback provides valuable insights into the effectiveness of improvement strategies and areas needing adjustment.
5. **Adjustments and Interventions**:
   - Based on data analysis and stakeholder feedback, PCA makes informed adjustments to the improvement plan.
   - This may involve reallocating resources, modifying strategies, or providing additional support to address identified needs.
6. **Documentation and Reporting**:
   - PCA maintains detailed records of progress, interventions implemented, and outcomes achieved.
   - Regular reports are generated and communicated to the Executive Director, school board, heads of schools, and other educational partners to ensure transparency and accountability.
7. **Professional Development**:
   - Continuous improvement is supported by ongoing professional development for educators and staff.
   - PCA provides targeted training to enhance the knowledge and skills necessary for effective implementation of strategies and interventions.
8. **Long-term Sustainability**:
   - PCA has developed a long-term sustainability plan to embed successful practices into school policies and foster a culture of continuous improvement.
   - This ensures that improvements in student and school outcomes are maintained over time and built upon for future success.

By following this systematic approach to monitoring and evaluation, PCA aims to effectively support student and school improvement initiatives. The integration of data-driven decision-making, stakeholder engagement, and professional development ensures that PCA remains responsive to the evolving needs of its students and community, ultimately fostering academic and social success for all students.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents and Students- Parent Advisory Committee (PAC), English Learner Advisory Committee (ELAC) and the Student Advisory Team (SAT).	**October 2023- May 2024** Parent and Student engagement related to the development of the 2024-2025 LCAP. 1. **Student Consultation and Feedback Mechanisms**: o **Student Questionnaires**: At the beginning and end of each school year, PCA administers student questionnaires to gather insights into their school experiences, feelings about school culture, and perceptions of educational support. o **Ongoing Feedback Documentation**: Throughout the year, the administrative team documents and shares student feedback received from interactions with teachers, parents, and counselors. This feedback is integral to informing decision-making processes and improvements within PCA. 2. **Key Themes and Insights from Student Feedback**: o **Perceived Safety and Support**: Students consistently express feelings of safety and the belief that adults at PCA genuinely care about their well-being. o **Educational Support**: Students appreciate the individualized educational support provided by teachers, including extra help in reading, writing, comprehension, and math. This personalized approach is seen as instrumental in their academic growth. o **Appreciation for Programs**: Students specifically value recent improvements such as changes in school lunches, the addition of a soccer team, the counseling program, and credit recovery initiatives. These enhancements contribute positively to their overall school experience and support their development. 3. **Parental Feedback and Engagement**: o **Open House and Informational Meetings**: PCA encourages parental involvement through events like Open Houses and scheduled informational meetings for the Parent Advisory Committee (PAC) and the English Learner Advisory Committee (ELAC).This provides

opportunities for parents to interact with school staff and learn about educational programs and initiatives. The Student Advisory Team meets on a monthly schedule with the Executive Director to give input about PCA programs and services.
    - **Surveys and Questionnaires**: Parents also contribute feedback through surveys and questionnaires distributed periodically throughout the school year. Their responses provide valuable insights into program effectiveness, school culture, and areas needing improvement.
4. **Utilization of Feedback for Improvement**:
    - PCA utilizes the collected student and parent feedback to drive improvements in various aspects of school operations.
    - Insights from surveys and questionnaires inform decisions related to curriculum enhancements, student support services, extracurricular activities, and overall school climate.
    - Continuous monitoring of feedback helps PCA assess the impact of implemented changes and make adjustments as necessary to better meet the needs and expectations of students and their families.

By actively soliciting and incorporating student and parent feedback, PCA demonstrates its commitment to fostering a supportive and responsive educational environment. This collaborative approach ensures that PCA remains responsive to the evolving needs of its student body and community, ultimately enhancing the overall educational experience and outcomes for all stakeholders involved.

2023-2024 Student and Parent Feedback:

Student Voice:

"I think every teacher this school year was a great influence in reaching my achievements. Each teacher had a different role in helping me reach my achievements this school year. Each teacher helped me by believing in me and taking extra time to explain the work I didn't understand. Other teachers gave me extra time to turn in assignments that I didn't do on time. Overall, this school each teacher helped each student with best ability."

Student voice:

"Another of the greatest influences at this school who has helped and is helping me achieve my goals is some of the teachers. All of the staff is nice and caring. They actually help you when someone needs help, everything is well explained and they try their best to help everyone get better grades. This school has made a big impact in my life. I enjoy coming to school now, I do my work and I'm getting amazing grades."

Student voice:

Ms. has been the greatest influence in reaching my achievements! She helped me understand

	the importance of my mental health as well as physical health. She helped me express my concerns to the school whenever I had an issue. Ms. _____was always very informative and helpful when it came to me struggling with schoolwork or mental health. If it wasn't for her and her support, I would have lower grades and a worse sense of self-awareness. Student Voice: "A person at the school who has been the greatest influence in reaching my achievements is Ms._____. She's a person that I appreciate so much because I never felt as if I'm gonna fail in life because the talks with her brought up my moods. She encouraged me about my medical career and i'm going to stick to it." Parent Voice: "I love the staff at the school, so neat, super nice people. Kids seem to get along with staff. They listen, no fighting, school is safe."
Teachers/Staff/ Administrators/Heads of Schools/ School Planning Committee, School Site Council	**November 2023, January – May,2024-** Scheduled meetings during school year Provisional Accelerated Learning Academy (PCA) values the engagement of its educational partners through various structured meetings and collaborative processes. Here's an overview of how PCA ensures meaningful engagement and collaboration among stakeholders related to the development of the 2024-2025 LCAP: 1. **Meetings of School Site Council, Board Meetings, Department Heads, and Staff**: o **School Site Council**: Comprising teachers, staff members, parents/guardians, administrators, and students, the School Site Council meet to discuss and provide input on school policies, programs, and goals. This forum allows educational partners to have a voice in shaping student goals and improving learner outcomes. o **Board Meetings**: PCA's Board Meetings provide a formal platform for decision-making and policy discussions. Educational partners contribute insights and feedback that inform strategic decisions and school governance. o **Department Head and Staff Meetings**: These meetings facilitate collaboration among staff members and department heads to align instructional practices, share best practices, and address challenges. It ensures cohesive efforts towards achieving school-wide objectives.

- **Year End Teachers and Executive Director meeting:**

  This meeting provides teachers with an opportunity to share their perspectives on the year, including successes, challenges, and suggestions for improvement. The Executive Director offers insights and feedback based on observations, data, and interactions with stakeholders throughout the year. It facilitates an open dialogue where both teachers and the Executive Director can exchange ideas and collaborate on solutions. The year-end meeting serves as a critical juncture for reflecting on the past year, aligning priorities for the future, and ensuring that the entire educational community is aligned towards achieving the school's mission and goals. It promotes transparency, collaboration, and accountability among all stakeholders, ultimately contributing to the ongoing success and improvement of the school environment.

2. **Role in Evaluation and Improvement**:
   - The participation of educational partners in these meetings serves as an objective lens for evaluating PCA's performance and identifying areas for improvement.
   - By providing diverse perspectives—from teachers, parents, administrators, and students—PCA ensures that decisions reflect the needs and interests of its educational community.
3. **WASC Self-Study Process**:
   - PCA's self-study team, comprising parents, students, teachers, and administrators, collaboratively conducted a comprehensive WASC Self-Study from January to April 2024.
   - This process involved reviewing and evaluating PCA's progress towards LCAP goals and outcomes. It provided an opportunity to assess strengths, identify challenges, and develop strategies for continuous improvement.
4. **LCAP Outcomes Review and Discussion**:
   - Credentialed staff and administration received updates on LCAP outcomes during dedicated meetings.
   - These discussions ensure alignment with PCA's educational priorities and provide transparency regarding the school's progress towards meeting its goals.
5. **Impact on Decision-Making and School Improvement**:
   - The insights gathered from these collaborative efforts informed PCA's strategic planning, resource allocation, and implementation of educational programs and initiatives.
   - By involving educational partners in these processes, PCA enhances accountability, fosters a culture of shared responsibility, and strengthens its commitment to continuous improvement.

Overall, PCA's approach to engaging educational partners through structured meetings and collaborative processes underscores its commitment to inclusive decision-making, transparency, and fostering a supportive educational environment conducive to student success.

Board Members and community educational partners.	**February 22, 2024** The Board also received an LCAP Mid-Year update presentation at its February 2024 Board Meeting. Presenting an LCAP Mid-Year update to the Board is a critical part of Provisional Accelerated Learning Academy's (PCA) governance and accountability framework. Here's how this process unfolded and its significance: 1. **LCAP Mid-Year Update**: o The LCAP (Local Control and Accountability Plan) Mid-Year update served to inform the Board about PCA's progress towards its goals and objectives outlined in the 2023-2024 LCAP. o It provided an opportunity to review and evaluate the effectiveness of strategies and actions implemented during the first half of the school year. o The update presentation allowed stakeholders, including Board members, to assess whether PCA is on track to achieve its stated educational priorities and outcomes. 2. **Content of the Mid-Year Update Presentation**: o **Progress Review**: The presentation included a detailed assessment of progress made towards each identified goal and target within the LCAP. This assessment was supported by data and evidence gathered throughout the school year. o **Challenges and Adjustments**: The LCAP team also highlighted challenges encountered in the implementation process and adjustments made to strategies and resource allocations in response. o **Impact and Outcomes**: The presentation showcased the impact of implemented initiatives on student achievement, school climate, and other relevant metrics. o **Financial and Resource Allocation**: Board members received updates on how resources, including funding from supplemental and concentration grants, are being utilized to support targeted student groups such as low-income students, English learners, and foster youth. 3. **Board's Role and Feedback**: o The Board played a crucial role in providing oversight and guidance based on the information presented during the update. o Board members asked questions, sought clarification on specific data points or outcomes, and offered insights or recommendations to strengthen ongoing efforts. o Feedback received from the Board informed future planning and adjustments to ensure the LCAP alignment with PCA's WASC educational goals and community priorities. 4. **Alignment with Educational Priorities**: o The Mid-Year update presentation ensures alignment between PCA's strategic direction as outlined in the LCAP and the actual outcomes observed midway through the academic year. o It also reinforced PCA's commitment to transparency and accountability by keeping stakeholders informed about progress towards achieving educational excellence and equity.

	May 2024 LCAP Draft shared with school educational partners. **June 25, 2024,** LCAP draft available online and hardcopy by request. **June 27, 2024-** Final Draft for Board Adoption By presenting an LCAP Mid-Year update to the Board and school community, getting feedback from educational partners throughout the school year and presenting a final 2023-2024 LCAP draft for School Board approval at the end of the school year, PCA demonstrates its dedication to continuous improvement and evidence-based decision-making. It fosters a collaborative environment where stakeholders work together to support student success and enhance the overall educational experience at PCA.

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

The Local Control and Accountability Plan (LCAP) for the 2024-2025 academic year at Provisional Accelerated Learning Academy (PCA) was significantly influenced by the feedback provided by educational partners. Here's how this feedback shaped the development of the LCAP:

1. **Input Gathering Process**: PCA encouraged feedback from a diverse range of stakeholders, including students, teachers, administrators, assistant Heads of Schools, and staff. This ensured that multiple perspectives were considered in identifying common themes, concerns, and priorities.
2. **Analysis of Feedback**: The collected feedback was used to identify key themes and priorities. This analysis helped PCA understand the pressing needs and aspirations of the educational community, highlighting areas of consensus and concern.
3. **Alignment with School Goals and WASC Self-Study**: The LCAP goals were closely aligned with PCA's goals from the Western Association of Schools and Colleges (WASC) and PCA's most current self-study. This alignment ensured that the LCAP not only addressed immediate needs identified through feedback but also supported broader educational objectives set by the school.
4. **Continuation of Effective Strategies**: Based on the synthesized feedback and aligned school goals, many strategies and actions from previous LCAP cycles were continued into the 2024-2025 LCAP. This continuity allowed PCA to build upon successful initiatives while addressing ongoing challenges and areas for improvement.
5. **Focus Areas Identified in Feedback**: The feedback highlighted several consistent concerns and priorities, including:
    - Increasing academic achievement for all student groups, including Low-Income students, English Language Learners, and Foster Youth.
    - Enhancing student support services and parent engagement through expanded Behavioral Health and Care teams interventions.
    - Maintaining a positive, trauma-informed school climate and culture, and supporting additions such as the School Wellness Centers.
    - Addressing equity through the examination of Diversity, Equity, and Inclusion (DEI) practices throughout the school.
    - Resourcing key programs like expanded learning (Summer School) and school enrichment programs (Music/Arts, CIF Sports, After School programs).
6. **Focused School Goals**: The LCAP for 2024-2025 reflects these priorities by focusing on PCA's continuing priority goals of:
    - Increasing student success in ELA, Math, and Reading.
    - Preparing students to be college and career ready.
    - Engaging parents and families to support student success.
    - Creating a safe and welcoming learning environment that fosters student connectedness to school.
    - Recruiting, hiring, training, and retaining high-quality staff who are committed to collaboration and exemplary teaching.

    By incorporating partner feedback into the LCAP, PCA ensures that its educational priorities are responsive to the needs of its diverse student population and are aligned with overarching goals for continuous school improvement. This collaborative approach helps PCA leverage its community strengths while addressing challenges to enhance educational outcomes and support the holistic development of all students.

Goals and Actions

Goal 1

An explanation of why the LEA has developed this goal.

Goal #	Description	Type of Goal
1	Academic Achievement: Provide a rigorous academic program with measurable achievement that moves all students to proficiency and above levels on middle and high school success indicators.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Provisional Accelerated Learning Academy (PCA) has developed its academic goal through a comprehensive analysis of various data sources and educational indicators. Here's an expanded description of how PCA arrived at this goal and its strategic approach:

1. **Review of Student Data**:
    - PCA has conducted thorough reviews of student transcripts, ELA and Math historical dashboard results, course completion data, teacher recommendations, and Exact Path diagnostic results.
    - These reviews provide a comprehensive understanding of each student's academic history, strengths, challenges, and learning needs.
2. **CAASPP Dashboard Results**:
    - Analysis of CAASPP Dashboard results has revealed that PCA students, across tested grades, are in the Red Zone in Math and Language Arts.
    - This indicates that the majority of incoming and enrolled students at PCA are performing below grade level expectations in ELA and Math.

3. **Academic Goal**:
    - Based on the data and insights gathered, PCA's primary academic goal is to ensure that all students achieve success in ELA, Math, and reading by meeting grade level standards.
    - The goal underscores PCA's commitment to addressing academic deficiencies and enhancing educational outcomes for its student population.
4. **Strategic Approach**:
    - PCA's approach to achieving this goal involves implementing targeted interventions and instructional strategies tailored to meet the diverse learning needs of its students.
    - This includes providing additional support in ELA, Math, and reading, aligning curriculum and instruction with grade level standards, and utilizing diagnostic tools like Exact Path to personalize learning pathways.
5. **Continuous Monitoring and Improvement**:
    - PCA will continuously monitor student progress through ongoing assessments, data analysis, and feedback loops.
    - Adjustments to instructional practices, interventions, and support services will be made as needed to ensure that students are progressing towards and meeting grade level standards in ELA, Math, and reading.

    By basing its academic goal on a thorough examination of student data and educational outcomes, PCA aims to elevate student achievement, close learning gaps, and foster a supportive learning environment where all students can succeed academically. This data-informed approach ensures that PCA's efforts are targeted and effective in improving educational outcomes for its student community.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1a	CA School Dashboard Academic Indicator: CAASPP English Language Arts	**2023** Dashboard -All = 120.9 points below standard. Distance from Standard (DFS)			Dashboard -60% = - at standard. Distance from Standard (DFS)	-120.9 points
1b	California School Dashboard Academic Indicator: CAASPP Math	Dashboard -All = 214.4 points below standard points below standard. Distance from Standard			Dashboard -70% = at standard. Distance from Standard. (DFS)	-214.4 points
1c					50% prepared	
1d	California School Dashboard Academic Indicator: College/Career	1.4% prepared			67% graduated	48.6%
1e	Ca School Dashboard: Academic Engagement Graduation Rate	49.4% graduated				17.6%

1f 2	Cal PADS: A-G Completion Rate 2023 California School Dashboard Academic Indicator: Percentage of English learner pupils who make progress toward English proficiency	N/A English Learner progress- 15.7% making progress towards English Language proficiency.			75% English Learner progress- 50% making progress towards English Language proficiency.	34.3%

Metric#	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Targeted Outcome	Current Difference from Baseline
3	Percentage of students who demonstrate 1 to 2 grade equivalent gains in ELA and Math	**2023** 100% of students have access to enrichment activities such as tutoring and targeted learning supports.			100% of students have access to enrichment activities, such as tutoring and targeted learning supports.	0%

	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Targeted Outcome	Current Difference from Baseline
4	Percent of classrooms with instructional technology and digital Resources	2023 100% classrooms have Instructional technology and digital resources.	100% of classrooms fully resourced with technology and supplemental resources	100% of classrooms fully resourced with technology and supplemental resources	100% classrooms have Instructional technology and digital resources.	0%

Metric#	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Targeted Outcome	Current Difference from Baseline
	resources needed to develop students' 21st Century Skills.	2023				

Actions

Action #	Title	Description	Total Funds	Contributing
1 a, b, c, d, e, f	Effective Instruction supported by Integrated Academic and Social Emotional Support.	**Professional Learning for Teachers and Administrators** **1. Differentiated Instructional Practices** • **Objective:** Improve instructional effectiveness to positively impact student academic achievement. • **Activities:** o **Implementation of Standards-Aligned Curriculum:** Provide training sessions focused on effectively implementing curriculum aligned with state standards and PCA's educational goals. o **Instructional Best Practices:** Offer professional development on research-based teaching strategies that cater to diverse learning needs and styles. o **Assessment and Grading Practices:** Training sessions to enhance teachers' ability to use assessments formatively, provide timely feedback, and adjust instructional strategies based on assessment data. **2. Social-Emotional Learning (SEL) and Behavioral Health Interventions** • **Objective:** Enhance student support through SEL initiatives and behavioral health interventions at PCA's Wellness Centers. • **Activities:** o Provide professional development for staff on integrating SEL practices into daily instruction and interactions with students.	$732,202	Y

- Equip Wellness Center staff with strategies and resources to address behavioral health needs effectively.

Student Support and Academic Programs

1. Summer School Expansion and Additional High School Courses

- **Objective:** Extend academic opportunities to middle school and high school students to enhance learning and prevent summer learning loss.
- **Activities:**
  - Expand summer school programs to include middle school students, offering courses that reinforce core subjects and enrichment activities.
  - Introduce new high school courses based on student interest and academic needs.

2. Student Portfolios and Self-Directed Learning

- **Objective:** Foster student engagement and ownership of learning through personalized portfolios and self-directed learning initiatives.
- **Activities:**
  - Implement student portfolios to track individual progress across subjects.
  - Facilitate collaboration between core subject teachers and supervising teachers to provide targeted interventions and support as needed.

3. Credit Recovery Services and Virtual Program

- **Objective:** Support academic success and graduation for students who need additional assistance or who may not thrive in a traditional school setting.
- **Activities:**
  - Provide dedicated staff and resources for credit recovery services, ensuring students receive necessary support to complete coursework and earn credits.
  - Maintain a virtual program option to accommodate diverse learning preferences and circumstances, enabling students to access education remotely.

Specific Support for Low-Income, English Learners, and Foster Youth in ELA and Math

1. Literacy Instructional Supports

- **Objective:** Improve literacy skills among targeted student groups to enhance overall academic performance.
-

- **Activities:**
  - Offer specialized literacy instruction tailored to the needs of Low-income, English Learners, and Foster Youth, incorporating evidence-based practices.
  - Provide ongoing professional development for teachers on effective literacy strategies and interventions

2. After School Enrichment Programs

- **Objective:** Provide supplementary academic support and enrichment opportunities outside of regular school hours.
- **Activities:**
  - Offer tutoring sessions, academic support classes, and the AVID program to help students strengthen academic skills and prepare for higher education.

3. ESL Curriculum and Tutors

- **Objective:** Support English Learners in developing language proficiency necessary for academic success.
- **Activities:**
  - Develop and implement a comprehensive ESL curriculum that meets the language learning needs of English Learners.
  - Hire ESL tutors or provide training for existing staff to effectively support English Learners in language acquisition and academic content.

Implementation Approach

- **Needs Assessment:** Conduct regular assessments and gather feedback from teachers, students, and educational partners to tailor support services and professional development initiatives.
- **Monitoring and Evaluation:** Utilize data-driven decision-making to monitor the effectiveness of interventions and adjust strategies as needed to achieve desired outcomes.
- **Collaboration:** Foster collaboration among teachers, administrators, support staff, and community partners to ensure comprehensive support for students' academic and socio-emotional needs.
- **Sustainability:** Develop long-term plans to sustain successful programs and initiatives, embedding best practices into school policies and culture.

By focusing on these initiatives, PCA aims to enhance educational opportunities, improve academic outcomes, and promote holistic development for all students, particularly targeting the unique needs of Low-income, English Learners, and Foster Youth.

Action #	Title	Description	Total Funds	Contributing
1. 2	English Learner /Students with Disabilities Supports.	To enhance English Learner (EL) progress and reclassification rates, as well as support Special Education (SPED) students and literacy development, PCA has outlined several targeted actions: **English Learners** (EL) a) Provide Staff and Resources for Redesignation Goals: PCA will allocate bilingual para-professional aides and other staff to directly support ELs in their classrooms. These aides will assist with instruction, provide homework help, offer in-class support, and facilitate small group instruction. This direct support aims to address achievement disparities and assist ELs in achieving their academic goals. b) Professional Development in English Language Development (ELD) Strategies: PCA will conduct professional development sessions for all teaching staff focused on effective ELD strategies and strategic interventions tailored to ELs. This training will equip teachers with the skills and tools necessary to enhance language acquisition and fluency among ELs across designated and integrated classes. c) Curriculum and Instructional Supports: The Curriculum and Instruction department will provide: Instructional Materials: Ensure ELs have access to appropriate instructional materials aligned with ELD standards. Supplementary Resources: Offer additional resources to support ELs in both language acquisition and content mastery. Other Supports: Implement various supports, such as differentiated instruction strategies, to meet the diverse needs of ELs and facilitate their academic success. **Special Education (SPED)** a) Increased SPED Team and Monitoring: PCA will expand its SPED team to enhance monitoring and ensure that SPED students receive personalized services aligned with their Individualized Education Plans (IEPs). The team will actively track student progress toward IEP goals and provide necessary interventions and accommodations. b) Staff Training in Special Education and Section 504 Services: PCA will provide comprehensive training for staff involved in SPED and Section 504 processes. This training will focus on understanding the legal requirements, best practices, and effective strategies for supporting SPED students and those covered under Section 504 plans. **Literacy Development (ELA and Math)** a) Supplemental Resources for Literacy Development:	$305,118	Y

		PCA will allocate additional resources to support literacy development in ELA and Math for ELs and students with IEPs. These resources may include: Literacy Intervention Programs: Implement targeted programs to improve reading, writing, and comprehension skills. Math Literacy Strategies: Provide strategies and resources specifically designed to enhance mathematical literacy among ELs and students with IEPs. b) Strategies for ELs and IEP Students: PCA will develop and implement specialized strategies tailored to the unique needs of ELs and students with IEPs. These strategies will aim to address language barriers, comprehension difficulties, and other challenges that may impact academic performance. **Implementation Approach** Needs Assessment: Conduct ongoing assessments and gather feedback from teachers, students, and families to identify specific needs and tailor support services accordingly. Collaboration: Foster collaboration among teachers, administrators, support staff, and families to ensure coordinated efforts in supporting ELs, SPED students, and promoting literacy development. Monitoring and Evaluation: Use data-driven approaches to monitor the effectiveness of interventions and adjust strategies as needed to achieve desired outcomes. Sustainability: Develop long-term plans to sustain successful programs and initiatives, embedding best practices into school policies and fostering a culture of continuous improvement. By implementing these actions, PCA aims to significantly enhance the academic success, language proficiency, and overall educational experience for English Learners, SPED students, and all students requiring additional literacy support.		
1.3	Expand Supplemental programs and services.	To effectively support the academic development of English Learners (ELs), Foster Youth, and low-income students at PCA, the following plan outlines specific actions and strategies: **Tutoring Services** 1. **Expanded Tutoring Services:** o PCA will enhance tutoring services tailored specifically to the needs of ELs, Foster Youth, and low-income students. This includes providing additional tutoring sessions in core academic subjects such as English	$237,837	N

Language Arts (ELA), Mathematics, Science, and other key subjects where students require support.

2. **Targeted Academic Support:**
    - Tutoring sessions will be structured to address the individual academic needs of ELs, Foster Youth, and low-income students. This may include:
        - Homework assistance
        - Clarification of lesson content
        - Skill-building exercises
        - Test preparation support
        - Reinforcement of learning objectives

LCFF and Title 1 Approved Supplemental Programs

1. **Implementation of Approved Programs:**
    - PCA will continue to implement programs approved under the Local Control Funding Formula (LCFF) and Title 1 to provide targeted services and resources for ELs, Foster Youth, and low-income students.
    - These programs include:
        - After-school tutoring programs
        - Enrichment activities
        - Summer school programs
        - Extended learning opportunities
2. **Supplies and Resources:**
    - Ensure that necessary supplies and resources are provided to support the effective implementation of these programs. This includes educational materials, technology resources, and other instructional aids.

Professional Development for Enrichment Staff

1. **Instructional Best Practices:**
    - PCA will conduct professional development sessions for enrichment staff focused on instructional best practices. These sessions will equip staff with effective strategies to engage and support ELs, Foster Youth, and low-income students in their academic growth and development.
    - Topics may include differentiated instruction, culturally responsive teaching practices, assessment strategies, and classroom management techniques.

Intensive Credit Recovery Program

1. **Expansion of Credit Recovery Program:**
    - PCA will increase staffing and resources dedicated to the Intensive Credit Recovery program. This program is designed to support

		students, including ELs, Foster Youth, and low-income students, who are credit-deficient or at risk of not graduating on time. o Additional staff will be hired to provide personalized support, monitor progress, and implement interventions to help students recover credits and stay on track towards graduation. **Implementation Approach** • **Needs Assessment:** Conduct a thorough needs assessment to identify specific academic challenges and gaps among ELs, Foster Youth, and low-income students. Use data from assessments, student performance metrics, and feedback from teachers and families to inform decision-making. • **Collaborative Approach:** Foster collaboration among teachers, administrators, support staff, and families to ensure coordinated efforts in delivering tutoring services, implementing supplemental programs, and providing professional development opportunities. • **Monitoring and Evaluation:** Regularly monitor the effectiveness of tutoring programs, supplemental services, and professional development initiatives through data analysis and stakeholder feedback. Adjust strategies as needed to meet the evolving needs of students. • **Sustainability:** Develop long-term sustainability plans to ensure that tutoring services, supplemental programs, and professional development efforts continue to support the academic success of ELs, Foster Youth, and low-income students at PCA. By implementing these actions, PCA aims to provide targeted academic support, improve educational outcomes, and promote equitable opportunities for all students, particularly those in need of additional support due to their socio-economic status or language proficiency.		
1.4	Increase College Readiness Supports	To enhance college and career readiness indicators and increase student participation in A-G courses and Career Technical Education (CTE) programs at PCA, the following strategies will be implemented: **Increasing Participation in A-G Courses** 1. **Promotion and Awareness:** o PCA will actively promote A-G courses among high school students, emphasizing their importance for college admission readiness. o Informational sessions, parent meetings, and individual student counseling will highlight the benefits of completing A-G requirements. 2. **Course Offerings and Accessibility:** o Expand the range of A-G courses offered at PCA to ensure a comprehensive selection that meets student interests and career goals.	$82,261	N

		o Ensure equitable access to A-G courses for all students, including those from low-income backgrounds and English Learners. 3. **Student Support Services:** o Provide academic counseling and guidance to students on course selection, prerequisites, and planning to complete A-G requirements. o Implement interventions and support services to help students succeed in challenging A-G courses, including tutoring, study groups, and academic coaching. **Increasing Completion of CTE Courses** 1. **Expansion of CTE Pathways:** o Enhance and expand CTE pathways at PCA by introducing new courses aligned with industry standards and student career interests. o Collaborate with local businesses, industry partners, and higher education institutions to develop pre-apprenticeship programs and dual enrollment opportunities. 2. **Dual Enrollment Programs:** o Increase student participation in dual enrollment programs that offer college-level CTE courses. These programs allow students to earn both high school and college credits simultaneously, providing advanced skills and early exposure to college expectations. 3. **Support for CTE Students:** o Provide specialized support and resources for CTE students, including mentoring, internships, job shadowing opportunities, and career counseling. o Ensure that CTE courses and programs are inclusive and accessible to all students, including those with diverse learning needs and backgrounds. **Implementation Strategies** • **Partnerships and Collaboration:** Forge partnerships with local community colleges, vocational schools, industry partners, and relevant organizations to expand CTE offerings and dual enrollment opportunities. • **Professional Development:** Provide professional development opportunities for teachers and staff involved in delivering A-G courses and CTE programs. This includes training in instructional strategies, industry certifications, and updates on curriculum alignment with college and career readiness standards. • **Data-Driven Approach:** Utilize student data, feedback, and performance metrics to assess the effectiveness of A-G courses and CTE programs. Monitor participation rates, completion rates, and student outcomes to make data-informed decisions for program improvement. • **Community Engagement:** Engage parents, guardians, and the broader community in understanding the importance of A-G courses and CTE pathways		

		in preparing students for future career success. Encourage community support and involvement in promoting college and career readiness initiatives. **Evaluation and Continuous Improvement** • **Monitoring and Evaluation:** Regularly evaluate the impact of increased A-G course offerings and CTE programs on college readiness indicators such as graduation rates, college enrollment, and career placement. • **Feedback Mechanisms:** Solicit feedback from students, parents, teachers, and industry partners to assess program effectiveness and identify areas for improvement. • **Adjustment of Strategies:** Based on evaluation findings and stakeholder input, adjust strategies, allocate resources effectively, and implement necessary improvements to ensure equitable access and success for all students. By implementing these strategies, PCA aims to strengthen its college and career readiness programs, increase student engagement and achievement, and prepare students for successful transitions to post-secondary education and careers in high-demand fields.		

Action #	Title	Description	Total Funds	Contributing
1.5	Provide California State Standards- Textbook / Curriculum License Adoption(s).	To effectively implement these actions at PCA and ensure they meet the needs of students, especially focusing on college and career readiness, here's how each action will be approached: **a) Continued Use of Edmentum Online Curriculum** **Purpose:** • **Alignment with Standards:** Edmentum offers standards-aligned curriculum across various subjects, ensuring that all students at PCA have access to rigorous, A-G aligned courses necessary for college preparation. • **Flexibility and Accessibility:** The online format allows flexibility in pacing and access, catering to diverse student needs and schedules, including those of English Learners and low-income students who may benefit from additional support and flexibility. **Implementation Steps:** • **Training and Support:** Provide professional development to teachers on effectively utilizing Edmentum resources to enhance instructional delivery and support student learning outcomes. • **Monitoring and Evaluation:** Regularly assess student progress and performance through Edmentum's analytics and reporting tools. Use data to inform instructional adjustments and interventions as needed. • **Equity Considerations:** Ensure equitable access to technology and resources needed for online learning, particularly for students from low-income backgrounds and those with limited English proficiency. **b) CTE - Licensing Agreement with Dream Catcher Career Exploration** **Purpose:** • **Career Exploration and Preparation:** Dream Catcher Career Exploration provides interactive, career-focused curriculum and resources designed to engage middle and high school students in exploring various career pathways. • **Alignment with CTE Goals:** The licensing agreement will enhance PCA's CTE programs by offering structured career exploration experiences that align with industry standards and local workforce needs. **Implementation Steps:**	$80,869	Y

- **Integration into Curriculum:** Incorporate Dream Catcher Career Exploration modules into existing CTE courses to enrich student learning experiences and provide hands-on career exploration opportunities.
- **Teacher Training:** Provide professional development to CTE teachers on effectively integrating Dream Catcher resources into their instructional practices. This includes training on facilitating career discussions, utilizing interactive modules, and connecting classroom learning to real-world career pathways.
- **Evaluation:** Evaluate the impact of Dream Catcher Career Exploration on student engagement, career awareness, and readiness for future career opportunities. Use student feedback and performance data to assess effectiveness and make continuous improvements.

c) Purchase of CTE Curriculum and Equipment for Career Pathway Apprenticeship Programs

Purpose:

- **Enhanced Career Readiness:** Investing in CTE curriculum and equipment supports PCA's commitment to preparing students for high-demand careers through hands-on learning experiences.
- **Alignment with Industry Standards:** Ensure that CTE programs at PCA are aligned with current industry standards and equip students with the skills and knowledge necessary for success in their chosen career pathways.

Implementation Steps:

- **Curriculum Development:** Purchase or develop curriculum materials that align with industry-specific skills and competencies required for apprenticeship programs in various career pathways.
- **Equipment Acquisition:** Procure necessary equipment and resources to support hands-on learning experiences in CTE labs and workshops. This includes tools, machinery, technology, and materials relevant to specific career pathways.
- **Teacher Training and Support:** Provide professional development opportunities for CTE teachers to enhance their instructional practices, deepen their subject matter expertise, and effectively utilize new equipment and curriculum resources.
- **Evaluation and Improvement:** Regularly assess the impact of the updated CTE curriculum and equipment on student learning outcomes, career readiness, and post-secondary transitions. Use feedback from teachers, industry partners, and students to refine and improve program offerings.

Professional Learning and Coaching Based on California State Standards

		Purpose: • **Instructional Effectiveness:** Strengthen teacher expertise in delivering instruction that meets California State Standards, thereby improving student academic achievement across all subjects, including ELA and Math. • **Continuous Improvement:** Foster a culture of professional growth and collaboration among educators, ensuring that teaching practices are informed by research-based strategies and best practices. **Implementation Steps:** • **Professional Development Programs:** Offer targeted professional learning opportunities that address specific areas of need identified through data analysis and stakeholder feedback. This includes training on instructional strategies, assessment practices, differentiation techniques, and culturally responsive teaching methods. • **Coaching and Mentoring:** Provide ongoing coaching and mentoring support to teachers to help them implement new strategies effectively in their classrooms. This includes peer collaboration, classroom observations, and feedback sessions focused on improving instructional practices. • **Alignment with Standards:** Ensure that all professional learning activities are aligned with California State Standards and educational priorities, emphasizing the integration of academic content standards and 21st-century skills development. • **Monitoring and Evaluation:** Monitor the impact of professional learning and coaching initiatives on teacher practice and student outcomes. Use formative and summative assessment data to measure progress, identify areas for improvement, and guide future professional development priorities. By strategically implementing these actions, PCA aims to enhance educational outcomes for all students, particularly focusing on improving college and career readiness through rigorous academic programs, career exploration opportunities, and effective instructional practices aligned with state standards and student needs.		
1.6	Education/ Instructional Technology	To ensure all students at PCA have access to necessary technology and support for improving achievement in ELA and Math, PCA will undertake the following actions: **1. Maintain Technology Accessibility and Support** **Purpose:** • **Equitable Access:** Ensure all students, including those from low-income backgrounds and English Learners, have equitable access to online materials, programs, and services essential for academic success in ELA and Math.	$111,250	Y

		• **Timely Support:** Address technology challenges promptly through a contract with a dedicated technology vendor, ensuring minimal disruptions to learning and instructional activities. **Implementation Steps:** • **Contract Maintenance:** PCA will maintain its contract with a reliable technology vendor to provide ongoing support for hardware, software, and network infrastructure. This includes troubleshooting, repairs, and upgrades as necessary to keep technology running smoothly. • **Help Desk Services:** Establish or maintain a help desk service that provides technical support to students, teachers, and staff. This service will address issues related to hardware, software applications, and connectivity. • **Training and Resources:** Provide professional development opportunities for teachers and staff to enhance their proficiency in using educational technology tools effectively in instruction. This includes training on integrating technology into lessons, using online platforms, and leveraging digital resources for ELA and Math instruction. **2. Hardware Upgrades and Expansion** **Purpose:** • **Replace Outdated Equipment:** Address the issue of outdated hardware and Chromebooks that are missing, lost, or not returned. Ensure all students have access to functional and up-to-date devices for learning. • **Expand Inventory:** Purchase additional Chromebooks, laptops, and other equipment to accommodate the growing enrollment and the needs of new staff members. • **Hotspot Availability:** Purchase hotspots or expand existing hotspot services to provide internet access to students who may not have reliable connectivity at home, thereby supporting their participation in online learning activities. **Implementation Steps:** • **Inventory Management:** Conduct regular audits of existing technology inventory to identify devices that need replacement or repair. Develop protocols for tracking and managing Chromebooks and other equipment to minimize loss and ensure accountability. • **Procurement:** Procure new Chromebooks and laptops that meet educational standards and are suitable for the demands of online learning. Consider devices with durability features suitable for student use. • **Hotspot Distribution:** Ensure equitable distribution of hotspots to students based on need, prioritizing those without reliable internet access at home.		

		Provide training and support for students and families on using hotspots effectively for online learning. **3. Monitoring and Evaluation** **Purpose:** • **Effectiveness Assessment:** Regularly monitor the impact of technology initiatives on student achievement in ELA and Math. Use data analytics and feedback from teachers and students to assess the usability, reliability, and effectiveness of technology resources. • **Continuous Improvement:** Use insights from monitoring and evaluation to refine technology implementation strategies, improve support services, and optimize the use of educational technology tools for academic gains. **Implementation Steps:** • **Data Analysis:** Analyze usage data, student performance data from online assessments, and feedback surveys to evaluate the impact of technology on learning outcomes. Identify trends, successes, and areas needing improvement. • **Stakeholder Feedback:** Solicit feedback from teachers, students, and parents on their experience with technology tools and services. Use feedback to inform decisions on resource allocation, training priorities, and policy adjustments. • **Alignment with Goals:** Ensure that technology investments and initiatives align with PCA's goals for improving student achievement in ELA and Math, as outlined in the LCAP and other strategic plans. By implementing these actions, PCA aims to ensure that all students have equitable access to technology resources necessary for academic success in ELA and Math. This comprehensive approach includes maintaining reliable technology infrastructure, expanding device availability, and leveraging data-driven insights to continuously improve support for teaching and learning.		

Goal Analysis for 2023-2024

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.

There were no substantive differences in planned actions and goals. PCA was able to implement the planned actions for each of the goals.

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

There were significant material differences between budgeted and actual expenditures for this goal. Expenditures were increased in supplemental programs and services for English Learner, Students with Disabilities Supports and students identified as low performing.

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

The targeted actions were minimally effective in making progress toward the goal based on academic participation data showing increases in attendance, participation in enrichment activities, completed assignments and increased passing grades. Effectiveness varied across goals and actions based on the alignment of strategies with identified needs, consistency of implementation, and availability of resources and support. Regular evaluation and adjustment of strategies based on data and feedback are essential for maximizing the impact of actions in achieving desired outcomes over a multi-year LCAP cycle. (See 2023-2024 annual update for detailed report)

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.

There were no major changes to the planned goal, metrics or desired outcomes but it is necessary to refine each action. The goals remain the same, 2023 metrics are utilized but since the desired outcomes have not yet been attained the outcomes remain the same. Rationale for refining changes. Reflecting on prior practices highlighted the need for more targeted approaches to address achievement gaps, support English Learners, and foster academic growth across diverse student populations. By refining goals, metrics, desired outcomes, and actions based on these reflections, PCA aims to better meet the needs of all students and improve overall educational outcomes. (See 2023-2024 annual update for detailed report)

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 #	Description	Type of Goal
2	Increase the graduation rate for all students and increase the percentage of graduates and students prepared for college and career.	Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Provisional Accelerated Learning Academy (PCA) has prioritized the goal of preparing its students for college and careers, aligning with statewide education reforms in California. This goal is crucial for PCA's educational strategy and has been developed through a thorough process involving various inputs and considerations:

1. **Self-Study Findings and Data Analysis**:
   - PCA conducted a self-study that included analyzing data related to college and career readiness indicators.
   - Findings from this self-study highlighted areas for improvement, particularly in preparing students for college and career pathways.
2. **Input from Education Partners**:
   - Education partners, including teachers, administrators, parents, and community members, provided valuable input.
   - Their feedback and insights helped shape PCA’s understanding of student needs and interests related to college and career readiness.
3. **Dashboard Ratings and Performance Data**:
   - PCA reviewed the California Department of Education (CDE) Dashboard ratings, specifically focusing on the College/Career Readiness Indicators (CCI).
   - The data from these ratings, such as the 2019-2020 rating of 1.3%, underscored the need for continuous improvement in providing robust college and career readiness activities for all students.
4. **Alignment with CCI Measures**:
   - PCA's goal is aligned with the CDE Dashboard methodology for measuring school performance on CCI.
   - Key indicators include Career Technical Education Pathway Completion, Grade 11 Smarter Balanced Summative Assessments in ELA and mathematics, College Credit Course (formerly Dual Enrollment), and A–G Completion.
5. **Strategic Development and Implementation**:
   - PCA is developing and implementing strategies aimed at enhancing college and career readiness activities across its educational programs.

- These strategies focus on expanding access to Career Technical Education (CTE) pathways, ensuring proficiency in Grade 11 assessments, facilitating opportunities for college credit courses, and supporting students in completing the A–G requirements.

6. **Continuous Improvement**:
   - Continuous monitoring and evaluation of progress toward this goal will be conducted to assess effectiveness and make necessary adjustments.
   - PCA remains committed to providing comprehensive support and resources to empower all students to graduate high school well-prepared for their chosen college and career paths.

By addressing these aspects and aligning efforts with state priorities and student needs, PCA aims to foster a learning environment that equips students with the skills, knowledge, and opportunities needed for success in higher education and careers. This goal reflects PCA's dedication to meeting the evolving educational needs of its student community and preparing them for future success.

Measuring and Reporting Results

Metric#	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Targeted Outcome	Current Difference from Baseline
1	Increase middle and High School career awareness as shown by the percentage of students who participate in career Exploration and enroll in CTE pathways/pre-apprenticeship program	2023 10% of student enrollment			Increase student awareness and participation to 75% of student enrollment for both Middle School and High School.	65%
	2) Percentage of juniors/ seniors who enroll in a concurrent/dual enrollment community college course.	1% of enrolled students			Increase High School college access to 30% of enrolled students.	29%

	3) Student Participation rates in college and career awareness activities as evidenced by participation forms.	Number of scheduled events- 2021-2022 schedule 8 Field Trips 3 Internships 3 small group counseling on college and career information sessions 3 on campus senior events.			PCA will offer minimum of 7 events per semester. An average of 70% of all students will engage in at least 2 (1per semester) college and career readiness events yearly.	0

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Increase Middle school CTE programs	Expanding college and career learning to include middle school students and developing a robust program to cultivate a college-going and career mindset are pivotal steps for PCA. Here's a comprehensive plan to achieve these objectives: **1. Middle School College and Career Learning Expansion** **Objective:** Introduce college and career readiness concepts and activities early in students' educational journeys to foster long-term preparation and planning. **Actions:** • **Curriculum Integration:** Integrate age-appropriate college and career exploration into middle school curriculum across various subjects. Incorporate activities that introduce students to different career pathways, colleges, and vocational options. • **Guest Speakers and Field Trips:** Organize guest speakers from diverse professions and arrange field trips to local businesses, colleges, and vocational training centers. These experiences expose middle school students to different career opportunities and educational paths. • **Career Exploration Activities:** Implement structured career exploration activities such as interest inventories, career fairs, and job shadowing opportunities. These activities help students identify their interests and strengths early on. **2. Program Development for College-Going and Career Mindset** **Objective:** Establish a cohesive program that instills in students the knowledge, skills, and attitudes necessary for pursuing higher education and entering the workforce.	$0	N

Actions:

- **College and Career Counseling:** Provide dedicated counseling services starting from middle school to guide students and their families through the college and career planning process. Offer individualized support for exploring college options, navigating application procedures, and understanding financial aid.
- **Career Development Workshops:** Conduct workshops focusing on resume writing, interview skills, and professional etiquette. These workshops equip students with essential career readiness competencies.
- **Personalized Learning Plans:** Develop personalized learning plans for each student that outline academic goals aligned with college and career aspirations. Regularly review and update these plans based on students' interests and achievements.
- **Community Partnerships:** Collaborate with local businesses, colleges, and community organizations to provide mentorship programs, internships, and apprenticeships. These partnerships offer real-world experiences that connect classroom learning to future career opportunities.

3. Qualified Staff and Resources Support

Objective: Ensure that PCA has qualified staff and resources dedicated to supporting the college and career readiness program effectively.

Actions:

- **Professional Development:** Provide ongoing professional development opportunities for teachers, counselors, and administrators focused on college readiness strategies, career counseling techniques, and supporting diverse student populations.
- **Resource Allocation:** Allocate sufficient resources for college and career exploration materials, software platforms for career assessments, and subscriptions to online resources related to college applications, scholarships, and career pathways.
- **Staffing:** Hire additional qualified staff, such as college counselors, career advisors, and industry professionals, to expand support services and enrich program offerings.

		4. Evaluation and Continuous Improvement **Objective:** Regularly assess the effectiveness of the college and career readiness program and make continuous improvements based on feedback and data analysis. **Actions:** • **Data Collection:** Collect data on student participation in college and career activities, achievement of learning milestones, and post-secondary outcomes. Analyze this data to identify trends, areas of strength, and areas needing enhancement. • **Stakeholder Feedback:** Gather feedback from students, parents, teachers, and community partners through surveys, focus groups, and advisory committees. Use feedback to refine program components and ensure alignment with student needs and aspirations. • **Strategic Planning:** Use insights from data analysis and stakeholder feedback to develop strategic plans for enhancing college and career readiness initiatives. Set measurable goals and timelines for implementation, monitoring progress, and evaluating outcomes. By implementing these strategies, PCA aims to create a supportive and enriching environment that prepares all students, including those from diverse backgrounds like Low-Income, English Learners, and Foster Youth, for success in both college and career pathways. This holistic approach ensures that students develop the skills, knowledge, and confidence necessary to achieve their academic and professional goals.		
2.2	Plan College and Career Student events.	To increase meaningful connections to school for Low-Income, English Learners, Foster Youth, and all students, PCA will implement a comprehensive plan focused on college and career awareness events and real-world learning experiences. Here's a detailed strategy: **1. College and Career Awareness Events**	$20,000	Y

Objective: Facilitate exposure to higher education and career opportunities through engaging events accessible to all student groups.

Actions:

- **College Fairs:** Organize annual or bi-annual college fairs where representatives from various colleges, universities, and vocational schools present information about programs, admissions criteria, and financial aid options.
- **Career Exploration Days:** Host career exploration days where professionals from different industries conduct interactive sessions, showcasing career paths, job responsibilities, and skills required. These sessions can include hands-on activities or demonstrations.
- **Guest Speakers:** Invite guest speakers from diverse professions to share their career journeys, challenges, and successes with students. Arrange Q&A sessions to encourage interaction and exploration of career interests.
- **Career Panels:** Arrange panel discussions featuring alumni, local professionals, and community members to discuss different career pathways, educational requirements, and opportunities in specific fields.

2. Real-World Learning Experiences

Objective: Connect classroom learning to real-world applications through academic and trades field trips, college tours, summer workshops/camps, and hands-on career experiences.

Actions:

- **Academic Field Trips:** Plan field trips to museums, research institutions, or historical sites that align with academic subjects such as science, history, or literature. These trips can enhance students' understanding of classroom concepts in a real-world context.
- **CTE and Trades Field Trips:** Organize visits to local businesses, factories, or vocational training centers where students can observe and participate in activities related to career and technical education (CTE) pathways such as engineering, culinary arts, or healthcare.
- **College Tours:** Schedule visits to nearby colleges and universities to familiarize students with campus facilities, academic programs, and

campus life. Offer tours that include meetings with admissions officers and current students to provide insights into college preparation and application processes.

- **Summer Workshops/Camps:** Offer summer workshops or camps focused on specific academic subjects, STEM (Science, Technology, Engineering, Mathematics) fields, arts, or career exploration. These programs can include hands-on projects, mentorship opportunities, and exposure to industry professionals.
- **Hands-On Career Experiences:** Facilitate internships, apprenticeships, or job shadowing opportunities with local businesses and organizations. These experiences allow students to gain practical skills, industry insights, and professional networks.

3. Budget Allocation and Resource Management

Objective: Allocate budgets strategically to ensure equitable access to college and career awareness events and real-world learning experiences for all student groups.

Actions:

- **Budget Planning:** Allocate funds specifically for organizing college and career events, field trips, workshops, and other experiential learning opportunities. Ensure that budgets are equitable and consider the needs of Low-Income, English Learners, and Foster Youth.
- **Resource Acquisition:** Purchase necessary resources such as transportation services for field trips, materials for workshops/camps, and equipment for hands-on experiences. Consider investing in technology or tools that enhance learning and engagement during these activities.
- **Vendor and Partner Agreements:** Establish agreements with vendors, educational institutions, and community partners to facilitate cost-effective arrangements for event venues, guest speakers, and program materials.

4. Evaluation and Impact Assessment

		Objective: Monitor the effectiveness of college and career awareness events and real-world learning experiences in enhancing student engagement and academic outcomes. **Actions:** • **Feedback Mechanisms:** Implement surveys, focus groups, or reflection activities to gather feedback from students, parents, teachers, and community partners about their experiences with these initiatives. • **Data Analysis:** Analyze attendance rates, participation levels, and student feedback to assess the impact of events and experiences on student engagement, career interest exploration, and academic motivation. • **Continuous Improvement:** Use insights from evaluation data to make informed adjustments and improvements to future events and programs. Consider expanding successful initiatives and addressing any challenges or gaps identified through feedback. By implementing these strategies, PCA aims to create a supportive and enriching environment where all students, including those from diverse backgrounds, can explore their academic interests, career aspirations, and potential pathways to success. This holistic approach fosters a sense of belonging, motivation for learning, and readiness for future educational and career opportunities.		
2.3	Pathways Expansion	To support equity in access to college and career opportunities, particularly for student groups who may not traditionally attend college, PCA will implement several strategies focused on providing supplementary instructional materials, expanding CTE pathways, and enhancing apprenticeship opportunities. Here's adetailed plan: **Supplementary Instructional Materials** **Objective:** Ensure all students have access to quality instructional materials that support college and career readiness. **Actions:**	$664,457	N

		• **Resource Allocation:** Allocate funds to purchase supplementary instructional materials such as textbooks, workbooks, digital resources, and lab materials across all subject areas including Career Technical Education (CTE) programs. • **Equitable Distribution:** Ensure that materials are distributed equitably among all students, considering the diverse needs and backgrounds of the student population. • **Access Enhancement:** Provide access to online platforms or libraries where students can access additional resources beyond traditional classroom materials. This could include subscriptions to educational websites, e-books, or interactive learning tools. **Expansion of CTE Pathways** **Objective:** Expand Career Technical Education pathways to provide comprehensive training and certification opportunities aligned with industry standards. **Actions:** • **Pathway Development:** Identify and establish new CTE pathways that align with local workforce needs and student interests. Examples could include pathways in healthcare, information technology, advanced manufacturing, and hospitality. • **Apprenticeship Programs:** Integrate apprenticeship opportunities into each CTE pathway to provide students with hands-on training, mentorship, and real-world experience. This could involve partnerships with local businesses and industry professionals. • **Instructor Recruitment:** Hire qualified instructors with industry experience and expertise to lead each CTE pathway. Provide professional development (PD) to instructors to enhance their teaching skills and ensure alignment with industry standards. • **Classroom Space and Equipment:** Allocate appropriate classroom space and secure necessary equipment and tools to support hands-on learning and practical skills development within each CTE pathway. **Professional Development (PD)**		

		Objective: Enhance the capabilities of pathway instructors to improve student engagement, learning outcomes, and completion rates. **Actions:** • **PD Opportunities:** Provide ongoing professional development opportunities for pathway instructors focused on instructional best practices, industry updates, curriculum alignment, and effective use of technology in teaching. • **Collaborative Learning:** Facilitate collaboration among pathway instructors to share best practices, discuss challenges, and explore innovative teaching strategies that enhance student learning and success. • **Support and Mentorship:** Offer mentoring programs or peer coaching initiatives where experienced instructors can support newer teachers within the CTE pathways. **Budget Allocation and Resource Management** **Objective:** Allocate sufficient budgets and resources to support the implementation and sustainability of expanded CTE pathways and apprenticeship programs. **Actions:** • **Budget Planning:** Allocate funds specifically for the development and expansion of CTE pathways, including the purchase of equipment, instructional materials, and professional development activities. • **Resource Acquisition:** Secure partnerships, grants, or funding opportunities to supplement budget allocations and enhance resources available for CTE programs and apprenticeships. • **Equipment and Technology:** Invest in state-of-the-art equipment and technology necessary for CTE instruction and apprenticeship training, ensuring students have access to industry-standard tools and resources. **Evaluation and Continuous Improvement**		

		Objective: Monitor the effectiveness of CTE pathways, apprenticeship programs, and supplementary instructional materials in enhancing student engagement, achievement, and college/career readiness. **Actions:** • **Data Collection:** Gather data on student participation, completion rates, industry certifications, and post-secondary transitions to assess the impact of CTE pathways and apprenticeships. • **Stakeholder Feedback:** Solicit feedback from students, parents, instructors, and industry partners to evaluate program effectiveness, identify strengths, and pinpoint areas for improvement. • **Adjustment and Expansion:** Use evaluation findings to make data-driven adjustments to CTE pathways and programs. Consider expanding successful pathways, revising curriculum based on industry feedback, and enhancing support services for student success. By implementing these strategies, PCA aims to provide robust support for all students, particularly those from underserved backgrounds, to access high-quality CTE education, apprenticeship opportunities, and supplementary resources that prepare them for success in both college and careers. This comprehensive approach promotes equity, enhances student engagement, and strengthens pathways to post-secondary achievement.		

Goal Analysis for 2023- 2024

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

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

There were some differences in the planned actions and goals. PCA was able to implement the planned actions in the college and career events. Some pathways were not implemented due to a lack of instructors.

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

The career exploration lab did not get underway in 2022-23 as originally planned. The Pathways Expansion goal expenditures were decreased by 40% because some pathways were not implemented due to a lack of instructors.

An explanation of how effective the specific actions were in making progress toward the goal.

PCA has taken significant steps to enhance college and career readiness activities through various initiatives. Here's a summary of the actions taken and their impact on preparing students for success after high school:

Actions Taken

1. **Expansion of Career Technical Education (CTE) Awareness:**
    - Increased number of college and career fairs to expose students to various career pathways.
    - Organized field trip experiences that provide hands-on exposure to different industries and careers.
    - Strengthened career pathways instruction to align with industry standards and prepare students with relevant skills.
2. **School Survey Results and Benchmarks:**
    - School surveys indicate positive feedback from students, affirming that they feel more prepared for college and careers.
    - Benchmarks show an increased number of students who are meeting criteria for success after high school, as measured by specific indicators.

- **Increased Preparedness:** The initiatives have contributed to students feeling more prepared and equipped for post-high school success.
- **Data-Driven Approach:** PCA continues to use data to monitor progress towards these benchmarks, adjusting strategies as needed to ensure all students have equal opportunities for success.
- **Continuous Improvement:** PCA remains committed to improving college and career readiness by evaluating outcomes and refining programs based on feedback and results.

By focusing on these indicators and implementing targeted initiatives, PCA is paving the way for its students to achieve academic and career goals beyond high school, thereby enhancing their overall educational experience and future opportunities. (See 2023-2024 annual update for detailed report)

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

Reflecting on prior practices highlighted the need for more targeted approaches to increase student engagement and understanding in each goal area. By refining goals, metrics, desired outcomes, and actions based on these reflections, PCA aims to better support students in their career readiness and academic success journeys. (See 2023-2024 annual update for detailed report)

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 #3	Description	Type of Goal
3	Engage parents and families to support student success in school. PCA will engage, educate, and involve parents and the community as partners to support student success, graduation and career goals.	Broad Goal

State Priorities addressed by this goal.

State Priorities:

Priority 1: Basic (Conditions of Learning)

Priority 3: Parental Involvement (Engagement)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Provisional Accelerated Learning Academy (PCA) has established a goal to enhance parent communication and increase parental involvement, recognizing the significant impact this can have on student achievement. Here's an expanded description of how PCA has developed this goal and its strategic approach:

1. **Rationale for the Goal**:
    - PCA acknowledges the well-documented correlation between parental involvement and improved student academic outcomes.

- Research consistently shows that when parents are actively engaged in their child's education, students tend to perform better academically, exhibit improved behavior, and have higher attendance rates.

2. **Continuous Improvement in Communication Strategies**:
   - PCA is committed to continuously enhancing its strategies for communicating with parents and fostering their involvement in their child's education.
   - This includes evaluating current communication methods, identifying areas for improvement, and implementing effective practices to strengthen school-to-home communication channels.
3. **Strategic Approach**:
   - PCA will develop and implement comprehensive communication strategies that are accessible, informative, and engaging for parents.
   - Strategies may include regular newsletters, personalized emails, phone calls, parent-teacher conferences, workshops on educational initiatives, and leveraging digital platforms and social media to share updates and information.
4. **Benefits of Parental Involvement**:
   - By increasing parental involvement, PCA aims to create a supportive and collaborative partnership between home and school.
   - Engaged parents can better support their child's learning at home, reinforce school lessons, and advocate for their child's educational needs.
5. **Monitoring and Evaluation**:
   - PCA will monitor the effectiveness of its communication strategies and parental involvement initiatives.
   - Feedback from parents, student outcomes, and other relevant metrics will be used to assess the impact of these efforts on student achievement and overall school climate.
6. **Commitment to Continuous Improvement**:
   - PCA recognizes that effective parent communication is an ongoing process that requires regular evaluation and adjustment.
   - The school is committed to adapting its strategies based on feedback and evolving best practices to ensure sustained engagement and support from parents.

By focusing on improving parent communication and fostering greater parental involvement, PCA aims to create a more supportive and enriching educational environment where students can thrive academically and achieve their full potential. This goal underscores PCA's commitment to holistic student success and partnership with families in the educational journey.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Targeted Outcome	Current Difference from Baseline
		2023				
Metric# 1	Self-Assessment-Local Performance Indicator for Parent and Family Engagement	5% of parents who received the survey completed the LCAP survey and gave input on school programs.			45% of parents will participate in Survey results to inform response to improving student and family engagement/services and lead to self - assessment of Standard met for each school year.	40%
2	Percent of parents engaged in PAL Parent/student Community School Support Services	10%.			PCA will increase parent engagement to maintain a goal of a minimum of 40% of parents participating in support services.	30%

	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 targeted Outcome	Current Difference from Baseline
3	Percent of parents participating in parent advisory groups/ open house/parent teacher meetings/ school activities/Aeries Grade Book portal check ins/ attendance at award assemblies and school informational sessions.	2023 10% Parent participation rate.			PCA will increase parent engagement to maintain a goal of a minimum of 40% of parents participating in Parent Advisory Groups and attending school events.	30%

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Annual Student and Parent Surveys.	PC will distribute annual parent /student surveys in English and Spanish using different approaches to increase feedback participation rates so that parents will get involved in decision making at the charter school.	$6000	Y

Action #	Title	Description	Total Funds	Contributing
3.2	School and Community programs to support PCA parents.	PCA will Improve services by building parent and community partnerships to provide community-based support to parents Expand use of current methods of communications to increase effectiveness and frequency of outreach to parents.	$0	N
3.3	Parent engagement and collaboration through advisory groups and Communications through websites and social media	Increase parent/community engagement, communication, and collaborative partnerships to expand the Parent Advisory Committee (PAC) and the English Learner Advisory Committee (ELAC). Host informational meetings Town Hall, Coffee with the Principal and focus groups to inform parents/community of school plans (LCAP, ICR) and other student programs like tutoring, Tact,20/20 Vision, AVID and CIF sports. Provide interpreters and translation services to effectively communicate with parents who do not speak English. Continue to develop engaging, social media communications to engage parents and families.	$28,000	N

Goal Analysis for 2023-2024

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.

There were no substantive differences in planned actions and goals. PCA was able to implement the planned actions for each of the goals.

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

There were no major material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Moderately Effective: The actions taken showed some progress and improvement in parent engagement over the three-year LCAP cycle. Participation rates increased from initial lower levels, indicating responsiveness to efforts to involve parents in school-related activities and surveys. Areas for Improvement: Despite progress, none of the goals reached the targeted levels (45%, 30%, and 30% respectively). This indicates that while efforts were somewhat effective, there is room for improvement in strategies to attract and sustain higher levels of parent participation. Strategies might include more personalized outreach, clearer communication of benefits, and offering more convenient times or methods for engagement (such as virtual options). Continued evaluation of parent engagement strategies, along with adjustments based on feedback and data analysis, will be crucial in further enhancing these efforts in future LCAP cycles. However, parents report being more knowledgeable about the school's programs, events and activities due to shared information. The school consistently shares school information on Parent Square, parent meetings, open houses, phone calls and through social media. (See 2023-2024 annual update for detailed report)

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.

Reflecting on prior practices highlighted the need for more targeted and inclusive approaches to engage parents effectively. By refining goals, metrics, desired outcomes, and actions based on these reflections, the school aims to foster a more supportive and collaborative environment that benefits both students and their families. Regular evaluation and adjustment of strategies will be crucial to ensuring continuous improvement in parental engagement over time. While there were no major changes to the planned goal, metrics or desired outcomes. The school plans to add more outreach activities for parents to the 2024-2025 school calendar. Parents will also receive information about new Behavioral Health programs for students. A Care Team is also being assembled to provide comprehensive health support for the entire family. (See 2023-2024 annual update for detailed report)

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 #4	Description	Type of Goal
4	PCA will provide a safe learning environment that supports a positive school climate for students and staff with high levels of community engagement and where students feel connected to school.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Provisional Accelerated Learning Academy (PCA) has identified and prioritized a broad goal focused on addressing state priorities related to Family Involvement, Student Engagement, and School Climate. This goal is integral to PCA's commitment to continuous improvement, ensuring positive school conditions and climates for both students and staff. Here's an expanded overview of PCA's approach and rationale:

1. **Goal Prioritization**:
   - PCA has chosen to prioritize state priorities such as Family Involvement, Student Engagement, and School Climate based on self-study findings, stakeholder input, and best practices research.
   - These priorities are essential for maintaining a supportive and conducive learning environment that fosters academic and personal success among students and enhances satisfaction and effectiveness among staff.
2. **Continuous Improvement Focus**:
   - The goal is driven by a commitment to ongoing improvement, recognizing that positive school conditions and climates are foundational to student achievement and well-being.
   - PCA aims to enhance wellness activities for both students and staff, implement positive interventions that support academic and personal growth, and promote a nurturing campus environment.
3. **Research and Best Practices Validation**:
   - PCA's research on Best Practices underscores the importance of school and home connectedness in enhancing educational outcomes.
   - Resources aimed at supporting families with training related to understanding educational initiatives and supporting their children's academic and social-emotional experiences are identified as crucial.
4. **Creating a Positive Learning Environment**:
   - The overarching goal is to ensure that every member of the PCA community—students and staff alike—feels knowledgeable, cared for, valued, safe, connected, and equipped with all necessary resources.

- PCA recognizes that a positive school climate and supportive campus environment are pivotal in fostering academic achievement, overall student well-being, and the success of all who are part of the school community.

5. **Implementation Strategy**:
   - PCA will implement strategies focused on enhancing family involvement through educational initiatives, promoting student engagement through meaningful activities and interventions, and cultivating a positive school climate through wellness activities and supportive interventions.
   - Continuous monitoring, stakeholder feedback, and data-driven decision-making will guide the ongoing refinement and adjustment of strategies to ensure alignment with the overarching goal and state priorities.

By prioritizing these critical areas, PCA aims to strengthen its educational framework, enhance student outcomes, and create a nurturing environment where every student can thrive academically, socially, and emotionally.

	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Targeted Outcome	Current Difference from Baseline
1	CA Dashboard Chronic Absenteeism	2023 0% chronically absent Declined 21.7%			Maintain 0% chronically absent	None

2	Percent of students and staff feeling safe and connected to their school site as measured by Student survey, Student Advisory Team feedback and student focus feedback.	77% of PCA students indicated feeling safe at “my” school, 72% of students also felt that the adults at the school “cared about me.”			Increase all students feeling of a positive student connection to the school to 85%	8%
3	Rate of campuses meeting or exceeding a "Good" ranking on the yearly facilities inspection form.	95% of Facilities in good repair			PCA will maintain 100 % of facilities in good repair.	5%

Metric#	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Targeted Outcome	Current Difference from Baseline
4	Percentage of students participating in on campus student-centered events including sports as documented on sign in/signup forms.	2023 30% of students participated in student events			PCA will increase sport participation yearly to a goal 55% of students participating in a sport.	25%
5	Overall Suspension rate	0% of students suspended			Maintain 0% suspension rate.	None

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Attendance and absenteeism Improvements	To address student attendance and reduce absenteeism at PCA, the following resources and strategies will be implemented: **Resources Provided:** 1. **Transportation:** o Ensure reliable transportation options for students, including bus passes or other transportation services as needed. 2. **Schedule Changes:** o Accommodate schedule changes where possible to better align with students' needs and family schedules, promoting better attendance. 3. **Parent Meetings and Support:** o Conduct regular parent meetings to discuss attendance issues and provide support and resources to families. **Strategies to Address Absenteeism:** 1. **Daily Phone Calls by Supervising Teachers:** o Implement a system where supervising teachers make daily phone calls to parents or guardians of absent students to inquire about reasons for absence and provide support to encourage regular attendance.	$33,845	jY

2. **Home Visits by Care Teams:**
    - Establish Care Teams dedicated to making home visits for chronically absent students. These visits aim to understand underlying issues contributing to absenteeism, provide support, and collaborate with families to improve attendance.

Implementation Plan:

- **Coordination and Communication:** Ensure clear communication among teachers, administrators, and support staff regarding attendance policies, interventions, and follow-up actions.
- **Data Monitoring:** Continuously monitor attendance data to identify trends, patterns, and specific students who require targeted interventions.
- **Supportive Environment:** Foster a supportive and nurturing school environment where students feel valued, supported, and motivated to attend regularly.

Evaluation and Adjustment:

- **Regular Review:** Conduct regular reviews of attendance data to assess the effectiveness of interventions and make necessary adjustments.
- **Feedback and Collaboration:** Seek feedback from students, parents, and staff to continuously improve strategies aimed at enhancing attendance and reducing absenteeism.

By providing comprehensive resources and implementing proactive strategies such as daily phone calls and home visits, PCA aims to create a supportive environment conducive to improved attendance and overall student success. These efforts not only address immediate attendance challenges but also contribute to a positive school culture where every student feels engaged and supported in their educational journey.

Action #	Title	Description	Total Funds	Contributing
4. 2	Social Emotional activities to support engagement.	To address the social-emotional and mental health needs of students at PCA, the following strategies and programs will be implemented: **Social-Emotional and Mental Health Needs Identification:** 1. **Assessment and Screening:** o Conduct regular assessments and screenings to identify students' social-emotional and mental health needs. This may include surveys, check-ins with counselors, and collaboration with external mental health professionals. 2. **Data Analysis:** o Analyze attendance patterns, academic performance, and behavioral indicators to identify students who may be at risk and in need of additional support. **Implementation of Life Skills Training and Case Management:** 1. **Life Skills Training:** o Continue to implement life skills training programs aimed at developing leadership skills, goal planning, and self-responsibility among students. These skills are essential for students' personal growth and academic success. 2. **Focus Learning Center:** o Utilize the Focus Learning Center as a hub for case management and intervention strategies for students at risk of dropping out. This includes: ▪ **Case Management:** Provide personalized support plans tailored to students' specific needs, focusing on addressing attendance patterns and other risk factors. ▪ **Interventions:** Implement targeted interventions to support students' social-emotional well-being, including counseling, mentoring, and referrals to external support services as needed. **Collaboration and Support:** • **Multi-Disciplinary Team Approach:** Foster collaboration among teachers, counselors, administrators, and external agencies to ensure comprehensive support for students. • **Parent and Family Engagement:** Involve parents and guardians in the support process through regular communication, workshops, and resources aimed at enhancing their ability to support their child's social-emotional development.	$389,827	N

		Evaluation and Continuous Improvement: • **Monitoring and Evaluation:** Regularly monitor the effectiveness of life skills training, case management efforts, and overall support programs through data analysis and feedback from students, staff, and families. • **Professional Development:** Provide ongoing training and professional development for staff to enhance their skills in supporting students' social-emotional and mental health needs effectively. By implementing these strategies, PCA aims to create a nurturing and supportive environment where students feel valued, supported, and equipped with the necessary skills to overcome challenges and achieve academic success. Addressing social-emotional and mental health needs proactively contributes to a positive school climate and enhances overall student well-being.		
4.3	School Facility Conditions.	To ensure that all students at PCA are educated in clean, safe, maintained, drug-free, and conducive learning environments, the following actions and strategies will be implemented: **Grounds Maintenance:** 1. **Regular Maintenance Schedule:** o Implement a regular schedule for grounds maintenance to ensure that outdoor areas, including fields, playgrounds, and landscaping, are well-maintained and safe for student use. 2. **Cleaning and Sanitation:** o Ensure regular cleaning and sanitation of all campus areas, including classrooms, restrooms, common areas, and high-touch surfaces, to promote a clean and hygienic environment. **Facilities Maintenance and Repair:** 1. **Operational Support:** o Provide operational support to address daily facility needs, such as heating, ventilation, and air conditioning (HVAC) systems, plumbing, electrical systems, and general maintenance tasks. 2. **Repair Services:** o Conduct ongoing inspections and promptly address repair needs to ensure that all buildings, classrooms, and facilities are in good repair and meet safety standards. **Safety and Security:** 1. **Drug-Free Environment:**	$349,507	N

		o Implement and enforce policies and practices that promote a drug-free campus environment. This includes education programs for students, staff, and families about the dangers of substance abuse. 2. **Security Measures:** o Enhance security measures to ensure the safety of students and staff. This may include surveillance systems, controlled access to campus facilities, and collaboration with law enforcement and security personnel as needed. **Learning Environment:** 1. **Conducive Learning Spaces:** o Create and maintain learning environments that are conducive to student learning and engagement. This includes comfortable classrooms, adequate lighting, appropriate classroom furniture, and access to instructional materials. **Community Engagement and Feedback:** • **Stakeholder Input:** Seek input from students, parents, staff, and community members on facility needs and satisfaction with the cleanliness, safety, and maintenance of campus environments. • **Feedback Mechanisms:** Establish feedback mechanisms, such as surveys or suggestion boxes, to continuously assess and improve campus conditions based on stakeholder input. **Compliance and Oversight:** • **Regulatory Compliance:** Ensure compliance with local, state, and federal regulations related to school facilities, safety, and cleanliness. • **Ongoing Monitoring:** Regularly monitor and evaluate the effectiveness of maintenance and cleaning protocols to address any emerging issues and maintain high standards of cleanliness and safety. By implementing these measures, PCA aims to provide a supportive and nurturing learning environment where students can thrive academically, socially, and emotionally. A well-maintained and safe campus environment contributes significantly to the overall well-being and success of students and staff alike.		

4.4	. High school and Middle school athletics.	To enhance the extracurricular athletic programs at PCA and leverage them to improve school climate, increase parent/community engagement, and strengthen student connection with the school, the following actions and strategies will be implemented: **Expansion of Athletic Programs:** 1. **CIF Sports and Beyond:** o Offer a diverse range of CIF sports programs for both Middle and High school students. This includes traditional sports such as basketball, football, soccer, volleyball, track and field, as well as potentially expanding to other sports based on student interest and participation. 2. **Middle School Participation:** o Extend athletic opportunities to Middle school students to foster early engagement and interest in sports. This may include modified versions of CIF sports or age-appropriate leagues and tournaments. **Support for Athletic Programs:** 1. **Financial Support:** o Allocate budgetary resources to support athletic programs, including funding for equipment, uniforms, facility rentals, transportation, and competition fees. 2. **Coaching Staff:** o Recruit and retain qualified coaching staff who are dedicated to the development of student athletes both on and off the field. Provide professional development opportunities for coaches to enhance their skills and coaching effectiveness. 3. **Facilities and Equipment:** o Ensure that athletic facilities, fields, and equipment are well-maintained and safe for use by student athletes. Address any facility maintenance or improvement needs to support the quality of athletic programs. **School Climate and Engagement:** 1. **Promote School Spirit:** o Organize pep rallies, spirit weeks, and other events to build enthusiasm and support for athletic teams among students, staff, parents, and the broader community. 2. **Parent and Community Engagement:** o Encourage parent and community involvement in athletic events through attendance at games, volunteer opportunities, and fundraising efforts to support the athletic program. 3. **Student Connection:**	$55,000	Y

		o Foster a sense of belonging and school pride among student athletes through team-building activities, leadership development programs, and recognition of athletic achievements. **Evaluation and Improvement:** • **Assessment of Impact:** Regularly assess the impact of athletic programs on school climate, student engagement, and overall well-being. Use feedback from stakeholders, including athletes, parents, coaches, and school staff, to make continuous improvements. • **Integration with School Goals:** Ensure that athletic programs align with PCA's broader goals for student success, including academic achievement, social-emotional development, and college and career readiness. By expanding and supporting extracurricular athletic programs at PCA, the school aims to create a positive and inclusive school environment where all students have opportunities to develop teamwork, leadership skills, and a healthy lifestyle. These programs not only contribute to physical fitness and skill development but also play a crucial role in enhancing school culture and fostering meaningful connections within the PCA community.		
4.5	Transportation Services.	PAL will continue to maintain student transportation services charter wide.	$0 (budgeted above)	Y
4.6	Charter wide Campus Safety/Security Staff.	To enhance campus safety and security for both staff and students across all PAL campuses, the following measures and strategies will be implemented: **Campus Safety and Security Staff:** 1. **Deployment of Safety Personnel:** o PAL will allocate resources to hire dedicated campus safety/security staff members who are trained in maintaining a secure environment. These staff members will be stationed strategically across all PAL campuses to oversee safety protocols and respond promptly to any safety concerns. 2. **Roles and Responsibilities:** o Safety/security staff will be responsible for monitoring campus grounds, entrances and exits, parking areas, and other key locations to ensure unauthorized individuals do not enter the premises. o They will enforce safety policies and procedures, including visitor check-ins, campus access controls, and emergency response protocols.	$277,786	Y

Safety Measures and Procedures:

1. **Emergency Response Planning:**
   - Develop and regularly update comprehensive emergency response plans (ERPs) tailored to each campus. Conduct drills and training sessions for staff and students to prepare them for various emergency scenarios, including lockdowns, evacuations, and medical emergencies.
2. **Surveillance and Monitoring:**
   - Install and maintain surveillance cameras and monitoring systems throughout campus facilities to enhance visibility and deter potential security threats. Ensure proper functioning of these systems to capture incidents and provide evidence if needed.
3. **Safety Audits and Assessments:**
   - Conduct regular safety audits and assessments of campus facilities to identify potential hazards, vulnerabilities, or areas needing improvement. Address findings promptly to maintain a safe learning and working environment.

Collaboration and Communication:

1. **Collaboration with Law Enforcement:**
   - Foster partnerships with local law enforcement agencies to coordinate responses to incidents and receive support for ongoing campus security initiatives.
2. **Communication Protocols:**
   - Establish clear communication channels and protocols for reporting safety concerns, incidents, or suspicious activities. Encourage students, staff, and parents to actively participate in promoting a safe campus environment by reporting any concerns promptly.

Training and Professional Development:

1. **Training for Safety Staff:**
   - Provide ongoing training and professional development opportunities for campus safety/security staff to enhance their skills in crisis management, conflict resolution, first aid, and other relevant areas.
2. **Safety Awareness Programs:**
   - Implement safety awareness programs for students and staff to educate them about personal safety practices, recognizing potential threats, and responding appropriately in emergency situations.

Evaluation and Continuous Improvement:

- **Regular Review and Feedback:** Conduct regular evaluations and seek feedback from stakeholders, including staff, students, parents, and community

		members, to assess the effectiveness of campus safety measures. Use feedback and data to make informed decisions and continuously improve safety protocols. By implementing comprehensive campus safety and security measures, PAL aims to create a secure and supportive learning environment where staff and students feel safe, valued, and empowered to focus on academic and personal growth. These efforts are essential in fostering a positive school climate and ensuring the well-being of the entire PAL community.		

Goal Analysis for 2023-2024

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.

There were no substantive differences in planned actions and goals. PCA was able to implement the planned actions for each of the goals.

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

There were no major material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Effectiveness varied across goals, with some areas showing successful progress (e.g., facilities maintenance, sports participation) while others fell short of targets (e.g., attendance, chronic absenteeism). Ongoing evaluation, adjustment of strategies based on data, and proactive approaches to address emerging challenges will be crucial for improving outcomes in future LCAP cycles. PCA chose to prioritize this goal to maintain positive school climate for students and staff. As a DASS school serving students who often have experienced engagement and connection issues it is important to have a positive supportive climate. The actions to create a safe environment has been effective as a majority of parents, students, staff have shared positive feedback about the school climate. Also, behavioral incidents have declined (0 expulsion rate) and overall student participation has increased as indicated by in school attendance and student, family and community participation at school events. (See 2023-2024 annual update for detailed report)

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.

Reflecting on prior practices has prompted adjustments to goals, metrics, desired outcomes, and actions across various areas such as attendance, safety and connection, facilities management, student engagement, disciplinary practices, and chronic absenteeism. These changes aim to enhance effectiveness, address challenges, and better align with the school's mission of fostering a positive and supportive learning environment for all students and staff. Regular monitoring and evaluation will be critical to ensuring that these adjustments lead to improved outcomes in the coming year and beyond. (See 2023-2024 annual update for detailed report)

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 # 5	Description	Type of Goal
5	Recruit and retain high quality staff for long term employment at PCA and provide the resources needed to support Latino and African American student academic achievement by participating in a career and college going culture.	Focus Goal

State Priorities addressed by this goal.

State Priorities:

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 5: Pupil Engagement (Engagement),

Priority 7: Course Access (Conditions of Learning),

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Provisional Accelerated Learning Academy (PCA) has developed its current goal through a comprehensive process that incorporates historical data analysis, insights from successful teachers, and feedback from education partners. Here's an expanded description of how PCA arrived at this goal and its strategic approach:

1. **Data-Driven Approach**:
    - PCA has utilized historical data to gain insights into its student population, particularly focusing on understanding the academic challenges faced by students who enter the school credit deficient.
    - Analysis of data from successful teachers has provided valuable strategies and practices that contribute to student success, guiding PCA in identifying effective instructional methods.
2. **Feedback from Education Partners**:
    - Input from PCA's education partners, which includes stakeholders such as teachers, administrators, parents, and community members, has been instrumental in shaping the school's goals.
    - The needs assessment conducted with input from these partners has highlighted areas where professional development and instructional improvements are necessary to support student learning and engagement effectively.
3. **Recruitment, Hiring, and Training**:
    - PCA recognizes the critical role of highly skilled teachers in bridging academic gaps and improving learning outcomes for students.
    - The school is committed to recruiting, hiring, and training teachers who can establish effective student-teacher relationships, cultivate supportive classroom environments, foster an engaging school culture, and deliver rigorous academic instruction aligned with high expectations for PCA students.

4. **Focus on Professional Development**:
    - A central component of PCA's strategy is to enhance professional development opportunities for teachers.
    - The goal is to increase instructional effectiveness and student engagement through targeted training programs that equip educators with the knowledge, skills, and resources needed to meet the diverse needs of PCA's student body.
5. **Strategic Implementation**:
    - PCA's approach involves implementing strategies that are informed by data and stakeholder feedback.
    - Continuous monitoring and evaluation of progress will ensure that adjustments can be made as necessary to align with the overarching goal of improving student achievement and reducing academic gaps.

By leveraging historical data, learning from successful practices, and collaborating closely with education partners, PCA aims to strengthen its instructional framework and enhance the overall educational experience for its students. The commitment to professional development and effective teaching practices underscores PCA's dedication to academic excellence and student success.

Measuring and Reporting Results

	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1	Percentage of teachers fully credentialed and appropriately assigned.	2023 Total Teaching Full-Time Equivalent (FTE) 15.61% Clear (% of teaching FTE) 46.5%			Total Teaching Full-Time Equivalent (FTE) 35.61% Clear (% of teaching FTE) 90%	30% 44.4%

2	Percentage of teachers who feel safe and connected to their school based on the LCAP Teacher Survey	. 85% staff satisfaction survey.			97% Staff Satisfaction Survey.	12%
3	Number of teachers who complete the School Induction Program.	80% of inductees completed program.			100% participants complete induction program and are retained at PAL	20%

	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4	Number of PD opportunities provided and teachers who participate in Professional Development.	2023 80% Participation in all Professional Development activities			97% Participation in all Professional Development activities	17%

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Fully credentialed and appropriately assigned teachers.	To effectively hire teachers based on a 1-25 student-to-teacher ratio and ensure all PCA teachers are fully credentialed and appropriately assigned, the following steps and strategies will be implemented: **Hiring and Credentialing Process:** 1. **Recruitment Strategy:** o Develop a robust recruitment plan to attract qualified teachers who are committed to supporting the diverse needs of PCA students, particularly English Learners, Foster Youth, and Low-Income Students. o Utilize multiple recruitment channels, including online job boards, education networks, career fairs, and partnerships with local universities and teaching programs. 2. **Selection Criteria:** o Establish clear criteria for selecting teachers based on their credentials, experience, cultural competency, and alignment with PCA's educational philosophy and goals.	$835,619	N

- Prioritize candidates who have experience or training in differentiated instruction, English Language Development (ELD) strategies, special education, and/or teaching in diverse socio-economic backgrounds.

3. **Credential Verification:**
   - Ensure that all prospective teachers undergo rigorous credential verification processes to confirm they hold valid teaching credentials issued by the state education authority.
   - Verify that credentials match the subject areas and grade levels they will be assigned to teach, ensuring compliance with state regulations and PCA's educational standards.

Staffing Ratios and Assignment:

1. **Maintaining Small Class Ratios:**
   - Allocate resources to maintain small class sizes, adhering to a 1-25 student-to-teacher ratio as feasible based on enrollment and available resources.
   - Monitor class sizes regularly and adjust staffing as needed to ensure optimal learning environments for English Learners, Foster Youth, and Low-Income Students.
2. **Teacher Professional Development:**
   - Provide ongoing professional development opportunities focused on effective instructional strategies, differentiation techniques, trauma-informed teaching practices, and culturally responsive pedagogy.
   - Support teachers in obtaining additional certifications or endorsements that enhance their ability to support diverse student populations effectively.

Monitoring and Evaluation:

1. **Regular Evaluation of Teacher Effectiveness:**
   - Implement a comprehensive evaluation system to assess teacher performance based on student outcomes, classroom observations, and adherence to professional standards.
   - Provide constructive feedback and support to teachers to help them continuously improve their instructional practices and support for students.
2. **Alignment with PCA Goals:**
   - Ensure that teacher assignments align with PCA's educational goals and initiatives, including specific strategies to improve outcomes for English Learners, Foster Youth, and Low-Income Students.
   - Collaborate with instructional leaders and administrators to align teacher assignments with student needs and academic priorities identified in PCA's LCAP and other improvement plans.

		Support and Collaboration: 1. **Collaborative Teaching Practices:** o Foster a collaborative culture among teachers, encouraging them to share best practices, collaborate on curriculum development, and support each other in meeting the needs of diverse learners. o Promote interdisciplinary collaboration and team-teaching approaches where applicable to enhance student engagement and learning outcomes. 2. **Parent and Community Engagement:** o Involve parents/guardians and community stakeholders in the teacher hiring and evaluation processes, seeking their input on the qualities and skills they value in teachers who serve their children. o Maintain open lines of communication with families to ensure they are informed about teacher qualifications, classroom practices, and opportunities for parental involvement in supporting student learning. By adhering to these strategies, PCA aims to maintain high standards of teaching excellence, ensure equitable access to quality education for all students, and foster a supportive learning environment that promotes academic success and personal growth.		
5.2	Teacher connection and Technology Support Staff**.**	PCA teachers are responsible for creating the classroom environment to support our students. PCA 's goal is to support our teachers with a campus climate that in turn cultivates genuine, trusting, committed relationships between Administration and each teacher allowing for the transparency, safety and collaboration needed to accomplish the school's mission.	$0 (Budgeted above)	N

Action #	Title	Description	Total Funds	Contributing
5.3	Beginning Teacher Induction Program.	To effectively support new teachers through the Teacher Induction Program at PAL, the following strategies and components will be implemented: **Components of the Teacher Induction Program:** 1. **Structured Mentoring Program:** o Pair each new teacher with an experienced mentor teacher who provides guidance, support, and feedback throughout the induction period. o Mentors should be selected based on their experience, expertise in the subject area or grade level, and their commitment to supporting new teachers. 2. **Orientation and Onboarding:** o Conduct a comprehensive orientation program for new teachers to familiarize them with PAL's mission, vision, policies, curriculum, instructional practices, and resources. o Provide training on classroom management strategies, technology use, assessment practices, and other essential skills necessary for success in the classroom. 3. **Professional Development:** o Offer targeted professional development opportunities tailored to the needs of new teachers, focusing on areas such as differentiated instruction, English Language Development (ELD) strategies, special education accommodations, and culturally responsive teaching practices. o Provide ongoing training sessions throughout the year to support continuous growth and improvement in teaching effectiveness. 4. **Collaborative Learning Communities:** o Facilitate regular meetings or workshops where new teachers can collaborate with colleagues, share best practices, discuss challenges, and receive support from peers and instructional leaders. o Encourage participation in PLCs (Professional Learning Communities) or subject/grade-level teams to foster collaboration and collective problem-solving.	$10,000	N

5. **Reflective Practice and Feedback:**
    - Promote a culture of reflective practice among new teachers, encouraging them to analyze their teaching practices, assess student learning outcomes, and set goals for professional growth.
    - Conduct regular observations and provide constructive feedback from mentors, instructional coaches, or administrators to support continuous improvement.
6. **Support from Head of Schools Administrator:**
    - Designate the Head of Schools Administrator or a designated instructional leader to oversee and coordinate the Teacher Induction Program.
    - Provide ongoing support, mentorship, and professional development specific to the needs of new teachers, addressing individual strengths and areas for growth.
7. **Evaluation and Progress Monitoring:**
    - Establish clear expectations and criteria for evaluating the progress of new teachers in meeting professional standards and student learning objectives.
    - Conduct regular assessments or checkpoints to monitor growth, adjust support strategies as needed, and celebrate successes.

Program Implementation and Continuous Improvement:

1. **Program Coordination:**
    - Ensure seamless coordination between the Teacher Induction Program components, instructional leadership team, and administrative support to maintain program effectiveness.
    - Regularly review and refine program structures, resources, and support mechanisms based on feedback from new teachers, mentors, and program evaluations.
2. **Alignment with PAL's Mission and Goals:**
    - Align the Teacher Induction Program with PAL's mission, vision, and educational goals, emphasizing the importance of equity, student-centered learning, and fostering a positive school culture.
    - Integrate induction program outcomes with PAL's LCAP goals and improvement plans to ensure alignment with broader

		educational initiatives.		

		3. **Community and Stakeholder Engagement:** o Engage parents/guardians, community members, and educational stakeholders in supporting new teachers and understanding the importance of their role in student success. o Foster partnerships with local universities, educational organizations, and professional associations to enhance professional learning opportunities and resources for new teachers. By implementing a comprehensive Teacher Induction Program supported by the Head of Schools Administrator and aligned with PAL's educational priorities, PAL aims to empower new teachers, enhance instructional effectiveness, and ultimately improve student outcomes across the school community.		
5.4	Teacher /staff Professional Development.	Enhancing learning across all subjects for Low Income students, English Language Learners (ELL), and Foster Youth at PCA involves comprehensive professional development initiatives for both teachers and classified instructional support staff. Here are the detailed components of the professional development plan: **Social Emotional Learning (SEL):** • **Objective:** Enhance teachers' skills in social emotional learning to create a supportive and inclusive classroom environment. • **Activities:** o Training sessions focused on understanding SEL principles and practices. o Workshops on integrating SEL into daily classroom routines and curriculum. o Strategies for fostering positive relationships and emotional regulation among students. **Instructional Leadership and Management:** • **Objective:** Strengthen site administrators' instructional leadership and management skills to support effective educational programs. • **Activities:** o Leadership workshops addressing instructional leadership strategies. o Training on managing curriculum implementation and instructional support.	$17,500	N

		o Techniques for fostering a collaborative and supportive school culture among staff. **AVID Strategies:** • **Objective:** Equip teachers with AVID strategies to support Low Income students in developing academic and college-readiness skills. • **Activities:** o Workshops on implementing AVID methodologies in various subject areas. o Training on using AVID resources to promote critical thinking and organization skills. o Strategies for scaffolding instruction and supporting student inquiry. **English Language Development (ELD) Strategies:** • **Objective:** Provide teachers with effective strategies for supporting English Language Learners (ELL) in language proficiency and academic achievement. • **Activities:** o Professional development sessions focused on ELD methodologies and best practices. o Techniques for differentiated instruction to meet the diverse needs of ELL students. o Integration of language development strategies into content-area instruction. **Intervention and Curriculum Use:** • **Objective:** Train staff on strategies for intervention and effective use of curriculum materials to meet the needs of diverse student populations. • **Activities:** o Workshops on data-driven decision making for targeted interventions. o Training sessions on adapting curriculum to address learning gaps. o Strategies for utilizing assessment data to inform instructional planning. **Career Technical Education (CTE):** • **Objective:** Provide professional development on CTE resources and strategies to enhance educational outcomes aligned with career pathways. • **Activities:** o Training workshops on integrating CTE into core subject areas. o Hands-on sessions for implementing project-based learning in CTE programs.		

- Collaboration opportunities with industry partners to enhance CTE pathways.

Content Standards and Common Core Implementation:

- **Objective:** Ensure staff alignment with state content standards and Common Core State Standards (CCSS) in instructional practices.
- **Activities:**
  - Professional development on understanding and implementing CCSS in curriculum and instruction.
  - Training sessions on aligning assessments with CCSS benchmarks.
  - Strategies for developing rigorous and coherent instructional units based on CCSS.

Cultural Proficiency, Diversity, Equity, and Inclusion:

- **Objective:** Enhance staff understanding of cultural proficiency, diversity, equity, and inclusion to create a supportive and respectful learning environment.
- **Activities:**
  - Workshops on cultural competence and implicit bias awareness.
  - Training sessions on fostering inclusivity and addressing cultural diversity in curriculum and classroom practices.
  - Strategies for promoting equity in student access to resources and opportunities.

Implementation Approach:

- **Structured Sessions:** Offer structured sessions throughout the school year, including workshops, seminars, and ongoing professional learning communities (PLCs).
- **Needs Assessment:** Conduct needs assessments periodically to tailor professional development offerings to staff needs and student outcomes.
- **Monitoring and Support:** Provide ongoing coaching, feedback, and mentoring to ensure effective implementation of new strategies and continuous improvement.

By focusing on these comprehensive professional development components, PCA aims to strengthen instructional practices, support diverse student populations, and foster an inclusive and equitable learning environment conducive to academic success for all students.

Goal Analysis for 2023-2024

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.

There were no substantive differences in planned actions and goals. PCA was able to implement the planned actions for each of the goals.

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

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Overall, the actions taken by PCA in these areas have shown varying degrees of effectiveness:

Goal 1: Maintained 100% fully credentialed and appropriately assigned teachers, effectively managing challenges.

Goal 2: Moderately effective in improving teacher satisfaction and engagement, with room for increasing response rates and positive feedback.

Goal 3: Highly effective in supporting new teachers through induction programs, ensuring high retention rates.

Goal 4: Moderately effective in providing PD opportunities, with potential for further alignment with specific academic goals.

Continued assessment and adjustment of strategies will be crucial for PCA to sustain successes and address areas needing improvement in future LCAP cycles. (See 2023-2024 annual update for detailed report)

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.

Reflecting on prior practices has guided PCA in refining its goals, metrics, and actions for the coming year. These changes aim to strengthen teacher credentialing, improve teacher satisfaction and well-being, support new teacher integration, and enhance professional development opportunities. By focusing on these areas, PCA seeks to foster a supportive, effective learning environment that benefits both teachers and students alike. Regular evaluation and adjustment of strategies will be key to achieving these objectives effectively in the upcoming LCAP cycle. (See 2023-2024 annual update for detailed report)

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.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2023-2024

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$1,348,613	$168,234

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
37.53%	0%	$0	37.53%

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

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Enhanced Academic Support Services

1. Consideration of Needs:

- **Foster Youth:** Recognizing that foster youth often face disruptions in their education and may enter PCA with academic gaps, enhanced academic support services are tailored to provide individualized interventions and counseling to foster youth. This includes targeted tutoring, mentoring programs, and academic planning to help them catch up and stay on track academically.
- **English Learners:** English learners at PCA require specialized support to improve language proficiency while mastering academic content. The action plan includes additional English language development resources, bilingual instructional materials, and professional development for teachers to effectively support language acquisition alongside content learning.
- **Low-Income Students:** Many low-income students at PCA start with credit deficiencies and may lack resources outside of school that impact their academic performance. Enhanced academic support services encompass after-school tutoring, access to technology for homework, and partnerships with community organizations to provide supplementary educational resources.

2. Effectiveness in Meeting Goals:

- **Improving Academic Achievement:** By addressing the specific needs of foster youth, English learners, and low-income students through enhanced academic support services, PCA aims to improve their overall academic performance. This includes increasing proficiency in core subjects such as ELA and Math, as measured by assessments like CAASPP.
- **Closing Achievement Gaps:** The targeted interventions and individualized support offered through these services are effective in closing achievement gaps that exist between these student groups and their peers. By providing equitable access to resources and support, PCA enhances educational opportunities for all students.
- **Increasing Credit Attainment:** The ultimate goal of these actions is to increase credit attainment rates among low-income students, English learners, and foster youth. This supports PCA's broader objective of improving graduation rates and ensuring that all students are prepared for post-secondary education

Family Engagement Initiatives

1. Consideration of Needs**:**

- **Foster Youth:** Family engagement initiatives recognize the importance of stable and supportive family environments for foster youth. PCA provides targeted outreach and resources to foster families, including workshops on educational advocacy, access to social services, and fostering a positive home- school connection.
- **English Learners:** Engaging families of English learners is crucial for supporting language development and academic success. In 2024-2025 PCA will offer bilingual parent workshops along with current translated communications, and opportunities for parents to participate in their child's language acquisition journey and academic progress.
- **Low-Income Students:** Many low-income families face barriers to active involvement in their child's education due to economic challenges. PCA ensures accessibility through flexible meeting times, transportation support for school events, and incentives to encourage parental participation in school activities and decision-making processes.

2. Effectiveness in Meeting Goals:

- **Enhancing Student Support:** Family engagement initiatives strengthen the support network around foster youth, English learners, and low-income students. By involving families in their child's educational journey, PCA fosters a collaborative approach that enhances student well-being and academic outcomes.
- **Improving School Culture:** Engaged families contribute to a positive school culture where students feel supported, valued, and motivated to succeed. This inclusive environment promotes academic engagement and reduces dropout rates among vulnerable student populations.
- **Sustaining Long-Term Success:** Achieving ongoing collaboration between PCA and families ensures continuity in supporting students' educational and social-emotional needs. By building trust and rapport, PCA establishes a foundation for sustained academic growth and holistic development.

PCA's actions are grounded in a deep understanding of the unique challenges faced by foster youth, English learners, and low-income students. By prioritizing these student groups in program development and implementation, PCA aims to foster an equitable learning environment where all students can thrive academically and beyond.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Provisional Accelerated Learning Academy (PCA) is diligently increasing and improving services for foster youth, English learners, and low-income students through targeted initiatives and budget allocations. Here's a detailed description of how these efforts are being implemented:

1. **Utilization of Funding**:
    - PCA is utilizing a combined funding amount of $1,348,613 in supplemental and concentration funding specifically earmarked for the needs of students from low-income backgrounds, English learners, and foster youth. This funding is crucial for implementing targeted interventions and support services.
2. **Increased Services for Foster Youth**:
    - **Direct Mental and Behavioral Health Services**: PCA is providing direct mental and behavioral health services to foster youth to address their unique emotional and psychological needs.
    - **Increased Instructional Services and Resources**: Foster youth are receiving enhanced instructional services and supplemental resources tailored to their academic needs.
    - **College and Career Readiness Activities**: PCA is offering additional activities and programs aimed at preparing foster youth for post-secondary education and career opportunities.
    - **Additional Support Staff**: The school has increased support staff dedicated to foster youth, including counselors and a foster youth liaison, who monitor academic progress and connect students and guardians with necessary resources both within the school and the broader community.
3. **Increased Services for English Learners**:
    - **Expanded Professional Development**: PCA is expanding professional development opportunities to equip all teachers with the skills and understanding needed to support English learners effectively. This includes strategies for integrating language skills with content learning.
    - **Additional Support Staff**: The school continues to hire additional support staff specifically for the English Learner (ELL) department, ensuring that these students receive targeted academic and language support.
4. **Increased Services for Low-Income Students**:
    - **Academic Interventions**: PCA is implementing targeted academic interventions in subjects such as math, reading, and language arts to support low-income students in mastering essential skills.
    - **Social-Emotional Support**: The school is addressing the social and emotional needs of low-income students through dedicated programs and services.
    - **College and Career Readiness**: PCA is expanding activities that enhance college and career readiness among low-income

students, providing them with opportunities to explore future educational and professional pathways.

- **Community-Based Programs**: The school is expanding community-based programs aimed at supporting families in overcoming barriers related to student attendance and performance.

5. **Compliance and Budget Allocations**:
    - PCA's actions and services, as outlined in the LCAP (Local Control and Accountability Plan), are developed to meet the required proportionality percentage for the 2024-2025 school year. This ensures that resources are allocated in accordance with the needs of each student group, as mandated by funding regulations.

By focusing resources and efforts on these specific student populations, PCA aims to mitigate barriers to academic success and foster a supportive learning environment that promotes equitable opportunities for all students, regardless of their socio-economic or language background. These targeted interventions are essential in enhancing student outcomes and ensuring that every student has access to the necessary support to thrive academically and socially.

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.

Provisional Accelerated Learning Academy (PCA) has developed a plan to effectively utilize the additional concentration grant add-on funding to enhance direct services for students, particularly those from high concentrations of foster youth, English learners, and low-income backgrounds. Here's an outline of how PCA intends to allocate these resources:

1. **Targeted Hiring of Key Staff**:
    - PCA will prioritize the hiring of credentialed teachers, support staff and paraprofessionals who will directly support English learners and low-income students within their core classes.
    - Paraprofessionals will play a crucial role in addressing achievement disparities by providing various forms of support, including homework assistance, in-class instructional support, translation services as needed, and conducting small group instruction.
    - The goal is to ensure that students receive personalized attention and targeted interventions that cater to their specific academic needs.
2. **Roles and Responsibilities**:
    - Paraprofessionals will work closely with classroom teachers to implement strategies that enhance learning outcomes for English learners and low-income students.
    - They will collaborate with teachers to facilitate differentiated instruction, monitor student progress, and provide feedback to both students and teachers.
    - By supporting students directly in core classes, paraprofessionals aim to improve academic engagement, comprehension, and mastery of subject content among targeted student groups.
3. **Expansion of Services**:
    - PCA plans to expand the number of paraprofessionals /support staff/experienced teachers hired based on the identified needs of foster youth, English learners, and low-income students.
    - This expansion ensures that more students benefit from additional academic support and interventions, thereby promoting equity and addressing achievement gaps.
4. **Alignment with LCAP Goals**:
    - The utilization of concentration grant add-on funding for hiring paraprofessionals aligns with PCA's LCAP goals of improving academic achievement and providing equitable educational opportunities for all students.
    - These efforts contribute to PCA's commitment to meeting state educational standards and ensuring that students from diverse backgrounds receive the support they need to succeed academically.

By strategically deploying additional resources to hire credentialed teachers, support staff and paraprofessionals, PCA aims to strengthen its support infrastructure and enhance educational outcomes for foster youth, English learners, and low-income students. This approach underscores PCA's dedication to fostering an inclusive and supportive learning environment where every student can thrive.

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	NA	1 to 46
Staff-to-student ratio of certificated staff providing direct services to students	NA	1 to 10

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2024-2025

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,348,613	$168,234

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
37.53%			37.53%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1 #'s1,2,5,6	PD for Effective Instruction/BH supports English Learner Supports Curriculum Instructional Tech **Need**: The data shows students are -120 to -130 pts from standard and score 4-5 grade reading level on proficiency tests.	Based on the assessment of identified needs for EL (English Learner), FY (Foster Youth), and LI (Low-Income) students, PCA is implementing LEA-wide actions to provide differentiated instruction, comprehensive services, and enrichment activities to meet academic needs effectively. Here's how PCA plans to support staff and students: **Addressing Identified Needs** 1. **Differentiated Instruction and Essential Standards** o **Objective:** Provide staff with instructional strategies tailored to diverse student needs, including EL, FY, and LI students. o **Approach:** PCA will offer professional development to equip teachers with differentiated instructional strategies. This includes understanding and implementing essential performance standards aligned with state and district requirements. o **Rationale:** Data analysis indicates that all student subgroups, particularly ELs, require targeted support to achieve academic standards. By focusing LEA-wide efforts, PCA aims to improve overall student outcomes across diverse populations. 2. **Supporting Literacy and Performance Standards** o **Objective:** Enhance literacy skills and proficiency among EL, FY, and LI students.	Pre and Post Diagnostic assessment rates and CAASPP testing scale scores, Dashboard, results, Teacher PD attendance, credit recovery rates, % of passing grades.

		○ **Approach:** Implement comprehensive literacy programs and interventions. Provide ongoing support for staff to effectively implement performance standards in their instructional practices. ○ **Rationale:** EL, FY, and LI students often face barriers to academic achievement related to literacy and comprehension. By reinforcing literacy initiatives and ensuring staff are well-equipped with performance standards, PCA seeks to bridge these achievement gaps. **LEA-Wide Implementation Strategy** • **Professional Development:** Offer workshops, training sessions, and mentoring opportunities focused on differentiated instruction and performance standards. • **Curriculum Alignment:** Align curriculum frameworks with essential standards to ensure consistency and clarity in educational goals. • **Data-Driven Decision Making:** Continuously analyze student performance data to refine instructional strategies and interventions. • **Community and Parental Engagement:** Foster partnerships with families and the community to support student learning outside of school hours. **Expected Outcomes** • **Improved Academic Achievement:** By tailoring instruction to meet the needs of EL, FY, and LI students, PCA anticipates increased proficiency and academic success. • **Enhanced Teacher Capacity:** Empowering staff with effective instructional strategies and support to implement performance standards will strengthen overall teaching effectiveness. • **Closing Achievement Gaps:** Addressing disparities among student subgroups through targeted interventions and comprehensive services aims to narrow achievement gaps across PCA schools.	

		Conclusion PCA's LEA-wide actions aim to provide equitable educational opportunities for all students, particularly EL, FY, and LI populations. By focusing on differentiated instruction, essential standards development, and literacy support, PCA is committed to fostering a supportive learning environment where every student can thrive academically. Ongoing assessment and refinement of these actions will be crucial to achieving sustained improvement in student outcomes.	
2 # 2	College and Career Student events. **Need:** Motivate students to participate in career pathways to incentivize learning and prepare students for postsecondary options.	Based on the assessment of identified needs for EL (English Learner), FY (Foster Youth), and LI (Low-Income) students, PCA recognizes the importance of providing enriching experiences beyond their communities to support their educational journey. Here's how PCA plans to address this need through targeted actions: **Action Plan** 1. **Access to CTE Career Pathways** o **Objective:** Provide EL, FY, and LI students with access to Career Technical Education (CTE) pathways. o **Approach:** PCA will expand CTE programs that offer hands-on learning opportunities aligned with career pathways. This includes enhancing curriculum and resources to support student success in CTE fields. o **Rationale:** Many EL, FY, and LI students may not have exposure to diverse career options. By offering CTE pathways, PCA aims to broaden students' career perspectives and enhance their readiness for future employment opportunities. 2. **Support for Dual Enrollment Courses** o **Objective:** Increase college readiness among EL, FY, and LI students through Dual Enrollment courses. o **Approach:** PCA will provide support systems such as tutoring, academic advising, and financial assistance to	Number of pathways implemented, Student Enrollment in CTE Pathways, # of CTE completers, Dashboard Career and College Readiness metrics.

		facilitate participation in Dual Enrollment programs. o **Rationale:** Dual Enrollment courses allow high school students to earn college credits, fostering a smoother transition to higher education. This initiative aims to empower students who traditionally may not consider attending college. 3. **Funding for Student Events and Study Trips** o **Objective:** Provide EL, FY, and LI students with real-world experiences through funded student events and study trips. o **Approach:** Allocate resources to organize educational field trips, cultural experiences, and extracurricular activities that enhance students' learning outside the classroom. o **Rationale:** These experiences expose students to diverse cultures, industries, and academic opportunities, enriching their educational experience and broadening their perspectives. **Implementation Strategy** • **Collaboration with Community Partners:** Forge partnerships with local businesses, colleges, and community organizations to enhance CTE pathways and facilitate Dual Enrollment opportunities. • **Resource Allocation:** Allocate budgetary resources specifically earmarked for student events, study trips, and CTE program development. • **Monitoring and Evaluation:** Regularly assess the impact of these initiatives through student feedback, academic performance data, and college readiness indicators. **Expected Outcomes** • **Increased College Readiness:** EL, FY, and LI students will be better prepared for college through exposure to rigorous Dual Enrollment courses and career-focused CTE pathways.	

		• **Enhanced Career Preparedness:** Participation in CTE pathways will equip students with practical skills and industry certifications, enhancing their employability. • **Broadened Horizons:** Real-world experiences through funded events and trips will enrich students' educational journey and foster a sense of exploration and ambition. **Conclusion** By implementing these targeted actions, PCA aims to bridge the gap for EL, FY, and LI students by providing them with equitable access to educational experiences that support their college and career readiness. Through proactive engagement and support, PCA strives to empower all students to achieve academic success and thrive beyond their educational communities. Regular assessment and adaptation of these initiatives will ensure ongoing improvement and alignment with student needs and aspirations.	
3 # 1	Annual Student and Parent Surveys. **Need:** The data shows that PCA has low parent engagement and participation rates.	Conducting activities with families and facilitating parent workshops are integral components of PCA's strategy to create a welcoming environment on campus and enhance parental engagement. Here's how PCA plans to implement these actions effectively: **Action Plan** **1. Conducting Activities with Families** • **Objective:** Create a welcoming environment by organizing inclusive activities that involve families. • **Approach:** PCA will host events such as family nights, cultural celebrations, community gatherings, and educational workshops. • **Rationale:** These activities foster a sense of community, improve communication between home and school, and enhance overall family engagement in school life. **2. Facilitating Parent Workshops**	Survey participation metrics, Parent participation data at meetings and events, Parent participation in SAC and ELAC meetings.

		• **Objective:** Provide parents with knowledge, skills, and resources to support their children's educational journey. • **Approach:** PCA will offer workshops on various topics such as understanding academic standards, navigating school systems, accessing community resources, and promoting student well-being. • **Rationale:** Empowering parents through workshops strengthens their ability to advocate for their children's education and fosters collaboration with school staff. **3. Supporting Parent Volunteers** • **Objective:** Provide support and resources to parent volunteers who contribute to school activities. • **Approach:** PCA will establish mechanisms for recruiting, training, and recognizing parent volunteers. This includes providing orientation sessions, offering ongoing support, and acknowledging volunteer efforts through awards or recognition programs. • **Rationale:** Engaged parent volunteers play a crucial role in enhancing school events, fostering a positive school culture, and supporting student success. **Implementation Strategy** • **Communication and Outreach:** Utilize diverse communication channels such as newsletters, social media, and the school website to inform families about upcoming activities, workshops, and volunteer opportunities. • **Collaboration with Community Partners:** Forge partnerships with local organizations, businesses, and community leaders to enrich workshop content and provide additional resources for families. • **Feedback and Evaluation:** Gather feedback from families and volunteers to assess the effectiveness of activities and workshops. Use this input to continuously improve and tailor future programming to meet the needs of the community.	

		Expected Outcomes • **Enhanced Family Engagement:** Increased participation of families, including those of EL, FY, and LI students, in school activities and workshops, contributing to a more inclusive and supportive school environment. • **Empowered Parents:** Equipped with knowledge and skills from workshops, parents will better support their children's academic, emotional, and social development. • **Stronger School Community:** Building positive relationships between families and school staff will create a cohesive and supportive school community, benefiting all students. **Conclusion** PCA's commitment to conducting activities with families, facilitating informative workshops, and supporting parent volunteers demonstrates its dedication to fostering a welcoming and supportive school environment. By actively engaging families and empowering parents, PCA aims to strengthen the partnership between home and school, ultimately enhancing student success and overall school achievement. Regular assessment and adaptation of these initiatives will ensure they continue to meet the evolving needs of PCA's diverse community.	
4 # 1,4,5,6	Attendance and absenteeism Improvements **Need:** Maintain high attendance rates to improve individual student academic performance High school and Middle school athletics. **Need:** Enrichment activities to incentivize attendance and academic improvement Charter wide Campus Safety/Security Staff. **Need:** Maintain a safe and welcoming campus.	Here's how PCA plans to implement this initiative: **Action Plan** **1. Academic and Social-Emotional Support** • **Objective:** Enhance the overall climate by supporting students academically and emotionally. • **Approach:** PCA will implement strategies such as: o **Academic Support:** Providing tutoring sessions, academic counseling, and interventions to help students succeed academically. o **Social-Emotional Support:** Offering counseling services, peer support groups, and social-emotional learning programs to	Dashboard indicators Attendance records Incident reports Student surveys Needs assessments Building safety assessments

address students' emotional well-being and interpersonal skills.

- **Rationale:** By addressing both academic and social-emotional needs, PCA aims to create a supportive environment where students feel valued and motivated to succeed.

2. Mental Health Support

- **Objective:** Ensure students have access to mental health resources and support.
- **Approach:** PCA will:
  - Partner with mental health professionals and community organizations to provide counseling services, crisis intervention, and workshops on mental health awareness.
  - Train staff to recognize signs of distress and provide appropriate support to students.
- **Rationale:** Promoting mental health awareness and providing timely support can improve attendance, engagement, and overall well-being among students.

3. Safe and Welcoming Environment

- **Objective:** Mantain a safe, inclusive, and welcoming environment where all students feel comfortable and supported.
- **Approach:** PCA will:
  - Implement proactive measures to prevent bullying, discrimination, and harassment.
  - Foster positive relationships among students and between students and staff through community-building activities and inclusive practices.
- **Rationale:** A safe and welcoming environment is crucial for promoting attendance and engagement, as well as fostering a sense of belonging among students.

Implementation Strategy

		• **Resource Allocation:** Allocate resources to hire qualified counselors, psychologists, and social workers to support students' mental health needs. • **Collaboration with Stakeholders:** Collaborate with parents, community organizations, and mental health professionals to ensure comprehensive support for students. • **Professional Development:** Provide ongoing training for staff on trauma-informed practices, social-emotional learning strategies, and mental health awareness. **Expected Outcomes** • **Improved Student Attendance and Engagement:** Providing academic and social-emotional support, along with mental health resources, is expected to improve student attendance and increase engagement in school activities. • **Enhanced Well-Being:** Students' emotional well-being and mental health are expected to improve, leading to better overall academic performance and behavior. • **Positive School Climate:** Creating a safe and welcoming environment will contribute to a positive school climate, where students feel supported and motivated to learn. **Conclusion** By focusing on creating a positive climate through comprehensive academic and social-emotional support, along with ensuring access to mental health resources in a safe environment, PCA aims to enhance student well-being and success. This proactive approach not only supports students' immediate needs but also contributes to long-term positive outcomes for the entire school community. Regular evaluation and adjustment of these strategies will ensure they continue to meet the evolving needs of PCA's diverse student population.	

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

Insert or delete rows, as necessary.

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

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.

2024-25 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2024-25	$ 3,593,571	$ 1,348,613	37.528%	0.000%	37.528%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 1,727,898	$ 2,235,178	$ 25,000	$ 249,362	$ 4,237,438.00	$ 3,596,425	$ 641,013

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	Effective Instruction Supported by Integrated Academic and Social Emotional Support	ALL	Yes	LEA-wide	All	On-site	Ongoing	$ 722,202	$ 10,000	$ 728,350	$ 3,852	$ -	$ -	$ 732,202	20.268%
1	2	English Learner Supports/Students with Disabilities Supports	ELL and Students with disabilities	Yes	Limited	English Learners	On-site	Ongoing	$ 227,660	$ 77,458	$ 113,716	$ 191,402	$ -	$ -	$ 305,118	3.164%
1	3	Supplemental Programs and Services	ALL	No	LEA-wide	All	On-site	Ongoing	$ 193,837	$ 44,000	$ -	$ -	$ -	$ 237,837	$ 237,837	0.000%
1	4	College Readiness Supports	ALL	No	LEA-wide	All	On-site	Ongoing	$ 82,621	$ -	$ -	$ 82,621	$ -	$ -	$ 82,621	0.000%
1	5	CA State Standards - Textbook / Curriculum License Adoption	ALL	Yes	LEA-wide	All	On-site	Ongoing	$ -	$ 80,869	$ 41,469	$ 39,400	$ -	$ -	$ 80,869	1.154%
1	6	Education/Instructional Technology	ALL	Yes	LEA-wide	All	On-site	Ongoing	$ -	$ 111,250	$ 94,250	$ 15,000	$ -	$ 2,000	$ 111,250	2.623%
2	1	Middle School CTE	ALL	No	LEA-wide	All	On-site	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
2	2	College and Career Student Events	ALL	Yes	LEA-wide	All	On-site	Ongoing	$ -	$ 20,000	$ 20,000	$ -	$ -	$ -	$ 20,000	0.557%
2	3	Pathways Expansion	ALL	No	LEA-wide	All	On-site	Ongoing	$ 664,457	$ -	$ -	$ 664,457	$ -	$ -	$ 664,457	0.000%
3	1	Annual Student and Parent Survey	ALL	Yes	LEA-wide	All	On-site	Ongoing	$ -	$ 6,000	$ 6,000	$ -	$ -	$ -	$ 6,000	0.167%
3	2	School and Community Programs to Support PCA Parents	ALL	No	LEA-wide	All	On-site	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
3	3	Parent Engagement and Collaboration Through Advisory Groups and Communication Through Social Media	ALL	No	LEA-wide	All	On-site	Ongoing	$ -	$ 28,000	$ -	$ 3,000	$ 25,000	$ -	$ 28,000	0.000%
4	1	Attendance and Absenteeism Interventions	ALL	Yes	LEA-wide	All	On-site	Ongoing	$ 21,345	$ 12,500	$ 33,845	$ -	$ -	$ -	$ 33,845	0.942%
4	2	Social Emotional Activities to Support Engagement	ALL	No	LEA-wide	All	On-site	Ongoing	$ 328,427	$ 61,400	$ -	$ 389,827	$ -	$ -	$ 389,827	0.000%
4	3	School Facility Conditions	ALL	No	LEA-wide	All	On-site	Ongoing	$ 242,471	$ 107,036	$ 349,507	$ -	$ -	$ -	$ 349,507	9.726%
4	4	High School and Middle School Athletics	ALL	Yes	LEA-wide	All	On-site	Ongoing	$ -	$ 55,000	$ 55,000	$ -	$ -	$ -	$ 55,000	1.531%
4	5	Transportation Services	ALL	Yes	LEA-wide	All	On-site	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
4	6	Charterwide Campus Safety/Security Staff	ALL	Yes	LEA-wide	All	On-site	Ongoing	$ 277,786	$ -	$ 277,786	$ -	$ -	$ -	$ 277,786	7.730%
5	1	Fully Credentialed and Appropriately Assigned Teachers	ALL	No	LEA-wide	All	On-site	Ongoing	$ 835,619	$ -	$ -	$ 835,619	$ -	$ -	$ 835,619	0.000%
5	2	Teacher Connection and Techonology Support Staff	ALL	No	LEA-wide	All	On-site	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
5	3	Beginning Teacher Induction Program	ALL	No	LEA-wide	All	On-site	Ongoing	$ -	$ 10,000	$ -	$ 10,000	$ -	$ -	$ 10,000	0.000%
5	4	Teacher/Staff PD	ALL	No	LEA-wide	All	On-site	Ongoing	$ -	$ 17,500	$ 7,975	$ -	$ -	$ 9,525	$ 17,500	0.222%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
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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
$ 3,593,571	$ 1,348,613	37.528%	0.000%	37.528%	$ 1,370,416	38.135%	76.270%	**Total:**	$ 1,370,416
								LEA-wide Total:	$ 1,256,700
								Limited Total:	$ 113,716
								Schoolwide Total:	$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Effective Instruction Supported by Integrate	Yes	LEA-wide	All	On-site	$ 728,350	20.268%
1	2	English Learner Supports/Students with Di	Yes	Limited	English Learners	On-site	$ 113,716	3.164%
1	3	Supplemental Programs and Services	No	LEA-wide		On-site	$ -	0.000%
1	4	College Readiness Supports	No	LEA-wide		On-site	$ -	0.000%
1	5	CA State Standards - Textbook / Curriculu	Yes	LEA-wide	All	On-site	$ 41,469	1.154%
1	6	Education/Instructional Technology	Yes	LEA-wide	All	On-site	$ 94,250	2.623%
2	1	Middle School CTE	No	LEA-wide		On-site	$ -	0.000%
2	2	College and Career Student Events	Yes	LEA-wide	All	On-site	$ 20,000	0.557%
2	3	Pathways Expansion	No	LEA-wide		On-site	$ -	0.000%
3	1	Annual Student and Parent Survey	Yes	LEA-wide	All	On-site	$ 6,000	0.167%
3	2	School and Community Programs to Supp	No	LEA-wide		On-site	$ -	0.000%
3	3	Parent Engagement and Collaboration Thr	No	LEA-wide		On-site	$ -	0.000%
4	1	Attendance and Absenteeism Interventions	Yes	LEA-wide	All	On-site	$ 33,845	0.942%
4	2	Social Emotional Activities to Support Enga	No	LEA-wide		On-site	$ -	0.000%
4	3	School Facility Conditions	No	LEA-wide		On-site	$ -	0.000%
4	4	High School and Middle School Athletics	Yes	LEA-wide	All	On-site	$ 55,000	1.531%
4	5	Transportation Services	Yes	LEA-wide	All	On-site	$ -	0.000%
4	6	Charterwide Campus Safety/Security Staff	Yes	LEA-wide	All	On-site	$ 277,786	7.730%
5	1	Fully Credentialed and Appropriately Assig	No	LEA-wide		On-site	$ -	0.000%
5	2	Teacher Connection and Techonology Sup	No	LEA-wide		On-site	$ -	0.000%
5	3	Beginning Teacher Induction Program	No	LEA-wide		On-site	$ -	0.000%
5	4	Teacher/Staff PD	No	LEA-wide		On-site	$ -	0.000%
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2023-24 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	($ 4,132,919.25)	($ 3,791,345.00)

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Integrated Academic and Social Emotional Support	Yes	($ 195,449)	($ 164,564)
1	2	English Learner Supports/Students with Disabilities Supports	Yes	($ 111,837)	($ 102,689)
1	3	Supplemental Programs and Services	Yes	($ 485,830)	($ 637,944)
1	4	College Readiness Supports	Yes	($ 130,587)	($ 15,849)
1	5	Instructional Technology: PD/Repair/Purchase/Maintenance/Upgrades	Yes	($ 108,300)	($ 87,089)
1	6	Textbook/Curriculum License Adoption/Labs/Williams Act Compliance	Yes	($ 101,414)	($ 107,730)
2	1	Middle School CTE	No	($ -)	($ -)
2	2	College and Career Supports - Connect classroom academics and CTE courses to real world applications/pre-apprenticeships	Yes	($ 35,800)	($ 35,000)
2	3	Student Management/Monitoring & College and Career Readiness Pathways Expansion	Yes	($ 1,061,727)	($ 600,104)
3	1	Annual Student and Parent Survey	Yes	($ -)	($ -)
3	2	Community and Technology Parent Supports	Yes	($ 70,000)	($ 57,500)
3	3	Parent Engagement and Collaboration Through Advisory Groups	Yes	($ 2,000)	($ 2,000)
3	4	Communications Through Websites and Social Media	Yes	($ -)	($ -)
4	1	Attendance and Absenteeism Interventions	Yes	($ 43,418)	($ 53,017)

4	2	Social Emotional Activities to Support Engagement	Yes	($ 10,000)	($ -)
4	3	School Facility Conditions	Yes	($ 546,342)	($ 710,039)
4	4	High School and Middle School Athletics	Yes	($ 150,701)	($ 207,510)
4	5	Transportation Services	Yes	($ -)	($ -)
4	6	Charterwide Campus Safety/Security Staff	Yes	($ 253,233)	($ 232,822)
5	1	Fully Crednetialed and Approrpiately Assigned	No	($ 739,174)	($ 725,431)
5	2	Teacher Connection and Techonology Support	No	($ -)	($ -)
5	3	Beginning Teacher Induction Program	No	($ 20,299)	($ 20,299)
5	4	Teacher/Staff PD	Yes	($ 66,808)	($ 31,758)
				($ -)	($ -)
				($ -)	($ -)
				($ -)	($ -

2023-24 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 1,127,256	$ 2,020,357	$ 1,584,045	$ 436,312	58.96%	49.79%	-9.18%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Integrated Academic and Social Emotional Support	Yes	$ 95,463	$ 41,877.00	2.79%	1.32%
1	2	English Learner Supports/Students with Disabilities Supports	Yes	$ 61,837	$ 57,069.00	1.80%	1.79%
1	3	Supplemental Programs and Services	Yes	$ -	$ -	0.00%	0.00%
1	4	College Readiness Supports	Yes	$ 130,587	$ 15,849.00	3.81%	0.50%
1	5	Instructional Technology: PD/Repair/Purchase/Maintenance/Upgrades	Yes	$ 103,300	$ 87,089.00	3.01%	2.74%
1	6	Textbook/Curriculum License Adoption/Labs/Williams Act Compliance	Yes	$ 54,414	$ 40,014.00	1.59%	1.26%
2	1	Middle School CTE	No	$ -	$ -	0.00%	0.00%
2	2	College and Career Supports - Connect classroom academics and CTE courses to real world applications/pre-apprenticeships	Yes	$ 30,800	$ 27,113.00	0.90%	0.85%
2	3	Student Management/Monitoring & College and Career Readiness Pathways Expansion	Yes	$ 795,268	$ 536,145.00	23.21%	16.85%
3	1	Annual Student and Parent Survey	Yes	$ -	$ -	0.00%	0.00%
3	2	Community and Technology Parent Supports	Yes	$ -	$ -	0.00%	0.00%
3	3	Parent Engagement and Collaboration Through Advisory Groups	Yes	$ 2,000	$ 2,000.00	0.06%	0.06%
3	4	Communications Through Websites and Social Media	Yes	$ -	$ -	0.00%	0.00%
4	1	Attendance and Absenteeism Interventions	Yes	$ 43,418	$ 53,017.00	1.27%	1.67%
4	2	Social Emotional Activities to Support Engagement	Yes	$ 10,000	$ -	0.29%	0.00%
4	3	School Facility Conditions	Yes	$ 289,336	$ 278,540.00	8.44%	8.75%
4	4	High School and Middle School Athletics	Yes	$ 150,701	$ 212,510.00	4.40%	6.68%
4	5	Transportation Services	Yes	$ -	$ -	0.00%	0.00%
4	6	Charterwide Campus Safety/Security Staff	Yes	$ 253,233	$ 232,822.00	7.39%	7.32%
5	2	Fully Crednetialed and Approrpiately Assigned	No	$ -	$ -	0.00%	0.00%
5	#ERROR!	Teacher Connection and Techonology Support	No	$ -	$ -	0.00%	0.00%
5	3	Beginning Teacher Induction Program	No	$ -	$ -	0.00%	0.00%
5	4	Teacher/Staff PD	Yes	$ -		0.00%	0.00%
				$ -	$ -	0.00%	0.00%
				$ -	$ -	0.00%	0.00%
				$ -	$ -	0.00%	0.00%
				$ -	$ -	0.00%	0.00%
				$ -	$ -	0.00%	0.00%
				$ -	$ -	0.00%	0.00%
				$ -	$ -	0.00%	0.00%
				$ -	$ -	0.00%	0.00%
				$ -	$ -	0.00%	0.00%

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)
$ 3,181,734	$ 1,127,256	0.00%	35.43%	$ 1,584,045	49.79%	99.57%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

        - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

the LCAP:

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

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

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

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

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

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

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

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

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct

services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

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

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

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in

the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

- This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

  - This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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

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

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

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

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

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

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

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