



# LCFF Budget Overview for Parents

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

CDS Code: 54-72249-0133793

School Year: 2025-26

LEA contact information:

Wendi Powell

Principal

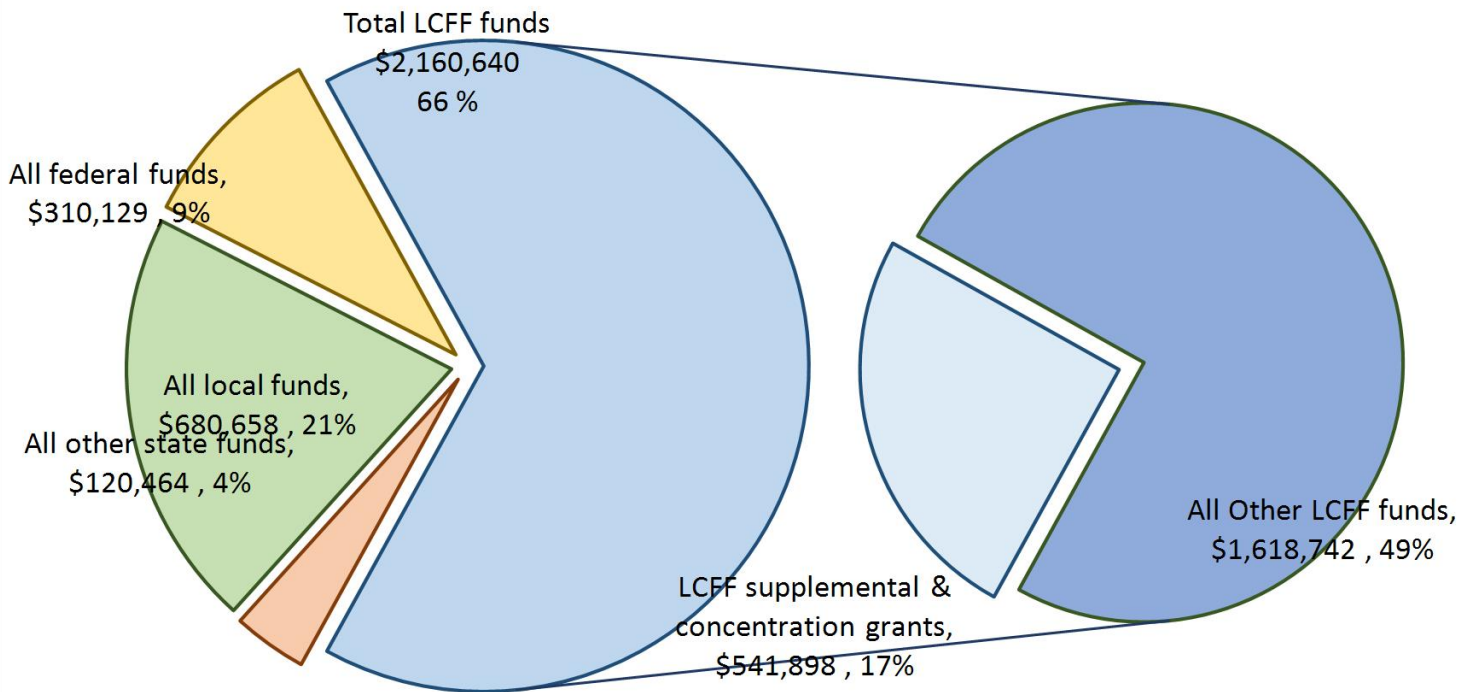
wendi.powell@tulare.k12.ca.us

559-687-7303

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

## Budget Overview for the 2025-26 School Year

### Projected Revenue by Fund Source

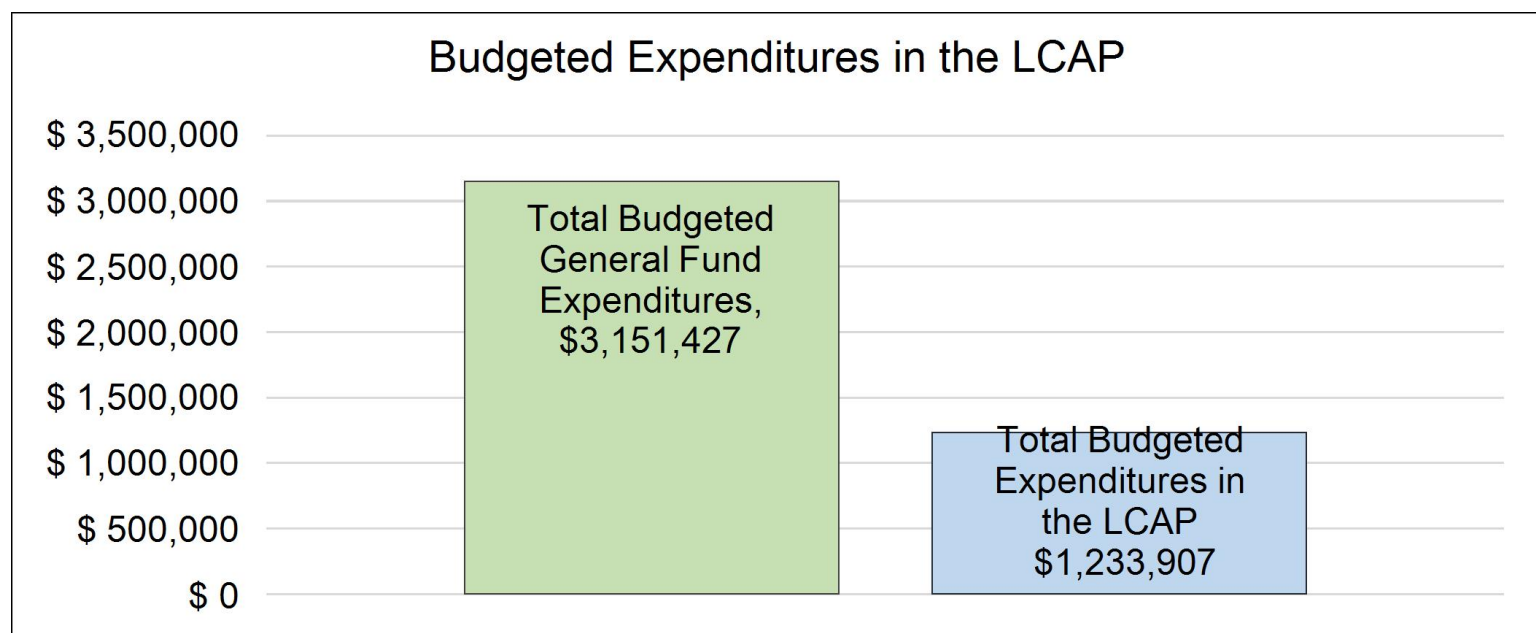


This chart shows the total general purpose revenue Accelerated Charter High School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Accelerated Charter High School is \$3271891, of which \$2160640 is Local Control Funding Formula (LCFF), \$120464 is other state funds, \$680658 is local funds, and \$310129 is federal funds. Of the \$2160640 in LCFF Funds, \$541898 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 Accelerated Charter High School plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Accelerated Charter High School plans to spend \$3151427 for the 2025-26 school year. Of that amount, \$1233907 is tied to actions/services in the LCAP and \$1917520 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

\$229,286 is the formula allocation for the 25-26 site utilities. \$587,573 is supplemental concentration funds to be used to support district priorities and goals.

## Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Accelerated Charter High School is projecting it will receive \$541898 based on the enrollment of foster youth, English learner, and low-income students. Accelerated Charter High School must describe how it intends to increase or improve services for high needs students in the LCAP. Accelerated Charter High School plans to spend \$616718 towards meeting this requirement, as described in the LCAP.

Goal 1: ACHS will ensure that every student completes a comprehensive, broad course of study, meets all graduation requirements, and is prepared for readiness and transition to college and/or career pathways. Funds for PLC/PD release time to support research-based systems and resources that improve learning for high-need students (Action 1).

Funds for Instructional materials/ supplies for CTE, including partnership with Champions for Cosmetology and Barber (Action 2).

Continue funding the school counselor as the position is pivotal to the students of ACHS (Action 3).

Continue funding the FTE teacher to support a broad course of study, as well as the Why Try curriculum to support high-needs students on campus (Action 4).

Buy back one hour of all teachers' prep periods on Fridays to continue hosting RTI, which is indigenous to the school and beneficial for high-needs students (Action 5).

Continued partnership with COS to provide two tutors during the school day to support high needs students (Action 6).

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

Continue to provide a teacher for English Language Development to serve English Learners (Action 1).

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

Continue funding in this area to support high-need students within PBIS, as it helps externally motivate students to become internally motivated (Action 1).

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

Continue to use Equity Multiplier to provide the site with facilities, materials, supplies, and equipment that engage high-need students and make them want to be at school in a safe and welcoming environment (Action 3).

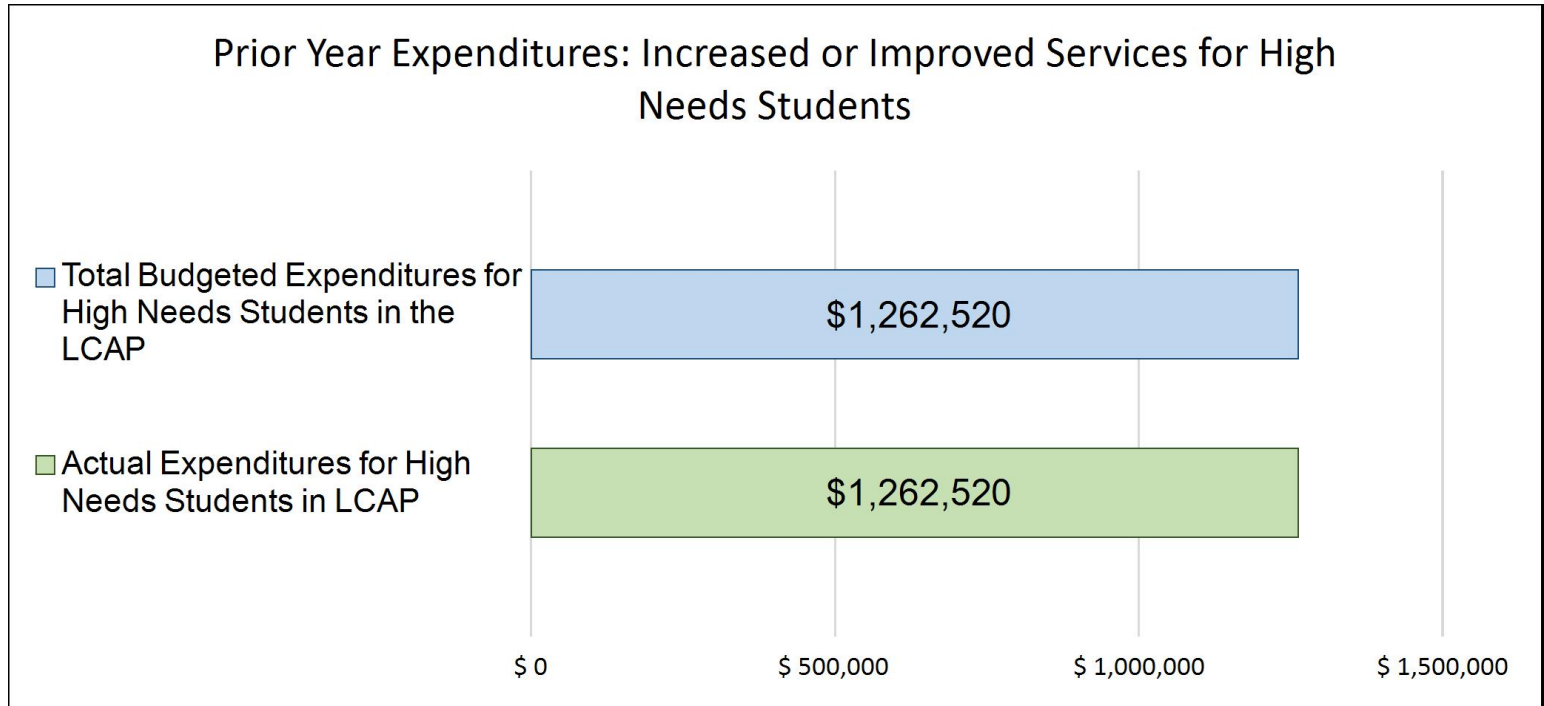
Continue CSI funds for the FTE-RTI teacher to help high-need students with positive decision-making and redirecting student actions in and out of the classroom (Action 4).

Continue CSI funds for the FTE-RTI Instructional Aide to help high-need students with positive decision-making and redirecting student actions in and out of the classroom (Action 5).

Continue to use Equity Multiplier funds for four days of Drug and Alcohol Therapy through A Solutions to support our high needs students from substance abuse and suspension (Action 6).

## LCFF Budget Overview for Parents

### Update on Increased or Improved Services for High Needs Students in 2024-25



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

The text description of the above chart is as follows: In 2024-25, Accelerated Charter High School's LCAP budgeted \$1262520 for planned actions to increase or improve services for high needs students. Accelerated Charter High School actually spent \$1262520 for actions to increase or improve services for high needs students in 2024-25.



# Local Control and Accountability Plan

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

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

## Plan Summary [2025-26]

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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

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

Advisory Committee (ELAC), and community mental health fairs. We work collaboratively with our partners to ensure the success of all students.

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

## Reflections: Annual Performance

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

Through a collaborative effort, educational partners have meticulously analyzed the California Dashboard, identifying both areas of strength to build on and areas of concern that warrant improvement at ACHS. Notably, there are concerns regarding the overall suspension rate, which stands at 13.2%, as well as specific student groups, including Hispanic students at 13.4% and socioeconomically disadvantaged students at 12.8%. Notably, all these areas witnessed a significant increase from 2022 to 2023.

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

While ACHS does not currently have performance levels on the dashboard for CASSPP due to student mobility, efforts to prioritize CASSPP and ensure comprehensive implementation of standards across the curriculum continue unabated. Initiatives such as Response to Intervention and Writing Across the Curriculum programs support this initiative to ensure that students receive the necessary rigor to perform well on the CASSPP.

## Reflections: Technical Assistance

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

Not Applicable

# Comprehensive Support and Improvement

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

## ***Schools Identified***

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

Accelerated Charter High School

## ***Support for Identified Schools***

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

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

Ideas for support include adding a Response to Intervention teacher and instructional aide to support students with their academics and decision-making. The plan will also focus on intervention in ELA and Math with the continued use of the school-wide daily Response to Intervention program. The plan also provides ways to connect students to school through our Positive Behavior Intervention System, such as incentivizing attendance, positive behavior, and preventative measures with social-emotional learning and intervention. The committee also planned to increase drug and alcohol support at ACHS from two days a week to four days a week due to the increase in student usage and suspensions.

## ***Monitoring and Evaluating Effectiveness***

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

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



# Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	<p>Collaborated with teachers to review the LCAP. Ensured they created SMART goals for the school year within their subject matter that supported the ACHS LCAP and aligned with the goals and actions within the LCAP. (August)</p> <p>Examined the LCAP survey questions to identify and reach out to underrepresented groups. We scheduled designated dates, periods, and times to engage with students, parents, and community members for the LCAP survey. (January)</p> <p>Distributed LCAP Staff Survey out to the ACHS staff. Analyzed and deciphered the data with the administrative staff in March. (January and March)</p> <p>The administration met with teachers to review the LCAP parent and student survey, gathered feedback on LCAP development and Equity Multiplier Funds, targeted areas flagged as critical on the dashboard, and discussed additional services to support the areas of concern for the 2025-26 LCAP. (March)</p> <p>Met with district personnel and educational partners during Budget Advisory Meetings specifically focused on LCAP allocations, focusing on the needs of the dashboard and discussing goals and actions to support those priorities, collaborating with educational partners,</p>

Educational Partner(s)	Process for Engagement
	teachers, classified staff, parents, students, and community members. (October, December, March, May)
Parents	<p>Presented the 2024-25 LCAP to the School Site Council (SSC) and the English Learner Advisory Committee (ELAC) (October)</p> <p>LCAP Roadshow Open Forum: During the Titan Awards Assembly, the Principal hosted an LCAP infographic meeting discussing the current LCAP and the process of how ACHS will need feedback from the parents on goals and actions to address their needs and their students. (January)</p> <p>ACHS distributed the LCAP Parent Survey to ACHS guardians in January and analyzed the data with the administration team in March. (January and March)</p> <p>Hosted a meeting with SSC and ELAC to gather feedback on LCAP development and Equity Multiplier Funds, targeting parents' concerns, identified the dashboard's critical areas, and discussed additional services to support these areas of concern for the 2025-26 LCAP. (March)</p> <p>Met with district personnel and educational partners during Budget Advisory Meetings specifically focused on LCAP allocations, focusing on the needs of the dashboard and discussing goals and actions to support those priorities, collaborating with educational partners, teachers, classified staff, parents, students, and community members. (October, December, March, May)</p>
Students	<p>Met with students of the associated student body leadership group and requested feedback on the students' needs and actions to address the identified needs. (October and February)</p> <p>ACHS distributed the LCAP Student Survey to ACHS in January and analyzed the data with the administration and teachers in March. (January and March)</p>

Educational Partner(s)	Process for Engagement
	<p>Met with district personnel and educational partners during Budget Advisory Meetings specifically focused on LCAP allocations, focusing on the needs of the dashboard and discussing goals and actions to support those priorities, collaborating with educational partners, teachers, classified staff, parents, students, and community members. (October, December, March, May)</p>
Administrators	<p>Conducted LCAP meetings with administration and management to collaboratively monitor and support LCAP implementation, review data, and identify potential adjustments to provided actions. (Monthly)</p> <p>Met with district personnel and educational partners during Budget Advisory Meetings specifically focused on LCAP allocations, focusing on the needs of the dashboard and discussing goals and actions to support those priorities, collaborating with educational partners, teachers, classified staff, parents, students, and community members. (October, December, March, May)</p>
Community Partners	<p>Invited community partners to ACHS for a mental health fair and solicited feedback on ACHS and the LCAP on improving our goals and action within our current LCAP and the 2025-26 LCAP. (October and April)</p> <p>Posted the LCAP for public comment before the public hearing (May)</p> <p>Held a public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP (May)</p> <p>Adopted the LCAP and Budget at the Board meeting and reported local indicators data as a non-consent item (June)</p> <p>Posted the adopted LCAP prominently on our district web page (July)</p> <p>Met with district personnel and educational partners during Budget Advisory Meetings specifically focused on LCAP allocations, focusing on the needs of the dashboard and discussing goals and actions to support those priorities, collaborating with educational partners,</p>

Educational Partner(s)	Process for Engagement
	teachers, classified staff, parents, students, and community members. (October, December, March, May)
Board of Trustees	<p>Presented LCAP Mid-Year Update to Board of Trustees to update them on mid-year report regarding goals, actions, metrics, and budgeted expenditures. 2/19/25.</p> <p>Presented LCAP to Board of Trustees that attended District Budget Advisory Committee meetings to share LCAP, analyze metrics, analyze survey data, and solicit feedback to address student needs (10/15/24, 12/10/24, 1/23/24, 3/25/25, and 5/20/25).</p>

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

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

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

Continue funds for PLC/PD release time as funding from other resources is available rather than LCAP (Action 1)

Increase funds for Instructional materials/ supplies for CTE, adding in field trip opportunities and partnership with Champions for continued CTE in Cosmetology and Barbering ( Action 2)

Continue funding the school counselor as the position is pivotal to the students of ACHS (Action 3)

Continue funding the FTE teacher to support a broad course of study, as well as the Why Try curriculum to support struggling students on campus (Action 4)

Continue to buy back all teachers' preps on Fridays to continue to host RTI on Fridays; all partners felt this was highly indigenous to the school (Action 5)

Partners understood that the goal was to have 2 COS tutors this year; the one was beneficial during RTI, and although we didn't have two, the partners felt we needed to continue to fund it with the hope that COS would fulfill the position (Action 6)

We also added our two part-time and one full-time Instructional Aide positions to the LCAP since the temporary funding we were using had expired; all educational partners saw this as a need, so it was added to the LCAP (Action 7)

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

Continue to provide a teacher for English Language Development to serve English Learners (Action 1)

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

Continued funding within this area for PBIS as agreed upon by educational partners (Action 1)

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

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

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

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

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

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

# Goals and Actions

## Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	ELA: Percent of students in grades 10-12 who have passed their ELA course with a 70% or higher.	Student Groups A. 97.5% of All B. 100% of EL C. 98.4% of Hispanic D. 98.6% of SED	Student Groups A. 97% of All B. 97.1% of EL C. 96.3% of Hispanic D. 95.5% of SED		Student Groups A. 99% of All B. 100% of EL C. 99% of Hispanic D. 99% of SED	Student Groups A. .5% Decrease of All B. 2.9% Decrease of EL

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: Local LEA indicator, Aries	(Data Year 2023-24)	(Data Mid-Year 2024-25)			C. .6% Decrease of Hispanic D. 23.1% Decrease of SED
1.2	MATH: Percent of students in grades 10-12 who have passed their math course with a 70% or higher.  Data Source: Local LEA indicator, Aries	Student Groups  A. 98.7% of All B. 100% of EL C. 99.3% of Hispanic D. 98.7% of SED  (Data Year 2023-24)	Student Groups  A. 99% of All B. 100% of EL C. 100% of Hispanic D. 99% of SED  (Data Mid-Year 2024-25)		Student Groups  A. 99% of All B. 100% of EL C. 99% of Hispanic D. 99% of SED	Student Groups  A. .3% Increase of All B. No Change of EL C. .7% Increase of Hispanic D. 3% Increase of SED
1.3	SCIENCE: Percent of students in grades 10-12 who have passed their science course with a 70% or higher.  Data Source: Local LEA indicator, Aries	Student Groups  A. 97.14% of All B. 100% of EL C. 97.9% of Hispanic D. 100% of SED  (Data Year 2023-24)	Student Groups  A. 98.3% of All B. 100% of EL C. 100% of Hispanic D. 97.8% of SED  (Data Mid-Year 2024-25)		Student Groups  A. 99% of All B. 100% of EL C. 99% of Hispanic D. 100% of SED	Student Groups  A. .3% Increase of All B. No Change of EL C. .7% Increase of Hispanic D. 3% Increase of SED
1.4	SOC SCI: Percent of students in grades 10-12 who have passed their social science course with a 70% or higher.  Data Source: Local LEA indicator, Aries	Student Groups  A. 97.1% of All B. 100% of EL C. 98.9% of Hispanic D. 99.2% of SED  (Data Year 2023-24)	Student Groups  A. 98.5% of All B. 98.4% of EL C. 98% of Hispanic D. 96.8% of SED  (Data Mid-Year 2024-25)		Student Groups  A. 99% of All B. 100% of EL C. 99% of Hispanic D. 99% of SED	Student Groups  A. 1.4% Increase of All B. 1.6% Decrease of EL C. No Change of Hispanic D. 2.4% Decrease of SED

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	<p>Students' accumulative growth indicator from overall average GPA upon entry to ACHS to the completion of their overall GPA during their first completed session will rise by 2.5</p> <p>Data Source: Local LEA indicator, Aries</p>	<p>Session 1 Students: Not Met Average entry GPA: 1.88 Average session completion GPA: 3.46</p> <p>Session 2 Students: Not Met Average entry GPA: 1.27 Average session completion GPA: 3.7</p> <p>Session 3 Students: Not Met Average entry GPA: 1.39 Average session completion GPA: 3.5</p> <p>Session 4 Students: Not Met Average entry GPA: 1.46 Average session completion GPA: 3.2</p> <p>(Data Year 2023-24)</p>	<p>Session 1 Students: Not Met Average entry GPA: 1.16 Average session completion GPA: 3.35</p> <p>Session 2 Students: Not Met Average entry GPA: 1.0 Average session completion GPA: 3.31</p> <p>Session 3 Students: Not Met Average entry GPA: 1.54 Average session completion GPA: 2.23</p> <p>Session 4 Students Average entry GPA: 1.45 Average session completion GPA: TBA</p> <p>(Data Year 2024-25)</p>		After one session, students will raise their overall average GPA by 2.5 points	<p>No Change from Baseline:</p> <p>Session 1 Students: Not Met</p> <p>Session 2 Students: Not Met</p> <p>Session 3 Students: Not Met</p> <p>Session 4 Students: TBD</p>



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	<p>ELA CAASSP: Percent of students meeting or exceeding the standards</p> <p>Data Source: California Assessment of Student Performance and Progress(CAASPP)</p>	<p>Student Groups</p> <p>A. 8% of All B. 4% of EL C. 8% of Hispanic D. 8% of SED</p> <p>(Data Year 2022-23)</p>	<p>Student Groups</p> <p>A. 11% of All B. 0% of EL C. 7% of Hispanic D. 11% of SED</p> <p>(Data Year 2023-24)</p>		<p>Student Groups</p> <p>A. 10% of All B. 8% of EL C. 10% of Hispanic D. 10% of SED</p>	<p>Student Groups</p> <p>A. 2% Increase of All B. 4% Decrease of EL C. 1% Decrease of Hispanic D. 3% Increase of SED</p>
1.7	<p>MATH CAASSP: Percent of students meeting or exceeding the standards</p> <p>Data Source: California Assessment of Student Performance and Progress(CAASPP)</p>	<p>Student Groups</p> <p>A. 0% of All B. 0% of EL C. 0% of Hispanic D. 0% of SED</p> <p>(Data Year 2022-23)</p>	<p>Student Groups</p> <p>A. 0% of All B. 0% of EL C. 0% of Hispanic D. 0% of SED</p> <p>(Data Year 2023-24)</p>		<p>Student Groups</p> <p>A. 10% of All B. 8% of EL C. 10% of Hispanic D. 10% of SED</p>	<p>No Change from Baseline</p> <p>A. 0% of All B. 0% of EL C. 0% of Hispanic D. 0% of SED</p>
1.8	<p>Percent of students who have reached the prepared level on the College and Career state indicator</p> <p>Data Source: Dashboard</p>	<p>Student Groups</p> <p>A. 21.2% of All B. 12.2% of EL C. 19.1% of Hispanic D. 21.5% of SED</p> <p>(Data Year 2022-23)</p>	<p>Student Groups</p> <p>A. 27.5% of All B. 10.8% of EL C. 27.7% of Hispanic, 8.6% Increase D. 27.3% of SED 5.8 Increase</p> <p>(Data Year 2023-24)</p>		<p>Student Groups</p> <p>A. 55% of All B. 25% of EL C. 25% of Hispanic D. 50% of SED</p>	<p>Student Groups</p> <p>A. 6.3% Increase of All B. 1.4% Decrease of EL C. 6.2% Increase of Hispanic D. 5.8% Increase of SED</p>
1.9	<p>Percent of students who are Career Technical</p>	<p>Student Group</p> <p>4.6% of All</p>	<p>Student Group</p> <p>8.7% of All</p>		<p>Student Group</p> <p>60% of All</p>	<p>Student Group</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Education Completers within the district  Data Source: Local LEA Indicators	(Data Year 2022-23)	(Data Year 2023-24)			4.1% Increase of All
1.10	Graduation Rate: Percent of students completing high school, which includes students who receive a standard high school diploma  Data Source: Dashboard	Student Groups  A. 98.7% of All B. 97.6% of EL C. 99.3% of Hispanic D. 98.7% of SED  (Data Year 2022-23)	Student Groups  A. 98.7% of All B. 100% of EL C. 98.5% of Hispanic D. 97.2% of SED  (Data Year 2023-24)		Student Groups  A. 99% of All B. 98% of EL C. 100% of Hispanic D. 99% of SED  Academic Engagement: Standard Met	Student Groups  A. No Change of All B. 2.4% Increase of EL C. .8% Decrease of Hispanic D. 1.5% Decrease of SED
1.11	Average Instructional Reading Level (IRL) on the Star Reading Test  Data Source: Local LEA indicator	Student Group  4.8 of All  (Data Year 2023-24)	Student Group  7.8 of All at Mid-Year  (Data Mid-Year 2024-25)		Student Group  6.0 of All	Student Group  3 Grade Increase of All
1.12	Basic: Teachers, Instructional Materials, Facilities: This measure addresses the percentage of appropriately assigned teachers, students' access to curriculum-aligned instructional materials, and safe,	100% Basic: Teachers, Instructional Materials, Facilities: Standard Met  (Data Year 2022-23)	100% Basic: Teachers, Instructional Materials, Facilities: Standard Met  (Data Year 2023-24)		100% Basic: Teachers, Instructional Materials, Facilities: Standard Met	No Change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	clean, and functional school facilities  Data Source: Dashboard					
1.13	Implementation of Academic Standards: This measure covers implementation of state academic standards  Data Source: Dashboard	100% Implementation of Academic Standards: Standard Met  (Data Year 2022-23)	100% Implementation of Academic Standards: Standard Met  (Data Year 2023-24)		100% Implementation of Academic Standards: Standard Met	No Change
1.14	Access to a Broad Course of Study: This measure explores whether students have access to and are enrolled in a broad course of study, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs  Data Source: Dashboard	100% Access to a Broad Course of Study: Standard Met  (Data Year 2022-23)	100% Access to a Broad Course of Study: Standard Met  (Data Year 2023-24)		100% Access to a Broad Course of Study: Standard Met	No Change
1.15	Academic Engagement: Information that shows how well ACHS is engaging students in their learning  Data Source: Dashboard	100% Academic Engagement: Standard Met  (Data Year 2022-23)	100% Academic Engagement: Standard Met  (Data Year 2023-24)		100% Academic Engagement: Standard Met	No Change

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

## Goal Analysis [2024-25]

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.

The implementation of goals 1.1, 1.2, 1.3, 1.4, 1.5, and 1.6 has been highly successful, with the RTI (Response to Intervention) Buy-Back program serving as a key component. The program has maintained a 100% graduation rate for students who complete the system and transition back to their comprehensive sites. While the original plan focused on structured interventions, actual implementation included: Personalized approaches to meet diverse student needs, including but not limited to EL, Hispanic, SED, foster and homeless. Enhanced collaboration with teachers and support staff are on-going fundamentals of the program and its success through PLC's and PD. This collaboration also includes the school counselor, teachers supporting RTI, and tutors.

Continuous monitoring rather than periodic assessments has driven the success, challenges have included adapting to varying engagement levels and supporting students where they are to enhance services and close gaps.

These goals ongoing success reflects its adaptability and comprehensive support and collaboration with all parties.

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.

1.1 and 1.2 Continue to provide PLC/PD release time both during and after the school day focused on supporting teachers in meeting the needs of our students, with rigors curriculum, materials, supplies, and CTE programs. Specifically for students at-risk of not being college and career ready such as EL, Hispanic, SED, Foster and Homeless). Funding from other grant resources were used to support this goal rather than LCFF funds, therefor funds were supplemented.

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

1.2 Has been adapted to allow the partnership with Champions and ACHS to offer CTE courses in Cosmetology and Barbering. This has been a effective to support college and career readiness.

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.

1.2 Increase funds do to partnership with Champions to continue CTE courses in Cosmetology and Barbering.  
 1.3 Salary increase from the year before, with steps and COLA  
 1.4 Salary increase from the year before, with steps and COLA

- 1.5 Salary increase from the year before, with steps and COLA
- 1.6 Salary increase from the year before due to the minimum wage increase.
- 1.7 Salary added to LCAP, these positions have been offered for the past two years but have not been added to LCAP.

**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
1.1	Provide PLC and PD Collaboration for Improved Instruction	Provide professional learning and professional development opportunities during the contracted day to increase teachers' opportunities to collaborate, monitor, and support student performance within their subject matter in response to staff feedback. This will allow staff to focus on the inquiry cycle while they review student data, share best practices, observe one another, and plan instructional strategies to address student needs.	\$2,500.00	Yes
1.2	Engaging Field Trips, Partnerships, Materials, and Supplies to enhance College and Career Opportunities	In light of feedback received from student groups and data analysis conducted through the LCAP student, parent, and teacher surveys, there is a clear desire for enhanced classroom resources and enriching field trip experiences aligned with the Common Core, Next Generation Science Standards, and Career Technical Education. Recognizing this interest in hands-on learning opportunities, we are committed to prioritizing the provision of materials and supplies that support the real-world application of academic concepts. Through these experiential learning opportunities, students will gain valuable insights into how these standards intersect with various industries and professions. By immersing students in authentic, practical contexts, our goal is to equip them with the skills necessary for success in both college and career endeavors.	\$68,800.00	Yes
1.3	School Counselor	We will maintain the provision of a full-time school counselor, a decision reinforced by the positive feedback regarding the valuable support provided to students. As indicated by student survey responses, this support encompasses assistance with placement in credit recovery courses, career pathway programs, and preparation for college and career endeavors. Our school counselor will continue to offer academic	\$175,230.00	Yes

Action #	Title	Description	Total Funds	Contributing
		counseling, support for response to intervention initiatives, and guidance for placement in additional courses, including summer school and winter sessions, to ensure students complete their coursework, graduate, and are well-prepared for post-secondary education and career pursuits.		
<b>1.4</b>	Full Time Teacher to Assist Credit Recovery and Tier III Student Course Offering	Based on favorable feedback from students and staff, educational partners decided to uphold the full-time teaching position. This role will provide credit recovery assistance to high-risk students to ensure they meet their educational goals. Additionally, this role will oversee classes for tier three students, focusing on cultivating positive decision-making skills during the academic year and as they transition beyond graduation, fostering college and career readiness. Furthermore, the position will continue collaborating with the Tulare County Office of Education to propose an enriched curriculum tailored to tier III students.	\$179,450.00	Yes
<b>1.5</b>	Friday Buy Back Prep Periods per RTI Support	Sustain the provision of buying back teachers' prep on Fridays to preserve uninterrupted hosting of Response to Intervention (RTI) sessions, thereby fostering student growth. This commitment aligns with the sentiment of stakeholders who regard RTI as indispensable to the school's identity.	\$50,470.00	Yes
<b>1.6</b>	COS Tutor Support	Due to positive student and staff feedback, educational partners maintained the agreement with the College of the Sequoias to provide two college students with tutoring support by qualified COS students during the school day and RTI for Tier Two and Tier Three students.	\$6,500.00	Yes
<b>1.7</b>	Two part-time Temporary Instructional Aides and one Temporary Full-time Instructional Aide to support Tier 2 and 3 RTI	Hiring two part-time and one full-time Instructional Aides to support Tier 2 and 3 RTI (Response to Intervention) will enhance targeted academic interventions for students requiring additional support. These aides will provide personalized assistance, helping students overcome learning gaps and stay on track with their coursework. By addressing individual needs, this support ensures that all students can complete a comprehensive, broad course of study, meet graduation requirements, and be prepared for	\$87,040.00	Yes

Action #	Title	Description	Total Funds	Contributing
		college and career pathways, aligning with ACHS's commitment to academic readiness and success.		

# Goals and Actions

## Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	ELA: Percent of ELL students in grades 10-12 who have passed their ELA course with a 70% or higher.	Student Group  100% of EL  (Data Year 2023-24)	Student Group  97.1% of EL  (Data Year 2024-25)		Student Group  100% of EL	Student Group  2.9% Decrease of EL



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: Local LEA indicator, Aries					
2.2	<p>MATH: Percent of ELL students in grades 10-12 who have passed their math course with a 70% or higher.</p> <p>Data Source: Local LEA indicator, Aries</p>	<p>Student Group</p> <p>100% of EL</p> <p>(Data Year 2023-24)</p>	<p>Student Group</p> <p>100% of EL</p> <p>(Data Year 2024-25)</p>		<p>Student Group</p> <p>100% of EL</p>	<p>Student Group</p> <p>No Change of EL</p>
2.3	<p>SCIENCE: Percent of ELL students in grades 10-12 who have passed their science course with a 70% or higher.</p> <p>Data Source: Local LEA indicator, Aries</p>	<p>Student Group</p> <p>100% of EL</p> <p>(Data Year 2023-24)</p>	<p>Student Group</p> <p>100% of EL</p> <p>(Data Year 2024-25)</p>		<p>Student Group</p> <p>100% of EL</p>	<p>Student Group</p> <p>No Change of EL</p>
2.4	<p>SOC SCI: Percent of ELL students in grades 10-12 who have passed their social science course with a 70% or higher.</p> <p>Data Source: Local LEA indicator, Aries</p>	<p>Student Group</p> <p>100% of EL</p> <p>(Data Year 2023-24)</p>	<p>Student Group</p> <p>98.4% of EL</p> <p>(Data Year 2024-25)</p>		<p>Student Group</p> <p>100% of EL</p>	<p>Student Group</p> <p>1.6% Decrease of EL</p>
2.5	<p>EL ELA CAASSP: Percent of students meeting or exceeding the standards</p>	<p>Student Group</p> <p>4% of EL</p> <p>(Data Year 2022-23)</p>	<p>Student Group</p> <p>9% of EL</p>		<p>Student Group</p> <p>20% of EL</p>	<p>Student Group</p> <p>5% Increase of EL</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: California Assessment of Student Performance and Progress(CAASPP)		(Data Year 2023-24)			
2.6	EL MATH CAASSP: Percent of students meeting or exceeding the standards  Data Source: California Assessment of Student Performance and Progress(CAASPP)	Student Group  0% of EL  (Data Year 2022-23)	Student Group  1% of EL  (Data Year 2023-24)		Student Group  8% of EL	Student Group  1% Increase of EL
2.7	Percent of students who have reached the prepared level on the College and Career state indicator  Data Source: Dashboard	Student Group  12.2% of EL  (Data Year 2022-23)	Student Group  10.8% of EL  (Data Year 2023-24)		Student Group  15% of EL	Student Group  1.4% Decrease of EL
2.8	Graduation Rate: Percent of students completing high school, which includes students who receive a standard high school diploma  Data Source: Dashboard	Student Group  97.6% of EL 97.1% of LTEL  (Data Year 2022-23)	Student Group  100% of EL 100% of LTEL  (Data Year 2023-24).		Student Group  98% of EL 98% of LTEL	Student Group  2.4% Increase of EL 2.9% Increase of LTEL
2.9	ELPAC: Percentage of EL students progressing one or more levels towards English	Student Group  27.5% making progress	Student Group  26.3% making progress		Student Group  55% making progress	Student Group  1.2% decrease in making progress

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	language proficiency or maintaining the highest level.  Data Source: Dashboard	(Data Year 2022-23)	(Data Year 2023-24)			
2.10	Reclassification Rate: Number of EL students reclassified as English proficient  Data Source: Local LEA indicator	Student Group  6% EL reclassified  (Data Year 2022-23)	Student Group  6% EL reclassified  (Data Year 2023-24)		Student Group  15% EL reclassified	Student Group  No Change of EL
2.11	ELPAC: Percent of Students Overall Performance Levels  Data Source: ELPAC	ELPAC Performance Levels  Level 4- 7.3% Level 3- 24.4% Level 2- 56.1% Level 1- 12.2 %  (Data Year 2022-23)	ELPAC Performance Levels  Level 4- 5.3% Level 3- 44.4% Level 2- 39.5% Level 1- 10.5 %  (Data Year 2023-24)		ELPAC Performance Levels  Level 4- 30% Level 3- 50% Level 2- 20% Level 1- 0 %	ELPAC Performance Levels Overall- 18% Increase in Levels 3-4  Level 4- 5.3% Decreased Level 3- 44.4% Increased Level 2- 39.5% Decreased Level 1- 10.5 % Decreased
2.12	Implementation of English Language Development Standards in English, Mathematics, History, and Science	Student Group  100% All: Standard Met  (Data Year 2022-23)	Student Group  100% All: Standard Met  (Data Year 2023-24)		Student Group  100% All: Standard Met	Student Group  100% All: Standard Met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: Local LEA indicator					

Goal Analysis [2024-25]

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.

2.1 No differences to the action

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.

2.1 Salary increase from the year before with steps and COLA

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

The data supports the action. EL students are continuously closing the achievement gap, scoring high marks within their core classes. Students are also exposed to college and career opportunities to be ready life post graduation.

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.

No changes at this time.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	English Language Development Teacher and Material	As a result of favorable input from students and staff, the educational partners opted to retain the .60 ELD teaching role to aid EL students in credit recovery and ensure they meet their educational obligations.	\$82,502.00	Yes

Action #	Title	Description	Total Funds	Contributing
	and Supplies for EL support	Additionally, this position will oversee classes and provide materials and supplies focusing on EL proficiency and career exploration in conjunction with local junior college dual enrollment programs. This underscores the emphasis on preparing English Learners for college and career readiness through English Language Development.		

# Goals and Actions

## Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	ACHS Attendance Rate Data Source: Local LEA indicator	Attendance Rate: 89.36% (Data Year 2022-23)	Attendance Rate: 88% (Data Year 2024-25)		Attendance Rate: 95%	Attendance Rate: 88%- 1.36% Decrease
3.2	Chronic Absenteeism Data Source: Local LEA indicator	Chronically Absent: 39.7% (Data Year 2022-23)	Chronically Absent: 38% (Data Year 2024-25)		Chronically Absent: 10%	Chronically Absent: 38%- 1.7% Increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	Graduation Rate: Percentage of students who graduated within four years  Data Source: Dashboard	Student Groups  A. 98.7% of All B. 97.6% of EL C. 99.3% of Hispanic D. 98.7% of SED  (Data Year 2022-23)	Student Groups  A. 97.3% of All B. 100% of EL C. 98.5% of Hispanic D. 97.2% of SED  (Data Year 2023-24)		Student Groups  A. 99% of All B. 99% of EL C. 99% of Hispanic D. 99% of SED	Student Groups  A. 1.4% Decrease of All B. 2.4% Increase of EL C. .7% Decrease of Hispanic D. 1.5% Decrease of SED
3.4	Dropout Rate: Percentage of students who did not graduate within four years  Data Source: Dashboard	Student Groups  A. .7% of All B. 2.4% of EL C. .7% of Hispanic D. .7% of SED  (Data Year 2022-23)	Student Groups  A. 2.7% of All B. 0% of EL C. 1.5% of Hispanic D. 2.8% of SED  (Data Year 2023-24)		Student Groups  A. .5% of All B. 1% of EL C. .5% of Hispanic D. .5% of SED	Student Groups  A. 2% Increase of All B. 2.4% Decrease of EL C. .8% Increase of Hispanic D. 2.1% Increase of SED
3.5	Percent of students who have been suspended at least one aggregate day in a school year  Data Source: Dashboard	Student Groups  A. 13.2% of All (Red) B. 8.3% of EL (Yellow) C. 13.4% of Hispanic (Red) D. 12.8% of SED (Red)  (Data Year 2022-23)	Student Groups  A. 17.2% of All (Red) B. 17.6% of EL (Red) C. 17.6% of Hispanic (Red) D. 17.1% of SED (Red)  (Data Year 2023-24)		Student Groups  A. 7% of All B. 5% of EL C. 7% of Hispanic D. 7% of SED	Student Groups  A. 4% Increase of All (Red) B. 9.3% Increase of EL (Red) C. 3.8% Increase of Hispanic (Red) D. 4.3% Increase of SED (Red)  2024-2025 data of a full year of implementation is looking good

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.6	Percent of students who have been expelled  Data Source: Local LEA indicator	Student Group  All: 0.01%  (Data Year 2022-23)	Student Group  All: 0.01%  (Data Year 2023-24)		Student Group  All: 0%	Student Group  All: 0%
3.7	Student Connectedness Survey  Data Source: Local LEA indicator	All Student Students Connected by Semester  Semester 1 Beginning of Semester: 17% Connected End of Semester: 83.7% Connected  Semester 2 Beginning of Semester: 25.6% Connected End of Semester: TBD% Connected  (Data Year 2023-24)	All Student Students Connected by Semester  Semester 1 Beginning of Semester: 27.1% Connected End of Semester: 93.7% Connected  Semester 2 Beginning of Semester: 37.4% Connected End of Semester: 94.7% Connected  (Data Year 2024-25)		All Students  Increase connectedness to 90% by the end of Semester 1  Increase connectedness to 90% by the end of Semester 2	All Student Students Connected by Semester  Semester 1 Increase of 66.6% of students were Connected  Semester 2 Increase of 57.3% of students were Connected
3.8	Percentage of students who agree with statements from the LCAP Student Survey  Data Source: Local LEA indicator	All Students  86%: Teachers care about my success 77%: I receive encouragement from	All Students  86%: Teachers care about my success 77%: I receive encouragement		All Students  90%: Teachers care about my success 90%: I receive encouragement	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>teachers and staff regularly</p> <p>87%: I have access to academic counseling and guidance</p> <p>82%: I have access to counseling for social or emotional needs</p> <p>64%: I trust the teachers and staff</p> <p>84%: I am respected and treated fairly by staff</p> <p>72.4%: I am respected and treated fairly by students</p> <p>67.2%: I am happy to be at this school</p> <p>88.8%: I work hard to try to understand new things at school</p> <p>78.4%: The school promotes my academic success</p> <p>88%: The school tells students in advance what will happen if they break school rules</p> <p>82%: The school enforces rules equally for all students</p> <p>8%: I use drugs</p> <p>8% I vape/smoke</p> <p>9.6%: I drink alcohol</p> <p>5.6%: I'm involved or affiliated with gangs at school</p>	<p>from teachers and staff regularly</p> <p>87%: I have access to academic counseling and guidance</p> <p>82%: I have access to counseling for social or emotional needs</p> <p>64%: I trust the teachers and staff</p> <p>84%: I am respected and treated fairly by staff</p> <p>72.4%: I am respected and treated fairly by students</p> <p>67.2%: I am happy to be at this school</p> <p>88.8%: I work hard to try to understand new things at school</p> <p>78.4%: The school promotes my academic success</p> <p>88%: The school tells students in advance what will happen if they break school rules</p>		<p>from teachers and staff regularly</p> <p>90%: I have access to academic counseling and guidance</p> <p>90%: I have access to counseling for social or emotional needs</p> <p>75%: I trust the teachers and staff</p> <p>90%: I am respected and treated fairly by staff</p> <p>85%: I am respected and treated fairly by students</p> <p>75%: I am happy to be at this school</p> <p>90%: I work hard to try to understand new things at school</p> <p>85%: The school promotes my academic success</p> <p>90%: The school tells students in advance what will happen if they break school rules</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>61.6%: At my school, there is a teacher or some other adult who cares about me</p> <p>62.4%: At my school, there is a teacher or some other adult who notices when I'm not there</p> <p>65.6%: At my school, there is a teacher or some other adult who believes I will be a success</p> <p>(Data Year 2023-24)</p>	<p>82%: The school enforces rules equally for all students</p> <p>8%: I use drugs</p> <p>8% I vape/smoke</p> <p>9.6%: I drink alcohol</p> <p>5.6%: I'm involved or affiliated with gangs at school</p> <p>61.6%: At my school, there is a teacher or some other adult who cares about me</p> <p>62.4%: At my school, there is a teacher or some other adult who notices when I'm not there</p> <p>65.6%: At my school, there is a teacher or some other adult who believes I will be a success</p> <p>(Data Year 2023-24)</p>		<p>90%: The school enforces rules equally for all students</p> <p>3%: I use drugs</p> <p>3% I vape/smoke</p> <p>3%: I drink alcohol</p> <p>2%: I'm involved or affiliated with gangs at school</p> <p>90%: At my school, there is a teacher or some other adult who cares about me</p> <p>90%: At my school, there is a teacher or some other adult who notices when I'm not there</p> <p>90%: At my school, there is a teacher or some other adult who believes I will be a success</p>	
3.9	<p>Local Climate Survey</p> <p>This measure addresses information regarding the school environment</p>	<p>Local Climate Survey</p> <p>Standard Met</p> <p>(Data Year 2022-23)</p>	<p>Local Climate Survey</p> <p>Standard Met</p>		<p>Local Climate Survey</p> <p>Standard Met</p>	No Change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	based on a local climate survey administered every other year on the topics of school safety and connectedness.  Data Source: Dashboard		(Data Year 2023-24)			
3.10	Parent/Guardian and Family Engagement  SSC/ELAC Meeting  Data Source: Local LEA Indicator	Parent/Guardian Engagement  Quarterly Meetings: 100% Quorum  (Data Year 2023-24)	Parent/Guardian Engagement  Quarterly Meetings: 100% Quorum  (Data Year 2024-25)		Parent/Guardian and Family Engagement  Quarterly Meetings: 100% Quorum	No Change
3.11	Parent/Guardian and Family Engagement  Student Awards and Informational Meeting Attendance  Data Source: Local LEA Indicator	Parent/Guardian Engagement  October Attendance: 37 January Attendance: 27 April Attendance: 0 (Cancelled in-person event due to rain: Moved to Zoom: 0 parents zoomed in)  (Data Year 2023-24)	Parent/Guardian Engagement  October Attendance: 37 January Attendance: 27 April Attendance: 0  (Data Year 2024-25)		Parent/Guardian and Family Engagement  October Attendance: 40 January Attendance: 40 April Attendance: 40	
3.12	Parent/Guardian and Family Engagement  This measure addresses Parent and Family Engagement, including	Parent/Guardian and Family Engagement  Standard Met  (Data Year 2022-23)	Parent/Guardian and Family Engagement  Standard Met		Parent/Guardian and Family Engagement  Standard Met	No Change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	how an LEA builds relationships between school staff and families, builds partnerships for student outcomes, and seeks input for decision-making.  Data Source: Dashboard		(Data Year 2023-24)			
3.13	Williams Uniform Complaints  Data Source: Local LEA Indicator	Williams Uniform Complaints  0  (Data Year 2022-23)	Williams Uniform Complaints  0  (Data Year 2023-24)		Williams Uniform Complaints  0	No Change
3.14	Facility Conditions per Facility Inspection Tool (FIT) Report  Data Source: State of California FIT Report	Facility Conditions per Facility Inspection Tool  Standard Met  (Data Year 2023-24)	Facility Conditions per Facility Inspection Tool  Standard Met  (Data Year 2024-25)		Facility Conditions per Facility Inspection Tool  Standard Met	No Change

## Goal Analysis [2024-25]

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.

The successful implementation of actions 3.1, 3.2, and 3.3 has fostered a positive and welcoming learning environment. Action 3.1 supports positive behaviors through the PBIS Platinum program, while action 3.2 enhances RTI effectiveness with the credit recovery teacher. Action 3.3 promotes positive branding and a safe, healthy environment that is inviting and welcoming for students and families.

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.

LCFF funding has been supplemented with CSI and other categorical funding to support the Goal and Actions.

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

Actions 3.4, 3.5, and 3.6 were added to the LCAP during its baseline year to support suspension reduction. Action 3.4 introduced the RTI teacher, while Action 3.5 added the RTI instructional aide, and Action 3.6 increased drug and alcohol counseling by two additional days. The first year of implementation has already led to a decrease in suspensions, indicating a promising outlook for reducing suspension rates and improving campus climate in the 2024-2025 school year.

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.

Hazel Health has provided online medical support since 2021. It is now being recognized and included in the LCAP as an action to help students stay in school, improve attendance, and foster a positive school climate.

**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
3.1	Positive Behavior Intervention System material and supplies	The educational partners decided to continue this action and add funding for this initiative due to its depletions before the school year's conclusion. This action moves to sustain a positive behavior incentive program by providing a wide range of materials and supplies for all students, English learners, Hispanics, and the economically disadvantaged. It also provides resources for parent and family engagement during SSC/ELAC and Titan Awards Assemblies, fostering a sense of connection to the school environment.	\$102,593.00	Yes
3.2	Part-Time Teacher to Assist Credit Recovery and Tier II and III Student	Responding to positive feedback from both students and staff, educational partners have chosen to sustain funding for the part-time salary of the full-time Special Education teaching position. The district office will uphold funding for the Special Education component, while ACHS LCAP will cover	\$91,800.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Course Offering and Study Skills	the remaining portion. This position will persist in offering credit recovery support to Tier II and III students not identified as SELPA, ensuring they progress toward their educational objectives. Emphasis will be placed on instilling positive decision-making skills throughout the academic year, preparing students for the transition beyond graduation, and nurturing their college and career readiness. Additionally, the role will maintain collaboration with the Tulare County Office of Education to devise an enriched curriculum tailored specifically to Tier III students' needs.		
<b>3.3</b>	Facilities, Playing Surfaces, Materials, Supplies, Equipment	The educational partners are committed to bolstering LCFF funds and leveraging the Equity Multiplier to enrich current facilities and introduce new ones, such as playing surfaces and a spacious building for assemblies aimed at promoting parent and family engagement. These enhancements will integrate materials, supplies, and equipment tailored to captivate students' interest, cultivating a sense of enthusiasm for attending school. Through the creation of a secure and welcoming environment, the objective is to foster positive decision-making among students, thereby reducing suspensions and fostering and nurturing individuals to contribute positively to the broader community. and greater participation in school-related endeavors.	\$292,663.00	Yes
<b>3.4</b>	Temporary Full Time RTI Teacher with Classroom Supplies, Materials, and Equipment	Considering the current suspension rate on the dashboard and feedback from educational partners, it has been unanimously agreed to allocate CSI and Equity Multiplier funds toward hiring an additional FTE-RTI teacher. This teacher will focus on fostering positive decision-making skills and guiding students toward increased school engagement, aiming to reduce suspension rates. The ongoing support from Equity Multiplier funds will complement this initiative by providing additional funding for the position and classroom materials, supplies, and equipment. This investment is crucial in establishing a secure environment conducive to learning, particularly for students from diverse backgrounds, such as Hispanics, English learners, and those students identified as having socio-economic disadvantages.	\$134,403.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>3.5</b>	Temporary Full-time Instructional Aid for RTI	Considering the current suspension rate on the dashboard and feedback from educational partners, it has been unanimously agreed to allocate CSI and Equity Multiplier funds toward hiring an additional FTE-Instructional Aid to support the RTI Teacher. This Instructional aid will support the teacher in fostering positive decision-making skills and guiding students towards increased school engagement, aiming to reduce suspension rates, as the California Dashboard indicates. This investment is crucial in establishing a secure environment conducive to learning, particularly for students from diverse backgrounds, such as Hispanics, English learners, and those students identified as having socio-economic disadvantages.	\$65,040.00	Yes
<b>3.6</b>	Two Additional Days of Drug and Alcohol Counseling and Therapy	In response to the dashboard data and the prevailing suspension rate, the educational partners unanimously decided to allocate CSI and Equity Multiplier funds to extend the presence of a Drug and Alcohol Therapist at ACHS. The goal is to maintain an environment at ACHS that is nurturing and conducive to fostering a sense of belonging and safety for all students and guardians. This environment will encourage active participation in both academic and social-emotional growth initiatives. The objective is to cultivate positive decision-making skills, decrease suspension rates, and empower individuals to contribute positively to the community.	\$28,175.00	Yes
<b>3.7</b>	Hazel Health	Hazel Health is an online medical support system that connects students with healthcare providers through virtual visits, especially benefiting those with Medi-Cal. By offering timely medical attention on campus, Hazel Health reduces absenteeism, allowing students to remain engaged in both academic and social-emotional activities. This support aligns with ACHS's goal of sustaining a nurturing educational atmosphere by fostering a sense of safety and belonging. As students experience improved well-being and consistent attendance, they are more likely to make positive decisions, leading to lower suspension rates and empowering them to positively impact their community.	\$4,860.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>3.8</b>	Full-time Rehabilitation Specialist Position	Considering the current suspension rate on the dashboard and feedback from educational partners, it has been unanimously agreed to allocate CSI and Equity Multiplier funds toward hiring a full-time Rehabilitation Specialist. This position will support students and staff in fostering positive decision-making skills and guiding students towards increased school engagement, aiming to reduce suspension rates, as the California Dashboard indicates. This investment is crucial in establishing a secure environment conducive to learning, particularly for students from diverse backgrounds, such as Hispanics, English learners, and those students identified as having socio-economic disadvantages.	\$116,620.00	Yes



# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$541,898	\$1023828

## 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
23.631%	6.166%	\$104,493.70	29.797%

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

## Required Descriptions

### LEA-wide and Schoolwide Actions

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

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>one another, and plan instructional strategies to address student needs.</p> <p><b>Scope:</b> LEA-wide Schoolwide</p>	achievement, personal growth, and future success, regardless of their circumstances or challenges.	
<b>1.2</b>	<p><b>Action:</b> Engaging Field Trips, Partnerships, Materials, and Supplies to enhance College and Career Opportunities</p> <p><b>Need:</b> The need for this goal is to enhance classroom resources and enrich field trip experiences aligned with the Common Core, Next Generation Science Standards, and Career Technical Education to ensure students are prepared for college and career success. By addressing the feedback received from student groups and conducting data analysis through LCAP surveys, it is evident that students are eager for hands-on learning opportunities that connect academic concepts to real-world applications.</p> <p><b>Scope:</b> LEA-wide Schoolwide</p>	This action shall prioritize materials and supplies that support these experiences; students shall develop crucial skills such as critical thinking, problem-solving, and collaboration within authentic contexts. Through learning, students will gain valuable insights into how these academic standards intersect with various industries and professions, preparing all students schoolwide for the challenges and demands of higher education and the workforce.	1.1,1.2,1.3,1.4,1.5, 1.6,1.7,1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14 and 1.15
<b>1.3</b>	<p><b>Action:</b> School Counselor</p> <p><b>Need:</b></p>	The school counselor is dedicated to ensuring equal opportunities for all students. However, they will specifically oversee and support foster English learners and low income. This action will provide guidance on credit recovery courses, access to	1.1,1.2,1.3,1.4,1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, and 1.14

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Educational partners recognize the critical importance of maintaining a full-time school counselor, a decision affirmed by positive feedback highlighting the invaluable support received by students. As evidenced by student survey responses, this support is indispensable for all students, including those from specific groups such as foster, low-income, and English learners.</p> <p><b>Scope:</b> LEA-wide Schoolwide</p>	<p>career pathway programs, and comprehensive preparation for college and career pathways. It also offers personalized academic counseling and targeted support for response to intervention initiatives. The counselor will assist in placing students in supplementary courses, such as summer school and winter sessions, to ensure that all students, regardless of their background or circumstances, can successfully navigate their coursework, graduate, and are equipped for success in their post-secondary education and future careers.</p>	
1.4	<p><b>Action:</b> Full Time Teacher to Assist Credit Recovery and Tier III Student Course Offering</p> <p><b>Need:</b> Educational partners chose to maintain the full-time teaching position to support the student's need for credit accrual in required courses by the state and the TJUHSD. Furthermore, the position addresses the need for Tier III student support within a designated course approved by TCOE to emphasize positive decision-making and skill development during the school year and post-graduation, fostering college and career readiness.</p> <p><b>Scope:</b> LEA-wide Schoolwide</p>	<p>This action supports the diverse needs of students who require credit accrual support while ensuring they receive a comprehensive education that prepares them for success beyond high school. Additional support for Tier III students will provide direction on social skills for academic and social-emotional growth while in school and post-graduation. This goal reflects ACHS's dedication to providing all students equal opportunities for academic achievement, personal development, and future success, regardless of their circumstances or challenges.</p>	<p>1.1,1.2,1.3,1.4,1.5, 1.6,1.5, 1.9, 1.10, 1.11, 1.12,1.13, 1.14 and 1.15</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.5	<p><b>Action:</b> Friday Buy Back Prep Periods per RTI Support</p> <p><b>Need:</b> Data and the consensus among all stakeholders show that students require extra focused tutoring time with their teachers during the school week to work towards and meet the standards that are aligned with educational Common Core State standards. This designated RTI time is a necessity and is crucial in aiding students in meeting graduation criteria and preparing them for college and careers.</p> <p><b>Scope:</b> LEA-wide Schoolwide</p>	<p>Providing extra focused tutoring time during the school week, specifically through the RTI model on Fridays, is supported by data and stakeholder consensus. This targeted intervention is essential for students to meet the rigorous standards aligned with the Common Core, ensuring their progress toward graduation requirements and readiness for college and careers. The RTI sessions aim to facilitate growth by ensuring students achieve a score of 70% or higher on all assignments and assessments. Students who don't meet this threshold will be required to attend Friday RTI sessions, where they will receive the necessary support to succeed in the classroom and prepare for their future endeavors.</p>	1.1,1.2,1.3,1.4,1.5, 1.6,1.7,1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14 and 1.15
1.6	<p><b>Action:</b> COS Tutor Support</p> <p><b>Need:</b> Educational partners chose to maintain the COS tutors to support the student's need for assistance in required courses by the state and the TJUHSD. Furthermore, the position addresses the need for Tier II and III student support with a designated tutor to assist these students with their academic needs to be college—and career-ready.</p> <p><b>Scope:</b></p>	<p>RTI support will address this action daily, and teachers on the ACHS site will identify student needs according to the RTI list. Students will then provide tutoring services to these dedicated students to assist them with coursework and meet standards and graduation requirements.</p>	1.1,1.2,1.3,1.4,1.5, 1.6,1.7, 1.9, 1.10, 1.11, 1.13, and 1.15

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide Schoolwide		
<b>1.7</b>	<p><b>Action:</b> Two part-time Temporary Instructional Aides and one Temporary Full-time Instructional Aide to support Tier 2 and 3 RTI</p> <p><b>Need:</b> The identified need for hiring two part-time and one full-time Instructional Aides is to support Tier 2 and 3 RTI for unduplicated pupils who require additional academic assistance. These students often face barriers such as language challenges, socio-economic factors, or limited access to resources that can hinder their academic progress. By providing personalized support through the aides, these students will receive the targeted interventions necessary to close learning gaps, stay on track with their coursework, and successfully meet graduation requirements. This support ensures that unduplicated pupils are well-prepared for college and career pathways, promoting equity and academic success for all students.</p> <p><b>Scope:</b> LEA-wide Schoolwide</p>	<p>The actions of hiring two part-time and one full-time Instructional Aides are designed to address the specific needs of students in Tier 2 and 3 RTI by providing targeted, individualized support. These students often face challenges such as learning gaps, language barriers, and socio-economic factors that impact their academic performance. The aides will work closely with these students to provide personalized interventions, helping them improve their understanding of the curriculum and stay on track to meet graduation requirements. By addressing these academic needs, the aides will also help reduce the likelihood of students falling behind and ensure they are prepared for college and career pathways, supporting their long-term academic success.</p>	1.1,1.2,1.3,1.4,1.5, 1.6,1.7, 1.9, 1.10, 1.11, 1.13, and 1.15
<b>3.1</b>	<p><b>Action:</b> Positive Behavior Intervention System material and supplies</p> <p><b>Need:</b></p>	<p>Ultimately, the action will support the goal of cultivating an atmosphere where students feel welcomed and empowered to make sound decisions, maintain good attendance, and actively</p>	3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12, 3.13, and 3.14

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>This action is crucial to sustain a positive behavior incentive program, which plays a pivotal role in shaping the school's culture and environment. By providing an array of materials and supplies, the initiative not only reinforces positive behaviors but also fosters a deeper connection among students to their school community. This connection is vital for nurturing a supportive and inclusive environment where students feel valued, engaged, and motivated to excel academically and socially. Thus, continuing and enhancing this action is essential for promoting a conducive atmosphere that facilitates students' holistic development and overall success.</p> <p><b>Scope:</b> Schoolwide</p>	<p>engage in their educational journey in order to be positive contributors to society.</p>	
3.2	<p><b>Action:</b> Part-Time Teacher to Assist Credit Recovery and Tier II and III Student Course Offering and Study Skills</p> <p><b>Need:</b> Educational partners chose to maintain the part-time salary of the full-time teaching position to support the student's need for academic and credit accrual in required courses by the state and the TJUHSD. Furthermore, the position addresses the need for Tier II and III student support within a designated course approved by TCOE to emphasize positive decision-making and skill development during the school year and post-</p>	<p>This action supports the diverse needs of students who require academic and credit accrual support while ensuring they receive a comprehensive education that prepares them for success beyond high school. Additional support for Tier II and III students will guide social skills for academic and social-emotional growth in school and post-graduation. This goal reflects ACHS's dedication to providing all students equal opportunities for academic achievement, personal development, and future success, regardless of their circumstances or challenges.</p>	<p>3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, and 3.9</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>graduation, fostering college and career readiness.</p> <p><b>Scope:</b> LEA-wide Schoolwide</p>		
<b>3.3</b>	<p><b>Action:</b> Facilities, Playing Surfaces, Materials, Supplies, Equipment</p> <p><b>Need:</b> The educational partners perceive the need for this action as a means to enhance the overall school environment and student experience. By bolstering LCFF funds and utilizing the Equity Multiplier, they aim to address existing facility deficiencies and introduce new amenities catering to students' diverse needs. Including playing surfaces and a spacious building for assemblies underscores their commitment to fostering holistic development, including promoting parent and family engagement.</p> <p><b>Scope:</b> Schoolwide</p>	<p>The educational partners seek to ignite a genuine enthusiasm for learning and participation in school activities by integrating facilities with materials, supplies, and equipment tailored to engage students. Creating a secure and inviting atmosphere is pivotal in instilling a sense of belonging and safety and supporting positive student decision-making. Not only reducing suspensions but also nurturing students to become active contributors to their school community and beyond. By fostering a culture of inclusivity and empowerment, ACHS aims to cultivate individuals who are academically successful, socially responsible, and eager to participate in broader community endeavors.</p>	<p>3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12, 3.13, and 3.14</p>
<b>3.4</b>	<p><b>Action:</b> Temporary Full Time RTI Teacher with Classroom Supplies, Materials, and Equipment</p> <p><b>Need:</b></p>	<p>The proposed full-time RTI teaching position offers an alternative means of student support beyond suspension. This approach is expected to foster a greater sense of belonging among students and significantly reduce suspension rates, particularly within the identified student groups highlighted on the California Dashboard.</p>	<p>3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12, and 3.13</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>The identified need for this action stems from the educational partners' recognition of the necessity to bolster support for all students, including Hispanics, English learners, and socioeconomically disadvantaged students. By adding a full-time RTI teaching position, the partners aim to address these students' academic and decision-making needs within their educational pursuits and broader life choices.</p> <p><b>Scope:</b> Schoolwide</p>		
<b>3.5</b>	<p><b>Action:</b> Temporary Full-time Instructional Aid for RTI</p> <p><b>Need:</b> The identified need for this action stems from the educational partners' recognition of the necessity to bolster support for all students, including Hispanics, English learners, and socioeconomically disadvantaged students. By adding a full-time RTI instructional aid, the partners aim to address these students' academic and decision-making needs within their educational pursuits and broader life choices.</p> <p><b>Scope:</b> Schoolwide</p>	The proposed full-time RTI Instructional Aid position offers an alternative means of student support beyond suspension. This approach is expected to foster a greater sense of belonging among students and contribute significantly to a reduction in suspension rates, particularly within the identified student groups highlighted on the California Dashboard.	3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, and 3.14
<b>3.6</b>	<p><b>Action:</b> Two Additional Days of Drug and Alcohol Counseling and Therapy</p>	Providing the Drug and Alcohol Therapist on a school-wide basis ensures that all students have access to the support they may need, regardless	3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.11, 3.12 and 3.13



Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p><b>Need:</b> The dashboard data and the prevailing suspension rate prompt the decision to allocate funds for a drug and alcohol therapist at ACHS. The goal is to address the underlying issues contributing to these statistics by providing necessary support and intervention services. By extending the presence of a therapist, the school aims to create an environment that actively promotes academic and social-emotional growth. This proactive approach is intended to cultivate positive decision-making skills, reduce suspension rates, and empower individuals to contribute positively to the community.</p> <p><b>Scope:</b> Schoolwide</p>	<p>of their individual circumstances. Substance abuse issues can affect students from various backgrounds and demographics, and offering this service universally ensures that no one falls through the cracks.</p> <p>Furthermore, addressing substance abuse issues on a school-wide basis helps to create a culture of openness and support surrounding these issues. It encourages students to seek help when needed and reduces the stigma associated with seeking assistance for substance abuse problems, reducing suspensions.</p>	
3.7	<p><b>Action:</b> Hazel Health</p> <p><b>Need:</b> Due to dashboard data indicating low attendance rates, allocate funds for Hazel Health, an online medical system that allows students with Medi-Cal and private insurance to consult a doctor online. This service enables schools to address minor medical needs on campus, helping students stay in school and succeed both academically and beyond by providing timely medical attention.</p> <p><b>Scope:</b></p>	<p>The action addresses the needs of unduplicated pupils by providing equitable access to medical support through Hazel Health, an online system that connects students with Medi-Cal to healthcare providers. This service helps minimize absences due to minor medical issues, promoting consistent attendance and academic success. Implementing it on an LEA-wide or schoolwide basis ensures that all eligible students benefit, regardless of individual circumstances, fostering a supportive and inclusive school environment.</p>	<p>3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.11, 3.12 and 3.13</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide		
<b>3.8</b>	<p><b>Action:</b> Full-time Rehabilitation Specialist Position</p> <p><b>Need:</b> Considering the current suspension rate on the dashboard and feedback from educational partners, it has been unanimously agreed to allocate CSI funds toward a Full-time Rehabilitative Specialist. This position will focus on fostering positive decision-making skills and guiding students toward increased school engagement, aiming to reduce suspension rates. The ongoing support from Equity Multiplier funds will complement this initiative by providing additional funding for the position. This investment is crucial in establishing a secure environment conducive to learning, particularly for students from diverse backgrounds, such as Hispanics, English learners, and those students identified as having socio-economic disadvantages.</p> <p><b>Scope:</b> Schoolwide</p>	The proposed full-time Rehab Specialist position offers an alternative means of student support beyond suspension. This approach is expected to foster a greater sense of belonging among students and significantly reduce suspension rates, particularly within the identified student groups highlighted on the California Dashboard.	3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.11, 3.12 and 3.13

## Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.1	<p><b>Action:</b> English Language Development Teacher and Material and Supplies for EL support</p> <p><b>Need:</b> The educational partners have opted to retain the full-time teaching position to assist English learner students in enhancing their English proficiency and earning credits in mandatory courses outlined by both the state and the TJUHSD. Moreover, this position aims to address the state of California's requirements for supporting EL students, emphasizing the importance of ongoing support and English proficiency development throughout the academic year and beyond graduation, thus promoting college and career readiness.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	This initiative addresses the varied needs of EL students, ensuring they receive assistance with credit accrual while also benefiting from a well-rounded education that equips them for success beyond high school. Further support for EL students will focus on nurturing skills for academic progress and social-emotional growth, both during their time in school and after graduation. This objective underscores ACHS's commitment to affording EL students equal opportunities for academic excellence, personal growth, and future prosperity, irrespective of their circumstances or obstacles.	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, and 2.12

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.

To determine the contribution of this initiative towards the increased or improved services requirement for EL (English Learner) students, the following methodology was used:

Identifying the Needs of EL Students: The action is specifically designed to address the academic and social-emotional needs of EL students by providing assistance with credit accrual and ensuring they receive a well-rounded education.

Measuring Impact on Service Improvement: The initiative focuses on offering additional support that directly benefits EL students, contributing to their academic progress and future readiness. This will be measured by tracking the improvement in their academic outcomes, including credit completion and graduation rates, as well as social-emotional development.

Proportional Contribution: The action contributes to the overall improved services requirement by focusing on targeted support for EL students that is above and beyond regular services. The effectiveness of this initiative is measured through the academic and personal growth of these students, ensuring their success both during and after high school, which directly contributes to the increased services provided.

This initiative underscores ACHS's commitment to ensuring that EL students receive equitable opportunities for academic excellence and personal growth, ensuring they are prepared for future success, irrespective of their individual challenges.

**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.

Comprehensive Support and Improvement funding will continue to facilitate the hiring of two part-time instructional aides, two full-time instructional aide, RTI Teacher, COS Tutors, Drug and Alcohol Counseling, Hazel Health Medical Support, and CTE student involvement for high risk students. These individuals will play a vital role in assisting students with their academic endeavors, both in the classroom and during designated Response to Intervention periods. Their focus will primarily be on tier II and III students, providing them with the additional academic support necessary for success in their broad course of studies.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		1:45
Staff-to-student ratio of certificated staff providing direct services to students		1:20

2025-26 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$2,293,205.00	\$541,898	23.631%	6.166%	29.797%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$686,952.00	\$401,266.00	\$0.00	\$400,428.00	\$1,488,646.00	\$985,055.00	\$503,591.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Provide PLC and PD Collaboration for Improved Instruction	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	Specific Schools: ACHS 10-12	2024-2027	\$2,500.00	\$0.00	\$2,500.00				\$2,500.00	
1	1.2	Engaging Field Trips, Partnerships, Materials, and Supplies to enhance College and Career Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	Specific Schools: ACHS 10-12	2024-2027	\$0.00	\$68,800.00				\$68,800.00	\$68,800.00	
1	1.3	School Counselor	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	Specific Schools: ACHS 10-12	2024-2027	\$175,230.00	\$0.00	\$175,230.00				\$175,230.00	
1	1.4	Full Time Teacher to Assist Credit Recovery and Tier III Student Course Offering	Low Income	Yes	LEA-wide School wide	Low Income	Specific Schools: ACHS 10-12	2024-2027	\$179,450.00	\$0.00	\$179,450.00				\$179,450.00	
1	1.5	Friday Buy Back Prep Periods per RTI Support	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	Specific Schools: ACHS 10-12	2024-2027	\$50,470.00	\$0.00	\$50,470.00				\$50,470.00	
1	1.6	COS Tutor Support	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	Specific Schools: ACHS 10-12	2024-2027	\$0.00	\$6,500.00				\$6,500.00	\$6,500.00	
1	1.7	Two part-time Temporary Instructional Aides and one Temporary Full-time Instructional Aide to support Tier 2 and 3 RTI	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	Specific Schools: ACHS 10-12		\$87,040.00	\$0.00				\$87,040.00	\$87,040.00	
2	2.1	English Language Development Teacher and Material and Supplies for EL support	English Learners	Yes	Limited to Unduplicated	English Learners	Specific Schools: ACHS	2024-2027	\$82,502.00	\$0.00	\$82,502.00				\$82,502.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					Student Group(s)		10-12									
3	3.1	Positive Behavior Intervention System material and supplies	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: ACHS 10-12	2024-27	\$0.00	\$102,593.00	\$25,000.00	\$73,893.00		\$3,700.00	\$102,593.00	
3	3.2	Part-Time Teacher to Assist Credit Recovery and Tier II and III Student Course Offering and Study Skills	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	Specific Schools: ACHS 10-12	2024-27	\$91,800.00	\$0.00	\$91,800.00				\$91,800.00	
3	3.3	Facilities, Playing Surfaces, Materials, Supplies, Equipment	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: ACHSAC HS 10-1210-12	2024-27	\$0.00	\$292,663.00	\$80,000.00	\$210,753.00		\$1,910.00	\$292,663.00	
3	3.4	Temporary Full Time RTI Teacher with Classroom Supplies, Materials, and Equipment	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: ACHS 10-12	2024-27	\$134,403.00	\$0.00				\$134,403.00	\$134,403.00	
3	3.5	Temporary Full-time Instructional Aid for RTI	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: ACHS 10-12	2024-27	\$65,040.00	\$0.00				\$65,040.00	\$65,040.00	
3	3.6	Two Additional Days of Drug and Alcohol Counseling and Therapy	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: ACHS 10-12	2024-27	\$0.00	\$28,175.00				\$28,175.00	\$28,175.00	
3	3.7	Hazel Health	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: ACHS 10-12	2024-27	\$0.00	\$4,860.00				\$4,860.00	\$4,860.00	
3	3.8	Full-time Rehabilitation Specialist Position	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		2024-27	\$116,620.00	\$0.00		\$116,620.00			\$116,620.00	

# 2025-26 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
\$2,293,205.00	\$541,898	23.631%	6.166%	29.797%	\$686,952.00	0.000%	29.956 %	<b>Total:</b>	\$686,952.00
								<b>LEA-wide Total:</b>	\$499,450.00
								<b>Limited Total:</b>	\$82,502.00
								<b>Schoolwide Total:</b>	\$604,450.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Provide PLC and PD Collaboration for Improved Instruction	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	Specific Schools: ACHS 10-12	\$2,500.00	
1	1.2	Engaging Field Trips, Partnerships, Materials, and Supplies to enhance College and Career Opportunities	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	Specific Schools: ACHS 10-12		
1	1.3	School Counselor	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	Specific Schools: ACHS 10-12	\$175,230.00	
1	1.4	Full Time Teacher to Assist Credit Recovery and Tier III Student Course Offering	Yes	LEA-wide Schoolwide	Low Income	Specific Schools: ACHS 10-12	\$179,450.00	
1	1.5	Friday Buy Back Prep Periods per RTI Support	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	Specific Schools: ACHS 10-12	\$50,470.00	
1	1.6	COS Tutor Support	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	Specific Schools: ACHS 10-12		



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	1.7	Two part-time Temporary Instructional Aides and one Temporary Full-time Instructional Aide to support Tier 2 and 3 RTI	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	Specific Schools: ACHS 10-12		
2	2.1	English Language Development Teacher and Material and Supplies for EL support	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: ACHS 10-12	\$82,502.00	
3	3.1	Positive Behavior Intervention System material and supplies	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: ACHS 10-12	\$25,000.00	
3	3.2	Part-Time Teacher to Assist Credit Recovery and Tier II and III Student Course Offering and Study Skills	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	Specific Schools: ACHS 10-12	\$91,800.00	
3	3.3	Facilities, Playing Surfaces, Materials, Supplies, Equipment	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: ACHS 10-12	\$80,000.00	
3	3.4	Temporary Full Time RTI Teacher with Classroom Supplies, Materials, and Equipment	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: ACHS 10-12		
3	3.5	Temporary Full-time Instructional Aid for RTI	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: ACHS 10-12		
3	3.6	Two Additional Days of Drug and Alcohol Counseling and Therapy	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: ACHS 10-12		
3	3.7	Hazel Health	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: ACHS 10-12		
3	3.8	Full-time Rehabilitation Specialist Position	Yes	Schoolwide	English Learners Foster Youth Low Income			



# 2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,136,617.00	\$836,261.54

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Provide PLC and PD Collaboration for Improved Instruction	Yes	\$3,500.00	\$3,500.00
1	1.2	Engaging Field Trips, Materials, and Supplies to enhance College and Career Opportunities	Yes	\$61,000.00	\$24,000
1	1.3	School Counselor	Yes	\$175,130.00	\$175,130.00
1	1.4	Full Time Teacher to Assist Credit Recovery and Tier III Student Course Offering	Yes	\$179,350.00	\$179,350.00
1	1.5	Friday Buy Back Prep Periods per RTI Support	Yes	\$49,470.00	\$49,470.00
1	1.6	COS Tutor Support	Yes	\$6,500.00	\$3500.00
2	2.1	English Language Development Teacher and Material and Supplies for EL support	Yes	\$81,196.00	\$81,196.00
3	3.1	Positive Behavior Intervention System material and supplies	Yes	\$28,700.00	\$10700.54
3	3.2	Part-Time Teacher to Assist Credit Recovery and Tier II and III Student Course Offering and Study Skills	Yes	\$90,600.00	\$90,600.00
3	3.3	Facilities, Playing Surfaces, Materials, Supplies, Equipment	No Yes	\$277,356.00	\$35,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.4	Temporary Full Time RTI Teacher with Classroom Supplies, Materials, and Equipment	No	\$90,600.00	\$90,600.00
3	3.5	Temporary Full-time Instructional Aid for RTI	No	\$65,040.00	\$65,040.00
3	3.6	Two Additional Days of Drug and Alcohol Counseling and Therapy	No	\$28,175.00	\$28,175.00

# 2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
579430	\$658,728.00	\$652,446.54	\$6,281.46	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Provide PLC and PD Collaboration for Improved Instruction	Yes	\$2,500.00	\$3,500		
1	1.2	Engaging Field Trips, Materials, and Supplies to enhance College and Career Opportunities	Yes	\$10,000.00	\$24,000		
1	1.3	School Counselor	Yes	\$173,340.00	\$175,130		
1	1.4	Full Time Teacher to Assist Credit Recovery and Tier III Student Course Offering	Yes	\$179,350.00	\$179,350		
1	1.5	Friday Buy Back Prep Periods per RTI Support	Yes	\$49,470.00	\$49,470		
1	1.6	COS Tutor Support	Yes	\$6,500.00	\$3,500		
2	2.1	English Language Development Teacher and Material and Supplies for EL support	Yes	\$80,090.00	\$81,196		
3	3.1	Positive Behavior Intervention System material and supplies	Yes	\$25,000.00	\$10,700.54		
3	3.2	Part-Time Teacher to Assist Credit Recovery and Tier II and III Student Course Offering and Study Skills	Yes	\$90,600.00	\$90,600		
3	3.3	Facilities, Playing Surfaces, Materials, Supplies, Equipment	Yes	\$41,878.00	\$35,000		



# 2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
1694560	579430	10.4753	44.669%	\$652,446.54	0.000%	38.502%	\$104,493.70	6.166%

# 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](mailto: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 and Senate Bill 153, Chapter 38, Statutes of 2024.

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. LEAs may also provide information about their strategic plan, vision, etc.

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.
- LEAs may also provide information about their strategic plan, vision, etc.
- 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.



*EC* Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
  - If the LEA has unexpended LREBG funds the LEA must provide the following:
    - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
    - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
      - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
      - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
        - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
    - Actions may be grouped together for purposes of these explanations.
    - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
  - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

### **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

### *Requirements*

**School districts and COEs:** [EC Section 52060\(g\)](#) and [EC Section 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 [CDE's LCAP webpage](#).

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

- For school districts, see [Education Code Section 52062](#);
  - **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.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
  - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
<ul style="list-style-type: none"><li>• Enter the metric number.</li></ul>
Metric

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

## Baseline

- Enter the baseline when completing the LCAP for 2024–25.
  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
  - Indicate the school year to which the baseline data applies.
  - The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
    - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

## Year 1 Outcome

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

## Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

### Target for Year 3 Outcome

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

### Current Difference from Baseline

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

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

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

### Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

## Actions:

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

### Action #

- Enter the action number.

### Title

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

### Description

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

### Total Funds

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

### Contributing

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

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

## Required Actions

### For English Learners and Long-Term English Learners

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

### For Technical Assistance

- 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.

### For Lowest Performing Dashboard Indicators

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

### For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG](#)

[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

## **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:

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

#### Projected Additional 15 percent LCFF Concentration Grant

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

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

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

#### LCFF Carryover — Percentage

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

#### LCFF Carryover — Dollar

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

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

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

#### **Required Descriptions:**

#### **LEA-wide and Schoolwide Actions**

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

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

Complete the table as follows:

#### **Identified Need(s)**

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

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

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

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

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

**Metric(s) to Monitor Effectiveness**

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

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

**Limited Actions**

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

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

Complete the table as follows:

**Identified Need(s)**

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

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

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

## **Metric(s) to Monitor Effectiveness**

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

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

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

## **Additional Concentration Grant Funding**

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

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

Complete the table as follows:

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

## Action Tables

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

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

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

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

## ***Total Planned Expenditures Table***

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

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.  
  
See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

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

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



## ***Contributing Actions Table***

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

## ***Annual Update Table***

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

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

## ***Contributing Actions Annual Update Table***

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

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

## ***LCFF Carryover Table***

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

***Calculations in the Action Tables***

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

**Contributing Actions Table**

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

**Contributing Actions Annual Update Table**

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

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

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

## **LCFF Carryover Table**

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

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

- This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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