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
Cecil Avenue Math and Science Academy	Lionel Reyna Principal	lreyna@duesd.org 6617423779

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.

Cecil Avenue Math and Science Academy (CAMSA) offers a comprehensive educational experience to its approximately 607 students, who primarily come from Hispanic and Filipino backgrounds, with a smaller percentage of White, African-American, or Black students. The school caters to 6th, 7th, and 8th-grade pupils within the Delano Union Elementary School District, located in central Delano.

CAMSA boasts a variety of facilities to support its educational programs and extracurricular activities, including a large gymnasium, a band room, two fitness labs, and an auditorium. Each classroom is equipped with computers for both teacher and student use, as well as high-speed broadband Internet connection and Wi-Fi access. Viewsonic Televisions are utilized for interactive learning experiences.

The school's mascot, the Patriot, reflects its values of integrity and excellence, while its colors of red, white, and blue evoke a sense of patriotism and unity. All students at CAMSA have equal opportunities to participate in a wide range of academic subjects, including math, science, language arts, social studies, physical education, and elective courses. Additionally, students who require additional support in any academic area can benefit from targeted intervention through an after-school program, providing them with extra learning opportunities.

CAMSA encourages students to engage in numerous extracurricular activities, such as sports, clubs, the Oral Language Festival, Science Fair, GATE (Gifted and Talented Education), cheerleading, Spelling Bee, and History Day. This emphasis on extracurricular involvement helps students develop diverse skills and interests while fostering a sense of community and belonging.

Overall, Cecil Avenue Math and Science Academy provides a nurturing and inclusive environment where students can thrive academically, socially, and personally.

Reflections: Annual Performance

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

Cecil Avenue Math and Science Academy is dedicated to narrowing the achievement gap and surpassing the academic performance levels achieved before the pandemic. The school emphasizes offering various tiers of support to all students, with special attention to unduplicated subgroups, students with disabilities, and McKinney-Vento students.

The state and local data reported below demonstrate areas that have demonstrated success and areas that need additional support. Actions within this LCAP in all will focus on providing the necessary resources to ensure that unduplicated pupils receive the support they need to attain success.

Based on the California School Dashboard for 2023:

The English Learner Progress Indicator (ELPI) for our school showed significant growth, reaching 65.2%, which marks a notable increase of 14.7% compared to the previous academic year. Furthermore, the dashboard data indicates that an impressive 92% of our students either maintained or progressed by at least one ELPI level from the assessment conducted in 2022. This remarkable progress reflects the dedication of our students, educators, and support staff, as well as the effectiveness of the strategies and interventions implemented to support English language acquisition. It underscores our commitment to ensuring the academic success and linguistic proficiency of all our English learner students.

CAMSA's Chronic Absenteeism rate currently stands at 12.11%, marking a notable decrease of 3.19% compared to the previous school year. This improvement has elevated the school to the yellow performance level. Within the district, CAMSA shares this level with four subgroups, while one subgroup has achieved the green performance level. Initiatives outlined in Goal 2 are designed to target these students specifically, aiming to understand the underlying reasons for their irregular attendance. By identifying the root causes, CAMSA can provide tailored support to students and address barriers hindering their attendance. This proactive approach ensures that students receive the necessary assistance to overcome challenges and maintain consistent attendance, fostering a more conducive learning environment for all.

CAMSA decreased 3.9 points in English Language Arts. This has placed the school in the orange performance group. All subgroups either maintained or decreased from last year's scores. The English Language Learner subgroup placed in the Red with a 72.3 distance from standard on the CA dashboard. CAMSA scored 43.8 points below standard.

In Mathematics, CAMSA decreased .08 to 94 points below standard. the district increased by 19.4 points. The Hispanic, English Learner, and Socioeconomically Disadvantaged subgroups scored in the red. Students with Disabilities placed in the Orange, and Filipino scored in the yellow on the dashboard.

Cecil Avenue Math and Science Academy saw a 3.8% increase in its suspension rate, reaching a total suspension rate of 7.3% for the 2023 school year. According to the California School Dashboard, students with disabilities scored in the red category, indicating a high level of concern. In contrast, English learners, Hispanic students, and socioeconomically disadvantaged students were placed in the orange category, signifying moderate concern. The Filipino student subgroup performed notably better, scoring in the green category for suspensions.

CAMSA will tackle ELA and Math performance issues by offering timely interventions and delivering high-quality professional development to equip teachers with the best teaching practices and resources. In Goal 2, the school will introduce attendance incentives and create a task force to address the needs of specific student groups individually, working with families to eliminate barriers that contribute to chronic absenteeism.

CAMSA has developed targeted actions in Goal 1 to address the needs in ELA and Math for English learners, foster youth, socioeconomically disadvantaged students, and students with disabilities. Data analysis identified these groups as requiring additional support to achieve adequate growth. They will receive extra help with reading, math skills, and language acquisition to meet their specific academic needs. Goal 2 focuses on improving attendance, reducing suspensions, and enhancing social-emotional learning (SEL). The school will also address personal needs such as clothing, hygiene packs, backpacks, shoes, glasses, and healthcare. In Goal 3, CAMSA aims to ensure these subgroups have equal access to a well-rounded education, including science, technology, engineering, arts, and math for all students.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents	The school site convened with parents during the School Site Council and English Language Advisory Committee meetings to review both state and local data. In these sessions, an interactive discussion took place, enabling parents to engage deeply with the information presented. They were provided with surveys to capture their feedback and perspectives. The responses gathered from these surveys were instrumental in shaping and refining the goals and actions outlined in the Local Control and Accountability Plan (LCAP). This collaborative approach ensured that parent input was a key component in the decision-making process, fostering a more inclusive and responsive educational environment.
Students	The school sent surveys to all students in grades 6-8 in the month of April. The results of the surveys and the feedback from the students created revisions of several actions in this LCAP to address their concerns and needs with regards to mental health services.
Teachers	Teachers were able to provide input as site admin held data meetings throughout the school year and the teachers were able to provide input on areas of need. The teachers received surveys and their responses were reviewed. Their input led to Goal 1, Action 1 to refine their professional development to help them serve unduplicated student groups effectively.
Administration	Site administration had ongoing monthly meetings October 2023 to discuss the results of state and local data. The site admin team discussed changes to LCAP actions to address areas of need and to keep specific actions that have helped the school to successfully

Educational Partner(s)	Process for Engagement
	address the needs of all students, but with a specific emphasis on unduplicated subgroups..
Other School Personnel	Site admin met with other school personnel such as site resource teachers, learning coordinator, librarians, nurses and other personnel during the months of March and April. After review of the results of state and local data, they were provided with an opportunity to engage in a question and answer session. They were also provided with a survey for them to provide any additional input.
SELPA	On December, 2023, the district consulted with the Kern County SELPA representatives to discuss support for students with exceptional needs via the LCAP. The district discussed the role of the co-teaching coach and their role to support the students with exceptional needs. The team also discussed summer professional development for our teachers to equip them with appropriate support to better assist the students.
GATE Parent Advisory Committee	The district met with the GATE Parent Advisory Committee and presented all data and metric results in March 2024. The district had a very interactive discussion with parents on what they felt the LCAP could provide to their children. Based on our demographic data, most GATE students are part of an unduplicated subgroup, so they felt that the GATE students also need LCAP funds directed to improving their education and access to a very broad course of study. The parents vocalized a need to expand the program and offer a more robust program with enrichment opportunities for students. They also requested further training for GATE instructors.

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

Cecil Avenue Math and Science Academy diligently engaged various stakeholders in its development process, demonstrating a commitment to inclusive decision-making. Through channels such as the School Site Council, teacher leadership team meetings, interactions with fellow educators, administrators, and direct engagement with students and other personnel, the school gathered valuable insights and feedback. This collaborative effort ensured that diverse perspectives were considered, resulting in a comprehensive approach to designing and implementing initiatives. The feedback received from these groups was instrumental in shaping the school's strategies and practices, ultimately enhancing the educational experience for all stakeholders.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Cecil Avenue Math & Science Academy endeavors to deliver an unparalleled educational experience within a nurturing atmosphere, igniting an innate curiosity and fervor for learning. Our commitment is to cultivate an environment that fosters academic excellence, preparing students for the rigors of higher education and professional endeavors. Through enhancing the caliber of instruction and support services, we aim to elevate academic attainment levels, thereby equipping our students with the requisite skills and knowledge for success in college, careers, and beyond.	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)

An explanation of why the LEA has developed this goal.

CAMSA's analysis of CAASPP, ELPAC, and local assessments has underscored the imperative to further enhance instructional quality. Thus, CAMSA remains steadfast in its commitment to retaining fully credentialed educators and facilitating ongoing professional development initiatives. Notably, data from the California School Dashboard indicates that English learner is classified within the red tier in both ELA and Math. Our socio-economically disadvantaged subgroups are classified within the orange performance tier for both ELA and Math, while the subgroup comprising students with disabilities slightly higher within the orange performance level. Metric 4 (a) delineates that English learners, socioeconomically disadvantaged, and homeless student subgroups are significantly below grade level. This empirical evidence, coupled with stakeholder feedback, has informed the formulation of this goal and its corresponding strategies. Furthermore, the school remains dedicated to supporting educators through targeted professional development and collaboration with academic coaches to optimize learning strategies tailored to meet diverse student needs.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Priority 1(a) – teachers in the local educational agency (LEA) are appropriately assigned and fully credentialed in the subject area and for	Cecil Avenue Math & Science Academy currently has 3 teachers who are not fully credentialed. This indicates that 89% of			The desired outcome is 100% for the 2026 - 2027 school year.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	the pupils they are teaching;	teachers are appropriately assigned and fully credentialed.				
1.2	Priority 1(b) – every pupil in the school district has sufficient access to the standards-aligned instructional materials;	Based on the Williams Team visits in August 2023, CAMSA received a rating of 100% for sufficiency of standards aligned textbooks as per the report on the Kern County Superintendent of Schools Williams Visit webpage.			The desired outcome for 2026-2027 school year is 100%	
1.3	Priority 1(c) – school facilities are maintained in good repair;	Based on the Facilities Inspection Tool from the Williams Team visit in August, 2023, CAMSA received a rating of Exemplary 100%.			The desired outcome for 2026-2027 school year is Exemplary 100%.	
1.4	Priority 2(a) - the implementation of state board adopted academic content and performance standards for all students.	Cecil Avenue Math & Science Academy will continued to implement all content performance standards. Based on principal observations and district walkthroughs, 90% of teachers are fully implementing CCSS.			Desired outcome for 2026-2027 is 100% of teachers achieving full implementation	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	Priority 2(b) - how the programs and services will enable English learners to access the Common Core State Standards and the English Language Development standards for purposes of gaining academic content knowledge and English language proficiency.	The ELD standards were substantially implemented. Based on classroom walkthroughs by the learning coordinator and principal, English Language Arts teachers are implementing the ELD standards during the ELD block. EL students received ELD instruction daily using the adopted curriculum and ELD standards. Teachers are providing both Integrated and Designated ELD for their students to improve English language proficiency and academic content. The implementation is only partial for Integrated ELD, as evidenced by SBAC, ELPAC, and Redesignation data.			The desired outcome for 2026-2027 is continued implementation of ELD standards during the ELD block.	
1.6	Priority 4(a) - statewide assessments administered pursuant to Article 4.	CAASPP Results 2023: 6th GRADE ELA: Standard Exceeded; 7.01%			CAASPP Results 2023: 6th GRADE ELA: Standard Exceeded; 13.01%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Standard Met: 23.57% Standard Nearly Met: 20.38% Standard Not Met: 49.04% Math: Standard Exceeded; 5.03% Standard Met: 8.81% Standard Nearly Met: 27.67% Standard Not Met: 58.49% 7th GRADE ELA: Standard Exceeded; 7.93% Standard Met: 31.72% Standard Nearly Met: 20.26% Standard Not Met: 40.09% Math: Standard Exceeded; 4.78% Standard Met: 11.74% Standard Nearly Met: 30.87% Standard Not Met: 52.61% 8th GRADE			Standard Met: 26.57% Standard Nearly Met: 26.38% Standard Not Met: 43.04% Math: Standard Exceeded; 10.03% Standard Met: 13.81% Standard Nearly Met: 25.67% Standard Not Met: 50.49% 7th GRADE ELA: Standard Exceeded; 11.93% Standard Met: 25.72% Standard Nearly Met: 18.26% Standard Not Met: 38.09% Math: Standard Exceeded; 10.78% Standard Met: 11.74% Standard Nearly Met: 30.87%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		ELA: Standard Exceeded; 9.30% Standard Met: 31.16% Standard Nearly Met: 21.40% Standard Not Met: 38.14% Math: Standard Exceeded; 12.33% Standard Met: 14.16% Standard Nearly Met: 20.09% Standard Not Met: 53.42% Socioeconomically Disadvantages: ELA: 44.7 pts below standard Math: 95.5 pts below standard English Learners ELA: 72.3 pts below standard Math: 121.8 points below standard SpEd ELA: 126.1 pts below standard Math: 187.6% pts below standard			Standard Not Met: 47.61% 8th GRADE ELA: Standard Exceeded; 13.30% Standard Met: 25.16% Standard Nearly Met: 27.40% Standard Not Met: 32.14% Math: Standard Exceeded; 16.33% Standard Met: 19.16% Standard Nearly Met: 18.09% Standard Not Met: 50.42% Socioeconomically Disadvantages: ELA: 35.7 pts below standard Math: 86.5 pts below standard English Learners ELA: 63.3 pts below standard Math: 112.8 points below standard	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Foster Youth: ELA: less than 11 tested Math: less than 11 tested Hispanics: ELA: 48.1 pts below standard Math: 98.4 pts below standard ELPAC Level 4 - 25.00% Level 3 - 36.67% Level 2 - 26.67% Level 1 - 11.67%			SpEd ELA: 120.1 pts below standard Math: 181.6% pts below standard Foster Youth: ELA: Math: ELPAC Level 4 - 30.00% Level 3 - 36.67% Level 2 - 23.67% Level 1 - 11.67%	
1.10	Priority 4(e) - the percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California.	The percentage of ELs who progress toward English proficiency on the ELPAC or any subsequent assessment of English Proficiency, as certified by the SBE – ELPAC Level 4 - 25.00% Level 3 - 36.67% Level 2 - 26.67% Level 1 - 11.67%			The desired outcome for the 2026-2027 school year of the percentage of ELs progress toward English proficiency on the ELPAC results are: Level 4 - 30% Level 3 - 40% Level 2 - 30% Level 1 - 15%	
1.11	Priority 4(f) - the English learner reclassification rate.	The ELL reclassification rate for			Desired outcome for 2026-2027 is 15%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2023-2024 school year was 0.10 or 10.1%				
1.13						

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Development	CAMSA will provide staff with Common Core and intervention professional development and provide materials for program implementation. The trainings will provide enhanced and supplementary professional development. CAMSA will provide staff development in the area of English	$75,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Language Arts, Math, Technology, NGSS, Social Studies, Physical Education, and English Language Development. Priority will be given to unduplicated students. Priority 1,2,4 Roadmap Principles 2 (B,D, F)		
1.2	Academic Counselor	CAMSA will employ an Academic Counselor to help address various student academic needs. The Academic Counselor will monitor student progress for all three years, meet with those who are struggling academically, and conduct parent meetings with those students who are struggling. The Academic Counselor will also hold parent workshops to inform parents of various student needs and what the school has to offer to help students succeed. Services will be principally directed to high need unduplicated students. Roadmap Principles 1 (C, D)	$130,000.00	Yes
1.3	Site Resource Teacher	CAMSA will employ a Site Resource Teacher to provide leadership, expertise, and support at the school site level. The site resource teacher will monitor the progress of English learners and will serve as a liaison for parents through their involvement in School Site Council and other parent committees. They will also assist with the full implementation and assessment of specific core and intervention content in grades 6-8. Roadmap Principles 2 (B,D)	$35,000.00	Yes
1.4	Learning Coordinator	Establish a culture of support and intervention for pupils deemed at-risk behaviorally or academically: Cecil Avenue will implement and support the following programs with the assistance of the Site Resource teacher: The Site Resource Teacher will provide expertise and support at the school site level to assist in the academic achievement and success of	$32,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		students who are at risk academically. The Site Resource Teacher will provide specific intervention in core content areas as needed by students in grades TK-5th. The Site Resource Teacher will provide direct support to students and will monitor and track their progress. They will provide support to English Learners and to Immigrant students and monitor their progress after reclassification for four academic years. The Site Resource Teacher will actively participate in parent involvement activities, events, and committees as a member of the site leadership team. Services provided will be supplementary to the district's core program. Site Resource Teacher will have the following responsibilities: Resource Teacher 1. Provide direct services to students. 2. Design and provide intervention/enrichment to students. 3. Provide Instructional resources to support intervention and enrichment programs. 4. Identify/assist in areas of student needs and provide supplemental support for students. 5. Support Teachers with student data analysis. 6. Identify, reclassify, and provide support for English Language Learners. 7. Assist with school-parent involvement/education activities. 8. Participate in and/or provide professional development. 9. Assist with local and state assessments. 10. Other related duties as assigned. Priority 1, Roadmap Principal 3 (B,D)		
1.5	Intervention Teacher	In an effort to provide small group instruction for students in high need of academic intervention, Cecil Avenue Math & Science Academy will fund a reading and math intervention teacher to work with small groups of students with high needs. Priority will be given to unduplicated pupils.	$115,000.00	Yes
1.7	6th Grade Teacher	In a continued effort to mitigate learning loss and reduce class sizes in grade 6, CAMSA will employ an additional 6th grade teacher to help students understand and master the common core standards in smaller	$120,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		group sizes to provide tiered interventions during the school day. Priority will be given to unduplicated students. Roadmap Principles 2 (B, D)		
1.8	Physical Education Teacher	Due to the high number of students in the obesity range based on local assessment data and a need for Social-Emotional Support, CAMSA will employ a Physical Education teacher. The teacher will provide physical fitness and wellness instruction to address student's physical health and well being in grades 7 and 8. The teacher will also provide daily Social Emotional Learning curriculum as part of the instruction to focus on the student's mental health. Services will be principally directed to unduplicated students. Roadmap Principles 2 (B, D)	$125,000.00	Yes
1.9	English Learner Support	With nearly half of the student population classified as English learners, the district placed top priority on offering high quality integrated and Designated instruction to all English learners, Newcomers, reclassified students, Immigrant students, Long Term English learners and Expanding level students. Students will be supported through ongoing and frequent data analysis to identify needs. Teachers will receive ongoing training on language acquisition strategies to incorporate during both integrated and designated instruction of English learners. In addition, the district will offer a specialized class for newcomer students to accelerate language acquisition. Priority 2,4 EL Roadmap Principle 2 (A,B,&F) and Principle 4 (C)	$94,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All students shall benefit from an environment conducive to safety, security, engagement, and stimulation, tailored to accommodate the diverse needs of our student body, with particular emphasis on English Learners, Long Term English Learners, Foster Youth, and other cohorts identified as low-performing. The anticipated outcome for this objective is a discernible rise in student attendance, a decline in suspension occurrences, and heightened levels of student cohesion.	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Drawing from analyses encompassing the Multi-Tier Systems of Support for positive behavioral interventions, disciplinary measures, attendance records, and vice principal observations, it is evident that there persists a pressing necessity to foster an inclusive, stimulating, and secure educational environment for all learners. Particular attention will be directed towards subgroups requiring heightened assistance. Examination of data from sources such as CALPADS, the SIS platform, the CA Healthy Kids Survey, the California School Dashboard, and local surveys underscores the imperative for additional measures aimed at enhancing student connectedness and engagement. Notably, current statistics reveal an overall attendance rate of 95.4%, with a chronic absenteeism rate of 13.41%. The institution remains steadfast in its commitment to actively encourage students to prioritize attendance and actively engage in their educational journey.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Priority 5(a) - school attendance rates as measured by local data from SIS platform.	Attendance rate is 95.4%			Desired outcome for 2026-2027 is 97.5% attendance rate.	
2.2	Priority 5(b) - chronic absenteeism rates as measured by local data from SIS platform.	The chronic absenteeism rate is 14%			Desired outcome for 2026-2027 is 5% absentee rate.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	Priority 5(c) - middle school dropout rates as measured by CALPADS EOY report.	Middle school dropout rate is 0 students.			Desired outcome for 2026-2027 is to maintain the rate at 0%.	
2.6	Priority 6(a) - pupil suspensions measured by local data from SIS platform rates.	34 students have were suspended in 2023-2024.			Desired outcome for 2026-2027 is 0 suspensions.	
2.7	Priority 6(b) - pupil expulsion rates as measured by local data from SIS platform.	2 students have been expelled in 2023 - 2024.			Desired outcome for 2026-2027 is 0.	
2.8	Priority 6(c) - other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness as measured by the CA Healthy Kids Survey.	Due to the climate school survey taken by our student body, approximately 66% of students have a sense of safety and school connectedness.			Desired outcome for 2026-2027 is 80%	

Goal Analysis [2023-24]
An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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	Health Services	CAMSA will expand the duties of the nurse to enhance parent communication and the health and safety of the students. The nurse will serve as liaisons for the school sites and provide parents, and staff training. Training topics will include epipens, chronic disease management, HIV/AIDS for students, CPR and AED. Nurse will continue to train all front office staff and administrators in CPR and AED. The nurse will be trained by the Coordinator of Health Services in the following areas: HIV/AIDS, growth and development classes for students, and any other areas that need professional development. The nurses will be trained by the Director of Health Services who will ensure that services are principally directed to unduplicated pupils.

Priority 5
EL Roadmap Principle 3 (B) | $93,000.00 | Yes |
| 2.3 | Vice Principal | CAMSA will continue to employ and train a vice principal on MTSS to continue to promote student safety and continued support of teachers. Priority will be given to unduplicated students. Additional duties will include providing additional services such as | $190,000.00 | Yes |

Action #	Title	Description	Total Funds	Contributing
		increased connection and outreach to families of unduplicated students. The vice principal will serve as a parent liaison and will monitor attendance and discipline to ensure that students feel connected to school. Priority 5, 6 Roadmap Principles 1 (C, D)		
2.4	Campus Security	The school will continue to promote student safety and visibility by employing campus security supervisor and noon duty aides/crossing guards to provide security on the school campus and surrounding areas. Additional duties include participation in-home visits as part of the school liaison team to ensure that students are connecting and attending school daily. They will also be part of the family outreach team at their school site to support families of unduplicated pupils. Priority 6 Roadmap Principles 1 (C, D)	$173,000.00	Yes
2.5	Positive School Climate	CAMSA will promote a positive school culture by providing culture-building activities for students, staff, and parents per year. Examples: Assemblies, family nights, rallies, parent education nights, etc. Services will be principally directed and special focus will be placed on recruiting unduplicated pupils and their parents. Priority 6 Roadmap Principles 1 (C, D)	$50,000.00	Yes
2.6	Parent Involvement	CAMSA will continue to provide informative meetings for parents and students to address issues such as: gang awareness, drugs, behavior, bullying, and communication. Services will be principally directed with special focus placed on recruiting unduplicated pupils and parents. Priority 5, 6 Roadmap Principles 1 (C, D	$3,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.7	Behavior Intervention Instructor	CAMSA will continue to employ and train an intervention teacher to support MTSS and provide the Tier 2 behavior intervention. Services will be principally directed for unduplicated pupils. Priority 5 6 Roadmap Principles 1 (C)	$170,000.00	Yes
2.8	MTSS Materials	CAMSA will make every effort to create a positive learning environment and will support activities that promote a positive school climate. The school will also offer activities that promote a positive culture for staff, students and parents to ensure connectedness to school. This will be an effort to reduce chronic absentee rates and increase attendance. Services will be principally directed to unduplicated pupils. Priority 6 Roadmap Principle 1 (D	$3,500.00	Yes
2.9	School Safety	The Director of safety will work with school and district administrators and SROs to ensure that the district safety policies are successfully implemented and that all campuses monitor and implement their comprehensive safe school plants. The Director will monitor unduplicated subgroups of students to ensure that they have a safe and secure learning environment during school and are connected to community outreach services outside of the school.this action is provided as an LEA wide basis because all students will benefit from a safe and secure learning environment, positive discipline, and resources to feel connected to school Priority 5, 6 Roadmap Principles 1 (C, D)	$3,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.10	Academic and Incentive Field Trips	CAMSA will focus on increasing attendance rates and improve positive behavior. The school will provide academic and incentive field trips for all students with special focus on unduplicated students. Priority 5, 6 Roadmap Principles 1 (C), 2 (C)	$150,000.00	Yes
2.11	Additional Student Supports	CAMSA will support unduplicated pupils that demonstrate a need for personal care items. The school will take care of clothing, health needs, dental and eye wear for unduplicated students in high need. Priority 5, 6 Roadmap Principles 1 (C, D)	$3,000.00	Yes
2.12	Mental Health and Social Emotional Learning	CAMSA will employ a school Social Worker to assist students in dealing with issues involving home life, social pressures, and academic stresses to name a few. The Social Worker will conduct group sessions to help students cope with various personal issues. The Social Worker will also meet with parents to inform them of issues with their student to better help the student. The Social Worker will also inform teachers of student issues as needed. As students feel supported by the school, they will work harder academically to find success. The social worker will prioritize services to unduplicated pupils. Roadmap Principles 1 (C, D)	$148,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Cecil Avenue Math & Science Academy will continue in establishing a 21st Century learning community, fostering a dynamic synergy between students and parents. This endeavor will cultivate a culture ripe with avenues for progression, facilitating expanded access to a diverse array of academic disciplines, spanning Science, Technology, Engineering, Arts, and Mathematics (STEAM), while concurrently championing heightened levels of parental involvement.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (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.

In response to stakeholder feedback, there is a recognized imperative to enhance students' exposure to and engagement with STEAM experiences and enrichment activities. The initiatives outlined within this objective aim to furnish students with hands-on learning encounters, ensuring that all pupils, particularly those from underserved backgrounds, have equal access to STEAM opportunities both within and beyond the traditional school hours. By expanding access to Visual and Performing Arts as well as STEM courses, fostering parental involvement, providing extended-hour programs, implementing AVID strategies, and continuously monitoring progress metrics, we anticipate a marked enhancement in instructional quality, thereby facilitating broader access to diverse academic pathways and fostering heightened levels of parental engagement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Priority 3(a) - the efforts the school district makes to seek parent input in making decisions for the school district and each individual school site as measured by	Based on sign in sheets, CAMSA had a significant increase in parent participation. 25% of our parents attended at least 1 parent engagement activity. Parent activities included: Assemblies,			Desired outcome for 2026-2027 is a continued effort to increase parent participation by 10% each year and to survey parents as to the	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	review of participation logs.	rallies, concerts, parent education nights, parent conferences, data talks, back to school night, cookie night, paint night, Pandulce with the principal etc			effectiveness of the activities.	
3.2	Priority 3(b) - how the school district will promote parental participation in programs for low income, English learner and foster youth pupils as measured by a review of attendance logs	English and Spanish parent surveys were provided to all parents. The results influenced the LCAP Goals and Action Steps. A stakeholder meeting was held and all parents were invited to attend, including the parents of unduplicated pupils.			Desired outcome for 2026-2027 is to continue to meet with parents and provide them with opportunities to be involved in their child's school site activities and meetings. Having at least a 30% parent participation rate will be our continued goal with a continued special emphasis being placed on inviting and promoting the participation of parents of unduplicated pupils and parents of children with disabilities.	
3.3	Priority 3(c) - how the school district will	Parents of students with exceptional			Desired outcome for the 2026-2027	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	promote parental participation in programs for individuals with exceptional needs as measured by a review of local attendance logs for IEPs.	needs were provided with opportunities to be involved in their child's education and school activities. Through regular communications, parents were encouraged to attend IEP meetings. 100% of parents of students with exceptional needs attended scheduled IEP and 504 meetings as evidence through the IEP and 504 documents.			school year is to continue to have 100% parent participation as evidenced through IEP and 504 documents.	
3.4	Priority 7(a) - Extent to which pupils have access to and are enrolled in a broad course of study including courses described for grades 1 to 6 and/or the adopted course of study for grades 7-12 as applicable as measured by daily master schedules.	100% of students had access to ELA, Math, Science, Social Studies, PE, and Music. In addition, 100% of qualifying students attended the high school courses.			Desired outcome for the 2026-2027 school year is 100% as evidenced by the Williams Settlement report.	
3.5	Priority 7(b) - Extent to which pupils have access to and are enrolled in programs	100% of unduplicated pupils had access to programs and services including (but			Desired outcome for 2026-2027 is to continue to have 100% access for	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	and services developed and provided to unduplicated pupils as measured by program enrollment data.	not limited to) site based extended day intervention opportunities, extended day through our ASES program and additional programs and services such as Migrant and GATE. Evidenced through class schedules and program attendance records.			all students as evidenced by sign sheets and class rosters and attendance records.	
3.6	Priority 7(c) - Extent to which pupils have access to and are enrolled in programs and services developed and provided to individuals with exceptional needs as measured by program enrollment data	100% of unduplicated pupils, including students with exceptional needs, have been provided with extended learning opportunities, including access to extended day, ASES, and Summer School. Evidenced through class schedules and program attendance records			Desired outcome for 2026-2027 is to continue to have 100% access for all students. Evidenced through class schedules and program attendance records.	
3.7	Priority 8 - Other indicators of pupil outcomes in a broad course of study for the adopted course of study for grades 1 to 6 and/or the adopted course for	Current local data: All Students STAR Reading - On/Above Grade Level : 21% Near Grade Level: 18%			Desired outcome for 2026-2027: All Students STAR Reading On/Above Grade Level : 30%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	grades 7 to 12 as applicable as	Below Grade Level: 21% Far Below Grade Level: 40% STAR Math On/Above Grade Level: 30% Near Grade Level: 15% Below Grade Level: 22% Far Below Grade Level: 33% CA Healthy Kids Survey: Percentage of students who reported negative self image: 62%			Near Grade Level: 30% Below Grade Level: 15% Far Below Grade Level: 25% STAR Math On/Above Grade Level: 40% Near Grade Level: 20% Below Grade Level: 20% Far Below Grade Level: 20% CA Healthy Kids Survey: Percentage of students who reported negative self image: 50%	

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	Visual/Performing Arts	CAMSA will provide a well-rounded education and opportunities for students to experience the arts. The school will continue to fund a music teacher to promote the arts and expand participation in current programs to all students. The teacher will offer instruction and support in the following areas; music, visual and performing arts, and band. Priority 7 Roadmap Principles 1 (C), 2 (C, D)	$200,000.00	Yes
3.2	Family Engagement	CAMSA will enhance family engagement by offering opportunities such as Math nights, Literacy nights, Latino Family Literacy, Education Nights, and Technology sessions, with special efforts to include parents of unduplicated pupils. Priority 3 Roadmap Principles 1 (C, D)	$13,000.00	Yes
3.3	Resource Clerk/Librarian	CAMSA will support parent participation and learning opportunities for students by employing resource clerks and a librarian. These employees will offer opportunities for parent involvement before, during, and after school such as extended library hours. Special efforts will be made to involve parents of unduplicated pupils. Priority 3 Roadmap Principles 1 (C, D)	$170,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.4	AVID Instruction/Elective Course	CAMSA will provide students the opportunities to have AVID instruction to prepare them for 21st Century learning. The school will provide training for teachers in AVID strategies, will provide all necessary materials and supplies as needed. The school will also provide elective courses for all students. Electives will include a plethora of subjects to provide students with a well-rounded educational experience. Special focus will be placed on unduplicated pupils. Priority 7 EL Roadmap Principle 4(C)	$130,000.00	Yes
3.5	Technology (Software)	CAMSA will update and enhance the current school's technology through the purchase of software, hardware, infrastructure and professional development. Priority will be given to ensure that unduplicated pupils have full access to all technology needs. Priority 7 Roadmap Principles 1 (C), 3 (B)	$10,000.00	Yes
3.6	Technology equipment/ Infrastructure	CAMSA will update and enhance the current school's technology through the purchase of software, hardware, infrastructure and professional development. Priority will be given to ensure that unduplicated pupils have full access to all technology needs. Priority 7 Roadmap Principles 1 (C), 3 (B)	$1,714,325.00	Yes
3.7	STEAM Instruction	CAMSA will promote the development and implementation of the Next Generation Science Standards with the purchase of materials for classroom instruction. CAMS will continue to promote the development and implementation of a school-wide STEAM program which will include training and conference attendance for staff and the purchase of materials	$45,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		used for a school wide STEAM-fair. Services will be principally directed and special focus will be placed on sites with greatest needs based on unduplicated pupil counts. Priority 7 Roadmap Principles 2 (B, C, D), 3 (B)		
3.8	Science Education - SCICON	CAMSA will continue to promote Science education for students in grade six by supporting participation in Scicon camp for students. This action will ensure that unduplicated subgroups have equal access to participate in the SCICON outdoor science education program. Priority 7 Roadmap Principles 1 (C, D), 2 (D), 3 (D)	$30,000.00	Yes
3.9	Gifted and Talented Education	CAMSA will enhance and expand student opportunities in GATE activities. The school is intentional in ensuring equitable access to participate in the GATE program to all unduplicated pupils. The school has procured a non-verbal qualifying assessment to ensure that English learners have a fair opportunity to qualify. Due to the schools demographics, the majority of students participating in the GATE program are unduplicated Pupils. Priority 7 Roadmap Principles 2 (B, C, D), 3 (B)	$15,000.00	Yes
3.10	Biology	CAMSA will offer students an opportunity to receive high school level biology instruction through its comprehensive educational program. CAMSA will ensure students have access to engaging lessons, hands-on experiments, and supplementary materials. Through this initiative, CAMSA aims to equip students with the knowledge and skills necessary for success in biology and beyond. Priority 7 Roadmap Principles 1 (C, D), 2 (D), 3 (D)	$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing

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
$2,480,854	$312,328

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
41.522%	26.397%	$1,560,419.94	67.919%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Professional Development **Need:** According to the California School Dashboard, all students are performing 43.8 point below standard in ELA and 94 points below standard in math. Additionally, the unduplicated subgroups are performing as follows in ELA: English learners, 72.3 points below, SED 44.7 points below, Hispanic 48.1 points below	This initiative will offer professional development and training opportunities for all staff to enhance their instructional practices. Throughout the school year, the professional development will focus on helping teachers meet the needs of unduplicated pupils and students with exceptional needs. Implemented on an LEA-wide basis, this action ensures that all students benefit from having teachers who are well-trained in effective teaching practices.	Metric #: 1.4, 1.5, 1.6

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	standard, and Foster Youth 58.9 points below. In Math they have scored as follows: English learners 121.8 points below, SED 95.5 points below, Hispanic 98.4, and Foster Youth 75.9. Local assessments indicate that students are underperforming in ELA and Math. Despite yearly improvements, the school must enhance its strategies to sustain growth. According to feedback from educational partners through teacher surveys and discussions, only 80% of teachers feel they have received sufficient training to provide support. CAMSA will use the survey results to address the professional development needs identified. **Scope:** Schoolwide		
1.2	**Action:** Academic Counselor **Need:** According to the California School Dashboard, all students are performing 43.8 point below standard in ELA and 94 points below standard in math. Additionally, the unduplicated subgroups are performing as follows in ELA: English learners, 72.3 points below, SED 44.7 points below, Hispanic 48.1 points below standard, and Foster Youth 58.9 points below. In Math they have scored as follows: English learners 121.8 points below, SED 95.5 points below, Hispanic 98.4, and Foster Youth 75.9.	Academic counselors will be able to identify the unduplicated pupils who are at risk of failing academically. Having an academic counselor provides early, personalized guidance to help with ensuring students build a strong academic foundation while exploring their interests. They will continue to offer vital emotional and psychological support during their middle school years helping students manage stress, social challenges, and personal issues.	Metric #: 1.2, 1.4, 1.5, 1.6

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Feedback from educational partners via surveys indicates that students require additional support to access the core curriculum and achieve academic success. Intervention counselors will identify learning gaps in unduplicated students who are at risk of academic failure. **Scope:** Schoolwide		
1.3	**Action:** Site Resource Teacher **Need:** According to the California School Dashboard, all students are performing 43.8 point below standard in ELA and 94 points below standard in math. Additionally, the unduplicated subgroups are performing as follows in ELA: English learners, 72.3 points below, SED 44.7 points below, Hispanic 48.1 points below standard, and Foster Youth 58.9 points below. In Math they have scored as follows: English learners 121.8 points below, SED 95.5 points below, Hispanic 98.4, and Foster Youth 75.9. Local assessments indicate that students are underperforming in ELA and Math. Despite yearly improvements, the school must enhance its strategies to sustain growth. According to feedback from educational partners through teacher surveys and discussions, only 80% of teachers feel they have received sufficient training to provide support. CAMSA will use the survey results to	The Site Resource Teacher will provide expertise and support at the school site level to assist in the academic achievement and success of students who are at risk academically. The Site Resource Teacher will provide specific intervention in core content areas as needed by students in grades 6-8. The Site Resource Teacher will provide direct support to students and will monitor and track their progress. They will provide support to English Learners, Foster Youth, and students who are Socioeconomically Disadvantaged. The Site Resource Teacher will actively participate in parent involvement activities, events, and committees as a member of the site leadership team. Services provided will be supplementary to the district's core program.	Metric #: 1.2, 1.4, 1.5, 1.6, 1.10, 1.11

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
	address the professional development needs identified. Teachers will be in need for ongoing professional development and specialized training to stay current with educational strategies and best practices. Continued access to diverse instructional resources and up-to-date technology is for enhancing teaching and learning experiences. A need for continued administrative support to handle logistics, clear communication with school leadership, and structured time for collaboration and planning with other educators. Managing a reasonable caseload, having dedicated space for instruction, and fostering a safe, inclusive environment are essential for effective student support. **Scope:** Schoolwide		
1.4	**Action:** Learning Coordinator **Need:** According to the California School Dashboard, all students are performing 43.8 point below standard in ELA and 94 points below standard in math. Additionally, the unduplicated subgroups are performing as follows in ELA: English learners, 72.3 points below, SED 44.7 points below, Hispanic 48.1 points below standard, and Foster Youth 58.9 points below. In Math they have scored as follows: English	The learning coordinator will offer professional development, training, data analysis, and guidance to support all teachers, ensuring that unduplicated pupils receive the best learning opportunities. This initiative is implemented LEA-wide, benefiting all students by equipping teachers with strategies and assistance in lesson planning and design. Additionally, all students will gain from the data analysis used to identify areas of deficit, enabling teachers to target their instruction effectively.	Metric #: 1.2, 1.4, 1.5, 1.6, 1.10, 1.11

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
	learners 121.8 points below, SED 95.5 points below, Hispanic 98.4, and Foster Youth 75.9. Local assessments indicate that students are underperforming in ELA and Math. Despite yearly improvements, the school must enhance its strategies to sustain growth. According to feedback from educational partners through teacher surveys and discussions, only 80% of teachers feel they have received sufficient training to provide support. CAMSA will use the survey results to address the professional development needs identified. According to staff surveys, 10% of teachers reported needing better resources to support unduplicated pupils. Additionally, 20% expressed a need for more training and professional development to assist struggling students in their classrooms. Furthermore, 20% indicated a need for support in their instruction and in choosing supplemental curriculum and materials to aid unduplicated pupils. **Scope:** Schoolwide		
1.5	**Action:** Intervention Teacher **Need:** Students at Cecil Avenue Math and Science Academy scored 94 points below standard in	The intervention teacher plays a crucial role in supporting students by providing targeted instruction to address specific learning gaps and challenges. They will use diagnostic assessments to identify areas where students struggle and develop personalized lesson plans to build	Metric #: 1.4, 1.6

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	math, as reported by the California School Dashboard. The breakdown by subgroups shows that English learners scored 121.8 points below the standard, Hispanic students scored 98.4 points below the standard, Foster youth scored 75.9 points below standard, and socioeconomically disadvantaged students scored 95.5 points below the standard. Students at Cecil Avenue Math and Science Academy scored 44 points below standard in ELA, as reported by the California School Dashboard. The breakdown by subgroups shows that English learners scored 72.3 points below the standard, Hispanic students scored 48.1 points below the standard, and the Socioeconomically disadvantaged scored 44.7 points below standard. Educational partner feedback from meetings with the parents of students with exceptional needs indicates a need to provide more strategic opportunities for students to receive intervention in mathematics and english language arts. Parents highlighted the importance of equipping our intervention teachers with effective strategies and lessons to offer appropriate support to these students. This feedback underscores the necessity of targeted interventions to ensure all students, particularly those with exceptional needs, achieve their full potential in mathematics and english language arts. **Scope:**	foundational skills and confidence. Through small group sessions and one-on-one tutoring, the intervention teacher employs various teaching strategies and manipulatives to make complex concepts more accessible. They continuously monitor student progress, adjust instructional approaches as needed, and collaborate with classroom teachers to ensure consistency and reinforcement of academic skills. By fostering a supportive and engaging learning environment, the intervention teacher helps students improve their performance, gain self-assurance, and achieve academic success in mathematics and english language arts. Priority will be given to unduplicated pupils, including English learners, foster youth, and students from low-income families, ensuring that those with the greatest need receive focused, personalized instruction. By prioritizing these students, the academy seeks to bridge educational gaps, enhance math proficiency, and promote equitable learning opportunities for all.	

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
	Schoolwide		
1.7	**Action:** 6th Grade Teacher **Need:** According to the California School Dashboard, all students are performing 43.8 point below standard in ELA and 94 points below standard in math. Additionally, the unduplicated subgroups are performing as follows in ELA: English learners, 72.3 points below, SED 44.7 points below, Hispanic 48.1 points below standard, and Foster Youth 58.9 points below. In Math they have scored as follows: English learners 121.8 points below, SED 95.5 points below, Hispanic 98.4, and Foster Youth 75.9. Based on input from educational partners, survey responses highlighted the need for class size reduction. Parent surveys indicated this need across all grade levels. The district will prioritize grade span adjustments for students with high concentrations of unduplicated pupils. **Scope:** Schoolwide	This action will provide smaller class sizes in the 6th grade, which will provide better student to teacher ratios so that teachers can provide more individualized interventions. Grade span adjustment will be targeted in 6th grade classes with high populations of unduplicated subgroups. These actions are being provided on an LEA-wide basis because all students will benefit from smaller class sizes in the 6th grade and receive targeted intervention and differentiated instruction during the school day.	Metric #: 1.2, 1.5,1.6
1.8	**Action:** Physical Education Teacher **Need:**	This action will address the needs of unduplicated pupils because they will be educated on the importance of leading a healthy and active lifestyle. This will provide smaller class sizes in the upper grades, which will provide better student	Metric #: 1.2, 1.5

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	According to the California Healthy Kids Survey, 50% of middle school students reported being teased about their body appearance. Implementing physical fitness instruction in middle school will educate and motivate students to adopt a healthy, active lifestyle, positively impacting their mental health. Unduplicated students often lack access to gyms or sports teams after school due to program costs. Cecil Avenue Math & Science Academy is implementing targeted interventions to address these critical issues. Recognizing the impact of physical health on overall well-being and academic performance, the academy will introduce specialized programs focused on promoting healthy lifestyles and physical fitness. Concurrently, the school will enhance its social-emotional learning (SEL) initiatives to support students' mental and emotional health, fostering resilience, positive relationships, and self-awareness. By addressing both physical and emotional health, the academy aims to create a holistic and supportive environment that empowers students to thrive academically and personally.

Educational partner surveys reveal that 90% of parents believe CAMSA provides a safe and healthy environment for their children. Parents appreciate the efforts made by the school to foster a secure and nurturing atmosphere. They recognize the importance of physical activity in promoting overall well-being and strongly support the continuation and | to teacher ratios so that teachers can provide more individualized interventions. Grade span adjustment will be targeted in the upper grade classes with high populations of unduplicated subgroups. These actions are being provided on an LEA-wide basis because all students will benefit from smaller class sizes in the upper grades and receive targeted intervention and differentiated instruction during the school day. | |

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
	enhancement of programs that keep students active. By maintaining and possibly expanding these initiatives, parents hope to ensure that their children not only excel academically but also develop lifelong habits that contribute to a healthy lifestyle. This commitment to student wellness is seen as a vital component of CAMSA's mission, contributing to both the physical and mental health of the students. **Scope:** Schoolwide		
2.1	**Action:** Health Services **Need:** CAMSA has seen an increase in unduplicated students with medical needs requiring frequent monitoring and support. Staff require training to effectively address and identify these needs. Additionally, parents need assistance in monitoring their children's healthcare requirements throughout the school day to ensure they can fully participate in their educational experience. According to the California School Dashboard, the chronic absentee rate at CAMSA is 14.8%, more than double the pre-pandemic rate. It is crucial for CAMSA to identify health-related barriers contributing to this increase in chronic absenteeism. According to feedback from Educational Partners, parents emphasized the district's	CAMSA will have a nurse or health assistant on site to provide necessary medical care during the school day. They will help with administering medication, checking glucose levels, and monitoring students' dietary and medical needs. This service is offered LEA-wide, as 90% of our student population is unduplicated.	Metric #: 2.1, 2.2, 2.3, 2.6, 2.7, 2.8

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 to offer health-related services tailored to their children's specific needs. Staff also underscored the necessity of improving health services and providing training for teachers to better identify health-related issues in the classroom. **Scope:** Schoolwide		
2.3	**Action:** Vice Principal **Need:** CAMSA's chronic absenteeism rate is 12.11%, and its suspension rate is 5.37%. Educational partner surveys indicate that both parents and staff prioritize student safety. A significant 90% of parents express satisfaction with the school's provision of a safe and secure learning environment. This reflects the school's responsiveness to past feedback, particularly regarding the deployment of our vice principal and the support of School Resource Officers (SROs). **Scope:** Schoolwide	The CAMSA Vice Principal will lead the attendance task force, focusing on unduplicated subgroup students. The subgroups in the orange category on the California School Dashboard include English learners, Hispanic, homeless students, and students with disabilities. This LEA-wide action is necessary because 90% of our student population is unduplicated.	Metric #: 2.1, 2.2, 2.3, 2.6, 2.7, 2.8
2.4	**Action:** Campus Security	A safe and secure learning environment is essential for unduplicated pupils to reach their maximum academic potential. By providing this	Metric #: 2.1, 2.2, 2.3, 2.6, 2.7, 2.8

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: According to discussions and surveys from educational partner meetings, school safety is a top priority. 90% of our educational partners want a secure campus and a positive learning environment. Currently, CAMSA's chronic absenteeism rate is 12.11%, and its suspension rate is 5.37% **Scope:** Schoolwide	support on an LEA-wide basis, we address the needs of our student population, 90% of whom are unduplicated. Ensuring a positive and secure atmosphere allows all students to focus on their education and achieve their best.	
2.5	**Action:** Positive School Climate **Need:** Discussions and surveys from educational partner meetings highlight that maintaining a positive school culture is crucial for academic success. Educational partners emphasize the need for CAMSA to provide a safe and supportive learning environment. Currently, CAMSA's chronic absenteeism rate is 12.11%, and the suspension rate is 5.37%, indicating areas for improvement to foster a more positive school culture. **Scope:** Schoolwide	Creating a positive learning environment is essential to help unduplicated pupils achieve their fullest academic potential. By implementing this initiative across the LEA, we ensure that 90% of our student body, who are unduplicated, receive the necessary support and resources. A positive atmosphere fosters engagement, confidence, and a sense of belonging, which are crucial factors in enabling students to excel academically. This inclusive approach aims to address the diverse needs of our student population and provide them with equal opportunities to thrive in their educational journey.	Metric #: 2.1, 2.2, 2.3, 2.6, 2.7, 2.8
2.6	**Action:** Parent Involvement **Need:**	Increased parental involvement enriches the learning environment for all students by fostering stronger home-school partnerships. When parents actively participate in school activities and decision-making, it enhances student success	Metric #: 2.8

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
	Cecil Avenue Math and Science Academy only had approximately 8% of parents engaging in school events. This low participation rate highlights the importance of fostering stronger partnerships between the school and parents to enhance student success and overall school community involvement. Discussions with educational partners highlighted the necessity to boost parent involvement, particularly among unduplicated pupils. They have expressed a desire for more opportunities to engage, such as Family Math Nights and student events, across all schools. **Scope:** Schoolwide	through additional academic support, reinforcement of positive behaviors, and a sense of belonging. By implementing parental involvement initiatives schoolwide, every student, regardless of background, gains equal access to the benefits of parental engagement, ensuring that all students receive the necessary support to thrive academically, socially, and emotionally. This inclusive approach contributes to a more equitable educational experience for everyone.	
2.7	**Action:** Behavior Intervention Instructor **Need:** Unduplicated Students will benefit from a tailored curriculum designed to address behavioral challenges effectively. In addition to specialized curriculum, they will receive individualized support from the school's Academic Behavior Intervention instructor. These services aim to identify and address specific behaviors and triggers that may arise in the classroom environment. This approach ensures that students receive the targeted support they need to succeed academically and socially.	The CAMSA Academic Behavior Intervention teacher will support site administration in addressing behavior challenges in an attempt to redirect decision-making and provide Tier 2 behavior intervention. These services aim to identify and address specific behaviors and triggers that may arise in the classroom environment. This approach ensures that students receive the targeted support they need to succeed academically and socially.	Metric #: 2.1, 2.2, 2.3, 2.6, 2.7, 2.8

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
	Educational partners have emphasized the need to address challenging student behavior, as both staff and parents have raised concerns. This class will focus on Tier 2 behavior interventions for students who have not responded successfully to the school's MTSS program efforts. **Scope:** Schoolwide		
2.8	**Action:** MTSS Materials **Need:** The 2022 school climate survey reveals that students feel engaged and take pride in their school, with a mean score of 3.16. However, this indicates a slight decrease from the 2023 survey, where the mean score dropped by -0.04 points. While the decline is small, it suggests a subtle shift in students' perceptions of pride in their campus. Understanding and addressing the factors contributing to this decline will be crucial in maintaining a positive and supportive school climate that fosters student engagement and pride in their educational community. Per educational partner meeting discussions and surveys, maintaining a positive school culture is an essential component of academic success. Educational partners want all campuses to be safe and have a positive learning environment.	CAMSA's commitment to fostering a positive learning environment and supporting activities that promote a positive school climate will yield numerous benefits for both the school and its students. By offering activities aimed at enhancing staff, student, and parent engagement, CAMSA fosters a sense of belonging and connectedness to the school community. This inclusive approach not only cultivates a supportive atmosphere but also works to reduce chronic absenteeism rates and increase overall attendance. Moreover, with services primarily directed towards unduplicated pupils, such initiatives ensure equitable access to resources and support, addressing the unique needs of these students and promoting their academic success and well-being within the school community.	Metric #: 2.1, 2.2, 2.3, 2.6, 2.7, 2.8

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide		
2.9	**Action:** School Safety **Need:** According to discussions and surveys from educational partner meetings, school safety is a top priority. Partners want a secure campus and a positive learning environment. Currently, CAMSA's chronic absenteeism rate is 12.11%, and its suspension rate is 5.37% **Scope:** Schoolwide	Collaborating with the City of Delano and the Delano Police Department to retain a School Resource Officer (SRO) will greatly benefit CAMS and its school community. The presence of an SRO ensures a safe and secure learning environment by providing immediate assistance and support to students, staff, and parents in various situations. Additionally, the SRO will deliver essential training on school safety protocols and related topics, equipping the school community with the knowledge and skills needed to respond effectively to emergencies. This partnership reinforces CAMS' commitment to prioritizing the well-being and safety of its students and staff, fostering a conducive environment for teaching and learning.	Metric #: 2.1, 2.2, 2.3, 2.6, 2.7, 2.8
2.10	**Action:** Academic and Incentive Field Trips **Need:** Students must connect classroom learning to real-world applications to deepen their understanding, enhance critical thinking, and foster motivation. By seeing the relevance of their lessons in practical scenarios, students are more engaged in their education and better prepared for future challenges. This approach equips them with the skills needed to navigate real-life situations effectively, promoting a lifelong love for learning and	CAMSA's focus on increasing attendance rates and improving positive behavior brings numerous advantages. By prioritizing attendance, the school ensures that students have consistent access to education, promoting academic success. Improving positive behavior fosters a conducive learning environment, enhancing student engagement and overall school climate. Additionally, providing academic and incentive field trips for all students, with special attention to unduplicated students, enriches their educational experience and promotes equity, fostering a sense of inclusion and motivation to excel.	Metric #: 2.1, 2.2, 2.3, 2.6, 2.7, 2.8

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
	empowering them as adaptable problem-solvers. Students also need exposure to the different career paths available through high level education. According to surveys from educational partnerships, over 90% of students and staff expressed a desire to maintain the current level of activities and incentives. These elements are crucial for keeping students motivated and enthusiastic about their learning. **Scope:** Schoolwide		
2.11	**Action:** Additional Student Supports **Need:** The current chronic absenteeism rate stands at 12.11%. Staff have identified that many students miss school due to lacking essential items such as appropriate clothing, shoes, and hygiene products. This initiative will ensure that all unduplicated pupils receive the necessary items to fully participate in their academic experience. Feedback from educational partners has highlighted the ongoing need to provide these resources for students. Additionally, staff surveys emphasize the importance of removing any barriers that prevent students from attending school regularly.	This initiative will provide unduplicated pupils with essential support items such as shoes, clothing, hygiene products, and instructional supplies for use at home. By addressing these needs, it will remove barriers to full participation in their instructional program and help improve attendance. This support is offered on an LEA-wide basis, ensuring that all students in need can benefit from these additional resources.	Metric #: 2.1, 2.2, 2.3, 2.6, 2.7, 2.8

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
	Discussions with educational partners underscore the importance of continuing to provide these resources for students. Staff surveys highlight the necessity of removing barriers that prevent students from attending school regularly. **Scope:** Schoolwide		
2.12	**Action:** Mental Health and Social Emotional Learning **Need:** In the 2023-2024 school year, approximately 150 students reached out to our school social worker for guidance and social-emotional support. This highlights the crucial role of the social worker in providing assistance to students in need, addressing their emotional well-being, and helping them navigate various challenges they may face during their academic journey. Educational partners have conveyed that parents strongly advocate for their children to receive mental health support at home. Parents have emphasized the importance of students learning how to express their feelings as an integral part of their educational experience.	Prioritizing services for unduplicated pupils promotes equity and ensures that all students receive the assistance they need to thrive. Employing a school Social Worker brings significant benefits to both the school and its students. By providing support for issues related to home life, social pressures, and academic stresses, the Social Worker contributes to a positive school climate and fosters student well-being. Conducting group sessions and meeting with parents helps students cope with personal challenges while enhancing communication between home and school. Additionally, informing teachers of student issues ensures a coordinated approach to student support. As students feel supported, they are more motivated to succeed academically.	Metric #: 2.1, 2.2, 2.3, 2.6, 2.7, 2.8

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide		
3.1	**Action:** Visual/Performing Arts **Need:** Surveys and discussions with educational partners have highlighted the need to offer visual and performing arts opportunities for unduplicated pupils. Parents have expressed that they cannot afford private lessons or purchase instruments for their children. Consequently, most unduplicated pupils lack opportunities to engage in visual and performing arts outside of school hours. **Scope:** Schoolwide	This initiative will meet the needs of unduplicated pupils by offering opportunities to participate in visual and performing arts both during and after the school day at no cost to parents. This support is provided benefiting all students by giving them access to visual and performing arts programs.	Metric #: 3.4, 3.5, 3.6, 3.7
3.2	**Action:** Family Engagement **Need:** Based on the LCAP parent stakeholder survey conducted in 2024, parents have expressed a desire for additional parent engagement activities. This feedback underscores the importance of fostering stronger partnerships between the school and parents to support student success. By responding to these requests and offering more opportunities for parent involvement, the school can enhance communication, collaboration, and support	CAMSA is committed to strengthening family engagement by providing a variety of opportunities for parents to participate in their child's education. These include Math nights, Literacy nights, Latino Family Literacy sessions, Education Nights, and Technology sessions. Through these initiatives, parents can actively engage in their child's learning journey and gain valuable insights into educational topics and resources. Special efforts will be made to include parents of unduplicated pupils, ensuring that all families have equitable access to these engagement opportunities. By fostering strong partnerships between home and school, CAMSA aims to support student success	Metric #: 3.1, 3.2, 3.3

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	between home and school. These engagement activities provide parents with valuable insights into their child's education and enable them to play a more active role in their child's academic journey. Ultimately, addressing these requests strengthens the school community and promotes a more inclusive and supportive learning environment for all students. **Scope:** Schoolwide	and promote a collaborative learning environment that benefits all members of the school community.	
3.3	**Action:** Resource Clerk/Librarian **Need:** Currently, only 20% of parents are engaged in parental involvement activities at the school site, with an even lower participation rate among parents of unduplicated pupils. Discussions with educational partners have highlighted the need to boost parent involvement, particularly for parents of unduplicated pupils. They have requested more opportunities for engagement, such as Family Math Nights and student events. **Scope:** Schoolwide	This initiative will address the needs of unduplicated pupils by encouraging and targeting their parents to become more involved in their child's learning experience. CAMSA parent liaison will prioritize recruiting parents of unduplicated pupils for parent engagement activities. This action is provided on an LEA-wide basis, as all parents will benefit from increased opportunities to engage in their child's education.	Metric #: 3.1, 3.2, 3.3
3.4	**Action:** AVID Instruction/Elective Course	CAMSA's focus on providing Unduplicated Pupils with a variety of opportunities for a well-rounded	Metric #: 3.4, 3.5, 3.6, 3.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: In the LCAP parent stakeholder survey conducted in 2024, 100% of parents indicated a strong desire for the continuation of elective class opportunities for students. This feedback underscores the importance of providing students with diverse options to explore their interests and talents. Elective classes not only allow students to pursue areas of passion but also foster creativity, critical thinking, and personal growth. By honoring this parental input and continuing to offer elective classes, the school ensures that Unduplicated Pupils will have the opportunity to engage in a well-rounded education that meets their individual needs and aspirations, ultimately contributing to their academic success and overall development. **Scope:** Schoolwide	education brings numerous benefits. By offering middle school students elective classes focused on enrichment and intervention, the school promotes academic growth and personal development. These classes allow students to explore diverse interests, develop new skills, and pursue areas of passion. Additionally, intervention opportunities provide targeted support to students who may need extra assistance, ensuring that all students have the resources they need to succeed. By offering a wide range of elective options, CAMSA fosters a supportive and inclusive learning environment that caters to the diverse needs and interests of its student body, ultimately empowering students to thrive academically and beyond.	
3.5	**Action:** Technology (Software) **Need:** Unduplicated pupils require access to technology programs to enrich their academic experience. These programs will equip students with the resources needed to meet the state's rigorous academic standards and provide tools to address gaps not covered by the adopted curriculum. Since unduplicated pupils may lack access to technology programs at home, it is crucial to offer these	CAMSA's initiative to update and enhance the school's technology brings numerous benefits to both the school and its students. By investing in software, hardware, infrastructure, and professional development, the school ensures that students have access to modern tools and resources that support their learning and prepare them for future success. This technology upgrade not only enhances the quality of education but also promotes digital literacy, critical thinking, and problem-solving skills among students. Moreover, prioritizing unduplicated pupils for full access to technology needs fosters equity and ensures that	Metric #: 3.1

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
	resources through school platforms and devices, enabling them to access their lessons remotely. Educational partner feedback suggests that survey results highlight the importance of maintaining the school's commitment to providing each student with their own device. An overwhelming 95% of parents affirm that the school currently ensures adequate access to technology for students and should uphold this provision going forward. **Scope:** Schoolwide	all students have equal opportunities to benefit from these technological advancements. Overall, this investment in technology aligns with CAMSA's commitment to providing a high-quality and inclusive educational experience that prepares students for the challenges of the 21st century.	
3.6	**Action:** Technology equipment/ Infrastructure **Need:** Based on educational partner feedback, Up-to-date classroom technology is crucial for enhancing learning experiences and preparing Unduplicated Pupils for the modern world. It enables educators to create dynamic, interactive lessons tailored to diverse learning styles and interests. Personalized learning becomes accessible, fostering collaboration, critical thinking, and problem-solving skills. Moreover, modern technology facilitates global connections, opening doors to a wealth of resources and expertise. Ultimately, it empowers educators to cultivate immersive learning environments that inspire curiosity,	CAMSA's initiative to update and enhance the school's technology infrastructure brings significant benefits to the entire school community. By investing in software, hardware, infrastructure, and professional development, CAMSA ensures that Unduplicated Pupils and educators have access to modern tools and resources that enhance teaching and learning. This technology upgrade not only improves the quality of education but also promotes digital literacy, critical thinking, and problem-solving skills among students. Moreover, prioritizing unduplicated pupils for full access to technology needs fosters equity and ensures that all students have equal opportunities to benefit from these technological advancements. By providing a comprehensive and inclusive approach to technology integration, CAMSA empowers students to thrive academically and prepares them for success in a rapidly evolving digital world.	Metric #: 3.1

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
	creativity, and lifelong learning among students. **Scope:** Schoolwide		
3.7	**Action:** STEAM Instruction **Need:** Unduplicated pupils require access to STEAM instruction to engage in 21st-century learning experiences. According to CAASPP test scores, the percentage of unduplicated students who met or exceeded standards on the CAST assessment is as follows: All students - 18.26%, Low-income students - 19.31%, English Learners - 1.15%, and foster youth - 0%. Educational partners emphasize the need to enhance STEAM services and expand hands-on STEAM opportunities to support students better. **Scope:** Schoolwide	STEAM will offer hands-on learning opportunities to unduplicated students, providing them with a comprehensive and engaging STEAM experience that will enhance their understanding of these subjects. This initiative aims to improve their knowledge and concepts in science, thereby boosting their CAST assessment scores. This action is provided on an LEA-wide basis, as only 24.58% of all students met or exceeded the standard. Therefore, all students will benefit from STEAM instruction.	Metric #: 3.4, 3.5, 3.6, 3.7
3.8	**Action:** Science Education - SCICON **Need:** Scicon is highly valued for its role in enhancing students' understanding and appreciation of science and nature through immersive outdoor	This action assures that CAMSA remains committed to advancing science education for sixth-grade students by actively supporting their participation in the Scicon camp. This initiative aims to ensure that all unduplicated subgroups have equitable opportunities to engage in the outdoor science education program offered at	Metric #:3.4, 3.5, 3.6, 3.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	education. Educational partners emphasize the significant impact of Scicon in fostering curiosity, scientific inquiry, and environmental stewardship among students. They highlight the program's effectiveness in complementing classroom learning with hands-on experiences that promote deeper engagement and learning outcomes. As such, there is strong consensus among educational partners to continue offering this enriching experience to our 6th grade students. Discussions with educational partners have underscored the importance of maintaining the opportunity for our 6th grade students to attend Scicon. **Scope:** LEA-wide	Scicon. By participating in this immersive learning experience, students gain valuable hands-on exposure to scientific concepts and principles in a natural setting, fostering their curiosity and understanding of the natural world. CAMSA believes that such experiences are integral to enhancing students' scientific literacy and fostering a lifelong appreciation for environmental stewardship. Therefore, the school is dedicated to facilitating and promoting the participation of all eligible students in this enriching educational opportunity.	
3.9	**Action:** Gifted and Talented Education **Need:** Conversations during meetings with educational partners highlighted the importance of providing enrichment opportunities for gifted unduplicated pupils. Surveys among staff underscored the necessity for professional development in icons of depth and complexity, aimed at better supporting gifted students and enriching their daily learning experiences. **Scope:**	Unduplicated pupils exhibit diverse needs. Among them, 80% of our GATE students require enrichment opportunities, both within regular school hours and through extended day programs. This initiative is implemented district-wide to ensure all students benefit from enriched learning experiences throughout their school day and beyond. Students across the board will learn to apply icons of depth and complexity as tools to augment their learning.	Metric #: 3.4, 3.5, 3.6, 3.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide		
3.10	**Action:** Biology **Need:** At Cecil Avenue Math and Science Academy, 81.73% of 8th grade students did not meet or nearly met the standards on the California Science Test (CAST). This significant percentage highlights the urgent need for targeted interventions and enhanced instructional strategies in science education. Addressing this gap is crucial to ensuring that students develop a solid understanding of scientific concepts and are better prepared for future academic challenges. Educational partners agree that studying biology will effectively prepare students for the California Science Test (CAST). They recognize biology's role in equipping students with the necessary knowledge and skills aligned with the test's requirements, thereby enhancing their readiness and performance. **Scope:** Schoolwide	This action exposes students to biology and is essential for preparing them effectively for the California Science Test (CAST). By studying biology, students gain a foundational understanding of life sciences, including cellular structures, ecosystems, genetics, and human biology. This knowledge equips them with the necessary concepts and skills to excel on the CAST, as it assesses students' comprehension and application of scientific principles. By delving into biology, students not only enhance their academic preparedness but also cultivate a deeper appreciation and curiosity for the natural world around them.	Metric #: 3.4, 3.5, 3.6, 3.7

Limited Actions

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.9	**Action:** English Learner Support **Need:** According to the California School Dashboard, all students are performing 43.8 point below standard in ELA and 94 points below standard in math. Additionally, the unduplicated subgroups are performing as follows in ELA: English learners, 72.3 points below, SED 44.7 points below, Hispanic 48.1 points below standard, and Foster Youth 58.9 points below. In Math they have scored as follows: English learners 121.8 points below, SED 95.5 points below, Hispanic 98.4, and Foster Youth 75.9. Based on educational partner feedback via surveys, students need extra support to be able to access the core curriculum. Classroom teachers have requested via the surveys supplemental instructional materials that will allow them to scaffold instruction and provide students access to state standards in ELA and Math. **Scope:** Limited to Unduplicated Student Group(s)	This action will provide all necessary supplemental instructional materials to ensure that unduplicated pupils have full access to high quality curriculum and instruction. This action is provided as an LEA-wide basis because all students will benefit from a robust curriculum that includes supplemental instructional materials.	Metric #: 1.2, 1.4, 1.5, 1.6, 1.10, 1.11

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

Additional Concentration Grant Funding

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

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	44 to 1
Staff-to-student ratio of certificated staff providing direct services to students	N/A	18 to 1

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	5,974,724.00	2,480,854	41.522%	26.397%	67.919%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$4,059,825.00	$0.00	$0.00	$0.00	$4,059,825.00	$1,936,500.00	$2,123,325.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Professional Development	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		July 29, 2024 - June 6, 2025	$15,000.00	$60,000.00	$75,000.00				$75,000.00	
1	1.2	Academic Counselor	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		July 29, 2024 - June 6, 2025	$130,000.00	$0.00	$130,000.00				$130,000.00	
1	1.3	Site Resource Teacher	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		July 29, 2024 - June 6, 2025	$35,000.00	$0.00	$35,000.00				$35,000.00	
1	1.4	Learning Coordinator	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		July 29, 2024 - June 6, 2025	$32,000.00	$0.00	$32,000.00				$32,000.00	
1	1.5	Intervention Teacher	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		July 29, 2024 - June 6, 2025	$115,000.00	$0.00	$115,000.00				$115,000.00	
1	1.7	6th Grade Teacher	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		July 29, 2024 - June 6, 2025	$120,000.00	$0.00	$120,000.00				$120,000.00	
1	1.8	Physical Education Teacher	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		July 29, 2024 - June 6, 2025	$125,000.00	$0.00	$125,000.00				$125,000.00	
1	1.9	English Learner Support	English Learners	Yes	Limited to Unduplicated Student	English Learners		July 29, 2024 - June 6, 2025	$94,000.00	$0.00	$94,000.00				$94,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					Group(s)											
2	2.1	Health Services	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		July 29, 2024 - June 6, 2025	$88,000.00	$5,000.00	$93,000.00				$93,000.00	
2	2.3	Vice Principal	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		July 29, 2024 - June 6, 2025	$190,000.00	$0.00	$190,000.00				$190,000.00	
2	2.4	Campus Security	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		July 29, 2024 - June 6, 2025	$173,000.00	$0.00	$173,000.00				$173,000.00	
2	2.5	Positive School Climate	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		July 29, 2024 - June 6, 2025	$5,000.00	$45,000.00	$50,000.00				$50,000.00	
2	2.6	Parent Involvement	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		July 29, 2024 - June 6, 2025	$1,000.00	$2,000.00	$3,000.00				$3,000.00	
2	2.7	Behavior Intervention Instructor	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		July 29, 2024 - June 6, 2025	$170,000.00	$0.00	$170,000.00				$170,000.00	
2	2.8	MTSS Materials	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		July 29, 2024 - June 6, 2025	$1,500.00	$2,000.00	$3,500.00				$3,500.00	
2	2.9	School Safety	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		July 29, 2024 - June 6, 2025	$1,000.00	$2,000.00	$3,000.00				$3,000.00	
2	2.10	Academic and Incentive Field Trips	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		July 29, 2024 - June 6, 2025	$0.00	$150,000.00	$150,000.00				$150,000.00	
2	2.11	Additional Student Supports	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		July 29, 2024 - June 6, 2025	$0.00	$3,000.00	$3,000.00				$3,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.12	Mental Health and Social Emotional Learning	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		July 29, 2024 - June 6, 2025	$148,000.00	$0.00	$148,000.00				$148,000.00	
3	3.1	Visual/Performing Arts	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		July 29, 2024 - June 6, 2025	$175,000.00	$25,000.00	$200,000.00				$200,000.00	
3	3.2	Family Engagement	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		July 29, 2024 - June 6, 2025	$3,000.00	$10,000.00	$13,000.00				$13,000.00	
3	3.3	Resource Clerk/Librarian	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		July 29, 2024 - June 6, 2025	$170,000.00	$0.00	$170,000.00				$170,000.00	
3	3.4	AVID Instruction/Elective Course	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		July 29, 2024 - June 6, 2025	$100,000.00	$30,000.00	$130,000.00				$130,000.00	
3	3.5	Technology (Software)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		July 29, 2024 - June 6, 2025	$0.00	$10,000.00	$10,000.00				$10,000.00	
3	3.6	Technology equipment/ Infrastructure	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		July 29, 2024 - June 6, 2025	$0.00	$1,714,325.00	$1,714,325.00				$1,714,325.00	
3	3.7	STEAM Instruction	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		July 29, 2024 - June 6, 2025	$15,000.00	$30,000.00	$45,000.00				$45,000.00	
3	3.8	Science Education - SCICON	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		July 29, 2024 - June 6, 2025	$0.00	$30,000.00	$30,000.00				$30,000.00	
3	3.9	Gifted and Talented Education	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		July 29, 2024 - June 6, 2025	$10,000.00	$5,000.00	$15,000.00				$15,000.00	
3	3.10	Biology	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		July 29, 2024 - June 6, 2025	$20,000.00	$0.00	$20,000.00				$20,000.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
5,974,724.00	2,480,854	41.522%	26.397%	67.919%	$4,059,825.00	0.000%	67.950 %	**Total:**	$4,059,825.00
								LEA-wide Total:	$30,000.00
								Limited Total:	$94,000.00
								Schoolwide Total:	$3,935,825.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Professional Development	Yes	Schoolwide	English Learners Foster Youth Low Income		$75,000.00	
1	1.2	Academic Counselor	Yes	Schoolwide	English Learners Foster Youth Low Income		$130,000.00	
1	1.3	Site Resource Teacher	Yes	Schoolwide	English Learners Foster Youth Low Income		$35,000.00	
1	1.4	Learning Coordinator	Yes	Schoolwide	English Learners Foster Youth Low Income		$32,000.00	
1	1.5	Intervention Teacher	Yes	Schoolwide	English Learners Foster Youth Low Income		$115,000.00	
1	1.7	6th Grade Teacher	Yes	Schoolwide	English Learners Foster Youth Low Income		$120,000.00	
1	1.8	Physical Education Teacher	Yes	Schoolwide	English Learners Foster Youth		$125,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
1	1.9	English Learner Support	Yes	Limited to Unduplicated Student Group(s)	English Learners		$94,000.00	
2	2.1	Health Services	Yes	Schoolwide	English Learners Foster Youth Low Income		$93,000.00	
2	2.3	Vice Principal	Yes	Schoolwide	English Learners Foster Youth Low Income		$190,000.00	
2	2.4	Campus Security	Yes	Schoolwide	English Learners Foster Youth Low Income		$173,000.00	
2	2.5	Positive School Climate	Yes	Schoolwide	English Learners Foster Youth Low Income		$50,000.00	
2	2.6	Parent Involvement	Yes	Schoolwide	English Learners Foster Youth Low Income		$3,000.00	
2	2.7	Behavior Intervention Instructor	Yes	Schoolwide	English Learners Foster Youth Low Income		$170,000.00	
2	2.8	MTSS Materials	Yes	Schoolwide	English Learners Foster Youth Low Income		$3,500.00	
2	2.9	School Safety	Yes	Schoolwide	English Learners Foster Youth Low Income		$3,000.00	
2	2.10	Academic and Incentive Field Trips	Yes	Schoolwide	English Learners Foster Youth Low Income		$150,000.00	
2	2.11	Additional Student Supports	Yes	Schoolwide	English Learners Foster Youth Low Income		$3,000.00	
2	2.12	Mental Health and Social Emotional Learning	Yes	Schoolwide	English Learners Foster Youth Low Income		$148,000.00	
3	3.1	Visual/Performing Arts	Yes	Schoolwide	English Learners Foster Youth		$200,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
3	3.2	Family Engagement	Yes	Schoolwide	English Learners Foster Youth Low Income		$13,000.00	
3	3.3	Resource Clerk/Librarian	Yes	Schoolwide	English Learners Foster Youth Low Income		$170,000.00	
3	3.4	AVID Instruction/Elective Course	Yes	Schoolwide	English Learners Foster Youth Low Income		$130,000.00	
3	3.5	Technology (Software)	Yes	Schoolwide	English Learners Foster Youth Low Income		$10,000.00	
3	3.6	Technology equipment/ Infrastructure	Yes	Schoolwide	English Learners Foster Youth Low Income		$1,714,325.00	
3	3.7	STEAM Instruction	Yes	Schoolwide	English Learners Foster Youth Low Income		$45,000.00	
3	3.8	Science Education - SCICON	Yes	LEA-wide	English Learners Foster Youth Low Income		$30,000.00	
3	3.9	Gifted and Talented Education	Yes	Schoolwide	English Learners Foster Youth Low Income		$15,000.00	
3	3.10	Biology	Yes	Schoolwide	English Learners Foster Youth Low Income		$20,000.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$3,599,995.00	$1,744,347.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Professional Development	Yes	$102,222.00	$24,000.00
1	1.2	Mathematics grade span adjustment in upper grades	Yes	$126,643.00	$127,768.00
1	1.3	Academic Needs and Support	Yes	$159,512.00	$159,889.00
1	1.4	6th grade teacher grade span adjustment in upper grades	Yes	$116,595.00	$117,523.00
1	1.5	Physical Education grade span adjustment in upper grades	Yes	$121,518.00	$122,543.00
1	1.6	Program Implementation	Yes	$17,786.00	$33,769.00
1	1.7	English Learner Support	Yes	$93,459.00	$0.00
1	1.8	Math Intervention Teacher	Yes		
2	2.1	Health Services	Yes	$96,095.00	$88,163.00
2	2.2	Emergency Management Systems	Yes	$20,000.00	$500.00
2	2.3	School Safety (Vice Principal)	Yes	$183,401.00	$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.4	School Safety (Site Resource Officer)	Yes	$10,000.00	$0.00
2	2.5	Campus Security	Yes	$160,691.00	$170,000.00
2	2.6	Positive School Climate	Yes	$162,438.00	$25,000.00
2	2.7	Parent Involvement	Yes	$3,000.00	$100.00
2	2.8	Behavior Intervention Instructor	Yes	$95,160.00	$165,940.00
2	2.9	MTSS Materials	Yes	$2,500.00	$0.00
2	2.10	Academic and Incentive Field Trips	Yes	$260,000.00	$125,000.00
2	2.11	Additional Student Supports	Yes	$5,000.00	$1,500.00
2	2.12	Mental Health and Social Emotional Learning	Yes	$146,204.00	$0.00
3	3.1	Visual/Performing Arts	Yes	$199,919.00	$175,000.00
3	3.2	Parent Involvement Educational Opportunities	Yes	$105,000.00	$500.00
3	3.3	Parent Involvement Opportunities (Resource Clerk and Librarian)	Yes	$168,933.00	$169,652.00
3	3.4	Elective Course	Yes	$129,928.00	$90,000

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	3.5	Technology (Software/hardware)	Yes	$10,000.00	$2,500.00
3	3.6	STEAM Instruction	Yes	$137,448.00	$20,000.00
3	3.7	Science Education - SCICON	Yes	$60,844.00	$25,000.00
3	3.8	Gifted and Talented Education	Yes	$22,188.00	$0.00
3	3.9	Technology (Equipment/Infrastructure)	Yes	$883,511.00	$100,000.00

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)
2,265,543	$3,186,931.00	$1,744,347.00	$1,442,584.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Professional Development	Yes	$102,222.00	$24,000.00		
1	1.2	Mathematics grade span adjustment in upper grades	Yes	$126,643.00	$127,768.00		
1	1.3	Academic Needs and Support	Yes	$159,512.00	$159,889.00		
1	1.4	6th grade teacher grade span adjustment in upper grades	Yes	$116,595.00	$117,523.00		
1	1.5	Physical Education grade span adjustment in upper grades	Yes	$121,518.00	$122,543.00		
1	1.6	Program Implementation	Yes	$17,786.00	$33,769.00		
1	1.7	English Learner Support	Yes	$0.00	0.00		
1	1.8	Math Intervention Teacher	Yes				
2	2.1	Health Services	Yes	$96,095.00	$88,163.00		
2	2.2	Emergency Management Systems	Yes	$20,000.00	$500.00		
2	2.3	School Safety (Vice Principal)	Yes	$0.00	$0.00		
2	2.4	School Safety (Site Resource Officer)	Yes	$10,000.00	$0.00		
2	2.5	Campus Security	Yes	$160,691.00	170,000.00		

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)
2	2.6	Positive School Climate	Yes	$162,438.00	$25,000.00		
2	2.7	Parent Involvement	Yes	$3,000.00	$100.00		
2	2.8	Behavior Intervention Instructor	Yes	$95,160.00	$165,940.00		
2	2.9	MTSS Materials	Yes	$2,500.00	$0.00		
2	2.10	Academic and Incentive Field Trips	Yes	$260,000.00	$125,000.00		
2	2.11	Additional Student Supports	Yes	$5,000.00	$1,500.00		
2	2.12	Mental Health and Social Emotional Learning	Yes	$10,000.00	$0.00		
3	3.1	Visual/Performing Arts	Yes	$199,919.00	$175,000.00		
3	3.2	Parent Involvement Educational Opportunities	Yes	$105,000.00	$500.00		
3	3.3	Parent Involvement Opportunities (Resource Clerk and Librarian)	Yes	$168,933.00	169,652.00		
3	3.4	Elective Course	Yes	$129,928.00	$90,000.00		
3	3.5	Technology (Software/hardware)	Yes	$10,000.00	$2,500.00		
3	3.6	STEAM Instruction	Yes	$137,448.00	$20,000.00		
3	3.7	Science Education - SCICON	Yes	$60,844.00	$25,000.00		
3	3.8	Gifted and Talented Education	Yes	$22,188.00	$0.00		
3	3.9	Technology (Equipment/Infrastructure)	Yes	$883,511.00	$100,000.00		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
5,911,399	2,265,543	17.58	55.905%	$1,744,347.00	0.000%	29.508%	$1,560,419.94	26.397%

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)](#);

  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see Education Code Section 52068 (California Legislative Information); and

- For charter schools, see Education Code Section 47606.5 (California Legislative Information).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

  - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)
Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

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

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.

- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.

  - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

- In addition to this information, the LEA must also identify:

    o The school or schools to which the goal applies

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

Broad Goal
Description

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

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.

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

  - The baseline data must remain unchanged throughout the three-year LCAP.

    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

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

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

   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

    - Professional development for teachers.

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

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

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

  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:

  - **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%).

  o 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)**

  o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

  o 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)**

- o 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**

  - o 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)**

  - o 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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