LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Accelerated Charter High School

CDS Code: 54-72249-0133793

School Year: 2024-25
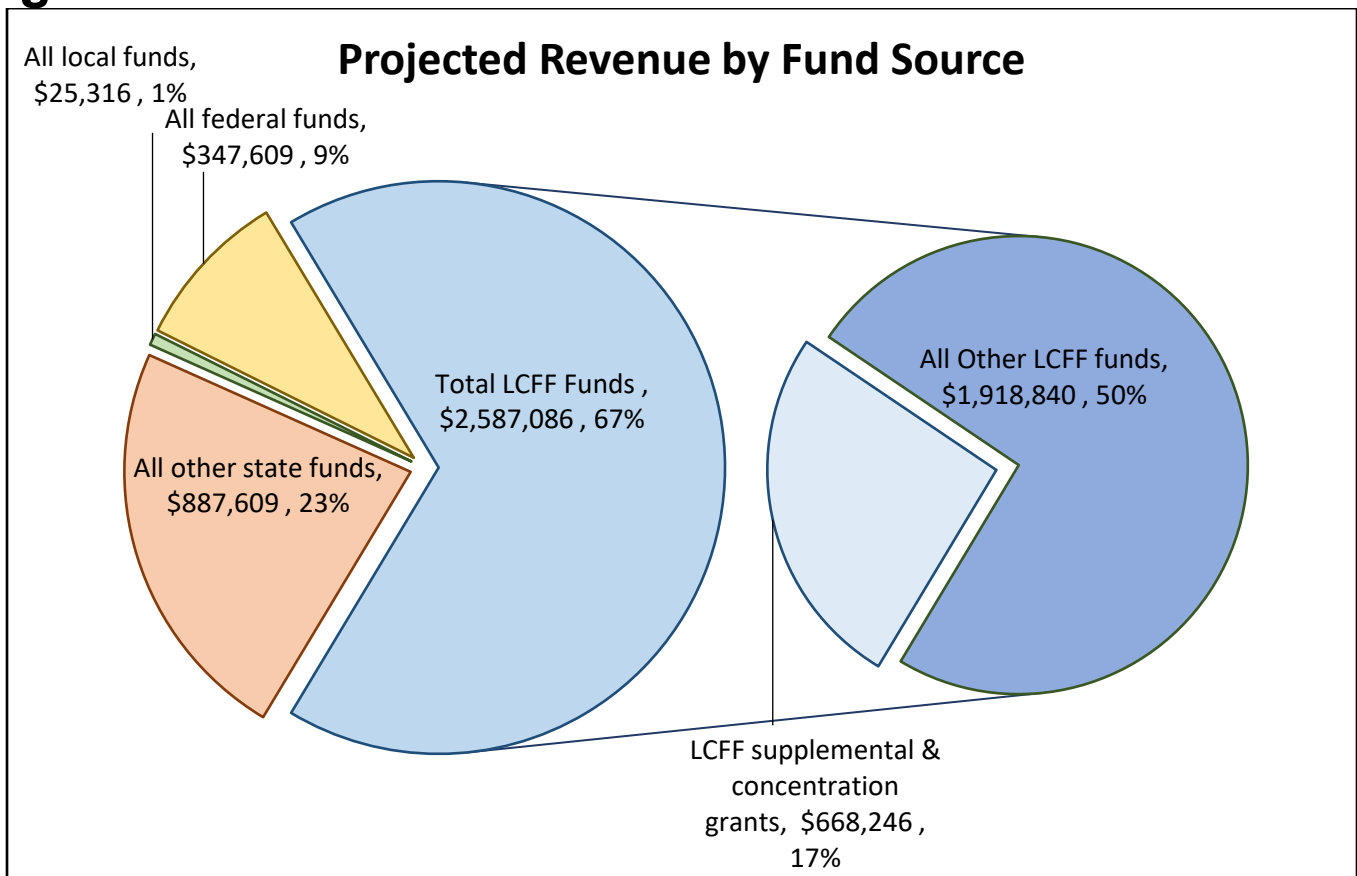
LEA contact information:

Wendi Powell

Principal

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559-687-7303

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

All local funds, $25,316 , 1%

All federal funds, $347,609 , 9%

All other state funds, $887,609 , 23%

Total LCFF Funds , $2,587,086 , 67%

All Other LCFF funds, $1,918,840 , 50%

LCFF supplemental & concentration grants, $668,246 , 17%

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

The text description for the above chart is as follows: The total revenue projected for Accelerated Charter High School is $3,847,620, of which $2,587,086 is Local Control Funding Formula (LCFF), $887,609 is other state funds, $25,316 is local funds, and $347,609 is federal funds. Of the $2,587,086 in LCFF Funds, $668,246 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP
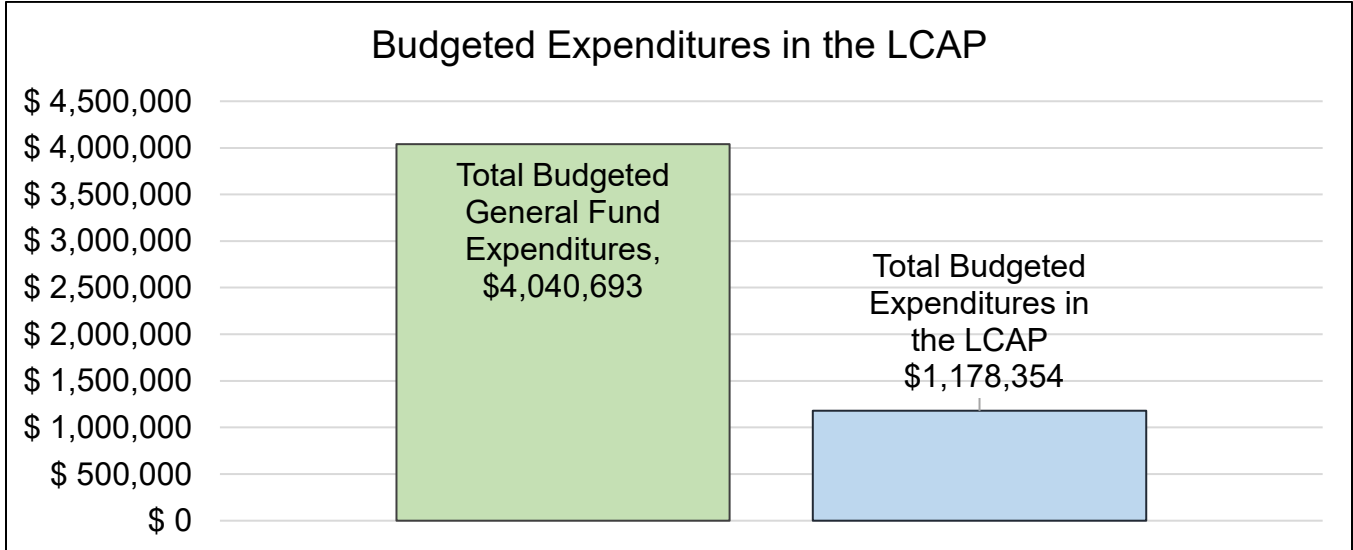
This chart provides a quick summary of how much Accelerated Charter High School plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Accelerated Charter High School plans to spend $4,040,693 for the 2024-25 school year. Of that amount, $1,178,354 is tied to actions/services in the LCAP and $2,862,339 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Salaries, benefits, transportation, facilities, supplies, and other student services and programs.

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

In 2024-25, Accelerated Charter High School is projecting it will receive $668,246 based on the enrollment of foster youth, English learner, and low-income students. Accelerated Charter High School must describe how it intends to increase or improve services for high needs students in the LCAP. Accelerated Charter High School plans to spend $668,246 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

Prior Year Expenditures: Increased or Improved Services for High Needs Students

- Total Budgeted Expenditures for High Needs Students in the LCAP: $827,902
- Actual Expenditures for High Needs Students in LCAP: $555,032
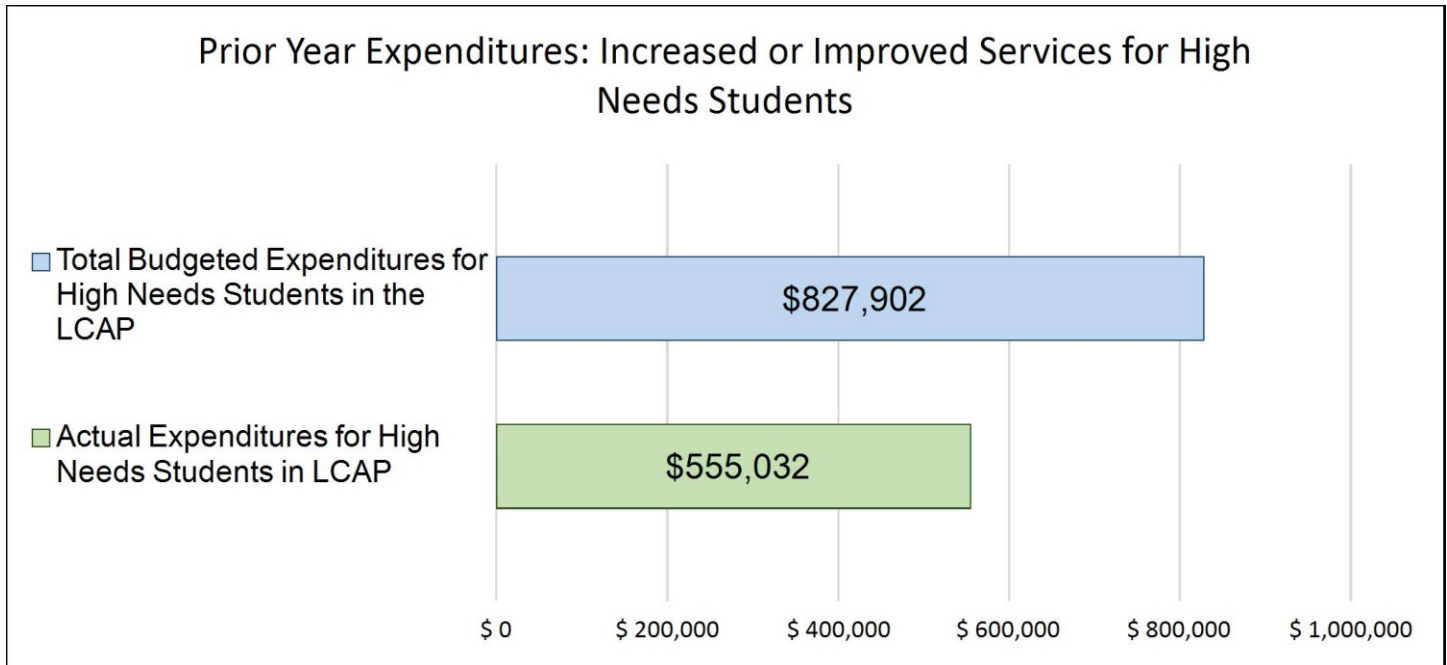
This chart compares what Accelerated Charter High School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Accelerated Charter High School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Accelerated Charter High School's LCAP budgeted $827,902 for planned actions to increase or improve services for high needs students. Accelerated Charter High School actually spent $555,032 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of $-272,870 had the following impact on Accelerated Charter High School's ability to increase or improve services for high needs students:

Goal 1: In the past three years, ACHS has changed its budgeted expenditures and planned percentages of improved services compared to the estimated actual expenditures and percentages. One notable change was removing a part-time Response to Intervention (RTI) teacher due to difficulty finding a qualified candidate. This resulted in reallocating funds towards other initiatives to support student success. Specifically, additional funding was directed towards adding instructional aides and tutors from the College of the Sequoias, which tremendously impacted the goal's success. These additional resources provided much-needed support to students, helping them achieve their academic goals and ensuring they are prepared for college and careers.

Despite the changes in budgeted expenditures, ACHS has remained steadfast in its commitment to existing initiatives. For instance, the support for credit recovery has continued to be a top priority. Teachers funded under this goal continue to play a crucial role in supporting students behind in credits. Similarly, the funding for the school counselors based on this goal has remained unchanged. Their support significantly impacts the individual plans of each student, facilitating access to a broad course of study and aiding in meeting graduation requirements to be college and career-ready. This unwavering commitment to these initiatives underscores ACHS's dedication to student success.

While material differences were between the budgeted and estimated actual expenditures and the planned and estimated actual percentages of improved services, these changes were positive and contributed to the goal's success. The reallocation of funds towards additional support services and the continued commitment to existing initiatives reflect ACHS's dedication to ensuring all students receive the necessary resources and support to thrive academically and beyond.

Goal 2: In the past three years, ACHS has experienced slight changes in its budgeted expenditures and planned percentages of improved services compared to the estimated actual expenditures and percentages. These changes primarily stem from the increase in pay for our part-time English Language Development (ELD) teacher. Despite this adjustment, ACHS has remained committed to its initiatives, particularly in supporting English Language Learners (ELL) through additional tutoring skills with an instructional aide dedicated to supporting an ELL study skills course. This course was introduced in year two to provide targeted support for struggling ELL students, reflecting ACHS's proactive approach to addressing student needs.

The continued support for credit recovery remains a top priority for ELL students, with the ELD teacher funded under this goal playing a crucial role in supporting students behind in English development. This unwavering commitment to existing initiatives demonstrates ACHS's dedication to student success despite reaching only some of our goals.

While material differences were observed between the budgeted and estimated actual expenditures, as well as the planned and estimated actual percentages of improved services, these changes were necessary to accommodate the retention of a part-time ELD teacher. ACHS recognizes the importance of maintaining essential resources and support structures to meet the diverse needs of our student population.

Goal 3: The material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services within this category stem from the allocation of funds for specific actions aimed at creating a positive learning environment, mainly through the Positive Behavior Intervention System (PBIS) and the support provided by the study skills teacher. While the budgeted expenditures initially allocated for these actions have been surpassed due to the necessity of additional resources, the implementation of these initiatives has been largely effective in supporting students' academic success and sense of connectedness to school.

Specifically, the funding allocated for the PBIS has been utilized to a greater extent than initially budgeted, reflecting the importance of this program in fostering positive behavior and promoting a supportive school climate. Additionally, funds have been allocated for the study skills teacher to support students in improving their academic performance and sense of connectedness to school. However, it is essential to note that the allocated funds for action 3.4 have yet to be utilized as planned. Despite requests for specific expenditures within this area, ACHS has not yet received approval to allocate these funds as the district continues to deliberate on its implementation decisions for the site.

While the actions within this category have generally been effective in achieving their intended outcomes, the discrepancy between budgeted and actual expenditures must continue to undergo financial planning and resource allocation for action 3.4.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Accelerated Charter High School	Wendi Powell Principal	Wendi.powell@tulare.k12.ca.ua 559-687-7303

Goals and Actions

Goal

Goal #	Description
1	All students will demonstrate successful completion of a broad course of study and will meet requirements upon graduation, in order to be prepared to transition to college or a career. (All students will be college and career ready.)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Passing rate of C or better in ELA courses based on semester grades	79.8%	92.7%	98.1%	98.6%	85%
Passing rate with a C or better in Mathematics courses based on semester grades	68.5%	97.9%	99.2%	99.1%	75%
Passing rate of C or better in Science courses based on semester grades	74.7%	95.7%	97.6%	98.8%	60%
Passing rate of a C or better in Social Studies courses based on semester grades	88.7%	96.5%	97.7%	100%	40%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students meeting or exceeding the standards in English on the California Assessment of Student Performance and Progress(CAASPP)	7%	19%	8%	8.21%	80%
Percentage of students meeting or exceeding the standards in Mathematics on the California Assessment of Student Performance and Progress(CAASPP)	0%	2%	1%	0	80%
Percentage of CTE Completers	68/220 (30%)	30/218 (13%)	6%	4.36%	35%
Percentage of Special Education students who are CTE Completers	3/8 38%	7/15 46%	0%	13.3%	40%
Percentage of students identified as Prepared by the College and Career Indicator	10.6%	8%	21.2%	21.2%	20%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of Socioeconomically Disadvantaged students identified as Prepared by the College and Career Indicator	10.5%	10%	21.5%	21.5%	20%
English EAP rates (Juniors college ready in English as measured through the CAASPP)	0%	0%	0%	0%	10%
Mathematics EAP rates (Juniors college ready in Mathematics as measured through the CAASPP)	0%	0%	0%	0%	10%
Graduation rate	97.2%	97.3%	99.4%	98.7%	98%
Dropout Rate	1.9%	2.2%	.6%	1.3%	1.5%
Teachers teaching without a full credential	2	1	1	1	1
Subjects using state adopted materials	100%	100%	100%	100%	100%
Implementation of academic content and performance standards	100%	100%	100%	100%	100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of all students including unduplicated, and students with exceptional needs enrolled in and having access to a Broad Course of Study	100%	100%	100%	100%	100%
Teachers appropriately assigned	10	10	10	10	10

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

In year one of the LCAP, our goal was for all students to complete a broad course of study and meet graduation requirements. We planned to carry this out through a multifaceted approach to enhance academic achievement and prepare students for post-secondary education and careers. Planned actions included aligning curriculum with state standards, providing targeted interventions for struggling students, offering career technical education programs, and facilitating college readiness activities and courses to meet this goal. In year two, we changed the goal slightly to incorporate a focused concentration on a broad course of study to support students in reaching this goal. ACHS implemented additional courses and support courses to reach this goal.

Despite the substantive differences between the planned actions and their implementation, the outcomes were remarkably positive. The implementation, which aimed to meet specific targets over three years, exceeded expectations. For instance, the graduation rate surpassed the target of 98% set in the first year, reaching 98.7% over the three years. Similarly, the percentage of students meeting the college and career readiness goal increased from 10% in the first year to 21.5% by the end of three years, far exceeding expectations. These unexpected outcomes underscore the effectiveness of the implemented strategies and the commitment of ACHS to student success.

Overall, the goal of ensuring all students complete a broad course of study and meet requirements upon graduation was successfully met through continued actions and a steadfast commitment to student achievement at ACHS over the last three years. The substantive differences between planned actions and actual implementation demonstrate the dedication of educators and students to academic excellence and readiness for college and career success.

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.

In the past three years, ACHS has changed its budgeted expenditures and planned percentages of improved services compared to the estimated actual expenditures and percentages. One notable change was removing a part-time Response to Intervention (RTI) teacher due to difficulty finding a qualified candidate. This resulted in reallocating funds towards other initiatives to support student success. Specifically, additional funding was directed towards adding instructional aides and tutors from the College of the Sequoias, which tremendously impacted the goal's success. These additional resources provided much-needed support to students, helping them achieve their academic goals and ensuring they are prepared for college and careers.

Despite the changes in budgeted expenditures, ACHS has remained steadfast in its commitment to existing initiatives. For instance, the support for credit recovery has continued to be a top priority. Teachers funded under this goal continue to play a crucial role in supporting students behind in credits. Similarly, the funding for the school counselors based on this goal has remained unchanged. Their support significantly impacts the individual plans of each student, facilitating access to a broad course of study and aiding in meeting graduation requirements to be college and career-ready. This unwavering commitment to these initiatives underscores ACHS's dedication to student success.

While material differences were between the budgeted and estimated actual expenditures and the planned and estimated actual percentages of improved services, these changes were positive and contributed to the goal's success. The reallocation of funds towards additional support services and the continued commitment to existing initiatives reflect ACHS's dedication to ensuring all students receive the necessary resources and support to thrive academically and beyond.

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

Over the past three years, ACHS has demonstrated remarkable effectiveness in achieving its LCAP goals, particularly in ensuring that students complete a broad course of study and meet graduation requirements to be prepared for college or a career. Despite initial differences between planned actions and their implementation, the outcomes have been overwhelmingly positive. For example, the graduation rate surpassed the targeted 98%, reaching an impressive 98.7% over the three years. Similarly, the percentage of students meeting the college and career readiness goal soared from 10% in the first year to an outstanding 21.5% by the end of the third year, far exceeding expectations. These exceptional results underscore the effectiveness of ACHS's strategies and its unwavering commitment to student success.

During this period, ACHS's decision-making process was marked by a collaborative and transparent approach. The school adapted its budgeted expenditures and planned improved service percentages to align with its goals and address evolving needs. Notably, the decision to remove a part-time Response to Intervention (RTI) teacher due to recruitment challenges was made in consultation with all educational

partners. This led to the reallocation of funds to other initiatives aimed at supporting student success. Additional resources were directed towards adding instructional aides and tutors from the College of the Sequoias, resulting in a significant positive impact on goal achievement. The ongoing support and involvement of educational partners throughout this process have been instrumental in shaping and refining the LCAP, ensuring that initiatives remain responsive to student needs and effective in achieving desired outcomes.

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

As we prepare for the 2024-25 LCAP, ACHS remains committed to maintaining the successful actions that have propelled our students toward academic and post-secondary success. While we may make minor adjustments to budget allocations to ensure the sustainability of our initiatives, our focus remains on building upon the achievements of the past three years and responding effectively to student needs. Through a thorough analysis of the Dashboard data, we will refine our metrics, concentrating on the essential data that directly supports our overarching goal. Our actions have yielded positive results, and we are confident in their continued effectiveness. However, we recognize the importance of addressing areas of concern highlighted by the Dashboard, particularly regarding suspension rates. To this end, we plan to enhance our efforts by adding an RTI teacher and a full-time RTI aide dedicated to supporting student attendance and retention, thereby mitigating suspension rates and advancing our goal of ensuring all students complete a broad course of study. As we progress, ACHS remains steadfast in its commitment to preparing every student for academic and post-secondary success.

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

Goals and Actions

Goal

Goal #	Description
2	All English Learners will demonstrate improvement in their English Language skills as evidenced through course grades, ELPAC scores, CAASPP scores and concurrent/dual enrollment with local junior colleges.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students scoring Well Developed or Level 4 on the ELPAC.	0%	2.6%	7.3%	7.32%	25%
Reclassification Rate	0%	0%	12.1%	In Progress & Monitoring	35%
Passing rate of C or better for English Learners in Mathematics courses based on semester grades	74.3%	100%	100%	100%	80%
Passing rate of C or better for English Learners in Social Studies courses based on semester grades	83%	92.7%	96.2%	100%	90%
Passing rate of C or better for English Learners in Science	75%	94.4%	97.8%	100%	85%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
courses based on semester grades					
Percentage of English Learners meeting or exceeding the standards in English on the California Assessment of Student Performance and Progress(CAASPP)	4%	4%	0	0	15%
Percentage of English Learners meeting or exceeding the standards in Mathematics on the California Assessment of Student Performance and Progress(CAASPP)	0%	0%	0	0	15%
Graduation rate for English Learners	93.9%	100%	97.6%	97.6%	95%
Dropout rate for English Learners	3%	0%	2.4%	2.4%	1%
Percentage of English Learner students who are CTE Completers	Baseline	19%	12%	2.4%	20%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Maintain implementation of English Language Development Standards in English, Mathematics, Social Studies and Science	100%	100%	100%	100%	100%

Goal Analysis

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

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

In the initial year of our LCAP, ACHS set out the English Learner (EL) goal to ensure that all EL demonstrate proficiency in their English skills, as evidenced through course grades, ELPAC scores, CAASPP scores, and concurrent/dual enrollment with the local junior college. Our approach was multifaceted, focusing on aligning the curriculum with state and ELD standards, providing targeted interventions for struggling students, and offering career technical education programs alongside facilitating college readiness activities and courses. Despite our commitment to these planned actions and their implementation, the outcomes did not meet our expectations. While we observed an increase in ELPAC passing rates from 2.3% to 7.3%, we fell short of our three-year target of 25% and our reclassification goal of 35% due to our ELPAC scores. This highlights an area where continued efforts are needed. However, we did see success in other areas, such as the pass rate of courses, which supported our graduation rate. We surpassed our goal of 95% for EL students graduating, reaching 97.6% and decreasing our dropout rate from 3% to 1%. Despite these successes, challenges persist, particularly in the area of career technical education completers, where we currently stand at 2.4%, far from our goal of 20%. Moving forward, we recognize the need for continued focus and targeted interventions to address these areas of growth and ensure the success of our EL students.

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.

In the past three years, ACHS has experienced slight changes in its budgeted expenditures and planned percentages of improved services compared to the estimated actual expenditures and percentages. These changes primarily stem from the increase in pay for our part-time English Language Development (ELD) teacher. Despite this adjustment, ACHS has remained committed to its initiatives, particularly in supporting English Language Learners (ELL) through additional tutoring skills with an instructional aide dedicated to supporting an ELL study skills course. This course was introduced in year two to provide targeted support for struggling ELL students, reflecting ACHS's proactive approach to addressing student needs.

The continued support for credit recovery remains a top priority for ELL students, with the ELD teacher funded under this goal playing a crucial role in supporting students behind in English development. This unwavering commitment to existing initiatives demonstrates ACHS's dedication to student success despite reaching only some of our goals.

While material differences were observed between the budgeted and estimated actual expenditures, as well as the planned and estimated actual percentages of improved services, these changes were necessary to accommodate the retention of a part-time ELD teacher. ACHS recognizes the importance of maintaining essential resources and support structures to meet the diverse needs of our student population.

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

Over the past three years, ACHS has demonstrated effectiveness in achieving its LCAP goals, particularly in ensuring that students complete a broad course of study and meet graduation requirements to be prepared for college or a career. Notably, the graduation rate surpassed the targeted 95%, reaching an impressive 97.6% over the three-year period, representing a significant increase from the baseline rate of 93.9% established in year one. This notable achievement highlights the effectiveness of the actions implemented to support student success and academic achievement.

While ACHS did not meet its targeted goals for ELPAC and CAASPP scores, there was still evident growth within this goal and the associated actions. Despite not achieving the desired outcomes in these specific areas, the overall progress toward the broader goal of ensuring students are prepared for college or a career was evident.

One highly effective action under this goal was the financial allocation for the English Language Development (ELD) teacher, which played a vital role in supporting students in achieving academic success. The presence of the ELD teacher facilitated the improvement of English language skills among students, contributing to their overall academic growth and progress.

It is essential to recognize the effectiveness of this action in supporting the goal of ensuring students complete a broad course of study and meet graduation requirements. As such, the continued provision of resources and support for the ELD teacher will remain a priority in the 2024-25 LCAP to uphold the standards set forth by the state of California and to further advance student success.

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

The allocation of financial resources for the English Language Development (ELD) teacher has proven to be highly effective in supporting students' academic success at ACHS. The presence of the ELD teacher has played a pivotal role in enhancing students' English language skills, thereby contributing to their overall academic growth and progress. This action has been instrumental in ensuring that students are

equipped with the necessary language proficiency to succeed in their studies and meet graduation requirements. As we look ahead to the 2024-25 LCAP, it is imperative to acknowledge the effectiveness of this action in advancing our goal of ensuring students complete a broad course of study and meet graduation standards.

Moving forward, ACHS remains dedicated to upholding the standards set forth by the state of California and further advancing student success. To sustain the positive impact on student achievement, the continued provision of resources and support for the ELD teacher will remain a priority in the upcoming LCAP cycle. While minor adjustments to budget allocations may be necessary to ensure the sustainability of our initiatives, our overarching focus remains on building upon the successes of the past three years and effectively addressing student needs.

Through a comprehensive analysis of the Dashboard data, we will refine our metrics and concentrate on essential data that directly supports our goal. Despite the positive outcomes achieved thus far, we recognize the importance of addressing areas of concern highlighted by the Dashboard, particularly concerning ELL suspension rates. To this end, we plan to enhance our efforts by adding an RTI teacher and a full-time RTI aide dedicated to supporting all students. These measures aim to mitigate suspension rates and further advance our objective of ensuring all English Learners will demonstrate improvement in their English Language skills through course grades, ELPAC scores, CAASPP scores, and concurrent/dual enrollment.

As we progress, ACHS remains steadfast in its commitment to preparing every student for academic and post-secondary success. Our continued dedication to practical strategies and targeted interventions underscores our unwavering commitment to student achievement and success.

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

Goals and Actions

Goal

Goal #	Description
3	ACHS will continue to maintain a positive learning environment where all students and parents feel welcomed, valued, safe and engaged in the academic success of students, in order to be a positive member of the greater community.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Pupil-to-counselor ratio	170:1	170:1	175:1	178:1	170:1
Attendance Rate	99.34%	88.7%	89.7%	88.42%	97%
Number of students identified as chronic absentees	2/314-.6%	126/309-40.8%	123/310-39.7%	36%	10%
ACHS Suspension Rate	14.5%	10.6%	13.2%	6.6%	10%
ACHS Expulsion Rate	.78%	0%	0%	.001%	1%
Williams Uniform Complaints	0	0	0	0	0
Facility Conditions per Facility Inspection Tool (FIT) Report	Rating of good or higher	Rating of good or higher	Rating of good or higher	Rating of good or higher	Rating of good or higher
Pupils parents, and staff sense of safety and school connectedness. (Surveys)	78% of the student survey respondents report feeling that school provides a safe environment; 7.3%	Connectedness Survey: S1 22.8% not connected to 81.6% connected	Connectedness Survey: S1 69.4% not connected to 95.5% connected	Connectedness Survey: S1 83.7% not connected to 96.3% connected	85% of the student survey respondents report feeling that school provides a safe environment; 5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	disagreed or strongly disagreed 79% of the parent/guardian survey respondents report feeling that school provides a safe environment; 7% disagreed or strongly disagreed 85% of the staff survey respondents report feeling that school provides a safe environment; 4% disagreed or strongly disagreed 53% of the student survey respondents report feeling that school provides a caring and engaging environment; 14% disagreed or strongly disagreed 83% of the parent/guardian survey respondents report feeling that school provides a caring and engaging	S2 47.2% not connected to 97.7% connected	S2 64.7% not connected to 96% connected	S2 73.3% not connected to (TBD)	disagreed or strongly disagreed 85% of the parent/guardian survey respondents report feeling that school provides a safe environment; 5% disagreed or strongly disagreed 90% of the staff survey respondents report feeling that school provides a safe environment; 2% disagreed or strongly disagreed 75% of the student survey respondents report feeling that school provides a caring and engaging environment; 5% disagreed or strongly disagreed 90% of the parent/guardian survey respondents report feeling that school provides a caring and engaging environment; 2%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	environment; 2% disagreed or strongly disagreed 90% of the staff survey respondents report feeling that school provides a caring and engaging environment; 2% disagreed or strongly disagreed				disagreed or strongly disagreed 95% of the staff survey respondents report feeling that school provides a caring and engaging environment; 2% disagreed or strongly disagreed
Number of registrations on the districts ParentSquare app	353 that can be reached	77 registered	Waiting for updated data	376	360

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

Our efforts to maintain a positive learning environment at ACHS have yielded significant results, marked by both challenges and successes. A standout achievement is the creation of a school climate that embraces all students and parents, making them feel welcomed, valued, safe, and engaged in academic success. This is further validated by the prestigious Platinum Level Recognition award we have received for two consecutive years for our Positive Behavior Implementation System. This recognition not only underscores the effectiveness of our efforts but also serves as a testament to our unwavering commitment to fostering a supportive and inclusive school environment.

Additionally, our efforts have led to tangible improvements in student connectedness and engagement. Over the last three years, we have observed a significant increase in student engagement and connectedness from the beginning of the semester to the end, as reflected in our metrics. Despite challenges such as the impact of COVID on attendance, we have made steady progress in improving attendance rates. While there is still work to be done in this area, our consistent efforts have resulted in a gradual increase in student attendance as they begin to return to regular school attendance patterns.

Another success is the significant reduction in the suspension rate, which has decreased from a baseline of 14.5% to 6.6% over the three-year LCAP cycle, surpassing our goal of 10%. This reduction demonstrates our commitment to creating a supportive disciplinary environment that prioritizes positive behavior and conflict resolution.

While we have made strides in improving attendance and addressing suspension rates, these areas continue to be of concern, as highlighted by the Dashboard. We are not complacent and are fully aware of the need for specific strategies to address these challenges and improve outcomes for our students. In the 2024-25 LCAP cycle, we will prioritize targeted interventions and support initiatives to further reduce suspension rates and improve attendance. This is a testament to our proactive approach and unwavering dedication to continuous improvement.

Overall, implementing actions to maintain a positive learning environment at ACHS has mainly been successful, with notable achievements in fostering student engagement, reducing suspension rates, and improving attendance. We remain committed to creating a supportive and inclusive school climate that promotes academic success and positive student outcomes by addressing challenges and building upon our successes.

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

The material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services within this category stem from the allocation of funds for specific actions aimed at creating a positive learning environment, mainly through the Positive Behavior Intervention System (PBIS) and the support provided by the study skills teacher. While the budgeted expenditures initially allocated for these actions have been surpassed due to the necessity of additional resources, the implementation of these initiatives has been largely effective in supporting students' academic success and sense of connectedness to school.

Specifically, the funding allocated for the PBIS has been utilized to a greater extent than initially budgeted, reflecting the importance of this program in fostering positive behavior and promoting a supportive school climate. Additionally, funds have been allocated for the study skills teacher to support students in improving their academic performance and sense of connectedness to school. However, it is essential to note that the allocated funds for action 3.4 have yet to be utilized. ACHS has not yet received approval to allocate these funds as the district continues to deliberate on current and future plans for the site.

While the actions within this category have generally been effective in achieving their intended outcomes, the discrepancy between budgeted and actual expenditures must continue to undergo financial planning and resource allocation for action 3.4.

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

The actions implemented to create a positive learning environment at ACHS have yielded remarkable results, with action 3.1, the Positive Behavior Intervention System (PBIS), leading the way. This initiative has not only fostered positive behavior but also transformed the school climate into a supportive and nurturing one. The utilization of funds for PBIS has surpassed expectations, underscoring its pivotal role in achieving its desired outcomes.

Action 3.3, which involves providing financial support for study skills for regular education students, has proven to be a game-changer. This targeted assistance has significantly boosted students' academic performance and their sense of belonging to the school. The positive outcomes of this action are a testament to its effectiveness.

However, action 3.4, which pertains to allocating funds for materials and supplies for campus safety and facilities, has yet to be fully utilized within this area. While progress has been made in other areas, the discrepancy between budgeted and actual expenses for action 3.4 identifies the need for continued advocacy and collaboration to address the ACHS facility.

In summary, the actions within this category have been highly effective in achieving their intended outcomes overall. There is room for improvement in the implementation of action 3.4. Moving forward, ACHS will continue to advocate for the facility and safety implementation.

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

The analysis of our efforts to maintain a positive learning environment at ACHS has highlighted several areas of success and areas for improvement. While our actions have yielded significant results in creating a welcoming and supportive school climate, challenges such as attendance and suspension rates persist. As we prepare to develop the 2024–25 LCAP, we must address ineffective actions and make necessary changes to strengthen our approach and metrics.

One area identified as ineffective is Action 3.4, which pertains to allocating funds for facilities regarding materials, supplies, and campus safety. We have faced challenges in fully utilizing the allocated funds within this action. The reasons for this ineffectiveness include continued deliberation as the site and district allocate funds to be spent.

In order to address this ineffective action, ACHS may need to enhance communication channels with district stakeholders and actively participate in decision-making discussions to expedite the approval of expenditures within Action 3.4. By doing so, we aim to ensure that allocated funds are utilized efficiently to support facility improvements and enhance campus safety measures, contributing to a positive learning environment at ACHS.

In addition to addressing ineffective actions, we will prioritize targeted concerns through the Dashboard to reduce suspension rates and improve attendance.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Accelerated Charter High School	Wendi Powell Principal	Wendi.powell@tulare.k12.ca.ua 559-687-7303

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.

Accelerated Charter High School (ACHS) is an educational institution in the heart of Tulare, California. As an alternative program within the Tulare Joint Union High School District, ACHS provides a unique educational pathway for approximately 170 students in grades 10 through 12, serving around 320 students per year. Our mission at Accelerated Charter High School is to provide a positive learning environment that meets the needs of all students to be college and career-ready by offering hope, direction, and the skills needed to become contributing members of the global community. We aim to cultivate a positive learning environment that equips all students with the tools they need to excel academically and professionally. We empower our students to realize their full potential to become valued societal contributors.

ACHS is committed to academic excellence and delivers a robust, standards-based curriculum aligned with state requirements. We adhere closely to the Common Core State Standards and integrate College Preparatory programs, ensuring that our students receive a comprehensive education that prepares them for the challenges of higher education and the workforce. However, ACHS goes beyond academics alone. We recognize the importance of character development and extracurricular engagement in shaping well-rounded individuals. Students can explore their passions and cultivate vital life skills through our career technical education programs and diverse extracurricular opportunities. At ACHS, inclusivity and community are paramount. Our school climate is vibrant and welcoming, fostering a sense of belonging for all students. Recognized as a Platinum-level school for our Positive Behavior Intervention System and Response to Intervention program, we are dedicated to supporting the social-emotional well-being of our students. ACHS actively engages with parents, students, and community partners to strengthen our educational program. We strive to create meaningful partnerships between students, parents, and educational partners through active participation in the School Site Council (SSC), English Language Advisory Committee (ELAC), and community mental health fairs. We work collaboratively with our partners to ensure the success of all students.

Despite challenges, ACHS has maintained exceptional attendance and graduation rates compared to similar programs in the region. Our commitment to student achievement is unwavering, as evidenced by our ongoing efforts to identify areas for improvement through the Local Control and Accountability Plan (LCAP) process. Accelerated Charter High School is dedicated to creating an inclusive and equitable learning environment where all students can thrive, regardless of background or circumstance. Through our collective commitment to excellence, we strive to empower every student to reach their fullest potential and make meaningful contributions to society.

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

Through a collaborative effort, educational partners have meticulously analyzed the California Dashboard, identifying both areas of strength to build upon and areas of concern warranting improvement at ACHS. Notably, there are concerns regarding the overall suspension rate,

which stands at 13.2%, and specific student groups, such as Hispanic students at 13.4% and socioeconomically disadvantaged students at 12.8%. Notably, all these areas witnessed a significant increase from 2022 to 2023.

On a positive note, there has been a remarkable and inspiring improvement in College and Career indicators, rising from 10% to 21.2%, marking a 50% increase. ACHS's graduation rates have consistently met state requirements, representing a notable strength. Additionally, the institution has demonstrated compliance in teacher quality, instructional materials, and facilities. ACHS has also met the standards and shown dedication to implementing academic standards, fostering parent and family engagement, conducting local climate surveys, and providing a broad course of study accessible to all students.

While ACHS does not currently have performance levels on the dashboard for CASSPP due to student mobility, efforts to prioritize the CASSPP and ensure comprehensive standards implementation across the curriculum continue unabated. Initiatives such as response to intervention and writing across the curriculum programs support this initiative to ensure students receive the necessary rigor to perform on the CASSPP.

Reflections: Technical Assistance

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

Not Applicable

Comprehensive Support and Improvement

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

Schools Identified

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

Accelerated Charter High School

Support for Identified Schools

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

Accelerated Charter High School was identified for Comprehensive Support and Improvement as a Low Performing School. ACHS has continuously met with its educational partners, conducting a needs assessment to determine appropriate student interventions and support. The Principal and Professional Learning Community have collaborated to address the needs and created a comprehensive support plan for academics, suspension, and attendance.

Ideas for support include adding a Response to Intervention teacher and instructional aid to support students with their academics and decision-making. The plan will also focus on intent intervention in ELA and Math with the continued use of the school-wide daily Response to

Intervention program. The plan also provides ways to connect students to school through our Positive Behavior Intervention System, such as incentivizing attendance, positive behavior, and preventative measures with social-emotional learning and intervention. The committee also planned to increase drug and alcohol support at ACHS from two days a week to four days a week due to the increase in student usage and suspensions.

Monitoring and Evaluating Effectiveness

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

Monitoring and evaluating the effectiveness will be ongoing as developed by the goals and actions set in the 2024-25 LCAP. Our educational partners at SSC, ELAC, and BAC meetings will disseminate and measure this information. The Comprehensive Support and Improvement Plan will be embedded within the LCAP, which serves as a living document for the school. Ongoing evaluation of data and metrics may also provide a more transparent lens on whether the plan is effective or ineffective, which may lead to adjustments if necessary.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	Collaborated with teachers to review the LCAP. Ensured they created SMART goals for the school year within their subject matter that supported the ACHS LCAP and aligned with the goals and actions within the LCAP. (August) Examined the LCAP survey questions to identify and reach out to underrepresented groups. We scheduled designated dates, periods, and times to engage with students, parents, and community members for the LCAP survey. (January) Distributed LCAP Staff Survey out to the ACHS staff. Analyzed and deciphered the data with the administrative staff in March. (January and March) The administration met with teachers to review the LCAP parent and student survey, gathered feedback on LCAP development and Equity Multiplier Funds, targeted areas flagged as critical on the dashboard, and discussed additional services to support the areas of concern for the 2024-25 LCAP. (March) Met with district personnel and educational partners during Budget Advisory Meetings specifically focused on LCAP allocations, focusing on the needs of the dashboard and discussing goals and actions to support those priorities, collaborating with educational partners, teachers, classified staff, parents, students, and community members. (October, December, March, May)

Educational Partner(s)	Process for Engagement
Parents	Presented the 2023-24 LCAP to the School Site Council (SSC) and the English Learner Advisory Committee (ELAC) (October) LCAP Roadshow Open Forum: During the Titan Awards Assembly, the Principal hosted an LCAP infographic meeting discussing the current LCAP and the process of how ACHS will need feedback from the parents on goals and actions to address their needs and their students. (January) ACHS distributed the LCAP Parent Survey to ACHS guardians in January and analyzed the data with the administration team in March. (Januar and March) Hosted a meeting with SSC and ELAC to gather feedback on LCAP development and Equity Multiplier Funds, targeting parents' concerns, identified the dashboard's critical areas, and discussed additional services to support these areas of concern for the 2024-25 LCAP. (March) Met with district personnel and educational partners during Budget Advisory Meetings specifically focused on LCAP allocations, focusing on the needs of the dashboard and discussing goals and actions to support those priorities, collaborating with educational partners, teachers, classified staff, parents, students, and community members. (October, December, March, May)
Students	Met with students of the associated student body leadership group and requested feedback on the students' needs and actions to address the identified needs. (October and February) ACHS distributed the LCAP Student Survey to ACHS in January and analyzed the data with the administration and teachers in March. (January and March) Met with district personnel and educational partners during Budget Advisory Meetings specifically focused on LCAP allocations, focusing on the needs of the dashboard and discussing goals and actions to support those priorities, collaborating with educational partners,

Educational Partner(s)	Process for Engagement
	teachers, classified staff, parents, students, and community members. (October, December, March, May)
Administrators	Conducted LCAP meetings with administration and management to collaboratively monitor and support LCAP implementation, review data, and identify potential adjustments to provided actions. (Monthly) Met with district personnel and educational partners during Budget Advisory Meetings specifically focused on LCAP allocations, focusing on the needs of the dashboard and discussing goals and actions to support those priorities, collaborating with educational partners, teachers, classified staff, parents, students, and community members. (October, December, March, May)
Community Partners	Invited community partners to ACHS for a mental health fair and solicited feedback on ACHS and the LCAP on improving our goals and action within our current LCAP and the 2024-25 LCAP. (October and April) Posted the LCAP for public comment before the public hearing (May) Held a public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP (May) Adopted the LCAP and Budget at the Board meeting and reported local indicators data as a non-consent item (June) Posted the adopted LCAP prominently on our district web page (July) Met with district personnel and educational partners during Budget Advisory Meetings specifically focused on LCAP allocations, focusing on the needs of the dashboard and discussing goals and actions to support those priorities, collaborating with educational partners, teachers, classified staff, parents, students, and community members. (October, December, March, May)

Educational Partner(s)	Process for Engagement
Board of Trustees	Presented LCAP Mid-Year Update to Board of Trustees to update them on mid-year report regarding goals, actions, metrics, and budgeted expenditures. 2/1/24. Presented LCAP to Board of Trustees that attended District Budget Advisory Committee meetings to share LCAP, analyze metrics, analyze survey data, and solicit feedback to address student needs (10/10/23, 12/12/23, 1/23/24, 3/19/24, and 5/21/24).

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

The adopted Accelerated Charter High School (ACHS) Local Control and Accountability Plan (LCAP) has been significantly influenced by the valuable feedback provided by educational partners. Through collaborative efforts and meaningful engagement with educational partners, including teachers, administrators, parents, students, and community members, the LCAP reflects a comprehensive understanding of the ACHS community's diverse needs and priorities. Educational partners were pivotal in shaping the goals, strategies, and actions outlined in the LCAP. Their feedback helped identify key focus areas and establish priorities for improving student outcomes and enhancing the overall educational experience at ACHS.

Goal 1: ACHS will ensure that every student completes a comprehensive, broad course of study, meets all graduation requirements, and is prepared for readiness and transition to college or career pathways.
Decrease funds for PLC/PD release time as funding from other resources is available rather than LCAP (Action 1)
Decrease funds for Instructional materials/ supplies for CTE. As discussed, there are other funds available at the moment; therefore, the funding in this area did not get used as planned (Action 2)
Continue funding school counselor as the position is pivotal to the students of ACHS (Action 3)
Continue funding the FTE teacher to support a broad course of study as well as Why Try curriculum to support struggling students on campus (Action 4)
Buy back all teacher's preps on Fridays to continue to host RTI on Fridays; all partners felt this was highly indigenous to the school (Action 5)
Partners understood that the goal was to have 2 COS tutors this year; the one was beneficial during RTI, and although we didn't have two, the partners felt we needed to continue to fund it with the hope that COS would fulfill the position (Action 6)

Goal 2: All English Learners will exhibit progress in their English language proficiency, as indicated by advancements in their board course of study grades, ELPAC scores, CAASPP scores, and participation in concurrent/dual enrollment programs for readiness and transition to college or career pathways.
Continue to provide a teacher for English Language Development to serve English Learners (Action 1)

Goal 3: ACHS will sustain a nurturing educational atmosphere that fosters a sense of belonging and safety for all students and guardians, promoting active engagement in academic and social-emotional growth. This nurturing environment will cultivate positive decision-making skills, reduce suspension rates, and nurture individuals to contribute positively to the broader community.

Partners decided to increase the funding within this area as it was depleted before the end of the school year while staff still needed funds to continue PBIS (Action 1)

Continue to cover funding for a part-time teacher to support struggling students with study skills (Action 2)

Continue to add funds and Equity Multiplier to facilities for materials, supplies, and equipment that engage students to want to be at school and in a safe and welcoming environment (Action 3)

Due to the dashboard and the current suspension rate, the educational partners all agreed to use CSI funds to add an FTE-RTI teacher to help with positive decision-making and redirection of students (Action 4)

Due to the dashboard and the current suspension rate, the educational partners all agreed to use CSI funds to add an FTE-RTI instructional aid to help with positive decision-making and redirection of students (Action 5)

Due to the dashboard and the current suspension rate, the educational partners all agreed to use Equity Multiplier funds to add more days to the ACHS campus for a Drug and Alcohol Therapist (Action 6)

The adopted ACHS LCAP is a testament to educational partners' collective efforts and commitment to supporting student success and promoting excellence in education. By incorporating their feedback and input, the LCAP serves as a roadmap for achieving the shared vision of a thriving learning community where all students have the opportunity to reach their full potential.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	ACHS will ensure that every student completes a comprehensive, broad course of study, meets all graduation requirements, and is prepared for readiness and transition to college and career pathways.	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.

ACHS created this goal to address the diverse needs of its student population, particularly those who require additional credit accrual support, while ensuring they receive a comprehensive and broad education that prepares them for success beyond high school. By emphasizing completing a comprehensive broad course of study and meeting graduation requirements, the goal aims to provide students with the necessary academic foundation and support to pursue post-secondary education or enter the workforce. Additionally, by focusing on readiness and transition to college and career pathways, ACHS is committed to equipping students with the skills, knowledge, and resources needed to thrive in their chosen endeavors after graduation. This goal reflects ACHS's dedication to providing all students equal opportunities for academic achievement, personal growth, and future success, regardless of their circumstances or challenges.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	ELA: Percent of students in grades 10-12 who have passed their ELA course with a 70% or higher.	Student Groups A. 97.5% of All B. 100% of EL C. 98.4% of Hispanic D. 98.6% of SED			Student Groups A. 99% of All B. 100% of EL C. 99% of Hispanic D. 99% of SED	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: Local LEA indicator, Aries	(Data Year 2023-24)				
1.2	MATH: Percent of students in grades 10-12 who have passed their math course with a 70% or higher. Data Source: Local LEA indicator, Aries	Student Groups A. 98.7% of All B. 100% of EL C. 99.3% of Hispanic D. 98.7% of SED (Data Year 2023-24)			Student Groups A. 99% of All B. 100% of EL C. 99% of Hispanic D. 99% of SED	
1.3	SCIENCE: Percent of students in grades 10-12 who have passed their science course with a 70% or higher. Data Source: Local LEA indicator, Aries	Student Groups A. 97.14% of All B. 100% of EL C. 97.9% of Hispanic D. 100% of SED (Data Year 2023-24)			Student Groups A. 99% of All B. 100% of EL C. 99% of Hispanic D. 100% of SED	
1.4	SOC SCI: Percent of students in grades 10-12 who have passed their social science course with a 70% or higher. Data Source: Local LEA indicator, Aries	Student Groups A. 97.1% of All B. 100% of EL C. 98.9% of Hispanic D. 99.2% of SED (Data Year 2023-24)			Student Groups A. 99% of All B. 100% of EL C. 99% of Hispanic D. 99% of SED	
1.5	Students' accumulative growth indicator from overall average GPA upon entry to ACHS to the completion of their	Session 1 Students: Not Met Average entry GPA: 1.88			After one session, students will raise their overall average GPA by 2.5 points	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	overall GPA during their first completed session will rise by 2.5 Data Source: Local LEA indicator, Aries	Average session completion GPA: 3.46 Session 2 Students: Not Met Average entry GPA: 1.27 Average session completion GPA: 3.7 Session 3 Students: Not Met Average entry GPA: 1.39 Average session completion GPA: 3.5 Session 4 Students Average entry GPA: 1.46 Average session completion GPA: (Data Year 2023-24)				
1.6	ELA CAASSP: Percent of students meeting or exceeding the standards Data Source: California Assessment of Student Performance and Progress(CAASPP)	Student Groups A. 8% of All B. 4% of EL C. 8% of Hispanic D. 8% of SED (Data Year 2022-23)			Student Groups A. 10% of All B. 8% of EL C. 10% of Hispanic D. 10% of SED	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.7	MATH CAASSP: Percent of students meeting or exceeding the standards Data Source: California Assessment of Student Performance and Progress(CAASPP)	Student Groups A. 0% of All B. 0% of EL C. 0% of Hispanic D. 0% of SED (Data Year 2022-23)			Student Groups A. 10% of All B. 8% of EL C. 10% of Hispanic D. 10% of SED	
1.8	Percent of students who are Career Technical Education Completers within the district Data Source: Local LEA Indicators	Student Group 13.3% of All (Data Year 2022-23)			Student Group 60% of All	
1.9	Percent of students who have reached the prepared level on the College and Career state indicator Data Source: Dashboard	Student Groups A. 21.2% of All B. 12.2% of EL C. 19.1% of Hispanic D. 21.5% of SED (Data Year 2022-23)			Student Groups A. 55% of All B. 25% of EL C. 25% of Hispanic D. 50% of SED	
1.10	Graduation Rate: Percent of students completing high school, which includes students who receive a standard high school diploma	Student Groups A. 98.7% of All B. 97.6% of EL C. 99.3% of Hispanic D. 98.7% of SED			Student Groups A. 99% of All B. 98% of EL C. 100% of Hispanic D. 99% of SED	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: Dashboard	(Data Year 2022-23)			Academic Engagement: Standard Met	
1.11	Average Instructional Reading Level (IRL) on the Star Reading Test Data Source: Local LEA indicator	Student Group 4.8 of All (Data Year 2023-24)			Student Group 6.0 of All	
1.12	Basic: Teachers, Instructional Materials, Facilities: This measure addresses the percentage of appropriately assigned teachers, students' access to curriculum-aligned instructional materials, and safe, clean, and functional school facilities Data Source: Dashboard	100% Basic: Teachers, Instructional Materials, Facilities: Standard Met (Data Year 2022-23)			100% Basic: Teachers, Instructional Materials, Facilities: Standard Met	
1.13	Implementation of Academic Standards: This measure covers implementation of state academic standards Data Source: Dashboard	100% Implementation of Academic Standards: Standard Met (Data Year 2022-23)			100% Implementation of Academic Standards: Standard Met	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.14	Access to a Broad Course of Study: This measure explores whether students have access to and are enrolled in a broad course of study, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs Data Source: Dashboard	100% Access to a Broad Course of Study: Standard Met (Data Year 2022-23)			100% Access to a Broad Course of Study: Standard Met	
1.15	Academic Engagement: Information that shows how well ACHS is engaging students in their learning Data Source: Dashboard	100% Academic Engagement: Standard Met (Data Year 2022-23)			100% Academic Engagement: Standard Met	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Provide PLC and PD Collaboration for Improved Instruction	Provide professional learning and professional development opportunities during the contracted day to increase teachers' opportunities to collaborate, monitor, and support student performance within their subject matter in response to staff feedback. This will allow staff to focus on the inquiry cycle while they review student data, share best practices, observe one another, and plan instructional strategies to address student needs.	$3,500.00	Yes
1.2	Engaging Field Trips, Materials, and Supplies to enhance College and Career Opportunities	In light of feedback received from student groups and data analysis conducted through the LCAP student, parent, and teacher surveys, there is a clear desire for enhanced classroom resources and enriching field trip experiences aligned with the Common Core, Next Generation Science Standards, and Career Technical Education. Recognizing this interest in hands-on learning opportunities, we are committed to prioritizing the provision of materials and supplies that support real-world application of academic concepts. Through these experiential learning opportunities, students will gain valuable insights into how these standards intersect with various industries and professions. By immersing students in authentic, practical contexts, our goal is to equip them with the skills necessary for success in both college and career endeavors.	$61,000.00	Yes
1.3	School Counselor	We will maintain the provision of a full-time school counselor, a decision reinforced by the positive feedback regarding the valuable support provided to students. As indicated by student survey responses, this support encompasses assistance with placement in credit recovery	$175,130.00	Yes

Action #	Title	Description	Total Funds	Contributing
		courses, career pathway programs, and preparation for college and career endeavors. Our school counselor will continue to offer academic counseling, support for response to intervention initiatives, and guidance for placement in additional courses, including summer school and winter sessions, to ensure students complete their coursework, graduate, and are well-prepared for post-secondary education and career pursuits.		
1.4	Full Time Teacher to Assist Credit Recovery and Tier III Student Course Offering	Based on favorable feedback from students and staff, educational partners decided to uphold the full-time teaching position. This role will provide credit recovery assistance to high-risk students to ensure they meet their educational goals. Additionally, this role will oversee classes for tier three students, focusing on cultivating positive decision-making skills during the academic year and as they transition beyond graduation, fostering college and career readiness. Furthermore, the position will continue collaborating with the Tulare County Office of Education to propose an enriched curriculum tailored to tier III students.	$179,350.00	Yes
1.5	Friday Buy Back Prep Periods per RTI Support	Sustain the provision of buying back teachers' prep on Fridays to preserve uninterrupted hosting of Response to Intervention (RTI) sessions, thereby fostering student growth. This commitment aligns with the sentiment of stakeholders who regard RTI as indispensable to the school's identity.	$49,470.00	Yes
1.6	COS Tutor Support	Due to positive student and staff feedback, educational partners maintained the agreement with the College of the Sequoias to provide two college students with tutoring support by qualified COS students during the school day and RTI for Tier Two and Tier Three students.	$6,500.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All English Learners will exhibit progress in their English language proficiency, as indicated by advancements in their board course of study grades, ELPAC scores, CAASPP scores, and participation in concurrent/dual enrollment programs for readiness and transition to college and career pathways.	Focus 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)

An explanation of why the LEA has developed this goal.

ACHS created this goal to address the diverse needs of its English language Learner student population, particularly those who require additional credit accrual support while ensuring they receive a comprehensive education that prepares them for success beyond high school by emphasizing the completion of a thorough, broad course of study while still supporting their ELL needs for English development. The goal aims to provide students with the necessary academic foundation and credit accrual to pursue post-secondary education or enter the workforce. Additionally, by focusing on readiness and transition to college and career pathways, ACHS is committed to equipping students with the skills, knowledge, and resources needed to thrive in their chosen endeavors after graduation. This goal reflects ACHS's dedication to providing ELL students equal opportunities for academic achievement, personal growth, and future success, regardless of their circumstances or challenges.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	ELA: Percent of ELL students in grades 10-12 who have passed their ELA course with a 70% or higher.	Student Group 100% of EL (Data Year 2023-24)			Student Group 100% of EL	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: Local LEA indicator, Aries					
2.2	MATH: Percent of ELL students in grades 10-12 who have passed their math course with a 70% or higher. Data Source: Local LEA indicator, Aries	Student Group 100% of EL (Data Year 2023-24)			Student Group 100% of EL	
2.3	SCIENCE: Percent of ELL students in grades 10-12 who have passed their science course with a 70% or higher. Data Source: Local LEA indicator, Aries	Student Group 100% of EL (Data Year 2023-24)			Student Group 100% of EL	
2.4	SOC SCI: Percent of ELL students in grades 10-12 who have passed their social science course with a 70% or higher. Data Source: Local LEA indicator, Aries	Student Group 100% of EL (Data Year 2023-24)			Student Group 100% of EL	
2.5	EL ELA CAASSP: Percent of students	Student Group 4% of EL			Student Group 20% of EL	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	meeting or exceeding the standards Data Source: California Assessment of Student Performance and Progress(CAASPP)	(Data Year 2022-23)				
2.6	EL MATH CAASSP: Percent of students meeting or exceeding the standards Data Source: California Assessment of Student Performance and Progress(CAASPP)	Student Group 0% of EL (Data Year 2022-23)			Student Group 8% of EL	
2.7	Percent of students who have reached the prepared level on the College and Career state indicator Data Source: Dashboard	Student Group 12.2% of EL (Data Year 2022-23)			Student Group 15% of EL	
2.8	Graduation Rate: Percent of students completing high school, which includes students who receive a standard high school diploma Data Source: Dashboard	Student Group 97.6% of EL (Data Year 2022-23)			Student Group 98% of EL	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.9	ELPAC: Percentage of EL students progressing one or more levels towards English language proficiency or maintaining the highest level. Data Source: Dashboard	Student Group 27.5% making progress (Data Year 2022-23)			Student Group 55% making progress	
2.10	Reclassification Rate: Number of EL students reclassified as English proficient Data Source: Local LEA indicator	Student Group 12.1% EL reclassified (Data Year 2022-23)			Student Group 15% EL reclassified	
2.11	ELPAC: Percent of Students Overall Performance Levels Data Source: ELPAC	ELPAC Performance Levels Level 4- 7.3% Level 3- 24.4% Level 2- 56.1% Level 1- 12.2 % (Data Year 2022-23)			ELPAC Performance Levels Level 4- 30% Level 3- 50% Level 2- 20% Level 1- 0 %	
2.12	Implementation of English Language Development Standards in English, Mathematics, History, and Science Data Source: Local LEA indicator	Student Group 100% All: Standard Met (Data Year 2022-23)			Student Group 100% All: Standard Met	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	English Language Development Teacher and Material and Supplies for EL support	As a result of favorable input from students and staff, the educational partners opted to retain the .60 ELD teaching role to aid EL students in credit recovery and ensure they meet their educational obligations. Additionally, this position will oversee classes and provide materials and supplies focusing on EL proficiency and career exploration in conjunction with local junior college dual enrollment programs. This underscores the emphasis on preparing English Learners for college and career readiness through English Language Development.	$81,196.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	ACHS will sustain a nurturing educational atmosphere that fosters a sense of belonging and safety for all students and guardians, promoting active engagement in academic and social-emotional growth. This nurturing environment will cultivate positive decision-making skills, reduce suspension rates, and nurture individuals to contribute positively to the broader community.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	ACHS Attendance Rate Data Source: Local LEA indicator	Attendance Rate: 89.36% (Data Year 2022-23)			Attendance Rate: 95%	
3.2	Chronic Absenteeism Data Source: Local LEA indicator	Chronically Absent: 39.7% (Data Year 2022-23)			Chronically Absent: 10%	
3.3	Graduation Rate: Percentage of students	Student Groups			Student Groups	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	who graduated within four years

Data Source: Dashboard | A. 98.7% of All
B. 97.6% of EL
C. 99.3% of Hispanic
D. 98.7% of SED

(Data Year 2022-23) | | | A. 99% of All
B. 99% of EL
C. 99% of Hispanic
D. 99% of SED | |
| 3.4 | Dropout Rate: Percentage of students who did not graduate within four years

Data Source: Dashboard | Student Groups

A. .7% of All
B. 2.4% of EL
C. .7% of Hispanic
D. .7% of SED

(Data Year 2022-23) | | | Student Groups

A. .5% of All
B. 1% of EL
C. .5% of Hispanic
D. .5% of SED | |
| 3.5 | Percent of students who have been suspended at least one aggregate day in a school year

Data Source: Dashboard | Student Groups

A. 13.2% of All (Red)
B. 8.3% of EL (Yellow)
C. 13.4% of Hispanic (Red)
D. 12.8% of SED (Red)

(Data Year 2022-23) | | | Student Groups

A. 7% of All
B. 5% of EL
C. 7% of Hispanic
D. 7% of SED | |
| 3.6 | Percent of students who have been expelled

Data Source: Local LEA indicator | Student Group

All: 0.01%

(Data Year 2022-23) | | | Student Group

All: 0% | |

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.7	Student Connectedness Survey Data Source: Local LEA indicator	All Student Students Connected by Semester Semester 1 Beginning of Semester: 17% Connected End of Semester: 83.7% Connected Semester 2 Beginning of Semester: 25.6% Connected End of Semester: TBD% Connected (Data Year 2023-24)			All Students Increase connectedness to 90% by the end of Semester 1 Increase connectedness to 90% by the end of Semester 2	
3.8	Percentage of students who agree with statements from the LCAP Student Survey Data Source: Local LEA indicator	All Students 86%: Teachers care about my success 77%: I receive encouragement from teachers and staff regularly 87%: I have access to academic counseling and guidance 82%: I have access to counseling for social or emotional needs 64%: I trust the teachers and staff			All Students 90%: Teachers care about my success 90%: I receive encouragement from teachers and staff regularly 90%: I have access to academic counseling and guidance 90%: I have access to counseling for	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		84%: I am respected and treated fairly by staff 72.4%: I am respected and treated fairly by students 67.2%: I am happy to be at this school 88.8%: I work hard to try to understand new things at school 78.4%: The school promotes my academic success 88%: The school tells students in advance what will happen if they break school rules 82%: The school enforces rules equally for all students 8%: I use drugs 8% I vape/smoke 9.6%: I drink alcohol 5.6%: I'm involved or affiliated with gangs at school 61.6%: At my school, there is a teacher or some other adult who cares about me 62.4%: At my school, there is a teacher or some other adult who notices when I'm not there			social or emotional needs 75%: I trust the teachers and staff 90%: I am respected and treated fairly by staff 85%: I am respected and treated fairly by students 75%: I am happy to be at this school 90%: I work hard to try to understand new things at school 85%: The school promotes my academic success 90%: The school tells students in advance what will happen if they break school rules 90%: The school enforces rules equally for all students 3%: I use drugs 3% I vape/smoke 3%: I drink alcohol 2%: I'm involved or affiliated with gangs at school	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		65.6%: At my school, there is a teacher or some other adult who believes I will be a success (Data Year 2023-24)			90%: At my school, there is a teacher or some other adult who cares about me 90%: At my school, there is a teacher or some other adult who notices when I'm not there 90%: At my school, there is a teacher or some other adult who believes I will be a success	
3.9	Local Climate Survey This measure addresses information regarding the school environment based on a local climate survey administered every other year on the topics of school safety and connectedness. Data Source: Dashboard	Local Climate Survey Standard Met (Data Year 2022-23)			Local Climate Survey Standard Met	
3.10	Parent/Guardian and Family Engagement SSC/ELAC Meeting	Parent/Guardian Engagement Quarterly Meetings: 100% Quorum			Parent/Guardian and Family Engagement	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: Local LEA Indicator	(Data Year 2023-24)			Quarterly Meetings: 100% Quorum	
3.11	Parent/Guardian and Family Engagement Student Awards and Informational Meeting Attendance Data Source: Local LEA Indicator	Parent/Guardian Engagement October Attendance: 37 January Attendance: 27 April Attendance: 0 (Cancelled in-person event due to rain: Moved to Zoom: 0 parents zoomed in) (Data Year 2023-24)			Parent/Guardian and Family Engagement October Attendance: 40 January Attendance: 40 April Attendance: 40	
3.12	Parent/Guardian and Family Engagement This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes, and seeks input for decision-making. Data Source: Dashboard	Parent/Guardian and Family Engagement Standard Met (Data Year 2022-23)			Parent/Guardian and Family Engagement Standard Met	
3.13	Williams Uniform Complaints	Williams Uniform Complaints			Williams Uniform Complaints	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: Local LEA Indicator	0 (Data Year 2022-23)			0	
3.14	Facility Conditions per Facility Inspection Tool (FIT) Report Data Source: State of California FIT Report	Facility Conditions per Facility Inspection Tool Standard Met (Data Year 2023-24)			Facility Conditions per Facility Inspection Tool Standard Met	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Positive Behavior Intervention System material and supplies	The educational partners decided to continue this action and add funding for this initiative due to its depletions before the school year's conclusion. This action moves to sustain a positive behavior incentive program by providing a wide range of materials and supplies for all students, English learners, Hispanics, and the economically disadvantaged. It also provides resources for parent and family engagement during SSC/ELAC and Titan Awards Assemblies, fostering a sense of connection to the school environment.	$28,700.00	Yes
3.2	Part-Time Teacher to Assist Credit Recovery and Tier II and III Student Course Offering and Study Skills	Responding to positive feedback from both students and staff, educational partners have chosen to sustain funding for the part-time salary of the full-time Special Education teaching position. The district office will uphold funding for the Special Education component, while ACHS LCAP will cover the remaining portion. This position will persist in offering credit recovery support to Tier II and III students not identified as SELPA, ensuring they progress toward their educational objectives. Emphasis will be placed on instilling positive decision-making skills throughout the academic year, preparing students for the transition beyond graduation, and nurturing their college and career readiness. Additionally, the role will maintain collaboration with the Tulare County Office of Education to devise an enriched curriculum tailored specifically to Tier III students' needs.	$90,600.00	Yes
3.3	Facilities, Playing Surfaces, Materials, Supplies, Equipment	The educational partners are committed to bolstering LCFF funds and leveraging the Equity Multiplier to enrich current facilities and introduce new ones, such as playing surfaces and a spacious building for assemblies aimed at promoting parent and family engagement. These enhancements will integrate materials, supplies, and equipment tailored to captivate students' interest, cultivating a sense of enthusiasm for attending school. Through the creation of a secure and welcoming environment, the objective is to foster positive decision-making among students, thereby reducing suspensions and fostering and nurturing individuals to contribute positively to the broader community. and greater participation in school-related endeavors.	$277,356.00	No Yes

Action #	Title	Description	Total Funds	Contributing
3.4	Temporary Full Time RTI Teacher with Classroom Supplies, Materials, and Equipment	Considering the current suspension rate on the dashboard and feedback from educational partners, it has been unanimously agreed to allocate CSI funds toward hiring an additional FTE-RTI teacher. This teacher will focus on fostering positive decision-making skills and guiding students toward increased school engagement, aiming to reduce suspension rates. The ongoing support from Equity Multiplier funds will complement this initiative by providing additional funding for the position and classroom materials, supplies, and equipment. This investment is crucial in establishing a secure environment conducive to learning, particularly for students from diverse backgrounds, such as Hispanics, English learners, and those students identified as having socio-economic disadvantages.	$174,383.00	No
3.5	Temporary Full-time Instructional Aid for RTI	Considering the current suspension rate on the dashboard and feedback from educational partners, it has been unanimously agreed to allocate Equity Multiplier funds toward hiring an additional FTE-Instructional Aid to support the RTI Teacher. This Instructional aid will support the teacher in fostering positive decision-making skills and guiding students towards increased school engagement, aiming to reduce suspension rates, as the California Dashboard indicates. This investment is crucial in establishing a secure environment conducive to learning, particularly for students from diverse backgrounds, such as Hispanics, English learners, and those students identified as having socio-economic disadvantages.	$65,040.00	No
3.6	Two Additional Days of Drug and Alcohol Counseling and Therapy	In response to the dashboard data and the prevailing suspension rate, the educational partners unanimously decided to allocate Equity Multiplier funds to extend the presence of a Drug and Alcohol Therapist at ACHS. The goal is to maintain an environment at ACHS that is nurturing and conducive to fostering a sense of belonging and safety for all students and guardians. This environment will encourage active participation in both academic and social-emotional growth initiatives. The objective is to cultivate positive decision-making skills, decrease suspension rates, and empower individuals to contribute positively to the community.	$28,175.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$668246	$

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
34.826%	0.000%	$0.00	34.826%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Provide PLC and PD Collaboration for Improved Instruction **Need:** Through the LCAP staff survey and feedback, we determined the need for teachers to collaborate and participate in professional learning communities and development. With a focus on the inquiry cycle while they review student data, share best practices, observe	This action supports the diverse needs of students who require additional credit accrual support while ensuring they receive a comprehensive education that prepares them for success beyond high school. The additional collaboration will support the broad course of study to meet graduation requirements, academic foundation, skills, knowledge, and resources needed to support students to thrive in the classroom and graduation. This goal reflects ACHS's dedication to providing all students equal opportunities for academic	1.1,1.2,1.3,1.4,1.5, 1.6,1.7,1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14 and 1.15

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

	one another, and plan instructional strategies to address student needs.
	
	Scope:
	  LEA-wide
	  Schoolwide
		achievement, personal growth, and future success, regardless of their circumstances or challenges.	

1.2	**Action:**
	Engaging Field Trips, Materials, and Supplies to enhance College and Career Opportunities
	
	Need:
	The need for this goal is to enhance classroom resources and enrich field trip experiences aligned with the Common Core, Next Generation Science Standards, and Career Technical Education to ensure students are prepared for college and career success. By addressing the feedback received from student groups and conducting data analysis through LCAP surveys, it is evident that students are eager for hands-on learning opportunities that connect academic concepts to real-world applications.
	
	Scope:
	  LEA-wide
	  Schoolwide
		This action shall prioritize materials and supplies that support these experiences; students shall develop crucial skills such as critical thinking, problem-solving, and collaboration within authentic contexts. Through learning, students will gain valuable insights into how these academic standards intersect with various industries and professions, preparing all students schoolwide for the challenges and demands of higher education and the workforce.	1.1,1.2,1.3,1.4,1.5, 1.6,1.7,1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14 and 1.15

1.3	**Action:** School Counselor **Need:** Educational partners recognize the critical importance of maintaining a full-time school counselor, a decision affirmed by positive	The school counselor is dedicated to ensuring equal opportunities for all students. However, they will specifically oversee and support foster English learners and low income. This action will provide guidance on credit recovery courses, access to career pathway programs, and comprehensive preparation for college and career pathways. It	1.1,1.2,1.3,1.4,1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, and 1.14

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

	feedback highlighting the invaluable support received by students. As evidenced by student survey responses, this support is indispensable for all students, including those from specific groups such as foster, low-income, and English learners.
	
	Scope:
	  LEA-wide
	  Schoolwide
		also offers personalized academic counseling and targeted support for response to intervention initiatives. The counselor will assist in placing students in supplementary courses, such as summer school and winter sessions, to ensure that all students, regardless of their background or circumstances, can successfully navigate their coursework, graduate, and are equipped for success in their post-secondary education and future careers.	

1.4	**Action:**
	Full Time Teacher to Assist Credit Recovery and Tier III Student Course Offering
	
	Need:
	Educational partners chose to maintain the full-time teaching position to support the student's need for credit accrual in required courses by the state and the TJUHSD. Furthermore, the position addresses the need for Tier III student support within a designated course approved by TCOE to emphasize positive decision-making and skill development during the school year and post-graduation, fostering college and career readiness.
	
	Scope:
	  LEA-wide
	  Schoolwide
		This action supports the diverse needs of students who require credit accrual support while ensuring they receive a comprehensive education that prepares them for success beyond high school. Additional support for Tier III students will provide direction on social skills for academic and social-emotional growth while in school and post-graduation. This goal reflects ACHS's dedication to providing all students equal opportunities for academic achievement, personal development, and future success, regardless of their circumstances or challenges.	1.1,1.2,1.3,1.4,1.5, 1.6,1.5, 1.9, 1.10, 1.11, 1.12,1.13, 1.14 and 1.15

1.5	**Action:** Friday Buy Back Prep Periods per RTI Support **Need:**	Providing extra focused tutoring time during the school week, specifically through the RTI model on Fridays, is supported by data and stakeholder consensus. This targeted intervention is essential	1.1,1.2,1.3,1.4,1.5, 1.6,1.7,1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14 and 1.15

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

	Data and the consensus among all stakeholders show that students require extra focused tutoring time with their teachers during the school week to work towards and meet the standards that are aligned with educational Common Core State standards. This designated RTI time is a necessity and is crucial in aiding students in meeting graduation criteria and preparing them for college and careers.
	
	Scope:
	  LEA-wide
	  Schoolwide
		for students to meet the rigorous standards aligned with the Common Core, ensuring their progress toward graduation requirements and readiness for college and careers. The RTI sessions aim to facilitate growth by ensuring students achieve a score of 70% or higher on all assignments and assessments. Students who don't meet this threshold will be required to attend Friday RTI sessions, where they will receive the necessary support to succeed in the classroom and prepare for their future endeavors.	

1.6	**Action:**
	COS Tutor Support
	
	Need:
	Educational partners chose to maintain the COS tutors to support the student's need for assistance in required courses by the state and the TJUHSD. Furthermore, the position addresses the need for Tier II and III student support with a designated tutor to assist these students with their academic needs to be college—and career-ready.
	
	Scope:
	  LEA-wide
	  Schoolwide
		RTI support will address this action daily, and teachers on the ACHS site will identify student needs according to the RTI list. Students will then provide tutoring services to these dedicated students to assist them with coursework and meet standards and graduation requirements.	1.1,1.2,1.3,1.4,1.5, 1.6,1.7, 1.9, 1.10, 1.11, 1.13, and 1.15

3.1	**Action:** Positive Behavior Intervention System material and supplies	Ultimately, the action will support the goal of cultivating an atmosphere where students feel welcomed and empowered to make sound decisions, maintain good attendance, and actively	3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12, 3.13, and 3.14

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness

	Need:
	This action is crucial to sustain a positive behavior incentive program, which plays a pivotal role in shaping the school's culture and environment. By providing an array of materials and supplies, the initiative not only reinforces positive behaviors but also fosters a deeper connection among students to their school community. This connection is vital for nurturing a supportive and inclusive environment where students feel valued, engaged, and motivated to excel academically and socially. Thus, continuing and enhancing this action is essential for promoting a conducive atmosphere that facilitates students' holistic development and overall success.
	
	Scope:
	  LEA-wide
	  Schoolwide
		engage in their educational journey in order to be positive contributors to society.	

3.2	**Action:** Part-Time Teacher to Assist Credit Recovery and Tier II and III Student Course Offering and Study Skills **Need:** Educational partners chose to maintain the part-time salary of the full-time teaching position to support the student's need for academic and credit accrual in required courses by the state and the TJUHSD. Furthermore, the position addresses the need for Tier II and III student support within a designated course approved by TCOE to emphasize positive decision-making and skill	This action supports the diverse needs of students who require academic and credit accrual support while ensuring they receive a comprehensive education that prepares them for success beyond high school. Additional support for Tier II and III students will guide social skills for academic and social-emotional growth in school and post-graduation. This goal reflects ACHS's dedication to providing all students equal opportunities for academic achievement, personal development, and future success, regardless of their circumstances or challenges.	3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, and 3.9

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

	development during the school year and post-graduation, fostering college and career readiness.
	
	Scope:
	  LEA-wide
	  Schoolwide		

3.3	**Action:**
	Facilities, Playing Surfaces, Materials, Supplies, Equipment
	
	Need:
	The educational partners perceive the need for this action as a means to enhance the overall school environment and student experience. By bolstering LCFF funds and utilizing the Equity Multiplier, they aim to address existing facility deficiencies and introduce new amenities catering to students' diverse needs. Including playing surfaces and a spacious building for assemblies underscores their commitment to fostering holistic development, including promoting parent and family engagement.
	
	Scope:
	  LEA-wide
	  Schoolwide
		The educational partners seek to ignite a genuine enthusiasm for learning and participation in school activities by integrating facilities with materials, supplies, and equipment tailored to engage students. Creating a secure and inviting atmosphere is pivotal in instilling a sense of belonging and safety and supporting positive student decision-making. Not only reducing suspensions but also nurturing students to become active contributors to their school community and beyond. By fostering a culture of inclusivity and empowerment, ACHS aims to cultivate individuals who are academically successful, socially responsible, and eager to participate in broader community endeavors.	3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12, 3.13, and 3.14

3.4	**Action:** Temporary Full Time RTI Teacher with Classroom Supplies, Materials, and Equipment **Need:**	The proposed full-time RTI teaching position offers an alternative means of student support beyond suspension. This approach is expected to foster a greater sense of belonging among students and significantly reduce suspension rates, particularly	3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12, and 3.13

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
	The identified need for this action stems from the educational partners' recognition of the necessity to bolster support for all students, including Hispanics, English learners, and socioeconomically disadvantaged students. By adding a full-time RTI teaching position, the partners aim to address these students' academic and decision-making needs within their educational pursuits and broader life choices. **Scope:**	within the identified student groups highlighted on the California Dashboard.	
3.5	**Action:** Temporary Full-time Instructional Aid for RTI **Need:** The identified need for this action stems from the educational partners' recognition of the necessity to bolster support for all students, including Hispanics, English learners, and socioeconomically disadvantaged students. By adding a full-time RTI instructional aid, the partners aim to address these students' academic and decision-making needs within their educational pursuits and broader life choices. **Scope:**	The proposed full-time RTI Instructional Aid position offers an alternative means of student support beyond suspension. This approach is expected to foster a greater sense of belonging among students and contribute significantly to a reduction in suspension rates, particularly within the identified student groups highlighted on the California Dashboard.	3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, and 3.14
3.6	**Action:** Two Additional Days of Drug and Alcohol Counseling and Therapy **Need:**	Providing the Drug and Alcohol Therapist on a school-wide basis ensures that all students have access to the support they may need, regardless of their individual circumstances. Substance abuse issues can affect students from various backgrounds and demographics, and offering this	3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.11, 3.12 and 3.13

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
	The dashboard data and the prevailing suspension rate prompt the decision to allocate funds for a drug and alcohol therapist at ACHS. The goal is to address the underlying issues contributing to these statistics by providing necessary support and intervention services. By extending the presence of a therapist, the school aims to create an environment that actively promotes academic and social-emotional growth. This proactive approach is intended to cultivate positive decision-making skills, reduce suspension rates, and empower individuals to contribute positively to the community. **Scope:**	service universally ensures that no one falls through the cracks. Furthermore, addressing substance abuse issues on a school-wide basis helps to create a culture of openness and support surrounding these issues. It encourages students to seek help when needed and reduces the stigma associated with seeking assistance for substance abuse problems, reducing suspensions.	

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
2.1	**Action:** English Language Development Teacher and Material and Supplies for EL support **Need:** The educational partners have opted to retain the full-time teaching position to assist English learner students in enhancing their English proficiency and earning credits in mandatory courses outlined by both the state and the TJUHSD. Moreover, this position aims to	This initiative addresses the varied needs of EL students, ensuring they receive assistance with credit accrual while also benefiting from a well-rounded education that equips them for success beyond high school. Further support for EL students will focus on nurturing skills for academic progress and social-emotional growth, both during their time in school and after graduation. This objective underscores ACHS's commitment to affording EL students equal opportunities for academic excellence, personal growth, and future	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, and 2.12

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	address the state of California's requirements for supporting EL students, emphasizing the importance of ongoing support and English proficiency development throughout the academic year and beyond graduation, thus promoting college and career readiness. **Scope:** 　Limited to Unduplicated Student Group(s)	prosperity, irrespective of their circumstances or obstacles.	

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.

Concentrated grant funding will continue to facilitate the hiring of two part-time instructional aides and one full-time instructional aide. These individuals will play a vital role in assisting students with their academic endeavors, both in the classroom and during designated Response to Intervention periods. Their focus will primarily be on tier II and III students, providing them with the additional academic support necessary for success in their broad course of studies.

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		1:45
Staff-to-student ratio of certificated staff providing direct services to students		1:20

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	1918840	668246	34.826%	0.000%	34.826%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$658,728.00	$502,956.00		$58,716.00	$1,220,400.00	$810,191.00	$410,209.00

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Provide PLC and PD Collaboration for Improved Instruction	English Foster Low	Learners Youth Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	Specific Schools: ACHS 10-12	2024-2027	$3,500.00	$0.00	$2,500.00			$1,000.00	$3,500.00	
1	1.2	Engaging Field Trips, Materials, and Supplies to enhance College and Career Opportunities	English Foster Low	Learners Youth Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	Specific Schools: ACHS 10-12	2024-2027	$0.00	$61,000.00	$10,000.00			$51,000.00	$61,000.00	
1	1.3	School Counselor	English Foster Low	Learners Youth Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	Specific Schools: ACHS 10-12	2024-2027	$173,340.00	$1,790.00	$173,340.00	$1,790.00			$175,130.00	
1	1.4	Full Time Teacher to Assist Credit Recovery and Tier III Student Course Offering	Low	Income	Yes	LEA-wide Schoolwide	Low Income	Specific Schools: ACHS 10-12	2024-2027	$179,350.00	$0.00	$179,350.00				$179,350.00	
1	1.5	Friday Buy Back Prep Periods per RTI Support	English Foster Low	Learners Youth Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	Specific Schools: ACHS 10-12	2024-2027	$49,470.00	$0.00	$49,470.00				$49,470.00	
1	1.6	COS Tutor Support	English Foster Low	Learners Youth Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	Specific Schools: ACHS 10-12	2024-2027	$6,500.00	$0.00	$6,500.00				$6,500.00	
2	2.1	English Language Development Teacher and Material and Supplies for EL support	English	Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: ACHS 10-12	2024-2027	$80,996.00	$200.00	$80,090.00			$1,106.00	$81,196.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.1	Positive Behavior Intervention System material and supplies	English Foster Low Learners Youth Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	Specific Schools: ACHS 10-12	2024-27	$0.00	$28,700.00	$25,000.00			$3,700.00	$28,700.00	
3	3.2	Part-Time Teacher to Assist Credit Recovery and Tier II and III Student Course Offering and Study Skills	English Foster Low Learners Youth Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	Specific Schools: ACHS 10-12	2024-27	$90,600.00	$0.00	$90,600.00				$90,600.00	
3	3.3	Facilities, Playing Surfaces, Materials, Supplies, Equipment	All English Foster Low Learners Youth Income	No Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	Specific Schools: ACHS 10-12	2024-27	$0.00	$277,356.00	$41,878.00	$233,568.00		$1,910.00	$277,356.00	
3	3.4	Temporary Full Time RTI Teacher with Classroom Supplies, Materials, and Equipment	All	No			Specific Schools: ACHS 10-12	2024-27	$133,220.00	$41,163.00		$174,383.00			$174,383.00	
3	3.5	Temporary Full-time Instructional Aid for RTI	All	No			Specific Schools: ACHS 10-12	2024-27	$65,040.00	$0.00		$65,040.00			$65,040.00	
3	3.6	Two Additional Days of Drug and Alcohol Counseling and Therapy	All	No			Specific Schools: ACHS 10-12	2024-27	$28,175.00	$0.00		$28,175.00			$28,175.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
1918840	668246	34.826%	0.000%	34.826%	$658,728.00	0.000%	34.329 %	**Total:**	$658,728.00
								LEA-wide Total:	$578,638.00
								Limited Total:	$80,090.00
								Schoolwide Total:	$578,638.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Provide PLC and PD Collaboration for Improved Instruction	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	Specific Schools: ACHS 10-12	$2,500.00	
1	1.2	Engaging Field Trips, Materials, and Supplies to enhance College and Career Opportunities	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	Specific Schools: ACHS 10-12	$10,000.00	
1	1.3	School Counselor	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	Specific Schools: ACHS 10-12	$173,340.00	
1	1.4	Full Time Teacher to Assist Credit Recovery and Tier III Student Course Offering	Yes	LEA-wide Schoolwide	Low Income	Specific Schools: ACHS 10-12	$179,350.00	
1	1.5	Friday Buy Back Prep Periods per RTI Support	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	Specific Schools: ACHS 10-12	$49,470.00	
1	1.6	COS Tutor Support	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	Specific Schools: ACHS 10-12	$6,500.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.1	English Language Development Teacher and Material and Supplies for EL support	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: ACHS 10-12	$80,090.00	
3	3.1	Positive Behavior Intervention System material and supplies	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	Specific Schools: ACHS 10-12	$25,000.00	
3	3.2	Part-Time Teacher to Assist Credit Recovery and Tier II and III Student Course Offering and Study Skills	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	Specific Schools: ACHS 10-12	$90,600.00	
3	3.3	Facilities, Playing Surfaces, Materials, Supplies, Equipment	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	Specific Schools: ACHS 10-12	$41,878.00	
3	3.4	Temporary Full Time RTI Teacher with Classroom Supplies, Materials, and Equipment				Specific Schools: ACHS 10-12		
3	3.5	Temporary Full-time Instructional Aid for RTI				Specific Schools: ACHS 10-12		
3	3.6	Two Additional Days of Drug and Alcohol Counseling and Therapy				Specific Schools: ACHS 10-12		

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$856,912.00	$571,664.53

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	#1 Provide PLC/PD release	Yes	$4,974.00	2700.00
1	1.2	#2 Provide instructional materials, supplies, and CTE field trip opportunities.	Yes	$24,070.00	12380.00
1	1.3	#3 FTE School Counselor	Yes	$162,502.00	162650.00
1	1.4	#4 Credit Recovery and "Why Try" Instructor	Yes	$168,548.00	168548.00
1	1.5	#5 One Hour Prep Buy Back for RTI	Yes	$35,557.00	35557.00
1	1.6	DISCONTINUED: Three Hour Art Instructor			
1	1.7	DISCONTINUED: Support RTI Teacher in English Language Arts and other Core Subject Areas			
1	1.8	#8 College of the Sequoias Academic Student Tutors	Yes	$5,500.00	2750.00
2	2.1	English Language Development teacher	Yes	$77,551.00	75990.00
3	3.1	#1 Positive Behavior Intervention and Support	Yes	$21,064.00	14130.53

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	3.2	DISCONTINUED: Part Time Recovery Resource Drug, Alcohol, and Coping Skills Counselor with Triple A			
3	3.3	#3 Cover part of an FTE to support struggling students with a Study Skill Instructor	Yes	$79,381.00	$79,381.00
3	3.4	#4 Provide material and supplies for facilities and safety.	Yes	$277,765.00	17578.00

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)
	$827,902.00	$555,032.15	$272,869.85	59.000%	34.000%	-25.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	#1 Provide PLC/PD release	Yes	$2,000.00	2000.00	0	0
1	1.2	#2 Provide instructional materials, supplies, and CTE field trip opportunities.	Yes	$12,500.00	1067.15	2%	2%
1	1.3	#3 FTE School Counselor	Yes	$162,502.00	162,502.00	3%	3%
1	1.4	#4 Credit Recovery and "Why Try" Instructor	Yes	$168,548.00	168,548.00	3%	3%
1	1.5	#5 One Hour Prep Buy Back for RTI	Yes	$35,557.00	35,557.00	3%	3%
1	1.8	#8 College of the Sequoias Academic Student Tutors	Yes	$5,500.00	2750.00	2%	2%
2	2.1	English Language Development teacher	Yes	$70,649.00	70,649.00	3%	3%
3	3.1	#1 Positive Behavior Intervention and Support	Yes	$15,000.00	15,000.00	5%	5%
3	3.3	#3 Cover part of an FTE to support struggling students with a Study Skill Instructor	Yes	$79,381.00	79,381.00	3%	3%
3	3.4	#4 Provide material and supplies for facilities and safety.	Yes	$276,265.00	17578.00	35%	10%

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)
			0.000%	$555,032.15	34.000%	34.000%	$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

  o 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]).

  o 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.

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- o 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)](#);

- o **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.

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

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.

  o 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,

  o 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.

  o 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:

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

  o 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.

- o 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).

- o 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.

- o Indicate the school year to which the baseline data applies.

- o 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.

- o 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.

  - o 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.

  - o 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.

  - o 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.

    o 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.

    o Include a discussion of relevant challenges and successes experienced with the implementation process.

    o 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.

  o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

  o When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

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

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

  o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

    ▪ The reasons for the ineffectiveness, and

    ▪ How changes to the action will result in a new or strengthened approach.

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

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

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

Total Funds

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

Contributing

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

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

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

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

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

- o Professional development for teachers.

- o 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:

  - o 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.

  - o 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.

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

  o 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.

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

  o 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:

  o **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.

  o **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.

  o **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).

- o **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.

  - o **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.

  - o 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)**

  o 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**

  o 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)**

  o 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 (%)**

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

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

  o 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)**

  o 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 %)**

  o 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)**

  o 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)**

  o 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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