

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Kern Workforce Academy

CDS Code: 15 635291530435

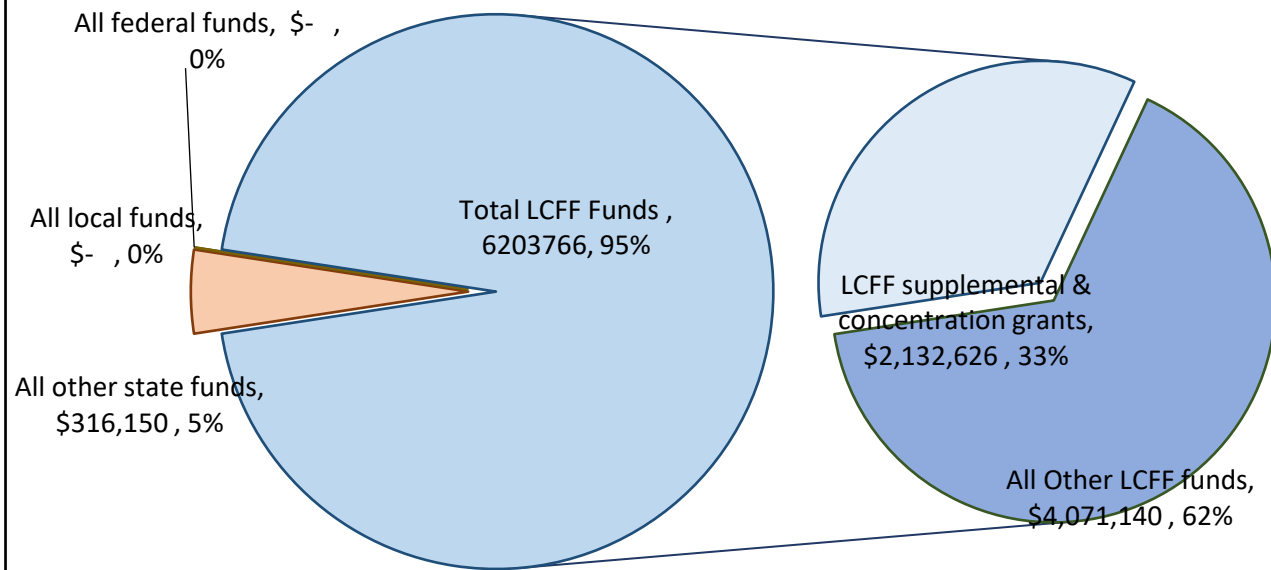
School Year: 2024-25

LEA contact information: Melissa Bennett

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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

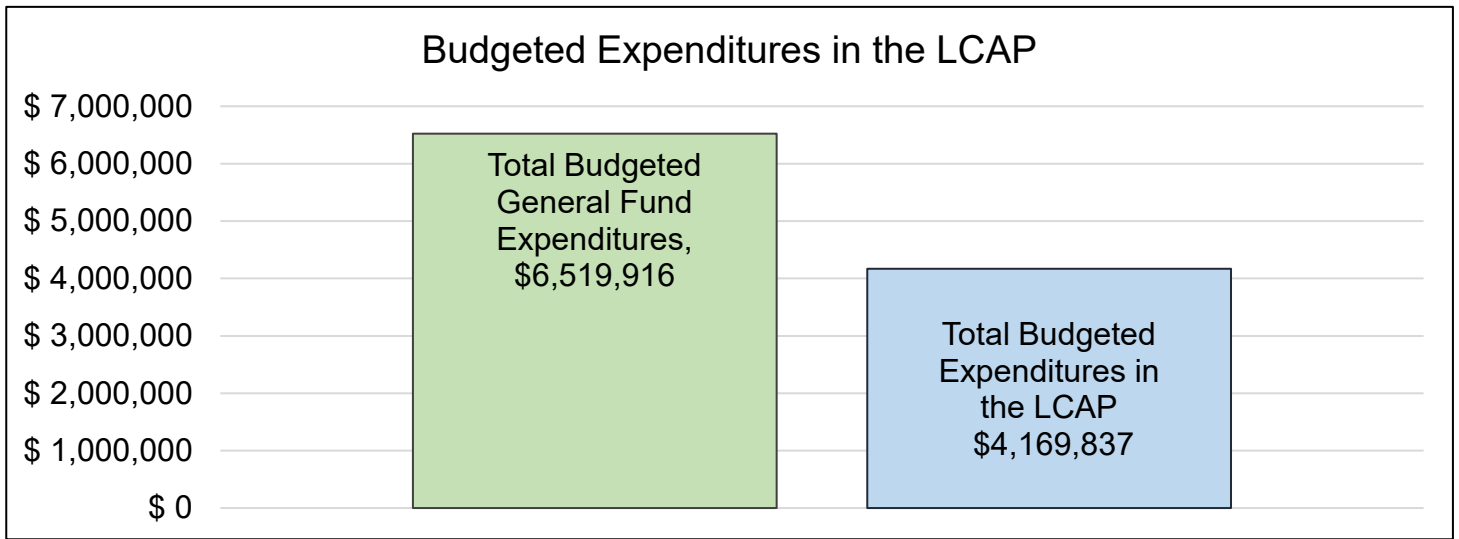


This chart shows the total general purpose revenue Kern Workforce Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Kern Workforce Academy is \$6,519,916.00, of which \$6,203,766.00 is Local Control Funding Formula (LCFF), \$316,150.00 is other state funds, \$0.00 is local funds, and \$0.00 is federal funds. Of the \$6,203,766.00 in LCFF Funds, \$2,132,626.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Kern Workforce Academy plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

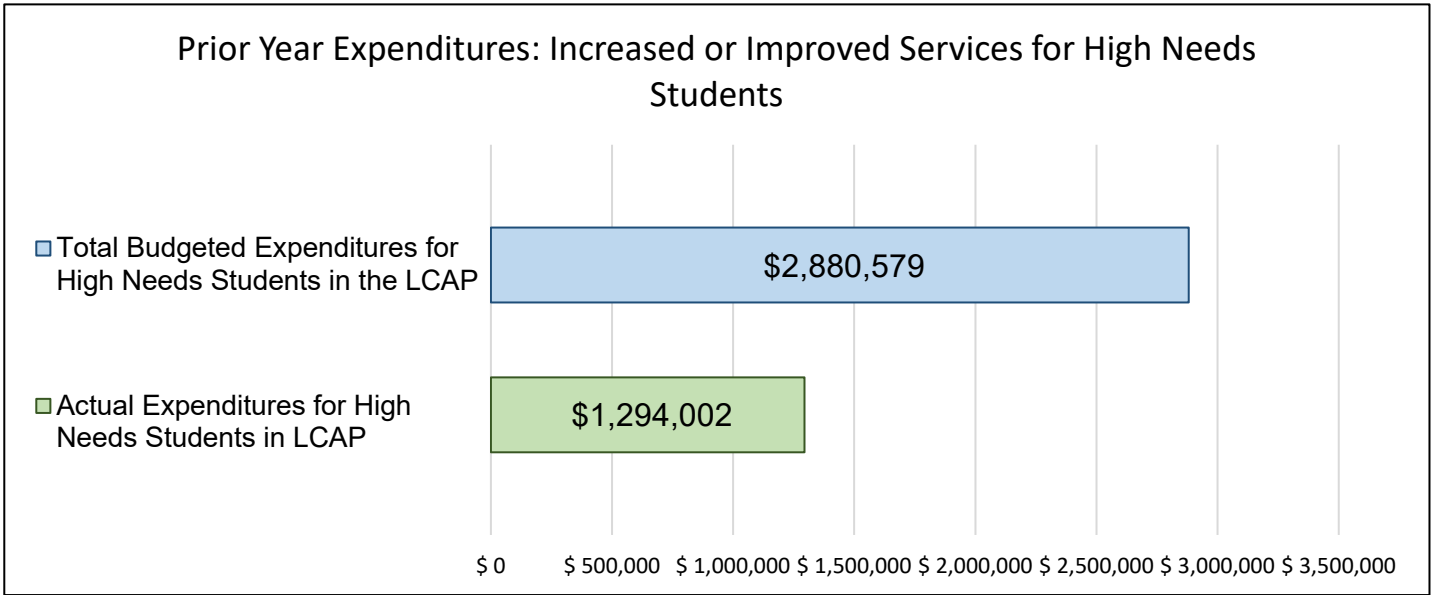
The text description of the above chart is as follows: Kern Workforce Academy plans to spend \$6,519,916.00 for the 2024-25 school year. Of that amount, \$4,169,837.00 is tied to actions/services in the LCAP and \$2,350,079.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2024-25, Kern Workforce Academy is projecting it will receive \$2,132,626.00 based on the enrollment of foster youth, English learner, and low-income students. Kern Workforce Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Kern Workforce Academy plans to spend \$4,169,837.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Kern Workforce Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Kern Workforce Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Kern Workforce Academy's LCAP budgeted \$2,880,579.00 for planned actions to increase or improve services for high needs students. Kern Workforce Academy actually spent \$1,294,002.00 for actions to increase or improve services for high needs students in 2023-24. The difference between the budgeted and actual expenditures of \$1,586,577.00 had the following impact on Kern Workforce Academy's ability to increase or improve services for high needs students:

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
Kern Workforce Academy	Melissa Bennett, Assistant Principal	melissa_bennett@kernhigh.org 661-827-3216

Plan Summary 2024-2025

General Information

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

Serving approximately 561 students (5.0% African American, 0.5% American Indian, 89% Hispanic, 0.7% Asian, and 3.9% White), the Kern Workforce 2000 Academy (Workforce) was established in 1995 to serve the most at-risk and socioeconomically disadvantaged high school students that reside in Kern County. Workforce's main goal is to provide a high school education program for students at risk of dropping out of high school. Workforce is a Kern High School District (KHSD) district charter school and contracts with KHSD for program operational services in six school sites (Arvin, Bakersfield, East, Foothill, South, and West). The contract services include facilities, business services, student information services, classrooms, teachers, counselors, clerical support, campus security, equipment, library/media resources, computer hardware, software, and general administrative services.

Counting each student only once, even if the student meets more than one of these criteria from the “unduplicated count,” Workforce’s unduplicated count is 95.5%.

The following are Workforce’s percentages of the “high need” groups, as designated by the state.

- English Learner (EL): 24.2%
- Foster Youth (FY): 0.9%
- Socioeconomically Disadvantaged (SED): 93.9%

The following are distinctions that refine the composition of the district’s students:

- Homeless 2.9%
- Students with Disabilities (SWD) 10.2%
- African American 5.3%
- Hispanic 89.1%

These figures reflect the level of challenges to be met to ensure that all students succeed in school and validate Local Control Accountability Plan (LCAP) funding allocations to “improve or increase” services so that all students graduate from high school prepared to succeed in college and the workforce. Fundamental to the district’s mission is providing a comprehensive, viable, and rigorous curriculum to all students, with appropriate interventions that support the completion of the core program as well as allow students to access higher-level coursework. Intervention programs include Access literacy classes, a focus on Foundations mathematics classes, Positive Behavioral Intervention & Supports (PBIS), which support the social-emotional learning (SEL) of the student, and a Multi-Tiered System of Supports (MTSS), a framework to provide targeted support to struggling students. In addition, the district provides on-going professional development (PD) to all teachers for the state standards to be implemented effectively and to meet the social-emotional needs of the students.

Workforce is also committed to creating the best possible learning environments for all students, with small class sizes and diverse and experienced teaching staff. Workforce relies on teachers who are contracted through the KHSD, it is important to note that the district has been recruiting teachers from all parts of the United States to meet the hiring demands and increase the diversity of the teaching staff. In addition, KHSD is in its sixth year partnering with California State University, Bakersfield, and the Kern High Teacher Residency Program (KHTR).

Workforce has made advancements in cultivating relationships with our parents and guardians with the addition parent liaisons on each campus, and a coordinator. Instead of reaching out to parents twice a year, these teams are scheduling at least five informational meetings a year in addition to the Parent Project and Parents on a Mission program.

Reflections: Annual Performance

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

California School Dashboard 2023

Graduation Rate Indicator

All:	53.8% (decline 19.1%)
EL:	50.6% (decline 9.9%)
Hispanic:	52.9% (decline 22.1%)
SED:	53.5% (decline 19.7%)

College and Career Measures (CCM)

All:	1.5% are prepared
EL:	0% are prepared
Hispanic:	0.9% are prepared
SED:	1.5% are prepared

English Learner Progress (116 students)

33.3% of students progressed at least one level towards English Language Proficiency (declined 11.4%)

25.5% of students maintained ELPI levels (declined 4.3%)

41.2% of students decreased at least one ELPI level (Increase 15.7%)

ELA (increased 33.6 points)

2022: All students: 135.7 points below standard

Hispanic (90 students): 127.3 points below standard

SED (101 students): 135.9

Current EL (19 students): 160.3

Reclassified (10 students): no data displayed

English only (48 students): 133.2

2023: All students: 102.1 points below standard

Hispanic (227 students): 101.0 (increased 31.3 points)

SED (234 students): 99.6 (increased 42.3 points)

Current EL (50 students) : 155.6 (increased 7.6 points)

Reclassified (36 students): 100.5 (no change)

English only (84 students): 107.4 (increased 33.9 points)

Math (increased 34.4 points)

2022: All students: 245.8 points below standard

EL (30 students): 240.7 points below standard

Hispanic (101 students): 224.0

SED (113 students): 224.2

Current EL (20 students): 260.4 points below standard

Reclassified (11 students): 205.3

English only (59 students): 229.4

2023: All students:	211.3 points below standard
EL (85 students):	228.5 (increased 22.4 points)
Hispanic (228 students):	209.7 (increased 36.5 points)
SED (237 students):	211.2 (increased 36.5 points)
Current EL (49 students):	249.8 (increased 208 points)
Reclassified (37 students):	203.5 (increases 20.3 points)
English only (84 students):	207.5 (increased 58.3 points)

Graduation rates saw a significant decline from last year due to several factors. First, several students recovered enough credit to return to their home school and graduate. AB104 provided key provisions that were critical during the COVID-19 pandemic, including the ability for students and families to request grade changes to pass/no pass for academic records and offering exemptions from certain graduation requirements under specific conditions. The elimination of this bill removed these safety nets, potentially impacting students who were still facing academic and personal challenges due to the pandemic's lingering effects. Workforce will provide adequate intervention programs to ensure graduation and implement a monitoring system to track students who return to their comprehensive campus and graduate.

College and Career Measures remain low due to the fact that Kern Workforce Academy does not have the capacity to offer CTE pathways. We do not retain students long enough to complete a pathway. In addition, Workforce is not an A-G program, so dual enrollment courses are limited to students who are enrolled in ROC/CTEC programs. Workforce will continue to explore avenues for dual enrollment opportunities.

While both ELA and Math assessment scores increased, there is still much work to be done. Workforce will extend and expand tutoring programs during the school day. In addition, Workforce will integrate student support to address other barriers to learning, such as the provision of health, counseling, or mental health services, access to meal programs, and referrals for support for family and student needs.

Reflections: Technical Assistance

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

Not applicable

Comprehensive Support and Improvement

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

Schools Identified

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

The following KHSD school sites have been identified as comprehensive support and improvement (CSI) sites:

Central Valley (Graduation Rate)

Kern Valley (Low-Performing)

Mira Monte (Low-Performing)

Tierra Del Sol (Graduation Rate)

Vista (Graduation Rate)

Vista West (Graduation Rate)

Workforce (Graduation Rate)

Support for Identified Schools

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

KHSD administrators representing Alternative Education, Innovative Programs, Instruction, and LCAP collaborate with schools identified for CSI. Sites examine state and local data to conduct a needs assessment, complete a root cause analysis, identify resource inequities, and create CSI plans. In recent years, KHSD Alternative Education sites have worked with the Kern County Superintendent of Schools (KCSOS) and utilizes strategies learned in the Continuous Improvement Process to assist CSI sites, which includes leadership coaching with school sites and Fidelity Integrity Assessment for school sites implementing PBIS-MTSS.

KHSD works with CSI sites to conduct a needs assessment and root cause analysis to identify resource inequities using state and local data, including educational partners. The results of this assessment and analysis guide CSI's planning to continue building staff capacity and improve student outcomes aligned with the district LCAP outlined in the site's School Plan for Student Achievement (SPSA). While SPSAs vary based on each site's needs, some commonalities can be found in a focus on graduation rates through credit recovery, academic support/intervention, and student outreach.

Monitoring and Evaluating Effectiveness

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

Kern Workforce Academy works with CSI sites to determine, reflect upon, and modify metrics using state and local data aligned with the Workforce to measure progress and improvement and monitor the implementation of CSI plans and the effectiveness of processes and activities. Workforce continues to access data to drive decisions and determine the effectiveness of processes and activities. Educational partners will continue to be included throughout this process.

Engaging Educational Partners

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

Regular educational partner engagement remains a high priority for the Kern Workforce 2000 Academy to foster mutually respectful, supportive, and collaborative environments for ongoing and meaningful dialogue that will determine goals and actions to achieve academic success for all students. Essential to the success of this effort is the active participation of all educational partners – parents, students, employee groups (certificated and classified), administrators, industry partners, and community leaders – to thoughtfully and openly communicate about how to address and overcome the challenges facing students today, especially those who are typically under-served and/or at risk, and to provide the necessary means to maximize their learning. Over the course of the 2023-24 school year, Workforce has provided various public venues for educational partners to convene and provide input.

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

Educational Partner(s)	Process for Engagement
Workforce Governing Board	The governing board meets monthly to review the LCFF budget and spending and keep abreast of student progress, support services, and identified needs.
English Language Advisory Council (ELAC)	KHSD meets with the ELAC quarterly and then monthly as the year progresses.
District Parent Advisory Council	KHSD meets with the DPAC quarterly and then monthly as the year progresses.
Workforce English Learner Advisory Council	Workforce ELAC meets five times a year, once each session, to review progress towards our School Plan for Student Achievement goals.
Workforce Site Parent Meetings	Site parent meetings are held at least five times a year and involve parents more deeply in the educational process and school community. They are designed to foster a broader partnership between parents and schools.
Workforce School Site Council	School Site Council (SSC) meets four to five times a year and is tasked with making important decisions regarding the academic planning and budgeting of resources allocated to the school from state and federal funding sources. The fundamental purpose of the SSC is to foster participatory decision-making that directly impacts school improvement and student achievement.
Workforce Coordinator Meetings	Coordinator meetings are held monthly and include decision-making, coordination of day-to-day operations, strategic planning, communication and information sharing, and problem-solving.
KHSD Student Advisory Council	KHSD meets with the Student Advisory Council quarterly.
KHSD Public Comment	Public Forum and Comment sessions are held approximately 10 to 12 times a year.
KHSD Governing Board Meetings	KHSD Board Meetings are held monthly.
Other Opportunities	Annual parent, student, certificated, and classified surveys. Workforce website

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

As a result of this feedback, Workforce will continue to modify the following:

Expand support for students in literacy and mathematics and continue supporting students' behavioral needs through a strong MTSS framework.

Continue to engage the community and parents in assisting student progress.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	<p>Conditions of Learning</p> <p>Kern Workforce Academy students will be taught by highly qualified, well-trained, and diverse teaching staff who provide rigorous and relevant instruction that prepares all students for success at the next level of their learning.</p>	Broad Goal

State Priorities addressed by this goal.

- Priority 1A: Retain and support a diverse and highly qualified educator workforce reflective of the student population, with a focus on professional development in culturally responsive teaching practices and special education inclusion strategies.
- Priority 1B: Ensure every student has equitable access to the standards-aligned instructional materials and resources in all classrooms, including digital resources and assistive technologies for students with disabilities.
- Priority 1C: Maintain school facilities in good repair to create a safe, supportive, and conducive learning environment for all students.
- Priority 2A: Facilitate the effective implementation of state board-adopted academic content and performance standards through ongoing professional development, instructional coaching, and collaborative planning among educators.
- Priority 2B: Strengthen the programs and services that will enable English learners to access the Common Core State Standards and the English Language Development standards to gain academic content knowledge and English language proficiency.
- Priority 7A: Expand student access to a broad course of study, including career technical education pathways and enrichment opportunities, to ensure all students have the resources and support to pursue their academic and career goals.
- Priority 7B: Provide programs and services to all unduplicated students facing academic, socio-economic, or language barriers, addressing their unique needs through targeted support programs and interventions.
- Priority 7C: Enhance services for students with disabilities by ensuring compliance with individualized education plans (IEPs), providing appropriate accommodations and modifications, and promoting inclusive practices.

An explanation of why the LEA has developed this goal.

Highly Qualified and Well-Trained Teaching Staff

- **Enhanced Educational Quality:** Research consistently shows that the quality of teaching is one of the most significant factors affecting student learning outcomes. A highly qualified teacher is proficient in their subject matter and adept at delivering content in an engaging and understandable way. This competence is crucial for effective teaching and learning.

- **Professional Development:** Emphasizing well-trained staff underlines the importance of ongoing professional development. Teachers need to stay updated with the latest educational research, teaching methodologies, and technology tools. Continuous learning ensures that teachers can adapt to changing educational needs and challenges.

Diversity in Teaching Staff

- **Reflecting Student Demographics:** A diverse teaching staff can mirror the student population's ethnic, cultural, and linguistic backgrounds, which is vital for creating an inclusive and supportive learning environment. When students see themselves represented in their educators, it can enhance student engagement and provide role models they can relate to.

- **Broadening Perspectives:** Diversity among teachers brings a range of perspectives, experiences, and teaching styles to the school, enriching the educational environment. This variety helps prepare students to succeed in a multicultural, interconnected world by fostering a broader understanding and appreciation of different cultures and viewpoints.

Rigorous and Relevant Instruction

- **Academic Excellence:** Rigorous instruction challenges students and pushes them to achieve their highest potential. Setting high expectations helps students develop critical thinking, problem-solving, and analytical skills that are crucial for their future educational and career endeavors.

- **Real-World Applications:** Relevance in instruction ensures that what students learn in the classroom connects to real-world scenarios and issues. This connection makes learning more meaningful and motivating for students and prepares them for practical applications of their knowledge and skills outside school.

Preparation for Success at the Next Level

- **Future-Ready Skills:** The goal emphasizes preparing students for success beyond their current educational phase, whether that means advancing to higher education, entering the workforce, or pursuing vocational training. Focusing on teaching students to succeed at the next level includes developing academic abilities and soft skills like communication, teamwork, and adaptability.

- **Lifelong Learning:** By providing an educational foundation built on high-quality, engaging, and applicable learning experiences, students are better prepared to be lifelong learners. This preparation is essential in a world where continuous learning and adaptability are key to personal and professional success.

By aiming for this comprehensive goal, Kern Workforce Academy addresses multiple facets of educational improvement to significantly enhance student outcomes. This holistic approach is fundamental in preparing students for academic success and meaningful and productive lives as active, informed citizens.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Decrease the number of teacher misassignments by course. Priority 1A	Baseline: 2023 Source: CALPADS 4.1, 4.3 Status: 100%	2024	2025	2026 Status: 100%	
1.2	Maintain 100% access to adequate and appropriate instructional materials for all students. Priority 1B	Baseline: 2023 Source: KiDS Status: 100%	2024	2025	2026 Status: 100%	
1.3	Maintain a 100% rating of “Good” or “Exemplary” facilities rating on the <i>Facilities Inspection Tool</i> for all sites. Priority 1C	Baseline: 2023 Source: SARC Status: 100%	2024	2025	2026 Status: 100%	
2.1	Maintain implementation of content and literacy standards (4.0 or above, full implementation). Priority 2A	Baseline 2024 Source: CA Dashboard Status: 4.0 (Full Implementation)	2025	2026	2027 Status: 4.0 (Full implementation)	

<p>2.2</p>	<p>Maintain 100% of access to California Content Standards and English Learner Standards for all English Learners (4.0 or above, full implementation). Priority 2B</p>	<p>Baseline 2024 Source: CA Dashboard Status: 4.0 (Full Implementation)</p>	<p>2025</p>	<p>2026</p>	<p>2027 Status: 4.0 (Full implementation)</p>	
<p>7.1</p>	<p>All students have access to a broad course of study. Priority 7A</p>	<p>Baseline 2024 Source: CA Dashboard Status: 100% of students have access to a broad course of study.</p>	<p>2025</p>	<p>2026</p>	<p>2027 Status: 100% of students identified as unduplicated have access to a broad course of studies.</p>	
<p>7.2</p>	<p>All unduplicated students have access to programs and services. Priority 7B</p>	<p>Baseline 2024 Source: CA Dashboard Status: 100% of unduplicated students have access to a broad course of study.</p>	<p>2025</p>	<p>2026</p>	<p>2027 Status: 100% of unduplicated students have access to a broad course of study.</p>	

7.3	All students with exceptional needs have access to programs and services. Priority 7C	Baseline 2024 Source: CA Dashboard Status: 100% of students with exceptional needs have access to a broad course of study.	2025	2026	2027 Status: 100% of students with exceptional needs have access to a broad course of study.	
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Insert or delete rows, as necessary.

Goal Analysis for 2024-2025

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

A description of the 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

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

Actions

Action #	Title	Description	Total Funds	Contributing
1A	Instructional Materials	Provide adequate and appropriate instructional materials for all students.	\$60,000	Y
1B	Professional Development	Provide professional development for certificated staff, focusing on California content standards.	\$100,000	Y
1C	Collaboration Time	Create a focused collaboration time for schoolwide PLTs during every session.	\$100,000	Y

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
2	<p>Student Outcomes</p> <p>Workforce aims to boost student outcomes by improving state test performance, promoting core class completion, increasing CTE program completion rates, accelerating English Learner progress and reclassification, and enhancing college and career readiness.</p>	Focus Goal

State Priorities addressed by this goal.

- Priority 4A: Implement targeted interventions to improve student performance on statewide standardized assessments (Note: this includes assessments such as the California Assessment of Student Performance and Progress assessments, the California Alternate Assessment, etc.), including diagnostic assessments, data-driven instruction, and targeted academic support services.
- Priority 4B: Provide comprehensive support and resources to ensure students successfully complete courses that satisfy the requirements for entrance to the University of California and the California State University;
- Priority 4C: Expand access to and participation in CTE programs, aligning curriculum and pathways with local workforce needs and industry standards, and providing work-based learning opportunities and industry certifications.
- Priority 4D: Increase the percentage of students who have successfully completed both types of courses described above in (B) and (C);
- Priority 4E: Enhance English learner support services through targeted differentiated support based on proficiency levels to increase the number of English learners who are progressing toward language proficiency.
- Priority 4F: Enhance English learner support services through targeted differentiated support based on proficiency levels to increase the number of English learners who are reclassified as proficient in the English language.

Priority 4G: The percentage of students who have passed an advanced placement examination with a score of 3 or higher. **(not applicable)**

Priority 4H: The percentage of students who demonstrate college preparedness pursuant to the Early Assessment Program or any subsequent assessment of college preparedness.

Priority 8: Establish a data-driven system for monitoring and tracking pupil progress in college and career readiness indicators, including graduation rates, post-secondary enrollment, and career placement outcomes.

Priority 8: Integration of culturally and linguistically responsive teaching strategies, which tailor instruction to meet EL students' diverse backgrounds and learning styles to increase the passage rate of core classes.

An explanation of why the LEA has developed this goal.

Improving State Test Performance

- **Raising Academic Standards:** By aiming to improve state test performance, Workforce is committed to raising academic standards and enhancing student mastery of subject matter. This objective is crucial as it directly influences school ratings, funding, and public perception.
- **Focused Instruction and remediation:** Improvement in this area likely involves identifying learning gaps, implementing targeted instruction, and providing additional support and remediation where necessary. Such interventions can help ensure that all students, especially those struggling, are given the tools to succeed on standardized assessments.

Promoting Core Class Completion

- **Solidifying Foundational Skill:** Core classes—often including English, Math, Science, and Social Studies—provide essential knowledge and skills that are critical for all further education. Promoting their completion ensures that students have a solid foundation of learning, which is crucial for their academic progression.
- **Increasing Engagement and Motivation:** Strategies to promote completion might include engaging teaching methods, relevant course materials, and enhanced academic advising to help students see the value in completing these courses.

Increasing CTE Program Completion Rates

- **CTE Relevance:** CTE programs equip students with practical and technical skills that are highly valued in the workforce. Increasing completion rates in these programs can directly affect students' employability and readiness to enter high-demand job markets. While Workforce doesn't offer CTE pathways, we can promote more participation in concurrent enrollment in ROC/CTEC programs to allow students the opportunity to learn technical skills. Workforce will continue to provide CTE courses that will also provide students with more marketable skills.
- **Strengthening Workforce Connections:** By focusing on CTE, Workforce can strengthen partnerships with local businesses and industries, which can provide students with internships, apprenticeships, and job placement opportunities after graduation.

Accelerating English Learner Progress and Reclassification

- **Enhancing Language Acquisition:** Accelerating progress for English Learners (ELs) means supporting their language acquisition and fluency more effectively, which is critical for their success across all academic subjects.
- **Facilitating Mainstream Integration:** Faster reclassification of ELs enables these students to transition more quickly out of EL-specific programs and into mainstream education, broadening their educational opportunities and integrating them more fully into the school community.

Enhancing College and Career Readiness

- **Comprehensive Skill Development:** This objective focuses on preparing students not just academically but also by developing soft skills such as problem-solving, leadership, teamwork, and communication. These skills are critical for success in both higher education and the workplace.
- **Building Strong Postsecondary Pathways:** Workforce can implement programs that build direct pathways to colleges and universities, technical and trade schools, and into the workforce, including offering dual enrollment courses, advanced placement classes, and college preparatory services.

By addressing these diverse yet interconnected areas, Workforce aims to create a robust educational environment that boosts academic performance and state test scores and enhances students' overall readiness for future educational and career opportunities. This holistic approach ensures that students are successful in their current academic endeavors and equipped with the necessary tools and skills for lifelong success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Increase the percentage of students who have “met” or “exceeded” grade-level standards on the ELA and Math CAASPP assessment by 1% each year. Priority 4A	Baseline 2022-2023 Source: CAASPP Status: ELA - 7.8% Math - 3%	2024	2025	2026 Status: ELA - 10.8% Math - 6%	
4.2	A-G Completion Rates Priority 4B	<i>Workforce is a credit recovery program and does not offer A-G courses. Any students who have A-G courses on their transcript completed those courses at a comprehensive campus.</i>	N/A	N/A	N/A	

<p>4.3</p>	<p>Increase the number of students who are “prepared” or “approaching prepared” on the College and Career Indicator with CTE pathway completion (Graduating seniors only)</p> <p>Priority 4C</p>	<p><i>Workforce is a credit recovery program and does not offer CTE Pathways but CTE courses. Any students who have completed a pathway have done so through a comprehensive campus.</i></p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>
<p>4.4</p>	<p>Successful A-G and CTE Completion</p> <p>Priority 4D</p>	<p><i>Workforce is a credit recovery program and does not offer A-G courses or CTE Pathways. Any students who have completed these courses have done so at a comprehensive campus.</i></p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>
<p>4.5</p>	<p>Increase the percentage of English Learners who are progressing toward English Language Proficiency by 2% each year.</p> <p>Priority 4E</p>	<p>Baseline 2022-2023</p> <p>Source: CA Dashboard</p> <p>Status: 33.3%</p>	<p>2024</p>	<p>2025</p>	<p>2026</p> <p>Status: 39.3%</p>	

4.6	Increase the reclassification rate of English Learners by 2% each year. Priority 4F	Baseline 2022-2023 Source: DataQuest KiDS Status: Reclassification rate: 2.63%	2024	2025	2026 Status: 8.6%	
4.7	Successful AP Exam Completion Priority 4G	<i>Workforce is a credit recovery program and does not offer AP courses.</i>	N/A	N/A	N/A	N/A
4.8	Increase the percentage of students by 1% who demonstrate college preparedness pursuant to the EAP assessment. Priority 4H	<i>Workforce students do not participate in the EAP assessment.</i>	N/A	N/A	N/A	N/A
8.1	Decrease the number of English Learners who fail a core class by 2% each year. Priority 8	Baseline 2023-2024 Source: Synergy Status: 39.7%	2025	2026	2027 Status: 33.7%	

Insert or delete rows, as necessary.

Goal Analysis for 2024-2025

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
2A	Library Resources	Continue to update digital library resources.	\$20,000	Y
2B	College and Career Readiness	Implement dual enrollment courses and courses articulated through local junior colleges.	\$180,000	Y
2C	Skill/Career Based Electives	Offer various elective courses that provide students with skills they can use in a post-secondary environment.	\$1.1 million	Y
2D	Devices	Classroom-based technology to support student learning.	\$334,330	Y
2E	Field Trips and Guest Speakers	Expose students to a college culture through school visits and guest speakers.	\$204,165	Y
2F	Access Sections	Provide resources and material for Access teachers to enhance their ability to meet their students' literacy needs.	\$75,000	Y
2G	Bilingual Instructional Assistants	Continue to provide BIAs in core classes at sites and classes with a high enrollment of English Learners.	\$50,000	Y
2H	Intervention Resources	IXL, Actively Learn, Naviance, APEX, and NoRedInk.	\$161,600	Y

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
3	<p>Engagement</p> <p>Workforce aims to foster a positive and supportive learning environment for all students by increasing parent involvement in school decisions, improving attendance, reducing absenteeism and dropout rates, elevating graduation rates, decreasing suspensions and expulsions, and enhancing safety measures.</p>	Broad Goal

State Priorities addressed by this goal.

Priority 3A: The efforts the school district makes to seek parent input in making decisions for the LEA and each individual school
 Priority 3B: How the LEA will promote parental participation in programs for low-income, English learner, and foster youth students

Priority 3C: How the LEA will promote parental participation in programs for students with disabilities

Priority 5A: School attendance rates

Priority 5B: Chronic absenteeism rates

Priority 5D: High school dropout rates

Priority 5E: Graduation rates

Priority 6A: Pupil suspension rates

Priority 6B: Pupil expulsion rates

Priority 6C: Survey of Safety and Climate

An explanation of why the LEA has developed this goal.

The goal set by Workforce to foster a positive and supportive learning environment for all students through various targeted strategies indicates a comprehensive approach to improving school climate and student engagement. Each element of this goal addresses specific aspects of the school experience that are critical to student success. Here's a detailed explanation of the development of this goal:

Increasing Parent Involvement in School Decisions

- **Enhanced Engagement:** Parents who are actively involved in school decision-making processes are more likely to support school initiatives and reinforce educational priorities at home. Including parents in school decisions can improve communication and collaboration between home and school, which is essential for effectively addressing student needs.
- **Community Trust:** Greater parent involvement builds trust and fosters a sense of community among students, parents, and school staff. This inclusive approach can lead to more supportive and understanding relationships within the school community.

Improving Attendance, Reducing Absenteeism and Dropout Rates

- **Targeting Root Causes:** By focusing on improving attendance and reducing absenteeism, the goal addresses various underlying issues that may affect student engagement, such as transportation problems, health issues, or unmet educational needs.
- **Retention Strategies:** Developing programs and supports to keep students engaged and motivated can reduce dropout rates. This might include mentoring programs, student success teams, and alternative educational pathways that cater to diverse learner needs.

Elevating Graduation Rates:

- **Academic and Social Support:** Enhancing graduation rates involves providing robust academic support, career guidance, and socio-emotional learning opportunities. Ensuring that students are academically proficient and emotionally resilient is key to preparing them for successful schooling completion.
- **Future Readiness:** Elevating graduation rates also prepares students for life beyond school, whether in higher education, vocational training, or the workforce. This preparation enhances students' prospects and ability to contribute positively to society.

Decreasing Suspensions and Expulsions

- **Positive Behavioral Interventions and Supports (PBIS):** Implementing PBIS and other restorative practices can help reduce suspensions and expulsions by addressing behavior issues more constructively. These practices focus on correcting behaviors through understanding and resolution rather than punishment.

- **Fostering a Positive School Culture:** Cultivating a school environment that values respect, diversity, and inclusion can naturally lead to fewer disciplinary issues.

Enhancing Safety Measures

- **Physical and Emotional Safety:** Improving safety measures involves not only the physical safety of students through enhanced security protocols and crisis management plans but also their emotional safety by ensuring a bullying-free environment and providing mental health support.

- **Preventive Approaches:** Comprehensive safety plans include preventive measures such as threat assessments, safety drills, and emergency preparedness training for students and staff.

The development of this goal reflects a holistic understanding that a positive and supportive learning environment is multifaceted and involves academic, behavioral, and safety components. Each element is interconnected, contributing to an overall atmosphere where students can thrive academically and socially. By systematically addressing these areas, Workforce demonstrates a commitment to creating a nurturing educational environment that meets students' immediate needs and prepares them for long-term success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Increase parent survey responses of “agree” or “strongly agree” by 1% each year. Priority 3A	Baseline 2024 Source: LCAP Parent Survey 70 completed surveys	2025	2026	2027 100 completed surveys	

<p>3.2</p>	<p>Increase the number of parents who feel the school actively seeks their input about decisions by 2% each year.</p> <p>Priority 3B</p>	<p>Baseline 2024</p> <p>Source: LCAP Parent Survey</p> <p>Status: 17% positive responses</p>	<p>2025</p>	<p>2026</p>	<p>2027</p> <p>Status: 23% positive responses</p>	
<p>3.3</p>	<p>Increase the number of parents of students with disabilities who feel the school actively seeks their input about decisions.</p> <p>Priority 3C</p>	<p>Baseline 2024</p> <p>Source: LCAP Parent Survey</p> <p>Baseline will be established in 2024</p>	<p>2025</p>	<p>2026</p>	<p>2027</p> <p>Status: 25% positive responses</p>	
<p>5.1</p>	<p>Increase attendance rates by 1% each year for all students, EL, SED, and SWD, and 2% for foster youth and homeless students.</p> <p>Priority 5A</p>	<p>Baseline 2024</p> <p>Source: KiDS</p> <p>Status: All - 93.8% FY - 91.7% Homeless - 90.5%</p>	<p>2025</p>	<p>2026</p>	<p>2027</p> <p>Status: All - 96.8% FY - 97.7% Homeless - 96.5%</p>	
<p>5.2</p>	<p>Decrease chronic absenteeism rate by 1% for all students and 2% for foster youth and homeless students.</p> <p>Priority 5B</p>	<p>Baseline 2024</p> <p>Source: DataQuest</p> <p>Status: All - 18.1% FY - 25% Homeless - 29.41%</p>	<p>2025</p>	<p>2026</p>	<p>2027</p> <p>Status: All - 17.1% FY - 23% Homeless - 27.41%</p>	

5.3	Decrease the dropout rate by 1% for all students and 2% for foster youth and homeless students. Priority 5D	Baseline 2024 Source: DataQuest Status: All - 4.6% FY - 16.7% Homeless - 9.5%	2025	2026	2027 Status: All - 3.5% FY - 14.7% Homeless - 7.5%	
5.4	Increase the graduation rate by 1% each year. Priority 5E	Baseline 2024 Source: CA Dashboard Status: 53.8%	2025	2026	2027 Status: 56.8%	
6.1	Decrease suspension rate by 1% each year for all students and 2% for African American and SWD students. Priority 6A	Baseline 2023 Source: DataQuest Status: All - 6.1% African American - 6.8% SWD - 8.5%	2024	2025	2026 Status: All - 5.1% African American - 4.8% SWD -.6.5%	
6.2	Decrease the expulsion rate for all significant student groups by 1% each year. Priority 6B	Baseline 2024 Source: DataQuest Status: All - 0% African American - 0% Hispanic - 0%	2025	2026	2027 Status: Maintain 0% expulsion rate	
6.3	Create an annual student climate survey. Priority 6C	Baseline 2024 Source: Student Climate Survey Status: No data	2025	2026	2027	

Insert or delete rows, as necessary.

Goal Analysis for 2024-2025

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
3A	Parent Outreach Personnel	Maintain at least one parent outreach representative at each Workforce site.	\$80,000	Y
3B	Parent Outreach Coordinator	Hire a parent outreach coordinator to oversee parent outreach personnel and support engagement activities.	\$30,000	Y
3C	Community Counselors	Maintain hours available for substance abuse specialists for Arvin, Bakersfield, East, Foothill, South, and West to respond to student needs related to attendance, academic performance, and parent engagement.	\$50,000	Y
3D	Social Worker	School social worker to support MTSS assessments and interventions.	\$177,354	Y
3E	Substance Abuse Specialists	Maintain hours available for Arvin, Bakersfield, East, Foothill, South, and West substance abuse specialists. to respond to student needs related to attendance, academic performance, and parent engagement.	\$200,000	Y
3F	Interventionists	Maintain hours for Arvin, Bakersfield, Foothill, East, South, and West behavioral interventionists.	\$200,000	Y
3G	Counselors	Six counselors are maintained at each site to conduct academic planning.	\$200,000	Y
3H	Student Success	Continue recognizing positive behavior through incentives, Honor Roll, Perfect Attendance, Graduation Incentives, and Student Improvement.	\$200,000	Y
3I	MTSS Strategies	Support MTSS strategies and professional development opportunities in this area.	\$75,000	Y

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
4	<p>Focus Goal</p> <p>Workforce will implement comprehensive, strategic, and targeted actions to support our neediest students in credit recovery. We aspire to narrow achievement gaps and empower all students to reach their full potential.</p>	Equity Multiplier Goal

State Priorities addressed by this goal.

State Priority: Implement a comprehensive literacy framework that incorporates evidence-based instructional strategies, differentiated interventions, and ongoing assessment to meet the diverse needs of students.

State Priority: provide professional development opportunities for educators to enhance their expertise in literacy instruction, including training on best practices, data analysis, and targeted intervention for struggling readers.

Local Priority: use data-driven decision-making processes to monitor student progress, identify areas for improvement, and adjust instructional practice and intervention accordingly.

Local Priority: develop a schoolwide culture of reading and writing by promoting literacy-rich environments, incorporating literacy across all content areas, and providing access to a wide range of literature and informational text.

State Priority: Provide targeted support for English learners and students with disabilities to ensure access to grade-level content and appropriate accommodations to support their literacy development.

An explanation of why the LEA has developed this goal.

This goal aims to close the achievement gap by focusing on the neediest students. This initiative will directly address disparities in educational outcomes based on socioeconomic status, ethnicity, language barriers, and other factors. Supporting credit recovery helps level the playing field and ensures that all students have a fair chance to succeed.

Developing and implementing strategic actions for credit recovery aligns with broader educational goals of equity, retention, and success, creating an environment where all students have the opportunity to reach their full potential. This goal not only benefits individual students but also has far-reaching implications for the educational system and society at large.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

8.2	<p>Increasing literacy rates by half a grade level each semester.</p> <p>Priority 8</p>	<p>Baseline 2024</p> <p>Source: Renaissance</p> <p>Baseline will be established annually with each cohort.</p>	2025	2026	<p>2027</p> <p>Status: Reading 11th grade - +0.5 12th grade - +0.5</p>	
8.3	<p>Increase the number of credits earned while enrolled in Workforce by 5%.</p> <p>Local Priority</p>	<p>Baseline 2024</p> <p>Source: Synergy</p> <p>Status: Students earn an average of 18.84 credits per session</p>	2025	2026	<p>2027</p> <p>Status: Students will earn an average of 19.75 credits per session.</p>	
8.4	<p>Increase the number of credits recovered by EL/LTEL students by 5%.</p> <p>Local Priority</p>	<p>Baseline 2024</p> <p>Source: Synergy</p> <p>Students earn an average of 17.82 credits per session</p>	2025	2026	<p>2027</p> <p>Status: Students will earn an average of 22.82 credits per session</p>	
8.5	<p>Increase math skills by a half-grade level each session.</p> <p>Priority 8</p>	<p>Baseline 2024</p> <p>Source: Renaissance</p> <p>Math 11th grade - 5.6 GE 12th grade - 5.5 GE</p>	2025	2026	<p>2027</p> <p>Status: Math 11th grade - 6.1 GE 12th grade - 6.0 GE</p>	
8.6	<p>Track students who return to the comprehensive site and graduate.</p> <p>Local Priority</p>	<p>Baseline 2024</p> <p>Source: Synergy</p> <p>Baseline will be established in 2024</p>	2025	2026	2027	

5.4	Improve EL/LTEL Graduation Rates by 1%. Priority 5	Baseline 2024 Source: CA Dashboard Status: EL - 50.6% graduated	2025	2026	2027 Status: 51.6%	
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Insert or delete rows, as necessary.

Goal Analysis for 2024-2025

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
4A	Co-teaching sections	Offer co-teaching sections in English and math at each school site.	\$200,000	Y
4B	Additional counselor	One additional counselor to establish a data-driven system for monitoring and tracking pupil progress in credit recovery and college and career readiness indicators, including graduation rates, post-secondary enrollment, and career placement.	\$30,000	Y
4C	Dual Enrollment	Implement the Microsoft Business course in Workforce to improve the college and career readiness indicator for students.	\$100,000	Y
4D	Bilingual staff	Increase the number of Bilingual Teachers and Staff who can communicate effectively with English learners and their parents.	\$40,000	Y
4E	Title 1 Coordinator and Bilingual Technicians	Maintain a Title 1 coordinator to monitor our EL/LTEL students, all ELPAC testing, and reclassification.	\$50,000	Y
4F	SPED Case managers and program specialists	Maintain case carriers at each site to provide instructional minutes for SWD. Program specialists will monitor all IEPs and reviews.	\$80,000	Y
4G	Tutors	Hire tutors for each campus to support all students.	\$70,000	Y

Insert or delete rows, as necessary.

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$2,133,549	\$203,642

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
32.17%	30.74%	\$2,038,900	62.91%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 2 Action 2H	<p>Low test scores in ELA and Math</p> <p><u>ELA</u> Hispanic: 101 points below standard SED: 99.6 points below standard English Learners: 155.6 points below standard LTEL: 100.5 points below standard</p> <p><u>Math</u> Hispanic: 209.7 points below standard SED: 211.2 points below standard English Learners: 228.5 points below standard LTEL: 203.5 points below standard</p>	<p>Academic intervention resources will support EL students by providing targeted assistance to address their specific learning needs, improving their language skills, and enhancing their overall academic performance. These resources can offer personalized instruction, additional practice, and culturally relevant materials, helping EL students to better understand the curriculum and succeed in their studies.</p>	<p>Metrics 4.1</p>

Goal 3 Action 3C	Academic Support and Resource Connections	Community counselors provide individualized support addressing academic, emotional, and social challenges, helping students navigate personal and educational hurdles. They can also link students and their families to community resources, such as tutoring, financial aid, healthcare, housing assistance, and food programs, ensuring their basic needs are met.	Metrics 3.2, 5.1, 6.3
Goal 3 Action 3F	Intervention Staff	Intervention staff help address absenteeism through early identification and monitoring, personalized outreach, and mentorship. They can also help reduce dropout rates by providing individualized support plans and a supportive school climate where students feel safe, respected, and connected.	Metrics 4.1, 5.3, 5.4
Goal 3 Action 3G	Education Plans	Each site maintains one academic counselor to advise students on their educational path to credit recovery by providing a plan for each student to follow during their time at Workforce.	Metrics 8.6
Goal 3 Action 3I	Multi-tiered systems of support	MTSS strategies offer tailored, data-driven interventions across three tiers: universal, targeted, and intensive support. Tier 1 offers an inclusive curriculum, professional development, and universal screening. Tier 2 focuses on strategies like small group intervention and progress monitoring. Tier 3 is personalized intervention and one-on-one support with case management,	Metrics 5.1, 6.1, 6.3
Goal 4 Action 4E	Tutoring	Tutoring can supplement classroom instruction, address individual student needs, and promote academic success and achievement.	Metrics 8.1, 8.3, 8.4

Insert or delete rows, as necessary.

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 2 Action 2F	Literacy levels	Providing Access classes will support EL students' literacy by offering tailored instruction, targeted resources, and personalized guidance, thereby enhancing their language proficiency and academic success.	Metrics 8.2, 8.5
Goal 2 Action 2G	High failure rate of core classes by EL students	Hiring bilingual instructional assistants will help English learners by providing language support, fostering better communication, and creating a more inclusive learning environment. These assistants can bridge language gaps, offer personalized assistance, and enhance students' understanding of the curriculum, ultimately promoting their academic success.	Metrics 8.1, 8.3, 8.4
Goal 3 Action 3A	Low parent engagement	Parent outreach representatives contribute to student success by serving as a bridge between the school and families, ensuring clear and consistent communication. Engaging parents in their children's education encourages active participation in school activities, homework support and decision-making processes.	Metrics 3.1, 3.2, 3.3
Goal 4 Action 4A	Co-teaching classes	Co-teaching offers numerous benefits to students, including increased support, enhanced instructional differentiation, increased engagement, improved classroom management, and a positive impact on student achievement.	Metrics 4.1, 8.1, 8.3, 8.4
Goal 4 Action 4D	Language barriers with families	Bilingual staff are crucial in promoting effective communication, cultural competence, and inclusivity within organizations and communities, contributing to their success and sustainability in an increasingly diverse and interconnected world.	Metrics 3.1, 3.2, 3.3
Goal 4 Action 4E	Title 1 Coordinator	The Title I Coordinator is pivotal in leading efforts to improve disadvantaged students' educational outcomes, ensuring they have access to the support and resources needed to succeed academically and thrive.	Metrics 4.5, 4.6, 5.4, 8.1

Insert or delete rows, as necessary.

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

The Planned Percentage of Improved Services in the Contributing Summary table is 0.00%.

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.

Additional concentration grant funding will be used to provide co-teachers in English and Math at each school site, additional bilingual staff to support consistent communication with Workforce families, increased hours for intervention teams, and an additional counselor to track credit recovery and graduation.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1:27
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:17

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
\$ 6,632,209	\$ 2,133,549	32.170%	30.740%	62.910%	\$ 4,172,449	0.000%	62.912%	Total:	\$ 4,172,449
								LEA-wide Total:	\$ -
								Limited Total:	\$ -
								Schoolwide Total:	\$ 4,172,449

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	Instruction Materials	Yes	Schoolwide	All	High Schools	\$ 60,000	0.000%
1	1.2	Professional Development	Yes	Schoolwide	All	High Schools	\$ 100,000	0.000%
1	1.3	Collaboration Time	Yes	Schoolwide	All	High Schools	\$ 100,000	0.000%
2	2.1	Library Resources	Yes	Schoolwide	All	High Schools	\$ 20,000	0.000%
2	2.2	College and Career Readiness	Yes	Schoolwide	All	High Schools	\$ 180,000	0.000%
2	2.3	Skill/Career Based Electives	Yes	Schoolwide	All	High Schools	\$ 1,100,000	0.000%
2	2.4	Devices	Yes	Schoolwide	All	High Schools	\$ 334,330	0.000%
2	2.5	Field Trips and Guest Speakers	Yes	Schoolwide	All	High Schools	\$ 204,165	0.000%
2	2.6	Access Sections	Yes	Schoolwide	All	High Schools	\$ 75,000	0.000%
2	2.7	Bilingual Instructional Assistants	Yes	Schoolwide	All	High Schools	\$ 25,000	0.000%
2	2.8	Intervention Resources	Yes	Schoolwide	All	High Schools	\$ 161,600	0.000%
3	3.1	Parent Outreach Personnel	Yes	Schoolwide	All	High Schools	\$ 60,000	0.000%
3	3.2	Parent Outreach Coordinator	Yes	Schoolwide	All	High Schools	\$ 80,000	0.000%
3	3.3	Community Counselors	Yes	Schoolwide	All	High Schools	\$ 50,000	0.000%
3	3.4	Social Worker	Yes	Schoolwide	All	High Schools	\$ 177,354	0.000%
3	3.5	Substance Abuse Specialist	Yes	Schoolwide	All	High Schools	\$ 200,000	0.000%
3	3.6	Interventionist	Yes	Schoolwide	All	High Schools	\$ 200,000	0.000%
3	3.7	Counselors	Yes	Schoolwide	All	High Schools	\$ 200,000	0.000%
3	3.8	Student Success	Yes	Schoolwide	All	High Schools	\$ 200,000	0.000%
3	3.9	MTSS Strategies	Yes	Schoolwide	All	High Schools	\$ 75,000	0.000%
4	4.1	Co-Teaching Sections	Yes	Schoolwide	All	High Schools	\$ 200,000	0.000%
4	4.2	Additional Counselor	Yes	Schoolwide	All	High Schools	\$ 30,000	0.000%
4	4.3	Dual Enrollment	Yes	Schoolwide	All	High Schools	\$ 100,000	0.000%
4	4.4	Bilingual Staff	Yes	Schoolwide	All	High Schools	\$ 40,000	0.000%
4	4.5	Title I Coordinator and Bilingual Technicians	Yes	Schoolwide	All	High Schools	\$ 50,000	0.000%
4	4.6	SPED Case Managers and Program Specialists	Yes	Schoolwide	All	High Schools	\$ 80,000	0.000%
4	4.7	Tutors	Yes	Schoolwide	All	High Schools	\$ 70,000	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
 - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
 - Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the

requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

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

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

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

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

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

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

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a

meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

School districts and COEs: *EC* sections [52060\(g\)](#) and [52066\(g\)](#) 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\(d\)](#) 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 following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

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](#);

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

- Inclusion of action(s) as contributing to increased or improved services for unduplicated students
- Analysis of effectiveness of the specific actions to achieve the goal
- Analysis of material differences in expenditures
- Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
- Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

Note: *EC* Section [42238.024\(b\)\(1\)](#) 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.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

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

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.
 - o **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:
 - o Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - o Professional development for teachers.

- o If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - o The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - o These required actions will be effective for the three-year LCAP cycle.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA

chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has

been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

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

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

Total Planned Expenditures Table

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

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA’s current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate

services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the

total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

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

Contributing Actions Annual Update Table

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

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

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

- 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).