



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
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Plan Summary [2024-25]

General Information

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

In 1999, Downtown College Prep (DCP) opened its first charter high school in Silicon Valley. Today, DCP operates four charter schools serving students in 5th grade through 12th grade. Driving this expansion is a deep commitment to the school mission and to the traditionally underserved students and families of San Jose. The mission of DCP is to prepare first-generation college-bound students to be leaders for tomorrow through secondary school success and college completion. DCP believes that all students, regardless of prior academic achievement, can and should be prepared for college success. Today, 96% of DCP students matriculate directly to college after high school, the majority of them to a four-year university. Fifty two percent of DCP graduates complete or are on track to complete college, compared to 9% of students with similar demographics nationwide. After 24 years, DCP continues to build a transformational learning community where students are pioneers in their family, neighborhood, and city. College success for low-income communities of color is critically urgent. DCP’s college readiness model ensures graduates and their families are supported in their pursuit of a college degree. With a focus on students who are historically underserved by traditional public schools, DCP families are largely low-income Latinx families with limited educational attainment. The primary component of DCPs model is

getting students “to” college. DCP ensures students possess a personal commitment to college, as well as the knowledge, skills, and study habits to excel with the A-G requirements of California’s university systems. DCP believes students must also possess leadership and learning experiences that give them a competitive advantage; and the college mindset to navigate the admissions process.

Getting students through college involves a family-level commitment and financial plan to ensure students are able to persist throughout their college experience. DCP also provides an accessible support system of advisors, peers, and alumni to help support students on their journey, while providing opportunities for students to develop personal qualities of confidence, grit, tenacity, and perseverance to see their college dreams through to fruition. Downtown College Prep- El Primero High School (EPHS) serves approximately 500 students. True to our mission, we serve students who participate in the free and reduced lunch program (73%), are learning English (45.7%) and Latinx (97%). To support our students in gaining the academic and social skills needed for college admission and persistence, we offer a full range of academic courses with embedded interventions to support skill acquisition and personal development. All students participate in College and Career Readiness or Advisory courses where they receive direct support in unpacking what is required for success in their current year and planning for their future college experience. Through this course, students and families have a specific point of contact to facilitate community, support and shared responsibility for each student’s success. EPHS offers a full educational program to ensure that students meet the A-G entrance requirements for CSU/UC in order to graduate. In addition, students also participate in extracurricular enrichment opportunities like internships, summer abroad and summer fellowships, engineering courses and competitions and sports teams. Students build their college-going identities through trips and visits with alumni and to colleges across the state.

Reflections: Annual Performance

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

Reflections are found in the 2024 LCAP Annual Update for the 2023-24.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

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, Students, School Staff	LCAP Educational Partner Survey, March & April 2024
Students	DCP Student Advisory Council, January 2024
Parents & School Staff	DCP Cafecito/School Site Council/ELAC April 16, April 25, April 29, 2024
Special Education Staff	Professional Development session, April 10, 2024
DCP Principals	Data review & Work session, April 11, 2024

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

Parents, students, and DCP certificated and classified staff were able to give feedback in a variety of ways this year. The results of the LCAP survey, given over March and April 2024, gave valuable feedback from education partners regarding perceptions of improvement in goals and action areas, and recommendations for additional growth, outreach and programming. We have taken the feedback from our educational partners into account while planning for the LCAP 2024, and have applied state and federal funding accordingly based on our needs assessment and community input. A highlight of this feedback cycle was meeting specifically with the Special Education teams from across DCP to review data, goals and recommend actions for the upcoming LCAP cycle. The following reflections and recommendations are a summary of all input from various partners and methodologies.

Review of Educational Partner Survey Data

51% of respondents were parents, 45.7% were school staff, 1.1% were central office staff, and 2.2% were students.

43.3% were from EPHS, 32.2% from ARMS, 14.4% from ECMS, 8.9% from ARHS and 1.1% work with across DCP.

Current LCAP Goals Review:

1) Goal 1: Academic Proficiency

Highest areas of strength (strongly agree + agree):

- Instructional materials and student technology (LCAP 104)
- Special Education Programming & Support (LCAP 105)
- Professional Development (LCAP 103)

Highest areas of need:

- Wide variety of college prep courses (LCAP 101)
- Academic support and interventions (LCAP 102)
- Tied: Summer school, tutoring and acceleration opportunities (LCAP 106) and Instructional Materials and student technology

2) Goal 2: English Learners

Highest areas of strength (strongly agree + agree):

Designated ELD (LCAP 201)

EL Task Force (LCAP 203)

Highest area of need:

Designated ELD (LCAP 201)

3) Goal 3: College Competitiveness

Highest areas of strength (strongly agree + agree):

Advisory (LCAP 301)

College Preparation Support (LCAP 302)

College Counseling (LCAP 304)

Highest areas of need:

CTE courses (LCAP 305)

College Preparation Support (LCAP 302)

4) Goal 4: Teacher Retention

Highest areas of strength:

Tied: Diversity, Equity and Inclusion (LCAP 401) and Instructional Coaching (LCAP 406)

New Teacher Orientation (LCAP 404)

Highest areas of need:

Staff Retention (LCAP 402)

Diversity, Equity and Inclusion (LCAP 401)

5) Goal 5: School Culture

Highest areas of strength:

Home & School Communication and Translation (LCAP 505)

Tied: Restorative Practices (LCAP 501) and Counseling and Referral services (LCAP 503)

Highest areas of need:

Chronic Absenteeism (LCAP 502)

Tied: Family Engagement (LCAP 505) and Extracurricular activities (LCAP 511)

Education Partner Feedback regarding expenditures for Federal funds were as follows:

Title I

Parent Education:

+The value of education/future planning for students

+Scholarships & how to find and apply

+Parent education, college readiness

+Parent support groups (for example, Newcomers)

+Parent events that are fun, creative, engaging for parents and students parent incentives for parents to attend events/meetings

+Workshops for parents (zoom option), monthly resource (immigration, child development, suicide prevention, parenting classes)

+Cultural festivals, mother's day; workshops in counseling; parent/child relationships; drug preventions and awareness; social media safety

Academic coaches:

+Curriculum for all subjects: math, science, social studies and English

Title II

+More work with teachers regarding special education accommodations & modifications

+Teacher basic support such as salaries, supplies and conferences; technology training; etc.

+Teacher training around mental health and other supports (students are seeing family financial hardships and it impacts their education goals)

Title III

+Tutors, classroom aides (bilingual) ELD support, small sessions or 1:1

+Más tareas o actividades donde los estudiantes puedan interactuar con los padres

+College trips get students excited about school/college, expands their view

+Preparation for ELPAC testing, Resources for Spanish speakers (Newcomers); program coach/bilingual aides for EL students; ELPAC workshops for parents, what they need to know to help their children

Title IV

+Field trips, experiences connected to learning, career/specialized trips w/student interest sign-ups

+Community service opportunities

- +Student recognition
- +Facilities upgrades for safety & access; Additional handicapped parking space and parking access, digital hall pass system, bathroom sinks (faucet/soap dispensers)
- +Safety around streets and crosswalks at the school; more clubs such as cooking, art, music, STEAM, PE, etc.; athletics programs
- +Continue existing professional memberships

Based on this feedback, the following considerations have been made in planning and budgeting for the 2024 LCAP cycle. Feedback is now categorized into new goal configuration of:

- 1) DCP will prepare all students for post-secondary success in college, career, and civic engagement by providing quality curriculum, instruction and experiences.
- 2) Targeted Academic Support, Intervention and Acceleration: DCP will provide targeted programs, personnel and support to mitigate learning gaps and meet targeted needs for all students.
- 3) Positive school environment and culture: DCP will prioritize and support the physical, social, and mental well-being of all students and staff by creating a safe, welcoming and inclusive environment.

Academic Proficiency:

- Increase offerings at both middle and high school level, including CTE, enrichment, PLTW, AP courses
- Continue professional development and collaboration actively for all school staff members, both differentiated for need and experience, and aligned for DCP values and goals
- Continue building the college and career readiness advisory scope and sequence for both middle and high schools, with opportunities for college trips and career exploration
- With the changes in the College Counseling program (Alumni Support), ensure that DCP students have the information they need to apply, finance and persist in college by appropriately supporting the high school program.

Targeted Intervention and Support:

- Ensure that Special Education programming and support is an area of focus, both in compliance and collaboration but also in resources, support and especially staffing.
- Increase academic support and interventions, including tutoring and summer school credit recovery options.
- Continue professional development focus on Designated and Integrated ELD, specifically with the new ELA curriculum pilot
- Address disproportionality in special education program (disproportionate numbers of Latinx students with IEPs) with compliance monitoring and professional development & collaboration for both special education and general education staff..

School culture and climate:

- Actively integrate and implement anti-racist work into all aspects of the organization of DCP (in place of a "DEI initiative".)
- Continue to support teacher salaries, work-life balance, Instructional Coaching, Induction and New Teacher orientation and support.
- Build extra-curricular programming and athletics to enhance holistic experience for DCP students.
- Continue to support counseling and referral services.
- Continue to offer professional development and support for restorative practices for all members of DCP.

- Increase opportunities for parent engagement through cultural and community activities, parent education, and college and career exploration and education for the whole family

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	DCP will prepare all students for post-secondary success in college, career, and civic engagement by providing quality curriculum, instruction and experiences.	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 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Critical to our success as an organization is our ability to help first-generation students gain the academic skills necessary to thrive in college. Many students arrive at DCP having not yet gained the academic skills expected for their grade level in all subjects. We welcome them and we believe that we can help them build their skills and accelerate their learning so that they are ready upon graduation. This doesn't happen in a month or a year. It takes a full commitment over each student's DCP career. We have selected this goal as a result of educational partner input. Current performance in both ELA and mathematics shows that our students do not currently perform at a level commonly associated with academic success. To accomplish this goal, we implemented a new instructional schedule and will continue to provide professional development and coaching to enrich our teacher's ability to provide standards-aligned instruction and intervention for all students, implement targeted English Language Development, and meet the needs of our neurodiverse students.

Providing our students with standards-based curriculum, supplies and materials, and technology access is essential for their academic proficiency. DCP EPHS is committed to aligning instructional needs with grade level curriculum and support, as well as providing the instructional coaching and professional learning necessary for continued teacher and administrator growth.

One of the critical factors that sets DCP apart is our focus on supporting first-generation college students to enroll and persist in college. In order for DCP students to have the confidence and opportunity to access all postsecondary options, we must ensure that our students have the types of experiences, coursework, and guidance to meet this goal. As part of DCP post-secondary success is a critical focus for El Primero. We aim to lay a sound foundation of academic support and college-going mindset development within our younger scholars. External measurements of this effort must wait until students have left our campus. While they are with us, we are able to assess how our work supports students in seeing their own college potential and the degree to which they feel supported in achieving it. Our experience has taught us that one of the most powerful predictors of developing the college-going identity is that students perceive their teachers as believing in them and understanding their personal and academic goals. Our actions are designed to formally support this effort.

The research is clear that teachers gain in skill substantially after their first year. These skills have immediate and profound impacts on student learning, the culture of the school and the job satisfaction of peers. The first step to supporting teacher quality is to improve the retention of our teaching staff and benefit from that natural gain in skill. DCP aims to have at least 75% of teachers (by work assignments) with 2 or more years of experience at DCP. In 2019-20 we began a long-term strategic plan to support retention of our teachers. During this time period, we participated in evaluations of our compensation and benefits package and exit interviews to identify promising next steps. Secondly, we invested resources in developing a comprehensive approach to Diversity, Equity and Inclusion. Together these strategies recommend several approaches for improving the working conditions faced by our teaching staff and ways to support student achievement through teacher retention. In the 2021-2022 school year, DCP participated in contract bargaining for the new teachers' union, SBEU. Many of the negotiated issues (ongoing) will support teacher retention, and are in response to those educational partners at the site level.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CA Dashboard ELA Performance: All Grades/All Students	36.5 DTS			20 Above Standard	
1.2	CA Dashboard ELA Performance: All Grades/Rising Multilinguals	81.1 DTS			40 DTS	
1.3	CA Dashboard ELA Performance: All Grades/Socioeconomically Disadvantaged	37.2 DTS			20 Above Standard	
1.4	CA Dashboard ELA Performance: All Grades/Students with Disabilities	155.6 DTS			100 DTS	
1.5	CA Dashboard ELA Performance: All Grades/Latinx	37.6 DTS			20 Above Standard	
1.6	CA Dashboard Math Performance: All Grades/All Students	137.9 DTS			110 DTS	

1.7	CA Dashboard Math Performance: All Grades/Rising Multilinguals	171.2 DTS			130 DTS	
1.8	CA Dashboard Math Performance: All Grades/Socioeconomically Disadvantaged	143.8 DTS			110 DTS	
1.9	CA Dashboard Math Performance: All Grades/Students with Disabilities	227.8 DTS			190 DTS	
1.10	CA Dashboard Math Performance: All Grades/Latinx	139 DTS			110 DTS	
1.11	NWEA ELA: All 9th graders meet spring growth target/All Students	58.3%			80%	
1.12	NWEA ELA: All 9th graders meet spring growth target/Rising Multilinguals	(Data not yet available)				
1.13	NWEA ELA: All 9th graders meet spring growth target/Socioeconomically Disadvantaged	56.5%			80%	
1.14	NWEA ELA: All 9th graders meet spring growth target/Students with Disabilities	62.5%			80%	
1.15	NWEA ELA: All 9th graders meet spring growth target/Latinx	30%			80%	
1.16	NWEA Math: All 9th graders meet spring	62.4%			80%	

	growth target/All Students					
1.17	NWEA Math: All 9th graders meet spring growth target/Rising Multilinguals	(Data not yet available)				
1.18	NWEA Math: All 9th graders meet spring growth target/Socioeconomically Disadvantaged	62%			80%	
1.19	NWEA Math: All 9th graders meet spring growth target/Students with Disabilities	65.7%			80%	
1.20	NWEA Math: All 9th graders meet spring growth target/Latinx	60%			80%	
1.21	Youth Truth Survey Data: Academic Challenge Summary Measure: The degree to which students feel they are challenged by their coursework and teachers. (Average of all grades)	60.25%			85%	
1.22	Youth Truth Survey: EPHS All Students: "How much do you think that your teachers believe that you can go to college?" Moderate+Strong belief	73%			85%	
1.23	Youth Truth Survey: EPHS All Students: "How well do you think that your teachers	50%			85%	

	understand your personal and academic goals?" Moderate+Strong belief.					
1.24	Youth Truth Survey College and Career Readiness Summary Measure: The degree to which students feel equipped to pursue college and careers.	46%			100%	
1.25	Induction Mentoring: Percentage of eligible second and third year teachers participating in induction mentoring	100%			100%	
1.26	Instructional Coaching: Percentage of teachers participating in instructional coaching	96%			100%	
1.27	Teachers without credentials and misassignments	15.62%			0%	
1.28	Percentage of Teachers with more than two years teaching experience.	74%			85%	
1.29	Cohort graduates meeting a-g: All Students	94.4%			95%+	
1.30	Cohort graduates meeting a-g: Rising Multilinguals	91.7%			95%+	
1.31	Cohort graduates meeting a-g: Socioeconomically Disadvantaged	93.6%			95%+	

1.32	Cohort graduates meeting a-g: Students with Disabilities	88.9%			95%+	
1.33	Cohort graduates meeting a-g: Latinx	94.4%			95%+	
1.34	College & Career Indicator- Fully Prepared/All Students	45.6%			65%	
1.35	College & Career Indicator- Fully Prepared/Rising Multilinguals	Low			Medium	
1.36	College & Career Indicator- Fully Prepared/Socioeconomically Disadvantaged	Medium			High	
1.37	College & Career Indicator- Fully Prepared/Students with Disabilities	no data			TBD	
1.38	College & Career Indicator- Fully Prepared/Latinx	Medium			High	
1.39	Graduation Rate: 4 & 5 Year Cohorts Combined/All Students	92.1%			95%+	
1.40	Graduation Rate: 4 & 5 Year Cohorts Combined/Rising Multilinguals	83.3%			95%+	
1.41	Graduation Rate: 4 & 5 Year Cohorts Combined/Socioeconomically Disadvantaged	91.6%			95%+	
1.42	Graduation Rate: 4 & 5 Year Cohorts Combined/Students with Disabilities	94.1%			95%+	

1.43	Graduation Rate: 4 & 5 Year Cohorts Combined/Latinx	91.8%			95%+	
1.44	Seal of Biliteracy awards	12.7%			<10%	
1.45	Students taking CTE & and/or Dual Enrollment Courses	New metric			>80%	
1.46	AP Exams taken	New metric			70%	

Goal Analysis [2023-24]

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

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Broad Course of Study	DCP will provide all students a college-preparatory, common core standards-aligned academic program, including adopted textbooks and materials, enrichment, and student technology and access.	\$3,100,000.00	No

		<p>DCP EI Primero will continue to update inventory of Common Core-aligned instructional materials students will have the instructional materials necessary to support all students in achieving grade level proficiency. If DCP continues to purchase computer and technology equipment to ensure 21st-century classrooms then students will have access to instructional resources that will prepare them for their future. DCP will continue to provide student materials for low-income students, in order for low income students to have an increased ability to access the educational program and content.</p> <p>EI Primero will continue to offer CTE courses as well as AP classes, giving students a variety of college and career-readiness course options. EPHS will continue to offer courses that meet A-G requirements for all students in order to provide students with opportunities to achieve proficiency in all subject areas. These opportunities are expected to increase the percentage of students who graduate, graduate Career and College Ready, and CSU/UC eligible.</p>		
1.2	College and Career Exploration and Readiness and Social-Emotional Learning: Advisory and College Seminar Program	<p>DCP EPHS will continue to participate in the AVID Advisory pilot for 9th and 10th grades, a research-based advisory program which prepares students to explore college and career readiness.</p> <p>AVID Advisory/CCR programming includes the following aspects:</p> <ul style="list-style-type: none"> • Social emotional competencies and wellness • Career and College exploration • College mindset and organization <p>DCP EPHS will continue to provide college counseling and guidance to all students, including visiting college campuses.</p>	\$225,000.00	No
1.3	Professional Learning, Memberships and Collaboration	<p>DCP will provide classroom teachers and support staff with professional development so DCP staff will have better skills to deliver appropriate instruction that meet the needs of diverse learners. Professional learning will also ensure that curriculum maps are based on standards-based learning progressions, and that they integrate ELD and literacy standards and include standards-based assessments. By providing targeted</p>	\$10,000.00	No

		<p>professional development on mathematics, neurodiverse learners and emerging multilingual learners, then teacher skills and student interest and performance will improve. School teams will be more effective in collaborating with peers to develop and implement rigorous and appropriately-scaffolded lessons for students. Professional learning in student assessment and learning progressions will also enable teachers to be more effective in identifying and implementing evidence-based strategies that support student learning.</p> <p>DCP plans to offer:</p> <ul style="list-style-type: none"> • Stipended time/substitute coverage professional development teachers. • Professional learning focused on the new and existing curriculum, piloted/adopted curriculum using Common Core • Professional learning in neurodiverse strategies and supports. • Assessment • Additional ongoing 1:1 and small group instructional coaching in Standards-Based Unit Planning and Intervention 		
1.4	Ethnic Studies Pathway	DCP will continue to offer Ethnic Studies courses and continue to integrate diversity into course curriculums and instructional materials.	\$5,000.00	Yes
1.5	Arts, Music & Enrichment	DCP will continue to offer Art and Music courses, and will expand these offerings to provide more enrichment opportunities for students.	\$35,000.00	Yes
1.6	Teacher Orientation, Induction, Instructional Coaching and Retention	<p>DCP will continue to offer onboarding for new teachers, including new staff orientations, instructional coaching, and support meetings throughout the year, then new hires will be more successful in their first year and return for their subsequent years of teaching.</p> <p>DCP will continue to offer an induction benefit to teachers with a preliminary credential who are in their second year at DCP, then more teachers will meet credential requirements and stay in teaching at DCP.</p>	\$34,000.00	No

DCP Plans to offer:

- Induction mentors for qualifying teachers
- Stipends for experienced teachers serving as Induction Mentors

DCP will continue to offer an induction benefit to teachers with a preliminary credential who are in their second year at DCP, then more teachers will meet credential requirements and stay in teaching at DCP.

DCP Plans to offer:

- Induction mentors for qualifying teachers
- Stipends for experienced teachers serving as Induction Mentors

DCP will continue to fund teacher credentialing, costs for supplementary and/or additional authorizations to ensure that staff meet credential requirements, then teachers will be able to stay with DCP as fully qualified staff.

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Targeted Academic Support, Intervention and Acceleration: DCP will provide targeted programs, personnel and support to mitigate learning gaps and meet targeted needs for all students.	Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

As part of our mission to help support students who have been historically disadvantaged, providing support for historically underserved students is central to our work. DCP is committed to providing students with additional academic supports and interventions to reinforce critical skills in order to reach proficiency in grade-level content and language proficiency. Targeted interventions for academic content areas such as math, English and literacy will provide DCP students a level playing field in the academic environment.

Rising Multilinguals make up 45% of our population, Students with Disabilities make up 17% of our population, and these students need distinct support, including strategies and professional development for staff to help support their needs. We have selected this as a focus goal as a result of educational partner input. Current performance in both ELA and mathematics shows that our Rising Multilinguals and Students with Disabilities do not currently perform at a level commonly associated with academic success, and our English learners are not making adequate progress on the ELPAC or reclassifying as fluent English proficient (RFEP) at a rate commensurate with the high expectations we have for all students in our organization. In addition, our percentage of students achieving re-designation and performance on the English Learner Proficiency Indicator is not as high as we would like it to be. To accomplish this goal, we will continue to provide professional development and coaching to enrich our teachers' and paraprofessionals' abilities to provide standards-aligned instruction for all students as well as targeted English Language Development for our Rising Multilinguals.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CA Dashboard ELPI Performance All Grades/All Students (Students demonstrating growth on ELPAC)	42.2%			55%	
2.2	Percentage of Rising Multilinguals Identified as "At-Risk"	.5%			.2%	
2.3	Percentage of Rising Multilinguals Identified as "LTEL"	39.4%			30%	
2.4	Percentage of Rising Multilinguals Reclassified as English Proficient	52.8%			65%	
2.5	Teachers will participate twice annually in EL Monitoring	New metric			100%	
2.6	Resolution of Disproportionality: % of Latinx Students with IEPs	17.11%			<12%	

Goal Analysis [2023-24]

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

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Designated English Language Development	<p>DCP is committed to providing Rising Multilinguals with designated support in English language development appropriate to their level of language proficiency as determined by the Spring ELPAC, then English Learners will accelerate their English proficiency. To accomplish this action:</p> <ul style="list-style-type: none"> • DCP ECMS will continue its English Language Development Program, including progress monitoring for EL and RFEP students. • DCP will provide training for all staff regarding roles and responsibilities within the English Language Development Program. • All English learners will receive Designated ELD based on their language level, and will receive Integrated ELD support in all of their classes. • Designated ELD teachers will use the EL Rubric (or alternate assessment) to progress monitor English learners' language development on a quarterly basis. <p>DCP will continue to provide dedicated professional development for English teachers focused on implementing Designated ELD, in order for teachers to be able to be better able to meet the needs of our English learners. Professional Development will focus on:</p> <ul style="list-style-type: none"> • ELPAC data analysis • Understanding how to use Part I and Part II ELD standards for Designated ELD 		Yes

		<ul style="list-style-type: none"> • EL Strategies for Designated ELD based on students' language proficiency • Progress Monitoring for English Learners <p>DCP plans to offer:</p> <ul style="list-style-type: none"> • Professional development to all English and humanities teachers • Dedicated professional development for Site Administrators focused on implementing DCP's Roadmap for English Learner Success, in order to be better able to support teachers in implementing the plan and supporting English learners. 		
2.2	Integrated English Language Development	<p>DCP is committed to providing professional development on topics related to implementing and improving ELD, then DCP staff will be better able to meet the needs of our Rising Multilinguals. Professional Development will focus on:</p> <ul style="list-style-type: none"> • ELPAC data analysis • Using Part I and Part II ELD standards for Integrated ELD • EL Strategies for Integrated ELD based on students' language proficiency • Developing and Monitoring Language Targets • Analysis of Student Work with a focus on English Learners • EL and RFEP progress monitoring <p>DCP plans to offer:</p> <ul style="list-style-type: none"> • Professional development to all teachers and all site administrators. 		Yes
2.3	Academic Intervention and Acceleration	<p>DCP students will be provided with additional academic supports and interventions to reinforce critical skills in order to be more successful reaching proficiency grade-level content. DCP offers Acceleration Academies/Summer School/Tutoring then students will have an opportunity to develop prerequisite skills necessary for proficiency of grade-level standards during times that school is not in session (e.g., after school, spring, summer, and fall breaks).</p>	\$76,000.00	Yes

		<p>DCP will provide:</p> <ul style="list-style-type: none"> • Summer school opportunities • Elevate math intervention and tutoring • Intervention programs 		
2.4	Special Education staff orientation, professional learning, preparation and retention	<p>DCP will focus on providing sufficient staffing and support for our neurodiverse learner so they will be thrive in the educational environment.</p> <p>DCP will offer:</p> <ul style="list-style-type: none"> • Appropriate staffing and support to meet the needs of our ND population. • Site-level professional development time for general education and special education staff to collaborate around student needs and instructional goals • Guidance and training regarding IEP compliance, special education laws and policies, and academic and behavioral strategies for neurodiverse learners. 	\$1,494,961.00	No
2.5	Dyslexia Support and Intervention	DCP will provide dyslexia screening, intervention and support using Sonday curriculum. Appropriate staff will be trained and program implementation will be monitored by the Director of Special Education.	\$5,000.00	No
2.6	Professional Collaboration and Development	<p>DCP will provide time, resources and support for special education staff and general education staff to collaborate on best practices for supporting students with IEPs in the general education classroom. At a minimum, school staff will engage in the following:</p> <ol style="list-style-type: none"> 1) Three professional development sessions focusing on supporting diverse learners in the general education environment. 2) Dedicated collaboration time between general education and special education staff. 3) Dedicated planning time between special education staff and paraprofessionals. 		No

		4) Professional development for site administrators in observable differentiation and support for students with IEPs.		
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Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Positive school environment and culture: DCP will prioritize and support the physical, social, and mental well-being of all students and staff by creating a safe, welcoming and inclusive environment.	Maintenance of Progress Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

At DCP EPHS, we must ensure that our schools provide the kind of environment that meets the expectations of students and families in connection with our mission and vision. We know that a safe, welcoming and supportive environment is critical to the overall engagement of students and families, as well as student achievement. This means that we must establish clear expectations that support the learning of all students while providing the necessary prevention and intervention systems to assist students who may struggle to meet them. A critical component of this work is high-quality parent engagement. Parents who are our partners in leading the mission of DCP serve as valuable ambassadors to families we have not yet met and work ardently to support their children in achieving their own college dreams. Through efforts to engage our students and parents, we increase our impact exponentially.

Research is clear that teachers gain in skill substantially after their first year. These skills have immediate and profound impacts on student learning, the culture of the school and the job satisfaction of peers. The first step to supporting teacher quality is to improve the retention of our teaching staff and benefit from that natural gain in skill. We participated in evaluations of our compensation and benefits package and exit interviews to identify promising next step. In the 2021-2022 school year, DCP participated in contract bargaining for the new teachers' union, SBEU. Many of the negotiated issues (ongoing) will support teacher retention, and are in response to those educational partners at the site level.

DCP believes that work in diversity, equity and inclusion is comprehensive and integrated, and is demonstrated in every aspect of teaching and learning. We also believe that restorative practices, appropriately integrated and systematized, can increase feelings of belonging, compassion, empathy and understanding, and in turn increase academic and social-emotional outcomes for everyone in the school community.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Percentage of teachers with more than 2 years teaching at DCP.	New metric			50%	
3.2	EPHS Expulsion Rate: All Students	.2%			.1%	
3.3	EPHS Expulsion Rate: Rising Multilinguals	0%			0%	
3.4	EPHS Expulsion Rate: Socioeconomically Disadvantaged	0%			0%	
3.5	EPHS Expulsion Rate: Students with Disabilities	0%			0%	
3.6	EPHS Expulsion Rate: Latinx	.2%			.1%	
3.7	EPHS Suspension Rate: All Students	2.9%			2%	
3.8	EPHS Suspension Rate: Rising Multilinguals	3.8%			2%	
3.9	EPHS Suspension Rate: Socioeconomically Disadvantaged				2%	
3.10	EPHS Suspension Rate: Students with Disabilities	6.5%			2%	
3.11	EPHS Suspension Rate: Latinx	3%			2%	
3.12	Youth Truth Survey: Family Engagement	77%			85%	
3.13	Youth Truth Survey: Family Relationships	84%			90%	
3.14	Youth Truth Survey: Family Culture	74%			85%	

3.15	Youth Truth Survey: Family Communication & Feedback	75%			85%	
3.16	Youth Truth Survey: Family Resources	82%			90%	
3.17	Youth Truth Survey: Family School Safety	67%			80%	
3.18	Youth Truth Survey: Student Engagement	47.3%			60%	
3.19	Youth Truth Survey: Student Relationships	38.3%			60%	
3.20	Youth Truth Survey: Student Culture	29.5%			60%	
3.21	Rising Multilingual Task Force	new metric			4 Quarterly meetings	
3.22	Drop-out Rate (4 Year Adjusted Outcome): All Students	4%			2%	
3.23	Drop-out Rate (4 Year Adjusted Outcome): Rising Multilinguals	2.8%			2%	
3.24	Drop-out Rate (4 Year Adjusted Outcome): Socioeconomically Disadvantaged	4.6%			2%	
3.25	Drop-out Rate (4 Year Adjusted Outcome): Students with Disabilities	3.7%			2%	
3.26	Drop-out Rate (4 Year Adjusted Outcome): Latinx	4%			2%	
3.27	Culture Amp Staff Survey: "I feel a sense of community among my colleagues"	79%			90%	

3.28	Culture Amp Staff Survey: "I feel my contributions are valued by DCP"	62%			80%	
3.29	Culture Amp Staff Survey: "Generally, I feel my workload is reasonable for my role"	62%			80%	

Goal Analysis [2023-24]

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

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Restorative Practices	DCP will continue to provide sufficient staffing and professional development time to support implementation of restorative practices,	\$164,000.00	Yes

		<p>community and culture building, then staff will increase their efficacy in restorative practice and this will lead to improved student perceptions related to culture and a decrease in suspendable offenses.</p> <p>DCP plans to offer:</p> <ul style="list-style-type: none"> • DCP-wide professional development to all DCP personal • Professional development for teachers regarding Advisory lessons in Social Emotional Learning and Wellness, restorative circles 		
3.2	Chronic Absence and Truancy Intervention Programming	DCP will continue to implement and improve case management strategies to intervene with students early in the year to reduce chronic absence and to avoid truancy, then fewer students will be classified as chronically absent.		
3.3	Counseling and Referral Services, Wellness Center Development	<p>DCP will continue to provide additional counseling or referral services for students and families in need of additional non-academic support, then students will be better able to learn at school.</p> <p>DCP will construct and staff a Wellness Center for students to provide additional socio-emotional support for students. DCP will also provide training for staff.</p>	\$200,000.00	
3.4	Homeless and Foster Youth Support	DCP will continue to provide all staff with consistent training on how to meet the needs of homeless & foster youth in the school context, in order for our homeless and foster youth will be better supported in their learning and access.	\$2,800.00	Yes
3.5	Family Communication, Engagement and Support	At DCP we actively engage with families to support them in their child's educational journey. We maintain consistent communication channels to help families stay informed and up to date with school news. We hold regular events that allow for parents to give feedback, have direct contact with school leaders, celebrate their students' success and celebrate	\$31,000.00	

		<p>multicultural diversity.</p> <p>DCP will continue to provide family education and outreach programming in addition to maintaining ELAC/SSC requirements under federal law, in order for parents/guardians have increased opportunities to be meaningfully engaged in the school activities and mission.</p> <p>DCP will also continue to provide translation and interpretation services and/or staff support for Spanish and speaking parents (and any other parents with linguistically significant subgroups), so all families can be meaningfully engaged with the school. DCP will continue to utilize technology to facilitate home-school communication and student/parent engagement, including supporting student/parent access to Powerschool and communication systems, so parents will have a greater ability to engage in their child’s education.</p> <p>DCP will offer:</p> <ul style="list-style-type: none"> • Supplies, materials and food for school events and parent education opportunities • Parent networking and community building events • Translation and interpretation in verbal and written communication • Support to connect all families and students to technology and access • Weekly school to home announcements via email and text reminders • Home2School parent education meetings, home internet access, parent feedback 		
3.6	Extra-Curricular Programming	DCP will continue to support athletics and extracurricular activities to maximize opportunities for students to be meaningfully engaged in the school community in order for students to increase a sense of school belonging.	\$160,000.00	
3.7	Safe and Maintained Facilities	DCP will continue to ensure the safety and good condition of the facilities through ongoing maintenance and repair, so students and families will have continued positive perceptions of the resources and campus safety.	\$190,000.00	No

3.8	Multilingual Learner Task Force	DCP's Multilingual Learner Task Force will meet four times per year for the continued implementation of DCP's Roadmap for English Learner Success and to help increase fidelity of implementation and increase English learner success.		Yes
3.10	Staff Evaluations	DCP will continue to conduct calibrated teacher observations and timely, compliant evaluations in order for all staff to have a shared understanding of excellent work increasing staff feelings of efficacy		No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$921697	\$

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
16.116%	0.000%	\$0.00	16.116%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4	<p>Action: Ethnic Studies Pathway</p> <p>Need:</p> <p>Scope:</p>		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.5	Action: Arts, Music & Enrichment Need: Scope: LEA-wide		
2.1	Action: Designated English Language Development Need: English learner proficiency Scope: LEA-wide		ELPI, Reclassification
2.2	Action: Integrated English Language Development Need: Scope: LEA-wide		
2.3	Action: Academic Intervention and Acceleration Need:		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
3.1	Action: Restorative Practices Need: Scope: LEA-wide		
3.4	Action: Homeless and Foster Youth Support Need: Scope: LEA-wide Schoolwide		
3.8	Action: Multilingual Learner Task Force Need: Scope: LEA-wide Schoolwide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

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

Additional Concentration Grant Funding

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

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

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
	[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	5719140	921697	16.116%	0.000%	16.116%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
	[AUTO-CALCULATED]						
Totals	\$5,014,062.00	\$602,229.00	\$54,000.00	\$62,470.00	\$5,732,761.00	\$5,354,961.00	\$377,800.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
This table was automatically populated from this LCAP.															
1	1.1	Broad Course of Study	All	No					\$3,100,000.00	\$0.00	\$3,100,000.00				\$3,100,000.00
1	1.2	College and Career Exploration and Readiness and Social-Emotional Learning: Advisory and College Seminar Program	All	No					\$225,000.00	\$0.00	\$130,000.00	\$95,000.00			\$225,000.00
1	1.3	Professional Learning, Memberships and Collaboration	All	No					\$0.00	\$10,000.00	\$10,000.00				\$10,000.00
1	1.4	Ethnic Studies Pathway	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$0.00	\$5,000.00		\$5,000.00			\$5,000.00
1	1.5	Arts, Music & Enrichment	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$0.00	\$35,000.00		\$35,000.00			\$35,000.00
1	1.6	Teacher Orientation, Induction, Instructional Coaching and Retention	All	No					\$14,000.00	\$20,000.00	\$34,000.00				\$34,000.00
2	2.1	Designated English Language Development	English Learners	Yes	LEA-wide	English Learners									
2	2.2	Integrated English Language Development	English Learners	Yes	LEA-wide	English Learners									
2	2.3	Academic Intervention and Acceleration	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$50,000.00	\$26,000.00	\$50,000.00	\$26,000.00			\$76,000.00

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.4	Special Education staff orientation, professional learning, preparation and retention	Students with Disabilities		No					\$1,494,961.00	\$0.00	\$999,062.00	\$436,229.00		\$59,670.00	\$1,494,961.00
2	2.5	Dyslexia Support and Intervention	Students with Disabilities		No					\$5,000.00	\$0.00		\$5,000.00			\$5,000.00
2	2.6	Professional Collaboration and Development	All		No											
3	3.1	Restorative Practices	English Learners Foster Low Income		Yes	LEA-wide	English Learners Foster Youth Low Income			\$164,000.00	\$0.00	\$164,000.00				\$164,000.00
3	3.2	Chronic Absence and Truancy Intervention Programming	English Learners Foster Low Income				English Learners Foster Youth Low Income									
3	3.3	Counseling and Referral Services, Wellness Center Development	English Learners Foster Low Income				English Learners Foster Youth Low Income			\$157,000.00	\$43,000.00	\$146,000.00		\$54,000.00		\$200,000.00
3	3.4	Homeless and Foster Youth Support	Foster Youth Low Income		Yes	LEA-wide Schoolwide	Foster Youth Low Income			\$0.00	\$2,800.00				\$2,800.00	\$2,800.00
3	3.5	Family Communication, Engagement and Support	English Learners Foster Low Income				English Learners Foster Youth Low Income			\$25,000.00	\$6,000.00	\$31,000.00				\$31,000.00
3	3.6	Extra-Curricular Programming	English Learners Foster Low Income				English Learners Foster Youth Low Income			\$120,000.00	\$40,000.00	\$160,000.00				\$160,000.00
3	3.7	Safe and Maintained Facilities	All		No					\$0.00	\$190,000.00	\$190,000.00				\$190,000.00
3	3.8	Multilingual Learner Task Force	English Learners		Yes	LEA-wide Schoolwide	English Learners									
3	3.10	Staff Evaluations	All		No											

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
[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]		[AUTO-CALCULATED]
5719140	921697	16.116%	0.000%	16.116%	\$214,000.00	0.000%	3.742 %	Total:	\$214,000.00
								LEA-wide Total:	\$214,000.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
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This table is automatically generated and calculated from this LCAP.

1	1.4	Ethnic Studies Pathway	Yes	LEA-wide	English Learners Foster Youth Low Income			
1	1.5	Arts, Music & Enrichment	Yes	LEA-wide	English Learners Foster Youth Low Income			
2	2.1	Designated English Language Development	Yes	LEA-wide	English Learners			
2	2.2	Integrated English Language Development	Yes	LEA-wide	English Learners			
2	2.3	Academic Intervention and Acceleration	Yes	LEA-wide	English Learners Foster Youth Low Income		\$50,000.00	
3	3.1	Restorative Practices	Yes	LEA-wide	English Learners Foster Youth Low Income		\$164,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.2	Chronic Absence and Truancy Intervention Programming			English Learners Foster Youth Low Income			
3	3.3	Counseling and Referral Services, Wellness Center Development			English Learners Foster Youth Low Income		\$146,000.00	
3	3.4	Homeless and Foster Youth Support	Yes	LEA-wide Schoolwide	Foster Youth Low Income			
3	3.5	Family Communication, Engagement and Support			English Learners Foster Youth Low Income		\$31,000.00	
3	3.6	Extra-Curricular Programming			English Learners Foster Youth Low Income		\$160,000.00	
3	3.8	Multilingual Learner Task Force	Yes	LEA-wide Schoolwide	English Learners			

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	\$9,060,029.47	\$5,838,803.98

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)
This table was automatically populated from the 2023 LCAP. Existing content should not be changed, but additional actions/funding can be added.					
1	1.1	1A Broad Course of Study	No	\$3,192,062.48	\$3,064,720.98
1	1.2	1B Academic Intervention	Yes	\$215,974.70	\$202,806.48
1	1.3	1C Professional Development	No	\$29,500.00	\$57,890.00
1	1.4	1D Provide Instructional Materials and Student Technology	No	\$163,570.00	\$50,189.89
1	1.5	1E Special Education Programming and Support	No	\$1,306,145.96	\$1,26,6501.77
1	1.6	1F Learning Acceleration	Yes		\$22,425.00
2	2.1	2A Designated English Language Development	Yes		
2	2.2	2B Integrated ELD	Yes		
2	2.3	2C EL Task Force	Yes		\$110.32

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)
3	3.1	3A Advisory/CCR: Program	Yes	\$10,000.00	\$519.77
3	3.2	3B. To and Through Success	Yes		\$1,443.29
3	3.3	3C. College Success Programming	Yes	\$184,378.34	\$20,830.54
3	3.4	3D. Dual/Concurrent Enrollment Access	Yes		
3	3.5	3E. College Counseling	Yes	\$36,000.00	\$105,354.46
3	3.6	3F. CTE Pathway Development	Yes		
4	4.1	4A Diversity, Equity and Inclusion (DEI)	Yes		\$273.42
4	4.2	4B Retention Efforts	Yes	\$22,180.00	\$9,417.23
4	4.3	4C Evaluation/ Development	Yes		\$134.57
4	4.4	4D New Teacher Orientation	Yes	\$24,729.31	\$(592.49)
4	4.5	4E Induction	Yes		\$6,144.00
4	4.6	4F. Instructional Coaching	Yes	\$154,887.99	\$140,266.62
5	5.1	5A. Restorative Practices and Supportive School Culture	Yes	\$137,991.31	\$181,254.77
5	5.2	5B Chronic Absence and Truancy Intervention Programming	Yes		

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)
5	5.3	5C Counseling and Referral Services	Yes	\$173,969.49	\$157,311.41
5	5.4	5D Homeless/Foster Youth Support	Yes		\$2,789.96
5	5.5	5E. Family Engagement	Yes	\$5,500.00	\$8,617.98
5	5.6	5F. Translation & Interpretation/ School-Home Communication	Yes	\$3,900.00	\$23,902.36
5	5.7	5G. Support Staff	Yes	\$168,301.38	\$163,294.97
5	5.8	5H. Extra-curricular Programming	Yes	\$212,053.87	\$161,225.70
5	5.9	5I. Facilities condition	No	\$551,158.80	\$190,786.00

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
1004783	\$760,787.28	\$1,208,715.34	(\$447,928.06)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
This table was automatically populated from the 2022 LCAP. Existing content should not be changed, but additional actions/funding can be added.							
1	1.2	1B Academic Intervention	Yes	\$202,462.76	202,806.48		
1	1.6	1F Learning Acceleration	Yes		22,425.00		
2	2.1	2A Designated English Language Development	Yes				
2	2.2	2B Integrated ELD	Yes				
2	2.3	2C EL Task Force	Yes		110.32		
3	3.1	3A Advisory/CCR: Program	Yes		519.77		
3	3.2	3B. To and Through Success	Yes		1,443.29		
3	3.3	3C. College Success Programming	Yes	\$184,378.34	20,830.54		
3	3.4	3D. Dual/Concurrent Enrollment Access	Yes				
3	3.5	3E. College Counseling	Yes	\$36,000.00	105,354.46		
3	3.6	3F. CTE Pathway Development	Yes				
4	4.1	4A Diversity, Equity and Inclusion (DEI)	Yes		273.42		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.2	4B Retention Efforts	Yes	\$21,930.00	9,417.23		
4	4.3	4C Evaluation/ Development	Yes		134.57		
4	4.4	4D New Teacher Orientation	Yes	\$1,648.63	(592.49)		
4	4.5	4E Induction	Yes		6,144.00		
4	4.6	4F. Instructional Coaching	Yes		140,266.62		
5	5.1	5A. Restorative Practices and Supportive School Culture	Yes	\$2,932.00	181,254.77		
5	5.2	5B Chronic Absence and Truancy Intervention Programming	Yes				
5	5.3	5C Counseling and Referral Services	Yes	\$3,920.00	157,311.41		
5	5.4	5D Homeless/Foster Youth Support	Yes		2,789.96		
5	5.5	5E. Family Engagement	Yes		8,617.98		
5	5.6	5F. Translation & Interpretation/ School-Home Communication	Yes	\$1,705.00	23,902.36		
5	5.7	5G. Support Staff	Yes	\$129,727.14	163,294.97		
5	5.8	5H. Extra-curricular Programming	Yes	\$176,083.41	161,225.70		

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)
5084628	1004783	0	19.761%	\$1,208,715.34	0.000%	23.772%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

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

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

Total Funds

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

Contributing

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

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

- This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

- This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

- This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

- This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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