VALUE SCHOOLS

Value Schools Board meeting

Published on June 6, 2024 at 4:51 PM PDT

Date and Time

Friday June 7, 2024 at 9:30 AM PDT

Location

680 Wilshire Place

Suit 301
Los Angeles, CA 90005

Teleconferencing Locations:

Central City Value High School, The VP Office – 221 N. Westmoreland Ave., Los Angeles, CA 90004
Downtown Value School, Lunch Tables – 950 W Washington Blvd., Los Angeles, CA 90015
Downtown Value School, Emmanuel Presbyterian Church 668 S. Catalina Avenue, Los Angeles, CA 90005
Everest Value School, Resource Room – 240 N. Madison Ave., Los Angeles, CA 90004
University Preparatory Value High School, Room 111 – 1929 Pico Blvd., Los Angeles, CA 90006

Agenda

		Presenter
I.	**Opening Items**	
A.	Call the Meeting to Order	Vincent Gonzales
B.	Establishment of Quorum	Vincent Gonzales

Presenter

C. Public Comment — Vincent Gonzales

II. Executive Closed Session

Confidential Student Discipline Matter - Consideration of Potential Expulsion Case No: 053124DM

III. Executive Close Session

Section 54957: Public Employee Performance Evaluation, Title: CEO

IV. Consent Agenda

A. Approve minutes Value Schools Board Meeting on 4/26/24 — Vincent Gonzales

B. Check Registers - February, March, and April 2024 — Vincent Gonzales

C. 2024-25 SY Board Meeting Calendar

V. Discussion Items & Updates

A. CEO Report — Loreen Riley

- General updates including DVS principal search, reduction in staff conversations, and additional general items.
- Health Organization Dashboard: Overview of Value School's financial, operational and academic health

B. Finance Committee — EdTec

1. FY24 Budget Update, including enrollment, revenue, expenses and cash flow
2. FY25 State Budget Update
3. FY25 Budgets: enrollment, revenue, expenses (including CMO Fees) and cash flow

C. APAC Report — Kate Farrar

D. DVS Building Update — Rhonda Hoffarth

Insurance coverage status

E. Operations and Compliance Report — Ana Chavez

Presenter

LAUSD Oversight Visits Update
Local Assignment Option Requests
23-24 Local Indicators
24-25 LCAP

F. 2023-24 California School Dashboard Local Indicators for Central City Value High School, Downtown Value School, Everest Value School, and University Preparatory Value High School — Ana Chavez

G. Public Hearing for the 2024-25 Local Control Accountability Plan (LCAP) for Central City Value High School, Downtown Value School, Everest Value School, and University Preparatory Value High School — Ana Chavez

Public comment is invited on the LCAP that will be presented at the June 7, 2024, Regular Board meeting. The Board will review the Local Indicators and approve the 2024-25 LCAP including the 2024-25 Budget Overview for Parents (BOP) and 2023-24 LCAP Annual Update, and the 2024-25 Budget.)

VI. Action Items

A. Approve Revised DVS Calendar — Loreen Riley

Revised school calendar to remove one day due to school closures related to DVS School Incident on April 2, 2024.

- DVS School Calendar Revised: Approve school closure days on April 3-6, 2024 and 196 school days.

B. Approve Resolution on Charter Renewal Petition for Downtown Value School — Loreen Riley

Approve a Resolution on Charter Renewal Petition for Downtown Value School

C. Approve CEO Salary for 2024-2025 — Vincent Gonzales

D. Approve ELD Master Plan — Carmen Vazquez

E. Review and Approval of the 2024-27 Local Control Accountability Plan for Central City Value High School, Downtown Value School, Everest Value School, and University Preparatory Value High School — Ana Chavez

Review and approval of LCAP 2024-25, LCAP 2023-24 Annual Update, LCAP Budget Overview for Parents 2024-25 and LCAP Action tables for: Central City Value High School, Downtown Value School, Everest Value School and University Preparatory Value High School.

		Presenter
F.	Approve FY25 CMO Fee % Approve the CMO Fee % for Downtown Value, Central City Value, Everest Value, University Prep Value for FY 2024-25	Rhonda Hoffarth
G.	Approve 2024-2025 Budgets for Downtown Value, Central City Value, Everest Value and University Prep Value schools	Rhonda Hoffarth
H.	Approve FY25 EPA Expenditure Plan	Rhonda Hoffarth
I.	Approve the updated 23-24 Declaration of Need CL 500 Form for Central City Value High School, Downtown Value School, Everest Value School, and University Preparatory Value High School The Declaration of Need (DON) is an annual document required by an employing local education agency as a prerequisite to the issuance of any emergency permit and/or limited assignment permit for that agency. The DON is established by California Code of Regulations §80026. As of July 10, 2023, there was an update to the Declaration of Need form, CL-500, to comply with regulations, and the approval is required to be part of the action item.	Ana Chavez
J.	Approve the 24-25 Declaration of Need CL 500 Form for Central City Value High School, Downtown Value School, Everest Value School, and University Preparatory Value High School The Commission's CL-500 form was created to allow employing agencies to meet the Declaration of Need (DON) submission requirements. While the regulation always required the agency to provide an estimate of how many General Education Limited Assignment Permits are anticipated for the school year, the form has been updated to include the specific single subject(s) anticipated for those permits. When completing the new version of the CL-500 form, the Commission will require the anticipated number of Single Subject Limited Assignment Permits be broken out by authorizations.	
K.	Approve the 2024-2025 Consolidate Application for Title Funding for Downtown Value, Central City Value, Everest Value and University Prep Value schools	Rhonda Hoffarth
L.	Approve Prop 28 Arts and Music Annual Report for Downtown Value, Central City Value, Everest Value and University Prep Value schools	Rhonda Hoffarth
M.	Approve Board Terms for the Value Schools Board Approve Vince Gonzales, Naya Bloom, Lee Chu, Kate Farrar, Jeffrey Garcia, Erika Martinez-Scott and Jose Ramos as Value School Board members for the 2024-2025 term	Vincent Gonzales
N.	Approval of Fiscal Policies and Procedures	Rhonda Hoffarth

		Presenter
O.	Student Discipline Matter Consideration of Potential Expulsion Case No.: 053124DM	Ana Chavez

VII. Reports

A.	Appreciations	Loreen Riley

VIII. Closing Items

A.	Adjourn Meeting	

THIS LEGISLATIVE BODY CONDUCTS BUSINESS UNDER THE MEETING REQUIREMENTS OF THE RALPH M. BROWN ACT.

1. **MEETING AGENDA & RELATED MATERIALS**

Agendas for regular board meetings as defined by the Brown Act will be posted at the meeting site and the legislative body's website, if applicable, 72 hours prior to the start of the meeting. Agendas for special meetings as defined by the Brown Act will be posted at the meeting site and the legislative body's website, if applicable, 24 hours prior to the start of the meeting. Materials relating to an agenda topic that is a matter of public record in open session, will be made available for public inspection 72 hours prior to the start of the meeting, or, alternatively, when the materials are distributed to at least a majority of board members.

1. **THE ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE**

Notice is hereby given that the order of consideration of matters on this agenda may be changed without prior notice.

1. **REASONABLE LIMITATIONS MAY BE PLACED ON PUBLIC TESTIMONY**

The Governing Board's presiding officer reserves the right to impose reasonable time limits on public testimony to ensure that the agenda is completed

1. **SPECIAL PRESENTATIONS MAY BE MADE**

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1. **REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY**

Pursuant to the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, any individual with a disability who requires reasonable accommodation to attend or participate in this meeting may request assistance by contacting Value Schools, 680 Wilshire Place, Suite 315, Los Angeles, CA 90005; telephone: 213-388-8676.

1. **FOR MORE INFORMATION**

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Coversheet

Approve minutes Value Schools Board Meeting on 4/26/24

Section:	IV. Consent Agenda
Item:	A. Approve minutes Value Schools Board Meeting on 4/26/24
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Value Schools Board Meeting on April 26, 2024

APPROVED

VALUE SCHOOLS

Minutes

Value Schools Board Meeting

Date and Time
Friday April 26, 2024 at 9:30 AM

Location
680 Wilshire Place
Suit 301
Los Angeles, CA 90005

Teleconferencing Locations:
Central City Value High School, The VP Office – 221 N. Westmoreland Ave., Los Angeles, CA 90004
Downtown Value School, Lunch Tables – 950 W Washington Blvd., Los Angeles, CA 90015
Downtown Value School, Emmanuel Presbyterian Church 668 S. Catalina Avenue, Los Angeles, CA 90005
Everest Value School, Resource Room – 240 N. Madison Ave., Los Angeles, CA 90004
University Preparatory Value High School, Room 111 – 1929 Pico Blvd., Los Angeles, CA 90006

Directors Present
J. Ramos Jr, K. Farrar, L. Chu, N. Bloom, V. Gonzales

Directors Absent
E. Martinez-Scott, J. Garcia

Guests Present
A. Chavez, Jean Yang, L. Riley, R. Hoffarth

I. Opening Items

A. Call the Meeting to Order

V. Gonzales called a meeting of the board of directors of VALUE SCHOOLS to order on Friday Apr 26, 2024 at 9:38 AM.

B. Establishment of Quorum

C. Public Comment

II. Consent Agenda

A. Approve minutes Value Schools Board Meeting on 3/1/24

J. Ramos Jr made a motion to approve the minutes from Value Schools Board Meeting on 03-08-24.
L. Chu seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

N. Bloom	Aye
J. Ramos Jr	Aye
V. Gonzales	Aye
L. Chu	Aye
E. Martinez-Scott	Absent
K. Farrar	Absent
J. Garcia	Absent

B. Check Registers - February and March 2024

J. Ramos Jr made a motion to approve the check registers for February and March 2024.
N. Bloom seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

N. Bloom	Aye
V. Gonzales	Aye
L. Chu	Aye
K. Farrar	Absent
E. Martinez-Scott	Absent
J. Garcia	Absent
J. Ramos Jr	Aye

III. Discussion Items & Updates

A. CEO Report

L. Riley reviewed a number of items including:

- NWEA results - as the APAC committee wasn't able to meet prior to this meeting to review the student data in detail, and highlighted a few key slides/points.
    - Spent some time looking at the CGI score reports for EVS and DVS. For DVS, can see that the IMSE appears to be affective while for 7th & 8th grades, the impact of not having teachers in those grades having a negative impact on their scores.
    - Central City is meeting their growth targets for both Math and Reading.
    - Noted that for FY25 will be adding a SpEd Director, Math Director and two (2) Reading Specialist.
- Academic Update - EVS Principal search has been completed and a new principal has been hired and hoping to have them join by the end of May of this school year. DVS principal search is now underway and hoping to make an announcement in June.
- Anticipated Teacher Vacancies were reviewed.
- Organizational Health (as of March 29th)-
    - All schools within target with the exception of UPVHS for enrollment. Only EVS is slightly below budgeted ADA %, while the other 3 schools are within and above their budgeted ADA%.
    - Teacher vacancies - DVS has 4 openings and EVS
    - Suspension rates - Only one school is above desired levels
- Compensation Study Classified Staff- Highlighted pages 21 - 26 as this is what the board will be approving. Noted that this is similar to what was approved for the Certificated staff last year. Highlighted that in both Comp Studies, staff expressed the desire to receive Performance Pay, however, at this time Value Schools doesn't' have a performance measurement system. This would be a multi-year process and is on the wish list for the future.

B. Finance Committee

J. Yang reviewed the

- FY24 February Forecast - all sites are projected to end the year with positive net assets and cash for the year.
- FY25 Budget Proposal- No major changes from the January proposal. All COVID related revenues end as of September 2024. Expect the May revise by mid-May.

C. Operations and Compliance Report

A. Chavez reviewed:

- LAUSD Oversight Visit - had 2 of 4 visits and they have been very strong. Highlighted areas that the schools could continue to improve.
- LCAP Timeline - Highlighted that LCAP Public Hearing and Adoption will occur at the June board meeting

- LCAP Metrix - reviewed how the action steps will be developed by subgroup

D. School Climate Survey Presentation

A. Chavez reviewed the results of the School climate Survey. This year, had the most participation ever. Will help the network reflect on the alignment to the State Priorities, along with the Values.

- L. Riley addressed the highlights segmented Values 1 & 2. Noted that the feedback, especially from Faculty & Staff is informing the changes being considered/proposed for next year. Board emphasized the need to communicate back out how their responses are being acted upon.
- A. Chavez reviewed the high points and areas for improvement related to Values 3, 4 and 5. Talked about how to become more consistent network wide.

E. DVS Building Update

R. Hoffarth - reviewed the scope of damage, insurance coverage, timing for getting back into the building. Board raised issue of what can be done to recognize and addresses the impact to staff.

IV. Action Items

A. Approve Compensentation for Value Schools Staff

L. Chu made a motion to Approve the Compensation Plan (Salary Ranges and Salary Schedules) as presented.
J. Ramos Jr seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

V. Gonzales	Aye
J. Ramos Jr	Aye
N. Bloom	Aye
J. Garcia	Absent
K. Farrar	Aye
E. Martinez-Scott	Absent
L. Chu	Aye

B. Approve Revised School Calendars

K. Farrar made a motion to Approve the Revised School Calendars as presented.
L. Chu seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

K. Farrar	Aye
N. Bloom	Aye
J. Garcia	Absent

Roll Call

E. Martinez-Scott	Absent
V. Gonzales	Aye
L. Chu	Aye
J. Ramos Jr	Aye

C. Approve Reduction in Force Policy

K. Farrar made a motion to Approve the Reduction in Force Policy.
V. Gonzales seconded the motion.
L. Riley explained the reason for needing this Policy and the climate of reduced revenue. J. Ramos expressed concern that Value School not make notifications via email. V. Gonzales questioned how the board would be informed, included in decision making prior to executing any reductions in force. L. Riley explained that the policy is definitely broad, but Management would make thoughtful decisions
The board **VOTED** to approve the motion.

Roll Call

K. Farrar	Aye
V. Gonzales	Aye
N. Bloom	Aye
J. Garcia	Absent
J. Ramos Jr	Aye
L. Chu	Aye
E. Martinez-Scott	Absent

D. Approve Resolution Regarding Reduction in Force

V. Gonzales made a motion to Adopt the Resolution Regarding a Reduction in Force.
L. Chu seconded the motion.
The board discussed the % of staff impacted, the funding of additional network office staff, the loss of ESSER funds of approximately $3M in FY25. The board also expressed the desire that any RIF be handled with empathy and compassion. L. Riley stressed that HQ fee will not be increasing to cover increasing HQ costs.
The board **VOTED** to approve the motion.

Roll Call

J. Ramos Jr	Aye
E. Martinez-Scott	Absent
N. Bloom	Aye
J. Garcia	Absent
K. Farrar	Aye
V. Gonzales	Aye
L. Chu	Aye

V. Reports

A.

Appreciations

L. Riley thanked the board again for all their support, especially during the month of April. Also thanked the team that ensured continuity to the students and staff. V. Gonzales echoed the appreciation for the team.

VI. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 11:37 AM.

Respectfully Submitted,
R. Hoffarth

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Coversheet

Check Registers - February, March, and April 2024

Section:	IV. Consent Agenda
Item:	B. Check Registers - February, March, and April 2024
Purpose:	Vote
Submitted by:	
Related Material:	Value Schools February 2024.pdf Value Schools March 2024.pdf Value Schools April 2024.pdf

Combined Board Check Register
School: Value Schools
Month: February 2024

				Total Paid By Check:		###########
				Total Paid By Credit Card:		$ -

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	13430	American Frontline Guards	2/1/2024	Bill #1012--Unarmed uniformed security guard : 11/16/23 - 01/15/24		$ 13,098.00
Check	13431	City of Los Angeles	2/1/2024	Bill #120723--Softball Practices and Games Journal #VALUE1390-- Bill #120723A--Volleyball Practices and Games Bill #120823--Softball Practices and Games	Voided	$ -
Check	13432	Revolution Foods, PBC	2/1/2024	Bill #FTI-002080--Breakfast Lunch & Snack Bill #001850-C003220--Breakfast Lunch & Snack: December 2023		$ 84,219.81
Check	13433	City of Glendale	2/5/2024	Bill #546545--Softball Games w/PREP		$ 951.50
Check	13434	Gabrielino High School	2/5/2024	Bill #001--Volleyball Tournament Entry Fee - Varsity Team		$ 300.00
Check	13435	City of Glendale	2/5/2024	Bill #546546--Baseball Games w/PREP		$ 1,304.00
Check	13436	90 Mile Solutions	2/5/2024	Bill #016--Administrative Consulting services : January 2024		$ 2,500.00
Check	13437	Nogol Andishehjoo	2/5/2024	Bill #112823--Reimb: Online app used for assessment in class		$ 144.00
Check	13438	Anthem Life	2/5/2024	Bill #000000009563012--Billing Period: February 2024		$ 914.65
Check	13439	Anie Aton	2/5/2024	Bill #013124--Reimb: Linkedin Recruiter & Printer Ink		$ 938.69
Check	13440	Boyd & Associates	2/5/2024	Bill #318574--Monitoring - Burglar Alarm System : 01/01 - 03/31/24		$ 198.00
Check	13441	BSN Sports LLC	2/5/2024	Bill #924357410--Therma Hoddie Navy		$ 1,074.80
Check	13442	CA Charter Schools Conference Registration	2/5/2024	Bill #798304--PO# 010224AC; 2024 CSDC Conference Registration: Ana Chavez Veronica Caballero Rhonda Hoffarth		$ 2,500.00
Check	13443	Veronica Caballero	2/5/2024	Bill #012524--Reimb: ELOP Fridge/Freezer Combo		$ 851.92
Check	13444	Jose D. Caldera	2/5/2024	Bill #1649782--Svc; Repairs and Maintenance		$ 1,083.48
Check	13445	Canon Solutions America, Inc.	2/5/2024	Bill #6006845834--Copier - due: 02/20/24		$ 25.73
Check	13446	Carpark, Inc.	2/5/2024	Bill #14532--Monthly Parking fee for the month : February 2024		$ 3,020.00
Check	13447	CDW Government	2/5/2024	Bill #PF09532--Equipment		$ 626.88
Check	13448	Antonio Chang	2/5/2024	Bill #013024--Reimb: Flower for X-Crounlry Ceremony Bandages for Sports & Gas for vans		$ 478.10
Check	13449	Charter Communications	2/5/2024	Bill #3630094011724--Service : 01/17 - 02/16/24		$ 800.00
Check	13450	Charter Communications	2/5/2024	Bill #4442903011624--Services: 01/16 - 02/15/24		$ 128.91
Check	13451	Sally Chung	2/5/2024	Bill #013024--Reimb: CAMFT Membership		$ 95.00

Note: Multiple expenses or "Itemized/Invoice Amounts" may be paid by one check. The total "Check Amount" will appear for each "Itemized/Invoice Amount" paid by the check.

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	13452	Cintas	2/5/2024	Bill #4180666412--Supplies		$ 424.05
Check	13453	City Fare, Inc.	2/5/2024	Bill #211986--Catering Srvcs: 01/18/24		$ 457.71
Check	13454	City of Los Angeles	2/5/2024	Bill #Estimate#014--Soccer Field rental "playoff" 2024		$ 185.00
Check	13455	Climatec LLC	2/5/2024	Bill #947002668--Fire Monitoring: 01/01 - 01/31/24		$ 65.00
Check	13456	Complete Business Systems International Inc	2/5/2024	Bill #167835--Inspection on T7270 Bill #167836--Parts & Service for T7270		$ 1,890.00
Check	13457	Karen Cortes	2/5/2024	Bill #012524--Reimb: Membership to CCSS for one year & Member rate registration for CCSS conference in march		$ 475.00
Check	13458	Erin Craven	2/5/2024	Bill #112623--Reimb: Took 7 students to Peterson Muesum for Stem club		$ 90.65
Check	13459	Day & Nite Door Inc.	2/5/2024	Bill #IE-95457--For the Repair to west and gate		$ 723.26
Check	13460	DeansList, Inc.	2/5/2024	Bill #4060--Central City Value DeansList License Spring 2024		$ 3,695.00
Check	13461	Dell Marketing L.P	2/5/2024	Bill #10720360080--Vostro 3020 SFF		$ 636.70
Check	13462	Deportes Prieto Inc.	2/5/2024	Bill #21467--Sports Uniforms		$ 1,084.05
Check	13463	Eagle Protection of California	2/5/2024	Bill #154831--Fire System: 02/01 - 02/29/24		$ 461.25
Check	13464	Edgility Consulting	2/5/2024	Bill #3238--Compensation Study : Final Installment of Consulting Fee		$ 5,000.00
Check	13465	Miguel Flores	2/5/2024	Bill #113023--Reimb: Peardeck Premium EDU (Yearly)		$ 149.99
Check	13466	Alexis Garcia	2/5/2024	Bill #121323--Reimb: Key for Computer & Food for Video Production		$ 106.33
Check	13467	Nancy Gonzalez	2/5/2024	Bill #012424--Reimb: Spekaer for Retreat		$ 54.64
Check	13468	Rafael Gonzalez	2/5/2024	Bill #012624--Garden Service: 01/26/24		$ 440.00
Check	13469	Grainger	2/5/2024	Bill #9968074741--Supplies		$ 24.56
Check	13470	Green Termite & Pest Control	2/5/2024	Bill #33072--Pest control Service: 01/30/24		$ 120.00
Check	13471	Vesile Hande Guzey	2/5/2024	Bill #012724--Reimb: Vreaone Math Wall Clock -silent & Qinfiey math clock		$ 35.98
Check	13472	Hauge Printing Company,	2/5/2024	Bill #1830--Office Supplies		$ 751.71
Check	13473	House Of Trophies	2/5/2024	Bill #33975--12X15 Plaque Steel Bill #33981--12X15 Plaque Steel		$ 1,314.00
Check	13474	Incident IQ, LLC	2/5/2024	Bill #00007244--iiQ Platform with Ticketing & iiQ Facilities: 02/22/24 - 02/21/25		$ 7,392.13
Check	13475	Iron Mountain	2/5/2024	Bill #JDLL691--Storage: February 2024		$ 277.15
Check	13476	Jostens Inc.	2/5/2024	Bill #32820557--Package: Elements Graduate		$ 3,869.73
Check	13477	Joshua Julian	2/5/2024	Bill #020324--Reimb: Additional Hotel fees for Playing and Food & mileage		$ 325.93
Check	13478	Christopher Kajtor	2/5/2024	Bill #012424--Reimb: 1 Admission Ticket		$ 63.00
Check	13479	Christian Martinez	2/5/2024	Bill #111623--Reimb: Paper and Drawing supplies		$ 289.15
Check	13480	Dayana Martinez	2/5/2024	Bill #113023--Reimb: parking for school van & Field Trip with Ms farah and students		$ 125.00
Check	13481	McGraw-Hill LLC	2/5/2024	Bill #130857325001--Books & Supplies		$ 334.21
Check	13482	Miguel Mendez	2/5/2024	Bill #013024--Reimb: Had to buy a memory card to take photos of the sport teams		$ 33.93

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Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	13483	Nadia Morales	2/5/2024	Bill #013024--Reimb: Tution Speaker		$ 2,000.00
Check	13484	N2Y, LLC	2/5/2024	Bill #INV-1076788--Positive Bundle & Unqiue Learning System: 01/23/24 - 01/22/25		$ 1,599.98
Check	13485	Isabel Patterson	2/5/2024	Bill #012724--Reimb; Recruitment supplies		$ 64.77
Check	13486	Paws-to-Share	2/5/2024	Bill #980188--06 Pets visit: 12/12/23		$ 360.00
Check	13487	Pronto Gym Services, Inc.	2/5/2024	Bill #24085--Preventive Maintenance - Basic- Quarterly: January 2024		$ 143.00
Check	13488	Jessica Ramirez	2/5/2024	Bill #112823--Reimb: Yearly subscription		$ 119.99
Check	13489	Republic Services	2/5/2024	Bill #0902-012265808--Waste Srvcs - due: 01/23/24		$ 2,041.56
Check	13490	Kathy Rios	2/5/2024	Bill #112623--Reimb: Parking fee for Museum Admission for students & Mileage		$ 117.71
Check	13491	Riverside County Office of Education	2/5/2024	Bill #2024/1079--Program Facilitation Fees for Agency's Enrolled Candidates: 2023 - 2024		$ 1,100.00
Check	13492	Rosetta Stone Ltd	2/5/2024	Bill #11984406--Foundation for World language Subscription: 01/22 - 09/16/24		$ 400.00
Check	13493	San Gabriel Elite VBC	2/5/2024	Bill #1031--Volley Ball Practice 2024		$ 600.00
Check	13494	San Joaquin County Office of Education	2/5/2024	Bill #242513--EDJOIN Accounts Fee - One year term		$ 1,200.00
Check	13495	Scoot Education Inc.	2/5/2024	Bill #65363--Services: 01/26/24 Bill #65324--Services: 01/22 - 01/26/24 Bill #65355--Services: 01/25/24		$ 2,306.00
Check	13496	Siemens Industry, Inc.	2/5/2024	Bill #5331231564--Fire Monitoring: 01/01 - 12/31/24		$ 1,014.00
Check	13497	SoCalGas	2/5/2024	Bill #011624--Services: 12/12/23 - 01/12/24		$ 266.67
Check	13498	Spectrum	2/5/2024	Bill #0055677121423--Services due 12/31/23 Bill #0055677011424--Services due 01/31/24		$ 1,627.70
Check	13499	Staples Advantage	2/5/2024	Bill #3551189918--Supplies Bill #3549029512--Supplies Bill #3536833800--Supplies Bill #3551189915--Supplies Bill #3551189920--Supplies Bill #3549029510--Supplies Bill #3539112640--Supplies Bill #3539112637--Supplies Bill #3551189916--Supplies Bill #3551189917--Supplies Bill #3549029513--Supplies Bill #3551189921--Supplies Bill #3549029511--Supplies Bill #3549029509--Supplies Bill #3551189914--Supplies Bill #3539112638--Supplies Bill #3549029515--Supplies Bill #3551189919--Supplies		$ 5,148.54
Check	13500	Staples Advantage	2/5/2024	Bill #3557946331--Supplies		$ 1,131.54
Check	13501	Alejandro Sugawara	2/5/2024	Bill #2224--Boys & Girls Basketball Scorekeeping		$ 160.00

Note: Multiple expenses or "Itemized/Invoice Amounts" may be paid by one check. The total "Check Amount" will appear for each "Itemized/Invoice Amount" paid by the check.

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	13502	Super Copy	2/5/2024	Bill #2024.0562--Printing Srvcs		$ 1,372.61
Check	13503	Teachers On Reserve	2/5/2024	Bill #96294--Substitute Svcs: 01/15 - 01/19/24		$ 6,482.66
Check	13504	The AmGraph Group	2/5/2024	Bill #17540011--Permit Fee: Jan 2024 - jan 2025 Bill #17539011--Permit Fee: Jan 2025 - jan 2026 Bill #17541011--Permit Fee: Jan 2024 - jan 2025		$ 7,560.00
Check	13505	SoCalGas	2/5/2024	Bill #012324--Gas Charges: 12/19/23 - 01/19/24		$ 496.04
Check	13506	The Stepping Stones Group LLC	2/5/2024	Bill #M0190110--Recreational Therapist		$ 420.00
Check	13507	Viva Zapata Lock & Key Service	2/5/2024	Bill #72973--Key Duplicates		$ 64.22
Check	13508	Lawrence Watts	2/5/2024	Bill #003_23/24--Third payment for Direction of Spring Musical ' Seussical' Per Contract		$ 2,000.00
Check	13509	Western Exterminator Company	2/5/2024	Bill #56346141--Pest Control Maintenance		$ 313.60
Check	13510	Zutra Water	2/5/2024	Bill #9234--5 Gallon PET BPA Free Plastic Bottle		$ 117.90
Check	13511	Amazon Capital Service	2/5/2024	-- Bill #1XGP-1QX1-NWTD--Supplies Bill #1GDW-X67T-M4HX--Supplies Bill #1MCX-WDPD-DVDC--Supplies Bill #1JVT-QQGP-1HCL--Supplies Bill #1JDY-LQJT-CM73--Supplies Bill #1RT1-TKMK-6H16--Supplies Bill #1WRH-3R4F-C4YD--Supplies Bill #1W1Q-C669-766N--Supplies Bill #17PX-NKFV-DNTH--Supplies Bill #149J-36QP-6VQ7--Supplies Bill #1DPY-T1NR-9P3L--Supplies Bill #13LL-XFJQ-FFGQ--Supplies Bill #144R-R63M-CKMJ--Supplies Bill #1RRY-MWXP-99HP--Supplies Bill #173M-J9YG-6FQP--Supplies Bill #17VD-FT96-6M4V--Supplies Bill #139T-6PRX-CNQT--Supplies		$ 1,026.04

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Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	13512	Amazon Capital Service	2/5/2024	Bill #1411-YK6X-91Q1--Supplies Bill #1PF4-YHYF-9NPK--Supplies Bill #1MWF-LK4N-3VKX--Supplies Bill #1KCW-Q1HP-16X7--Supplies Bill #1G1N-FJ74-9YHC--Supplies Bill #1QGT-9GWW-9TNT--Supplies Bill #1RX4-7M1M-7DNW--Supplies Bill #1KX6-KKDY-HLLX--Supplies Bill #1H41-MFQD-6RL1--Supplies Bill #1DCJ-LNGR-6HCF--Supplies Bill #1XFW-HR3F-6GYY--Supplies Bill #1TFC-KF4K-VR7J--Supplies Bill #17VD-FT96-6MFF--Supplies Bill #1CCY-X9LQ-9VMX--Supplies Bill #1R4K-MC63-6HQQ--Supplies Bill #1DCJ-LNGR-6GPK--Supplies Bill #13QW-TTJX-CGFV--Supplies Bill #1F6N-FDCT-CCT7--Supplies Bill #1DCJ-LNGR-6H6M--Supplies Bill #173M-J9YG-6FY7--Supplies Bill #1CCQ-DF3Q-6MJ4--Supplies Bill #1VHQ-L3YD-6GYN--Supplies Bill #173M-J9YG-6FNV--Supplies Bill #17VD-FT96-6MGK--Supplies		$ 1,333.99

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Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	13513	Amazon Capital Service	2/5/2024	Bill #1RFJ-YLX1-6DNX--Supplies Bill #1YMK-4XN9-DPQ3--Supplies Bill #1MWF-PLD7-XYD9--Supplies Bill #13QH-KHGJ-7D6L--Supplies Bill #14HG-HCFG-QPDW--Supplies Bill #1WTX-X4C9-7DQV--Supplies Bill #1QVJ-H6XN-CRWN--Supplies Bill #1D7P-X9CG-66RV--Supplies Bill #1CCQ-DF3Q-6MDH--Supplies Bill #1Y4P-LR3M-6DGG--Supplies Bill #1CCQ-DF3Q-6MCK--Supplies Bill #173M-J9YG-6FPR--Supplies Bill #16CM-LKC4-6NNH--Supplies Bill #1WQV-64NK-6HDH--Supplies Bill #1WQV-64NK-6HDJ--Supplies Bill #1DDY-T9NR-RVDF--Supplies Bill #19MK-VV14-MRGR--Supplies Bill #1LYF-F366-T3JK--Supplies Bill #14MQ-4QFY-6NPC--Supplies Bill #19L4-JPTC-D1TX--Supplies Bill #1CCQ-DF3Q-6M9M--Supplies Bill #1P61-H6PD-DJJK--Supplies Bill #17VR-V4NT-6J6L--Supplies Bill #1CCQ-DF3Q-6MH7--Supplies Bill #1CCQ-DF3Q-6M6R--Supplies Bill #1Y4P-LR3M-7TQ4--Supplies		$ 1,189.54
Check	13514	Amazon Capital Service	2/5/2024	-- Bill #1KWV-3XYH-1LW7--Supplies Bill #1PL4-LM3N-CRRX--Supplies Bill #17KM-1X4P-C4LR--Supplies Bill #1G3T-KLQK-GKTF--Supplies Bill #1D9Y-CW9C-3DFC--Supplies Bill #1F1L-3YNM-77GY--Supplies Bill #13WX-6FNX-P9G6--Supplies Bill #1GLD-1HFW-F4HP--Supplies Bill #1VHQ-L3YD-6H79--Supplies Bill #1T3V-MFQK-9RJQ--Supplies Bill #1DJM-NXC4-T71N--Supplies Bill #14T1-YK6X-9TXM--Supplies		$ 2,384.19

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Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	13515	Cross Country Education	2/6/2024	Bill #DE97551--Srvcs: LT: Billingual SpED due by 02/19/24 Bill #DE95473--Srvcs: APE BID COTA DHH Ed.Audiologist & OT due by 11/30/23 Bill #DE97559--Srvcs: BID & DIS Counselor due by 02/19/24		$ 19,314.22
Check	13516	EdTec, Inc	2/6/2024	Bill #28647--EdTec Monthly Back Office Service - February 2024		$ 18,445.00
Check	13517	LA Maintenance and Janitorial Services	2/6/2024	Bill #3319--Janitorial Services: Janaury 2024 Bill #3286--Janitorial Services: Janaury 2024 Bill #3285--Janitorial Services: Janaury 2024		$ 10,685.93
Check	13518	LP Express	2/6/2024	Bill #4270--Transportation Svcs - Central City Value School to John Ferrero Field & Roybal Learning Center: 01/16 - 01/19/24 Bill #4274--Transportation Svcs - University Prep Value HS to Canyon Turf Soccer Field Bell Garden Ford Park: 01/16 - 01/19/24 Bill #4279--Transportation Svcs - University Prep Value HS to Bell Garden Ford Park: 01/22 - 01/25/24 Bill #4275--Transportation Svcs - Central City Value School to John Ferrero Field & Ross Snyder: 01/23 - 01/26/24 Bill #4268--Transportation Svcs - University Prep Value HS to Solano Canyon Turf: 01/09 - 01/11/24 Bill #4271--Transportation Svcs - Central City Value School to UC Santa Barbara : 01/17/24 Bill #4266--Transportation Svcs - Central City Value School to John Ferrero Field & Boys Heights Sport		$ 14,295.00
Check	13519	Relay/GSE	2/6/2024	Bill #36001287--Responding to Data Equitably Using Exemplars to Guide Rigorous Instruction & Analyzing Student Work 03/06 - 11/15/23		$ 11,700.00
Check	13520	Satoh Brothers International Inc.	2/6/2024	Bill #7910--BS Main Office Los Angeles - Permit Online Service Fee LADBS off Hour Inspection City of Los Angeles permit Bill #7909--General Conditions Drywall FRP Electrical & Contractor's Fee		$ 82,877.76
Check	13521	Teachers On Reserve	2/6/2024	Bill #96289--Substitute Svcs: 01/15 - 01/19/24		$ 1,126.59
Check	13522	Teachers on Reserve	2/6/2024	Bill #96296--Substitute Srvcs: 01/15 - 01/19/24 Bill #96238--Substitute Srvcs: 01/08 - 01/12/24 Bill #96181--Substitute Srvcs: 12/18 - 12/22/23		$ 12,475.34
Check	13523	Anthem Blue Cross	2/6/2024	Bill #000941549C--Billing Period: January 2024 Bill #000948588C--Billing Period: February 2024		$ 542.80
Check	13524	After-School All Stars, Los Angeles	2/7/2024	Bill #27040--After School Program: September 2023		$ 22,054.90

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Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	13525	Marx Bros. Fire Extinguisher Co.	2/7/2024	Bill #64981--Svc; Repairs and Maintenance		$ 127.52
Check	13526	City of Los Angeles	2/8/2024	Bill #13--Baseball Field Permit Fee		$ 200.00
Check	13527	Fastsigns Los Angeles Downtown	2/8/2024	Bill #E-LA-53905--Mesh Banners for Recruitment		$ 584.30
Check	13528	New Generation Plumbing Inc.	2/8/2024	Bill #16859--Broken clay main line repair		$ 12,600.00
Check	13529	NOOR	2/8/2024	Bill #E17624-A--1st Payment - Prom Venue		$ 7,425.00
Check	13530	Modern Tile Inc.	2/8/2024	Bill #186-A--Deposit - Restroom tile replacement		$ 130.00
Check	13531	Modern Tile Inc.	2/8/2024	Bill #186-B--Final Payment - Restroom tile replacement		$ 520.00
Check	13532	Franchise Tax Board	2/9/2024	Bill #2253680000--FEIN: 954813155000		$ 50.00
Check	13533	AdDividers	2/12/2024	Bill #83851--Monthly AdDivider Fee: February 2024		$ 250.00
Check	13534	Raissa Adolphe	2/12/2024	Bill #010924--Reimb: AVCA		$ 90.00
Check	13535	After-School All Stars, Los Angeles	2/12/2024	Bill #27236--After School Program: November 2023 Bill #27380--After School Program: December 2023		$ 50,479.84
Check	13536	Alex's Lock & Key Service	2/12/2024	Bill #010369--Key Duplicates		$ 284.70
Check	13537	Amazon Capital Service	2/12/2024	Bill #191N-GT34-9XJM--Supplies Bill #19WC-CVDT-GNT3--Supplies Bill #1C1V-ML14-Y97M--Supplies Bill #1XPM-FH9C-6JKN--Supplies Bill #1D1P-RH7R-Q64C--Supplies Bill #1JCM-XDDF-9N64--Supplies Bill #1YQN-L31Q-PCXM--Supplies Bill #14F9-XGQF-Q1Q4--Supplies Bill #1DJP-LWX6-1J6H--Supplies Bill #1JCM-XDDF-9MN4--Supplies Bill #1LYM-GFH3-9VGY--Supplies Bill #1KF7-6434-CWG3--Supplies Bill #1TTM-HQ4K-L44H--Supplies Bill #1LYM-GFH3-9VLM--Supplies Bill #1V46-PT9V-R3F9--Supplies Bill #1LYM-GFH3-9VJT--Supplies Bill #1DTF-JR6H-C4F7--Supplies Bill #1TNW-QW73-HYC3--Supplies Bill #1YKT-KPWP-61HY--Supplies Bill #1FJ3-XFD7-NPV4--Supplies Bill #1HDX-4X4J-XCQT--Supplies Bill #19XC-3HF4-FDVR--Supplies Bill #1FF1-WQD4-LGTQ--Supplies Bill #1PRJ-6LWF-MLWW--Supplies Bill #1F19-NKFR-TKRM--Supplies Bill #17XY-4QK4-1CHX--Supplies		$ 4,224.47
Check	13538	Art Trek	2/12/2024	Bill #3985--Program Fee: Site Instruction: 01/31/24		$ 1,900.00
Check	13539	AT&T	2/12/2024	Bill #000021175191--Internet Srvc: 12/28/23 - 01/27/24		$ 75.06
Check	13540	Athens Services	2/12/2024	Bill #16263488--Waste Srvcs: February 2024		$ 2,680.02

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Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	13541	Athens Services	2/12/2024	Bill #16255998--Waste Srvcs: February 2024		$ 1,195.71
Check	13542	Boyd & Associates	2/12/2024	Bill #320342--Monitoring & Cellular Communication : 02/01 - 04/30/24		$ 165.00
Check	13543	BSN Sports LLC	2/12/2024	Bill #924668306--V-Neck Wind Shirt Navy/ Wht		$ 959.80
Check	13544	California Association for Bilingual Education	2/12/2024	Bill #A24408--CABE 2024 Annual Registrartion		$ 1,840.00
Check	13545	Canon Financial Services, Inc	2/12/2024	Bill #31991336--Copier Contract Charge: 01/20 - 02/19/24		$ 2,501.49
Check	13546	Canon Solutions America, Inc.	2/12/2024	Bill #6006886907--Copier - due: 02/24/24		$ 144.48
Check	13547	Charter Connect	2/12/2024	Bill #1691--Google Ads Spend & Search Engine Optimization		$ 4,500.00
Check	13548	Ana Chavez	2/12/2024	Bill #012924--Reimb: Meals Were Not Delivered To EVs		$ 959.92
Check	13549	The Education Team	2/12/2024	Bill #681835--Services: 01/16/24		$ 188.74
Check	13550	Cintas	2/12/2024	Bill #4182111099--Supplies		$ 807.95
Check	13551	City of Glendale	2/12/2024	Bill #546635--Baseball Games w/PREP		$ 705.00
Check	13552	Cross Country Education	2/12/2024	Bill #DE97707--Srvcs: LT: Billingual SpED due by 02/26/24 Bill #DE97716--Srvcs: BID & DIS Counselor due by 02/26/24		$ 5,632.19
Check	13553	Custom Ink	2/12/2024	Bill #71243968--Screenprinting 1 Color back		$ 1,629.93
Check	13554	Carlos Galindo	2/12/2024	Bill #114--Day & Night Cleaning Bill #113--Day & Night Cleaning		$ 3,000.00
Check	13555	Corrina Gonzalez	2/12/2024	Bill #013024--Reimb: Website Subscprtion for Classroom		$ 145.00
Check	13556	Andrew Jack	2/12/2024	Bill #010924--Reimb: Ethic Studies course & pizza for Dodgeball Competition		$ 173.01
Check	13557	Christian Jimenez	2/12/2024	Bill #012924--Reimb: Water Dispenser 2X Storage Containers2X Lighters		$ 150.88
Check	13558	Kaiser Foundation Health Plan	2/12/2024	Bill #639420336662--Insurance Premium: March 2024 amount past due		$ 1,184.42
Check	13559	Christine Kim	2/12/2024	Bill #072023--Services		$ 400.00
Check	13560	LP Express	2/12/2024	Bill #4285--Transportation Svcs - University Prep Value HS to John Ferrero: 01/31 - 02/02/24 Bill #4283--Transportation Svcs - University Prep Value HS to Rio De Los Angeles: 01/29 - 02/01/24		$ 5,430.00
Check	13561	Denise Marroquin	2/12/2024	Bill #111823--Reimb: Food on Field Trip Lunch Field Trip & Drink for Lunch/ Field Trip		$ 62.58
Check	13562	Christian Martinez	2/12/2024	Bill #020524--Reimb: Drawing And painting/ AP ART		$ 87.14
Check	13563	Ana Meza	2/12/2024	Bill #020724--Reimb: Tution payment		$ 1,987.57
Check	13564	NASCO	2/12/2024	Bill #520492--Books & Supplies		$ 416.65
Check	13565	Thai Hang Newborn	2/12/2024	Bill #010724--Reimb: Tution Reimbursement		$ 1,304.00
Check	13566	Edgar Nguyen	2/12/2024	Bill #120423--Reimb: Servsafe manager training		$ 179.00
Check	13567	PureData Consulting Inc.	2/12/2024	Bill #2891--Powerschool Behavior Plugin		$ 250.00
Check	13568	Norma Ramirez	2/12/2024	Bill #110723--Reimb: Entrance Fees for Tour & Central Carry van		$ 142.00

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Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	13569	Real Volleyball	2/12/2024	Bill #1155--Tandem Sport Deluxe Score Flipper With Handle		$ 1,650.00
Check	13570	Onassis Santos	2/12/2024	Bill #020124--Reimb: Goalkeeper Jerseys Medical Equipment for Boys Soccer Dinner for Senior Night & Mileage		$ 367.88
Check	13571	Scoot Education Inc.	2/12/2024	Bill #65598--Interest Charges for Overdue Bill #65253--Services: 01/22 - 01/26/24 Bill #65266--Services: 01/22 - 01/26/24 Bill #66690--Services: 01/30 - 02/02/24 Bill #66624--Services: 02/02/24		$ 11,224.10
Check	13572	Alejandro Sugawara	2/12/2024	Bill #21024--Boys Basketball Scorekeeping		$ 100.00
Check	13573	Teacher Innovations, Inc	2/12/2024	Bill #941072--2 -month Subscription to Planbook.com		$ 100.00
Check	13574	Teachers on Reserve	2/12/2024	Bill #96359--Substitute Srvcs: 01/22 - 01/26/24		$ 5,179.05
Check	13575	Teachers On Reserve	2/12/2024	Bill #96350--Substitute Svcs: 01/22 - 01/26/24		$ 1,347.94
Check	13576	Josan Wright Callender	2/12/2024	Bill #15A--Special Education Contract Instructors Svcs: 01/01 - 01/31/24		$ 1,362.50
Check	13577	V&E Educational Partners	2/12/2024	Bill #002--Special Education Program Gap Analysis		$ 5,112.00
Check	13578	Taylor Wheeldin	2/12/2024	Bill #012724--Reimb: Materials for Vaculums & Color Prints		$ 236.79
Check	13579	VSF School Facilites #1	2/13/2024	Bill #March 2024--Rent for 1929 Pico: March 2024		$ 32,790.83
Check	13580	VSF School Facilities #1	2/13/2024	Bill #March 2024--Ground Lease Payment on Madison Site: March 2024		$ 40,444.08
Check	13581	Guillermo Lopez	2/13/2024	Bill #1--Math Consultation Srvcs		$ 3,960.00
Check	13582	Rain Tec Roofing	2/13/2024	Bill #221--Inspect and repair leaks		$ 650.00
Check	13583	City of Los Angeles	2/15/2024	Bill #120823--Softball Practices and Games Bill #120723A--Volleyball Practices and Games		$ 15,245.00
Check	13584	Eagle Rock Recreation Center	2/19/2024	Bill #1--Baseball Field Permit Fee		$ 300.00
Check	13585	Pali Mountain Conference Center	2/19/2024	Bill #Contract# 10576--12th Grade Retreat 2024 - Deposit		$ 1,500.00
Check	13586	1900 West Pico Blvd. LLC	2/20/2024	Bill #March 2024--Monthly Parking: March 2024		$ 500.00
Check	13587	940 W Washington LLC	2/20/2024	Bill #March 2024--Office Space Rent: March 2024		$ 2,200.00
Check	13588	940 W Washington LLC	2/20/2024	Bill #March 2024--Storage Space Rental: March 2024		$ 400.00
Check	13589	BA Self Storage	2/20/2024	Bill #March 2024--Storage Rent: March 2024		$ 753.00
Check	13590	Downtown Mini Warehouse	2/20/2024	Bill #March 2024--Monthly Rental Storage Unit - L019: March 2024		$ 375.00
Check	13591	Downtown Mini Warehouse	2/20/2024	Bill #March 2024--Monthly Rental Storage Unit - L021: March 2024		$ 375.00
Check	13592	Holonomy Consulting	2/20/2024	Bill #March 2024--Monthly Instruction Coaching: March 2024		$ 3,750.00
Check	13593	Holonomy Consulting	2/20/2024	Bill #March 2024--Monthly Instruction Coaching: March 2024		$ 7,000.00
Check	13594	Korean American Education Foundation, Inc	2/20/2024	Bill #March 2024--Monthly Rent & Parking for Suite 308: March 2024		$ 762.50
Check	13595	Korean American Education Foundation, Inc.	2/20/2024	Bill #March 2024--Monthly Rent & Parking for Suite 301: March 2024		$ 2,495.00

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Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	13596	Korean American Education Foundation, Inc.	2/20/2024	Bill #March 2024--Monthly Rent & Parking for Suite 406: March 2024		$ 2,642.00
Check	13597	Laborers International Union of North America	2/20/2024	Bill #March 2024--Union Parking Spaces for UPVHS: March 2024		$ 8,750.00
Check	13598	Mexican Village Restaurant	2/20/2024	Bill #March 2024--Parking Spaces for Everest Value School: March 2024		$ 1,500.00
Check	13599	Odd Fellow Temple, LLC	2/20/2024	Bill #March 2024--Monthly Parking: March 2024		$ 1,800.00
Check	13600	Ricci, Elaine T (PR)	2/20/2024	Reissue of payroll check 13522		$ 262.55
Check	13601	Raissa Adolphe	2/21/2024	Bill #021124--Reimb: Volleyball Match Movie for PE CLass Van#2 Parking & Returining Vball Shoes to Real Volleyball Bill #013124--Reimb: Picture Frames Basketball Gift Bags tissue Team Photos Flowers & Soccer Senior night Bill #021424--Reimb: Softballs		$ 1,995.35
Check	13602	Amazon Capital Service	2/21/2024	Bill #1DQD-KH1Q-43P9--Supplies Bill #1VWJ-FLHR-1NTW--Supplies Bill #1VDK-GFWL-9D9L--Supplies Bill #1GKV-9KLX-PLX1--Supplies Bill #1YXD-TYDW-33T4--Supplies Bill #1G4J-LFKV-4MJ1--Supplies Bill #17PG-JCL1-1MPV--Supplies Bill #1LG1-MKYJ-GT9N--Supplies Bill #1GKV-9KLX-MGWH--Supplies Bill #131P-1GQ7-KGQH--Supplies Bill #1V94-M9GJ-V94Y--Supplies Bill #1GKV-9KLX-MGRP--Supplies Bill #1DDG-KCP7-JJXP--Supplies Bill #13KN-QKKG-6HCR--Supplies Bill #11J3-6RVN-WMFP--Supplies Bill #1D4C-MMXV-6FJD--Supplies Bill #14F9-17V6-99HM--Supplies Bill #1F4Q-HPMT-1HH3--Supplies Bill #1D7G-PK4J-NQYL--Supplies Bill #1NNG-LT9H-L4LN--Supplies Bill #199K-QRQV-LLC9--Supplies Bill #149F-DVQW-4JV4--Supplies Bill #1M34-QFGN-NKGL--Supplies Bill #1M7D-GNNF-GP3D--Supplies Bill #176N-NK6F-CTDQ--Supplies		$ 10,290.31
Check	13603	Amtech Elevator Services	2/21/2024	Bill #151401388537--Maintenance Srvcs: 01/01 - 02/29/24		$ 53.56
Check	13604	Arc	2/21/2024	Bill #INV-03850--Central City Value HS Enrichment Sessions: 08/15/23 - 05/30/24 (5 of 10)		$ 2,330.00

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Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	13605	AT&T	2/21/2024	Bill #000021202443--Internet Srvc: 01/01 - 01/31/24		$ 57.29
Check	13606	Blackbaud, Inc.	2/21/2024	Bill #INV-0000350785--Payment Enablement Fee & eTapestry Essentials Upgrade offer v2		$ 4,845.14
Check	13607	BSN Sports LLC	2/21/2024	Bill #924763189--Essentials Knee Pad Bill #924755969--Piped Baseball Full Length		$ 7,596.40
Check	13608	Hermilo Calzada	2/21/2024	Bill #2401--Trash Pick Up; 01/17/24		$ 200.00
Check	13609	Canon Solutions America, Inc.	2/21/2024	Bill #6006936924--Copier - due: 03/01/24 Bill #6007042955--Copier - due: 03/09/24 Bill #6006936515--Copier - due: 03/01/24 Bill #6006938255--Copier - due: 03/01/24		$ 982.35
Check	13610	The Education Team	2/21/2024	Bill #683953--Services: 01/22/24		$ 161.78
Check	13611	Cintas	2/21/2024	Bill #4181433705--Supplies Bill #4102815289--Supplies		$ 615.47
Check	13612	City of Los Angeles	2/21/2024	Bill #14--Baseball Field Permit Fee		$ 100.00
Check	13613	CliftonLarsonAllen LLP	2/21/2024	Bill #L241069040--Preparation And Submission of Data Collection form for the year ended June 30 2023		$ 1,102.50
Check	13614	CopperPoint Insurance Company	2/21/2024	Bill #1012839002--Insurance Premium: 11/01/23 - 11/01/24		$ 16,441.34
Check	13615	CPM Educational Program	2/21/2024	Bill #2302955-IN--Int 12Ed Bundle & 5y Lic		$ 483.95
Check	13616	Cross Country Education	2/21/2024	Bill #DE97932--Srvcs: LT: Billingual SpED due by 03/04/24 Bill #DE97933--Srvcs: Academic Assessor BID Case Manager DIS Counselor DHH ERICS PSYCH School RN SLP & BII due by 03/01/24 Bill #DE97967--Srvcs: APE BID COTA DHH & OT due by 03/01/24 Bill #DE97950--Srvcs: BID & DIS Counselor due by 03/04/24		$ 53,699.46
Check	13617	Danieles Commercial Cleaning	2/21/2024	Bill #20240301-04--Day Porter & Night Cleaning Services		$ 9,025.19
Check	13618	Deportes Prieto Inc.	2/21/2024	Bill #21266--Sports Uniforms		$ 297.84
Check	13619	AP fbo Edlogical Group Corp	2/21/2024	Bill #901131--APE Speech Services PT services RSP Nursing & Psychological Services: January 24		$ 20,995.73
Check	13620	Point Quest Group, Inc	2/21/2024	Bill #901036--Speech & OT Services: January 2024 Bill #901054--Speech & OT Services: January 2024		$ 39,140.80
Check	13621	Julia Farah	2/21/2024	Bill #021324--Reimb: Audio Books Recording Practice Crimson Peak Minority Report Travel Insurance & Two Way Tickets		$ 420.53
Check	13622	Carlos Galindo	2/21/2024	Bill #116--Day & Night Cleaning Bill #115--Day & Night Cleaning		$ 3,000.00
Check	13623	Grainger	2/21/2024	Bill #9009372062--Supplies Bill #9009372088--Supplies		$ 113.36
Check	13624	Chin Ho	2/21/2024	Bill #26426--Pest Control Srvcs: 02/06/24		$ 300.00
Check	13625	House Of Trophies	2/21/2024	Bill #34200--Standard Trophy: Soccer & Basketball		$ 394.20
Check	13626	Christian Jimenez	2/21/2024	Bill #020524--Reimb: Webquest for Environmental Science		$ 5.59

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Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	13627	Jostens Inc.	2/21/2024	Bill #33090143--Tassel: Regular Silver Banded Cardinal Navy Blue		$ 21.99
Check	13628	Erika Lipkes	2/21/2024	Bill #021324--Reimb: Lesson Materials for Video and Animation Art Materials &Mileage		$ 650.43
Check	13629	LP Express	2/21/2024	Bill #4291--Transportation Svcs - Central City Value School to Grammy Museum: 02/09/24 Bill #4293--Transportation Svcs - University Prep Value HS to Bell Gardens Ford Park Whitsett Park: 02/07 - 02/08/24		$ 2,160.00
Check	13630	Christian Martinez	2/21/2024	Bill #020724--Reimb: Paper and Drawing Supplies for Drawing and Painting		$ 52.49
Check	13631	Dayana Martinez	2/21/2024	Bill #013124--Reimb: Field Trip ms Farah-Admission to Museum & 3 Food Trays boys and Girls Soccer Senior Banquet Food		$ 381.35
Check	13632	McGraw-Hill LLC	2/21/2024	-- Bill #130940467001--Books & Supplies -- --		$ 4,125.01
Check	13633	Newsela, Inc	2/21/2024	Bill #INV36557--Newsela ELA: 01/19/24 - 01/18/25		$ 7,150.00
Check	13634	Office Depot	2/21/2024	-- Bill #350509262001--Supplies Bill #350359077001--Supplies Bill #346376715001--Supplies Bill #347288000001--Supplies Bill #350138545001--Supplies Bill #348238452001--Supplies Bill #352985745001--Supplies Bill #349770313001--Supplies Bill #349546087001--Supplies Bill #349276793001--Supplies		$ 2,762.67
Check	13635	Juan Paez	2/21/2024	Bill #021424--Reimb: Gas for UP Vans		$ 300.00
Check	13636	Parchment LLC	2/21/2024	Bill #INV24848--K12 District Records Services - Annual Subscription		$ 1,750.00
Check	13637	PowerSchool Group LLC	2/21/2024	Bill #INV385194--SW-LMS-S-SLMSS: Schoology LMS Subscription : 03/16/24 - 03/15/25		$ 15,024.30
Check	13638	Quizizz Inc	2/21/2024	Bill #27854--Materials & Supplies		$ 1,750.00
Check	13639	Revolution Foods, PBC	2/21/2024	Bill #002170-C003220--Breakfast Lunch & Snack: January 2024		$ 114,865.22
Check	13640	Scoot Education Inc.	2/21/2024	Bill #67570--Services: 02/05 - 02/08/24 Bill #66482--Services: 01/29 - 02/02/24 Bill #67425--Services: 02/05 - 02/09/24 Bill #67476--Services: 02/05 - 02/09/24 Bill #66499--Services: 01/29 - 02/02/24 Bill #67494--Services: 02/05 - 02/09/24		$ 22,711.00
Check	13641	Gabriel Serrano	2/21/2024	Bill #4--Canopy Side Walls & Rush Delivery Fee		$ 245.00
Check	13642	SoCalGas	2/21/2024	Bill #021424--Services: 01/12 - 02/12/24		$ 220.01

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Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	13643	Staples Advantage	2/21/2024	Bill #3558947834--Supplies Bill #3558947829--Supplies Bill #3558947815--Supplies Bill #3558947831--Supplies Bill #3558947832--Supplies Bill #3558947822--Supplies Bill #3558947828--Supplies Bill #3558947823--Supplies Bill #3558947816--Supplies Bill #3558947830--Supplies Bill #3558947820--Supplies Bill #3558947821--Supplies Bill #3558947825--Supplies Bill #3558947826--Supplies Bill #3558947819--Supplies Bill #3558947814--Supplies Bill #3558947840--Supplies Bill #3558947818--Supplies Bill #3558947837--Supplies Bill #3558947812--Supplies Bill #3558947827--Supplies Bill #3558947836--Supplies Bill #3558947813--Supplies		$ 6,840.81
Check	13644	Staples Advantage	2/21/2024	Bill #3558868390--Supplies Bill #3559400484--Supplies Bill #3559400485--Supplies Bill #3558868386--Supplies		$ 1,194.17
Check	13645	Alejandro Sugawara	2/21/2024	Bill #21624--Boys Volleyball Scorekeeping Westchester		$ 40.00
Check	13646	Super Copy	2/21/2024	Bill #2024.0565--Printing Srvcs		$ 121.28
Check	13647	Teachers On Reserve	2/21/2024	Bill #96356--Substitute Svcs: 01/22 - 01/26/24 Bill #96422--Substitute Svcs: 01/29 - 02/02/24		$ 13,970.30
Check	13648	Teachers On Reserve	2/21/2024	Bill #96418--Substitute Svcs: 01/29 - 02/02/24		$ 1,739.62
Check	13649	Teachers on Reserve	2/21/2024	Bill #96425--Substitute Srvcs: 01/29 - 02/02/24		$ 3,768.25
Check	13650	The Salvation Army L.A. Red Shield Community Center	2/21/2024	Bill #2500--UPVHS Field Day 02/16/24 Bill #RSMEMB01--Annual Youth Membership		$ 9,735.00
Check	13651	The Sherwin Williams Co.	2/21/2024	Bill #3339-3--Supplies Bill #3362-5--Supplies		$ 94.53
Check	13652	The Stepping Stones Group LLC	2/21/2024	Bill #M0192582--Recreational Therapist		$ 735.00
Check	13653	Think Green Tree Care Inc.	2/21/2024	Bill #543--Trim trees and hedges & Haul away and clean up included		$ 1,000.00
Check	13654	Unisan Products LLC	2/21/2024	Bill #3159833--Supplies Bill #3159767--Supplies Bill #3159825--Supplies		$ 1,532.64

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Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	13655	Viva Zapata Lock & Key Service	2/21/2024	Bill #73000--Key Duplicates		$ 55.85
Check	13656	Western Exterminator Company	2/21/2024	Bill #365006C--Pest Control Maintenance		$ 599.20
Check	13657	Young. Minney & Corr, LLP	2/21/2024	Bill #8877--Legal Srvcs		$ 697.50
Check	13658	David Yucute	2/21/2024	Bill #021424--Reimb; Supplies for Water Leak		$ 43.29
Check	13659	EdTec, Inc	2/21/2024	Bill #202995--AP Srvcs: January 2024 Bill #202994--Data Analysis: Jan 2024 LCAP: Jan 2024 SIS Support: Jan 2024 & UPS Postage Bill #202997--AP & Accounting Srvcs: January 2024		$ 3,387.38
Check	13660	City of Los Angeles	2/22/2024	Bill #15--Baseball Field Permit Fee		$ 225.00
Check	13661	Jojo's Balloon Bar	2/22/2024	Bill #104B--Final payment for balloons for ceremony		$ 375.00
Check	13662	Amazon Capital Service	2/23/2024	Bill #13GY-J7KX-7PYC--Supplies Bill #1TLX-C37X-7NFR--Supplies Bill #1T6W-KF3M-C6KG--Supplies Bill #11QH-HGCJ-91XP--Supplies Bill #1HLW-HMTW-VCHW--Supplies Bill #14QM-DFKG-9H7G--Supplies Bill #1XXC-WMNF-NVXY--Supplies Bill #1VYG-9FMT-HGW4--Supplies Bill #1ML6-HP36-4HNM--Supplies Bill #1KC4-CRCR-1TWV--Supplies Bill #19XV-6TQM-QCDQ--Supplies Bill #1W93-RFF4-Y3K1--Supplies Bill #14FC-XPK9-WNMM--Supplies Bill #1R9J-WNYP-961T--Supplies Bill #13HG-7H4D-GTCK--Supplies Bill #1PDD-1YGW-9746--Supplies Bill #1T61-QVNX-9GC7--Supplies Bill #1QQM-7FPV-RL63--Supplies Bill #1M1D-MMQN-169Q--Supplies Bill #1TNP-TPRX-YRJW--Supplies Bill #1Q6F-KXPQ-X4T4--Supplies Bill #1GFY-1CN4-WJMX--Supplies Bill #11NQ-MH9R-7F3J--Supplies Bill #1VH6-3GHW-FP9D--Supplies Bill #1RD3-HWJG-VC3M--Supplies Bill #1K4P-P1RX-YRMX--Supplies		$ 5,963.31
Check	13663	Anthem Life	2/23/2024	Bill #000000009666568--Billing Period: March 2024		$ 887.65
Check	13664	California Dental	2/23/2024	Bill #020624--Coverage: March 2024		$ 1,370.78
Check	13665	Charter Communications	2/23/2024	Bill #161776501020124--Services: 02/01 - 02/29/24		$ 909.96
Check	13666	Charter Communications	2/23/2024	Bill #4836351020324--Services: 02/03 - 03/02/24 Bill #4836351120323--Services: 12/03/23 - 01/02/24 Bill #4836351010324--Services: 01/03 - 02/02/24 Bill #4836351110323--Services: 11/03 - 12/02/23		$ 3,946.64

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Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	13667	Charter Communications	2/23/2024	Bill #3630094021724--Service : 02/17 - 03/16/24		$ 800.00
Check	13668	Cintas	2/23/2024	Bill #4183540883--Supplies		$ 517.60
Check	13669	Climatec LLC	2/23/2024	Bill #947003088--Fire Monitoring: 02/01 - 02/29/24		$ 65.00
Check	13670	Erin Craven	2/23/2024	Bill #021424--Reimb: Baisa Wood Strips Reverse Trip from LAWP to Central City & Invitation to Foundation Meeting for recognition of Service		$ 169.05
Check	13671	Day & Nite Door Inc.	2/23/2024	Bill #IE-95551--For The Repairs to Front Entrance Swing Gate		$ 557.10
Check	13672	Diaz Plumbing	2/23/2024	Bill #8247--Plumbing Srvcs		$ 350.00
Check	13673	Jose Esquivel	2/23/2024	Bill #021324--Reimb: Teacher Laptops - Repl Charles Pacis		$ 2,199.98
Check	13674	Julia Farah	2/23/2024	Bill #021524--Reimb: Books Stickers Cards for the ELD Classes		$ 170.38
Check	13675	First Note Financial Inc.	2/23/2024	Bill #02-2024-07--Los Angeles EBEWE Benchmarking & Energy Audit Srvcs Bill #02-2024-06--Los Angeles EBEWE Benchmarking & Energy Audit Srvcs		$ 6,895.00
Check	13676	Miguel Flores	2/23/2024	Bill #021424--Reimb: AP Mock Exam Breakfast		$ 243.00
Check	13677	Gil's Electrical Service, Inc.	2/23/2024	Bill #58620--Electrical Srvs		$ 1,285.00
Check	13678	Casey Gold	2/23/2024	Bill #022124--Reimb: Velcro & Online training program for School Counseling		$ 210.49
Check	13679	IPEVO INC	2/23/2024	Bill #002202402V0059--Books & Supplies		$ 274.90
Check	13680	Andrew Jack	2/23/2024	Bill #021424--Reimb: Batting Cages & Concession for Movie Night		$ 323.48
Check	13681	Megan Jackson	2/23/2024	Bill #022124--Reimb: Snacks for Field Day		$ 142.87
Check	13682	Korean American Education Foundation, Inc.	2/23/2024	Bill #021524--Visitor Parking Sticker		$ 240.00
Check	13683	LA Maintenance and Janitorial Services	2/23/2024	Bill #3337--Janitorial Services: February 2024		$ 1,412.87
Check	13684	LP Express	2/23/2024	Bill #4290--Transportation Svcs - Central City Value School to Dignity Health Sports Gym El Sereno Park & Sylmar High School: 02/06 - 02/10/24		$ 3,435.00
Check	13685	Christian Martinez	2/23/2024	Bill #021524--Reimb: Paper and Drawing Supplies for Drawing and Painting		$ 16.43
Check	13686	Greta Midura	2/23/2024	Bill #022124--Reimb: Airbnb foe Cabe Conference		$ 1,357.33

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Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	13687	Office Depot	2/23/2024	Bill #354748718001--Supplies Bill #354216478001--Supplies Bill #355384521001--Supplies Bill #354212669001--Supplies Bill #355383651001--Supplies Bill #355377556001--Supplies Bill #354216734001--Supplies Bill #354748564001--Supplies Bill #354221884001--Supplies Bill #354219011001--Supplies Bill #354216735001--Supplies Bill #355384525001--Supplies		$ 4,244.07
Check	13688	Principal Life Insurance Company	2/23/2024	Bill #021524--Insurance Coverage: March 2024		$ 9,378.78
Check	13689	Real Volleyball	2/23/2024	Bill #1155-A--Tandem Sport Deluxe Score Flipper With Handle (Balance Due)		$ 1,009.50
Check	13690	Scoot Education Inc.	2/23/2024	Bill #68594--Services: 02/12/24 Bill #68595--Services: 02/12 - 02/16/24		$ 2,797.00
Check	13691	Alejandro Sugawara	2/23/2024	Bill #22124--Boys Volleyball Scorekeeping - Camino Nuevo		$ 40.00
Check	13692	Anthem Blue Cross	2/26/2024	Bill #000955622C--Billing Period: March 2024		$ 99,672.14
Check	13693	Edgility Consulting	2/26/2024	Bill #3261--Executive Search Second Installment of Consulting Bill #3262--Assessment Fee		$ 11,000.00
Check	13694	Kaiser Foundation Health Plan	2/26/2024	Bill #767788489257--Insurance Premium: March 24 & Retro & Other Activity		$ 87,841.67
Check	13695	Cintas	2/27/2024	Bill #4179954576--Supplies Bill #4173463793--Supplies		$ 1,277.02
Check	13696	Toberman Recreation	2/27/2024	Bill #2865876--Baseball Practice; 04/08 - 05/09/24		$ 1,229.00
Check	DB020824	Bank of America DES Plan Fund	2/8/2024	DB020824; Bank of America DES Plan Fund		$ 799.98
Check	DB022324	International Services Letters of Credit Trans	2/23/2024	DB022324; International Services Letters of Credit Trans		$ 3,515.00
Check	M3074	Los Angeles Department of Water & Power	2/26/2024	M3074; Electric, Water & Fire Charges		$ 23,907.48

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Combined Board Check Register
School: Value Schools
Month: March 2024

				Total Paid By Check:		###########
				Total Paid By Credit Card:		$ -

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	13697	90 Mile Solutions	3/1/2024	Bill #017--Administrative Consulting services : February 2024		$ 2,500.00
Check	13698	Raissa Adolphe	3/1/2024	Bill #022224--Reimb: Replace 2 Front Tires on VIA # 4		$ 520.00
Check	13699	After-School All Stars, Los Angeles	3/1/2024	Bill #27465--After School Program: January 2024		$ 14,705.43
Check	13700	Alex's Lock & Key Service	3/1/2024	Bill #010382--Key Duplicates		$ 155.00
Check	13701	Amazon Capital Service	3/1/2024	Bill #1XPN-3HXN-PX3Q--Supplies -- -- -- -- -- -- -- -- -- Bill #1HFG-NMRD-H43V--Supplies Bill #16WH-TTXC-YD3T--Supplies Bill #1WQT-MRC4-DCXN--Supplies Bill #1DG6-GYV1-1HDH--Supplies Bill #1H3C-XQJQ-XMC4--Supplies Bill #1MR3-YYHR-6QP1--Supplies Bill #1YCL-1Y3H-4KLR--Supplies Bill #1NW7-YRPT-QLC3--Supplies Bill #1HP1-3WJD-FY4C--Supplies Bill #1NY4-6M7C-CMT9--Supplies Bill #1TCF-6NLC-FQQD--Supplies		$ 2,370.66
Check	13702	Amtech Elevator Services	3/1/2024	Bill #151401482519--Svc; Repairs and Maintenance: 03/01 - 05/31/24		$ 559.20
Check	13703	Arc	3/1/2024	Bill #INV-03816--Central City Value HS Enrichment Sessions: 08/15/23 - 05/30/24 (4 of 10)		$ 2,330.00
Check	13704	AT&T	3/1/2024	Bill #000019802816--Services: 03/13 - 04/12/23 Bill #000021266766--Services: 01/13 - 02/12/24 Bill #000021119535--Services: 12/13/23 - 01/12/24 Bill #000020975722--Services: 11/13 - 12/12/23 Bill #000020825439--Services: 10/13 - 11/12/23 Bill #000020388239--Services: 07/13 - 08/12/23 Bill #000020678689--Services: 09/13 - 10/12/23 Bill #000020531907--Services: 08/13 - 09/12/23 Bill #000020092194--Services: 05/13 - 06/12/23 Bill #000020238461--Services: 06/13 - 07/12/23 Bill #000019957460--Services: 04/13 - 05/12/23		$ 1,454.08
Check	13705	Boyd & Associates	3/1/2024	Bill #321177--Pre-Programmed Key FOB		$ 100.00
Check	13706	Brownfield Subslab	3/1/2024	Bill #3042--Completion of Soil Gas Testing		$ 1,700.00

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Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	13707	BSN Sports LLC	3/1/2024	Bill #924865643--Cramer Ice Packs - 16 Pack		$ 773.65
Check	13708	CAASFEP	3/1/2024	Bill #946--Spring Workshop 2023		$ 100.00
Check	13709	Jose D. Caldera	3/1/2024	Bill #1649786--Svc; Repairs and Maintenance Bill #1649787--Svc; Repairs and Maintenance		$ 2,803.04
Check	13710	Canon Financial Services, Inc	3/1/2024	Bill #32041760--Copier Contract Charge: 02/01 - 02/29/24		$ 539.16
Check	13711	Canon Solutions America, Inc.	3/1/2024	Bill #6007150976--Copier - due: 03/22/24 Bill #6007130969--Copier - due: 03/19/24 Bill #6007055832--Copier - due: 03/11/24		$ 454.08
Check	13712	Carpark, Inc.	3/1/2024	Bill #14760--Monthly Parking fee for the month : March 2024		$ 3,000.00
Check	13713	City of Los Angeles	3/1/2024	Bill #2961493--Services & Other Operating Expenses Bill #2963574--Services & Other Operating Expenses		$ 758.00
Check	13714	City of Los Angeles	3/1/2024	Bill #019--Boys Volleyball Game: 03/20/24		$ 180.00
Check	13715	Coro Medical LLC	3/1/2024	Bill #PS-INV180839--Heartsine Samaritan Pediatric Pad-Pak		$ 246.37
Check	13716	Cross Country Education	3/1/2024	Bill #DE98406--Srvcs: BID & DIS Counselor due by 03/18/24 Bill #DE98312--Srvcs: BID & DIS Counselor due by 03/11/24		$ 9,747.41
Check	13717	Curriculum Associates LLC	3/1/2024	Bill #90726225--Materials & Supplies		$ 463.60
Check	13718	Danieles Commercial Cleaning	3/1/2024	Bill #20240223-05--Day Porter & Night Cleaning Services		$ 9,510.00
Check	13719	Diaz Plumbing	3/1/2024	Bill #8272--Plumbing Srvcs Bill #8275--Plumbing Srvcs Bill #8264--Plumbing Srvcs		$ 3,325.00
Check	13720	Dodgers Tickets Office	3/1/2024	Bill #121923--Loge Level Tickets		$ 3,440.00
Check	13721	Candy Escobar	3/1/2024	Bill #022824--Reimb: STEAM Supplies		$ 340.26
Check	13722	Julia Farah	3/1/2024	Bill #022524--Reimb: Monthly Fee to Audiobooks Subscprtion Lyft to the Airport & Lunch All the		$ 1,648.58
Check	13723	Carlos Galindo	3/1/2024	Bill #118--Day & Night Cleaning Bill #117--Day & Night Cleaning		$ 3,000.00
Check	13724	Imagine Learning LLC	3/1/2024	Bill #985553--IS Teaching per Semester Course - IS Overage Usage - 01/09 - 01/22/24		$ 3,900.00
Check	13725	Iron Mountain	3/1/2024	Bill #JHDW246--Storage: March 2024		$ 277.15
Check	13726	Romelia Loaiza	3/1/2024	Bill #022624--Reimb: Hotel reservation And Receipt Conference Reservation and Receipt Round Trip Flight Booking & Breakfast Lunch & Dinner		$ 1,804.75
Check	13727	Los Angeles Department of Water & Power	3/1/2024	Bill #021524--Electric Charges: 01/09 - 02/07/24		$ 4,700.80
Check	13728	LP Express	3/1/2024	Bill #4301--Transportation Svcs - Central City Value School to basketball Central batcade & japanese American Museum: 02/21 - 02/23/24 Bill #4300--Transportation Svcs - Central City Value School to Lemon Grove park Solano canyon Turf Soccer Field & Triumph Charter School: 02/12 -		$ 7,725.00

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Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	13729	Christian Martinez	3/1/2024	Bill #022124--Reimb: Framing For Ap Art Work		$ 40.00
Check	13730	Office Depot	3/1/2024	Bill #351222509001--Supplies Bill #350773689001--Supplies Bill #350136639001--Supplies Bill #350910085001--Supplies Bill #351772586001--Supplies Bill #355734167001--Supplies Bill #351755541001--Supplies Bill #351774835001--Supplies Bill #351755540001--Supplies		$ 2,326.68
Check	13731	OTC Brands, Inc.	3/1/2024	Bill #724611601-02--Books & Supplies		$ 36.40
Check	13732	Real Volleyball	3/1/2024	Bill #1246--Asics men's Upcourt 5 White/Gunmetal		$ 53.99
Check	13733	Republic Services	3/1/2024	Bill #0902-012330104--Waste Srvcs - due: 03/22/24 Bill #0902-012329605--Waste Srvcs - due: 03/22/24		$ 3,530.52
Check	13734	Scoot Education Inc.	3/1/2024	Bill #65555--Interest Charges for Overdue Bill #68593--Services: 02/12 - 02/16/24 Bill #69233--Services: 02/20 - 02/23/24 Bill #69304--Services: 02/20 - 02/23/24 Bill #69368--Services: 02/20 - 02/21/24 Bill #68592--Services: 02/12 - 02/16/24 Bill #69344--Services: 02/20 - 02/23/24		$ 21,355.67
Check	13735	SMS Tech Solutions	3/1/2024	Bill #I9010370--Adobe Sign foe Enterprise ALL MLP transaction New Tier 1 to 999 Transactiona EDU		$ 275.00
Check	13736	Alejandro Sugawara	3/1/2024	Bill #3124--Boys Basketball Scorekeeping		$ 40.00
Check	13737	Super Copy	3/1/2024	Bill #2024.0564--Printing Srvcs		$ 622.91
Check	13738	The Fruitguys, LLC	3/1/2024	Bill #CI_38216--Fruit & Veggies: 01/09- 01/30/24		$ 3,407.00
Check	13739	SoCalGas	3/1/2024	Bill #022224--Gas Charges: 01/19 - 02/20/24		$ 668.98
Check	13740	TNTP, Inc	3/1/2024	Bill #CINV23055293--PD and Coaching for Teachers Bill #CINV23055299--PD and Coaching for Teachers		$ 75,191.33
Check	13741	Luis Toscano	3/1/2024	Bill #022124--Reimb: Airfare for 2 from Los Angeles International Airport & Registration Fee For california in language Teachers Assocation conference		$ 1,056.40
Check	13742	Total Education Solutions dba TES Therapy	3/1/2024	Bill #7322827--SPED Services: January 2024		$ 10,497.50
Check	13743	Viva Zapata Lock & Key Service	3/1/2024	Bill #020824--Key Duplicates Bill #022324--Key Duplicates		$ 114.60
Check	13744	Lawrence Watts	3/1/2024	Bill #004-23/24--Fourth payment for Direction of Spring Musical ' Seussical' Per Contract		$ 2,000.00
Check	13745	Yarijanian & Associates, PC	3/1/2024	Bill #2024-2553--Settlement Fee Agreement		$ 4,000.00
Check	13746	Yondr Inc	3/1/2024	Bill #SW104--Direct Purchase items - Unlocking Base		$ 448.80
Check	13747	David Yucute	3/1/2024	Bill #022824--Reimb: Gate Window & Plexi glass repair supplies		$ 177.53
Check	13748	Zutra Water	3/1/2024	Bill #9306--5 Gallon PET BPA Free Plastic Bottle		$ 66.95
Check	13749	Voice & Data	3/7/2024	Bill #Quote 030424--Down Payment for Upgrade to Internal-External Paging		$ 4,140.00
Check	13750	AdDividers	3/11/2024	Bill #84006--Monthly AdDivider Fee: March 2024		$ 250.00

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Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	13751	Alex's Lock & Key Service	3/11/2024	Bill #010381--Key Duplicates		$ 398.98
Check	13752	Amazon Capital Service	3/11/2024	Bill #1JLT-HPD7-Q979--Supplies Bill #1RTJ-QNFC-P6JR--Supplies Bill #1JLR-9TMD-6WCF--Supplies Bill #1V3Y-M9VF-D4J4--Supplies Bill #1PHQ-44T7-19WR--Supplies Bill #1WYW-7MPW-J76T--Supplies Bill #1VL9-VTQL-GKHC--Supplies Bill #1MPX-4GQL-TRJD--Supplies Bill #1RTQ-PCVY-1FN1--Supplies Bill #1P9C-7F17-1QWF--Supplies Bill #16DC-WLV1-6F91--Supplies Bill #1DW9-TLK7-6HWW--Supplies Bill #17V1-XDHM-QWVK--Supplies		$ 2,905.60
Check	13753	AT&T	3/11/2024	Bill #000021322453--Internet Srvc: 01/28 - 02/27/24		$ 74.83
Check	13754	Athens Services	3/11/2024	Bill #16444714--March 2024 Srvcs		$ 2,715.84
Check	13755	Athens Services	3/11/2024	Bill #16437225--Waste Srvcs: March 2024		$ 1,338.99
Check	13756	Jasmine Bryant	3/11/2024	Bill #022924--Reimb; Softball Batting cages & Pizza was provided for Softball girls during bating cages		$ 559.83
Check	13757	BSN Sports LLC	3/11/2024	Bill #924956584--Uniforms Bill #924926254--Uniforms		$ 740.25
Check	13758	Canon Solutions America, Inc.	3/11/2024	Bill #6007191491--Copier - due: 03/26/24 Bill #6007190406--Copier - due: 03/26/24		$ 607.51
Check	13759	Charter Communications	3/11/2024	Bill #4442903021624--Services: 02/16 - 03/15/24		$ 119.96
Check	13760	Charter Connect	3/11/2024	Bill #1720--Google Ads Spend & Search Engine Optimization		$ 4,500.00
Check	13761	Cintas	3/11/2024	Bill #4185002935--Supplies		$ 817.42
Check	13762	Estrella Ciscar-Garcia	3/11/2024	Bill #030524--Reimb: California Language Teachers Association Conference		$ 805.65
Check	13763	Cross Country Education	3/11/2024	Bill #DE98499--Srvcs: BID & DIS Counselor due by 03/25/24		$ 1,941.55
Check	13764	Laura Diosdado	3/11/2024	Bill #022724--Reimb: Student Had to be sent home & School Account		$ 198.48
Check	13765	Eagle Protection of California	3/11/2024	Bill #155127--Fire System: 03/01 - 03/31/24		$ 220.00
Check	13766	EdTec, Inc	3/11/2024	Bill #28763--Renewal assistance SOW#12		$ 30,945.00
Check	13767	Jose Esquivel	3/11/2024	Bill #030524--Reimb: Staff/Techer Macbook		$ 2,745.48
Check	13768	Peter Faggen	3/11/2024	Bill #030524--Reimb: Classroom Rug		$ 313.34
Check	13769	Rafael Gonzalez	3/11/2024	Bill #022924--Garden Service: 02/29/24		$ 440.00
Check	13770	Illuminate Photo Booths	3/11/2024	Bill #0785--Photo Booth Package: 05/03/24		$ 868.00
Check	13771	Jostens Inc.	3/11/2024	Bill #33357494--Diploma Product Accessory		$ 659.57
Check	13772	LA Maintenance and Janitorial Services	3/11/2024	Bill #3364--Janitorial Services: February 2024 Bill #3366--Janitorial Services: February 2024		$ 10,308.56
Check	13773	Lakeshore Learning Materials	3/11/2024	Bill #262497022324--Supplies		$ 204.43
Check	13774	Guillermo Lopez	3/11/2024	Bill #2--Math Consultation Srvcs		$ 5,720.00

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Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	13775	Los Angeles Department of Water & Power	3/11/2024	Bill #010224--Water Fire Service & Sewer Charge: 11/30/23 - 01/02/24 Bill #100223--Electric Charge: 08/28 - 09/27/23 Bill #110123--Electric Charge: 09/27 -10/27/23 Bill #120223--Electric Charge: 10/27 - 11/29/23 Bill #010924--Electric Charge: 11/29 - 12/29/23 Bill #020124--Electric Charge: 12/29/23 - 01/30/24 Bill #103023--Water Fire Service & Sewer Charge: 09/28 - 10/30/23 Bill #092823--Water Fire Service & Sewer Charge: 08/29 - 09/28/23 Bill #113023--Water Fire Service & Sewer Charge: 10/30 - 11/30/23 Bill #013124--Water Fire Service & Sewer Charge:		$ 13,961.48
Check	13776	LP Express	3/11/2024	Bill #4308--Transportation Svcs - Central City Value School to Holocaust Museum LA & Over Time: 02/29/24 Bill #4312--Transportation Svcs - University Prep Value HS to Lemon Grove Park & Eagle Rock Rec Center: 02/26 - 03/01/24 Bill #4254--Transportation Svcs - Central City Value School to Bernstein HS & John Ferrero: 01/02 -		$ 7,560.00
Check	13777	Nexx Phase, Inc dba Red Diamond Steel	3/11/2024	Bill #P20240206--Fabrication and Installation		$ 4,100.00
Check	13778	Office Depot	3/11/2024	Bill #357200397001--Supplies		$ 264.00
Check	13779	Juan Paez	3/11/2024	Bill #030624--Reimb: Gas for Vans & Shoes for Homeless Student		$ 681.70
Check	13780	Pep Boys Fleet	3/11/2024	Bill #006122648088--Supplies Bill #006122648090--Supplies Bill #006122648314--Supplies		$ 489.73
Check	13781	PureData Consulting Inc.	3/11/2024	Bill #2938--Powerschool Behavior Plugin		$ 250.00
Check	13782	Manuel Reyes	3/11/2024	Bill #030624--Reimb: Tuition for Fall		$ 787.25
Check	13783	San Joaquin County Office of Education	3/11/2024	Bill #242573--EDJOIN Accounts Fee - One year term		$ 1,200.00
Check	13784	School Life	3/11/2024	Bill #200078507--Books & Supplies		$ 418.31
Check	13785	Scoot Education Inc.	3/11/2024	Bill #70357--Services: 02/29 - 03/01/24 Bill #70159--Services: 02/26 - 03/01/24 Bill #70231--Services: 02/26 - 03/01/24		$ 10,073.00
Check	13786	Siemens Industry, Inc.	3/11/2024	Bill #5330699022--Fire Monitoring: 01/01 - 12/01/23		$ 984.00

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Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	13787	Staples Advantage	3/11/2024	Bill #3561238838--Supplies Bill #3561238836--Supplies Bill #3561238833--Supplies Bill #3561238831--Supplies Bill #3561238841--Supplies Bill #3561238839--Supplies Bill #3561238840--Supplies Bill #3561238834--Supplies Bill #3561238835--Supplies Bill #3561238829--Supplies		$ 3,044.69
Check	13788	Staples Advantage	3/11/2024	Bill #3543734781--Supplies Bill #3543127967--Supplies Bill #3543734782--Supplies Bill #3538012212--Supplies Bill #3543127966--Supplies		$ 1,522.23
Check	13789	Alejandro Sugawara	3/11/2024	Bill #3724--Boys Volleyball Scorekeeping - Camino Nuevo		$ 160.00
Check	13790	Teachers On Reserve	3/11/2024	Bill #96617--Substitute Svcs: 02/19 - 02/23/24 Bill #96485--Substitute Svcs: 02/05 - 02/09/24 Bill #96553--Substitute Svcs: 02/12 - 02/16/24		$ 14,943.85
Check	13791	Teachers On Reserve	3/11/2024	Bill #96549--Substitute Svcs: 02/12 - 02/16/24 Bill #96482--Substitute Svcs: 02/05 - 02/09/24 Bill #96612--Substitute Svcs: 02/19 - 02/23/24		$ 8,507.88
Check	13792	Teachers on Reserve	3/11/2024	Bill #96619--Substitute Srvcs: 02/19 - 02/23/24 Bill #96555--Substitute Srvcs: 02/12 - 02/16/24 Bill #96487--Substitute Srvcs: 02/05 - 02/09/24		$ 17,714.43
Check	13793	Josan Wright Callender	3/11/2024	Bill #16A--Special Education Contract Instructors Svcs: 02/01 - 02/29/24		$ 2,000.00
Check	13794	V&E Educational Partners	3/11/2024	Bill #003--Support for Month of February 2024		$ 5,112.00
Check	13795	Western Exterminator Company	3/11/2024	Bill #57358829--Pest Control Maintenance		$ 313.60
Check	13796	Western Exterminator Company	3/11/2024	Bill #58930534--Pest Control Maintenance		$ 164.00
Check	13797	Young. Minney & Corr, LLP	3/11/2024	Bill #9372--Legal Srvcs		$ 3,105.00
Check	13798	David Yucute	3/11/2024	Bill #030524--Reimb; Window Repair Supplies		$ 188.10
Check	13799	Nancy Yucute	3/11/2024	Bill #022824--Reimb: Visitor pass Stickers & Volunteer Pass Stickers		$ 22.75
Check	13800	Toberman Recreation	3/11/2024	Bill #2865876--Baseball Practice; 04/08 - 05/09/24		$ 1,157.00
Check	13801	VSF School Facilites #1	3/12/2024	Bill #April 2024--Rent for 1929 Pico: April 2024		$ 32,790.83
Check	13802	VSF School Facilities #1	3/12/2024	Bill #April 2024--Ground Lease Payment on Madison Site: April 2024		$ 40,444.08
Check	13803	A & M Refrigeration Company	3/19/2024	Bill #36035--Svc; Repairs and Maintenance		$ 180.00
Check	13804	Raissa Adolphe	3/19/2024	Bill #030624--Reimb: Gas for Van #2		$ 129.16

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Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	13805	Akins IT Inc	3/19/2024	Bill #28815--Technology Services Bill #28814--Technology Services Bill #28816--Technology Services		$ 1,463.30
Check	13806	Amazon Capital Service	3/19/2024	Bill #1HGC-F7JK-FRV9--Supplies -- -- -- Bill #1T43-3Q1G-KX9J--Supplies Bill #1XRM-KJD7-PVHP--Supplies Bill #1C1F-VYVL-4916--Supplies Bill #1D9D-R96M-MTRW--Supplies Bill #1DQ9-KK3L-RLNK--Supplies Bill #1NQ7-YK3F-NKHC--Supplies Bill #1R3Q-V317-NWWM--Supplies Bill #1T6X-CF4R-79XW--Supplies Bill #1C77-YHWG-WPPW--Supplies Bill #1XGV-F694-9LXG--Supplies Bill #119R-1WWW-7MP4--Supplies		$ 2,729.39
Check	13807	Amtech Elevator Services	3/19/2024	Bill #151401482957--Maintenance Srvcs: 03/01 - 05/31/24		$ 1,084.92
Check	13808	Anthem Blue Cross	3/19/2024	Bill #000955623C--Billing Period: March 2024		$ 272.55
Check	13809	Art Trek	3/19/2024	Bill #4025--Program Fee: Site Instruction: 02/05 - 02/27/24		$ 3,100.00
Check	13810	AT&T	3/19/2024	Bill #070723--Services due by 07/27/23		$ 1,307.15
Check	13811	AT&T	3/19/2024	Bill #000021361497--Internet Srvc: 02/01 - 02/29/24		$ 61.63
Check	13812	Boyd & Associates	3/19/2024	Bill #317297--Monitoring & Cellular Communication: 01/01 - 03/31/24		$ 153.00
Check	13813	Canon Solutions America, Inc.	3/19/2024	Bill #6007229756--Copier - due: 03/30/24 Bill #6007229335--Copier - due: 03/30/24 Bill #6007231103--Copier - due: 03/30/24		$ 963.67
Check	13814	Yazmin Castaneda	3/19/2024	Bill #031224--Reimb: EVS Backpacks lanyards Stickers Pens		$ 1,258.16
Check	13815	Charter Communications	3/19/2024	Bill #161776501030124--Services: 03/01 - 03/31/24		$ 931.07
Check	13816	Charter Communications	3/19/2024	Bill #4836351030324--Services: 03/03 - 04/02/24		$ 838.00
Check	13817	Denny Chavez	3/19/2024	Bill #031324--Reimb: batting Cages Rental		$ 113.00
Check	13818	Cintas	3/19/2024	Bill #4182111099_A--Supplies Bill #4185706635--Supplies Bill #4178466285--Supplies		$ 604.23
Check	13819	City of Los Angeles	3/19/2024	Bill #2964129--Services & Other Operating Expenses		$ 529.00
Check	13820	Day & Nite Door Inc.	3/19/2024	Bill #IE-95660--For The Repairs to Rear Fence Bill #IE-95597--For The Replacement of (1) Electric Strike to Front Entrance Swing gate as Quoted		$ 1,422.06
Check	13821	Dell Marketing L.P	3/19/2024	Bill #10735470376--Dell Latitude 5540		$ 1,441.37
Check	13822	Sanuel Dene	3/19/2024	Bill #030624--Reimb: Batting Cages Rental & Gas for Van		$ 156.03
Check	13823	Rudolph R DeSantiago	3/19/2024	Bill #031224--Reimb: Beverages for Meetings Lunch for ILT meeting Disposables for meeting Continental breakfast Pastries for Board meeting		$ 1,234.27

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	13824	EdTec, Inc	3/19/2024	Bill #203098--AP Srvcs for VSF: February 2024 Bill #203097--LCAP: Feb 2024 SIS Support: Feb 2024 & UPS Postage Bill #203101--AP & Accounting Srvcs for VSF LLC#1: January 2024		$ 2,371.60
Check	13825	FIYA	3/19/2024	Bill #75035490--Boys Soccer Registration		$ 685.00
Check	13826	Grainger	3/19/2024	Bill #9048937297--Supplies		$ 583.61
Check	13827	Green Termite & Pest Control	3/19/2024	Bill #33147--Pest control Service: 03/11/24		$ 120.00
Check	13828	Chin Ho	3/19/2024	Bill #26410--Pest Control Srvcs: 03/06/24		$ 300.00
Check	13829	Korean American Education Foundation, Inc	3/19/2024	Bill #031224--Visitor Parking Stickers: 03/11/24		$ 240.00
Check	13830	Vancouver Laptop Inc	3/19/2024	Bill #1708545721--LCD Screen Wide screen Matte compatibe with HP Chromebook		$ 193.70
Check	13831	Los Angeles Department of Water & Power	3/19/2024	Bill #080923--Water & Sewer Charges: 07/07 - 08/09/23 Bill #031124--Water & Sewer Charges: 02/08 - 03/11/24 Bill #020824--Water & Sewer Charges: 01/10 - 02/08/24 Bill #110623--Water & Sewer Charges: 10/05 - 11/06/23 Bill #100623--Water & Sewer Charges: 09/07 - 10/05/23 Bill #060823--Water & Sewer Charges: 05/08 - 06/08/23 Bill #050923--Water & Sewer Charges: 04/10 - 05/08/23 Bill #090723--Water & Sewer Charges: 08/09 - 09/27/23 Bill #120823--Water & Sewer Charges: 11/06 - 12/07/23 Bill #011024--Water & Sewer Charges: 12/07/23 - 01/10/24 Bill #041023--Water & Sewer Charges: 03/10 - 04/10/23 Bill #071023--Water & Sewer Charges: 06/08 - 07/07/23		$ 5,731.95
Check	13832	Los Angeles Department of Water & Power	3/19/2024	Bill #030624--Electric Water & Fire Charges: 02/02 - 03/06/24		$ 5,105.21
Check	13833	More Prepared LLC	3/19/2024	Bill #39804--SOS Emergency Food Bar & Poratble Classroom Kit		$ 1,253.53
Check	13834	Edgar Nguyen	3/19/2024	Bill #030124--Reimb: Middle School Missing Meals & garden water faucet repair		$ 544.63
Check	13835	Office Depot	3/19/2024	Bill #356709695001--Supplies Bill #356709206001--Supplies Bill #356065024001--Supplies Bill #356742414001--Supplies Bill #356643365001--Supplies Bill #351755539001--Supplies		$ 1,005.60
Check	13836	Juan Paez	3/19/2024	Bill #031324--Reimb: Staff Refrigerator		$ 1,015.48
Check	13837	PRN Nursing Consultants, LLC	3/19/2024	Bill #232078M--EPIPEN Training: 02/14/24		$ 850.00
Check	13838	Purchase Power	3/19/2024	Bill #022224--Postage & Other charges due by 03/20/24		$ 478.25
Check	13839	Quizizz Inc	3/19/2024	Bill #27854BAL--Materials & Supplies		$ 600.00
Check	13840	Rain Tec Roofing	3/19/2024	Bill #3--Roof repairs		$ 9,550.00

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Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	13841	Schindler Elevator Corporation	3/19/2024	Bill #7153893501--Repairs & Maintenance Svcs		$ 531.56
Check	13842	Siemens Industry, Inc.	3/19/2024	Bill #5331313134--Fire Monitoring ; 02/29/24		$ 1,385.00
Check	13843	Charter Communications	3/19/2024	Bill #0055677021424--Services due 03/02/24 + Past Due		$ 1,071.32
Check	13844	Staples Advantage	3/19/2024	Bill #3561238844--Supplies Bill #3561238846--Supplies Bill #3561238851--Supplies Bill #3561238842--Supplies Bill #3561238843--Supplies Bill #3561238850--Supplies Bill #3561238849--Supplies Bill #3561238845--Supplies Bill #3561238848--Supplies		$ 2,175.52
Check	13845	Staples Advantage	3/19/2024	Bill #3561703541--Supplies		$ 119.75
Check	13846	Alejandro Sugawara	3/19/2024	Bill #31524--Boys Volleyball Scorekeeping - Camino Nuevo		$ 160.00
Check	13847	Super Copy	3/19/2024	Bill #2024.0563--Printing Srvcs Bill #2024.0560--Printing Srvcs Bill #2021.0540--Printing Srvcs		$ 1,680.21
Check	13848	Unisan Products LLC	3/19/2024	Bill #3160680--Supplies Bill #3160627--Supplies		$ 1,224.54
Check	13849	Western Exterminator Company	3/19/2024	Bill #376703C--Pest Control Maintenance		$ 599.20
Check	13850	Taylor Wheeldin	3/19/2024	Bill #030424--Reimb: Dinner for Staff During a Pet Visit		$ 55.48
Check	13851	City of Los Angeles	3/19/2024	Bill #Estimate# 20--Boys Volleyball Game: 04/02 & 04/04/24		$ 210.00
Check	13852	Disneyland Resort	3/19/2024	Bill #Grad Nite 2024--Grad Nite 2024		$ 4,405.00
Check	13853	Hauling LA, Inc.	3/21/2024	Bill #022624--Junk Removal		$ 550.00
Check	13854	Voice & Data	3/21/2024	Bill #24017--Security System Upgrade		$ 4,932.00
Check	13855	1900 West Pico Blvd. LLC	3/21/2024	Bill #April 2024--Monthly Parking: April 2024		$ 500.00
Check	13856	940 W Washington LLC	3/21/2024	Bill #April 2024--Office Space Rent: April 2024		$ 2,200.00
Check	13857	940 W Washington LLC	3/21/2024	Bill #April 2024--Storage Space Rental: April 2024		$ 400.00
Check	13858	BA Self Storage	3/21/2024	Bill #April 2024--Unit Number E34 - Joaquin Arroyo; Storage Rent: April 2024		$ 753.00
Check	13859	Downtown Mini Warehouse	3/21/2024	Bill #April 2024--Monthly Rental Storage Unit - L019: April 2024		$ 375.00
Check	13860	Downtown Mini Warehouse	3/21/2024	Bill #April 2024--Monthly Rental Storage Unit - L021: April 2024		$ 375.00
Check	13861	Holonomy Consulting	3/21/2024	Bill #April 2024--Monthly Instruction Coaching: April		$ 3,750.00
Check	13862	Holonomy Consulting	3/21/2024	Bill #April 2024--Monthly Instruction Coaching: April		$ 7,000.00
Check	13863	Korean American Education Foundation, Inc	3/21/2024	Bill #April 2024--Monthly Rent & Parking for Suite 308: April 2024		$ 762.50
Check	13864	Korean American Education Foundation, Inc.	3/21/2024	Bill #April 2024--Monthly Rent & Parking for Suite 301: April 2024		$ 2,495.00

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Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	13865	Korean American Education Foundation, Inc.	3/21/2024	Bill #April 2024--Monthly Rent & Parking for Suite 406: April 2024		$ 2,642.00
Check	13866	Laborers International Union of North America	3/21/2024	Bill #April 2024--Union Parking Spaces for UPVHS: April 2024		$ 8,750.00
Check	13867	Mexican Village Restaurant	3/21/2024	Bill #April 2024--Parking Spaces for Everest Value School: April 2024		$ 1,500.00
Check	13868	Odd Fellow Temple, LLC	3/21/2024	Bill #April 2024--Monthly Parking: April 2024		$ 1,800.00
Check	13869	American Frontline Guards	3/21/2024	Bill #1013--Unarmed uniformed security guard : 01/16 - 03/12/24		$ 14,514.00
Check	13870	CopperPoint Insurance Company	3/21/2024	Bill #1012839003--Insurance Premium: 11/01/23 - 11/01/24		$ 16,441.34
Check	13871	Cross Country Education	3/21/2024	Bill #DE99182--Srvcs: BID & DIS Counselor due by 04/01/24 Bill #DE99342--Srvcs: Academic Assessor BID Case Manager DIS Counselor DHH ERICS PSYCH School RN SLP & BII due by 03/30/24 Bill #DE99368--Srvcs: APE BID COTA DHH & OT due by 03/30/24 Bill #DE99635--Srvcs: LT: BII 9th Grade Student due by 03/30/24 Bill #DE99341--Srvcs: LT: Billingual SpED due by 03/30/24		$ 51,050.58
Check	13872	Danieles Commercial Cleaning	3/21/2024	Bill #20240401-08--Day Porter & Night Cleaning Services		$ 11,380.52
Check	13873	Point Quest Group, Inc	3/21/2024	Bill #901164--Speech & OT Services: February 2024 Bill #901181--Speech & OT Services: February 2024 Bill #901261--Speech & OT Services: February 2024		$ 65,396.56
Check	13874	Kaiser Foundation Health Plan	3/21/2024	Bill #767788434303--Insurance Premium: April 2024 & Retro & Other Activity		$ 85,211.67
Check	13875	Keltner Architects, Inc	3/21/2024	Bill #1066--Basic Services: Construction Phase		$ 36,875.00
Check	13876	Philadelphia Insurance Companies	3/21/2024	Bill #2005964791--Insurance Premium due by: 03/04/24		$ 14,743.41
Check	13877	Scoot Education Inc.	3/21/2024	Bill #71507--Services: 03/07 - 03/08/24 Bill #71508--Services: 03/04 - 03/08/24 Bill #71509--Services: 03/04 - 03/08/24 Bill #70265--Services: 02/26 - 03/01/24 Bill #71510--Services: 03/04 - 03/08/24		$ 15,182.00
Check	13878	After-School All Stars, Los Angeles	3/21/2024	Bill #27236--After School Program: November 2023 Bill #27380--After School Program: December 2023		$ 50,479.84
Check	13879	Disneyland Resort	3/25/2024	Bill #TACF24T--Grad Nite Tickets		$ 8,015.00
Check	13880	Raissa Adolphe	3/26/2024	Bill #031424--Reimb: Gas Van Bill #031224--Reimb: Cleaing Soccer Uniforms & Gas Van		$ 564.62

Note: Multiple expenses or "Itemized/Invoice Amounts" may be paid by one check. The total "Check Amount" will appear for each "Itemized/Invoice Amount" paid by the check.

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Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	13881	Amazon Capital Service	3/26/2024	Bill #1LG1-MKYJ-GT9N-A--Supplies Bill #19QX-C6MR-FG4N--Supplies Bill #1XRN-HRNJ-VQ7V--Supplies Bill #1PJ1-FK9W-TMQD--Supplies Bill #19NQ-6NF6-3PM7--Supplies Bill #1G46-6H3K-T4N4--Supplies Bill #14PL-MRCC-NLRX--Supplies Bill #1LXG-CXTL-3F7W--Supplies Bill #1G1Y-R3VW-LK4Q--Supplies Bill #1DPW-DGP1-CGYD--Supplies Bill #11YR-LC4C-437Y--Supplies Bill #1PJR-WGGC-6HJX--Supplies Bill #17KH-V3HR-73JR--Supplies Bill #1W13-GVPT-MHC9--Supplies		$ 3,662.56
Check	13882	Anthem Life	3/26/2024	Bill #000000009779747--Billing Period: April 2024		$ 910.15
Check	13883	Arc	3/26/2024	Bill #INV-04028--Central City Value HS Enrichment Sessions: 08/15/23 - 05/30/24 (6 of 10)		$ 2,330.00
Check	13884	BSN Sports LLC	3/26/2024	Bill #925129496--Uniforms		$ 1,556.88
Check	13885	BSN Sports LLC	3/26/2024	Bill #925125969--WMN Franchise Polo		$ 151.40
Check	13886	California Dental	3/26/2024	Bill #032124--Coverage: April 2024		$ 1,487.68
Check	13887	Canon Financial Services, Inc	3/26/2024	Bill #32213045--Copier Contract Charge: 03/01 - 03/31/24 Bill #32161138--Copier Contract Charge: 02/20 - 03/19/24		$ 3,040.65
Check	13888	Canon Solutions America, Inc.	3/26/2024	Bill #6007355855--Copier - due: 04/09/24 Bill #6007343324--Copier - due: 04/07/24		$ 474.06
Check	13889	Carpark, Inc.	3/26/2024	Bill #15048--Monthly Parking fee for the month : April 2024		$ 3,000.00
Check	13890	Charter Communications	3/26/2024	Bill #4442903031624--Services: 03/16 - 04/15/24		$ 128.91
Check	13891	Cintas	3/26/2024	Bill #4186437431--Supplies		$ 587.64
Check	13892	Estrella Ciscar-Garcia	3/26/2024	Bill #031924--Reimb: 1 Room for Traveler Lunch & Dinner for two travelers Ride		$ 720.86
Check	13893	City Fare, Inc.	3/26/2024	Bill #212856--Catering Srvcs: 03/15/24		$ 237.89
Check	13894	Cross Country Education	3/26/2024	Bill #DE99713--Srvcs: BID & DIS Counselor due by 04/08/24		$ 4,627.79
Check	13895	Diaz Plumbing	3/26/2024	Bill #8321--Plumbing Srvcs		$ 695.00
Check	13896	Julia Farah	3/26/2024	Bill #031524--Reimb: Parking at LACMA Pritzker garage My ticket for the Museum of Moving Image & Mileage		$ 42.90
Check	13897	Flinn Scientific Inc	3/26/2024	Bill #2897350--Materials & Supplies		$ 15.21
Check	13898	Carlos Galindo	3/26/2024	Bill #119--Day & Night Cleaning Bill #121--Day & Night Cleaning Bill #120--Day & Night Cleaning		$ 4,500.00
Check	13899	Megan Jackson	3/26/2024	Bill #032024--Reimb: Field Trip Cinemark		$ 858.00
Check	13900	Vancouver Laptop Inc	3/26/2024	Bill #1707264782--LCD Screen Wide screen Matte compatibe with HP Chromebook		$ 183.39

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Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	13901	Learning Equipment Supply Service	3/26/2024	Bill #86--Materials & Supplies		$ 80.00
Check	13902	Los Angeles Department of Water & Power	3/26/2024	Bill #031124--Electric Charge: 01/30 - 02/29/24		$ 2,009.74
Check	13903	LP Express	3/26/2024	Bill #4322--Transportation Svcs - Central City Value School to Roybal Learning Center: 03/14/24 Bill #4326--Transportation Svcs - University Prep Value HS to Lemon grove Park Cypress Ree Center Westchester Rec Park: 03/11 - 03/15/24 Bill #4321--Transportation Svcs - University Prep Value HS to Lemon Grove Park Glendale Sports Complex & Baseball central: 03/04 - 03/08/24 Bill #4327--Transportation Svcs - University Prep Value HS to Universal City Walk: 03/15/24 Bill #4317--Transportation Svcs - Central City Value School to Glendale Sports Complex & Annenberg Charter School: 03/05 - 03/08/24		$ 9,255.00
Check	13904	Christian Martinez	3/26/2024	Bill #030524--Reimb: Drawing and Painting Supplies for AP art		$ 24.50
Check	13905	Office Depot	3/26/2024	Bill #350432853001--Supplies Bill #358006192001--Supplies		$ 725.32
Check	13906	Laura Oh	3/26/2024	Bill #032024--Reimb: Calculator Software Subscription		$ 159.61
Check	13907	Juan Paez	3/26/2024	Bill #032024--Reimb: Shoes for Homeless student & Gas for Vans		$ 225.99
Check	13908	Principal Life Insurance Company	3/26/2024	Bill #031724--Insurance Coverage: April 2024		$ 9,535.68
Check	13909	Republic Services	3/26/2024	Bill #0902-012266379--Waste Srvcs		$ 1,424.49
Check	13910	Charter Communications	3/26/2024	Bill #0055677031424--Services due 03/31/24		$ 815.11
Check	13911	StickerYou Inc	3/26/2024	Bill #2312172034561310567--Laminated White Vinyl Removable Semi-Gloss Sticker		$ 421.97
Check	13912	Alejandro Sugawara	3/26/2024	Bill #3224--Boys Volleyball Scorekeeping - Camino Nuevo		$ 120.00
Check	13913	The Fruitguys, LLC	3/26/2024	Bill #CI_38835--Fruit & Veggies: 02/01 - 02/29/24		$ 3,705.00
Check	13914	Total Education Solutions dba TES Therapy	3/26/2024	Bill #7455622--SPED Services: February 2024		$ 9,761.25
Check	13915	Walk This Way Movement, Inc.	3/26/2024	Bill #1001--Empowerment Workshop		$ 1,250.00
Check	13916	After-School All Stars, Los Angeles	3/26/2024	Bill #27564--After School Program: February 2024		$ 23,387.63
Check	13917	Anthem Blue Cross	3/26/2024	Bill #000962632C--Billing Period: April 2024		$ 98,454.67
Check	13918	Philadelphia Insurance Companies	3/26/2024	Bill #2005964792--Insurance Premium due by: 04/01/24		$ 14,768.41
Check	13919	Revolution Foods, PBC	3/26/2024	Bill #002320-C003220--Breakfast Lunch & Snack: February 2024		$ 142,014.16

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	13920	Scoot Education Inc.	3/26/2024	Bill #72390--Services: 03/11 - 03/15/24 Bill #72240--Services: 03/11 - 03/15/24 Bill #72357--Services: 03/11 - 03/15/24 Bill #72426--Services: 03/11 - 03/14/24		$ 13,986.00
Check	13921	Teachers On Reserve	3/26/2024	Bill #96054--Substitute Svcs: 12/04 - 12/08/23 Bill #95985--Substitute Svcs: 11/27 - 12/01/23 Bill #96673--Substitute Svcs: 02/26 - 03/01/24		$ 16,664.98
Check	13922	Teachers On Reserve	3/26/2024	Bill #96671--Substitute Svcs: 02/26 - 03/01/24 Bill #96732--Substitute Svcs: 03/04 - 03/08/24		$ 8,321.18
Check	13923	Teachers on Reserve	3/26/2024	Bill #96676--Substitute Srvcs: 02/26 - 03/01/24 Bill #96738--Substitute Srvcs: 03/04 - 03/08/24		$ 16,990.89
Check	DB030824	Bank of America DES Plan Fund	3/8/2024	DB030824; Bank of America DES Plan Fund		$ 799.98
Check	DB032224	LAFD Development	3/22/2024	DB032224; LAFD Development		$ 1,618.13
Check	DB032624	City of Los Angeles, Public Works Sanitation	3/26/2024	DB032624; City of LA		$ 129.00

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Combined Board Check Register
School: Value Schools
Month: April 2024

				Total Paid By Check:		##########
				Total Paid By Credit Card:		$ -

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	13924	Disneyland Resort	4/2/2024	Bill #Grad Nite 2024A--Grad Nite 2024		$ 5,000.00
Check	13925	Scholastic Book Fairs	4/3/2024	Bill #B5421576FR--Book Fair Sales; Case ID: 10693442		$ 2,504.64
Check	13926	90 Mile Solutions	4/9/2024	Bill #019--Administrative Consulting services : March 2024		$ 2,500.00
Check	13927	A & M Refrigeration Company	4/9/2024	Bill #36051--Svc; Repairs and Maintenance Bill #35987--Svc; Repairs and Maintenance		$ 7,700.00
Check	13928	AdDividers	4/9/2024	Bill #84099--Monthly AdDivider Fee: April 2024		$ 250.00
Check	13929	Amazon Capital Service	4/9/2024	Bill #1JG4-MLTV-J6TV--Supplies Bill #1RHQ-WRKG-DC7M--Supplies Bill #1W6X-WFJK-MXVM--Supplies Bill #13WW-PTHQ-C7TD--Supplies Bill #17CV-HQ7Q-KDGV--Supplies Bill #1LLF-CV9Y-9NRQ--Supplies Bill #1NT9-XCK4-4TVN--Supplies Bill #1YD7-L3LW-NG76--Supplies Bill #1YD7-L3LW-46W3--Supplies Bill #1FFG-PJ7N-HJ6D--Supplies Bill #1CD9-KLGJ-7DYM--Supplies		$ 3,183.75
Check	13930	Anthem Blue Cross	4/9/2024	Bill #000962633C--Billing Period: April 2024		$ 272.55
Check	13931	AT&T	4/9/2024	Bill #000021469798--Internet Srvc: 02/28 - 03/27/24		$ 19.94
Check	13932	Athens Services	4/9/2024	Bill #16640656--Waste Srvcs: April 2024		$ 2,715.84
Check	13933	Athens Services	4/9/2024	Bill #16633102--Waste Srvcs: April 2024		$ 1,338.99
Check	13934	Boyd & Associates	4/9/2024	Bill #325030--Monitoring - Burglar Alarm System : 04/01 - 06/30/24		$ 198.00
Check	13935	Boyd & Associates	4/9/2024	Bill #323753--Quarterly Monitoring Charges: 04/01 - 06/30/24		$ 111.00
Check	13936	Boyd & Associates	4/9/2024	Bill #323754--Monitoring & Cellular Communication: 04/01 - 06/30/24		$ 153.00
Check	13937	Brennan Estimating Services	4/9/2024	Bill #11926--Fire Alarm Sprinkler & Report Fee		$ 1,800.00
Check	13938	BSN Sports LLC	4/9/2024	Bill #925246364--Uniforms		$ 1,233.76
Check	13939	BSN Sports LLC	4/9/2024	Bill #925303840--Ball Cart W/ Carry Bag Bill #925295586--Rawlings & Practice Softballs		$ 663.66
Check	13940	Canon Solutions America, Inc.	4/9/2024	Bill #6007456482--Copier - due: 04/20/24 Bill #6007497527--Copier - due: 04/24/24 Bill #6007431594--Copier - due: 04/17/24		$ 414.21

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Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	13941	Charter Communications	4/9/2024	Bill #3630094031724--Service : 03/17 - 04/16/24		$ 800.00
Check	13942	Charter Connect	4/9/2024	Bill #1753--Google Ads Spend & Search Engine Optimization		$ 4,500.00
Check	13943	Cintas	4/9/2024	Bill #4187146349--Supplies Bill #4187859606--Supplies		$ 1,189.23
Check	13944	City of Los Angeles, PW Sanitation - IWB	4/9/2024	Bill #20241084791--Class 1 Inspection and control Fee: 01/01 - 03/31/24		$ 105.75
Check	13945	City of Los Angeles	4/9/2024	Bill #911104-8--Hydro Electric		$ 176.58
Check	13946	Custom Ink	4/9/2024	Bill #71871660--Gildan Midweight 50/50 Pullover Hoodie - Black		$ 432.57
Check	13947	Silvia De Leon	4/9/2024	Bill #032024--Reimb: Breakfast meal supplies & Mileage		$ 73.91
Check	13948	Laura Diosdado	4/9/2024	Bill #032024--Reimb: Yearly & Monthly Subscription		$ 168.94
Check	13949	DMV	4/9/2024	Bill #040424A--Renewal Fee Bill #040424--Renewal Fee		$ 567.00
Check	13950	Eagle Protection of California	4/9/2024	Bill #155415--Fire System: 04/01 - 04/30/24		$ 220.00
Check	13951	EdTec, Inc	4/9/2024	Bill #28879--EdTec Monthly Back Office Service - April 2024		$ 23,945.00
Check	13952	Julia Farah	4/9/2024	Bill #032924--Reimb: Marie Antoinette movie Parking Fee at the Getty Villa & Soup and salad trip to Jonathan Stamos & Tiffany Ordonez		$ 48.98
Check	13953	Funds for Learning, LLC	4/9/2024	Bill #ERM-0-3947--E-rate Manager for Applicants - Premium License		$ 359.00
Check	13954	Gil's Electrical Service, Inc.	4/9/2024	Bill #58854--Electrical Srvs		$ 880.00
Check	13955	Chin Ho	4/9/2024	Bill #26438--Pest Control Srvcs: 01/02/24 Bill #26397--Pest Control Srvcs: 04/02/24		$ 600.00
Check	13956	Iron Mountain	4/9/2024	Bill #JJSH700--Storage: April 2024		$ 277.15
Check	13957	Jostens Inc.	4/9/2024	Bill #33629657--Package: BDG Graduation Outfit Graduate Bill #33649021--Package: BDG Graduation Outfit Graduate		$ 3,161.81
Check	13958	David Kendall	4/9/2024	Bill #030424--Reimb: Learning and the Brain Hotel Cornell de France Fairmont Hotel & Mileage		$ 2,038.80
Check	13959	LA Maintenance and Janitorial Services	4/9/2024	Bill #3465--Janitorial Services: March 2024 Bill #3467--Janitorial Services: March 2024 Bill #3466--Janitorial Services: March 2024		$ 10,189.60
Check	13960	Los Angeles Department of Water & Power	4/9/2024	Bill #030124--Electric Charge: 01/31 - 03/01/24		$ 407.87
Check	13961	Los Angeles Department of Water & Power	4/9/2024	Bill #032724--Electric Charges: 02/07 - 03/08/24		$ 5,127.10

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Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	13962	LP Express	4/9/2024	Bill #4331--Transportation Svcs - Central City Value School to Aspire Ollin Academy: 03/22/24 Bill #4336--Transportation Svcs - University Prep Value School to USC & Natural History Museum: 03/22/24 Bill #4335--Transportation Svcs - University Prep Value School to Lemon Grove Park Diego Rivera HS & Veteran's Park: 03/18 - 03/21/24 Bill #4305--Transportation Svcs - Central City Value School to John Ferrero Field & Roybal Learning Center: 02/13 - 02/15/24 Bill #4339--Transportation Svcs - Central City Value School to School Canyon Ball Field & Overtime: 03/20/24		$ 7,770.00
Check	13963	Denise Marroquin	4/9/2024	Bill #040224--Reimb: Food on Field Trip & Lunch/Field Trip with Farah		$ 115.64
Check	13964	NOOR	4/9/2024	Bill #E17624-B--2nd Payment - Prom Venue		$ 7,425.00
Check	13965	Ontario Refrigeration	4/9/2024	Bill #GW30594M--Customized Service Program: 03/01 - 05/31/24		$ 1,790.00
Check	13966	PureData Consulting Inc.	4/9/2024	Bill #2984--Powerschool Behavior Plugin		$ 250.00
Check	13967	Red Hook Capital Partners IV LLC	4/9/2024	Bill #VLE002-112--Development Fee & Reimbursements Bill #VLE004-102--Development Fee & Reimbursements		$ 17,052.09
Check	13968	Republic Services	4/9/2024	Bill #0902-012399027--Waste Srvcs - due: 04/20/24 Bill #0902-012398500--Waste Srvcs - due: 04/20/24		$ 3,623.53
Check	13969	Onassis Santos	4/9/2024	Bill #032924--Reimb: Gas for Vans Softball Prints Team Dinner & Lunch		$ 340.46
Check	13970	Schindler Elevator Corporation	4/9/2024	Bill #8106506032--Repairs & Maintenance Svcs		$ 4,955.04
Check	13971	Scholastic Inc	4/9/2024	Bill #W5467312BF--Books & Supplies		$ 4,063.13
Check	13972	Scoot Education Inc.	4/9/2024	Bill #73200--Services: 03/18 - 03/22/24		$ 1,810.00
Check	13973	St. Anne's Family Services	4/9/2024	Bill #ST11062023BR-B--Graduation Final Payment		$ 2,814.90

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Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	13974	Staples Advantage	4/9/2024	Bill #6000949388--Supplies Bill #6000949383--Supplies Bill #6000949389--Supplies Bill #6000949394--Supplies Bill #6000949378--Supplies Bill #6000949381--Supplies Bill #6000949390--Supplies Bill #6000949385--Supplies Bill #6000949393--Supplies Bill #6000949384--Supplies Bill #6000949380--Supplies Bill #6000949387--Supplies Bill #6000949392--Supplies Bill #6000949386--Supplies Bill #6000949376--Supplies Bill #6000949395--Supplies Bill #6000949391--Supplies		$ 3,436.73
Check	13975	Staples Advantage	4/9/2024	Bill #3562597231--Supplies		$ 244.78
Check	13976	Alejandro Sugawara	4/9/2024	Bill #4524--Baseball Boys Volleyball & Softball Scorekeeping - Smidth Tech Vaughn & Discovery Prep		$ 160.00
Check	13977	Super Copy	4/9/2024	Bill #2024.0571--Printing Srvcs Bill #2024.0575--Printing Srvcs Bill #2024.0577--Printing Srvcs		$ 820.82
Check	13978	Teachers On Reserve	4/9/2024	Bill #96797--Substitute Svcs: 03/11 - 03/15/24 Bill #96867--Substitute Svcs: 03/18 - 03/22/24		$ 3,334.11
Check	13979	Teachers on Reserve	4/9/2024	Bill #96874--Substitute Srvcs: 03/18 - 03/22/24 Bill #96804--Substitute Srvcs: 03/11 - 03/15/24		$ 12,000.94
Check	13980	The Fruitguys, LLC	4/9/2024	Bill #CI_39376--Fruit & Veggies: 03/01 - 03/15/24		$ 2,182.00
Check	13981	SoCalGas	4/9/2024	Bill #032224--Gas Charges: 02/20 - 03/20/24		$ 496.76
Check	13982	Josan Wright Callender	4/9/2024	Bill #17--Special Education Contract Instructors Svcs: 03/01 - 03/31/24		$ 1,237.50
Check	13983	The Stepping Stones Group LLC	4/9/2024	Bill #M0197904--Recreational Therapist		$ 665.00
Check	13984	V&E Educational Partners	4/9/2024	Bill #004--Support for Month of March 2024		$ 5,112.00
Check	13985	Gabriella Valdez	4/9/2024	Bill #032224--Reimb: Livescan Journal #VALUE1421--	Voided	$ -
Check	13986	Voice & Data	4/9/2024	Bill #24018--Voice Mail Passcodes Remotely Changed by Panasonic Bill #24012--Paging System Upgrades		$ 4,325.00
Check	13987	Western Exterminator Company	4/9/2024	Bill #58374755--Pest Control Maintenance		$ 313.60
Check	13988	Raissa Adolphe	4/15/2024	Bill #040524--Reimb: Gas Van & Smog Test Van# 2		$ 173.79

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Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	13989	Amazon Capital Service	4/15/2024	Bill #1T3C-DGVP-6163--Supplies Bill #1VYW-TYG6-KLRR--Supplies Bill #11NW-RPVK-JL3W--Supplies Bill #1JQ4-G674-P6L4--Supplies Bill #1V6P-TGHX-KHTH--Supplies Bill #146L-J943-49CX--Supplies Bill #1J61-W943-Q9YJ--Supplies Bill #17H1-RK6J-CJWK--Supplies Bill #14N3-NKCW-9MXL--Supplies Bill #1N4C-F1RV-GCKW--Supplies Bill #1CD9-KLGJ-D3R1--Supplies Bill #1V4C-GYW6-LPM6--Supplies Bill #1KMM-3H33-97TW--Supplies		$ 5,696.02
Check	13990	Askarov Services Inc.	4/15/2024	Bill #INV71--Mounting TV		$ 375.00
Check	13991	AT&T	4/15/2024	Bill #000021508825--Internet Srvc: 03/01 - 03/31/24		$ 64.31
Check	13992	BSN Sports LLC	4/15/2024	Bill #925350952--Uniforms		$ 91.65
Check	13993	Canon Financial Services, Inc	4/15/2024	Bill #32329296--Copier Contract Charge: 03/20 - 04/19/24		$ 2,662.52
Check	13994	Canon Solutions America, Inc.	4/15/2024	Bill #6007561582--Copier - due: 04/30/24 Bill #6007559515--Copier - due: 04/30/24 Bill #6007560046--Copier - due: 04/30/24		$ 767.31
Check	13995	Yazmin Castaneda	4/15/2024	Bill #031824--Reimb: DNA & Traits Kit		$ 43.79
Check	13996	Cintas	4/15/2024	Bill #4188560384--Supplies		$ 287.33
Check	13997	City Fare, Inc.	4/15/2024	Bill #208017--Catering Srvcs: 05/05/23		$ 1,405.05
Check	13998	Climatec LLC	4/15/2024	Bill #947003823--Fire Monitoring: 03/01 - 03/31/24		$ 65.00
Check	13999	CopperPoint Insurance Company	4/15/2024	Bill #1012839004--Insurance Premium: 11/01/23 - 11/01/24		$ 16,441.34
Check	14000	Day & Nite Door Inc.	4/15/2024	Bill #IE-95788--For the Inst of (1) Surface Mount Closer to Entry Gate		$ 1,164.44
Check	14001	Silvia M. De Leon	4/15/2024	Bill #30 CCVHS--Spiral Design & Virtus Arete Design		$ 234.75
Check	14002	Laura Diosdado	4/15/2024	Bill #040924--Reimb: Food for Faculty Game & Canva Subscription		$ 142.90
Check	14003	Spencer Evans	4/15/2024	Bill #040424--Reimb: Professional Development		$ 625.00
Check	14004	Rafael Gonzalez	4/15/2024	Bill #033124--Garden Service: 03/31/24		$ 440.00
Check	14005	HopSkipDrive, Inc	4/15/2024	Bill #20573--4031.2 B2B Base plus miles Completed Trips: 03/01 - 04/01/24		$ 787.29
Check	14006	Jojo's Balloon Bar	4/15/2024	Bill #113A--Deposit for marquee (SRC 2024) Balloon Arc Ballon Colums		$ 1,715.00
Check	14007	Jostens Inc.	4/15/2024	Bill #33550990--Package: Elements Graduate Bill #33733162--Diploma Packaging Handiling & Delivery		$ 767.55
Check	14008	K2 Waters LLC	4/15/2024	Bill #4747--Replace all filters		$ 180.00
Check	14009	Korean American Education Foundation, Inc	4/15/2024	Bill #041024--Visitor Parking Stickers: 04/10/24		$ 240.00

Note: Multiple expenses or "Itemized/Invoice Amounts" may be paid by one check. The total "Check Amount" will appear for each "Itemized/Invoice Amount" paid by the check.

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	14010	Lions Heating & Air Conditioning	4/15/2024	Bill #1032302799--AC Repairs		$ 2,810.00
Check	14011	Guillermo Lopez	4/15/2024	Bill #3--Math Consultation Srvcs		$ 3,960.00
Check	14012	Los Angeles Department of Water & Power	4/15/2024	Bill #040124--Water Fire Service & Sewer Charge: 03/01 - 03/29/24		$ 340.13
Check	14013	Los Angeles Department of Water & Power	4/15/2024	Bill #040924--Water & Sewer Charges: 03/11 - 04/09/24		$ 482.32
Check	14014	Los Angeles Department of Water & Power	4/15/2024	Bill #011024--Electric Water & Fire Service Charges: 11/06/23 - 01/10/24 Bill #031124--Electric Water & Fire Service Charges: 01/10 - 03/11/24		$ 13,716.49
Check	14015	Los Angeles Department of Water & Power	4/15/2024	Bill #011024--Fire Service Charges: 12/08/23 - 01/10/24 Bill #020824--Fire Service Charges: 01/10 - 02/08/24 Bill #050923--Fire Service Charges: 04/10 - 05/09/23 Bill #120823--Fire Service Charges: 11/06 - 12/08/23 Bill #110623--Fire Service Charges: 10/06 - 11/06/23 Bill #031124--Fire Service Charges: 02/08 - 03/11/24 Bill #100623--Fire Service Charges: 09/07 - 10/06/23 Bill #080823--Fire Service Charges: 07/10 - 08/08/23 Bill #040924--Fire Service Charges: 03/11 - 04/09/24 Bill #090723--Fire Service Charges: 08/08 - 09/07/23 Bill #060823--Fire Service Charges: 05/09 - 0608/23 Bill #041023--Fire Service Charges: 03/10 - 04/10/23 Bill #071023--Fire Service Charges: 06/08 - 07/10/23		$ 1,543.36
Check	14016	Los Angeles Department of Water & Power	4/15/2024	Bill #040424--Electric Water & Fire Charges: 03/05 - 04/04/24		$ 4,116.16
Check	14017	Los Angeles Department of Water & Power	4/15/2024	Bill #031124--Water & Sewer Charges Service due by 04/01/24 Bill #040924--Water & Sewer Charges Service due by 04/29/24 Bill #011024--Water & Sewer Charges Service due by 01/29/24 Bill #021224--Water & Sewer Charges Service due by 03/04/24		$ 1,870.82
Check	14018	Christian Martinez	4/15/2024	Bill #040324--Reimb: Paper for Drawing and Painting		$ 290.00
Check	14019	McGraw-Hill LLC	4/15/2024	Bill #132089495001--Books & Supplies Bill #131714914001--Books & Supplies Bill #132077604001--Books & Supplies		$ 14,731.10
Check	14020	Ana Meza	4/15/2024	Bill #041024--Reimb: Snacks for Field Day		$ 148.35
Check	14021	Edgar Nguyen	4/15/2024	Bill #032524--Reimb: Paint Supplies for Stairs		$ 316.71
Check	14022	Office Depot	4/15/2024	Bill #361179093001--Supplies		$ 405.96
Check	14023	Patriot Environmental Lab Services, Inc	4/15/2024	Bill #293723--Limited Asbestos Survey: 04/03/24		$ 16,720.00
Check	14024	Litzy Pineda	4/15/2024	Bill #040624--Reimb: Background Check for Retreat		$ 81.00

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Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	14025	Scoot Education Inc.	4/15/2024	Bill #74696--Services: 04/04 - 04/05/24 Bill #57986--5 Booking/s Bill #74595--Services: 04/02 - 04/05/24 Bill #47856--3 Booking/s Bill #73308--2 Booking/s		$ 5,396.00
Check	14026	Selected, Inc	4/15/2024	Bill #S-1243--Full Service Search Initial Fee		$ 50.00
Check	14027	Staples Advantage	4/15/2024	Bill #6001091061--Supplies		$ 570.92
Check	14028	Alejandro Sugawara	4/15/2024	Bill #41224--Boys Volleyball Softball Scorekeeping & Orthopaedic - ARB		$ 120.00
Check	14029	Sureway Transportation	4/15/2024	Bill #1061--Transportation to Medieval Times: 04/19/24		$ 1,125.00
Check	14030	The Stepping Stones Group LLC	4/15/2024	Bill #M0200493--Recreational Therapist		$ 1,487.50
Check	14031	Luis Toscano	4/15/2024	Bill #031024--Reimb: Lunch for During California Language Teachers & Parking		$ 54.62
Check	14032	TX Engineering Corporation	4/15/2024	Bill #2208-03-04--LADBS Submittal Set		$ 500.00
Check	14033	Unisan Products LLC	4/15/2024	Bill #3161617--Supplies		$ 716.79
Check	14034	USA Scheduler LLC	4/15/2024	Bill #24-1779--Scheduler license valid until Feb 1 2025		$ 3,500.00
Check	14035	Western Exterminator Company	4/15/2024	Bill #387300C--Pest Control Maintenance		$ 599.20
Check	14036	Young. Minney & Corr, LLP	4/15/2024	Bill #9878--Legal Srvcs		$ 962.50
Check	14037	Edyli Zotea	4/15/2024	Bill #040524--Reimb: Background Check for Retreat		$ 72.00
Check	14038	Zutra Water	4/15/2024	Bill #9390--5 Gallon PET BPA Free Plastic Bottle Bill #9392--5 Gallon PET BPA Free Plastic Bottle		$ 531.21
Check	14039	City of Los Angeles	4/16/2024	Bill #0124--Permit for Baseball Practices & Games at Pote Field		$ 2,310.00
Check	14040	Prestige Garage Door Services, Inc.	4/16/2024	Bill #EVS41124RP2--Garage door repair for MPR		$ 2,300.00
Check	14041	LP Express	4/17/2024	Bill #4340--Student Transportation Services		$ 24,800.00
Check	14042	Ma.C.E.S. Magnet Student Body	4/17/2024	Bill #002--Volleyball Tournament Entry Fee		$ 350.00
Check	14043	Raissa Adolphe	4/23/2024	Bill #041424--Reimb: Sandwiches For Boys Volleyball Team		$ 213.56

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Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	14044	Amazon Capital Service	4/23/2024	Bill #19D9-X7KT-HQLJ--Supplies Bill #1ML4-MDXY-MRNN--Supplies Bill #1JRN-MF7V-4QG3--Supplies Bill #1JRN-MF7V-CNXP--Supplies Bill #1kGQ-4WYY-CM9M--Supplies Bill #1FPQ-DKKX-93HC--Supplies Bill #1RYW-YH4N-FNLV--Supplies Bill #19R1-KG9T-W17K--Supplies Bill #1KJJ-3KFH-WCM9--Supplies Bill #1W6X-X9LJ-WVWW--Supplies Bill #19RH-VRX3-Y71F--Supplies Bill #1VND-NQJX-7G13--Supplies Bill #1MRV-RPX7-NT9D--Supplies Bill #1HVQ-CVHW-HMV1--Supplies Bill #14QD-DRGM-4DDJ--Supplies Bill #144D-6J9K-TK4L--Supplies Bill #1LXL-FM7H-YKVW--Supplies Bill #1DVH-LN9D-DTT6--Supplies Bill #1VRW-XFNJ-GTQT--Supplies Bill #17C4-HCC9-JC63--Supplies Bill #1KHX-N9KM-CVRR--Supplies		$ 5,282.26
Check	14045	American Frontline Guards	4/23/2024	Bill #1002A--Unarmed uniformed security guard : 03/13 - 03/22/24 Bill #1014--Unarmed uniformed security guard : 03/13 - 04/16/24 Bill #1001--Unarmed uniformed security guard : 04/09 - 04/16/24		$ 9,577.50
Check	14046	Arc	4/23/2024	Bill #INV-04105--Central City Value HS Enrichment Sessions: 08/15/23 - 05/30/24 (7 of 10)		$ 2,330.00
Check	14047	Joaquin Arroyo	4/23/2024	Bill #040924--Reimb: Calculators for students Knee Pads for dance team Food for parents Storage Unit for CCVHS & Live Scan for to work at EVS Etc		$ 1,982.64
Check	14048	Art Trek	4/23/2024	Bill #4044--Program Fee: Site Instruction: 03/05 - 03/12/24		$ 2,090.00
Check	14049	Veronica Caballero	4/23/2024	Bill #041624--Reimb: Meals For Students Bill #041624B--Reimb: CDE Bid Proposal Publication Bill #041624A--Reimb: Trash cans for Meal Service & Supplies		$ 1,775.71
Check	14050	California Dental	4/23/2024	Bill #032624--Coverage: May 2024		$ 1,304.54
Check	14051	Canon Solutions America, Inc.	4/23/2024	Bill #6007656820--Copier - due: 05/08/24		$ 297.75
Check	14052	Charter Communications	4/23/2024	Bill #161776501040124--Services: 04/01 - 04/30/24		$ 1,981.96
Check	14053	Charter Communications	4/23/2024	Bill #4836351040324--Services: 04/03 - 05/02/24		$ 838.00
Check	14054	Cintas	4/23/2024	Bill #4189314647--Supplies		$ 247.12

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Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	14055	City Fare, Inc.	4/23/2024	Bill #212841--Catering Srvcs: 03/14/24 Bill #208696--Catering Srvcs: 06/04/23		$ 7,508.85
Check	14056	City of LA - Building & Safety	4/23/2024	Bill #912512-6--Inspection : 02/14/24		$ 233.26
Check	14057	College Board	4/23/2024	Bill #EA228879--SpringBoard ELA Grade 10 TE		$ 429.32
Check	14058	Danieles Commercial Cleaning	4/23/2024	Bill #20240501-02--Day Porter & Night Cleaning Services		$ 9,368.07
Check	14059	DeansList, Inc.	4/23/2024	Bill #3891--Downtown Value School DeansList License Spring 2024		$ 4,250.00
Check	14060	Deportes Prieto Inc.	4/23/2024	Bill #21622--Sports Uniforms		$ 240.90
Check	14061	Jose Esquivel	4/23/2024	Bill #032024--Reimb: DIY Website Plan		$ 169.98
Check	14062	Carlos Galindo	4/23/2024	Bill #123--Day & Night Cleaning Bill #125--Day & Night Cleaning Bill #126--Day & Night Cleaning Bill #124--Day & Night Cleaning		$ 9,350.00
Check	14063	Gil's Electrical Service, Inc.	4/23/2024	Bill #58931--Electrical Srvs		$ 775.00
Check	14064	Grainger	4/23/2024	Bill #9064575518--Supplies Bill #9059822768--Supplies Bill #9064575500--Supplies Bill #9064575526--Supplies Bill #9064575492--Supplies Bill #9064575484--Supplies		$ 1,449.32
Check	14065	Green Termite & Pest Control	4/23/2024	Bill #33104--Pest control Service: 04/08/24		$ 120.00
Check	14066	Instructure, Inc.	4/23/2024	Bill #INV583966--Materials & Supplies		$ 7,245.00
Check	14067	Christian Jimenez	4/23/2024	Bill #041524--Reimb: Mining Experiement		$ 313.21
Check	14068	Jojo's Balloon Bar	4/23/2024	Bill #113B--Final Payment for marquee (SRC 2024) Balloon Arc Ballon Colums		$ 1,715.00
Check	14069	Jostens Inc.	4/23/2024	Bill #33716811--Tassel: Regular.Sivler Banded & Packaging Handiling & Delivery Bill #33717685--Grown: Rental Alma Mater.Master.Black & Hood: Rental Alma Mater		$ 1,147.85
Check	14070	Los Angeles Department of Water & Power	4/23/2024	Bill #041124--Electric Charge: 02/29 - 03/29/24		$ 1,869.37
Check	14071	MealTime	4/23/2024	Bill #MTMN00002904--Annual Subscription Renewal - SFTP 2024-2025 School Year		$ 2,957.00
Check	14072	Office Depot	4/23/2024	Bill #359564951001--Supplies		$ 439.20
Check	14073	Ontario Refrigeration	4/23/2024	Bill #GW30728M--Customized Service Program: 04/01 - 06/30/24		$ 1,388.00
Check	14074	OSCCO Landscape, Inc	4/23/2024	Bill #10290--Landscape Maintenance Service: March 2024 Bill #10270--Landscape Maintenance Service: February 2024 Bill #10312--Landscape Maintenance Service: April 2024		$ 2,085.00
Check	14075	Rain Tec Roofing	4/23/2024	Bill #7--Roof repairs		$ 850.00

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Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	14076	Red Hook Capital Partners IV LLC	4/23/2024	Bill #VLE003-112--Development Fee & Reimbursements		$ 8,638.59
Check	14077	Alejandro Sugawara	4/23/2024	Bill #41924--Softball Scorekeeping-Downtown magnet Volleyball Scorekeeping-Aspire Ollin		$ 160.00
Check	14078	Teachers On Reserve	4/23/2024	Bill #96958--Substitute Svcs: 04/01 - 04/05/24 Bill #96802--Substitute Svcs: 03/11 - 03/15/24 Bill #96872--Substitute Svcs: 03/18 - 03/22/24		$ 9,865.90
Check	14079	Teachers on Reserve	4/23/2024	Bill #96961--Substitute Srvcs: 04/01 - 04/05/24		$ 4,180.99
Check	14080	Teachers On Reserve	4/23/2024	Bill #96956--Substitute Svcs: 04/01 - 04/05/24		$ 1,503.15
Check	14081	Tiffany's Party Rentals	4/23/2024	Bill #8035--Plastic Folding Chair Set up & Delivery		$ 837.50
Check	14082	Total Education Solutions dba TES Therapy	4/23/2024	Bill #7684216--SPED Services: March 2024		$ 190.00
Check	14083	Unisan Products LLC	4/23/2024	Bill #3161461--Supplies Bill #3160760--Supplies		$ 1,268.08
Check	14084	Viva Zapata Lock & Key Service	4/23/2024	Bill #73253--Key Duplicates Bill #73153--Key Duplicates		$ 359.38
Check	14085	Lawrence Watts	4/23/2024	Bill #006-23/24--Fifth payment for Direction of Spring Musical ' Seussical' Per Contract		$ 2,000.00
Check	14086	David Yucute	4/23/2024	Bill #041724--Reimb: Flooring America		$ 400.00
Check	14087	Nancy Yucute	4/23/2024	Bill #041624--Reimb: Color copies Binder clips & Batteries		$ 93.81
Check	14088	Zutra Water	4/23/2024	Bill #9402--5 Gallon PET BPA Free Plastic Bottle		$ 55.48
Check	14089	Cross Country Education	4/23/2024	Bill #DE100029--Srvcs: BID & DIS Counselor due by 05/06/24 Bill #DE100174--Srvcs: Academic Assessor APE BID Case Manager DIS Counselor DHH ERICS PSYCH School RN due by 04/30/24 Bill #DE100200--Srvcs: APE BID COTA DHH Ed.Audiologist & OT due by 04/30/24 Bill #DE99805--Srvcs: BID & DIS Counselor due by 04/15/24 Bill #DE99902--Srvcs: BID & DIS Counselor due by 04/22/24 Bill #DE100173--Srvcs: LT: Bilingual SpEd Aide Multiple Student due by 04/30/24		$ 47,417.54
Check	14090	Edgility Consulting	4/23/2024	Bill #3313--Executive Search First Installment of Consulting		$ 19,000.00
Check	14091	Point Quest Group, Inc	4/23/2024	Bill #901303--Speech & OT Services: March 2024 Bill #901320--APE Speech Services PT services RSP Nursing & Psychological Services: March 24 Bill #901406--Speech Counseling & OT Services: March 2024		$ 61,550.47
Check	14092	Kaiser Foundation Health Plan	4/23/2024	Bill #767788496293--Insurance Premium: May 2024 & Retro & Other Activity		$ 87,184.17

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Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	14093	LP Express	4/23/2024	Bill #4353--Student Transportation Services: 04/13/24 Bill #4352--Student Transportation Services: 04/08 - 04/12/24 Bill #4341--Student Transportation Services: 04/02 - 04/04/24 Bill #4347--Student Transportation Services: 04/09 - 04/13/24 Bill #4342--Student Transportation Services: 04/03 - 04/06/24 Bill #4351--Student Transportation Services: 04/08 - 04/12/24		$ 12,255.00
Check	14094	Marzano Academies, Inc.	4/23/2024	Bill #FY24-2Bal--Virtual Professional Support Onsite Visits & Online Implementation		$ 34,675.00
Check	14095	Philadelphia Insurance Companies	4/23/2024	Bill #2005964793--Insurance Premium due by 05/02/24		$ 14,743.41
Check	14096	Riverside County Office of Education	4/23/2024	Bill #2024/1518--Program Facilitation Fees for Agency's Enrolled Candidates: 2023 - 2024 Bill #2024/1517--Program Facilitation Fees for Agency's Enrolled Candidates: 2023 - 2024		$ 10,350.00
Check	14097	Scoot Education Inc.	4/23/2024	Bill #75435--Services: 04/08/24 Bill #73088--Services: 03/18 - 03/22/24 Bill #73173--Services: 03/18 - 03/22/24 Bill #74493--Services: 04/02 - 04/05/24 Bill #75370--Services: 04/08 - 04/12/24 Bill #74606--Services: 04/02/24		$ 15,368.00
Check	14098	1900 West Pico Blvd. LLC	4/24/2024	Bill #May 2024--Monthly Parking: May 2024		$ 500.00
Check	14099	940 W Washington LLC	4/24/2024	Bill #May 2024--Office Space Rent: May 2024		$ 2,200.00
Check	14100	940 W Washington LLC	4/24/2024	Bill #May 2024--Storage Space Rental: May 2024		$ 400.00
Check	14101	BA Self Storage	4/24/2024	Bill #May 2024--Storage Rent: May 2024		$ 753.00
Check	14102	Downtown Mini Warehouse	4/24/2024	Bill #May 2024--Monthly Rental Storage Unit - L019: May 2024		$ 375.00
Check	14103	Downtown Mini Warehouse	4/24/2024	Bill #May 2024--Monthly Rental Storage Unit - L021: May 2024		$ 375.00
Check	14104	Holonomy Consulting	4/24/2024	Bill #May 2024--Monthly Instruction Coaching: May		$ 3,750.00
Check	14105	Holonomy Consulting	4/24/2024	Bill #May 2024--Monthly Instruction Coaching: May		$ 7,000.00
Check	14106	Korean American Education Foundation, Inc	4/24/2024	Bill #May 2024--Monthly Rent & Parking for Suite 308: May 2024		$ 762.50
Check	14107	Korean American Education Foundation, Inc.	4/24/2024	Bill #May 2024--Monthly Rent & Parking for Suite 301: May 2024		$ 2,495.00
Check	14108	Korean American Education Foundation, Inc.	4/24/2024	Bill #May 2024--Monthly Rent & Parking for Suite 406: May 2024		$ 2,642.00
Check	14109	Laborers International Union of North America	4/24/2024	Bill #May 2024--Union Parking Spaces for UPVHS: May 2024		$ 8,750.00
Check	14110	Metro Fire Systems, Inc.	4/24/2024	Bill #April - June 2024--Fire Alarm Monitoring of School Building: April - June 2024		$ 135.00

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Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	14111	Mexican Village Restaurant	4/24/2024	Bill #May 2024--Parking Spaces for Everest Value School: May 2024		$ 1,500.00
Check	14112	Odd Fellow Temple, LLC	4/24/2024	Bill #May 2024--Monthly Parking: May 2024		$ 1,800.00
Check	14113	VSF School Facilites #1	4/24/2024	Bill #May 2024--Rent for 1929 Pico: May 2024		$ 32,790.83
Check	14114	VSF School Facilities #1	4/24/2024	Bill #May 2024--Ground Lease Payment on Madison Site: May 2024		$ 40,444.08
Check	14115	A&M Church and School Furniture	4/29/2024	Bill #030424--#9014 Vicro 12 14 16 Student Stack Chair with Navy Shell/ Chrome Frame		$ 1,923.98
Check	14116	Angela Abnousi	4/29/2024	Bill #041724--Reimb: Postage for The Office & Office Use items		$ 1,064.16
Check	14117	Raissa Adolphe	4/29/2024	Bill #042324--Reimb: Gift warp Gift bags Photo Frames Treats Vball Senior Night		$ 314.35
Check	14118	Amazon Capital Service	4/29/2024	Bill #1KTX-1HCY-JDF9--Supplies Bill #16YN-W4JN-6D1F--Supplies Bill #1D3H-QWDH-P4YJ--Supplies Bill #1VLP-F7D7-FFV4--Supplies Bill #1VLP-F7D7-1NL3--Supplies Bill #1GYQ-NR9M-1CPD--Supplies Bill #1J9V-JYH9-HYJP--Supplies Bill #1MXW-QKRK-9K7H--Supplies Bill #16Q1-XDRK-TTNK--Supplies Bill #1MXP-1M9V-KVXD--Supplies Bill #17VT-D3XQ-G446--Supplies Bill #1YY9-MJNQ-7VCL--Supplies Bill #1JDR-NJCX-94GT--Supplies Bill #19TC-1JRL-31XH--Supplies Bill #1GP9-HJW4-JQHH--Supplies Bill #1NKY-DDN1-NN39--Supplies		$ 3,818.42
Check	14119	Anthem Life	4/29/2024	Bill #000000009885910--Billing Period: May 2024		$ 892.15
Check	14120	AT&T	4/29/2024	Bill #000021564742--Services: 03/13 - 04/12/24 & Past Due		$ 284.18
Check	14121	Audio Pro Direct	4/29/2024	Bill #2039--Repairs & Maintenance		$ 99.41
Check	14122	Canon Financial Services, Inc	4/29/2024	Bill #32381149--Copier Contract Charge: 04/01 - 04/30/24		$ 539.16
Check	14123	Canon Solutions America, Inc.	4/29/2024	Bill #6007747907--Copier - due: 05/18/24 Bill #149031607--Copier - due: 05/17/24		$ 1,017.45
Check	14124	Carpark, Inc.	4/29/2024	Bill #15395--Monthly Parking fee for the month : May 2024		$ 3,000.00

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	14125	Charter Communications	4/29/2024	Bill #111351201112123--Recurring Charges: 11/21 - 12/20/23 Bill #111351201082223--Recurring Charges: 08/21 - 09/20/23 Bill #111351201042123--Recurring Charges: 04/21 - 05/20/23 Bill #111351201072123--Recurring Charges: 07/21 - 08/20/23 Bill #111351201062123--Recurring Charges: 06/21 - 07/20/23 Bill #111351201052123--Recurring Charges: 05/21 - 06/20/23 Bill #111351201092123--Recurring Charges: 09/21 - 10/20/23 Bill #111351201122123--Recurring Charges: 12/21/23 - 01/20/24 Bill #111351201102123--Recurring Charges: 10/21 - 11/20/23 Bill #111351201012124--Recurring Charges: 01/21 - 02/20/24 Bill #111351201022124--Recurring Charges: 02/21 - 03/20/24 Bill #111351201032124--Recurring Charges: 03/21 - 04/20/24 Bill #111351201042124--Recurring Charges: 04/21		$ 9,506.83
Check	14126	Cintas	4/29/2024	Bill #4190015295--Supplies Bill #4184271406--Supplies		$ 448.85
Check	14127	City of Los Angeles - Building & Safety	4/29/2024	Bill #EL912512 6--Inspection Fee: 03/21/24		$ 233.26
Check	14128	Cross Country Education	4/29/2024	Bill #DE100468--Srvcs: LT: Bll 9th Grade Student due by 04/30/24 Bill #DE100556--Srvcs: BID & DIS Counselor due by 05/13/24		$ 8,899.90
Check	14129	Sanuel Dene	4/29/2024	Bill #042424--Reimb: Batting Cages Rental		$ 90.00
Check	14130	Edgility Consulting	4/29/2024	Bill #3363--Executive Search Final Installment of Consulting		$ 9,500.00
Check	14131	EdTec, Inc	4/29/2024	Bill #203202--LCAP: Mar 2024 SIS Support: Mar 2024 & UPS Postage		$ 3,448.04
Check	14132	Jose Esquivel	4/29/2024	Bill #041924--Reimb: Staff Laptop Repair Parking DVS Catalina & Network Cabiling Supplies		$ 284.41
Check	14133	Julia Farah	4/29/2024	Bill #041924--Reimb: Acess to The Audio Recordings Bill #041724--Reimb: Entrance Fee for a Chaperone Ms Marraquin The Age of Innocence & Forming Cultural Experience of Japan In LA		$ 95.34
Check	14134	Flowers By Elizabeth	4/29/2024	Bill #14332--Rentals & Floral Arrangements		$ 3,602.55

Note: Multiple expenses or "Itemized/Invoice Amounts" may be paid by one check. The total "Check Amount" will appear for each "Itemized/Invoice Amount" paid by the check.

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Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	14135	Carlos Galindo	4/29/2024	Bill #127--Day & Night Cleaning		$ 2,875.00
Check	14136	Grainger	4/29/2024	Bill #9090721128--Supplies		$ 35.92
Check	14137	Manuel Hernandez	4/29/2024	Bill #041224--Counselling Support : 04/10 - 04/11/24		$ 900.00
Check	14138	Hess & Associates	4/29/2024	Bill #159-32023-24--Charter School CalSTRS 3rd Qtr 2023-24		$ 645.00
Check	14139	Hess & Associates, Inc	4/29/2024	Bill #723-32023-24--Charter School CalSTRS 3rd Qtr 2023-24		$ 730.00
Check	14140	Hess & Associates, Inc.	4/29/2024	Bill #638-32023-24--Charter School CalSTRS 3rd Qtr 2023-24		$ 475.00
Check	14141	Hess & Associates, Inc.	4/29/2024	Bill #725-32023-24--Charter School CalSTRS 3rd Qtr 2023-24		$ 522.50
Check	14142	Andrew Jack	4/29/2024	Bill #042424--Reimb: Batting Cages Rental		$ 160.00
Check	14143	Matt Lam	4/29/2024	Bill #042024--Reimb: Lunch for Ap Calc Students		$ 47.08
Check	14144	Erika Lipkes	4/29/2024	Bill #041924--Reimb: Digital Order - Video Lesson Material		$ 14.69
Check	14145	Los Angeles Department of Water & Power	4/29/2024	Bill #042024--Electric Charges: 03/08 - 04/08/24		$ 5,107.84
Check	14146	Dayana Martinez	4/29/2024	Bill #041724--Reimb: Fucus Tree for Senior retreat Planter and Soil for the Ficus Tree		$ 277.40
Check	14147	McGraw-Hill LLC	4/29/2024	Bill #130940487001A--Books & Supplies		$ 997.95
Check	14148	Nexx Phase, Inc dba Red Diamond Steel	4/29/2024	Bill #P20240202--Fabrication and Installation		$ 1,350.00
Check	14149	Open Format Dj Services	4/29/2024	Bill #240503--DJ For Prom: 05/03/24		$ 700.00
Check	14150	Juan Paez	4/29/2024	Bill #041624--Reimb: Bread Water and Snacks for Open House & Gas for Vans UCSD Trip		$ 566.66
Check	14151	Patriot Environmental Lab Services, Inc	4/29/2024	Bill #293946--Limited Asbestos Survey: 04/06/24		$ 616.00
Check	14152	James Penaloza	4/29/2024	Bill #041624--Reimb: DJ for Spring Dance - Deposit		$ 200.00
Check	14153	Principal Life Insurance Company	4/29/2024	Bill #041624--Insurance Coverage: May 2024		$ 9,365.05
Check	14154	Kesha Rand-Bowden	4/29/2024	Bill #042424--Reimb: Archive Tracking Statement & Certified Mail to LA County Sheriff		$ 45.28
Check	14155	Republic Services	4/29/2024	Bill #0902-012471823--Waste Srvcs - due: 05/21/24 Bill #0902-012471216--Waste Srvcs - due: 05/21/24		$ 3,401.57
Check	14156	Gabriel Serrano	4/29/2024	Bill #4A--Porter Potties; Daily Rate & 2 Weeks - Monday to saturday		$ 5,040.00
Check	14157	Alejandro Sugawara	4/29/2024	Bill #42624--Boys Basketball Scorekeeping		$ 80.00
Check	14158	SoCalGas	4/29/2024	Bill #042224--Gas Charges: 03/20 - 04/18/24		$ 398.77
Check	14159	The Salvation Army L.A. Red Shield Community Center	4/29/2024	Bill #2404A--Teen Soccer League Spring/Summer - Registration Fee		$ 240.00
Check	14160	The Stepping Stones Group LLC	4/29/2024	Bill #M0193930--Recreational Therapist Bill #M0201800--Recreational Therapist		$ 4,430.00
Check	14161	Think Green Tree Care Inc.	4/29/2024	Bill #562--Clean up Weeds in Front and Back of School		$ 1,300.00
Check	14162	Tlapazola Party Rentals	4/29/2024	Bill #5915--Chiavari White Chair & White Chair Cushion		$ 4,300.00
Check	14163	Unisan Products LLC	4/29/2024	Bill #3162173--Supplies Bill #3162172--Supplies		$ 725.90

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Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	14164	Carla Vazquez	4/29/2024	Bill #041624--Reimb: Sweet Bread for open house' 24		$ 155.25
Check	14165	Anthem Blue Cross	4/29/2024	Bill #000969469C--Billing Period: May 2024		$ 98,609.50
Check	14166	EdTech 101	4/29/2024	Bill #8364--100e G4-Mediatek/4GB/32GB & EdTech 101 Warranty Bill #8365--Edtech 101 Warranty - 3 Yr Depot w/ADP		$ 17,530.95
Check	14167	LP Express	4/29/2024	Bill #4364--Transportation Svcs - University Prep Value School to Santa Monica City College: 04/19/24 Bill #4346--Transportation Svcs - Downtown Value to Immanuel Presbyterian Church: 04/15 - 04/19/24 Bill #4365--Transportation Svcs - University Prep Value School to Lemon Grove Park Glendale Sports Complex & Scholl Canyon Ball Field: 04/16 - 04/19/24 Bill #4359--Transportation Svcs - Central City Value School to South Park Rec & Ros Snyder; 04/18 - 04/19/24		$ 30,230.00
Check	14168	Revolution Foods, PBC	4/29/2024	Bill #002669-C003220--Breakfast Lunch & Snack: March 2024		$ 107,286.57
Check	14169	Scoot Education Inc.	4/29/2024	Bill #75462--Services: 04/09 - 04/12/24 Bill #76307--Services: 04/15 - 04/19/24 Bill #76418--Services: 04/15 - 04/19/24 Bill #76370--Services: 04/15 - 04/19/24 Bill #76458--Services: 04/16 - 04/18/24		$ 12,982.00
Check	14170	Southland Flooring	4/30/2024	Bill #3532-1--Maintenance & Repairs		$ 4,630.00
Check	14171	Dodgers Tickets LLC	4/30/2024	Bill #Order# 43977332--Bus Parking for Student Field Trip		$ 180.00
Check	14172	Hotel Indigo	4/30/2024	Bill #10-MAY-24--Prom 2023-2024		$ 8,133.96
Check	DB040424	Bank of America DES Plan Fund	4/4/2024	DB040424; Bank of America DES Plan Fund		$ 1,500.00
Check	DB040424A	Bank of America DES Plan Fund	4/4/2024	DB040424A; Bank of America DES Plan Fund		$ 500.00
Check	DB040424B	Bank of America DES Plan Fund	4/4/2024	DB040424B; Bank of America DES Plan Fund		$ 35.00
Check	DB040824	Bank of America DES Plan Fund	4/8/2024	DB040824; Bank of America DES Plan Fund		$ 799.98
Check	DB041824	Bank of America DES Plan Fund	4/18/2024	DB041824; Bank of America DES Plan Fund		$ 533.32
Check	DB042924	CA Dept Tax Fee	4/29/2024	DB042924; CA Dept Tax Fee		$ 359.00
Check	M3079	Los Angeles County Tax Collector	4/8/2024	M3079;2nd Installment Property Taxes for Assessors ID: 5501 008 624		$ 1,487.04
Check	M3080	Los Angeles County Tax Collector	4/8/2024	M3080;2nd Installment Property Taxes for Assessors ID: 5124 016 011		$ 121.21
Check	M3081	Los Angeles County Tax Collector	4/8/2024	M3081;2nd Installment Property Taxes for Assessors ID: 5124 016 010		$ 667.11
Check	M3082	Los Angeles County Tax Collector	4/10/2024	M3082;2nd Installment Property Taxes for Assessors ID: 5736 022 027		$ 2,286.38

Note: Multiple expenses or "Itemized/Invoice Amounts" may be paid by one check. The total "Check Amount" will appear for each "Itemized/Invoice Amount" paid by the check.

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	M3083	Los Angeles County Tax Collector	4/10/2024	M3083;2nd Installment Property Taxes for Assessors ID: 5501 009 030		$ 1,132.13
Check	M3084	Immanuel Presbyterian Church	4/17/2024	M3084; Monthly Rent April 2024		$ 28,000.00
Check	M3085	Immanuel Presbyterian Church	4/17/2024	M3085; Security Deposit		$ 10,000.00

Note: Multiple expenses or "Itemized/Invoice Amounts" may be paid by one check. The total "Check Amount" will appear for each "Itemized/Invoice Amount" paid by the check.

Coversheet

2024-25 SY Board Meeting Calendar

Section: IV. Consent Agenda
Item: C. 2024-25 SY Board Meeting Calendar
Purpose:
Submitted by:
Related Material: 2024-25 VS Board Calendar (Board Approved).pdf

VALUESCHOOLS
A Free, Public, Charter School District in Los Angeles

VS Board Calendar 2024-25

Board Meetings	APAC Meeting	Finance Committee Meetings
Friday, September 6, 2024 Friday, November 8, 2024 Friday, January 24, 2025 Friday, March 7, 2025 Friday, April 25, 2025 Friday, June 6, 2025 ***Board meetings to be held at 9:30 am**	Thursday, August 22, 2024 Thursday, October 10, 2024 Thursday, December 5, 2024 Thursday, February 13, 2025 Thursday, April 10, 2025 Thursday, May 22, 2025 ***APAC meetings to be held at 8:00 am**	Friday, August 30, 2024 Friday, October 25, 2024 Friday, January 10, 2025 Friday, February 28, 2025 Friday, April 11, 2025 Friday, May 30, 2025 **Finance committee Meetings to be held at 12:30 pm**

VALUESCHOOLS
A Free, Public, Charter School District in Los Angeles

VS Board Calendar 2024-25

Board Meetings
Friday, September 6, 2024 Friday, November 8, 2024 Friday, January 24, 2025 Friday, March 7, 2025 Friday, April 25, 2025 Friday, June 6, 2025 *Board meetings to be start at 9:30 am

Coversheet

CEO Report

Section: V. Discussion Items & Updates
Item: A. CEO Report
Purpose: Discuss
Submitted by:
Related Material:
Board Summarization of Reduction in Staff Conversations.pdf
Jason_Alexandria_ Resume_Jan_2024.docx (1).pdf
DVS-Principal Profile .pdf
DVS-Principal Message .pdf
Oganizational Health Indicators - Finance Health Dashboard_ Board Meeti-2.pdf
Oganizational Health Indicators - Operational Dashboard Committee Meeting-3.pdf
Oganizational Health Indicators - 2024-25 SY.pdf
Board Summaration: DVS Charter Renewal.pdf

VALUESCHOOLS
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Board Summarization of Reduction in Staff Conversations

This is a board summary to provide an update on the recent staff reduction process. As previously discussed, we have undergone a reduction in our workforce to align with our fiscal responsibilities and program adjustments. Specifically, we have reduced our staff by 10% overall, with an additional 4% of our staff being reduced due to changes in program requirements.

The majority of conversations with affected staff members have been completed as of May 2024. Our administrative team has worked diligently to ensure that these conversations were conducted with the utmost empathy and sensitivity. We recognize that these reductions are deeply impactful to our community and have ensured that our communication plan was thorough and supportive. In addition, a severance package was offered to each employee based on their years of service within Value Schools.

For any staff members who have not yet been notified, it is primarily due to their unavailability for these conversations. We are committed to completing these discussions as soon as possible and will continue to prioritize compassionate and clear communication throughout this process.

Our principals and HR teams were provided with detailed guidelines and support to assist them in managing these difficult conversations. We recognize that these reductions not only affect our staff but also have a significant impact on our students and the broader community. It is important for us to acknowledge the contributions of those who will not be returning next school year and to recognize that their absence will be felt deeply within our schools.

We are committed to supporting our remaining staff and students as we navigate these changes throughout the remainder part of the school year.

ALEXANDRIA JASON

(805) 844-5926 alexandriajason1@gmail.com www.linkedin.com/in/alex-jason

SCHOOL-BASED WORK EXPERIENCE

Jack H. Skirball Middle School - South Los Angeles, CA **July 2019- Current**

Assistant Principal

- ACADEMIC EXPERIENCE
  - Academic coaching provided to: First year teachers, English, History, Science & Special Education departments
  - Relay- Graduate School of Education- Trained Coach
  - Create year long developing school wide Anti-Racist Professional Development by leveraging Courageous Conversations about Race
- CULTURE EXPERIENCE
  - Spearhead PBIS team, earning Bronze level California PBIS Statewide recognition in 2023
  - Strengthened existing school culture systems to solidify school culture systems and routines, introduced alternatives to suspension, reduced school suspensions by 15%
  - Managed school advisory program and website
- OPERATIONS EXPERIENCE
  - Launched schools tiered attendance team, reduced Chronic Absenteeism from 33% to 19% in one year

Esperanza Academy - East Los Angeles, CA **December 2017- June 2019**

Dean of Students

- Created the foundation for positive school culture, simultaneously implementing a school wide positive behavior incentive system. Successful implementation possible by engaging stakeholders within the school building: administrators, teachers, and students.
- Supported students to complete 10 hours of community service, 100% of students completed community service hours. Highest completion rate in network.
- Collected and communicated weekly demerit and merit data via newsletter, detention preparation, and weekly behavior goal summary.
- Designed, planned, and facilitated whole staff professional development around school wide culture systems, and advisory curriculum.
- Administrator Representative of Student Success Team (SST): Collectively determine best accommodations, academic and behavior goals for student success and host meeting with parent student and SST.

Teach for America - Los Angeles, CA **February 2018- July 2018**

Instructional Coach, Summer Training Institute

- Supported the scope and sequence of Algebra and Geometry instruction for 12 incoming corps member, working towards professional development goals.
- Built one-on-one relationships with corps members and regularly prompted reflections to drive corps member growth around teacher skillset and mindset.
- Plan and facilitate a variety of teacher development sessions and experiences: emphasized DEI training, learning environment, cultivation, and culturally responsive teaching.

KIPP Los Angeles- Philosophers Academy - South Los Angeles, CA **July 2014 – June 2017**

Grade Level Chair, Social Studies Teacher, Coach

- Organized, planned, and executed all instructional materials to drive student instruction. Communicated all necessary information when hosting school and community events to students, families, and key stakeholders.
- Launched and facilitated meetings for Student Action Committee; a student leadership group.
- Head coach for dance and volleyball: responsible for planning coordinating schedules for games and performances, including practice and transpiration time. Responsible for communicating relevant information to players, parents, and school administration.

Education Achievement Authority, Teach For America - Detroit, MI **June 2012 - July 2014**

Middle School Science Teacher and Coach, Corps Member

- Created, planned and executed science curriculum, created instructional learning centers in order to promote student specific instruction.
- Committed member of working group to recognize new teacher achievement by being a member of Detroit North Star Committee.
- Nominated for Sue Lehmann Award in recognition of implementing culturally responsive teaching methods which increased student engagement and academic outcomes.

DIVERSITY EQUITY AND INCLUSION WORK EXPERIENCE

Teach For America – Los Angeles, CA **August 2021 – June 2022**

Affinity Space Facilitator

- Co-Facilitated affinity space sessions for first and second year Mixed Race Teach for America corps members working in Los Angeles.
- Created programming exploring identity based leadership and how to create noticeable change in school community.

Teach For America – Oakland , CA **February 2017 – July 2017**

Site Director, Summer Training Institute

- Actualized goals determined by Teach For America in order to cultivate and maintain positive staff and corps member culture rooting in corps member identity and sense of belonging.
- Facilitated Culturally Responsive Teaching programming to first year teachers & trackers corps member engagement.

- Implemented feedback determined by responses from weekly data in order to drive corps member satisfaction and student achievement.

Teach For America – Los Angeles, CA **August 2016 – June 2017**

Diversity, Equity, and Inclusiveness Session Facilitator

- Co-Facilitated diversity and inclusiveness sessions for first-year Latino Teach for America corps members working in Los Angeles.
- Planned and executed discussions and activities relating to the importance of cultural pedagogy and identity within the classroom.

POLICY AND ADVOCACY WORK EXPERIENCE

Leadership for Educational Equity - Los Angeles, CA **July 2020 - August 2021**

Associate, Programs and Organizing Strategy

- Support regional organizing alliance, Angelenos Organizing 4 Education by panning internal leadership meetings and external programming for community members; active member role as lead organizer.
- Maintain and cultivate relationships with political leaders and community partners across Los Angeles County.
- Angelenos Organizing for Education Lead Organizer 2020-2021, General Member 2017-2019.

Office of LAUSD Board Member Nick Melvoin - Los Angeles, CA **September 2017- March 2018**

Policy Fellow

- Engaged in cross district research to produce policy memos about 1) Sliding scale options for Early Childhood Education with LAUSD and 2) Various school quality measurement systems in order to review the pros and cons of each system with hopes of implementing best practices for an LAUSD dashboard.
- Participated in meetings with key stakeholders regarding policy decisions to be implemented in District 4.
- Completed Leadership for Educational Equity's year-long professional development curriculum which focused on equity-minded leadership development.

Office of Senator Mike Johnston - Urban Leaders Fellowship-Dallas, TX **June 2016- July 2016**

Policy Fellow, Community Organization Fellow

- Successfully passed new discipline policy within DISD as an active member of Discipline Policy Team introduced VP of DISD Miguel Solis.
- Researched school discipline practices, wrote policy memos, and presented information to elected officials regarding current research findings.
- Created a robust alumni relations program for alumni of Leadership Academy by establishing goals and outlining a calendar for successful implementation of Latino Center for Leadership Development Alumni Leadership Academy Network.

TRAININGS

LA Alliance College Ready Public School – USA

- Aspiring Principal Program (Year 1 & Year 2 Cohort) **August 2021-June 2023**
- Year 1 Capstone: Introducing Tier 1 Attendance Program
- Year 2 Capstone: Tracking fidelity and impact of Alternatives to Suspension

Teach For America – USA

- Mid Level Leadership Cohort- Los Angeles, CA **November 2018-May 2019**
- Culturally Responsive Teaching teacher leader training - Los Angeles, CA **August 2015- June 2016**
- Hispanic Corp Member Conference - Houston, Texas **July 2013**

EDUCATION

Mount Saint Mary's University - Los Angeles, CA **June 2018 - December 2020**

Masters in Business Administration, Concentration in Entrepreneurship
Engaged in non-profit consultancy project

University of Southern California - Los Angeles, CA **August 2017 - May 2018**

1 Year Masters in Public Policy Coursework
Courses, Policy Implementation, Micro/Macro Economics, Multivariate Statistical Analysis
Memberships: Price Student Ambassador, Price Educators Network, Price Social Innovation, Price Latino Student Association

California Polytechnic State University - San Luis Obispo, CA **September 2009 - June 2012**

Bachelor of Arts in Political Science, *Concentration in Global Politics, Minor in Ethnic Studies*
Graduation: June 2012, Dean's List: Winter 2011, Fall 2011, Winter 2012
Memberships: National Model United Nations, Poly MUN, Pi Sigma Alpha Honors Society, Political Science Club

University of Michigan - Ann Arbor, MI **September 2012 - June 2013**

Teacher Certification Courses- Science Cohort

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Alexandria Jason
Principal Introduction
Downtown Value School

Principal Profile

Ms. Alexandria Jason is an eager and caring educator with a variety of experiences in building positive culture systems, working with parents as partners, and maintaining connections through strong relationships. She is passionate about students receiving high quality education that is reflective of students background and learning styles. Ms. Jason is thrilled to be the next school leader of DVS, and ready to support student learning in order for students to become the best versions of themselves. She brings twelve years of educational experience to DVS, starting her career as a middle school teacher, then a Dean of Culture, and most recently working as an Assistant Principal. She is thrilled to join the Downtown Value School community and looks forward to cultivating a connected, happy and academically excellent team for students, parents and staff.

Perfil principal

La Sra. Alexandria Jason es una educadora amorosa y atenta con una variedad de experiencias en la construcción de sistemas culturales positivos, trabajando con los padres como socios y manteniendo conexiones a través de relaciones sólidas. Le apasiona que los estudiantes reciban una educación de alta calidad que refleje sus antecedentes y estilos de aprendizaje. La Sra. Jason está encantada de ser la próxima líder escolar de DVS y lista para apoyar el aprendizaje de los estudiantes para que se conviertan en la mejor versión de sí mismos. Ella aporta doce años de experiencia educativa a DVS, comenzando su carrera como maestra de escuela secundaria, luego como Decana de Cultura y, más recientemente, trabajando como subdirectora. Está encantada de unirse a la comunidad de Downtown Value School y espera cultivar un equipo conectado, feliz y académicamente excelente para estudiantes, padres y personal.

VALUESCHOOLS
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Dear Downtown Value School,

I am eager to lead alongside the community members of DVS and create a school community where all people feel welcomed and supported. I can't wait to hear input from staff, students, families and community members to learn more about how we can create the ideal school community we all envision. I truly believe that each person has individual strengths that help build the unique identity of Downtown Value School. My hope is that throughout the year, students, staff and families have an opportunity to show up as their authentic selves to help create the fabric that wraps our school community.

Thank you from the bottom of my heart to everyone who participated in the interview process. Teachers allowed me to see learning in action, students shared their excitement for new culture systems, and I loved chatting with moms who deeply care about DVS and are ready to do the work to make our school the best school in downtown Los Angeles. I'm excited to make our dreams come together this year!

Educationally Yours,

Ms. Alexandria Jason

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Estimada Downtown Value School

Estoy ansiosa de guiar junto con los miembros de la comunidad de DVS y crear una comunidad escolar donde todas las personas se sientan bienvenidas y apoyadas. No puedo esperar a escuchar las opiniones del personal, los estudiantes, las familias y los miembros de la comunidad para aprender más sobre cómo podemos crear la comunidad escolar ideal que todos imaginamos. Realmente creo que cada persona tiene fortalezas individuales que ayudan a construir la identidad única de Downtown Value School. Mi esperanza es que durante todo el año, los estudiantes, el personal y las familias tengan la oportunidad de mostrarse auténticos para ayudar a crear el tejido que envuelve a nuestra comunidad escolar.

Gracias desde el fondo de mi corazón a todos los que participaron en el proceso de entrevista. Los maestros me permitieron ver el aprendizaje en acción, los estudiantes compartieron su entusiasmo por los nuevos sistemas culturales y me encantó conversar con mamás que se preocupan profundamente

por DVS y están listas para hacer el trabajo para hacer de nuestra escuela la mejor escuela en el centro de Los Ángeles. ¡Estoy emocionado de hacer que nuestros sueños se hagan realidad este año!

Educativamente tuyo,

Ms. Alexandria Jason

CCVHS	DVS	EVS	UPVHS
2023-24 Budgeted Enrollment			
As of May 31, 2024			
By June of the previous school year, enrollment is determined by historical enrollment data. Student enrollment is revisted through interim reviews, and may be adjusted. The numbers below are based on the most recent adjustment of budgeted enrollment.			
Budgeted Enrollment: 472	Budgeted Enrollment: 425	Budgeted Enrollment: 357	Budgeted Enrollment: 480
Current Enrollment: 471	Current Enrollment: 418	Current Enrollment: 371	Current Enrollment: 473
(+)0 difference from Board Report on April 2024	(+)0difference from Board Report on April 2024	(-)5 difference from Board Report on April 2024	(-)1 difference from Board Report on April 2024
99.78% of total budgeted enrollment	98.35% of total budgeted enrollment	103.92% of total budgeted enrollment	98.54% of total budgeted enrollment
On Track: Greater than or equal to 99.50% of budgeted enrollment	Concern: 98.7% or less of budgeted enrollment	On Track: Greater than or equal to 99.5% of budgeted enrollment	Concern: 98.7% or less of budgeted enrollment
ADA			
Reported Period 08/7/23 to 5/31/24			
	Budgeted ADA: 94%	Budgeted ADA: 93%	
	93.14%	91.99%	

CCVHS	DVS	EVS	UPVHS
[redacted]	(-)0.01% difference from Board report on April 2024	(-)0.01% difference from Board report on March 2024	[redacted]
[redacted]	(-)0.85=6% from budgeted ADA	(-)1.01% of budgeted ADA	[redacted]
[redacted]	Watching: Between .6% and 1%	Watching: Between .6% and 1%	[redacted]

CCVHS	DVS	EVS	UPVHS
[redacted]			

CCVHS	DVS	EVS	UPVHS
2023-24 Teacher Vacancies			
As of May 31, 2024			
0 teacher vacancies	4	2	0
0 teacher vacancies	3-4 teacher vacancies	1-2 teacher vacancies	0 teacher vacancies
On track	Approaching significant interruption to whole school instructional program	Mild interruption to whole school instructional program	On track
2023-24 Student Suspensions			
Reporting Period: August 7, 2023 to May 31, 2024			
1	14	1	0
Approximately 0.20 %	Approximately 3%	Approximately 0.20 %	0%
Between 0.00% to 2.00%	>2.01%	Between 0.00% to 2.00%	Between 0.00% to 2.00%

CCVHS	DVS	EVS	UPVHS
2024-25 Teacher Vacancy Updates			
As of May 31, 2024			
2 vacancies	9 vacancies	2 vacancies	3 vacancies
1 position filled	7 positions filled	1 position filled	2 positions filled
1 position open	2 vacancies opened- pending offers	1 vacancy open	1 position open
2024-25 Enrollment Prediction			
As of May 31, 2024			

VALUESCHOOLS
A Free, Public, Charter School District in Los Angeles

This is a board summary to provide an update on the charter renewal process for Downtown Value School.

We are currently on track to submit our renewal application in August 2024. However, the exact submission date will be determined in July, as we are awaiting the release of the board dates from the Los Angeles Unified School District (LAUSD). Once these dates are available, we will be able to finalize and confirm our submission schedule.

At this time, we are in the process of evaluating final feedback from the community, particularly concerning the number of instructional days. While there may be adjustments to the number of days, I want to assure the board that there is a strong commitment from myself as CEO to maintain the instructional minutes at the same or a similar level to our previous charter submissions. This commitment ensures that our students continue to receive a high-quality education without compromising instructional time.

Additionally, I would like to note that there are no significant changes or additions to the charter at this time. Our focus remains on refining and improving our existing framework based on community input and ensuring a smooth renewal process.

Coversheet

Finance Committee

Section: V. Discussion Items & Updates
Item: B. Finance Committee
Purpose: Discuss
Submitted by:
Related Material: Value FY24 April Forecast and FY25 budget & Exhibits 6.7.24.pdf

Value Schools
FY25 Budget &
FY24 April Forecast

CINDY FRANTZ AND JEAN YANG

JUNE 2024

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FY24 April Forecast

June 2024

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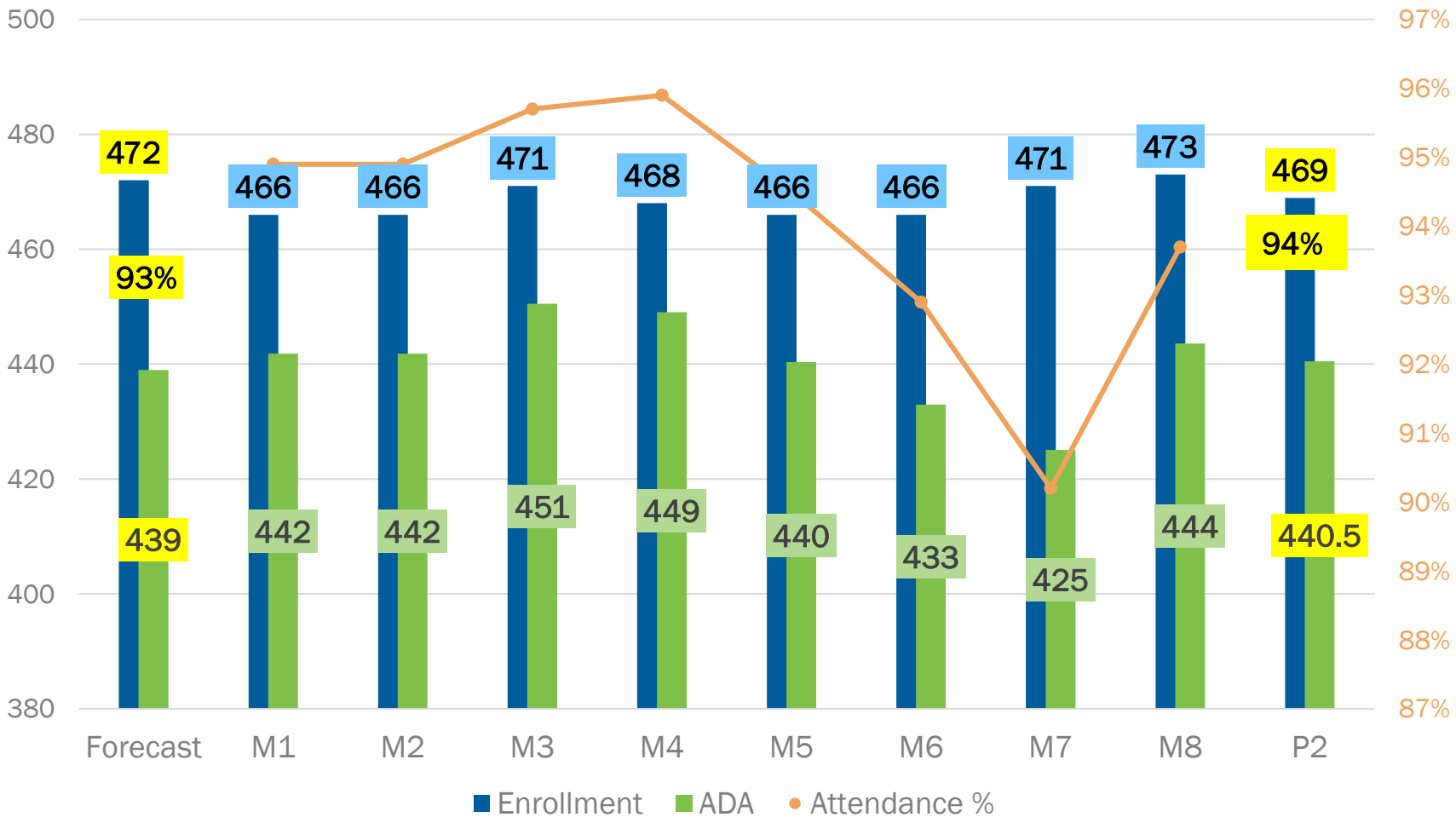
FY24 April Forecast

All sites updated for P2, shifted unused revenue to future years

		Value Schools FY24 Forecast					
With Non-cash Rent		CCVS	DVS	EVS	UPVS	HOVS	Total
Revenue	Total Revenue	9,904,031	9,428,676	8,063,531	10,205,237	3,557,457	41,158,931
Expenses	Total Expenses	9,616,881	9,117,137	8,113,205	10,031,192	3,404,925	40,283,340
	Operating Income	287,150	311,539	(49,674)	174,045	152,532	875,591
	Beginning Balance (Audited)	5,462,413	9,037,136	(284,212)	4,224,277	37,825	18,477,439
	Operating Income	287,150	311,539	(49,674)	174,045	152,532	875,591
Ending Fund Balance (incl. Depre.)		5,749,563	9,348,675	(333,886)	4,398,322	190,357	19,353,030
Ending Fund Balance as % of Exp		60%	103%	-4%	44%	6%	48%
Exclude Non-cash Rent							
	Non-cash Rent	(146,629)	(72,905)	149,200	101,224	-	30,890
	Operating Income (Adjusted)	140,521	238,634	99,526	275,269	152,532	906,481
	Non-cash across years	(55,522)	(32,034)	1,386,511	1,730,076	-	3,029,031
Ending Fund Balance (Adjusted)		5,547,412	9,243,736	1,201,825	6,229,621	190,357	23,288,543
Fund Balance as % of Exp (Adjusted)		58%	101%	15%	62%	6%	58%

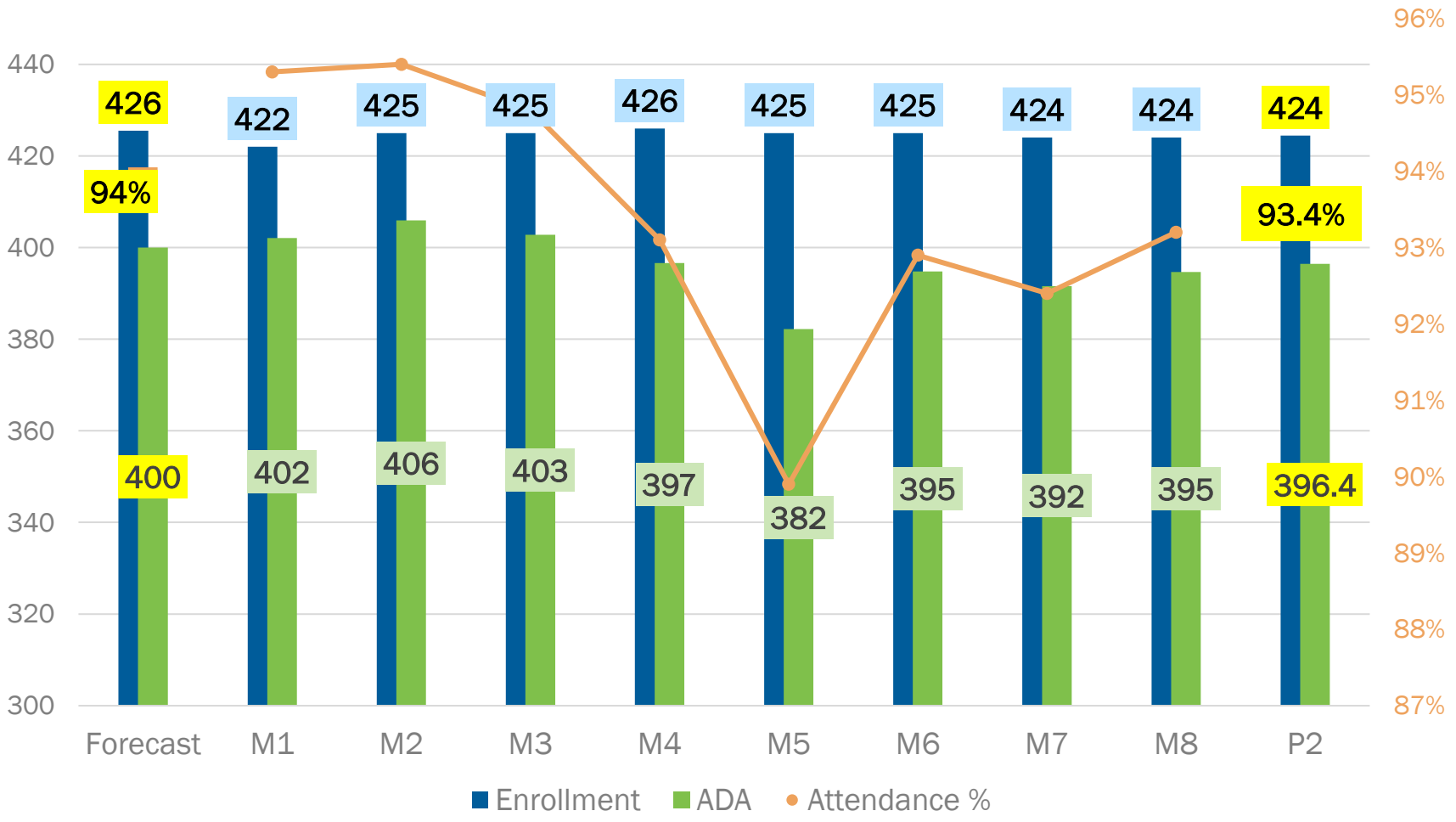
Central City P2 ADA

P2 ADA = 440, 1.5 above forecast. Enrollment ↓ than forecast, ADA % ↑



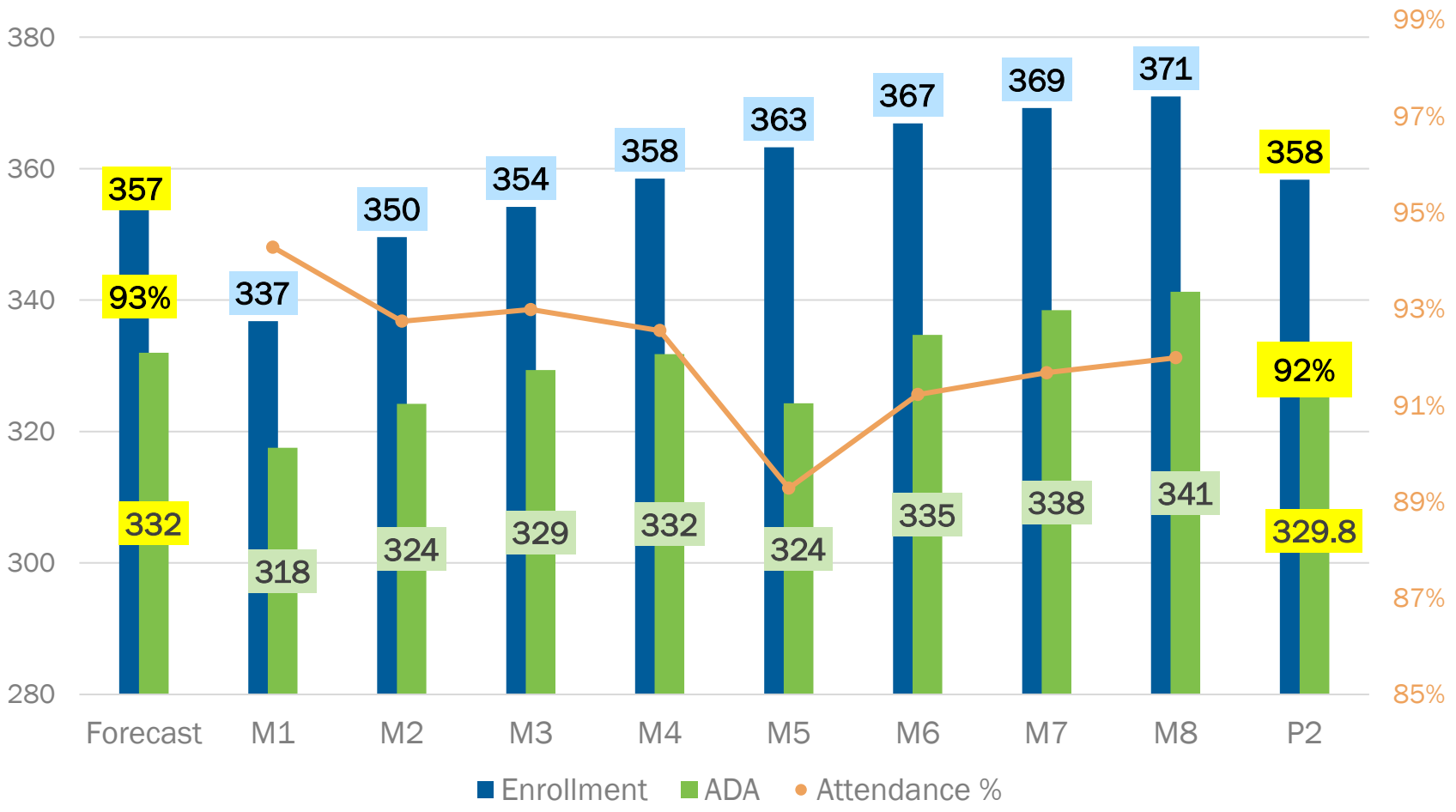
Downtown P2 ADA

P2 ADA = 396, 3.5 below forecast. Enrollment & ADA % ↓ than forecast



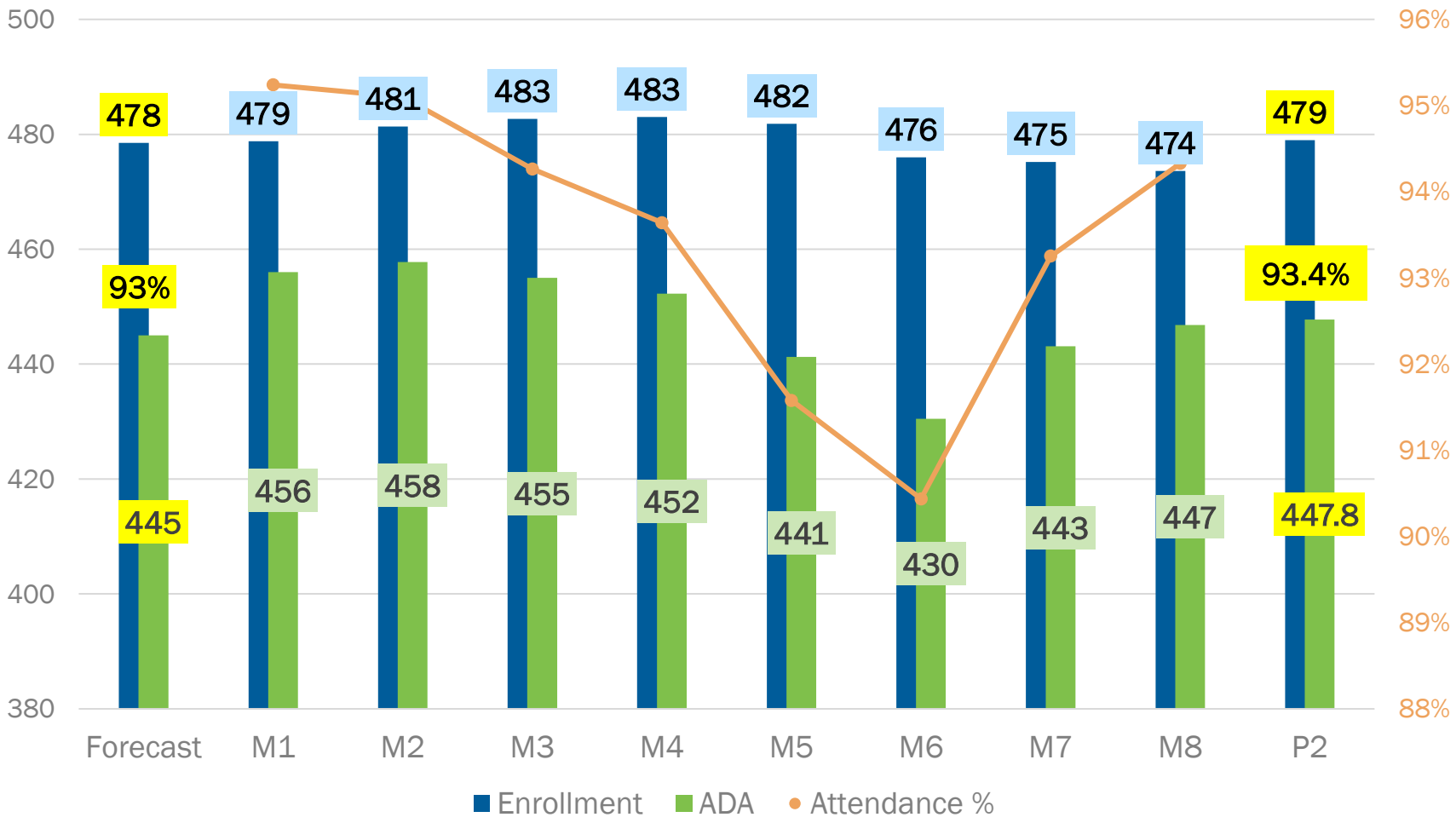
Everest P2 ADA

P2 ADA = 329.8, 2 below forecast. Enrollment above forecast, ADA % ↓



University Prep P2 ADA

P2 ADA = 447, 2 above forecast. Enrollment & ADA % above forecast



FY25 State Updates

April 2024

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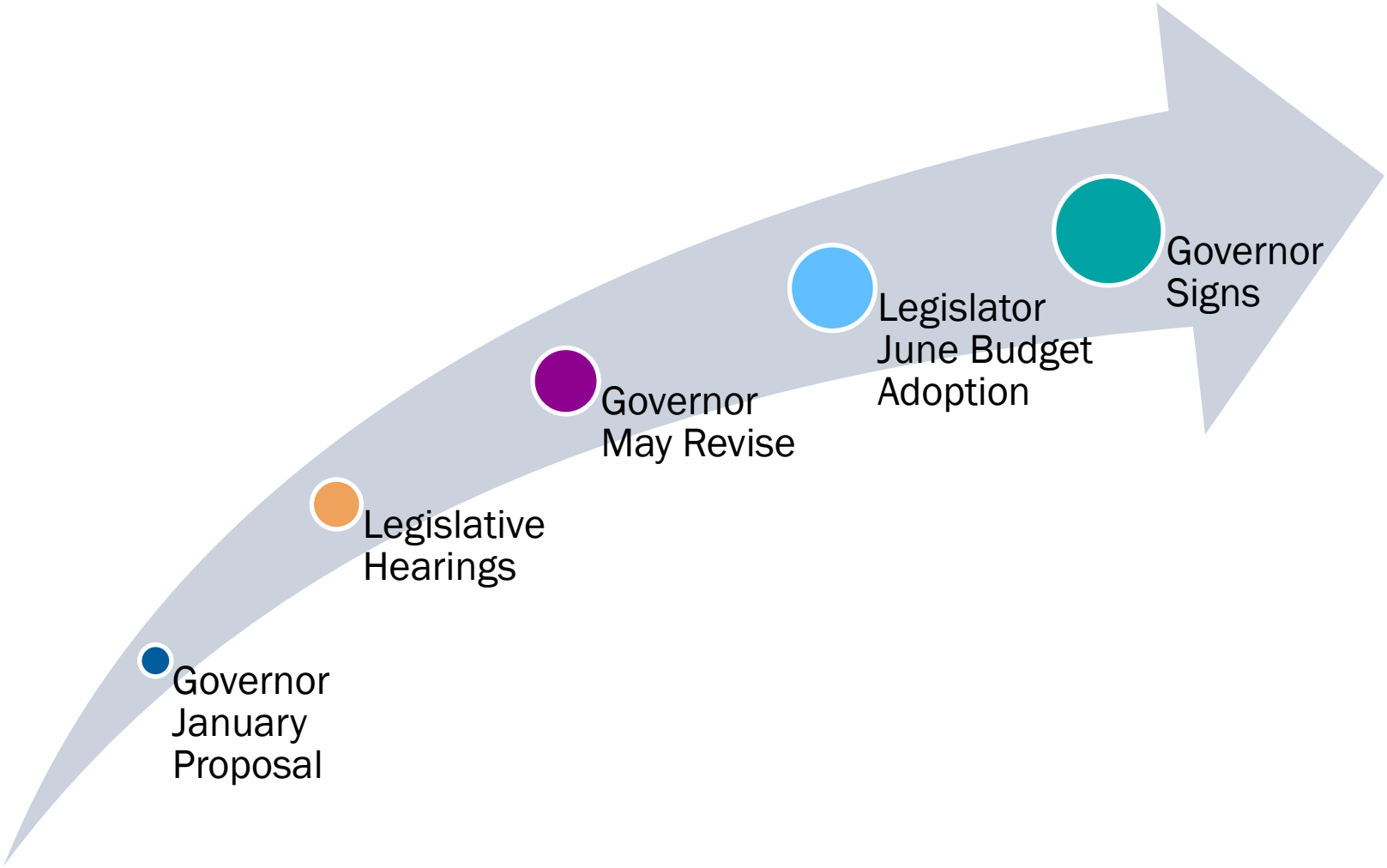
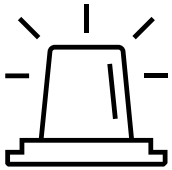
State Budget Process

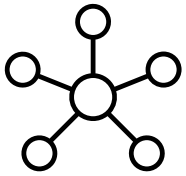
Iterative process with many changes to Governor's Proposal



May Revise Highlights



1.07% COLA (up from .76%)



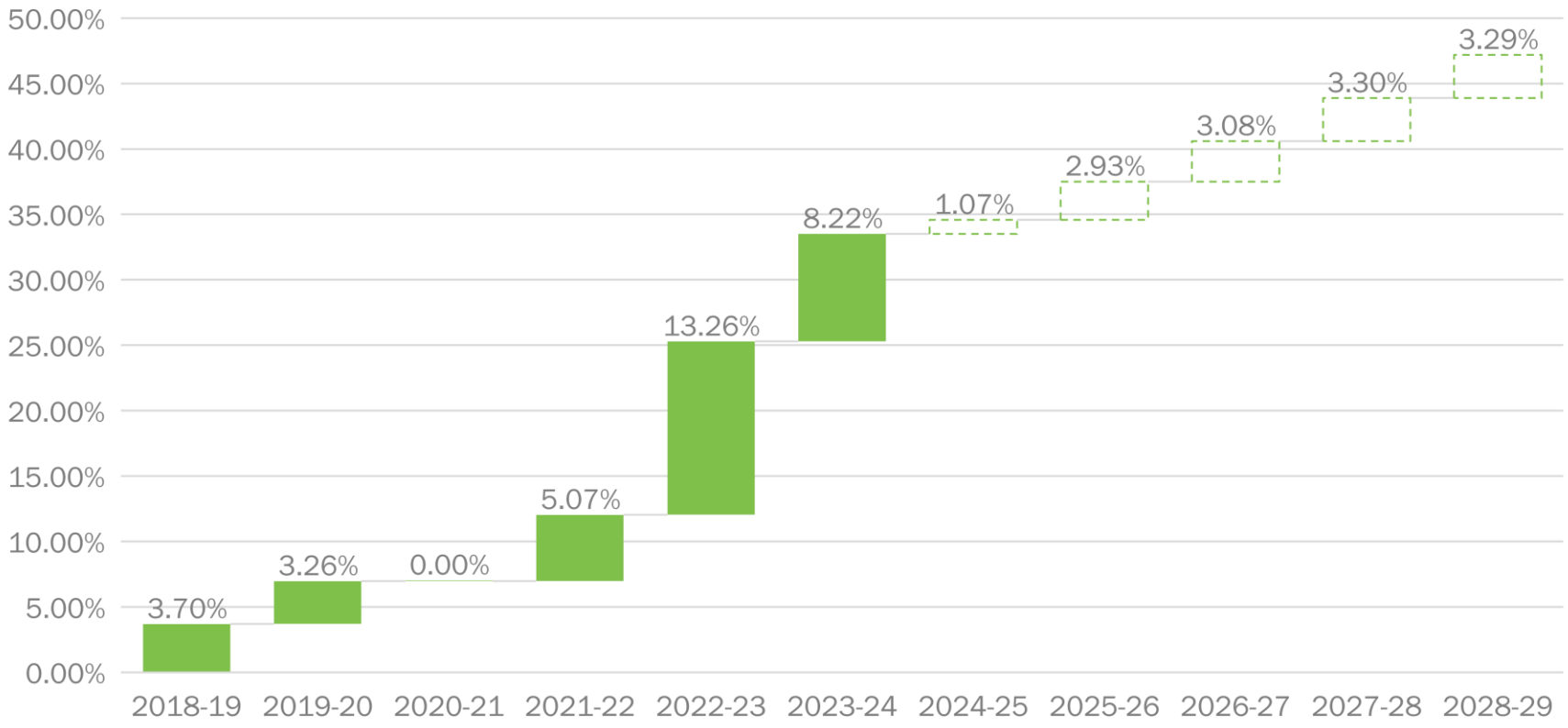
COLA extends to SpEd, Nutrition, MBG, Equity Multiplier, and more

Increased COLA adds ~$50/ADA

No deferrals, no new programs or funds

CA Historical and Projected LCFF Increase

COLA drops substantially in FY25 and then settles at ~3%



2024-25 COLA at May Revise – 1.07%

Attendance Recovery Proposal – On Hold Until FY26

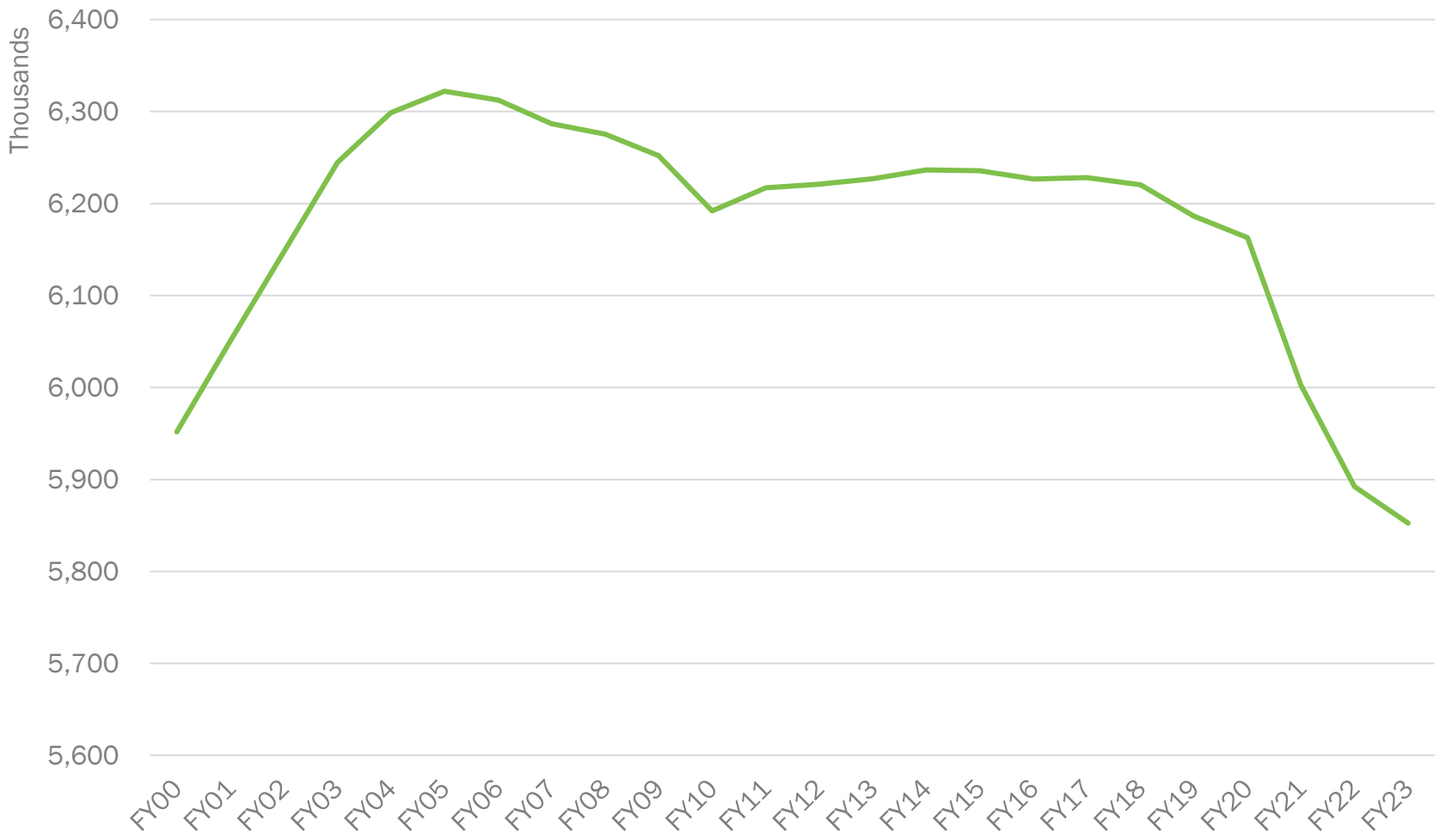
Trailer bill provides some details, but still many unknowns

What	How	Limitations	Unknowns
• Permit an LEA to offer attendance recovery on weekends, before/after-school, and intersession	• In-person instruction under supervision of certificated employee(s) with student engagement equivalent to regular day	• 15-day cap per student per year, no more than one makeup day generated per calendar day • Class sized capped at 20	• How would this interact with ELO-P? • How many hours to earn a recovery day? • Similar standards to IS for curriculum?

Note: For classroom-based charters only

Declining Enrollment in CA

Schools have used one-time funds to backfill for enrollment shortfalls



FY25 Budgets

April 2024

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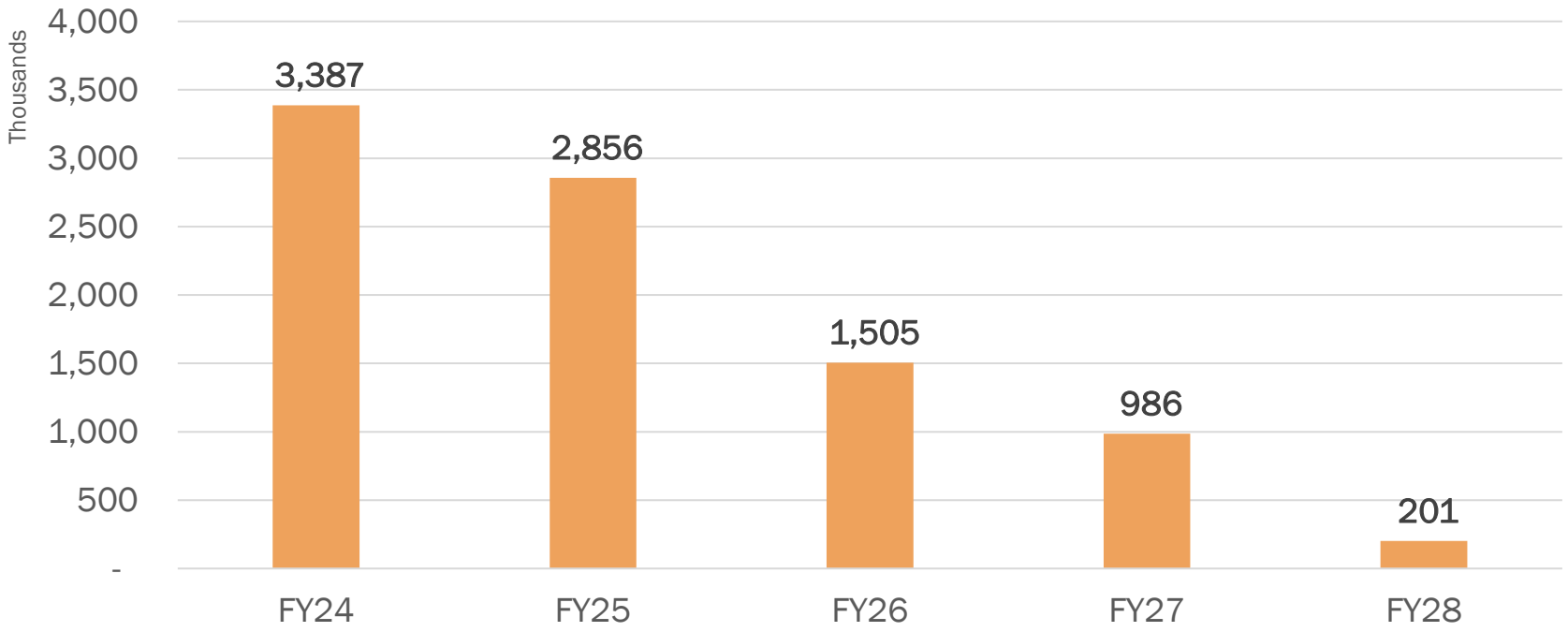
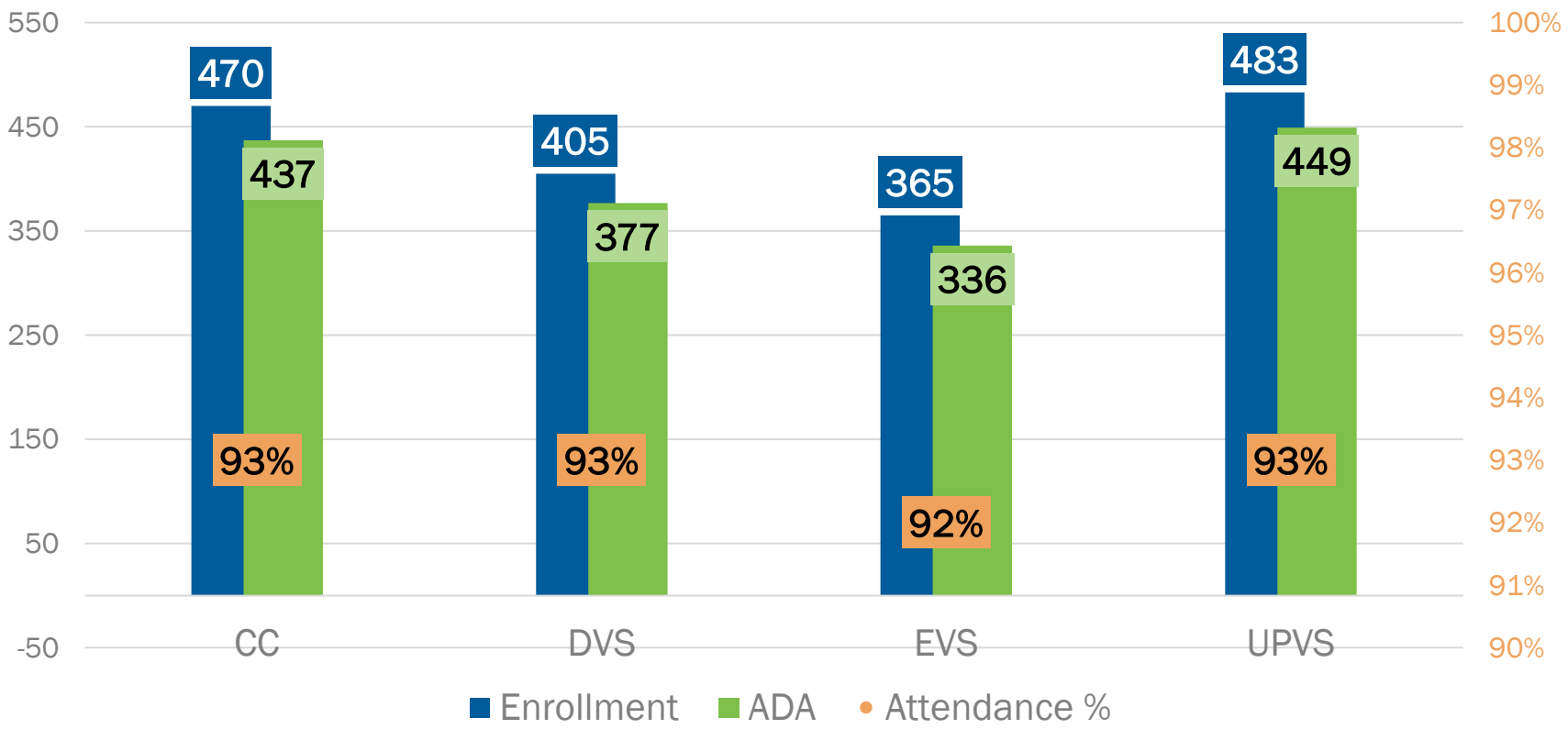
One time Funding



MYP	FY24	FY25	FY26	FY27	FY28
One time Federal	2,619,739	450,000	-	-	-
One time State	767,463	2,406,450	1,505,458	985,853	200,779
Total Revenue	**3,387,202**	**2,856,450**	**1,505,458**	**985,853**	**200,779**
Variance		(530,753)	(1,350,992)	(519,606)	(785,074)
NOTES	Majority of ESSER ends	ESSER ends	One time Block Grant, Educator Effectiveness, and A-G are fully expended		

FY25 Enrollment and ADA % Assumptions



	Central City		Downtown		Everest		University Prep	
	FY24	Change	FY24	Change	FY24	Change	FY24	Change
Enrollment	469	1	424	-19	358	7	479	4
ADA %	94%	-1%	93%	0%	92%	0%	93%	0%
ADA	441	-3	396	-20	330	6	448	1

FY25 Budget compared to FY24 – Value Schools

Decrease in one time revenue, decrease in spending to counteract

		2023-24	2024-25	Variance	Notes
		Forecast	Budget		
Revenue	LCFF Entitlement	25,657,416	25,717,362	59,946	↓ in ADA
	Federal Revenue	4,657,440	2,496,638	(2,160,802)	↓ ESSER funds
	Other State Revenues	6,969,181	8,511,566	1,542,385	↑ Block Grant begins
	Local Revenues	9,926	8,713	(1,213)	
	Fundraising and Grants	307,511	79,308	(228,203)	↓ Foundation one time
	Total Revenue	**37,601,474**	**36,813,588**	**(787,887)**	**↓ One time funds ending**
Expenses	Compensation and Benefits	20,096,071	20,861,202	(765,130)	COLA & contractors to payroll
	Books and Supplies	3,059,163	3,047,130	12,032	
	Services & Expenditures	13,357,432	12,215,035	1,142,397	Shift substitutes to payroll, ↓ consultants and operations
	Depreciation	334,859	399,181	(64,323)	New depreciation for FY24 projects
	Total Expenses	**36,847,525**	**36,522,548**	**324,977**	**↓ Spending due to revenue**
	Operating Income	**753,950**	**291,040**	**(462,910)**	**Moderate net incomes comparatively to prior years**
	Beginning Balance	21,468,645	22,222,594	753,949	
	Operating Income	753,950	291,040	(462,910)	
Ending Fund Balance (incl. Depreciation)		**22,222,594**	**22,513,634**	**291,040**	

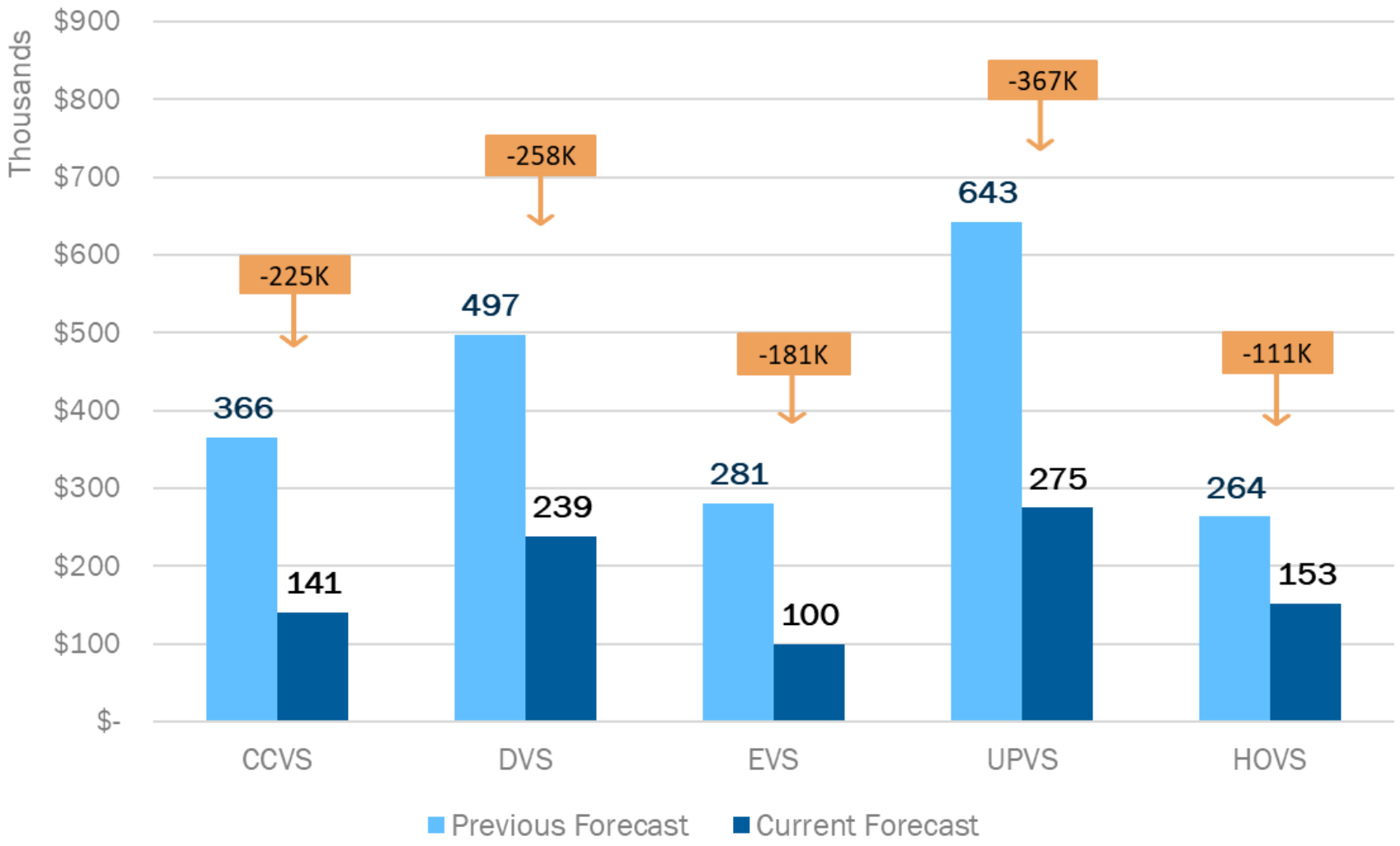
FY25 Budget

		Value Schools FY25 Budget					
With Non-cash Rent		CCVS	DVS	EVS	UPVS	HOVS	Total
Revenue	Total Revenue	9,784,127	8,960,444	7,826,053	10,242,964	3,842,039	40,655,626
Expenses	Total Expenses	9,599,709	8,861,706	7,908,271	10,168,381	3,831,629	40,369,696
	Operating Income	**184,418**	**98,738**	**(82,218)**	**74,583**	**10,409**	**285,930**
	Beginning Balance (Unaudited)	5,749,563	9,348,675	(333,886)	4,398,322	190,357	19,353,030
	Operating Income	184,418	98,738	(82,218)	74,583	10,409	285,930
Ending Fund Balance (incl. Depre.)		**5,933,981**	**9,447,412**	**(416,104)**	**4,472,905**	**200,767**	**19,638,960**
Ending Fund Balance as % of Exp		**62%**	**107%**	**-5%**	**44%**	**5%**	**49%**
Exclude Non-cash Rent							
	Non-cash Rent	(146,615)	(72,898)	133,280	101,752	-	15,519
	Operating Income (Adjusted)	**37,803**	**25,840**	**51,062**	**176,335**	**10,409**	**301,449**
	Non-cash across years	(202,151)	(104,939)	1,535,711	1,831,300	-	3,059,921
Ending Fund Balance (Adjusted)		**5,585,215**	**9,269,576**	**1,252,887**	**6,405,957**	**211,176**	**23,000,330**
Fund Balance as % of Exp (Adjusted)		**58%**	**105%**	**16%**	**63%**	**6%**	**57%**

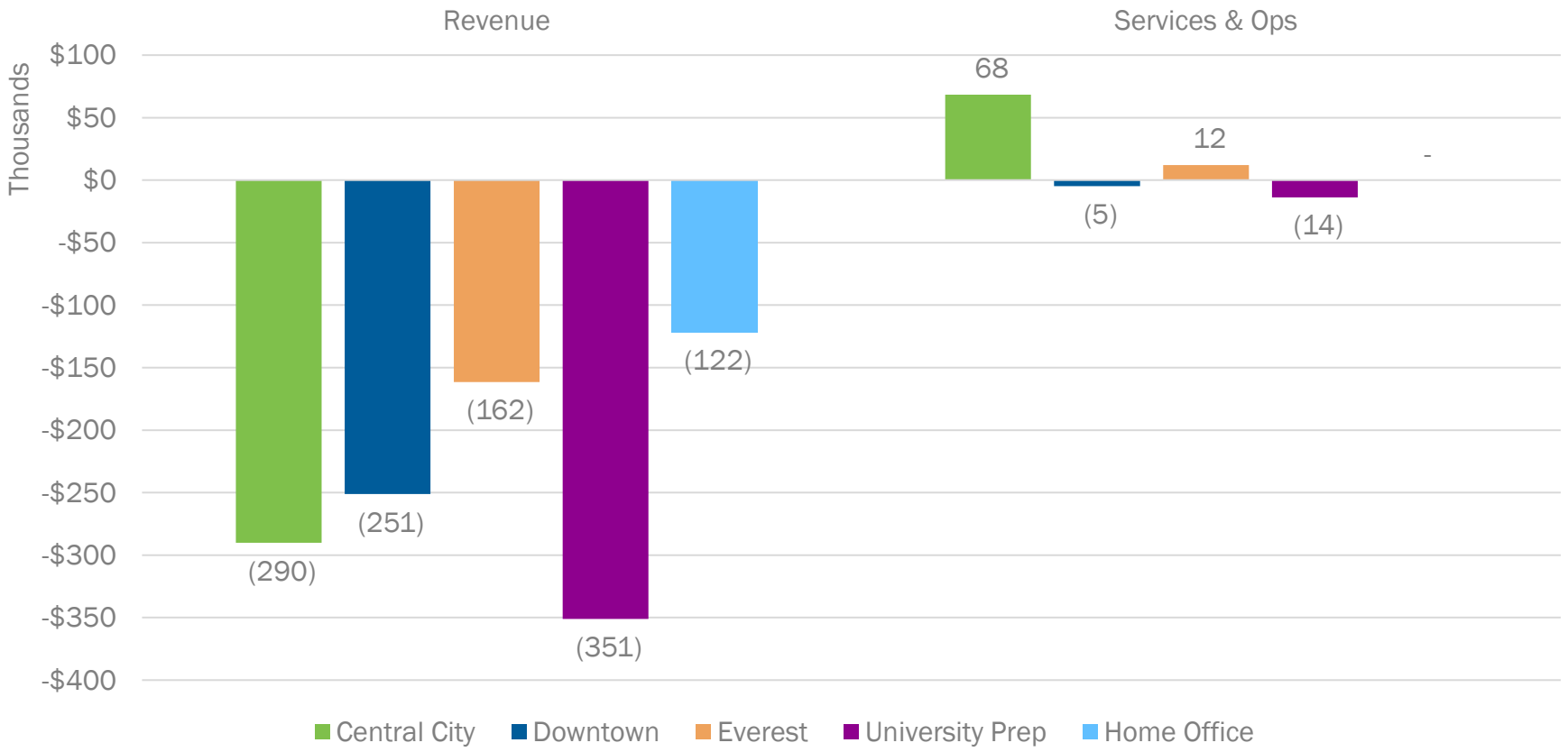
Exhibits

FY24 April Forecast vs. February

All sites P2 and moved excess one time revenue to future years

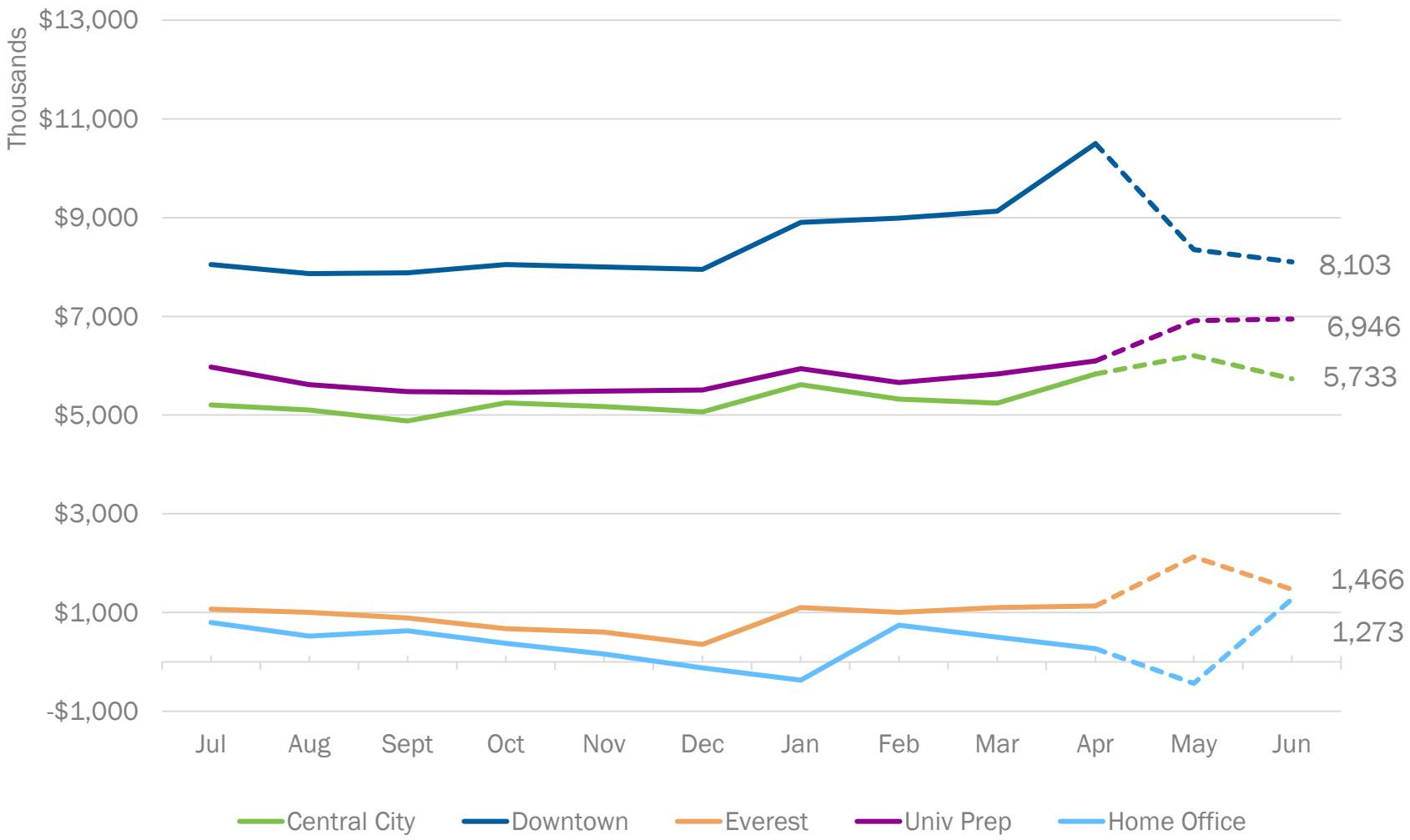


FY24 April Forecast vs. February



CATEGORY	NOTES
Previous Forecast	
Revenue	↓ All sites move one time revenue to future years, ↑ CC and UP P2, ↓ DVS and EVS P2
Services & Ops	↓ CMO fees for decreased revenue, ↑ depreciation DVS and UP
Current Forecast	

FY24 Projected Cash Flow



Central City Value High School
Income Statement
As of Apr FY2024

	Actual			YTD	Budget					
	Feb	Mar	Apr	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
SUMMARY										
Revenue										
LCFF Entitlement	637,959	527,804	970,808	5,900,730	7,698,400	7,452,410	7,478,555	26,145	1,577,825	79%
Federal Revenue	237,585	14,969	297,083	896,876	1,441,875	1,390,553	1,130,875	(259,679)	233,999	79%
Other State Revenues	63,757	32,321	85,320	543,974	1,284,488	1,294,052	1,237,412	(56,640)	693,438	44%
Local Revenues	-	-	-	349	-	349	349	-	-	100%
Fundraising and Grants	-	-	-	8,091	48,750	56,841	56,841	-	48,750	14%
Total Revenue	**939,301**	**575,094**	**1,353,211**	**7,350,019**	**10,473,513**	**10,194,205**	**9,904,031**	**(290,174)**	**2,554,012**	**74%**
Expenses										
Compensation and Benefits	460,952	448,250	435,602	4,557,989	5,651,981	5,419,604	5,422,241	(2,637)	864,252	84%
Books and Supplies	61,566	29,253	43,496	674,144	1,096,485	891,113	891,805	(692)	217,660	76%
Services and Other Operating Expenditures	675,187	201,744	220,204	2,436,474	3,573,395	3,200,110	3,171,858	28,252	735,384	77%
Depreciation	5,651	5,651	6,296	69,259	213,928	171,124	130,977	40,147	61,718	53%
Other Outflows	-	-	-	-	-	-	-	-	-	
Total Expenses	**1,203,356**	**684,898**	**705,598**	**7,737,867**	**10,535,790**	**9,681,951**	**9,616,881**	**65,070**	**1,879,014**	**80%**
Operating Income	**(264,055)**	**(109,804)**	**647,613**	**(387,848)**	**(62,277)**	**512,253**	**287,150**	**(225,103)**	**674,998**	
							140,521			
Fund Balance										
Beginning Balance (Audited)					5,386,821	5,462,413	5,462,413			
Operating Income					(62,277)	512,253	287,150			
Ending Fund Balance					**5,324,544**	**5,974,666**	**5,749,563**			
Fund Balance as a % of Expenses					51%	62%	60%			

Central City Value High School
Income Statement
As of Apr FY2024

	Actual			YTD	Budget					
	Feb	Mar	Apr	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
KEY ASSUMPTIONS										
Enrollment Summary										
9-12					476	472	472	-		
Total Enrolled					**476**	**472**	**472**	**-**		
ADA %										
9-12					95.0%	93.0%	93.3%	0.3%		
Average ADA %					**95.0%**	**93.0%**	**93.3%**	**0.3%**		
ADA										
9-12					452.20	438.96	440.50	1.54		
Total ADA					**452.20**	**438.96**	**440.50**	**1.54**		

Central City Value High School
Income Statement
As of Apr FY2024

		Actual			YTD	Budget					
		Feb	Mar	Apr	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
REVENUE											
LCFF Entitlement											
8011	Charter Schools General Purpose Entitlemen	396,470	332,947	332,947	3,088,766	4,621,330	4,027,329	4,041,458	14,129	952,692	76%
8012	Education Protection Account Entitlement	-	-	520,311	1,346,279	1,575,165	1,770,439	1,776,650	6,211	430,371	76%
8019	State Aid - Prior Years	21,402	-	(9)	21,393	-	-	-	-	(21,393)	
8096	Charter Schools in Lieu of Property Taxes	220,087	194,857	117,559	1,444,292	1,501,905	1,654,642	1,660,447	5,805	216,155	87%
	SUBTOTAL - LCFF Entitlement	**637,959**	**527,804**	**970,808**	**5,900,730**	**7,698,400**	**7,452,410**	**7,478,555**	**26,145**	**1,577,825**	**79%**
Federal Revenue											
8181	Special Education - Entitlement	15,265	14,969	8,283	101,759	110,757	107,514	116,988	9,474	15,229	87%
8220	Child Nutrition Programs	-	-	-	35,622	173,613	126,215	126,658	443	91,036	28%
8291	Title I	-	-	-	101,136	184,116	184,116	165,869	(18,247)	64,733	61%
8292	Title II	11,226	-	-	11,226	20,429	20,429	19,450	(979)	8,224	58%
8294	Title IV	-	-	-	3,546	14,553	14,553	14,184	(369)	10,638	25%
8299	All Other Federal Revenue	211,094	-	288,800	643,587	938,407	937,726	687,726	(250,000)	44,139	94%
	SUBTOTAL - Federal Revenue	**237,585**	**14,969**	**297,083**	**896,876**	**1,441,875**	**1,390,553**	**1,130,875**	**(259,679)**	**233,999**	**79%**
Other State Revenue											
8319	Other State Apportionments - Prior Years	-	-	-	3,071	-	3,071	3,071	-	-	100%
8381	Special Education - Entitlement (State	60,493	12,178	28,645	365,102	438,914	426,063	404,599	(21,464)	39,497	90%
8382	Special Education Reimbursement (State	3,264	3,113	3,113	26,172	-	-	35,112	35,112	8,940	75%
8520	Child Nutrition - State	-	-	-	13,524	12,647	41,414	41,560	145	28,036	33%
8545	School Facilities Apportionments	-	-	-	-	439,135	379,506	400,589	21,084	400,589	0%
8550	Mandated Cost Reimbursements	-	-	-	24,609	24,726	24,610	24,610	-	1	100%
8560	State Lottery Revenue	-	-	36,532	77,435	111,936	114,161	114,561	401	37,126	68%
8590	All Other State Revenue	-	-	-	-	257,129	220,078	128,160	(91,918)	128,160	0%
8591	Prop 28 Arts & Music in Schools	-	17,030	17,030	34,060	-	85,149	85,149	-	51,089	40%
	SUBTOTAL - Other State Revenue	**63,757**	**32,321**	**85,320**	**543,974**	**1,284,488**	**1,294,052**	**1,237,412**	**(56,640)**	**693,438**	**44%**
Local Revenue											
8699	All Other Local Revenue	-	-	-	349	-	349	349	-	-	100%
	SUBTOTAL - Local Revenue	**-**	**-**	**-**	**349**	**-**	**349**	**349**	**-**	**-**	**100%**
Fundraising and Grants											
8802	Donations - Private	-	-	-	-	48,750	48,750	48,750	-	48,750	0%
8803	Fundraising	-	-	-	8,091	-	8,091	8,091	-	-	100%
	SUBTOTAL - Fundraising and Grants	**-**	**-**	**-**	**8,091**	**48,750**	**56,841**	**56,841**	**-**	**48,750**	**14%**
TOTAL REVENUE		**939,301**	**575,094**	**1,353,211**	**7,350,019**	**10,473,513**	**10,194,205**	**9,904,031**	**(290,174)**	**2,554,012**	**74%**

Central City Value High School
Income Statement
As of Apr FY2024

		Actual			YTD	Budget					
		Feb	Mar	Apr	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
EXPENSES											
Compensation & Benefits											
Certificated Salaries											
1100	Teachers Salaries	169,276	168,805	169,105	1,749,316	2,242,896	2,143,665	2,143,665	-	394,348	82%
1103	Teacher - Substitute Pay	-	-	-	(2,035)	30,912	-	-	-	2,035	
1148	Teacher - Special Ed	18,373	18,373	18,373	195,384	222,723	222,723	222,723	-	27,339	88%
1200	Certificated Pupil Support Salaries	13,694	14,832	15,944	154,820	165,534	165,534	165,534	-	10,714	94%
1300	Certificated Supervisor & Administrator Salari	32,883	32,883	32,883	345,245	392,935	392,936	392,936	-	47,691	88%
	SUBTOTAL - Certificated Salaries	**234,226**	**234,892**	**236,305**	**2,442,729**	**3,055,000**	**2,924,858**	**2,924,858**	**-**	**482,129**	**84%**
Classified Salaries											
2100	Classified Instructional Aide Salaries	53,402	49,775	46,488	452,084	629,230	590,859	590,859	-	138,775	77%
2101	Classified - Electives	20,487	14,978	15,114	167,924	137,854	174,364	174,364	-	6,440	96%
2200	Classified Support Salaries	8,271	7,639	7,456	74,306	84,350	84,350	84,350	-	10,044	88%
2400	Classified Clerical & Office Salaries	14,485	13,944	12,523	135,922	235,067	171,527	173,481	(1,954)	37,559	78%
2930	Other Classified - Maintenance/grounds	2,741	2,315	2,321	25,335	26,761	26,761	26,761	-	1,425	95%
	SUBTOTAL - Classified Salaries	**99,385**	**88,652**	**83,901**	**855,571**	**1,113,262**	**1,047,861**	**1,049,814**	**(1,954)**	**194,243**	**81%**
Employee Benefits											
3100	STRS	39,663	39,681	39,719	404,530	506,748	507,121	507,121	-	102,591	80%
3200	PERS	29,335	28,857	19,787	266,312	372,539	351,545	352,066	(521)	85,755	76%
3300	OASDI-Medicare-Alternative	12,434	11,670	11,389	119,679	154,378	139,298	139,447	(149)	19,768	86%
3400	Health & Welfare Benefits	45,744	44,338	44,342	467,416	427,299	427,299	427,299	-	(40,117)	109%
3500	Unemployment Insurance	164	159	158	1,752	22,755	21,623	21,635	(12)	19,883	8%
	SUBTOTAL - Employee Benefits	**127,341**	**124,705**	**115,395**	**1,259,689**	**1,483,720**	**1,446,886**	**1,447,569**	**(683)**	**187,880**	**87%**
Books & Supplies											
4100	Approved Textbooks & Core Curricula Materi	176	200	-	36,016	8,100	40,000	40,000	-	3,984	90%
4200	Books & Other Reference Materials	2,890	62	-	8,565	36,210	10,000	10,000	-	1,435	86%
4300	Materials & Supplies	3,078	1,039	943	32,267	42,800	50,000	50,000	-	17,733	65%
4320	Educational Software	16,457	775	3,759	125,580	255,000	200,000	200,000	-	74,420	63%
4325	Instructional Materials & Supplies	151	-	-	3,790	14,280	5,000	5,000	-	1,210	76%
4326	Art & Music Supplies	2,570	804	506	16,038	106,849	25,000	25,000	-	8,962	64%
4330	Office Supplies	10,321	1,571	2,128	31,332	21,420	30,000	30,000	-	(1,332)	104%
4335	PE Supplies	-	52	-	395	6,630	6,630	6,630	-	6,235	6%
4345	Non Instructional Student Materials & Supplie	-	1,254	-	1,674	2,142	2,142	2,142	-	468	78%
4350	Uniforms	438	1,628	1,524	79,275	100,000	80,000	80,000	-	725	99%
4352	Retreat	211	63	2,043	27,420	53,040	53,040	53,040	-	25,620	52%
4410	Classroom Furniture, Equipment & Supplies	613	(241)	1,809	23,741	51,000	41,000	41,000	-	17,259	58%
4420	Computers: individual items less than $5k	637	-	15,249	118,416	150,000	120,000	120,000	-	1,584	99%
4423	Classroom Noncapitalized items 1	-	-	-	469	1,000	1,000	1,000	-	531	47%
4430	Non Classroom Related Furniture, Equipmen	3,084	-	142	15,639	22,440	22,440	22,440	-	6,801	70%

Central City Value High School
Income Statement
As of Apr FY2024

		Actual			YTD	Budget					
		Feb	Mar	Apr	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
4710	Student Food Services	20,153	21,867	14,861	148,343	217,924	197,211	197,903	(692)	49,560	75%
4720	Other Food	787	180	531	5,183	7,650	7,650	7,650	-	2,467	68%
	SUBTOTAL - Books and Supplies	**61,566**	**29,253**	**43,496**	**674,144**	**1,096,485**	**891,113**	**891,805**	**(692)**	**217,660**	**76%**
	Services & Other Operating Expenses										
5210	Conference Fees	-	-	888	888	6,120	6,120	6,120	-	5,232	15%
5215	Travel - Mileage, Parking, Tolls	2,009	635	571	6,584	7,140	7,140	7,140	-	556	92%
5220	Travel and Lodging	1,544	1,009	542	5,402	7,956	7,956	7,956	-	2,554	68%
5223	Facility & Staff Parking	-	-	28	232	1,020	1,020	1,020	-	788	23%
5225	Travel - Meals & Entertainment	537	114	265	1,673	1,530	1,530	1,530	-	(143)	109%
5300	Dues & Memberships	-	-	-	10,572	8,772	12,000	12,000	-	1,428	88%
5515	Janitorial, Gardening Services & Supplies	11,136	14,521	10,805	119,072	88,000	120,000	120,000	-	928	99%
5520	Security	-	12,189	4,448	36,086	49,162	49,162	49,162	-	13,076	73%
5535	Utilities - All Utilities	8,546	6,878	15,503	95,796	81,600	110,000	110,000	-	14,204	87%
5605	Equipment Leases	1,076	1,076	1,076	10,368	9,180	9,180	9,180	-	(1,188)	113%
5610	Rent	48,441	48,441	48,441	465,348	650,571	562,231	562,231	-	96,883	83%
5612	Non-Cash (Deferred Rent)	-	-	-	-	-	(146,629)	(146,629)	-	(146,629)	0%
5615	Repairs and Maintenance - Building	5,767	11,371	13,190	121,882	235,000	200,000	200,000	-	78,118	61%
5617	Repairs and Maintenance - Other Equipment	1,050	-	-	7,377	31,216	31,216	31,216	-	23,839	24%
5618	Repairs & Maintenance - Auto	-	-	75	873	4,080	4,080	4,080	-	3,207	21%
5619	Non-Cash Lease Adjustment	-	-	-	-	170,748	-	-	-	-	
5625	Storage	753	753	753	8,286	9,600	9,600	9,600	-	1,314	86%
5631	Field Rentals	-	-	-	25,470	30,600	30,600	30,600	-	5,130	83%
5632	PE & Meeting Space Rentals	-	-	-	2,118	7,650	7,650	7,650	-	5,533	28%
5634	Other Rentals, Leases and Repairs 4	-	-	64	64	510	-	-	-	(64)	
5803	Accounting Fees	-	-	645	1,423	4,080	4,080	4,080	-	2,658	35%
5804	Service 1	4,790	4,077	2,550	53,191	51,280	55,000	55,000	-	1,809	97%
5805	Administrative Fees	-	-	-	-	7,140	2,500	2,500	-	2,500	0%
5809	Banking Fees	-	-	-	-	51	51	51	-	51	0%
5812	Business Services	461	220	-	681	-	-	-	-	(681)	
5814	Professional Services	-	-	-	-	531	531	531	-	531	0%
5815	Consultants - Instructional	1,500	1,500	1,500	15,000	-	15,000	15,000	-	-	100%
5820	Consultants - Non Instructional - Custom 1	6,232	-	-	12,886	10,404	18,895	18,895	-	6,010	68%
5824	District Oversight Fees	9,870	8,997	5,295	65,051	76,984	74,524	74,786	(261)	9,735	87%
5827	Other Service Contracts	1,200	-	-	1,265	10,000	1,240	1,240	-	(25)	102%
5833	Fines and Penalties	758	529	-	1,479	4,080	4,080	4,080	-	2,601	36%
5836	Fingerprinting	-	-	84	(260)	1,224	1,224	1,224	-	1,484	-21%
5839	Fundraising Expenses	-	-	-	897	-	1,000	1,000	-	103	90%
5845	Legal Fees	-	-	70	1,821	5,100	5,100	5,100	-	3,280	36%
5851	Marketing and Student Recruiting	3,010	1,375	250	62,747	70,000	80,000	80,000	-	17,253	78%
5857	Payroll Fees	767	451	431	5,094	6,242	6,242	6,242	-	1,148	82%
5858	CMO Fees Expense	457,609	-	-	457,609	938,229	912,331	886,216	26,116	428,607	52%
5860	Printing and Reproduction	-	-	-	-	2,081	2,081	2,081	-	2,081	0%
5861	Prior Yr Exp (not accrued	438	1,570	1,824	31,012	11,220	37,500	37,500	-	6,488	83%

Central City Value High School
Income Statement
As of Apr FY2024

		Actual			YTD	Budget					
		Feb	Mar	Apr	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
5863	Professional Development	1,494	320	9,825	42,886	100,000	35,000	35,000	-	(7,886)	123%
5865	Staff Recognition	-	-	539	1,715	4,000	4,000	4,000	-	2,285	43%
5869	Special Education Contract Instructors	47,350	41,771	36,647	330,800	350,000	400,000	400,000	-	69,200	83%
5872	Special Education Encroachment	15,152	5,430	7,386	90,738	109,934	106,716	104,317	2,398	13,579	87%
5874	Sports & Referees	6,119	4,097	4,735	87,521	91,800	91,800	91,800	-	4,279	95%
5877	Student Activities	13,379	10,682	30,064	62,273	61,200	61,200	61,200	-	(1,073)	102%
5878	Student Assessment	-	-	-	18,177	24,480	24,480	24,480	-	6,304	74%
5880	Student Health Services	-	213	-	213	-	-	-	-	(213)	
5881	Student Information System	4,273	-	-	16,146	20,400	20,400	20,400	-	4,254	79%
5884	Substitutes	4,214	16,829	4,837	64,550	100,000	90,000	90,000	-	25,450	72%
5887	Technology Services	1,125	499	1,125	19,245	10,200	20,000	20,000	-	755	96%
5893	Transportation - Student	12,850	5,364	9,781	61,477	90,000	90,000	90,000	-	28,523	68%
5899	Miscellaneous Operating Expenses	-	-	-	1,487	4,158	4,158	4,158	-	2,671	36%
5915	Postage and Delivery	145	179	851	2,277	2,122	2,122	2,122	-	(155)	107%
5920	Communications - Telephone & Fax	1,592	654	5,116	8,988	6,000	6,000	6,000	-	(2,988)	150%
	SUBTOTAL - Services & Other Operating E	**675,187**	**201,744**	**220,204**	**2,436,474**	**3,573,395**	**3,200,110**	**3,171,858**	**28,252**	**735,384**	**77%**
Capital Outlay & Depreciation											
6900	Depreciation	5,651	5,651	6,296	69,259	213,928	171,124	130,977	40,147	61,718	53%
	SUBTOTAL - Capital Outlay & Depreciatio	**5,651**	**5,651**	**6,296**	**69,259**	**213,928**	**171,124**	**130,977**	**40,147**	**61,718**	**53%**
Other Outflows											
	SUBTOTAL - Other Outflows	-	-	-	-	-	-	-	-	-	
TOTAL EXPENSES		**1,203,356**	**684,898**	**705,598**	**7,737,867**	**10,535,790**	**9,681,951**	**9,616,881**	**65,070**	**1,879,014**	**80%**

Central City Value High School
Monthly Cash Forecast
As of Apr FY2024

	2023-24 Actuals & Forecast													
	Jul Actuals	**Aug** Actuals	**Sep** Actuals	**Oct** Actuals	**Nov** Actuals	**Dec** Actuals	**Jan** Actuals	**Feb** Actuals	**Mar** Actuals	**Apr** Actuals	**May** Forecast	**Jun** Forecast	**Forecast**	**Remaining Balance**
Beginning Cash	**5,457,143**	**5,202,586**	**5,099,411**	**4,880,199**	**5,247,876**	**5,170,929**	**5,064,529**	**5,614,331**	**5,322,019**	**5,243,032**	**5,831,065**	**6,205,583**		
REVENUE														
LCFF Entitlement	94,323	408,907	346,025	935,218	522,234	522,234	935,218	637,959	527,804	970,808	399,250	428,622	7,478,555	749,953
Federal Revenue	6,542	13,085	8,723	8,723	152,416	8,723	149,027	237,585	14,969	297,083	12,168	191,408	1,130,875	30,422
Other State Revenue	25,925	53,664	36,380	37,831	62,440	37,832	108,504	63,757	32,321	85,320	450,083	187,235	1,237,412	56,121
Other Local Revenue	-	205	-	-	-	144	-	-	-	-	-	-	349	-
Fundraising & Grants	-	4,750	2,145	1,195	-	-	-	-	-	-	647	48,103	56,841	-
TOTAL REVENUE	**126,790**	**480,611**	**393,273**	**982,967**	**737,090**	**568,933**	**1,192,748**	**939,301**	**575,094**	**1,353,211**	**862,148**	**855,368**	**9,904,031**	**836,496**
EXPENSES														
Certificated Salaries	261,564	255,047	235,608	236,505	274,946	240,631	233,005	234,226	234,892	236,305	165,183	232,564	2,924,858	84,382
Classified Salaries	38,473	92,914	97,988	83,737	109,059	83,229	78,232	99,385	88,652	83,901	110,136	82,153	1,049,814	1,954
Employee Benefits	135,759	142,779	126,065	120,590	127,172	125,903	113,979	127,341	124,705	115,395	123,873	45,512	1,447,569	18,495
Books & Supplies	178,803	78,494	92,553	99,528	40,605	4,260	45,587	61,566	29,253	43,496	144,011	73,650	891,805	-
Services & Other Operating Expenses	352,308	110,458	127,579	160,298	229,521	160,968	198,206	675,187	201,744	220,204	155,481	725,106	3,171,858	(145,203)
Capital Outlay & Depreciation	-	-	-	-	-	45,365	6,296	5,651	5,651	6,296	50,803	10,915	130,977	-
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	**966,908**	**679,692**	**679,793**	**700,659**	**781,304**	**660,355**	**675,305**	**1,203,356**	**684,898**	**705,598**	**749,487**	**1,169,900**	**9,616,881**	**(40,373)**
Operating Cash Inflow (Outflow)	**(840,118)**	**(199,081)**	**(286,519)**	**282,308**	**(44,214)**	**(91,422)**	**517,444**	**(264,055)**	**(109,804)**	**647,613**	**112,660**	**(314,532)**	**287,150**	**876,869**
Accounts Receivable	1,434,567	83,740	6,820	36,146	38,478	-	-	(62,439)	-	62,439	109,034	-		
Other Current Assets	184,610	5,625	-	-	-	-	-	-	-	(739)	(4,268)	-		
Fixed Assets	(211,767)	-	-	-	-	45,365	(4,515)	3,951	(31,224)	(7,965)	122,819	(29,765)		
Accounts Payable	(778,600)	4,928	60,488	(83,578)	60,352	(60,264)	36,873	30,231	(34,431)	(16,843)	48,393	-		
Other Current Liabilities	90,913	1,613	-	-	2,600	(134,241)	-	-	96,472	(96,472)	(14,120)	-		
Deferred Revenue	(134,162)	-	-	132,801	(134,162)	134,162	-	-	-	-	-	(128,000)		
Ending Cash	**5,202,586**	**5,099,411**	**4,880,199**	**5,247,876**	**5,170,929**	**5,064,529**	**5,614,331**	**5,322,019**	**5,243,032**	**5,831,065**	**6,205,583**	**5,733,286**		

Downtown Value School
Income Statement
As of Apr FY2024

	Actual			YTD	Budget					
	Feb	Mar	Apr	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
SUMMARY										
Revenue										
LCFF Entitlement	500,641	388,403	661,227	4,551,347	6,067,348	5,847,584	5,819,854	(27,730)	1,268,507	78%
Federal Revenue	253,131	11,148	373,910	1,030,162	1,579,427	1,580,614	1,466,961	(113,652)	436,799	70%
Other State Revenues	127,755	94,360	277,741	1,285,158	1,913,569	2,203,637	2,093,805	(109,832)	808,647	61%
Local Revenues	302,935	315,029	873,912	1,497,514	-	1,055	1,055	-	(1,496,458)	141924%
Fundraising and Grants	-	-	-	12,480	47,000	47,000	47,000	-	34,520	27%
Total Revenue	**1,184,462**	**808,940**	**2,186,791**	**8,376,661**	**9,607,344**	**9,679,890**	**9,428,676**	**(251,215)**	**1,052,015**	**89%**
Expenses										
Compensation and Benefits	373,199	404,546	370,525	3,748,703	4,794,640	4,418,940	4,421,577	(2,637)	672,874	85%
Books and Supplies	55,449	63,892	61,019	731,947	959,708	896,982	896,982	-	165,035	82%
Services and Other Operating Expenditures	782,775	193,742	242,390	2,330,230	3,423,293	3,709,801	3,691,557	18,244	1,361,327	63%
Depreciation	2,358	2,358	2,358	23,579	66,158	83,975	107,021	(23,046)	83,442	22%
Other Outflows	-	2,502	38,000	40,502	-	-	-	-	(40,502)	
Total Expenses	**1,213,780**	**667,040**	**714,293**	**6,874,961**	**9,243,800**	**9,109,699**	**9,117,137**	**(7,438)**	**2,242,176**	**75%**
Operating Income	**(29,318)**	**141,900**	**1,472,498**	**1,501,700**	**363,544**	**570,191**	**311,539**	**(258,653)**	**(1,190,161)**	
							238,634			
Fund Balance										
Beginning Balance (Audited)					7,847,341	9,037,136	9,037,136			
Operating Income					363,544	570,191	311,539			
Ending Fund Balance					**8,210,885**	**9,607,327**	**9,348,675**			
Fund Balance as a % of Expenses					89%	105%	103%			

Downtown Value School
Income Statement
As of Apr FY2024

	Actual			YTD	Budget					
	Feb	Mar	Apr	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
KEY ASSUMPTIONS										
Enrollment Summary										
K-3					174	169	169	-		
4-6					152	141	141	-		
7-8					120	115	115	-		
Total Enrolled					**446**	**425**	**425**	**-**		
ADA %										
K-3					93.0%	94.0%	90.7%	-3.3%		
4-6					93.0%	94.0%	98.1%	4.1%		
7-8					93.0%	94.0%	92.5%	-1.5%		
Average ADA %					**93.0%**	**94.0%**	**93.7%**	**-0.3%**		
ADA										
K-3					161.82	158.86	153.34	(5.52)		
4-6					141.36	132.54	138.36	5.82		
7-8					111.60	108.10	106.35	(1.75)		
Total ADA					**414.78**	**399.50**	**398.05**	**(1.45)**		

Downtown Value School
Income Statement
As of Apr FY2024

		Actual			YTD	Budget					
		Feb	Mar	Apr	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
REVENUE											
LCFF Entitlement											
8011	Charter Schools General Purpose Entitlemen	297,504	246,397	246,397	2,310,874	3,475,063	3,069,433	3,051,786	(17,647)	740,912	76%
8012	Education Protection Account Entitlement	-	-	309,811	949,869	1,214,663	1,272,252	1,267,634	(4,617)	317,765	75%
8019	State Aid - Prior Years	272	-	(9)	263	-	-	-	-	(263)	
8096	Charter Schools in Lieu of Property Taxes	202,865	142,006	105,028	1,290,341	1,377,621	1,505,899	1,500,434	(5,466)	210,093	86%
	SUBTOTAL - LCFF Entitlement	**500,641**	**388,403**	**661,227**	**4,551,347**	**6,067,348**	**5,847,584**	**5,819,854**	**(27,730)**	**1,268,507**	**78%**
Federal Revenue											
8181	Special Education - Entitlement	14,071	11,148	7,400	90,912	101,592	97,850	105,714	7,865	14,802	86%
8220	Child Nutrition Programs	2,239	-	8,829	120,258	328,928	312,479	312,479	-	192,221	38%
8291	Title I	-	-	-	73,619	178,931	178,931	162,000	(16,931)	88,381	45%
8292	Title II	6,743	-	-	6,743	20,737	20,737	14,996	(5,741)	8,253	45%
8293	Title III	-	-	-	5,047	18,515	18,515	20,188	1,673	15,141	25%
8294	Title IV	-	-	-	3,465	14,376	14,376	13,858	(518)	10,393	25%
8299	All Other Federal Revenue	230,078	-	357,681	730,118	916,348	937,726	837,726	(100,000)	107,608	87%
	SUBTOTAL - Federal Revenue	**253,131**	**11,148**	**373,910**	**1,030,162**	**1,579,427**	**1,580,614**	**1,466,961**	**(113,652)**	**436,799**	**70%**
Other State Revenue											
8319	Other State Apportionments - Prior Years	-	6,277	-	7,499	-	1,221	1,221	-	(6,277)	614%
8381	Special Education - Entitlement (State	55,759	2,064	25,592	326,041	402,594	387,763	365,609	(22,154)	39,568	89%
8382	Special Education Reimbursement (State	3,008	2,669	2,669	23,720	-	29,572	31,729	2,157	8,009	75%
8520	Child Nutrition - State	-	-	-	127,397	24,000	105,691	105,691	-	(21,705)	121%
8545	School Facilities Apportionments	-	-	-	-	244,041	189,753	200,295	10,542	200,295	0%
8550	Mandated Cost Reimbursements	-	-	-	8,161	8,200	8,163	8,163	-	2	100%
8560	State Lottery Revenue	-	-	33,867	71,785	102,673	103,898	103,521	(377)	31,736	69%
8590	All Other State Revenue	-	-	-	-	158,521	184,609	84,609	(100,000)	84,609	0%
8591	Prop 28 Arts & Music in Schools	-	14,363	14,363	28,726	-	80,363	80,363	-	51,637	36%
8593	ELO-Program (2600)	68,988	68,987	68,987	559,566	770,057	902,845	902,845	-	343,279	62%
8596	ASES	-	-	132,264	132,264	203,482	209,759	209,759	-	77,495	63%
	SUBTOTAL - Other State Revenue	**127,755**	**94,360**	**277,741**	**1,285,158**	**1,913,569**	**2,203,637**	**2,093,805**	**(109,832)**	**808,647**	**61%**
Local Revenue											
8699	All Other Local Revenue	-	-	-	1,055	-	1,055	1,055	-	-	100%
8999	Uncategorized Revenue	302,935	315,029	873,912	1,496,458	-	-	-	-	(1,496,458)	
	SUBTOTAL - Local Revenue	**302,935**	**315,029**	**873,912**	**1,497,514**	**-**	**1,055**	**1,055**	**-**	**(1,496,458)**	**141924%**
Fundraising and Grants											
8802	Donations - Private	-	-	-	-	35,500	35,500	35,500	-	35,500	0%
8803	Fundraising	-	-	-	12,480	11,500	11,500	11,500	-	(980)	109%
	SUBTOTAL - Fundraising and Grants	**-**	**-**	**-**	**12,480**	**47,000**	**47,000**	**47,000**	**-**	**34,520**	**27%**
TOTAL REVENUE		**1,184,462**	**808,940**	**2,186,791**	**8,376,661**	**9,607,344**	**9,679,890**	**9,428,676**	**(251,215)**	**1,052,015**	**89%**

Downtown Value School
Income Statement
As of Apr FY2024

Actual			YTD	Budget					
Feb	Mar	Apr	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent

Downtown Value School
Income Statement
As of Apr FY2024

		Actual			YTD	Budget					
		Feb	Mar	Apr	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
EXPENSES											
Compensation & Benefits											
Certificated Salaries											
1100	Teachers Salaries	109,785	118,810	112,908	1,215,328	1,559,706	1,358,287	1,358,287	-	142,959	89%
1148	Teacher - Special Ed	13,968	23,188	20,865	174,313	251,690	206,332	206,332	-	32,019	84%
1200	Certificated Pupil Support Salaries	12,757	21,729	15,661	124,745	142,620	86,854	86,854	-	(37,891)	144%
1300	Certificated Supervisor & Administrator Salari	26,067	26,067	26,067	263,951	309,290	315,440	315,440	-	51,489	84%
	SUBTOTAL - Certificated Salaries	**162,577**	**189,794**	**175,500**	**1,778,337**	**2,263,306**	**1,966,913**	**1,966,913**	**-**	**188,576**	**90%**
Classified Salaries											
2100	Classified Instructional Aide Salaries	56,243	53,573	48,214	458,446	544,293	628,174	628,174	-	169,728	73%
2200	Classified Support Salaries	16,309	13,775	11,462	126,236	249,976	210,067	210,067	-	83,831	60%
2300	Classified Supervisor & Administrator Salarie	11,957	10,738	10,395	106,949	129,669	129,669	129,669	-	22,720	82%
2400	Classified Clerical & Office Salaries	10,885	10,695	10,068	107,178	129,855	113,469	115,423	(1,954)	8,244	93%
2904	Other Classified - Security/yard duty	8,115	7,073	6,877	53,750	48,804	48,804	48,804	-	(4,946)	110%
2930	Other Classified - Maintenance/grounds	7,107	6,038	7,676	73,141	118,220	84,459	84,459	-	11,318	87%
	SUBTOTAL - Classified Salaries	**110,616**	**101,892**	**94,693**	**925,701**	**1,220,818**	**1,214,642**	**1,216,595**	**(1,954)**	**290,895**	**76%**
Employee Benefits											
3100	STRS	27,496	32,126	28,504	304,390	445,194	399,912	399,912	-	95,522	76%
3200	PERS	26,124	30,916	24,842	251,247	307,691	290,217	290,739	(521)	39,491	86%
3300	OASDI-Medicare-Alternative	9,824	9,918	9,114	91,621	122,022	113,574	113,724	(149)	22,103	81%
3400	Health & Welfare Benefits	36,430	39,756	37,740	396,742	416,069	416,069	416,069	-	19,327	95%
3500	Unemployment Insurance	134	143	132	665	19,540	17,612	17,625	(12)	16,960	4%
	SUBTOTAL - Employee Benefits	**100,006**	**112,860**	**100,332**	**1,044,665**	**1,310,517**	**1,237,385**	**1,238,068**	**(683)**	**193,403**	**84%**
Books & Supplies											
4100	Approved Textbooks & Core Curricula Materi	-	-	-	34,150	110,000	40,000	40,000	-	5,850	85%
4200	Books & Other Reference Materials	-	-	-	-	18,000	5,000	5,000	-	5,000	0%
4300	Materials & Supplies	961	23	246	8,985	40,800	40,800	40,800	-	31,815	22%
4315	Custodial Supplies	726	-	1,994	14,229	5,100	20,000	20,000	-	5,771	71%
4320	Educational Software	-	-	4,250	70,528	127,400	80,000	80,000	-	9,472	88%
4325	Instructional Materials & Supplies	2,528	1,028	439	24,414	16,646	20,418	20,418	-	(3,995)	120%
4326	Art & Music Supplies	1,900	3,100	2,090	19,740	15,000	15,000	15,000	-	(4,740)	132%
4330	Office Supplies	643	685	728	10,011	10,404	10,404	10,404	-	393	96%
4335	PE Supplies	-	-	1,217	15,552	19,380	19,380	19,380	-	3,828	80%
4345	Non Instructional Student Materials & Supplie	75	-	-	186	5,000	5,000	5,000	-	4,814	4%
4350	Uniforms	-	-	-	24,865	35,700	35,700	35,700	-	10,835	70%
4400	Noncapitalized Equipment	852	-	-	852	552	552	552	-	(300)	154%
4410	Classroom Furniture, Equipment & Supplies	627	313	2,845	10,097	30,600	15,000	15,000	-	4,903	67%
4420	Computers: individual items less than $5k	-	1,441	52	112,892	102,000	120,000	120,000	-	7,108	94%
4430	Non Classroom Related Furniture, Equipmen	694	584	437	3,085	5,100	5,100	5,100	-	2,015	60%

Downtown Value School
Income Statement
As of Apr FY2024

		Actual			YTD	Budget					
		Feb	Mar	Apr	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
4710	Student Food Services	46,442	56,424	46,721	381,774	412,925	459,528	459,528	-	77,754	83%
4720	Other Food	-	293	-	588	5,100	5,100	5,100	-	4,512	12%
	SUBTOTAL - Books and Supplies	**55,449**	**63,892**	**61,019**	**731,947**	**959,708**	**896,982**	**896,982**	**-**	**165,035**	**82%**
	Services & Other Operating Expenses										
5210	Conference Fees	-	-	-	-	3,060	3,060	3,060	-	3,060	0%
5215	Travel - Mileage, Parking, Tolls	-	-	16	16	5,100	5,100	5,100	-	5,084	0%
5220	Travel and Lodging	-	-	-	-	5,100	5,100	5,100	-	5,100	0%
5223	Facility & Staff Parking	7,820	4,800	4,800	52,860	62,424	62,424	62,424	-	9,564	85%
5300	Dues & Memberships	-	-	-	7,785	7,880	7,880	7,880	-	95	99%
5450	Insurance - Other	-	-	-	-	-	-	7,500	(7,500)	7,500	0%
5515	Janitorial, Gardening Services & Supplies	10,000	4,500	14,329	61,173	32,130	68,000	68,000	-	6,827	90%
5520	Security	-	153	1,854	2,568	5,620	5,620	5,620	-	3,052	46%
5535	Utilities - All Utilities	1,653	17,396	5,559	38,234	66,300	66,300	66,300	-	28,066	58%
5605	Equipment Leases	782	782	1,284	7,643	15,412	15,412	15,412	-	7,770	50%
5610	Rent	24,221	24,221	24,221	232,674	361,542	281,115	281,115	-	48,441	83%
5612	Non-Cash (Deferred Rent)	-	-	-	-	-	(72,905)	(72,905)	-	(72,905)	0%
5615	Repairs and Maintenance - Building	16,967	352	30,565	68,583	81,560	60,000	60,000	-	(8,583)	114%
5617	Repairs and Maintenance - Other Equipment	85	4,140	4,140	14,285	8,080	25,000	25,000	-	10,715	57%
5619	Non-Cash Lease Adjustment	-	-	-	-	87,990	-	-	-	-	
5625	Storage	750	750	750	8,250	10,404	10,404	10,404	-	2,154	79%
5632	PE & Meeting Space Rentals	2,600	2,600	2,600	51,756	11,000	50,000	50,000	-	(1,756)	104%
5800	Other Services & Operating Expenses	-	-	-	-	883	883	883	-	883	0%
5803	Accounting Fees	-	-	523	1,388	2,230	2,230	2,230	-	843	62%
5804	Service 1	54	1,085	1,388	50,892	8,443	60,000	60,000	-	9,108	85%
5805	Administrative Fees	-	-	-	-	5,000	5,000	5,000	-	5,000	0%
5809	Banking Fees	-	-	-	-	520	520	520	-	520	0%
5814	Professional Services	-	-	-	-	624	624	624	-	624	0%
5815	Consultants - Instructional	5,250	5,250	5,250	45,750	21,500	51,000	51,000	-	5,250	90%
5820	Consultants - Non Instructional - Custom 1	6,889	12,500	19,000	41,579	20,000	83,000	83,000	-	41,422	50%
5824	District Oversight Fees	7,807	5,813	4,073	50,036	60,673	58,476	58,199	277	8,163	86%
5827	Other Service Contracts	-	-	135	270	4,000	4,000	4,000	-	3,730	7%
5833	Fines and Penalties	38	-	-	180	552	552	552	-	372	33%
5836	Fingerprinting	-	-	49	(101)	2,081	2,081	2,081	-	2,182	-5%
5839	Fundraising Expenses	-	-	2,505	3,890	3,641	3,641	3,641	-	(248)	107%
5845	Legal Fees	-	-	105	105	23,492	23,492	23,492	-	23,387	0%
5851	Marketing and Student Recruiting	1,373	1,125	-	44,398	54,060	65,000	65,000	-	20,602	68%
5857	Payroll Fees	620	386	372	4,124	5,520	5,520	5,520	-	1,396	75%
5858	CMO Fees Expense	433,433	-	-	433,433	860,431	866,865	844,256	22,609	410,823	51%
5860	Printing and Reproduction	923	-	47	971	2,271	2,271	2,271	-	1,300	43%
5861	Prior Yr Exp (not accrued	75,716	-	8,426	86,507	10,404	87,690	87,690	-	1,183	99%
5863	Professional Development	-	-	1,150	19,677	22,889	30,000	30,000	-	10,323	66%
5865	Staff Recognition	-	-	-	3,301	4,080	4,080	4,080	-	779	81%
5869	Special Education Contract Instructors	33,331	18,385	14,432	283,964	420,000	380,000	380,000	-	96,036	75%

Downtown Value School
Income Statement
As of Apr FY2024

		Actual			YTD	Budget					
		Feb	Mar	Apr	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
5872	Special Education Encroachment	13,966	2,642	6,598	81,064	100,837	97,122	94,265	2,858	13,201	86%
5874	Sports & Referees	-	-	-	-	24,813	24,813	24,813	-	24,813	0%
5877	Student Activities	40	-	2,000	14,153	30,000	30,000	30,000	-	15,847	47%
5878	Student Assessment	-	-	-	7,988	6,120	7,988	7,988	-	-	100%
5880	Student Health Services	-	213	-	213	-	-	-	-	(213)	
5881	Student Information System	4,532	-	-	19,638	19,380	19,380	19,380	-	(258)	101%
5883	After School Contracts	65,185	23,388	-	146,453	786,213	701,359	701,359	-	554,906	21%
5884	Substitutes	66,539	61,735	32,622	356,807	130,560	450,000	450,000	-	93,193	79%
5887	Technology Services	1,125	465	2,145	26,280	8,670	25,000	25,000	-	(1,280)	105%
5893	Transportation - Student	-	-	50,800	52,232	10,500	10,500	10,500	-	(41,732)	497%
5899	Miscellaneous Operating Expenses	-	-	-	788	2,123	2,123	2,123	-	1,334	37%
5915	Postage and Delivery	178	324	30	1,022	2,081	2,081	2,081	-	1,059	49%
5920	Communications - Telephone & Fax	897	739	622	7,405	5,100	10,000	10,000	-	2,595	74%
	SUBTOTAL - Services & Other Operating I	**782,775**	**193,742**	**242,390**	**2,330,230**	**3,423,293**	**3,709,801**	**3,691,557**	**18,244**	**1,361,327**	**63%**
Capital Outlay & Depreciation											
6900	Depreciation	2,358	2,358	2,358	23,579	66,158	83,975	107,021	(23,046)	83,442	22%
	SUBTOTAL - Capital Outlay & Depreciatio	**2,358**	**2,358**	**2,358**	**23,579**	**66,158**	**83,975**	**107,021**	**(23,046)**	**83,442**	**22%**
Other Outflows											
7999	Uncategorized Expense	-	2,502	38,000	40,502	-	-	-	-	(40,502)	
	SUBTOTAL - Other Outflows	**-**	**2,502**	**38,000**	**40,502**	**-**	**-**	**-**	**-**	**(40,502)**	
TOTAL EXPENSES		**1,213,780**	**667,040**	**714,293**	**6,874,961**	**9,243,800**	**9,109,699**	**9,117,137**	**(7,438)**	**2,242,176**	**75%**

Downtown Value School
Monthly Cash Forecast
As of Apr FY2024

	2023-24 Actuals & Forecast													
	Jul Actuals	**Aug** Actuals	**Sep** Actuals	**Oct** Actuals	**Nov** Actuals	**Dec** Actuals	**Jan** Actuals	**Feb** Actuals	**Mar** Actuals	**Apr** Actuals	**May** Forecast	**Jun** Forecast	**Forecast**	**Remaining Balance**
Beginning Cash	**7,878,703**	**8,048,836**	**7,864,814**	**7,883,913**	**8,051,399**	**7,998,277**	**7,949,707**	**8,905,619**	**8,990,639**	**9,130,098**	**10,496,571**	**8,350,346**		
REVENUE														
LCFF Entitlement	86,942	339,164	281,204	733,456	413,427	413,427	733,456	500,641	388,403	661,227	78,617	254,870	5,819,854	935,020
Federal Revenue	6,030	12,061	8,040	8,040	8,040	153,136	196,626	253,131	11,148	373,910	(131,922)	492,454	1,466,961	76,267
Other State Revenue	23,897	87,790	163,342	103,858	103,858	112,020	190,536	127,755	94,360	277,741	383,345	245,879	2,093,805	179,423
Other Local Revenue	-	-	-	-	5,638	-	-	302,935	315,029	873,912	(1,496,564)	106	1,055	-
Fundraising & Grants	-	5,155	5,931	-	-	-	1,394	-	-	-	17,260	17,260	47,000	-
TOTAL REVENUE	**116,869**	**444,170**	**458,517**	**845,354**	**530,963**	**678,583**	**1,122,012**	**1,184,462**	**808,940**	**2,186,791**	**(1,149,264)**	**1,010,569**	**9,428,676**	**1,190,710**
EXPENSES														
Certificated Salaries	152,547	200,308	181,869	180,398	188,755	180,239	166,350	162,577	189,794	175,500	64,986	123,590	1,966,913	-
Classified Salaries	30,212	88,153	101,448	87,145	119,775	101,477	90,290	110,616	101,892	94,693	157,944	130,997	1,216,595	1,954
Employee Benefits	115,484	112,121	110,068	98,111	99,934	105,119	90,630	100,006	112,860	100,332	108,812	83,908	1,238,068	683
Books & Supplies	88,898	147,845	11,514	107,566	82,763	6,331	106,671	55,449	63,892	61,019	93,294	71,741	896,982	-
Services & Other Operating Expenses	196,620	108,911	147,776	109,933	154,700	156,598	236,786	782,775	193,742	242,390	727,184	706,151	3,691,557	(72,009)
Capital Outlay & Depreciation	-	-	-	-	-	14,148	2,358	2,358	2,358	2,358	74,524	8,918	107,021	-
Other Outflows	-	-	-	-	-	-	-	-	2,502	38,000	(40,502)	-	-	-
TOTAL EXPENSES	**583,760**	**657,339**	**552,674**	**583,153**	**645,927**	**563,910**	**693,085**	**1,213,780**	**667,040**	**714,293**	**1,186,242**	**1,125,306**	**9,117,137**	**(69,372)**
Operating Cash Inflow (Outflow)	**(466,891)**	**(213,169)**	**(94,157)**	**262,201**	**(114,964)**	**114,673**	**428,927**	**(29,318)**	**141,900**	**1,472,498**	**(2,335,506)**	**(114,737)**	**311,539**	**1,260,082**
Accounts Receivable	1,276,401	161,955	37,778	34,001	-	(128,857)	61,528	(51,363)	14,071	51,363	70,412	75,736		
Other Current Assets	103,426	-	-	(118,490)	-	-	-	-	-	(739)	-	-		
Fixed Assets	-	(195,478)	(21,302)	(15,357)	(4,000)	27,865	(15,066)	2,358	2,358	(6,281)	(11,457)	8,918		
Accounts Payable	(689,917)	5,826	96,780	(120,508)	64,342	(64,342)	33,523	163,343	(155,813)	(13,424)	140,435	-		
Other Current Liabilities	75,972	(632)	-	-	1,500	(126,765)	(3,000)	-	136,943	(136,943)	(10,110)	-		
Deferred Revenue	(128,857)	57,475	-	125,638	-	128,857	450,000	-	-	-	-	(217,000)		
Ending Cash	**8,048,836**	**7,864,814**	**7,883,913**	**8,051,399**	**7,998,277**	**7,949,707**	**8,905,619**	**8,990,639**	**9,130,098**	**10,496,571**	**8,350,346**	**8,103,263**		

Everest Value School
Income Statement
As of Apr FY2024

	Actual			YTD	Budget					
	Feb	Mar	Apr	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
SUMMARY										
Revenue										
LCFF Entitlement	447,917	544,663	437,457	3,572,348	4,798,527	4,860,722	4,826,853	(33,869)	1,254,505	74%
Federal Revenue	70,468	15,738	148,299	497,038	825,792	883,553	889,830	6,277	392,792	56%
Other State Revenues	92,487	102,951	108,780	822,505	2,318,049	2,329,934	2,195,916	(134,018)	1,373,411	37%
Local Revenues	-	-	-	-	8,981	8,511	8,511	-	8,511	0%
Fundraising and Grants	-	-	-	10,158	125,500	142,420	142,420	-	132,263	7%
Total Revenue	**610,872**	**663,352**	**694,536**	**4,902,048**	**8,076,850**	**8,225,141**	**8,063,531**	**(161,610)**	**3,161,483**	**61%**
Expenses										
Compensation and Benefits	390,844	355,122	323,155	3,734,160	4,721,074	4,483,730	4,515,375	(31,645)	781,215	83%
Books and Supplies	46,656	49,778	56,234	450,661	607,445	616,344	616,344	-	165,683	73%
Services and Other Operating Expenditures	448,211	221,657	227,198	2,088,136	3,173,995	2,992,329	2,981,294	11,035	893,158	70%
Depreciation	-	-	-	192	11,792	1,188	192	996	0	100%
Other Outflows	-	-	-	-	-	-	-	-	-	
Total Expenses	**885,711**	**626,557**	**606,587**	**6,273,148**	**8,514,306**	**8,093,591**	**8,113,205**	**(19,613)**	**1,840,057**	**77%**
Operating Income	**(274,839)**	**36,795**	**87,949**	**(1,371,100)**	**(437,457)**	**131,549**	**(49,674)**	**(181,223)**	**1,321,426**	
							99,526			
Fund Balance										
Beginning Balance (Audited)					(647,596)	(284,212)	(284,212)			
Operating Income					(437,457)	131,549	(49,674)			
Ending Fund Balance					**(1,085,053)**	**(152,663)**	**(333,886)**			
Fund Balance as a % of Expenses					-13%	-2%	-4%			

Everest Value School
Income Statement
As of Apr FY2024

	Actual			YTD	Budget					
	Feb	Mar	Apr	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
KEY ASSUMPTIONS										
Enrollment Summary										
K-3					157	151	151	-		
4-6					113	112	112	-		
7-8					90	94	94	-		
Total Enrolled					**360**	**357**	**357**	**-**		
ADA %										
K-3					91.0%	93.0%	90.1%	-2.9%		
4-6					91.0%	93.0%	87.8%	-5.2%		
7-8					91.0%	93.0%	101.6%	8.6%		
Average ADA %					**91.0%**	**93.0%**	**92.4%**	**-0.6%**		
ADA										
K-3					142.87	140.43	136.02	(4.41)		
4-6					102.83	104.16	98.29	(5.87)		
7-8					81.90	87.42	95.52	8.10		
Total ADA					**327.60**	**332.01**	**329.83**	**(2.18)**		

Everest Value School
Income Statement
As of Apr FY2024

		Actual			YTD	Budget					
		Feb	Mar	Apr	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
REVENUE											
LCFF Entitlement											
8011	Charter Schools General Purpose Entitlemen	294,259	333,021	333,021	2,464,291	3,644,940	3,542,822	3,517,606	(25,215)	1,053,315	70%
8012	Education Protection Account Entitlement	-	-	18,765	48,671	65,520	66,402	65,966	(436)	17,295	74%
8019	State Aid - Prior Years	6,799	-	(5)	6,794	-	-	-	-	(6,794)	
8096	Charter Schools in Lieu of Property Taxes	146,859	211,642	85,676	1,052,592	1,088,068	1,251,498	1,243,281	(8,217)	190,689	85%
	SUBTOTAL - LCFF Entitlement	**447,917**	**544,663**	**437,457**	**3,572,348**	**4,798,527**	**4,860,722**	**4,826,853**	**(33,869)**	**1,254,505**	**74%**
Federal Revenue											
8181	Special Education - Entitlement	10,186	15,738	6,036	74,160	80,239	81,319	87,596	6,277	13,436	85%
8220	Child Nutrition Programs	-	-	-	63,081	201,236	237,839	237,839	-	174,758	27%
8291	Title I	-	-	-	68,387	144,573	159,224	159,224	-	90,837	43%
8292	Title II	7,367	-	-	7,367	16,847	11,454	11,454	-	4,087	64%
8293	Title III	-	-	-	7,820	13,386	18,082	18,082	-	10,262	43%
8294	Title IV	-	-	-	3,091	10,000	12,364	12,364	-	9,273	25%
8299	All Other Federal Revenue	52,915	-	142,263	273,132	359,511	363,271	363,271	-	90,139	75%
	SUBTOTAL - Federal Revenue	**70,468**	**15,738**	**148,299**	**497,038**	**825,792**	**883,553**	**889,830**	**6,277**	**392,792**	**56%**
Other State Revenue											
8319	Other State Apportionments - Prior Years	-	11,571	-	12,286	-	716	716	-	(11,571)	1717%
8381	Special Education - Entitlement (State	40,365	28,015	20,877	277,645	317,975	322,256	302,949	(19,307)	25,303	92%
8382	Special Education Reimbursement (State	2,178	2,514	2,514	18,338	-	21,408	26,291	4,883	7,953	70%
8520	Child Nutrition - State	-	-	-	29,400	92,946	80,446	80,446	-	51,046	37%
8545	School Facilities Apportionments	-	-	-	-	418,889	423,111	445,170	22,059	445,170	0%
8550	Mandated Cost Reimbursements	-	-	-	5,908	5,936	5,909	5,909	-	1	100%
8560	State Lottery Revenue	-	-	24,538	52,011	81,093	86,346	85,779	(567)	33,768	61%
8590	All Other State Revenue	-	-	-	-	638,297	565,220	424,133	(141,087)	424,133	0%
8591	Prop 28 Arts & Music in Schools	-	10,906	10,906	21,812	-	54,532	54,532	-	32,720	40%
8593	ELO-Program (2600)	49,944	49,945	49,945	405,104	559,430	554,938	554,938	-	149,834	73%
8596	ASES	-	-	-	-	203,482	215,053	215,053	-	215,053	0%
	SUBTOTAL - Other State Revenue	**92,487**	**102,951**	**108,780**	**822,505**	**2,318,049**	**2,329,934**	**2,195,916**	**(134,018)**	**1,373,411**	**37%**
Local Revenue											
8634	Food Service Sales	-	-	-	-	4,761	4,721	4,721	-	4,721	0%
8699	All Other Local Revenue	-	-	-	-	4,220	3,790	3,790	-	3,790	0%
	SUBTOTAL - Local Revenue	**-**	**-**	**-**	**-**	**8,981**	**8,511**	**8,511**	**-**	**8,511**	**0%**
Fundraising and Grants											
8802	Donations - Private	-	-	-	-	124,000	134,800	134,800	-	134,800	0%
8803	Fundraising	-	-	-	10,158	1,500	7,620	7,620	-	(2,537)	133%
	SUBTOTAL - Fundraising and Grants	**-**	**-**	**-**	**10,158**	**125,500**	**142,420**	**142,420**	**-**	**132,263**	**7%**
TOTAL REVENUE		**610,872**	**663,352**	**694,536**	**4,902,048**	**8,076,850**	**8,225,141**	**8,063,531**	**(161,610)**	**3,161,483**	**61%**

Everest Value School
Income Statement
As of Apr FY2024

Actual			YTD	Budget					
Feb	Mar	Apr	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent

Everest Value School
Income Statement
As of Apr FY2024

		Actual			YTD	Budget					
		Feb	Mar	Apr	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
EXPENSES											
Compensation & Benefits											
Certificated Salaries											
1100	Teachers Salaries	119,608	109,617	111,917	1,253,810	1,513,483	1,509,228	1,509,228	-	255,418	83%
1148	Teacher - Special Ed	21,071	21,071	21,071	214,435	252,852	252,852	252,852	-	38,417	85%
1200	Certificated Pupil Support Salaries	13,534	13,162	13,534	135,866	162,411	162,411	162,411	-	26,545	84%
1300	Certificated Supervisor & Administrator Salari	-	-	-	67,442	264,278	78,020	102,042	(24,022)	34,600	66%
	SUBTOTAL - Certificated Salaries	**154,214**	**143,850**	**146,523**	**1,671,553**	**2,193,024**	**2,002,511**	**2,026,533**	**(24,022)**	**354,980**	**82%**
Classified Salaries											
2100	Classified Instructional Aide Salaries	59,534	55,783	44,479	445,031	581,716	589,742	589,742	-	144,710	75%
2200	Classified Support Salaries	22,856	16,792	14,747	185,613	216,326	209,788	209,788	-	24,175	88%
2300	Classified Supervisor & Administrator Salaries	11,413	6,091	4,421	81,451	129,577	127,640	127,640	-	46,190	64%
2400	Classified Clerical & Office Salaries	20,888	19,779	19,344	194,501	229,737	238,526	240,479	(1,954)	45,978	81%
2904	Other Classified - Security/yard duty	961	1,988	1,382	16,851	49,220	27,226	27,226	-	10,375	62%
2930	Other Classified - Maintenance/grounds	8,214	6,927	4,503	67,741	88,371	80,490	80,490	-	12,749	84%
2999	Payroll Temporary Holding Account	-	3,684	3,379	7,063	-	-	-	-	(7,063)	
	SUBTOTAL - Classified Salaries	**123,867**	**111,045**	**92,256**	**998,251**	**1,294,948**	**1,273,411**	**1,275,365**	**(1,954)**	**277,114**	**78%**
Employee Benefits											
3100	STRS	28,342	27,463	27,973	303,975	402,296	382,479	387,068	(4,588)	83,093	79%
3200	PERS	29,578	26,242	7,952	224,468	282,155	287,824	288,345	(521)	63,878	78%
3300	OASDI-Medicare-Alternative	11,844	10,457	9,044	104,303	136,242	126,452	126,950	(498)	22,647	82%
3400	Health & Welfare Benefits	42,863	35,940	39,290	429,569	392,945	392,945	392,945	-	(36,624)	109%
3500	Unemployment Insurance	137	126	117	2,042	19,465	18,107	18,169	(62)	16,127	11%
	SUBTOTAL - Employee Benefits	**112,764**	**100,227**	**84,376**	**1,064,356**	**1,233,102**	**1,207,808**	**1,213,477**	**(5,669)**	**149,121**	**88%**
Books & Supplies											
4100	Approved Textbooks & Core Curricula Materi	4,459	-	15,729	50,543	39,721	39,721	39,721	-	(10,822)	127%
4200	Books & Other Reference Materials	-	-	4,063	15,878	5,616	12,000	12,000	-	(3,878)	132%
4300	Materials & Supplies	1,505	1,072	394	12,357	27,500	22,000	22,000	-	9,643	56%
4315	Custodial Supplies	722	-	19	741	1,638	-	-	-	(741)	
4320	Educational Software	545	-	-	8,995	25,000	18,500	18,500	-	9,505	49%
4325	Instructional Materials & Supplies	1,883	347	51	4,287	9,000	8,000	8,000	-	3,713	54%
4326	Art & Music Supplies	256	-	-	645	2,000	2,000	2,000	-	1,355	32%
4330	Office Supplies	1,200	1,911	1,365	8,508	16,524	10,000	10,000	-	1,492	85%
4335	PE Supplies	-	-	139	4,835	1,080	6,000	6,000	-	1,165	81%
4345	Non Instructional Student Materials & Supplie	36	-	-	5,106	4,545	8,000	8,000	-	2,894	64%
4350	Uniforms	-	-	-	6,648	6,207	10,000	10,000	-	3,352	66%
4400	Noncapitalized Equipment	246	-	-	553	6,840	66,412	66,412	-	65,859	1%
4410	Classroom Furniture, Equipment & Supplies	803	-	30	10,260	25,000	10,000	10,000	-	(260)	103%
4420	Computers: individual items less than $5k	-	2,745	4,391	22,134	55,000	30,000	30,000	-	7,866	74%

Everest Value School
Income Statement
As of Apr FY2024

		Actual			YTD	Budget					
		Feb	Mar	Apr	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
4423	Classroom Noncapitalized items 1	-	-	-	-	5,000	5,000	5,000	-	5,000	0%
4430	Non Classroom Related Furniture, Equipmen	522	-	-	9,785	22,950	15,000	15,000	-	5,215	65%
4710	Student Food Services	34,423	43,703	30,054	289,327	349,763	349,763	349,763	-	60,436	83%
4720	Other Food	57	-	-	57	4,061	3,948	3,948	-	3,891	1%
	SUBTOTAL - Books and Supplies	**46,656**	**49,778**	**56,234**	**450,661**	**607,445**	**616,344**	**616,344**	**-**	**165,683**	**73%**
	Services & Other Operating Expenses										
5215	Travel - Mileage, Parking, Tolls	-	-	-	-	1,000	1,000	1,000	-	1,000	0%
5223	Facility & Staff Parking	1,500	1,500	1,500	16,500	-	18,000	18,000	-	1,500	92%
5300	Dues & Memberships	-	-	-	5,895	5,202	6,000	6,000	-	105	98%
5515	Janitorial, Gardening Services & Supplies	14,150	3,594	3,449	40,836	19,000	50,000	50,000	-	9,164	82%
5520	Security	165	7,257	3,540	38,088	56,505	56,505	56,505	-	18,417	67%
5535	Utilities - All Utilities	1,196	1,339	16,926	61,583	81,600	81,600	81,600	-	20,017	75%
5605	Equipment Leases	290	290	451	4,206	10,000	10,000	10,000	-	5,794	42%
5610	Rent	87,564	87,564	87,564	916,083	1,050,768	1,050,766	1,050,766	-	134,684	87%
5612	Non-Cash (Deferred Rent)	-	-	-	-	-	149,200	149,200	-	149,200	0%
5615	Repairs and Maintenance - Building	-	532	7,572	12,163	39,600	38,500	38,500	-	26,337	32%
5617	Repairs and Maintenance - Other Equipment	17	-	23	1,183	8,000	8,000	8,000	-	6,817	15%
5619	Non-Cash Lease Adjustment	-	-	-	-	446,293	-	-	-	-	
5634	Other Rentals, Leases and Repairs 4	-	-	-	-	2,000	2,000	2,000	-	2,000	0%
5803	Accounting Fees	-	-	475	7,313	4,000	6,838	6,838	-	(475)	107%
5804	Service 1	1,414	1,881	2,267	30,470	10,200	60,200	60,200	-	29,730	51%
5809	Banking Fees	-	-	(60)	(60)	384	373	373	-	433	-16%
5815	Consultants - Instructional	1,500	1,500	1,500	10,500	3,000	31,500	31,500	-	21,000	33%
5820	Consultants - Non Instructional - Custom 1	13,834	-	9,500	26,117	9,364	50,000	50,000	-	23,884	52%
5824	District Oversight Fees	5,664	8,413	3,327	40,870	49,439	50,080	49,731	349	8,861	82%
5827	Other Service Contracts	-	-	-	-	4,000	-	-	-	-	
5833	Fines and Penalties	-	-	-	279	851	851	851	-	572	33%
5836	Fingerprinting	-	-	-	75	1,561	1,561	1,561	-	1,486	5%
5839	Fundraising Expenses	-	-	-	769	-	1,000	1,000	-	231	77%
5845	Legal Fees	4,000	-	350	4,350	20,400	20,400	20,400	-	16,050	21%
5851	Marketing and Student Recruiting	2,761	1,258	-	48,363	56,100	66,100	66,100	-	17,737	73%
5857	Payroll Fees	805	472	426	5,412	7,678	7,464	7,464	-	2,052	73%
5858	CMO Fees Expense	201,855	-	-	201,855	397,118	403,710	395,630	8,080	193,775	51%
5860	Printing and Reproduction	-	-	196	196	1,592	1,592	1,592	-	1,396	12%
5861	Prior Yr Exp (not accrued	746	488	-	19,390	24,228	28,156	28,156	-	8,766	69%
5863	Professional Development	2,583	-	-	4,707	6,500	6,500	6,500	-	1,793	72%
5865	Staff Recognition	-	-	-	1,994	4,000	4,000	4,000	-	2,006	50%
5869	Special Education Contract Instructors	64,755	53,795	56,496	293,855	326,400	326,400	326,400	-	32,545	90%
5872	Special Education Encroachment	10,110	8,750	5,382	66,128	79,643	80,715	78,109	2,606	11,981	85%
5874	Sports & Referees	-	685	-	2,730	1,800	4,000	4,000	-	1,270	68%
5877	Student Activities	296	-	77	718	9,000	9,000	9,000	-	8,282	8%
5878	Student Assessment	-	-	-	6,754	5,575	6,754	6,754	-	-	100%
5880	Student Health Services	-	213	-	4,325	3,594	4,112	4,112	-	(213)	105%

Everest Value School
Income Statement
As of Apr FY2024

		Actual			YTD	Budget					
		Feb	Mar	Apr	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
5881	Student Information System	2,471	-	-	10,989	11,985	11,652	11,652	-	663	94%
5883	After School Contracts	-	-	-	-	300,572	71,286	71,286	-	71,286	0%
5884	Substitutes	27,448	40,135	23,027	155,214	63,000	200,000	200,000	-	44,786	78%
5887	Technology Services	1,125	-	1,125	23,200	18,360	25,000	25,000	-	1,801	93%
5893	Transportation - Student	20	-	1,125	12,058	3,084	10,913	10,913	-	(1,145)	110%
5899	Miscellaneous Operating Expenses	-	-	-	-	5,000	5,000	5,000	-	5,000	0%
5915	Postage and Delivery	63	-	-	120	2,140	2,140	2,140	-	2,020	6%
5920	Communications - Telephone & Fax	1,879	1,992	962	12,908	23,460	23,460	23,460	-	10,552	55%
	SUBTOTAL - Services & Other Operating E	**448,211**	**221,657**	**227,198**	**2,088,136**	**3,173,995**	**2,992,329**	**2,981,294**	**11,035**	**893,158**	**70%**
Capital Outlay & Depreciation											
6900	Depreciation	-	-	-	192	11,792	1,188	192	996	0	100%
	SUBTOTAL - Capital Outlay & Depreciatio	**-**	**-**	**-**	**192**	**11,792**	**1,188**	**192**	**996**	**0**	**100%**
Other Outflows											
	SUBTOTAL - Other Outflows	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	
TOTAL EXPENSES		**885,711**	**626,557**	**606,587**	**6,273,148**	**8,514,306**	**8,093,591**	**8,113,205**	**(19,613)**	**1,840,057**	**77%**

Everest Value School
Monthly Cash Forecast
As of Apr FY2024

	2023-24 Actuals & Forecast													
	Jul Actuals	**Aug** Actuals	**Sep** Actuals	**Oct** Actuals	**Nov** Actuals	**Dec** Actuals	**Jan** Actuals	**Feb** Actuals	**Mar** Actuals	**Apr** Actuals	**May** Forecast	**Jun** Forecast	**Forecast**	**Remaining Balance**
Beginning Cash	**1,111,574**	**1,069,268**	**1,004,127**	**890,787**	**673,673**	**602,369**	**353,608**	**1,100,934**	**1,002,241**	**1,100,304**	**1,130,049**	**2,129,349**		
REVENUE														
LCFF Entitlement	62,940	289,356	247,396	393,131	378,178	378,179	393,131	447,917	544,663	437,457	145,558	371,904	4,826,853	737,044
Federal Revenue	4,365	8,731	5,821	5,821	5,821	83,774	148,200	70,468	15,738	148,299	13,456	276,533	889,830	102,803
Other State Revenue	17,299	63,556	52,023	75,188	75,188	81,812	153,222	92,487	102,951	108,780	1,344,611	88,879	2,195,916	(60,079)
Other Local Revenue	-	-	-	-	-	-	-	-	-	-	6,144	2,367	8,511	-
Fundraising & Grants	-	-	4,545	3,075	-	-	2,537	-	-	-	-	132,263	142,420	-
TOTAL REVENUE	**84,604**	**361,643**	**309,785**	**477,215**	**459,187**	**543,765**	**697,090**	**610,872**	**663,352**	**694,536**	**1,509,769**	**871,946**	**8,063,531**	**779,767**
EXPENSES														
Certificated Salaries	171,798	187,506	176,445	176,138	192,875	163,806	158,398	154,214	143,850	146,523	177,490	177,490	2,026,533	-
Classified Salaries	32,415	86,538	114,005	108,124	139,699	101,120	89,183	123,867	111,045	92,256	134,048	141,112	1,275,365	1,954
Employee Benefits	107,609	115,191	108,715	112,063	113,625	102,504	107,283	112,764	100,227	84,376	98,801	49,637	1,213,477	683
Books & Supplies	10,672	33,949	25,698	103,391	46,377	3,122	74,783	46,656	49,778	56,234	36,189	25,103	616,344	104,392
Services & Other Operating Expenses	206,221	130,653	155,082	148,746	115,257	215,468	219,643	448,211	221,657	227,198	327,640	342,443	2,981,294	223,075
Capital Outlay & Depreciation	-	-	-	-	-	192	-	-	-	-	(16)	16	192	-
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	**528,715**	**553,837**	**579,945**	**648,462**	**607,833**	**586,212**	**649,290**	**885,711**	**626,557**	**606,587**	**774,152**	**735,800**	**8,113,205**	**330,104**
Operating Cash Inflow (Outflow)	**(444,111)**	**(192,194)**	**(270,160)**	**(171,247)**	**(148,646)**	**(42,448)**	**47,800**	**(274,839)**	**36,795**	**87,949**	**735,617**	**136,145**	**(49,674)**	**449,663**
Accounts Receivable	387,690	151,231	88,177	20,625	-	(42,244)	174,187	(37,141)	8,777	37,141	164,885	-		
Other Current Assets	97,312	-	-	-	-	(40,444)	40,444	-	-	(739)	-	-		
Fixed Assets	-	-	-	(74,244)	-	(49,304)	-	-	-	-	61,854	61,886		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	30,339		
Due To (From)	-	-	-	-	-	-	-	201,855	-	-	-	(481,341)		
Accounts Payable	(49,511)	(23,528)	68,617	(68,589)	74,346	(74,346)	34,869	11,582	(22,067)	(20,048)	67,098	-		
Other Current Liabilities	46,085	(650)	25	25	2,996	(79,746)	25	(150)	74,558	(74,558)	(21,495)	-		
Deferred Revenue	(79,771)	-	-	76,316	-	79,771	450,000	-	-	-	(8,659)	(410,430)		
Ending Cash	**1,069,268**	**1,004,127**	**890,787**	**673,673**	**602,369**	**353,608**	**1,100,934**	**1,002,241**	**1,100,304**	**1,130,049**	**2,129,349**	**1,465,949**		

University Prep Value School
Income Statement
As of Apr FY2024

	Actual			YTD	Budget					
	Feb	Mar	Apr	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
SUMMARY										
Revenue										
LCFF Entitlement	758,525	726,484	655,781	5,859,784	7,294,139	7,478,125	7,532,154	54,029	1,672,370	78%
Federal Revenue	216,789	16,326	303,199	877,357	1,289,225	1,282,018	1,169,774	(112,243)	292,418	75%
Other State Revenues	64,356	35,446	84,778	565,385	1,663,314	1,734,986	1,442,048	(292,938)	876,663	39%
Local Revenues	-	-	-	11	-	11	11	-	-	100%
Fundraising and Grants	-	-	-	42,974	101,250	61,250	61,250	-	18,276	70%
Total Revenue	**1,039,670**	**778,256**	**1,043,758**	**7,345,511**	**10,347,928**	**10,556,389**	**10,205,237**	**(351,152)**	**2,859,726**	**72%**
Expenses										
Compensation and Benefits	474,816	463,156	446,418	4,638,916	5,848,199	5,734,242	5,736,879	(2,637)	1,097,963	81%
Books and Supplies	36,138	30,373	37,582	521,413	673,977	654,032	654,032	-	132,619	80%
Services and Other Operating Expenditures	742,502	180,080	226,135	2,481,319	3,758,855	3,576,714	3,543,613	33,101	1,062,294	70%
Depreciation	4,253	4,253	4,253	41,907	30,874	49,789	96,668	(46,879)	54,762	43%
Other Outflows	-	-	-	-	-	-	-	-	-	
Total Expenses	**1,257,708**	**677,863**	**714,388**	**7,683,555**	**10,311,905**	**10,014,777**	**10,031,192**	**(16,415)**	**2,347,638**	**77%**
Operating Income	**(218,038)**	**100,393**	**329,370**	**(338,044)**	**36,023**	**541,613**	**174,045**	**(367,567)**	**512,089**	
Net income less Non-cash							**275,269**			
Fund Balance										
Beginning Balance (Audited)					3,844,598	4,224,277	4,224,277			
Operating Income					36,023	541,613	174,045			
Ending Fund Balance					**3,880,621**	**4,765,889**	**4,398,322**			
Fund Balance as a % of Expenses					38%	48%	44%			

University Prep Value School
Income Statement
As of Apr FY2024

	Actual			YTD	Budget					
	Feb	Mar	Apr	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
KEY ASSUMPTIONS										
Enrollment Summary										
9-12					478	478	478	-		
Total Enrolled					**478**	**478**	**478**	**-**		
ADA %										
9-12					93.0%	93.0%	95.3%	2.3%		
Average ADA %					**93.0%**	**93.0%**	**95.3%**	**2.3%**		
ADA										
9-12					444.54	444.54	455.48	10.94		
Total ADA					**444.54**	**444.54**	**455.48**	**10.94**		

University Prep Value School
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As of Apr FY2024

		Actual			YTD	Budget					
		Feb	Mar	Apr	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
REVENUE											
LCFF Entitlement											
8011	Charter Schools General Purpose Entitlemen	538,709	512,511	512,511	4,317,133	5,728,767	5,713,541	5,754,821	41,280	1,437,688	75%
8012	Education Protection Account Entitlement	-	-	23,085	68,324	88,908	88,908	89,550	642	21,226	76%
8019	State Aid - Prior Years	(2,338)	-	(9)	(2,347)	-	-	-	-	2,347	
8096	Charter Schools in Lieu of Property Taxes	222,154	213,973	120,194	1,476,674	1,476,464	1,675,676	1,687,782	12,107	211,108	87%
	SUBTOTAL - LCFF Entitlement	**758,525**	**726,484**	**655,781**	**5,859,784**	**7,294,139**	**7,478,125**	**7,532,154**	**54,029**	**1,672,370**	**78%**
Federal Revenue											
8181	Special Education - Entitlement	15,409	16,326	8,468	104,039	108,881	108,881	118,914	10,033	14,875	87%
8220	Child Nutrition Programs	-	-	-	56,148	128,733	111,761	111,761	-	55,614	50%
8291	Title I	-	-	-	84,214	194,327	194,327	177,014	(17,313)	92,800	48%
8292	Title II	8,525	-	-	8,525	21,121	21,121	16,098	(5,023)	7,573	53%
8294	Title IV	-	-	-	3,743	14,911	14,911	14,971	60	11,228	25%
8299	All Other Federal Revenue	192,855	-	294,731	620,688	821,251	831,016	731,016	(100,000)	110,328	85%
	SUBTOTAL - Federal Revenue	**216,789**	**16,326**	**303,199**	**877,357**	**1,289,225**	**1,282,018**	**1,169,774**	**(112,243)**	**292,418**	**75%**
Other State Revenue											
8381	Special Education - Entitlement (State	61,061	16,504	29,288	392,663	431,479	431,479	411,260	(20,219)	18,597	95%
8382	Special Education Reimbursement (State	3,295	3,235	3,235	26,605	-	32,384	35,691	3,307	9,086	75%
8520	Child Nutrition - State	-	-	-	12,149	11,755	37,802	37,802	-	25,653	32%
8545	School Facilities Apportionments	-	-	-	-	568,415	568,415	604,329	35,914	604,329	0%
8550	Mandated Cost Reimbursements	-	-	-	24,840	24,958	24,841	24,841	-	1	100%
8560	State Lottery Revenue	-	-	36,548	77,714	110,040	115,612	116,447	835	38,733	67%
8590	All Other State Revenue	-	-	-	-	516,666	443,335	130,561	(312,774)	130,561	0%
8591	Prop 28 Arts & Music in Schools	-	15,707	15,707	31,414	-	81,118	81,118	-	49,704	39%
	SUBTOTAL - Other State Revenue	**64,356**	**35,446**	**84,778**	**565,385**	**1,663,314**	**1,734,986**	**1,442,048**	**(292,938)**	**876,663**	**39%**
Local Revenue											
8699	All Other Local Revenue	-	-	-	11	-	11	11	-	-	100%
	SUBTOTAL - Local Revenue	**-**	**-**	**-**	**11**	**-**	**11**	**11**	**-**	**-**	**100%**
Fundraising and Grants											
8802	Donations - Private	-	-	-	31,457	46,250	46,250	46,250	-	14,793	68%
8803	Fundraising	-	-	-	11,517	55,000	15,000	15,000	-	3,483	77%
	SUBTOTAL - Fundraising and Grants	**-**	**-**	**-**	**42,974**	**101,250**	**61,250**	**61,250**	**-**	**18,276**	**70%**
TOTAL REVENUE		**1,039,670**	**778,256**	**1,043,758**	**7,345,511**	**10,347,928**	**10,556,389**	**10,205,237**	**(351,152)**	**2,859,726**	**72%**

University Prep Value School
Income Statement
As of Apr FY2024

		Actual			YTD	Budget					
		Feb	Mar	Apr	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
EXPENSES											
Compensation & Benefits											
Certificated Salaries											
1100	Teachers Salaries	150,694	150,396	149,694	1,528,962	1,956,064	1,821,892	1,821,892	-	292,930	84%
1103	Teacher - Substitute Pay	6,465	5,705	6,007	57,173	68,776	68,776	68,776	-	11,603	83%
1148	Teacher - Special Ed	28,038	28,038	28,038	286,378	342,456	342,456	342,456	-	56,078	84%
1200	Certificated Pupil Support Salaries	22,284	21,778	14,024	217,280	249,747	252,624	252,624	-	35,344	86%
1300	Certificated Supervisor & Administrator Salari	50,069	50,783	50,783	508,697	603,983	603,983	603,983	-	95,286	84%
	SUBTOTAL - Certificated Salaries	**257,549**	**256,700**	**248,546**	**2,598,491**	**3,221,026**	**3,089,731**	**3,089,731**	**-**	**491,240**	**84%**
Classified Salaries											
2100	Classified Instructional Aide Salaries	26,076	23,022	18,785	203,095	312,732	360,728	360,728	-	157,633	56%
2101	Classified - Electives	9,578	9,260	9,275	82,807	82,861	82,861	82,861	-	54	100%
2200	Classified Support Salaries	36,566	33,056	32,652	340,660	289,450	429,465	429,465	-	88,805	79%
2300	Classified Supervisor & Administrator Salaries	-	-	-	-	140,230	-	-	-	-	
2400	Classified Clerical & Office Salaries	21,021	18,088	18,567	189,530	266,320	249,934	251,888	(1,954)	62,358	75%
	SUBTOTAL - Classified Salaries	**93,241**	**83,427**	**79,279**	**816,091**	**1,091,594**	**1,122,988**	**1,124,942**	**(1,954)**	**308,851**	**73%**
Employee Benefits											
3100	STRS	46,085	46,239	44,732	463,740	570,644	541,887	541,887	-	78,148	86%
3200	PERS	22,987	22,709	19,822	215,981	310,221	323,794	324,315	(521)	108,335	67%
3300	OASDI-Medicare-Alternative	11,647	10,800	10,369	108,900	144,680	146,372	146,522	(149)	37,622	74%
3400	Health & Welfare Benefits	43,134	43,114	43,509	432,624	486,129	486,129	486,129	-	53,505	89%
3500	Unemployment Insurance	172	167	162	3,090	23,905	23,340	23,352	(12)	20,263	13%
	SUBTOTAL - Employee Benefits	**124,025**	**123,029**	**118,593**	**1,224,334**	**1,535,579**	**1,521,523**	**1,522,206**	**(683)**	**297,872**	**80%**
Books & Supplies											
4100	Approved Textbooks & Core Curricula Materi	1,346	-	798	51,258	37,000	50,000	50,000	-	(1,258)	103%
4200	Books & Other Reference Materials	101	-	-	188	3,060	3,060	3,060	-	2,872	6%
4300	Materials & Supplies	3,243	2,428	977	21,055	11,000	21,000	21,000	-	(55)	100%
4315	Custodial Supplies	-	-	-	153	33,560	5,000	5,000	-	4,847	3%
4320	Educational Software	1,042	410	14,495	93,761	81,500	81,500	81,500	-	(12,261)	115%
4325	Instructional Materials & Supplies	110	(53)	-	1,097	15,300	5,300	5,300	-	4,203	21%
4326	Art & Music Supplies	3,365	773	-	30,731	96,926	96,926	96,926	-	66,195	32%
4330	Office Supplies	493	1,171	1,718	11,663	15,606	15,606	15,606	-	3,943	75%
4335	PE Supplies	-	-	-	1,349	6,120	6,120	6,120	-	4,771	22%
4345	Non Instructional Student Materials & Supplie	269	440	454	8,561	19,768	15,000	15,000	-	6,440	57%
4350	Uniforms	-	240	-	19,638	35,000	35,000	35,000	-	15,362	56%
4351	Yearbook	-	-	-	4,421	3,060	6,000	6,000	-	1,579	74%
4352	Retreat	3,185	-	433	37,327	56,100	56,100	56,100	-	18,773	67%
4400	Noncapitalized Equipment	-	-	-	142	-	142	142	-	-	100%
4410	Classroom Furniture, Equipment & Supplies	1,265	84	236	6,415	12,240	8,240	8,240	-	1,825	78%

University Prep Value School
Income Statement
As of Apr FY2024

		Actual			YTD	Budget					
		Feb	Mar	Apr	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
4420	Computers: individual items less than $5k	2,731	-	-	60,498	70,000	63,000	63,000	-	2,502	96%
4423	Classroom Noncapitalized items 1	-	-	-	4,276	-	4,300	4,300	-	24	99%
4430	Non Classroom Related Furniture, Equipmen	292	1,128	-	12,513	7,140	11,140	11,140	-	(1,373)	112%
4710	Student Food Services	18,214	23,753	17,991	154,681	164,355	164,355	164,355	-	9,674	94%
4720	Other Food	483	-	480	1,687	6,242	6,242	6,242	-	4,556	27%
	SUBTOTAL - Books and Supplies	**36,138**	**30,373**	**37,582**	**521,413**	**673,977**	**654,032**	**654,032**	**-**	**132,619**	**80%**
	Services & Other Operating Expenses										
5200	Travel & Conferences	-	-	-	93	-	-	-	-	(93)	
5210	Conference Fees	1,840	-	-	3,428	5,040	5,040	5,040	-	1,612	68%
5215	Travel - Mileage, Parking, Tolls	405	611	570	5,093	10,000	10,000	10,000	-	4,907	51%
5220	Travel and Lodging	1,357	-	-	2,891	4,080	4,080	4,080	-	1,189	71%
5223	Facility & Staff Parking	9,250	9,250	9,250	84,250	94,350	94,350	94,350	-	10,100	89%
5225	Travel - Meals & Entertainment	-	-	-	362	1,530	1,530	1,530	-	1,168	24%
5300	Dues & Memberships	95	-	567	13,062	15,918	15,918	15,918	-	2,856	82%
5515	Janitorial, Gardening Services & Supplies	12,244	10,944	10,464	90,187	105,000	115,000	115,000	-	24,813	78%
5520	Security	-	-	-	636	2,040	2,040	2,040	-	1,404	31%
5535	Utilities - All Utilities	28,513	5,105	8,199	65,123	110,000	110,000	110,000	-	44,877	59%
5605	Equipment Leases	578	578	578	5,566	7,283	7,283	7,283	-	1,717	76%
5610	Rent	79,892	79,892	79,892	826,659	953,652	953,652	953,652	-	126,993	87%
5612	Non-Cash (Deferred Rent)	-	-	-	-	-	101,224	101,224	-	101,224	0%
5615	Repairs and Maintenance - Building	7,645	3,985	7,297	60,265	85,000	75,000	75,000	-	14,735	80%
5616	Repairs and Maintenance - Computers	-	486	-	486	5,100	2,000	2,000	-	1,514	24%
5617	Repairs and Maintenance - Other Equipment	2,142	80	-	4,575	5,000	5,000	5,000	-	425	92%
5618	Repairs & Maintenance - Auto	-	490	-	627	2,208	2,208	2,208	-	1,581	28%
5619	Non-Cash Lease Adjustment	-	-	-	-	298,587	-	-	-	-	
5631	Field Rentals	1,425	210	590	38,877	46,818	46,818	46,818	-	7,941	83%
5632	PE & Meeting Space Rentals	-	-	-	8,425	20,000	20,000	20,000	-	11,575	42%
5803	Accounting Fees	-	-	730	1,468	4,416	4,416	4,416	-	2,949	33%
5804	Service 1	-	-	177	26,804	7,000	32,000	32,000	-	5,196	84%
5805	Administrative Fees	-	-	-	-	3,060	3,060	3,060	-	3,060	0%
5809	Banking Fees	-	-	-	-	800	800	800	-	800	0%
5814	Professional Services	-	-	-	-	1,407	1,407	1,407	-	1,407	0%
5815	Consultants - Instructional	1,500	1,500	1,500	15,000	15,300	18,000	18,000	-	3,000	83%
5820	Consultants - Non Instructional - Custom 1	6,276	-	-	12,715	20,400	20,400	20,400	-	7,685	62%
5824	District Oversight Fees	9,913	9,553	5,364	65,900	72,941	74,781	75,322	(540)	9,422	87%
5827	Other Service Contracts	-	-	-	-	9,000	-	-	-	-	
5833	Fines and Penalties	-	-	-	(59)	1,104	1,104	1,104	-	1,163	-5%
5836	Fingerprinting	-	-	-	-	552	552	552	-	552	0%
5839	Fundraising Expenses	-	-	-	-	208	208	208	-	208	0%
5843	Interest - Loans Less than 1 Year	-	-	-	-	444	444	444	-	444	0%
5845	Legal Fees	-	-	-	-	5,100	5,100	5,100	-	5,100	0%
5851	Marketing and Student Recruiting	2,160	2,208	-	14,989	6,367	17,000	17,000	-	2,011	88%
5857	Payroll Fees	841	482	446	5,192	5,520	5,520	5,520	-	328	94%

University Prep Value School
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As of Apr FY2024

		Actual			YTD	Budget					
		Feb	Mar	Apr	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
5858	CMO Fees Expense	472,281	-	-	472,281	922,201	944,562	912,958	31,604	440,677	52%
5860	Printing and Reproduction	-	1,019	625	1,663	5,202	5,202	5,202	-	3,539	32%
5861	Prior Yr Exp (not accrued	-	109	990	5,835	20,400	25,000	25,000	-	19,165	23%
5863	Professional Development	4,187	2,037	27,675	71,994	115,700	115,700	115,700	-	43,706	62%
5865	Staff Recognition	-	-	-	2,090	4,416	6,000	6,000	-	3,910	35%
5869	Special Education Contract Instructors	20,996	20,827	18,302	156,830	260,100	200,000	200,000	-	43,170	78%
5872	Special Education Encroachment	15,294	6,566	7,552	92,774	108,072	108,072	106,035	2,037	13,261	87%
5874	Sports & Referees	14,740	509	1,642	66,476	55,000	75,000	75,000	-	8,524	89%
5877	Student Activities	14,860	6,498	16,817	48,042	91,000	91,000	91,000	-	42,958	53%
5878	Student Assessment	-	-	-	10,156	35,580	20,000	20,000	-	9,844	51%
5880	Student Health Services	-	213	-	213	5,100	-	-	-	(213)	
5881	Student Information System	4,429	-	-	17,402	20,400	18,400	18,400	-	998	95%
5884	Substitutes	7,608	3,685	5,955	52,401	30,000	60,000	60,000	-	7,599	87%
5887	Technology Services	1,125	499	1,125	19,055	15,300	17,000	17,000	-	(2,055)	112%
5893	Transportation - Student	20,220	11,475	15,360	99,275	132,600	120,000	120,000	-	20,725	83%
5898	Bad Debt Expense	-	-	-	-	2,435	-	-	-	-	
5899	Miscellaneous Operating Expenses	-	-	-	2,286	-	2,286	2,286	-	-	100%
5915	Postage and Delivery	63	570	84	3,295	2,122	4,557	4,557	-	1,262	72%
5920	Communications - Telephone & Fax	622	699	4,385	6,635	8,000	8,000	8,000	-	1,365	83%
	SUBTOTAL - Services & Other Operating E	**742,502**	**180,080**	**226,135**	**2,481,319**	**3,758,855**	**3,576,714**	**3,543,613**	**33,101**	**1,062,294**	**70%**
Capital Outlay & Depreciation											
6900	Depreciation	4,253	4,253	4,253	41,907	30,874	49,789	96,668	(46,879)	54,762	43%
	SUBTOTAL - Capital Outlay & Depreciatio	**4,253**	**4,253**	**4,253**	**41,907**	**30,874**	**49,789**	**96,668**	**(46,879)**	**54,762**	**43%**
Other Outflows											
	SUBTOTAL - Other Outflows	-	-	-	-	-	-	-	-	-	
TOTAL EXPENSES		**1,257,708**	**677,863**	**714,388**	**7,683,555**	**10,311,905**	**10,014,777**	**10,031,192**	**(16,415)**	**2,347,638**	**77%**

University Prep Value School
Monthly Cash Forecast
As of Apr FY2024

	2023-24 Actuals & Forecast													
	Jul Actuals	**Aug** Actuals	**Sep** Actuals	**Oct** Actuals	**Nov** Actuals	**Dec** Actuals	**Jan** Actuals	**Feb** Actuals	**Mar** Actuals	**Apr** Actuals	**May** Forecast	**Jun** Forecast	**Forecast**	**Remaining Balance**
Beginning Cash	**6,071,017**	**5,973,731**	**5,616,531**	**5,475,710**	**5,456,533**	**5,486,808**	**5,508,427**	**5,941,086**	**5,656,864**	**5,829,941**	**6,098,720**	**6,912,058**		
REVENUE														
LCFF Entitlement	95,209	489,701	426,228	688,274	665,654	665,655	688,273	758,525	726,484	655,781	605,166	602,819	7,662,159	594,390
Federal Revenue	6,604	13,207	8,805	8,805	141,907	8,805	152,910	216,789	16,326	303,199	135,559	165,343	1,171,827	(6,431)
Other State Revenue	26,169	54,168	36,722	38,187	63,027	38,187	124,345	64,356	35,446	84,778	503,365	282,195	1,462,203	111,258
Other Local Revenue	-	11	-	-	-	-	-	-	-	-	-	-	11	-
Fundraising & Grants	-	-	31,457	-	10,963	-	554	-	-	-	13,172	5,104	61,250	-
TOTAL REVENUE	**127,982**	**557,087**	**503,212**	**735,266**	**881,551**	**712,647**	**966,082**	**1,039,670**	**778,256**	**1,043,758**	**1,257,262**	**1,055,461**	**10,357,450**	**699,216**
EXPENSES														
Certificated Salaries	235,653	299,654	249,499	252,726	285,462	258,352	254,349	257,549	256,700	248,546	239,875	251,365	3,089,731	-
Classified Salaries	41,747	73,622	83,757	82,974	108,808	95,063	74,174	93,241	83,427	79,279	207,461	99,436	1,124,942	1,954
Employee Benefits	132,496	124,829	119,220	116,759	124,757	125,813	114,813	124,025	123,029	118,593	183,450	113,739	1,522,206	683
Books & Supplies	67,196	103,112	44,832	83,849	72,444	6,717	39,171	36,138	30,373	37,582	81,481	46,838	654,032	4,300
Services & Other Operating Expenses	189,871	150,782	228,181	178,629	214,414	130,495	240,229	742,502	180,080	226,135	318,506	657,456	3,560,443	103,161
Capital Outlay & Depreciation	-	-	-	-	-	24,895	4,253	4,253	4,253	4,253	46,706	8,056	96,668	-
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	**666,963**	**751,999**	**725,489**	**714,936**	**805,884**	**641,334**	**726,989**	**1,257,708**	**677,863**	**714,388**	**1,077,479**	**1,176,890**	**10,048,022**	**110,098**
Operating Cash Inflow (Outflow)	**(538,981)**	**(194,912)**	**(222,277)**	**20,330**	**75,667**	**71,313**	**239,093**	**(218,038)**	**100,393**	**329,370**	**179,783**	**(121,429)**	**309,428**	**589,118**
Accounts Receivable	471,897	113,371	4,917	37,260	47,615	-	154,992	(52,689)	-	52,689	31,681	275,059		
Other Current Assets	111,181	-	-	-	-	(32,069)	32,069	-	-	(739)	-	-		
Fixed Assets	(86,130)	(255,803)	(16,790)	(125,625)	-	24,895	(4,031)	(78,625)	4,253	962	594,691	10,507		
Accounts Payable	(25,184)	(22,263)	93,330	(93,041)	42,597	(42,520)	10,536	65,130	(31,791)	(13,282)	16,486	-		
Other Current Liabilities	112,107	2,407	-	-	6,572	(142,175)	-	-	100,221	(100,221)	(9,304)	-		
Deferred Revenue	(142,175)	-	-	141,898	(142,175)	142,175	-	-	-	-	-	(130,000)		
Ending Cash	**5,973,731**	**5,616,531**	**5,475,710**	**5,456,533**	**5,486,808**	**5,508,427**	**5,941,086**	**5,656,864**	**5,829,941**	**6,098,720**	**6,912,058**	**6,946,195**		

Value Home Office
Income Statement
As of Apr FY2024

	Actual			YTD	Budget					
	Feb	Mar	Apr	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
SUMMARY										
Revenue										
LCFF Entitlement	-	-	-	-	-	-	-	-	-	
Federal Revenue	-	-	-	-	-	-	-	-	-	
Other State Revenues	-	-	-	-	-	-	-	-	-	
Local Revenues	1,584,821	21,059	20,446	1,666,233	3,119,218	3,128,708	3,040,298	(88,409)	1,374,066	55%
Fundraising and Grants	-	-	-	-	520,500	550,300	517,159	(33,141)	517,159	0%
Total Revenue	**1,584,821**	**21,059**	**20,446**	**1,666,233**	**3,639,718**	**3,679,008**	**3,557,457**	**(121,550)**	**1,891,225**	**47%**
Expenses										
Compensation and Benefits	182,087	184,095	184,094	1,602,464	2,107,462	2,054,231	2,043,684	10,547	441,220	78%
Books and Supplies	771	1,522	571	21,115	30,500	31,500	31,500	-	10,385	67%
Services and Other Operating Expenditures	82,380	73,979	69,329	1,012,749	1,036,272	1,326,571	1,326,571	-	313,822	76%
Depreciation	125	125	125	1,250	-	3,170	3,170	-	1,920	39%
Other Outflows	-	-	359	555	-	-	-	-	(555)	
Total Expenses	**265,362**	**259,721**	**254,477**	**2,638,133**	**3,174,234**	**3,415,472**	**3,404,925**	**10,547**	**766,793**	**77%**
Operating Income	**1,319,458**	**(238,663)**	**(234,031)**	**(971,900)**	**465,484**	**263,536**	**152,532**	**(111,004)**	**1,124,432**	
Net Income less non-cash							**152,532**			
Fund Balance										
Beginning Balance (Audited)					616,294	37,825	37,825			
Operating Income					465,484	263,536	152,532			
Ending Fund Balance					**1,081,778**	**301,361**	**190,357**			
Fund Balance as a % of Expenses					34%	9%	6%			

Value Home Office
Income Statement
As of Apr FY2024

	Actual			YTD	Budget					
	Feb	Mar	Apr	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
KEY ASSUMPTIONS										
Enrollment Summary										
Total Enrolled					-	-	-	-		
ADA %										
Average ADA %										
ADA										
Total ADA					-	-	-	-		

Value Home Office
Income Statement
As of Apr FY2024

		Actual			YTD	Budget					
		Feb	Mar	Apr	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
REVENUE											
LCFF Entitlement											
	SUBTOTAL - LCFF Entitlement	-	-	-	-	-	-	-	-	-	
Federal Revenue											
	SUBTOTAL - Federal Revenue	-	-	-	-	-	-	-	-	-	
Other State Revenue											
	SUBTOTAL - Other State Revenue	-	-	-	-	-	-	-	-	-	
Local Revenue											
8660	Interest	19,643	21,059	20,446	101,055	-	-	-	-	(101,055)	
8699	All Other Local Revenue	-	-	-	-	1,239	1,239	1,239	-	1,239	0%
8721	CMO Fees Revenue	1,565,178	-	-	1,565,178	3,117,979	3,127,469	3,039,059	(88,409)	1,473,881	52%
	SUBTOTAL - Local Revenue	**1,584,821**	**21,059**	**20,446**	**1,666,233**	**3,119,218**	**3,128,708**	**3,040,298**	**(88,409)**	**1,374,066**	**55%**
Fundraising and Grants											
8802	Donations - Private	-	-	-	-	520,500	550,300	517,159	(33,141)	517,159	0%
	SUBTOTAL - Fundraising and Grants	-	-	-	-	**520,500**	**550,300**	**517,159**	**(33,141)**	**517,159**	**0%**
TOTAL REVENUE		**1,584,821**	**21,059**	**20,446**	**1,666,233**	**3,639,718**	**3,679,008**	**3,557,457**	**(121,550)**	**1,891,225**	**47%**

Value Home Office
Income Statement
As of Apr FY2024

		Actual			YTD	Budget					
		Feb	Mar	Apr	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
EXPENSES											
Compensation & Benefits											
Certificated Salaries											
1100	Teachers Salaries	-	-	-	-	-	1	1	-	1	0%
1300	Certificated Supervisor & Administrator Salari	15,863	15,863	15,863	158,760	163,500	193,000	193,000	-	34,240	82%
	SUBTOTAL - Certificated Salaries	**15,863**	**15,863**	**15,863**	**158,760**	**163,500**	**193,001**	**193,001**	**-**	**34,241**	**82%**
Classified Salaries											
2200	Classified Support Salaries	1,373	1,339	1,400	11,526	15,999	15,999	15,999	-	4,473	72%
2300	Classified Supervisor & Administrator Salaries	57,966	56,935	57,783	512,516	470,329	628,663	628,663	-	116,147	82%
2400	Classified Clerical & Office Salaries	42,992	41,471	41,916	384,191	709,814	481,589	473,774	7,815	89,584	81%
	SUBTOTAL - Classified Salaries	**102,331**	**99,745**	**101,099**	**908,232**	**1,196,142**	**1,126,251**	**1,118,436**	**7,815**	**210,204**	**81%**
Employee Benefits											
3100	STRS	9,742	9,742	9,742	91,466	77,385	81,629	81,629	-	(9,838)	112%
3200	PERS	17,050	21,418	17,100	141,721	254,656	237,952	235,868	2,085	94,147	60%
3300	OASDI-Medicare-Alternative	7,178	7,296	7,256	64,480	70,092	69,927	69,329	598	4,849	93%
3400	Health & Welfare Benefits	13,425	13,534	16,535	141,848	147,995	147,995	147,995	-	6,146	96%
3500	Unemployment Insurance	58	57	57	1,813	7,534	7,318	7,269	49	5,456	25%
3600	Workers Comp Insurance	16,441	16,441	16,441	94,143	-	-	-	-	(94,143)	
3900	Other Employee Benefits	-	-	-	-	190,158	190,158	190,158	-	190,158	0%
	SUBTOTAL - Employee Benefits	**63,893**	**68,487**	**67,131**	**535,472**	**747,820**	**734,979**	**732,247**	**2,732**	**196,775**	**73%**
Books & Supplies											
4300	Materials & Supplies	19	-	197	541	4,000	1,500	1,500	-	959	36%
4315	Custodial Supplies	-	-	-	-	500	500	500	-	500	0%
4320	Educational Software	-	-	-	60	-	-	-	-	(60)	
4330	Office Supplies	752	680	374	4,535	8,500	9,000	9,000	-	4,465	50%
4420	Computers: individual items less than $5k	-	-	-	8,443	9,000	9,000	9,000	-	557	94%
4430	Non Classroom Related Furniture, Equipmen	-	-	-	893	1,500	1,500	1,500	-	607	60%
4710	Student Food Services	-	-	-	184	-	-	-	-	(184)	
4720	Other Food	-	841	-	6,459	7,000	10,000	10,000	-	3,541	65%
	SUBTOTAL - Books and Supplies	**771**	**1,522**	**571**	**21,115**	**30,500**	**31,500**	**31,500**	**-**	**10,385**	**67%**
Services & Other Operating Expenses											
5210	Conference Fees	2,500	-	-	3,035	3,600	3,600	3,600	-	565	84%
5215	Travel - Mileage, Parking, Tolls	408	240	240	3,167	2,715	2,715	2,715	-	(452)	117%
5220	Travel and Lodging	158	-	-	1,584	1,321	1,321	1,321	-	(263)	120%
5223	Facility & Staff Parking	-	-	-	7	1,440	1,440	1,440	-	1,433	0%
5225	Travel - Meals & Entertainment	-	-	-	-	600	600	600	-	600	0%
5300	Dues & Memberships	-	-	-	6,750	2,000	7,000	7,000	-	250	96%
5450	Insurance - Other	-	29,512	14,743	317,419	310,884	332,646	332,646	-	15,227	95%

Value Home Office
Income Statement
As of Apr FY2024

		Actual			YTD	Budget					
		Feb	Mar	Apr	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
5605	Equipment Leases	314	314	314	3,028	5,000	5,000	5,000	-	1,972	61%
5610	Rent	3,405	3,405	3,405	37,450	64,400	71,000	71,000	-	33,551	53%
5615	Repairs and Maintenance - Building	-	-	-	-	500	500	500	-	500	0%
5617	Repairs and Maintenance - Other Equipment	2,495	2,495	2,495	27,618	5,509	5,509	5,509	-	(22,109)	501%
5625	Storage	554	-	277	2,772	3,200	3,200	3,200	-	429	87%
5632	PE & Meeting Space Rentals	-	-	-	-	1,200	1,200	1,200	-	1,200	0%
5803	Accounting Fees	1,153	-	-	84,024	58,045	85,000	85,000	-	976	99%
5804	Service 1	2,101	-	936	42,269	9,500	41,500	41,500	-	(769)	102%
5809	Banking Fees	3,553	38	38	5,034	10,500	10,500	10,500	-	5,466	48%
5812	Business Services	18,825	19,575	18,445	196,136	226,590	236,340	236,340	-	40,204	83%
5814	Professional Services	-	-	-	-	1,000	1,000	1,000	-	1,000	0%
5815	Consultants - Instructional	4,960	6,720	1,000	24,180	-	25,000	25,000	-	820	97%
5820	Consultants - Non Instructional - Custom 1	16,539	5,952	14,292	92,666	10,000	171,000	171,000	-	78,334	54%
5827	Other Service Contracts	-	-	-	990	-	2,000	2,000	-	1,010	50%
5833	Fines and Penalties	-	-	-	3,978	-	4,000	4,000	-	22	99%
5836	Fingerprinting	-	-	-	555	250	700	700	-	145	79%
5839	Fundraising Expenses	5,281	-	-	5,281	100,000	50,000	50,000	-	44,719	11%
5842	Grant Writer	-	-	-	-	50,000	30,000	30,000	-	30,000	0%
5845	Legal Fees	698	3,105	438	11,608	48,636	50,000	50,000	-	38,392	23%
5851	Marketing and Student Recruiting	-	1,125	-	11,625	5,000	14,000	14,000	-	2,375	83%
5857	Payroll Fees	272	165	161	1,667	1,152	2,000	2,000	-	333	83%
5860	Printing and Reproduction	-	-	-	-	6,229	10,000	10,000	-	10,000	0%
5861	Prior Yr Exp (not accrued	3,900	-	-	5,583	-	7,500	7,500	-	1,917	74%
5863	Professional Development	7,900	-	-	32,339	5,000	38,000	38,000	-	5,661	85%
5865	Staff Recognition	-	-	-	600	16,000	5,000	5,000	-	4,400	12%
5877	Student Activities	-	-	-	-	12,000	5,000	5,000	-	5,000	0%
5881	Student Information System	360	40	6,020	21,040	22,500	24,300	24,300	-	3,260	87%
5887	Technology Services	2,527	-	170	41,135	35,500	45,000	45,000	-	3,865	91%
5893	Transportation - Student	-	-	-	12,346	-	15,000	15,000	-	2,654	82%
5899	Miscellaneous Operating Expenses	-	-	5,694	6,826	-	2,000	2,000	-	(4,826)	341%
5915	Postage and Delivery	106	30	45	525	1,500	1,500	1,500	-	975	35%
5920	Communications - Telephone & Fax	4,371	1,264	616	9,514	14,500	14,500	14,500	-	4,986	66%
	SUBTOTAL - Services & Other Operating E	**82,380**	**73,979**	**69,329**	**1,012,749**	**1,036,272**	**1,326,571**	**1,326,571**	**-**	**313,822**	**76%**
Capital Outlay & Depreciation											
6900	Depreciation	125	125	125	1,250	-	3,170	3,170	-	1,920	39%
	SUBTOTAL - Capital Outlay & Depreciatio	**125**	**125**	**125**	**1,250**	**-**	**3,170**	**3,170**	**-**	**1,920**	**39%**
Other Outflows											
7999	Uncategorized Expense	-	-	359	555	-	-	-	-	(555)	
	SUBTOTAL - Other Outflows	**-**	**-**	**359**	**555**	**-**	**-**	**-**	**-**	**(555)**	
TOTAL EXPENSES		**265,362**	**259,721**	**254,477**	**2,638,133**	**3,174,234**	**3,415,472**	**3,404,925**	**10,547**	**766,793**	**77%**

Value Home Office
Monthly Cash Forecast
As of Apr FY2024

	2023-24 Actuals & Forecast													
	Jul Actuals	**Aug** Actuals	**Sep** Actuals	**Oct** Actuals	**Nov** Actuals	**Dec** Actuals	**Jan** Actuals	**Feb** Actuals	**Mar** Actuals	**Apr** Actuals	**May** Forecast	**Jun** Forecast	**Forecast**	**Remaining Balance**
Beginning Cash	**1,072,033**	**795,898**	**521,538**	**632,188**	**373,217**	**159,362**	**(121,925)**	**(371,936)**	**744,528**	**502,326**	**268,420**	**(433,259)**		
REVENUE														
LCFF Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other State Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Local Revenue	-	-	-	-	-	18,980	20,927	1,584,821	21,059	20,446	(100,435)	1,488,200	3,053,998	-
Fundraising & Grants	-	-	-	-	-	-	-	-	-	-	-	550,300	517,159	(33,141)
TOTAL REVENUE	**-**	**-**	**-**	**-**	**-**	**18,980**	**20,927**	**1,584,821**	**21,059**	**20,446**	**(100,435)**	**2,038,500**	**3,571,157**	**(33,141)**
EXPENSES														
Certificated Salaries	13,269	13,143	21,304	15,863	15,863	15,863	15,863	15,863	15,863	15,863	16,696	17,546	193,001	-
Classified Salaries	69,128	71,879	101,261	90,907	93,629	79,490	98,764	102,331	99,745	101,099	112,342	105,677	1,118,436	(7,815)
Employee Benefits	55,531	45,116	46,733	10,901	69,689	67,386	40,605	63,893	68,487	67,131	147,228	52,278	732,247	(2,732)
Books & Supplies	286	870	2,843	1,717	2,877	6,492	3,166	771	1,522	571	7,701	2,184	31,500	500
Services & Other Operating Expenses	169,012	126,464	108,650	97,928	110,115	66,791	108,102	82,380	73,979	69,329	159,415	154,407	1,326,571	-
Capital Outlay & Depreciation	-	-	-	-	-	750	125	125	125	125	1,656	264	3,170	-
Other Outflows	-	-	-	10,000	(9,804)	-	-	-	-	359	(555)	-	-	-
TOTAL EXPENSES	**307,226**	**257,472**	**280,791**	**227,316**	**282,370**	**236,771**	**266,626**	**265,362**	**259,721**	**254,477**	**444,483**	**332,356**	**3,404,925**	**(10,047)**
Operating Cash Inflow (Outflow)	**(307,226)**	**(257,472)**	**(280,791)**	**(227,316)**	**(282,370)**	**(217,791)**	**(245,699)**	**1,319,458**	**(238,663)**	**(234,031)**	**(544,918)**	**1,706,144**	**166,231**	**(23,094)**
Accounts Receivable	-	-	359,718	-	-	-	-	-	-	-	-	-		
Other Current Assets	45,546	-	-	-	-	-	-	(4,953)	-	-	-	-		
Fixed Assets	-	-	-	-	-	750	125	125	125	125	1,656	264		
Due To (From)	-	-	-	-	-	-	-	(201,855)	-	-	-	-		
Accounts Payable	(12,178)	(16,772)	31,724	(31,655)	68,515	(64,247)	(4,437)	3,689	(3,665)	-	29,027	-		
Other Current Liabilities	(2,277)	(115)	-	-	-	-	-	-	-	-	(187,444)	-		
Ending Cash	**795,898**	**521,538**	**632,188**	**373,217**	**159,362**	**(121,925)**	**(371,936)**	**744,528**	**502,326**	**268,420**	**(433,259)**	**1,273,149**		

Value Schools
Balance Sheet
As of Apr FY2024

	Apr FY24					
	Central City Value High School	Downtown Value School	Everest Value School	University Prep Value School	Value Home Office	Total
ASSETS						
Cash Balance	5,831,065	10,496,571	1,130,049	6,098,720	268,420	23,824,824
Accounts Receivable	113,137	208,234	164,610	306,030	-	792,011
Due From Others	-	1,450,538	(481,341)	-	(969,197)	-
Other Current Assets	(4,268)	119,786	739	739	4,953	121,949
Fixed Assets	735,684	713,398	123,740	679,923	500	2,253,245
Other Assets	-	-	30,339	49,505	14,306	94,150
ROU Assets	9,783,408	4,902,592	24,057,911	16,154,656	131,188	55,029,755
TOTAL ASSETS	**16,459,026**	**17,891,119**	**25,026,047**	**23,289,573**	**(549,830)**	**82,115,934**
LIABILITIES & EQUITY						
Accounts Payable	16,935	27,517	6,091	30,919	(76)	81,386
Other Current Liabilities	38,724	26,833	32,870	54,691	251,908	405,026
Loans Payable (Current)	260,633	130,147	267,882	393,126	65,169	1,116,957
ROU Current Liabilities	-	-	-	-	-	-
Deferred Revenue	1,454,286	2,354,470	1,347,176	1,534,222	-	6,690,154
ROU Long-Term Liabilities	9,613,882	4,813,316	25,027,340	17,390,382	67,244	56,912,164
Beginning Net Assets	5,462,413	9,037,136	(284,212)	4,224,277	37,825	18,477,439
Net Income (Loss) to Date	(387,848)	1,501,700	(1,371,100)	(338,044)	(971,900)	(1,567,192)
TOTAL LIABILITIES & EQUITY	**16,459,026**	**17,891,119**	**25,026,047**	**23,289,573**	**(549,830)**	**82,115,934**

Coversheet

APAC Report

Section: V. Discussion Items & Updates
Item: C. APAC Report
Purpose:
Submitted by:
Related Material: APAC Meeting Summary-2.pdf
CEO Academic Update.May 16, 2024.pptx.pdf

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Meeting Summary for 5.31.24

The final Academic Performance Accountability Committee discussion of the '23-'24 year began with a discussion on enrollment and ADA, which remain solid across Value Schools. This is particularly notable given the extraordinary circumstances that DVS has operated in since the time of the flood; congratulations team. The committee also discussed the hiring for educators and leaders, which is ongoing; the majority of anticipated vacancies have been filled or are anticipated to be filled very soon. Loreen offered a CEO update, the substance of which will also be mirrored in the Board Meeting. Overall, Loreen and the team have consistently pursued the strategies for talent development and recruitment as laid out within the first two years of the three-year trajectory and are looking forward to building upon the work of these two years for a strong '24-'25 school year. The committee concluded by discussing the draft meeting calendar for the upcoming year and recommended that this be brought to the board for a final vote.

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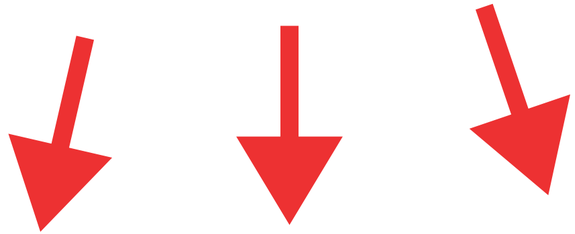
Academic Excellence

Talent



Recruiting Retaining Developing

Providing students with a quality, rigorous, standards and values based education.

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Retaining Updates

- Year 1-2
  - Building Systems of feedback
  - Compensation Study
    - Salary schedule that includes COLA and longevity built into the systems

Retaining, Looking Forward

- Year 3: To retain employees they are seeking opportunities to **grow**, **develop**, and **contribute**
  - **Coaching and feedback system**
  - **Professional Development**

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Recruiting Updates

- Year 1-2:
  - Currently working with outside partners to support with recruiting for the hiring season. They will complete the following:
    - Provide VS principals with a pool of qualified candidates (credentialed teachers).
    - Provide VS principals with initial responses from candidates during a phone interview
    - Aligning the interview process across schools
    - Finding a pathway for instructional aides

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Recruiting, Looking Forward

- Year 3: Develop an aligned system of recruiting
  - This will include filling the Talent role and using this role to build out and streamline the hiring system across all Value Schools
  - They will be responsible for supporting the hiring of all teachers across all 4 schools and establishing and maintaining additional partners

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Development Updates

- Professional development
  - Year 1: Aligning instructional systems and vision
    - Monthly ILT meetings
    - Monthly PD meetings
    - School walkthroughs
  - Year 2:
    - Aligning Data Driven Instruction visions
    - Learning Data Driven Instruction
      - Relay Data Training
      - Practicums
      - KPIs

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Development, Looking forward

- Professional development
  - Year 3: Implementing and Aligning Data Driven Instruction
    - ILT and School Leader roll out of school-site DDI
    - Data training at the school sites
    - Implementation of DDI

Development Updates

- Professional development
  - Year 3: Aligning instructional systems and vision
    - Content Coaches to support on the ground work

DVS Charter Renewal Update

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Value Schools

Presentation Complete

Coversheet

Operations and Compliance Report

Section:	V. Discussion Items & Updates
Item:	E. Operations and Compliance Report
Purpose:	FYI
Submitted by:	
Related Material:	Operations Report Board Update 060724.pptx 23-24 Local Indicators Board Report.pptx 24-25 Executive Summary LCAP Board Presentation 060724.pptx

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Operations Report Board Update

March 8, 2024

Keeping Our Governing Board Updated

1. LAUSD Oversight Visit
2. Local Assignment Options
3. 23-24 Local Indicators
4. 24-25 Local Control Accountability Plan

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23-24 LAUSD Oversight Visit

Academic Excellence

23-24 LAUSD Oversight Visit Dates

School	Date of the Visit	Status
Central City Value	Tuesday, April 16, 2024	Completed
Everest Value School	Tuesday, April 23, 2024	Completed
University Prep	Tuesday, April 30, 2024	Completed
Downtown Value School	Wednesday, April 3, 2024 Wednesday, May 1, 2024 Thursday, June 6, 2024	Completed

We may have Oversight Report and Scores by Late June - We will keep you informed.

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24-25 Local Assignment Options

Local Assignment Options

Policy on Local Assignment Options

School	Number of LAO	Teacher Requests
Central City Value	6	Cooper- Journalism , Garcia- Health, Crave- Engineering, Almanza- PE, Arroyo-Math Support, Toscano- Chicano Studies
Everest Value School	1	8th Grade - Language Arts
University Prep	0	None
Downtown Value School	1	7th and 8th Grade- Science

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23-24 Local Indicators

23-24 Local Indicators

https://docs.google.com/presentation/d/131cHlMX0lCY-VnRXz0muXHzv7ylyJx0qAIrStcGrxc8/edit?usp=sharing

School	Local Indicator Summaries
Central City Value High School	https://www.dropbox.com/scl/fi/voshftlanp3fho96za68d/23-24-CENTRAL-Local-Indicators-Dashboard-Guide-052724.pdf?rlkey=vqashxj8lj3qvv5rn1andlrgu&dl=0
Downtown Value School	https://www.dropbox.com/scl/fi/ca0514ewx65eascjt4biw/23-24-Downtown-Local-Indicators-Dashboard-Guide-052724.pdf?rlkey=vla0pvuhc4j0oohtdy1z55agb&dl=0
Everest Value School	https://www.dropbox.com/scl/fi/g4xyimdl67wq72vupo0x7/23-24-EVEREST-Local-Indicators-Dashboard-Guide-052724.pdf?rlkey=hsj2zw9dd6r8oqkcufwfdwap8&dl=0
University Prep Value High School	https://www.dropbox.com/scl/fi/jsfoxrm6b1lw1yv9cc3zn/23-24-University-Prep-Local-Indicators-Dashboard-Guide-052724.pdf?rlkey=i4h0nvz4cbw5sn4tccmie3spe&dl=0

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24-25 Local Control Accountability Plan

Academic Excellence

24-25 Local Control Accountability Plan

https://docs.google.com/presentation/d/1gUHlnB6HMM4vGZgRMoAcoVBgRq_9RiVlbifuP8lrDC0/edit?usp=sharing

School	LCAP LINK
Central City Value High School	https://www.dropbox.com/scl/fi/nzc3muwv8m1zfndwzew0t/24-25-CCVHS-LCAP.pdf.pdf?rlkey=axe476ulawv0u8aoxosh9wd88&dl=0
Downtown Value School	https://www.dropbox.com/scl/fi/ch5xf6c9sic24jxmtailw/24-25-DVS-LCAP.pdf?rlkey=tb60siggzvfvar5l16e4cvn5k&dl=0
Everest Value School	https://www.dropbox.com/scl/fi/y8pml7w2izpey44iwtxj0/24-25-EVS-LCAP.pdf?rlkey=uow9rkb13i229a5fvn7hwpz1c&dl=0
University Prep Value High School	https://www.dropbox.com/scl/fi/arqk1megrqic8q3y3feev/24-25-UPVHS-LCAP.pdf?rlkey=vztm4cew3rg4526j3k4lv1l9w&dl=0

Value Schools
Presentation Complete

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2023-2024 Local Indicators

LOCAL INDICATORS

A.K.A. State indicators, State Priorities, LCFF Priorities, Local Priorities or by their title:

- **Basic Needs- Teachers, Textbooks, Facility**
- **Implementation of Standards**
- **Parent and Family Engagement,**
- **School Climate**
- **Broad Course Access**

Very much aligned with our five core values
Must be presented to the board at the same meeting the LCAP is adopted.
Must be uploaded into the state dashboard by July 31, 2024.

Los Angeles County Office of Education

Indicators by Priority Areas

Priority Area	State Indicator	Local Indicator
1 - Basic Services or Basic Condition at schools		Basics Conditions at School
2 - Implementation of State Academic Standards		Implementation of State Academic Standards
3 - Parent Involvement and Family Engagement		Parent Engagement
4 - Student Achievement	Academic Indicator English Learner Indicator	
5 - Student Engagement	Chronic Absence Indicator Graduation Rate Indicator	
6 - School Climate	Suspension Rate Indicator	Local Climate Survey
7 - Access to a Broad Course of Study	College/Career Indicator	Access to a Broad Course of Study
8 - Outcomes in a Broad Course of Study	College/Career Indicator	
9 - Coordination of Services for Expelled Students		Coordination of Services for Expelled Students
10 - Coordination of Services for Expelled Students		Coordination of Services for Foster Youth

Note: priorities 9 and 10 are for COEs only.

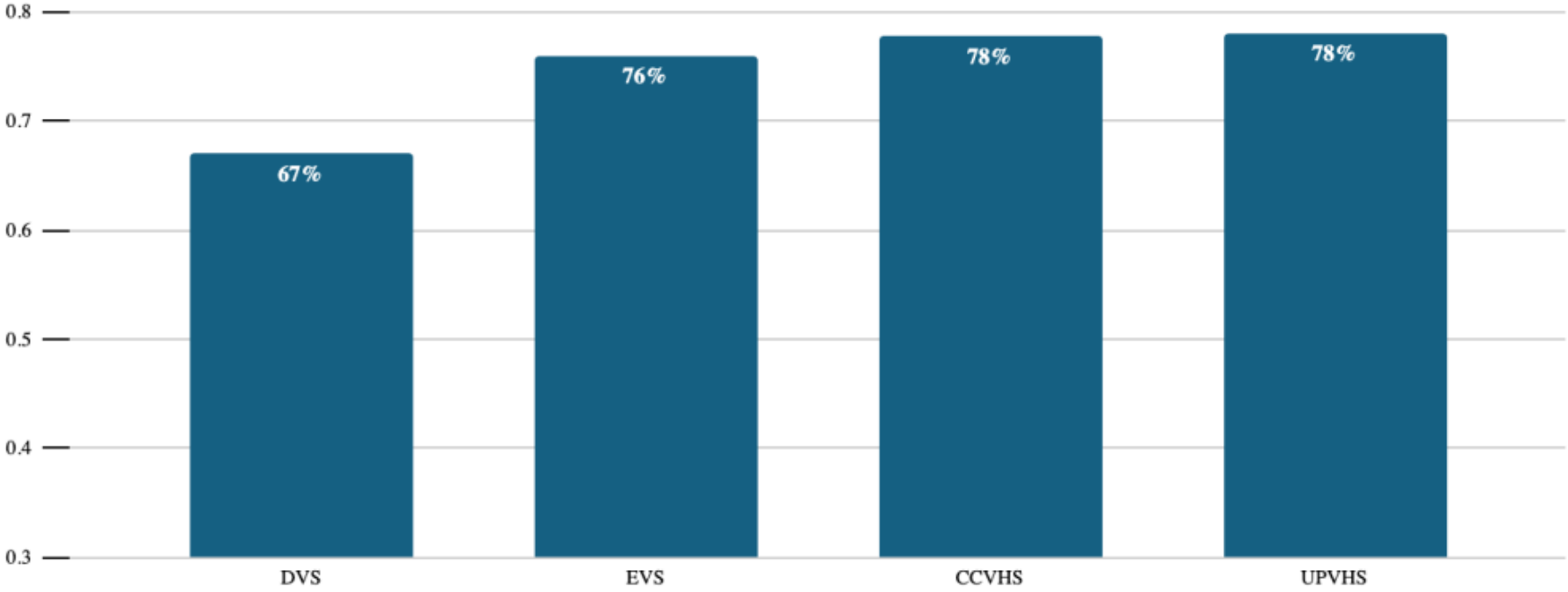
Local Indicators Performance Overview

Loca Indicator	Description	Source
State Priority 1	Basic Conditions: Teacher , Curriculum, Facilities	CALSAAS, Inventories, Facility Inspections, SARC
State Priority 2	Implementation of Standards	Monitored through observations, NWEA, Curriculum Assessments
State Priority 3	Parent and Family Engagement	Parent Conferences
State Priority 6	School Climate	School Climate Survey
State Priority 7	Broad Course of Study	Multi-Tiered Systems of Support - DEI

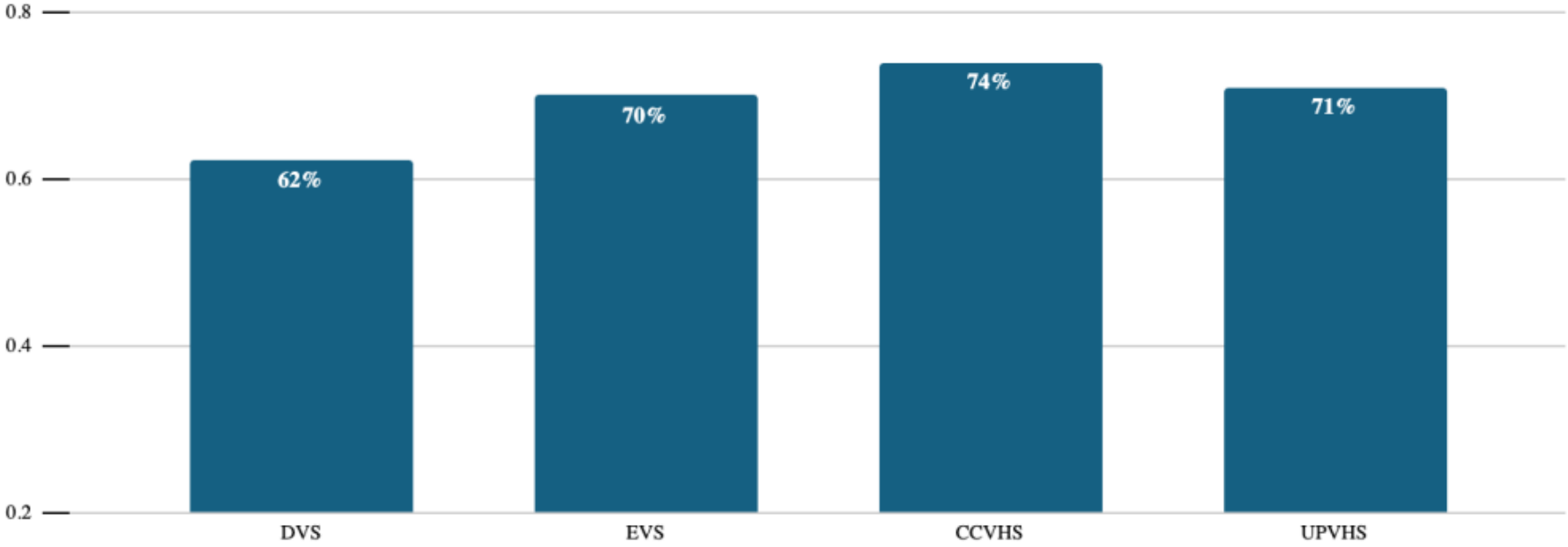
Local Indicators Overview

Loca Indicator	Highlights	Areas of Opportunity
State Priority 1 Basic Conditions: Teacher , Curriculum, Facilities	Developed a teacher hiring policy In the process of hiring an HR Talent Manager In consultation with Credential Specialist	Monitor Power School and CALPADS Course Codes Monitor school site hires Monitor interns or teachers hired with conditional permits
State Priority 2 Implementation of Standards	Implementation of Standards Tracking Progress NWEA	Monitoring rapidly and consistently and tracking mastery and evaluation of programs
State Priority 3 Parent and Family Engagement	Parent and Family Engagement	Parents as Academic Partners - Provide more academic resource support
State Priority 6 School Climate	Local School Climate	Training for faculty on bullying intervention Training for student on bullying intervention and embracing differences

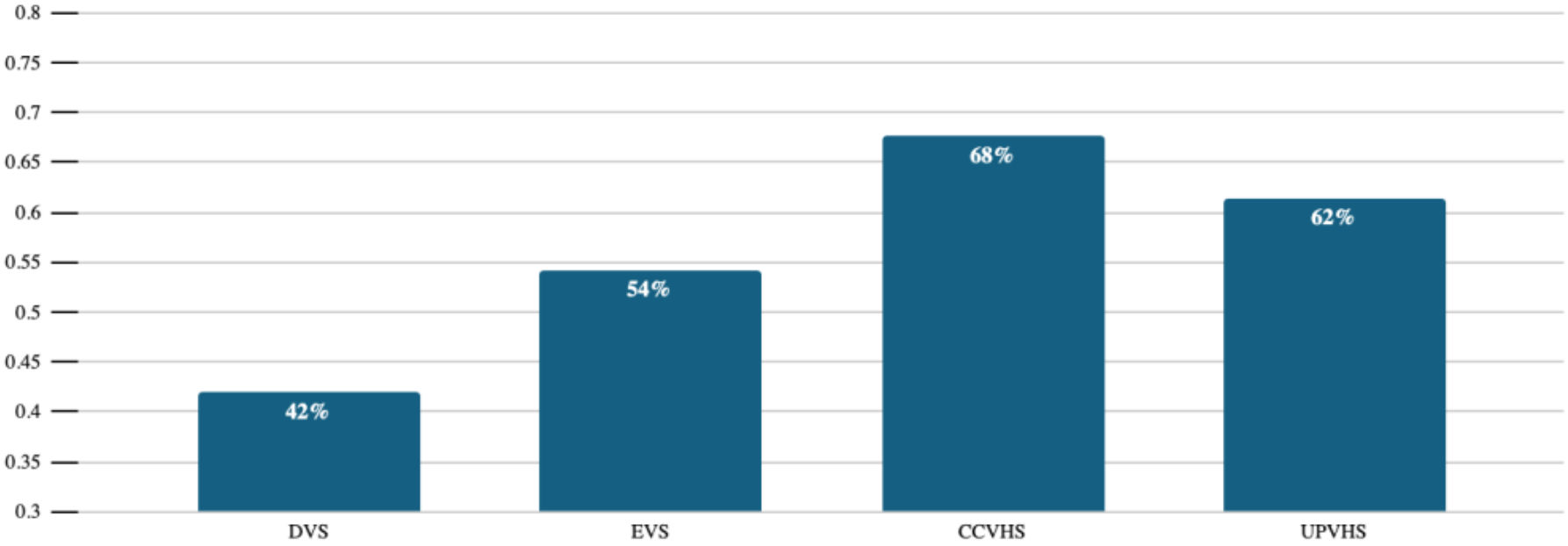
Building Relationships between school staff and families - Agree or Strongly Agree

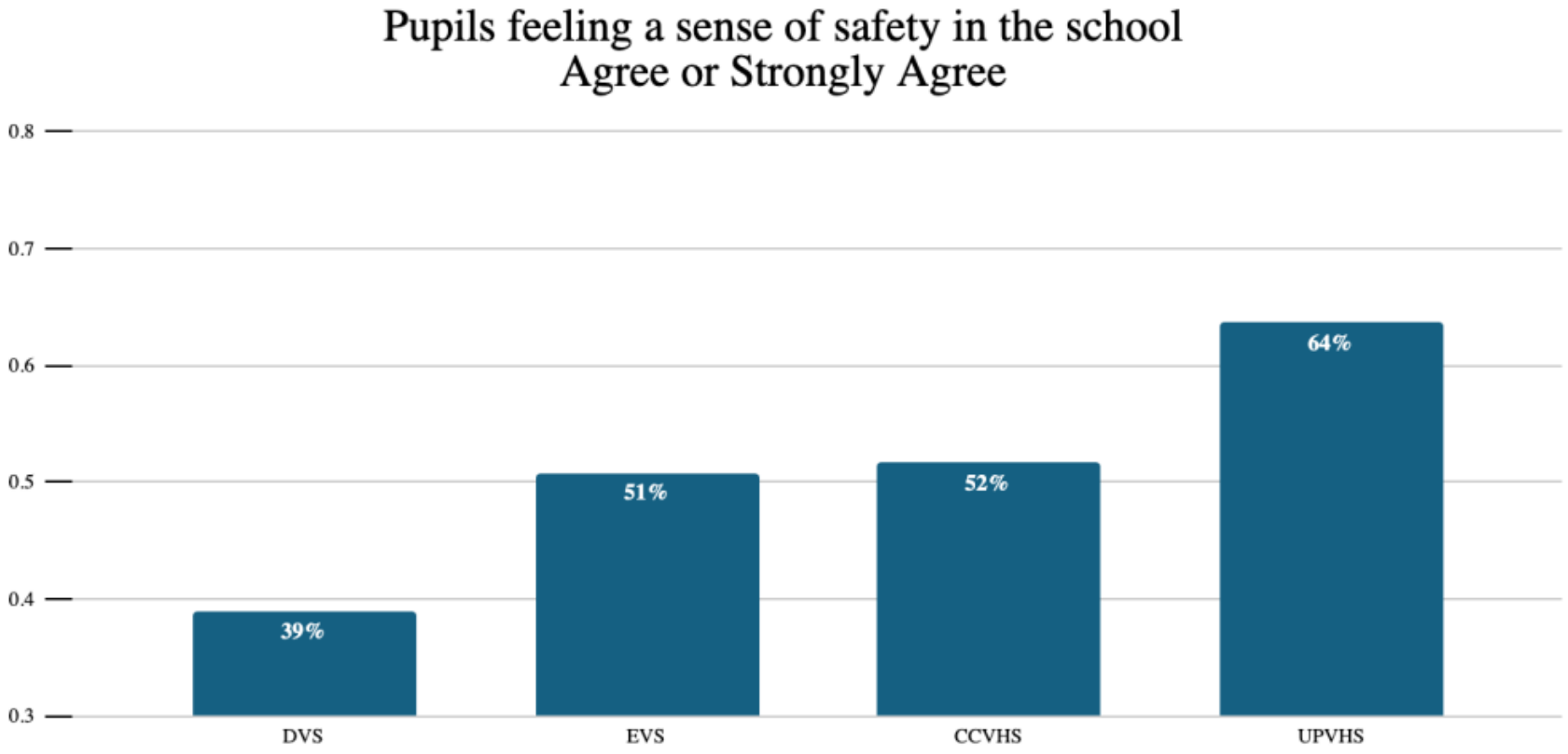


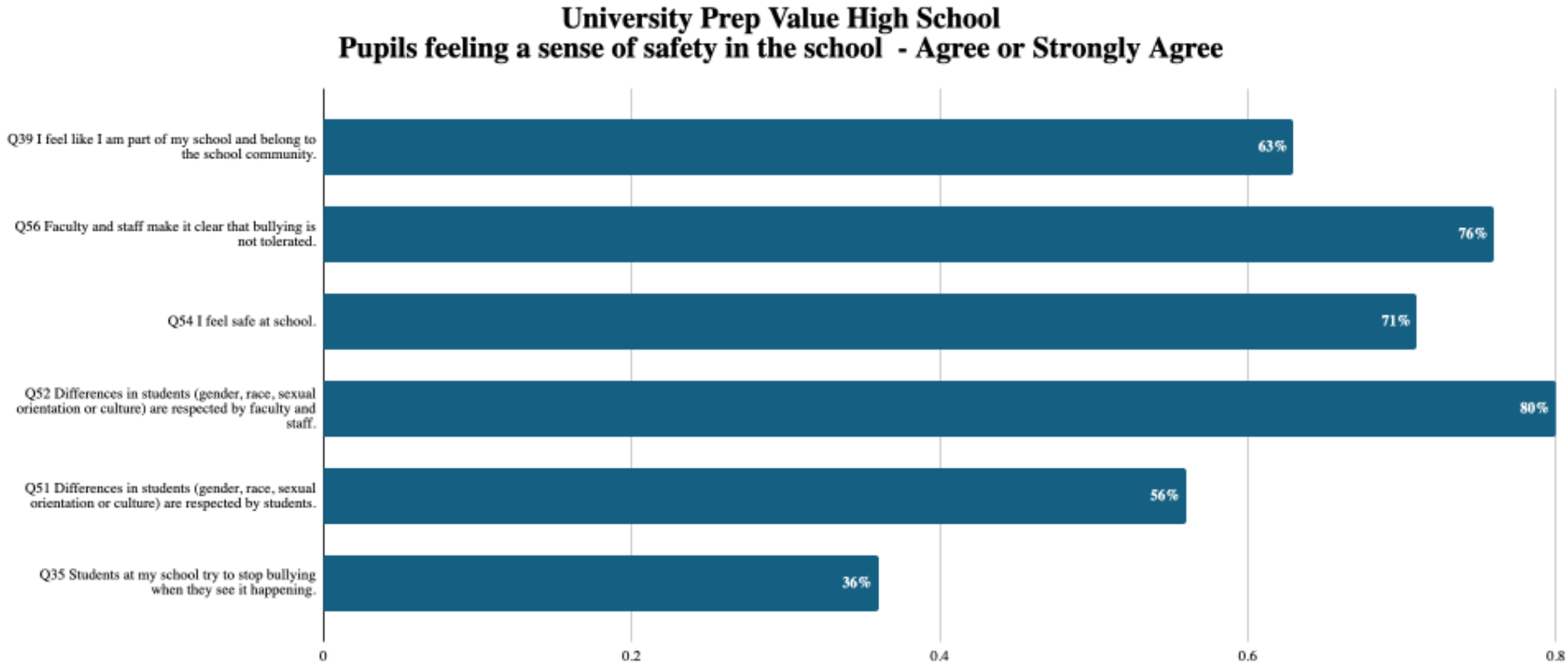
Seeking Input for Decision Making
Agree or Strongly Agree

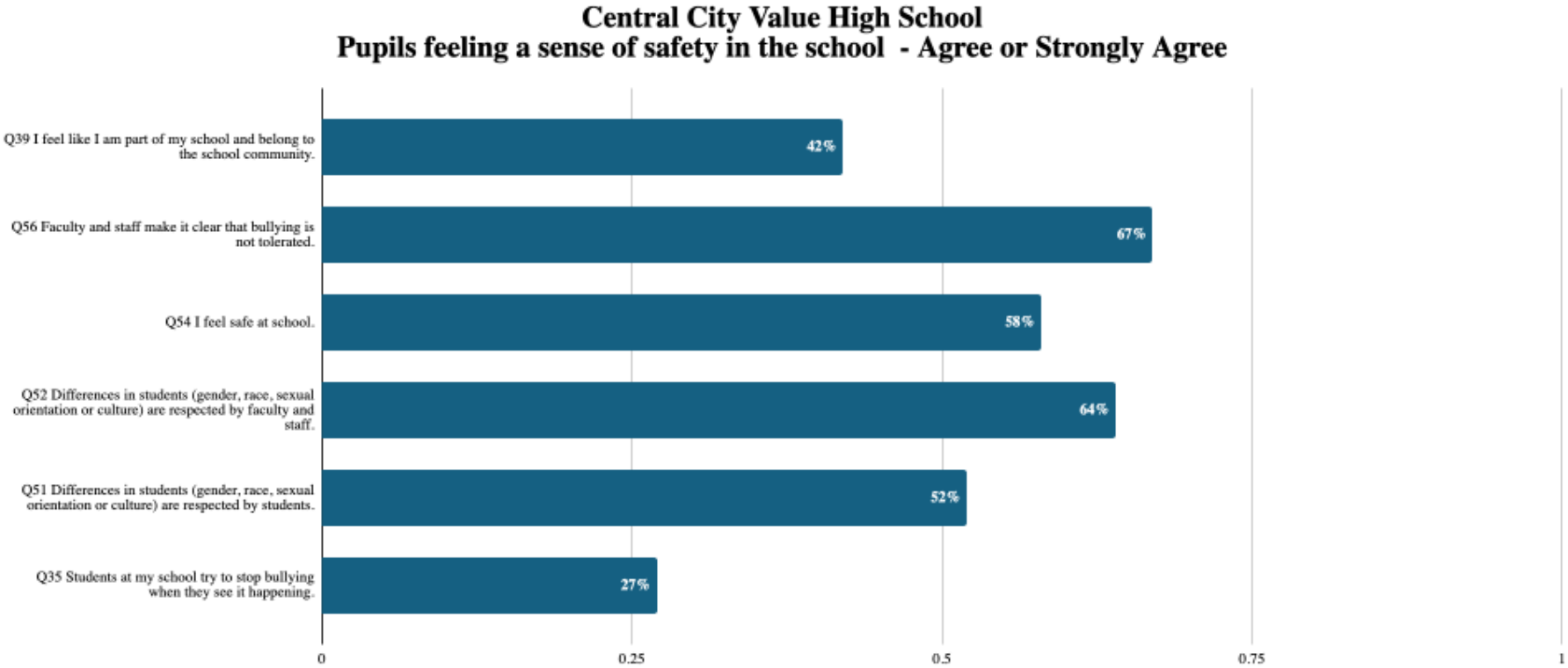


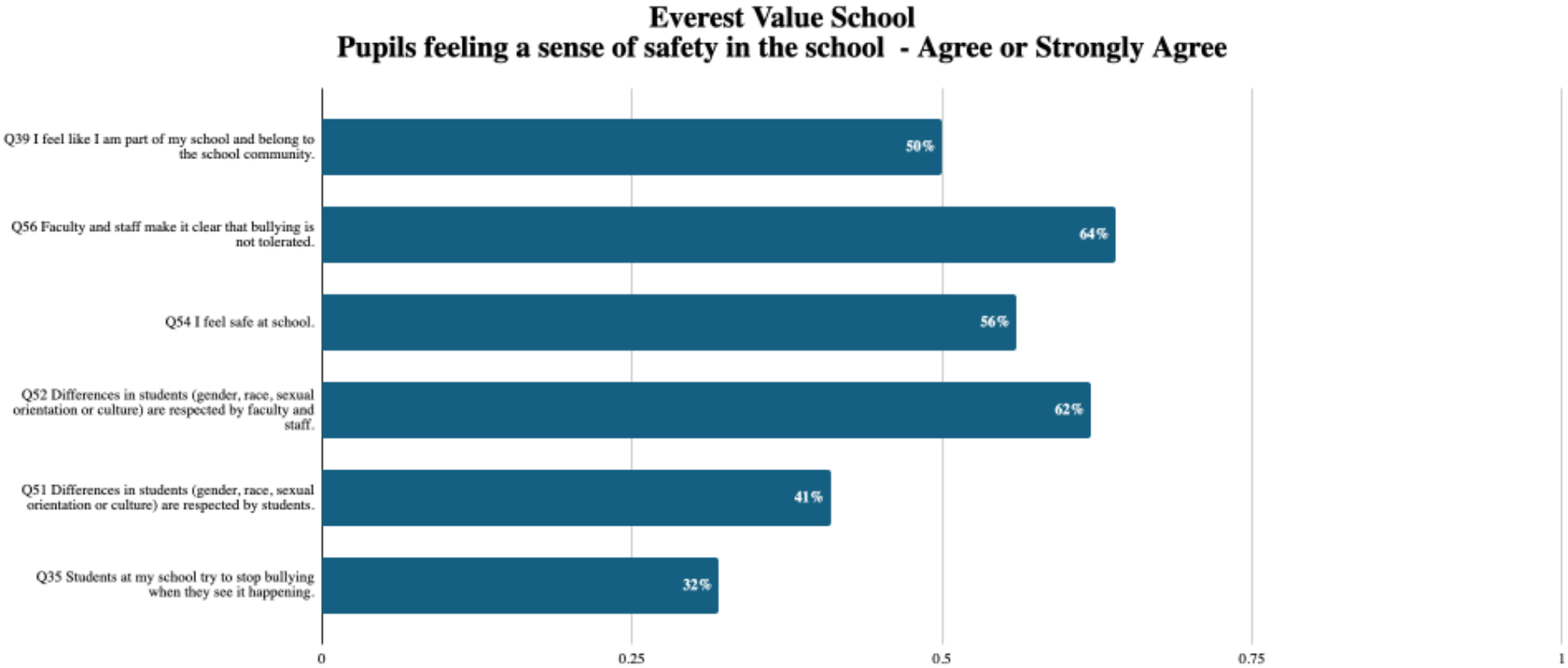
Building Partnership for student outcomes
Agree or Strongly Agree

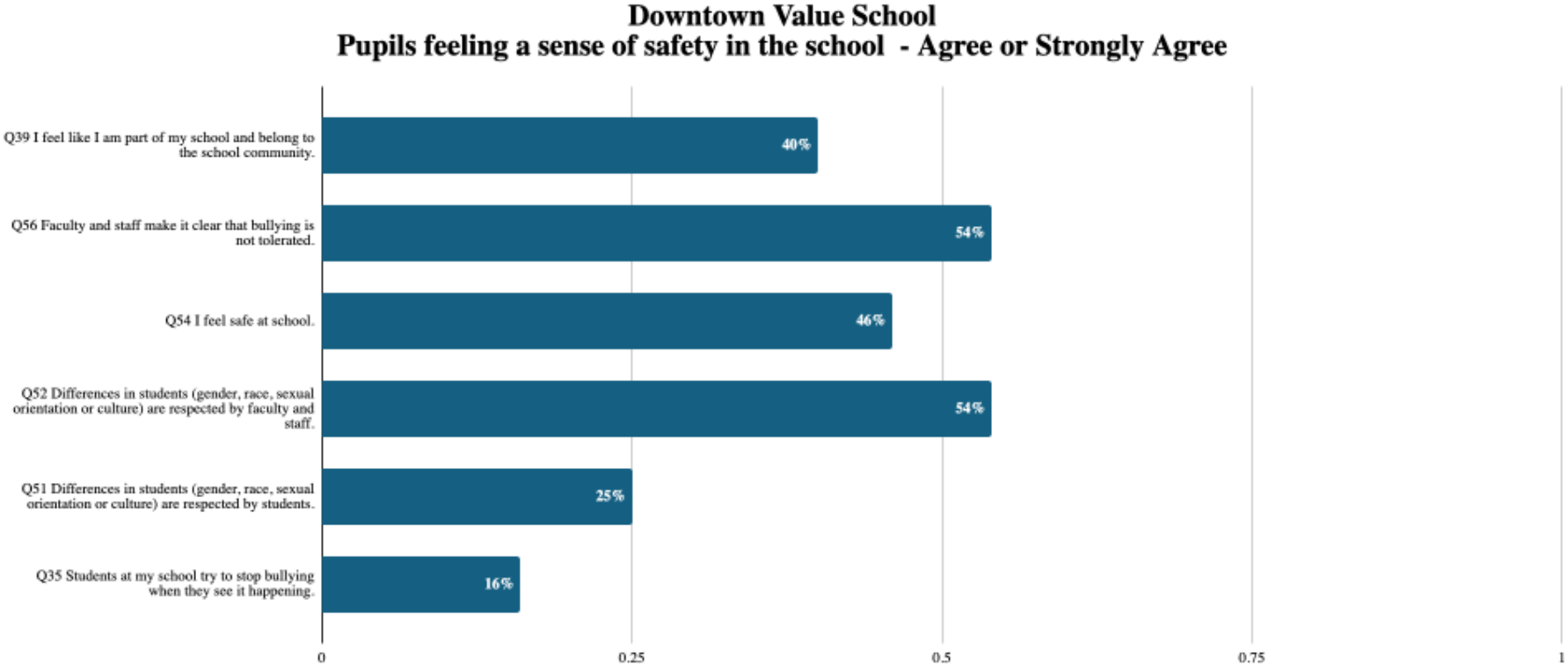



Pupils feeling a sense of safety in the school
Agree or Strongly Agree
0.8
0.7
0.6
0.5
0.4
0.3
39%
51%
52%
64%
DVS
EVS
CCVHS
UPVHS


University Prep Value High School
Pupils feeling a sense of safety in the school - Agree or Strongly Agree
Q39 I feel like I am part of my school and belong to the school community.
63%
Q56 Faculty and staff make it clear that bullying is not tolerated.
76%
Q54 I feel safe at school.
71%
Q52 Differences in students (gender, race, sexual orientation or culture) are respected by faculty and staff.
80%
Q51 Differences in students (gender, race, sexual orientation or culture) are respected by students.
56%
Q35 Students at my school try to stop bullying when they see it happening.
36%
0
0.2
0.4
0.6
0.8


Central City Value High School
Pupils feeling a sense of safety in the school - Agree or Strongly Agree
Q39 I feel like I am part of my school and belong to the school community.
42%
Q56 Faculty and staff make it clear that bullying is not tolerated.
67%
Q54 I feel safe at school.
58%
Q52 Differences in students (gender, race, sexual orientation or culture) are respected by faculty and staff.
64%
Q51 Differences in students (gender, race, sexual orientation or culture) are respected by students.
52%
Q35 Students at my school try to stop bullying when they see it happening.
27%
0
0.25
0.5
0.75
1


Everest Value School
Pupils feeling a sense of safety in the school - Agree or Strongly Agree
Q39 I feel like I am part of my school and belong to the school community.
50%
Q56 Faculty and staff make it clear that bullying is not tolerated.
64%
Q54 I feel safe at school.
56%
Q52 Differences in students (gender, race, sexual orientation or culture) are respected by faculty and staff.
62%
Q51 Differences in students (gender, race, sexual orientation or culture) are respected by students.
41%
Q35 Students at my school try to stop bullying when they see it happening.
32%
0
0.25
0.5
0.75
1


Downtown Value School
Pupils feeling a sense of safety in the school - Agree or Strongly Agree
Q39 I feel like I am part of my school and belong to the school community.
40%
Q56 Faculty and staff make it clear that bullying is not tolerated.
54%
Q54 I feel safe at school.
46%
Q52 Differences in students (gender, race, sexual orientation or culture) are respected by faculty and staff.
54%
Q51 Differences in students (gender, race, sexual orientation or culture) are respected by students.
25%
Q35 Students at my school try to stop bullying when they see it happening.
16%
0
0.25
0.5
0.75
1

FOR MORE DETAILED INFORMATION GO TO Local Indicators Survey Results per School

23-24 School Climate Data go to:

https://www.dropbox.com/scl/fo/7jbxqjqufz468zktpmq2w/AKHvB2dZ8ODfR9eoJ3JsNsc?rlkey=dnzcdgolw2cwafxpbsbz5at98&dl=0

Central City Value High School
Local Indicators Performance Overview

Loca Indicator	Description	Met or Not Met
State Priority 1	Basic Conditions: Teacher and Facilities	MET
State Priority 2	Implementation of Standards	MET
State Priority 3	Parent and Family Engagement	MET
State Priority 6	School Climate	MET
State Priority 7	Broad Study	MET

Downtown Value School
Local Indicators Performance Overview

Loca Indicator	Description	Met or Not Met
State Priority 1	Basic Conditions: Teacher and Facilities	MET
State Priority 2	Implementation of Standards	MET
State Priority 3	Parent and Family Engagement	MET
State Priority 6	School Climate	MET
State Priority 7	Broad Study	MET

Everest Value School
Local Indicators Performance Overview

Loca Indicator	Description	Met or Not Met
State Priority 1	Basic Conditions: Teacher and Facilities	MET
State Priority 2	Implementation of Standards	MET
State Priority 3	Parent and Family Engagement	MET
State Priority 6	School Climate	MET
State Priority 7	Broad Study	MET

University Prep Value High School
Local Indicators Performance Overview

Loca Indicator	Description	Met or Not Met
State Priority 1	Basic Conditions: Teacher and Facilities	MET
State Priority 2	Implementation of Standards	MET
State Priority 3	Parent and Family Engagement	MET
State Priority 6	School Climate	MET
State Priority 7	Broad Study	MET

Questions?

Questions?

Questions?

Value Schools
Presentation Complete

VALUE SCHOOLS
Local Control Accountability Plans

The Purpose of the LCAP

- Serves as our Schoolwide Plan for Student Achievement (SPSA)
- Identifies 3 goals addressing eight state priorities with 3 major themes around conditions for learning, engagement, and student outcomes
- Tracks 24 required measurable outcomes over three years
- Outlines 5 to 12 actions in each goal addressing the instructional and emotional needs of students and specifies how state and federal funds provided will be used to accomplish the goals outlined in the plan.

Components of the LCAP

- Budget Overview for Parents
- Plan Summary
- Engaging Educational Partners
- Reflections: Highlights and Identified Needs
- Goals and Actions and Expenditures
- Increased or Improved Services for Foster Youth, English Learners and Low Income Students

Engagement of Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP

Educational Partners engaged

- Students
- Teachers
- Parents (parents of ELs and Students with an IEP)
- Administrators
- Low Income Students
- English Learners
- Homeless Liaisons
- SPED and ELD Coordinators
- Civil Rights Advocates
- Community Partners
- Board Members

Mediums of Engagement

- School Specific and Network wide Surveys
- School Site Council
- ELAC Meetings
- Faculty Meetings (whole, cluster, department)
- Parent Meetings
- Coffee with the Principal
- Homeless Liaisons
- SPED and ELD Coordinators
- Civil Rights Advocate
- Board Committees
- Board Meetings
- District Meetings
- County Meetings

Goal 1	Measurable Outcomes	Actions
GOAL 1: Value School will ensure academic achievement for all students. School leaders will recruit, hire, and develop professionals to instruct, support, and monitor students in all academic areas. Educators will offer expert instruction with high expectations for academic performance to students who are disciplined learners, with standards of accountability for both, and implement increased or targeted services for students identified in one or more of the following students groups: English Learners, Socioeconomically Disadvantaged pupils, foster youth, homeless youth, student with Disabilities, and gifted students.	● Teachers: Fully credentials & appropriately assigned ● Instructional materials: Student access to standards-aligned materials ● Implementation of academic standards ● CAASPP assessments (ELA/Math/Science) ● dropout rate ● Course access/broad course of study ● NWEA Math Growth Indicator ● NWEA Reading Growth Indicator ● NWEA Language Growth Indicator ● % of ELs progressing in English proficiency (ELPAC) EL Reclass ● *A-G completion rate (HS*	1. Hire certificated faculty 2. Purchase standards-based curriculum* 3. Provide employee benefits **4. Provide professional development opportunities** 5. Provide access to substitutes 6. Purchase and maintain technology * 7. Purchase and maintain assessments and student information systems 8. Purchase materials, supplies, and equipment * **9. Deliver services to low income students***

Goal 2	Measurable Outcomes	Actions
GOAL 2: School leaders, faculty, and students acknowledge that each student is gifted with talents and abilities, and each should develop to their fullest potential. Administrators, educators, staff, students and parents collaborate to identify areas of need and create programs, activities, customs, and practices to develop a positive school climate which supports and engages students, parents, and staff with their unique needs.	● Parent input in decision-making ● Parental participation in programs for UDPs ● Attendance rate ● Chronic absenteeism rate ● Suspension rate ● Expulsion rate ● School Safety: Students, parents, faculty ● School Connectedness: Students, parents, faculty ● Value Schools Culture Survey – local safety % of students screened for vision, hearing, scoliosis, TDAP and diabetes	1. Implement Special Education Services ** **2. Implement English Learner Services**** **3. Delivery Homeless and Foster Youth Support Services** **4. Implement After School and Sports Services** 5. Hire Classified Staff **6. Provide Student Activity Opportunities** 7. Implement Nutrition Program **8. Provide Parent Engagement Opportunities** **9. Implement Summer School** **10. Create a Health and Wellness Climate** **11. Deliver Low Income Student Support** Services* (related to Goal 1: Action 9)

Goal 3	Measurable Outcomes	Actions
GOAL 3: This is a broad goal to address all state priorities. Each School will be fully compliant with all Local, State and Federal regulations, ensure that students have a learning environment they need to be successful, and to meet the annual growth measurements prescribed.	Measurable Outcomes ● Facilities in "Good Repair" ● LAUSD Oversight Visit Scores ● WASC Accreditation	**Actions:** 1. Maintain and Repair Facilities 2. Maintain Memberships with Community Partners 3. Purchase Office Supplies 4. Develop or Maintain Student Recruitment Strategies 5. Implement Personnel Appreciation Strategies 6. Ensure the Safety of Students and Faculty*

Coversheet

2023-24 California School Dashboard Local Indicators for Central City Value High School, Downtown Value School, Everest Value School, and University Preparatory Value High School

Section: V. Discussion Items & Updates
Item: F. 2023-24 California School Dashboard Local Indicators for Central City Value High School, Downtown Value School, Everest Value School, and University Preparatory Value High School
Purpose: FYI
Submitted by:
Related Material: 23-24 DVS Local Indicators and Data .pdf
23-24 EVS Local Indicators and Data .pdf
23-24 CCVHS Local Indicators and Data .pdf
23-24 UPVHS Local Indicators and Data .pdf

Procedures for Completing the Annual Local Indicators on the CA Dashboard

The CA Dashboard is a secured system which you must have a password for as the Dashboard Coordinator. Need support LCCFF@cde.ca.gov or phone number at 916- 323-5233

Please enter your schools Dashboard Coordinator Username _____ and Password_____.

The Chief Operating Officer will upload Local Indicators presented at the Value Schools board meeting on Friday, June 7, 2024. Local Indicators for your school site will be uploaded by **June 28, 2024. Click here for 23-24 School Climate Data for Local Indicators Outcomes.**

Table of Contents

I. Narrative (optional and 500 words)

II. State Priority 1 : Basic Services: Teachers, Materials, Facility

III. State Priority 2: Implementation of Standards

IV. State Priority 3: Parent and Family Engagement

V. State Priority 6: Local Climate Survey

VI. State Priority 7 : Access to Broad Course of Study

Optional Narrative

Instructions- A 500 words minimum description of school - Principals can create their own, not do it at all, or replace highlighted area with their school information.

Downtown Value School is a K-8 Independent Charter School authorized by the Los Angeles Unified District with a total enrollment capacity of 456 students. The mission is to facilitate the learning of elementary and middle school students who come from underserved populations by providing a highly focused academic program in a community that fosters character development with a core set of values. Our daily practices are driven by the belief that academic excellence is the means to a full life, each student can develop to his or her fullest potential, each individual is unique and deserves respect, a safe, nurturing community is essential to academic excellence, and service to others and the community is a responsibility of an educated person.

STATE PRIORITY 1

LCFF PRIORITY 1 - Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities These numbers for the 2023-24 are estimated as CALSAAS is released in late July.

Misassignments

Item	#	%	#	%	#	%	#	%
	CC	CC	DVS	DVS	EVS	EVS	UP	UP
Number/Percentage of mis-assignments of teachers teaching ELs	2	7%	0	0%	0	0%	1	3%
Number/Percentage of mis-assignments of total teachers	3	13%	11	40%	1	3%	0	0%
Number/Percentage of mis-assignments of vacant teacher positions	0	0%	10	37%	1	3%	0	0%

Standards Aligned Curriculum

Item	CC	CC	DVS	DVS	EVS	EVS	UP	UP
	#	%	#	%	#	%	#	%
Standards Aligned Curriculum Number/Percentage of students without access to their own copies of standards-aligned instructional materials	0	0%	0	0%	0	0	0%	0%
Facilities Number of identified instances where the facilities do not meet the “good repair” standard	0	0%	0	0%	0	0	0%	0%
Information on appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities **was presented to the board.**	**MET**							
Date presented to local governing board	**Friday, June 07, 2024**							

SUBMIT RESPONSE

STATE PRIORITY 2 NARRATIVE

Instructions: **In the narrative box, identify the locally selected measures or tools that the local educational agency is using to track its progress in implementing the state academic standards adopted by the State Board of Education and briefly describe why the local educational agency chose the selected measures or tools.**
Additionally, summarize the local educational agency's progress in implementing the academic standards adopted by the State Board of Education, based on the locally selected measures or tools. The adopted academic standards are:

- **English Language Arts – Common Core State Standards for English Language Arts**
- **English Language Development (Aligned to Common Core State Standards for English Language Arts)**
- **Mathematics – Common Core State Standards for Mathematics**
- **Next Generation Science Standards**
- **History-Social Science**
- **Career Technical Education**
- **Health Education Content Standards**
- **Physical Education Model Content Standards**
- **Visual and Performing Arts**
- **World Language**

Central City Value High School, University Preparatory High School, Downtown Value School, and Downtown Value School School uses the Northwest Evaluation Association (NWEA) System to track the implementation of state academic standards. The school chose this tool because NWEA assessments measure growth and proficiency and provide insights to help teachers plan for instruction and intervention. NWEA reports provide educators with valid, reliable, and predictive data they need to determine intervention to optimize student's learning and growth. In addition to this assessment system, Health, Social Studies, and Physical Education curriculum assessments are used to monitor student progress in standards.

Narrative	**MET**
Date presented to local governing board	**Friday, June 07, 2024**
SUBMIT RESPONSE	

STATE PRIORITY 3 - Parent and Family Engagement Reflection Tool

Complete Reflection Tool based on the School Climate Survey administered in February 2024 and presented to the board on June 7th 2024. Using the 23-24 School Climate Survey data we must rate the following three areas:

- Building Relationships between school staff and families,
- Building partnerships with parents for student outcomes and
- Seeking input for decision-making.

Reflection on local indicator 3 must be submitted to the state dashboard in the following format:
Rating Scale (lowest to highest): (Metrics in Survey)
1 – Exploration and Research Phase; (Strongly Disagree) Below 40%
2 – Beginning Development; (Disagree) Between 41%-59%
3 – Initial Implementation; (Neutral) Between 60% and 69%
4 – Full Implementation; (Agree) Between 70% and 89%
5 – Full Implementation and Sustainability (Strongly Agree) At or Above 90%

Building Relationships between school staff and families.

1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families. * Question 8 Initial Implementation - 65%

2. Rate the LEA's progress in creating welcoming environments for all families in the community. * Question 9 - Full Implementation 70%

3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children. * Question 10 - Initial Implementation 64%

4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families. * Question 11 - Initial Implementation 69%

In order to be able to respond to narratives, you must analyze questions 8 through11 and see strengths and areas of improvement.

Building Relationships between school staff and families.

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families. *

Over 75% of our staff/families who responded to the 23-24 School Climate Survey feel the school builds relationships between the school staff and families. A safe nurturing community (Value 4) is built by having consistent two-way communication opportunities such as parent conferences, coffee with the principal, and opportunities to provide feedback through surveys. The school supports parents through academic and discipline workshops and resources, and empowers parents to become involved in the school. Families are also consistently informed of events, resources, and practices that foster learning via Parent Square, PowerSchool, ClassDojo, and Social media.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families. *

Based on the analysis of educational partner input, while parents rate the school high in development of partnerships, there is a need for school leads to create opportunities for staff to learn about each family's strengths, cultures, languages, and goals for their children.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families. *

The school will maintain engagement of underrepresented families by implementing their parent involvement policy. Ensuring attendance to coffee with the principal, school site council, and PTA along with many fall, winter, and spring events. More efforts will be placed towards developing opportunities for staff to learn about each family's strengths, cultures, languages, and goals for their children.

Building Partnership for student outcomes

5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families. * Question 27 Exploration and Research Phase 38%

6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home. * * Question 28 Beginning Development 50%

7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes. * Question 29 Beginning Development 42%

8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students. * * Question 30 Exploration and Research Phase 38%

In order to be able to respond to narratives, you must analyze questions 59 through 62 and see strengths and areas of improvement.

Building partnerships with parents for student outcomes.

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes. *

Downtown Value School School current strengths and progress in building partnerships for student outcomes are in providing families with resources to support student learning and development in the home. The school has also implemented policies and programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes. These meetings are about 2-3 times per year or more if the student is struggling. Parents are provided with devices, online access to curriculum, and resources before, after, and on the weekend for tutoring.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes. *

Downtown Value School School focus areas for improvement in building partnerships for students outcomes are in providing professional development to teachers to improve capacity to partner with families with a specific focus on student outcomes and how to support families to use resources at home.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes. *

The school will maintain engagement of underrepresented families by implementing their parent involvement policy, providing office hours, and workshops to support parents who may be struggling supporting their children at home. Ensuring attendance to coffee with the principal, school site council, and PTA along with many fall, winter, and spring events. More efforts will be placed towards developing workshops for staff and parents on ways they can partner to improve student outcomes and student advocacy.

Seeking input for Decision Making

9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making. * Question 14 Initial Implementation 60%

10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. *
*** Question 15 Initial Implementation 62%**

11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. * Question 16 Initial Implementation 62%

12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels. * Question 17 Initial Implementation 65%

In order to be able to respond to narratives, you must analyze questions 31 through34 and see strengths and areas of improvement.

Seeking input for Decision Making

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making. *

Downtown Value School School current strengths and progress in seeking input for Decision Making through surveys, School Site Council, ELAC, PTA, Coffee with the Principal and staff meetings. In addition to educational partners being invited to PTA, School Council, ELAC, and WASC, surveys have been extended to ask parents their opinion on programs, policies, the hiring of new school principal, the Local Control Accountability Plan, and student nutrition.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making. *
Downtown Value School School focus areas for improvement in Seeking Input for Decision Making is training educational partners on the various programs they must provide input in. There are sometimes when some of our educational partners have a limited understanding of funding sources, programs, and requirements, so increasing training opportunities would be helpful.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making. *
Downtown Value School School will improve engagement of underrepresented families identified by providing opportunities for families to give feedback on family activities and provide opportunities for families to learn about various school program and compliance.

LCFF Priority 3 - Parent and Family Engagement	MET

Date presented to local governing board	Friday, June 07, 2024
SUBMIT RESPONSE	

Priority 6 - School Climate - Narratives

Instructions-

Using the Value Schools Survey, please include some data highlighting the strengths and areas of growth from the staff and students. Focus on three questions that you would like to highlight strength and an area for development. .

1. **DATA: Reflect on the key learnings from the survey results and share what the LEA learned.**
2. **MEANING: What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?**
3. **USE: What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?**

In the spring of 2024, Value Schools administered a survey to faculty, students, and parents. There were a total of 357 Downtown Value School participants in the survey of which, 178 were students, 58 were teachers and staff, and 121 were parents. Below are three areas of data that provide a snapshot of the school culture at Downtown Value School and that will be considered in actions in the 2nd goal of the Local Control Accountability Plan.

Data Highlighted

- 35% of the students responded feeling safe at the school
- 16% of the students responded seeing classmates try to stop bullying when they see it happening
- 49% of the students responded that faculty and staff make it clear that bullying is not tolerated
- 25% of students responded that differences in students (gender, race, sexual orientation or culture) are respected by classmates.
- 54% of students responded that differences in students (gender, race, sexual orientation or culture) are respected by faculty and staff
- 40% of students expressed feeling like they are part and belong to the school community.

Areas of strength

There is a significant increase in the sense of belonging and safety in students, parents, and staff when staff make it clear that bullying is not tolerated and differences in students such as gender, race, sexual orientation or culture are respected by faculty and staff. Sense of belonging and safety significantly increase when classmates stop bullying and differences are respected by classmates.

Areas of growth
Although a higher percent of students feel faculty and staff are making it clear that bullying is not tolerated and embracing student differences, the school staff must implement programs to increase student response to bullying when adults are not around and increase respect to differences among classmates. In addition to implementing training and programs, faculty and staff must be explicit when providing techniques on how to stop or prevent bullying and explicit when exemplifying and discussing respect and acceptance to differences among classmates in order to increase the sense of belonging to a school community.

LCFF Priority 6 - School Climate Survey	MET
Date presented to local governing board	Friday, June 7, 2024
SUBMIT RESPONSE	

Priority 7 - Access to a Broad Course Study

LCFF Priority 7- Access to a Broad Course of Study

Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

Students at Downtown Value School School are required to enroll in a broad course of study for grades TK-8th in English, Mathematics, Social Sciences, Science, Physical Education, Art, and Language Development class. Students who complete the school's requirements will receive a certificate of promotion. All administrators and counselors have access, through PowerSchool, to all student grades and meet with students to make sure that they are making adequate progress towards graduation. Furthermore, every student has a teacher/advisor that also works with students to make sure that they are on track to meet the graduation requirements. Additionally, the locally selected tools used by the school to determine if all students, including unduplicated, are enrolled in a broad course of study are: class schedules, report cards, English Language Learner identification, and Individualized Education Plans.

Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

The locally selected measures demonstrate all Downtown Value School School students have access to a broad course of study. In addition, the school has curricular focus areas which ensure additional opportunities for students in our school. In addition to a broad course of study. The school offers structured English immersion class for newcomers and LTELs, an English Enrichment class for newcomers. . For students who are struggling academically and have not been identified as a student with disabilities are placed in a multi tiered system of support program. Students with disabilities use a full inclusion model where Resource Specialist teachers push in or pull out English and Math courses. For newcomer English learners, the school has acquired a bilingual instructional assistant to help students access the common core curriculum. Supplemental curriculum is also provided when appropriate to support students at their instructional level.

Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.

All Downtown Value School School students have access to a broad course of study. There are no barriers in place that would prevent our students from accessing the appropriate course, materials, or coursework.

In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?

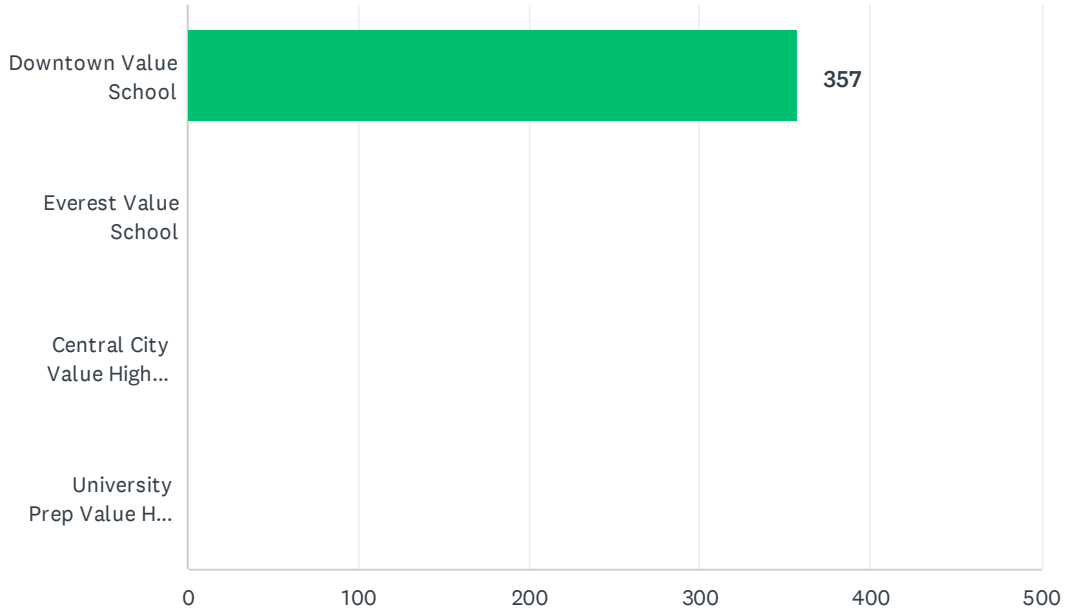
To support staff and students in accessing the curriculum included in a broad course of study, the school has provided professional development and support to classroom teachers through meetings and observations. In 2024-25, the school will receive support from an academic team from the network office composed of a Chief Academic Officer, a Math Director, a Special Education Director, new principal, and continuing cluster leads.

LCFF Priority 7 - Access to a Broad Course of Study	**MET**
Date presented to local governing board	**Friday, June 07, 2024**
SUBMIT RESPONSE	

School-wide Reflections 2024

Q1 With what school are you associated? / ¿Con qué escuela estás asociado?

Answered: 357 Skipped: 0

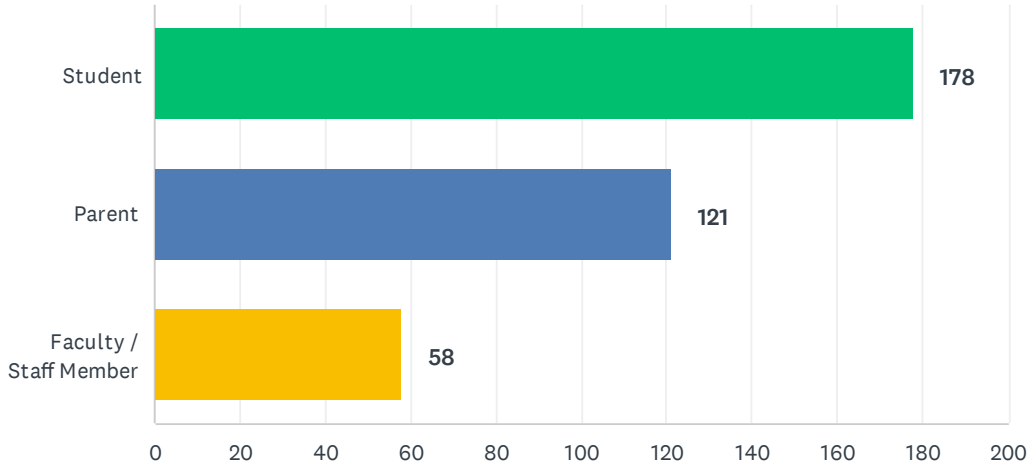


ANSWER CHOICES	RESPONSES	
Downtown Value School	100%	357
Everest Value School	0%	0
Central City Value High School	0%	0
University Prep Value High School	0%	0
TOTAL		357

School-wide Reflections 2024

Q2 Are you a Student, Parent or Faculty/Staff Member? / ¿Eres un estudiante, padre o miembro del personal?

Answered: 357 Skipped: 0

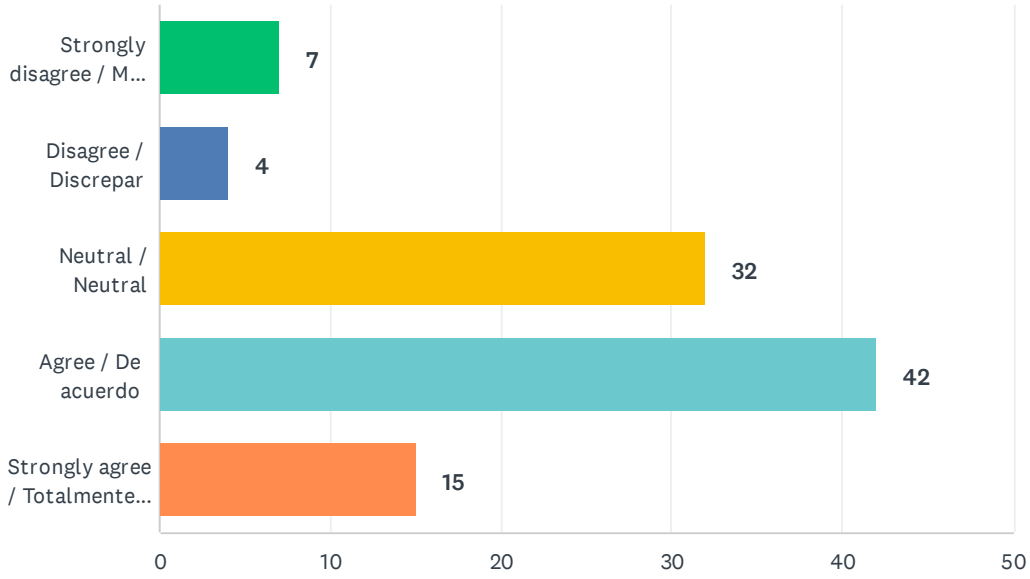


ANSWER CHOICES	RESPONSES	
Student	50%	178
Parent	34%	121
Faculty / Staff Member	16%	58
TOTAL		357

School-wide Reflections 2024

Q3 I have had sufficient opportunities to get involved in supporting the school. / Tengo suficiente oportunidades para apoyar y involucarme en las actividades de la escuela.

Answered: 100 Skipped: 257

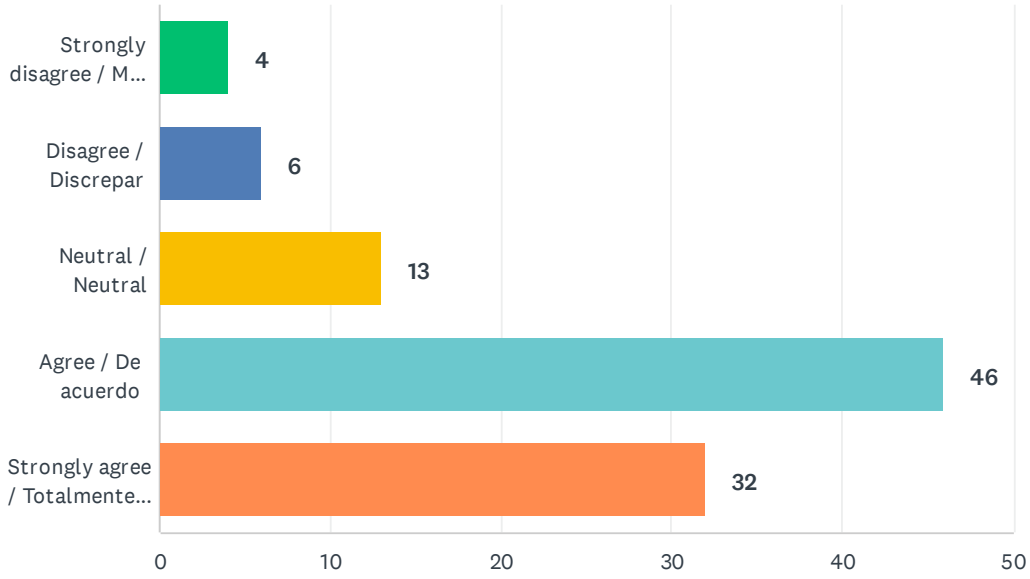


ANSWER CHOICES	RESPONSES	
Strongly disagree / Muy en desacuerdo	7%	7
Disagree / Discrepar	4%	4
Neutral / Neutral	32%	32
Agree / De acuerdo	42%	42
Strongly agree / Totalmente de acuerdo	15%	15
TOTAL		100

School-wide Reflections 2024

Q4 I am able to talk to teachers at this school about my child's academic progress. / Puedo hablar con los maestros de mi hijo/hija en esta escuela sobre el progreso academico.

Answered: 101 Skipped: 256

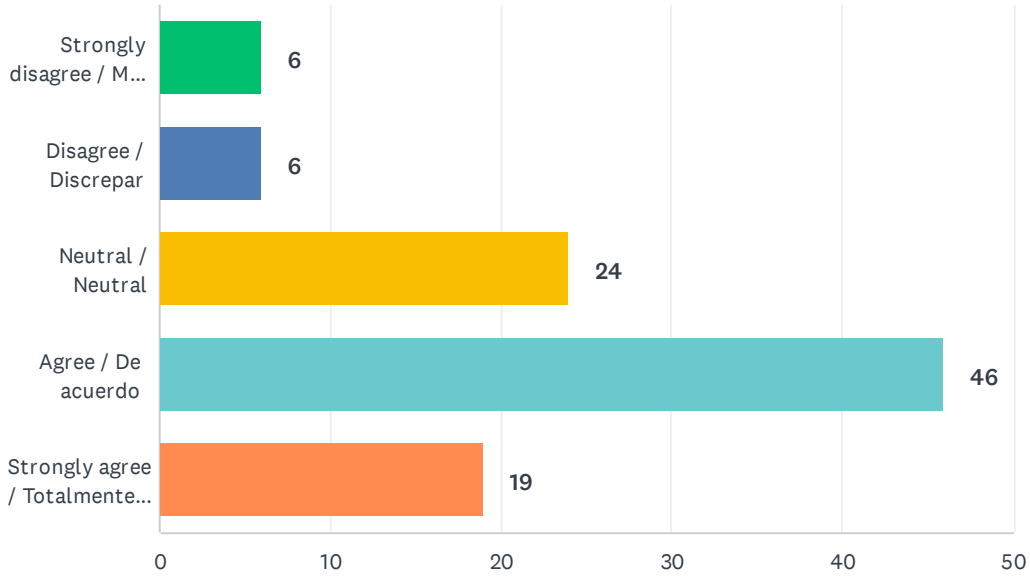


ANSWER CHOICES	RESPONSES	
Strongly disagree / Muy en desacuerdo	4%	4
Disagree / Discrepar	6%	6
Neutral / Neutral	13%	13
Agree / De acuerdo	46%	46
Strongly agree / Totalmente de acuerdo	32%	32
TOTAL		101

School-wide Reflections 2024

Q5 The school has high expectations for all students to succeed academically. /La escuela tiene expectectivas muy altas para todos los alumunos de la escuela.

Answered: 101 Skipped: 256

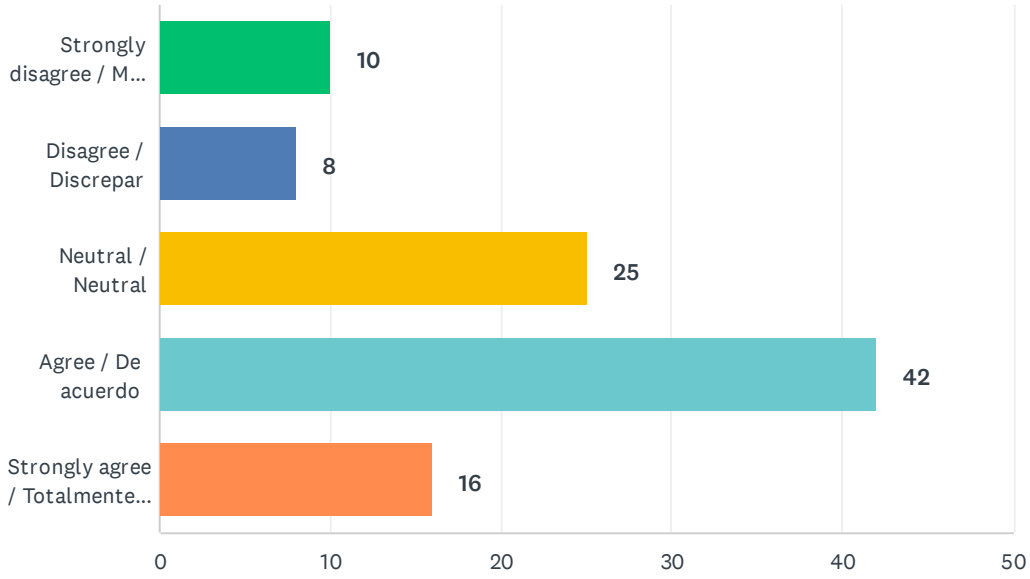


ANSWER CHOICES	RESPONSES	
Strongly disagree / Muy en desacuerdo	6%	6
Disagree / Discrepar	6%	6
Neutral / Neutral	24%	24
Agree / De acuerdo	46%	46
Strongly agree / Totalmente de acuerdo	19%	19
TOTAL		101

School-wide Reflections 2024

Q6 My child feels safe at this school. / Mi hijo/hija se siente seguro en esta escuela.

Answered: 101 Skipped: 256

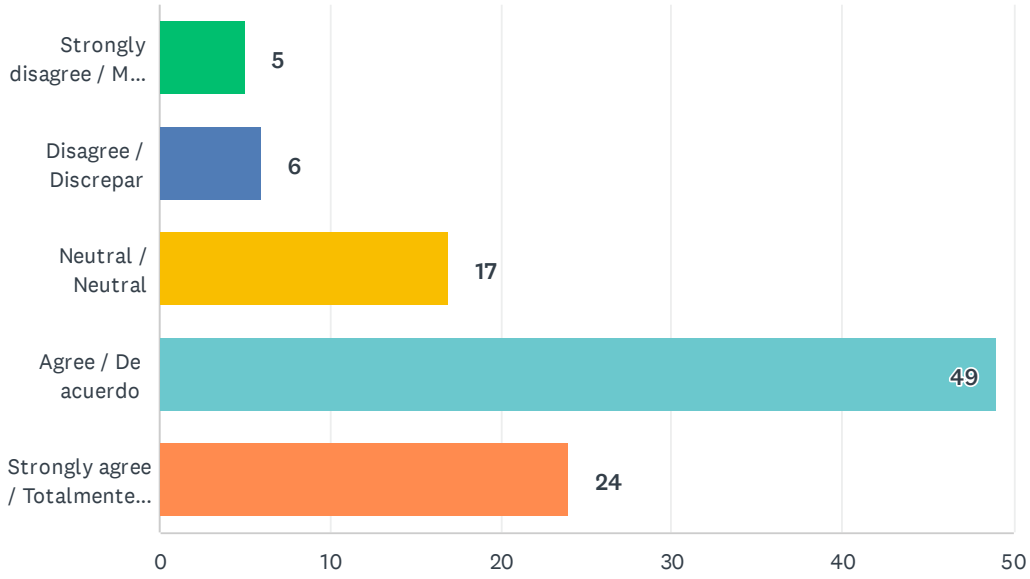


ANSWER CHOICES	RESPONSES	
Strongly disagree / Muy en desacuerdo	10%	10
Disagree / Discrepar	8%	8
Neutral / Neutral	25%	25
Agree / De acuerdo	42%	42
Strongly agree / Totalmente de acuerdo	16%	16
TOTAL		101

School-wide Reflections 2024

Q7 I find the facilities at my child's school to be clean, welcoming, and safe. / Encuentro las instalaciones en esta escuela limpias, bienvenidas y seguras.

Answered: 101 Skipped: 256

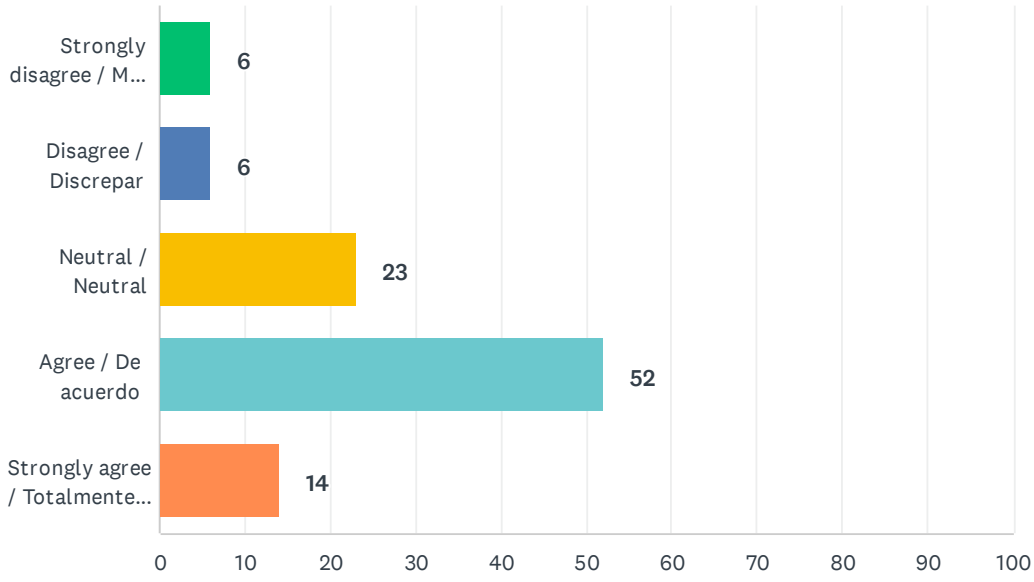


ANSWER CHOICES	RESPONSES	
Strongly disagree / Muy en desacuerdo	5%	5
Disagree / Discrepar	6%	6
Neutral / Neutral	17%	17
Agree / De acuerdo	49%	49
Strongly agree / Totalmente de acuerdo	24%	24
TOTAL		101

School-wide Reflections 2024

Q8 The school develops the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families. / La escuela desarrolla la capacidad del personal (es decir, administradores, maestros y personal clasificado) para construir relaciones de confianza y respeto con las familias.

Answered: 101 Skipped: 256

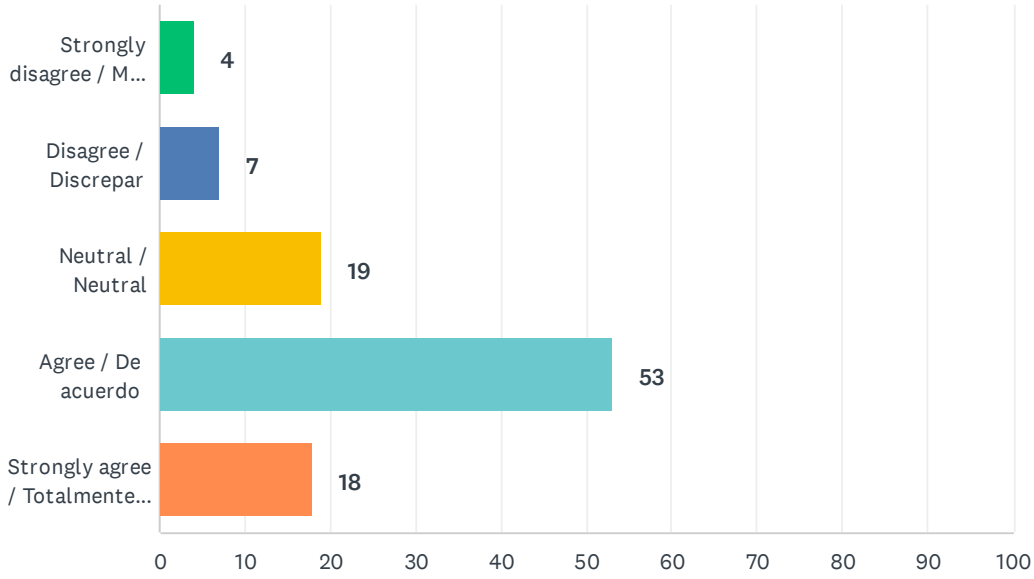


ANSWER CHOICES	RESPONSES	
Strongly disagree / Muy en desacuerdo	6%	6
Disagree / Discrepar	6%	6
Neutral / Neutral	23%	23
Agree / De acuerdo	51%	52
Strongly agree / Totalmente de acuerdo	14%	14
TOTAL		101

School-wide Reflections 2024

Q9 The school creates a welcoming environment for all families in the community. / La escuela crea un ambiente acogedor para todas las familias de la comunidad.

Answered: 101 Skipped: 256

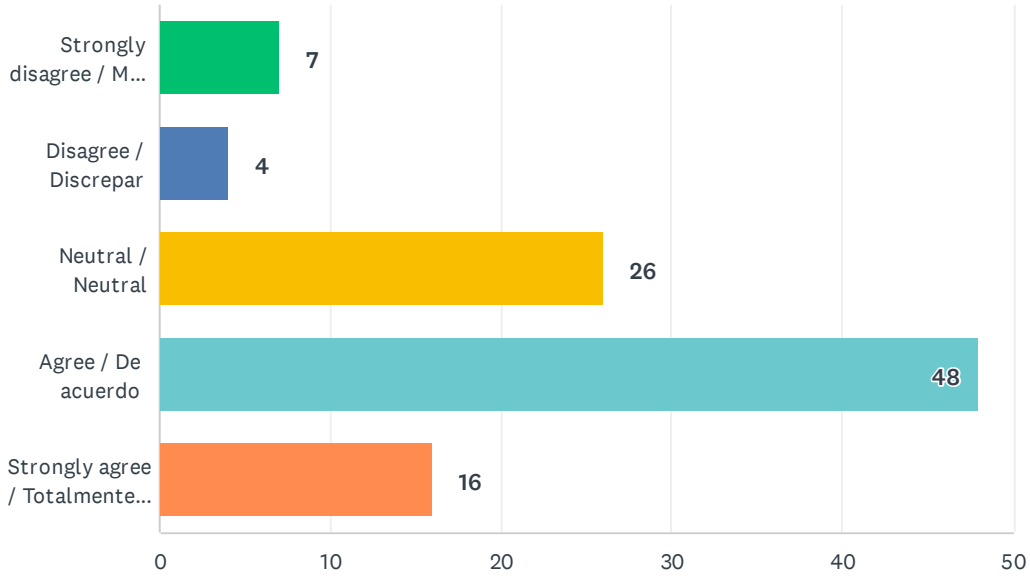


ANSWER CHOICES	RESPONSES	
Strongly disagree / Muy en desacuerdo	4%	4
Disagree / Discrepar	7%	7
Neutral / Neutral	19%	19
Agree / De acuerdo	52%	53
Strongly agree / Totalmente de acuerdo	18%	18
TOTAL		101

School-wide Reflections 2024

Q10 The school encourages staff to learn about each family's strengths, cultures, languages, and goals. / La escuela alienta al personal a aprender sobre las fortalezas, culturas, idiomas y metas de cada familia.

Answered: 101 Skipped: 256

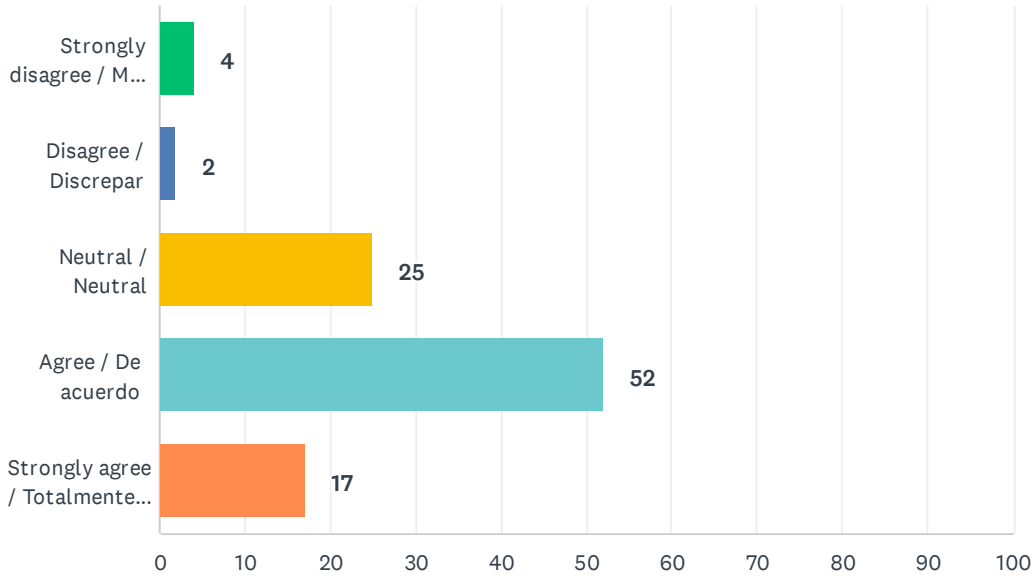


ANSWER CHOICES	RESPONSES	
Strongly disagree / Muy en desacuerdo	7%	7
Disagree / Discrepar	4%	4
Neutral / Neutral	26%	26
Agree / De acuerdo	48%	48
Strongly agree / Totalmente de acuerdo	16%	16
TOTAL		101

School-wide Reflections 2024

Q11 The school provides multiple opportunities throughout the year to engage educators and administrators using language that is understandable and accessible. / La escuela brinda múltiples oportunidades a lo largo del año para involucrar a los educadores y administradores utilizando un lenguaje comprensible y accesible.

Answered: 100 Skipped: 257

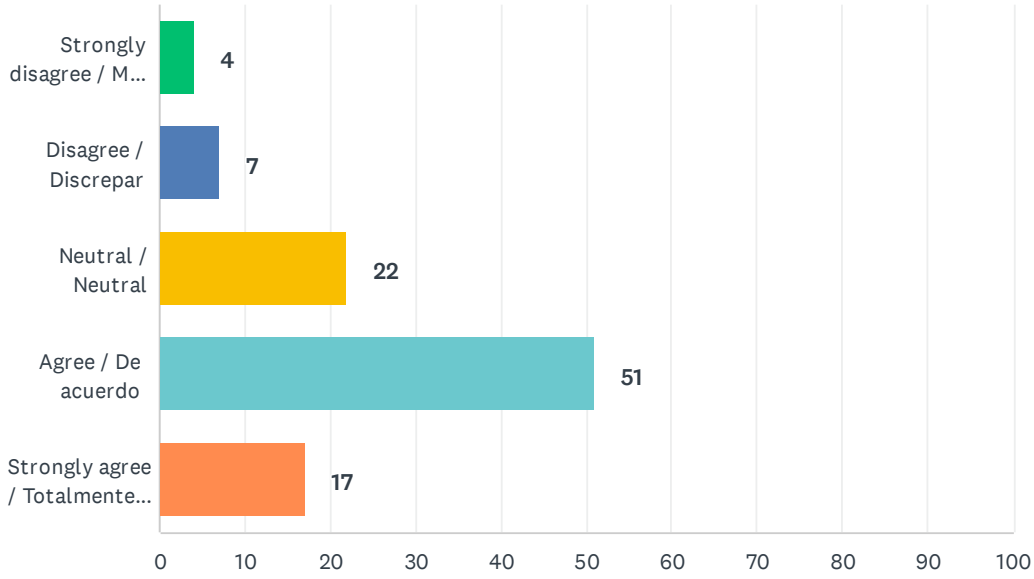


ANSWER CHOICES	RESPONSES	
Strongly disagree / Muy en desacuerdo	4%	4
Disagree / Discrepar	2%	2
Neutral / Neutral	25%	25
Agree / De acuerdo	52%	52
Strongly agree / Totalmente de acuerdo	17%	17
TOTAL		100

School-wide Reflections 2024

Q12 The school provides professional learning and support to teachers and parents to improve the school's capacity to partner with families. / La escuela brinda aprendizaje profesional y apoyo a maestros y padres para mejorar la capacidad de la escuela para asociarse con las familias.

Answered: 101 Skipped: 256

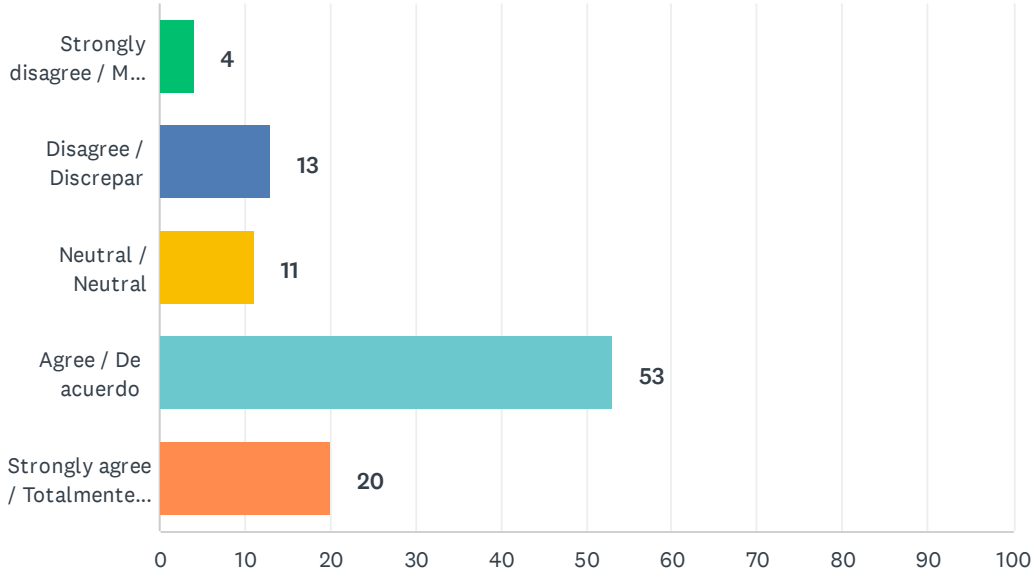


ANSWER CHOICES	RESPONSES	
Strongly disagree / Muy en desacuerdo	4%	4
Disagree / Discrepar	7%	7
Neutral / Neutral	22%	22
Agree / De acuerdo	50%	51
Strongly agree / Totalmente de acuerdo	17%	17
TOTAL		101

School-wide Reflections 2024

Q13 The school implements policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes. / La escuela implementa políticas o programas para que los maestros se reúnan con las familias y los estudiantes para analizar el progreso de los estudiantes y las formas de trabajar juntos para apoyar la mejora de los resultados de los estudiantes.

Answered: 101 Skipped: 256

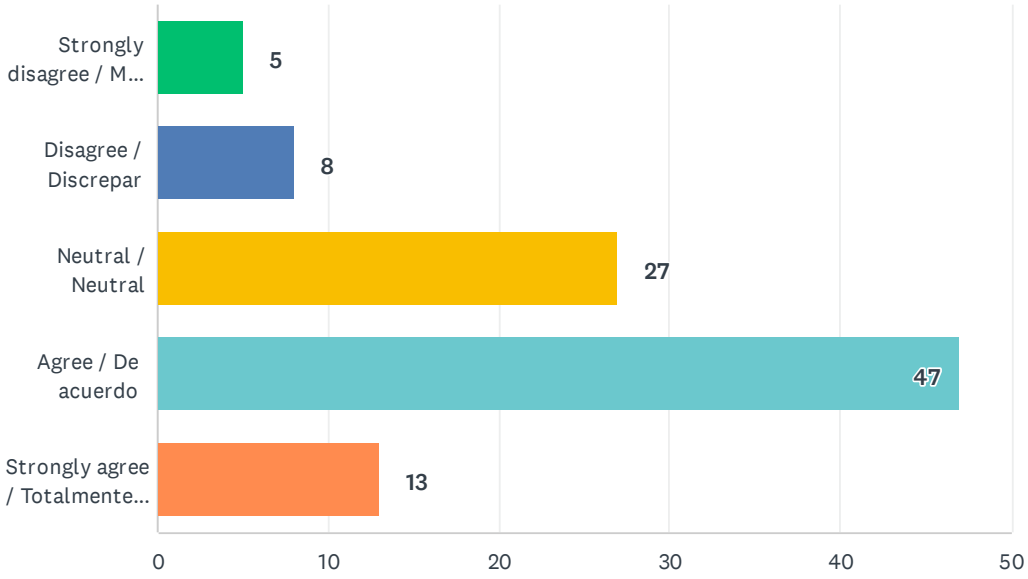


ANSWER CHOICES	RESPONSES	
Strongly disagree / Muy en desacuerdo	4%	4
Disagree / Discrepar	13%	13
Neutral / Neutral	11%	11
Agree / De acuerdo	52%	53
Strongly agree / Totalmente de acuerdo	20%	20
TOTAL		101

School-wide Reflections 2024

Q14 The school supports staff to effectively engage families in advisory groups and with decision-making. / La escuela apoya al personal para involucrar de manera efectiva a las familias en grupos de asesoramiento y en la toma de decisiones.

Answered: 100 Skipped: 257

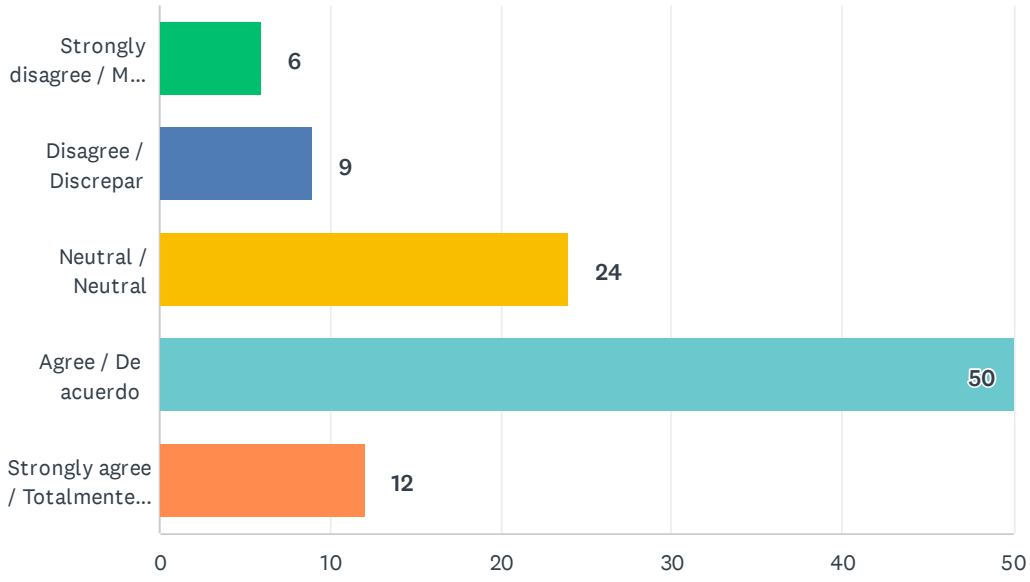


ANSWER CHOICES	RESPONSES	
Strongly disagree / Muy en desacuerdo	5%	5
Disagree / Discrepar	8%	8
Neutral / Neutral	27%	27
Agree / De acuerdo	47%	47
Strongly agree / Totalmente de acuerdo	13%	13
TOTAL		100

School-wide Reflections 2024

Q15 The school builds the capacity of and supports family members to effectively engage in advisory groups and decision making. / La escuela desarrolla la capacidad de los miembros de la familia y los apoya para que participen de manera efectiva en grupos de asesoramiento y en la toma de decisiones.

Answered: 101 Skipped: 256

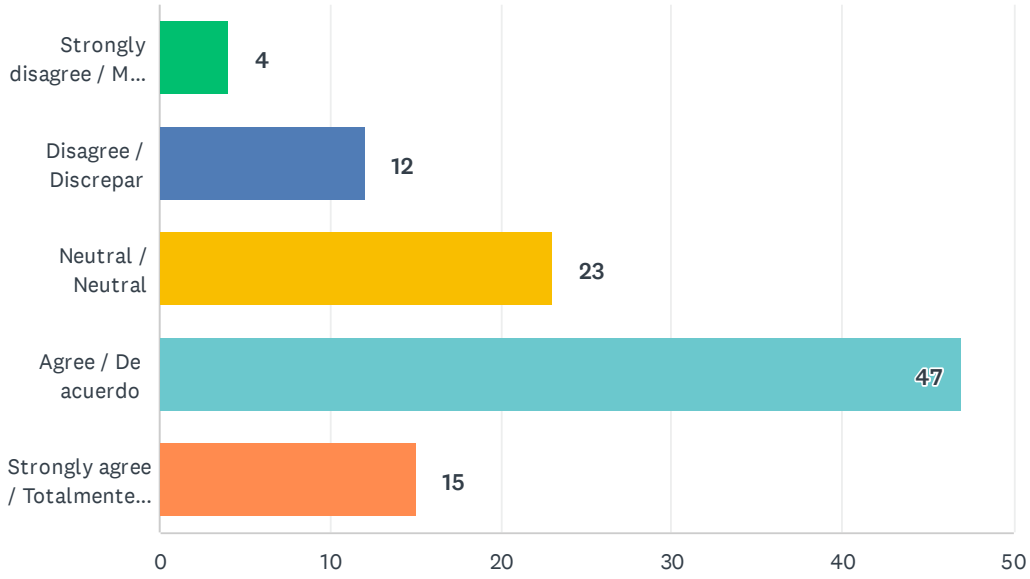


ANSWER CHOICES	RESPONSES	
Strongly disagree / Muy en desacuerdo	6%	6
Disagree / Discrepar	9%	9
Neutral / Neutral	24%	24
Agree / De acuerdo	50%	50
Strongly agree / Totalmente de acuerdo	12%	12
TOTAL		101

School-wide Reflections 2024

Q16 The school provides all families with opportunities to provide input on policies and programs. / La escuela ofrece a todas las familias la oportunidad de dar su opinión sobre políticas y programas.

Answered: 101 Skipped: 256

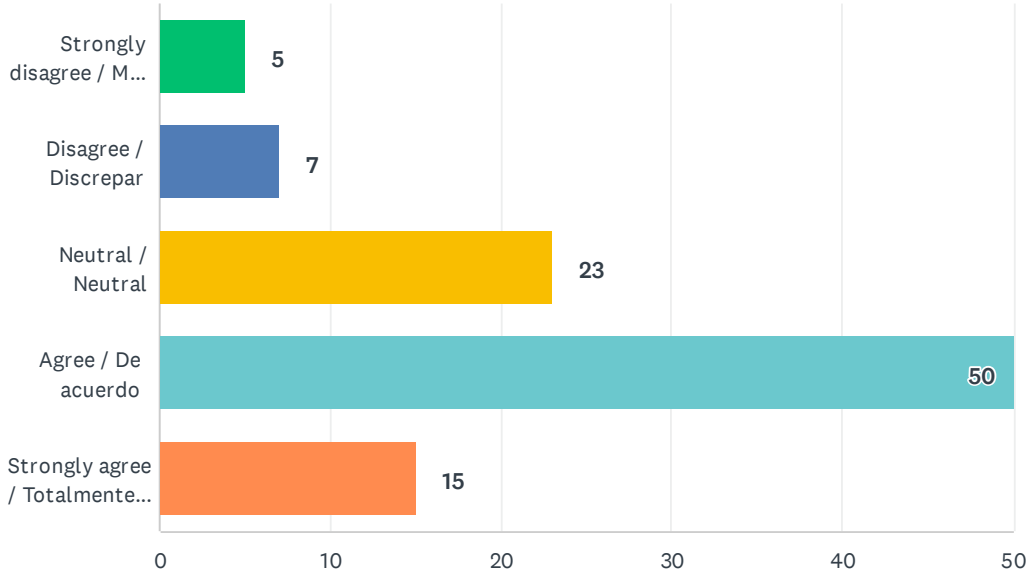


ANSWER CHOICES	RESPONSES	
Strongly disagree / Muy en desacuerdo	4%	4
Disagree / Discrepar	12%	12
Neutral / Neutral	23%	23
Agree / De acuerdo	47%	47
Strongly agree / Totalmente de acuerdo	15%	15
TOTAL		101

School-wide Reflections 2024

Q17 The school provides opportunities to have families, teachers and administrators work together to plan, design, implement and evaluate family engagement activities. / La escuela brinda oportunidades para que las familias, los maestros y los administradores trabajen juntos para planificar, diseñar, implementar y evaluar actividades de participación familiar.

Answered: 100 Skipped: 257

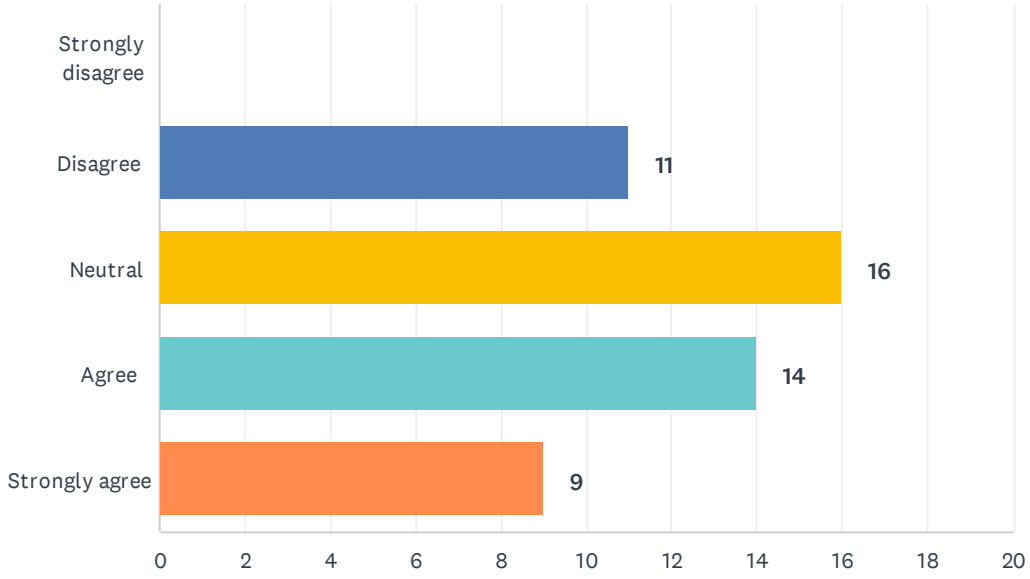


ANSWER CHOICES	RESPONSES	
Strongly disagree / Muy en desacuerdo	5%	5
Disagree / Discrepar	7%	7
Neutral / Neutral	23%	23
Agree / De acuerdo	50%	50
Strongly agree / Totalmente de acuerdo	15%	15
TOTAL		100

School-wide Reflections 2024

Q18 I am satisfied with my job.

Answered: 50 Skipped: 307

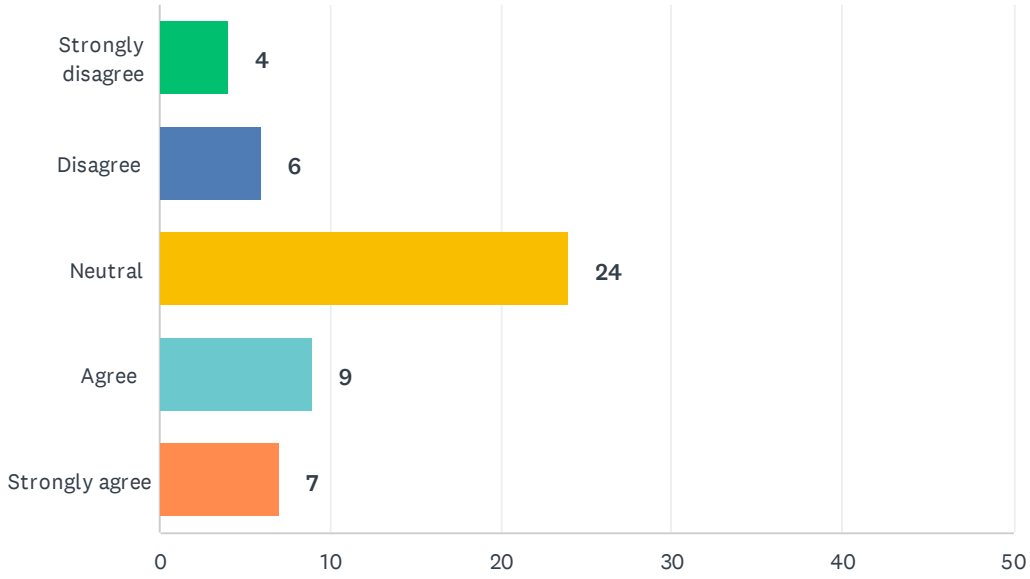


ANSWER CHOICES	RESPONSES	
Strongly disagree	0%	0
Disagree	22%	11
Neutral	32%	16
Agree	28%	14
Strongly agree	18%	9
TOTAL		50

School-wide Reflections 2024

Q19 The leadership at my school provides me the opportunity to develop my potential to be an exceptional teacher/educator.

Answered: 50 Skipped: 307

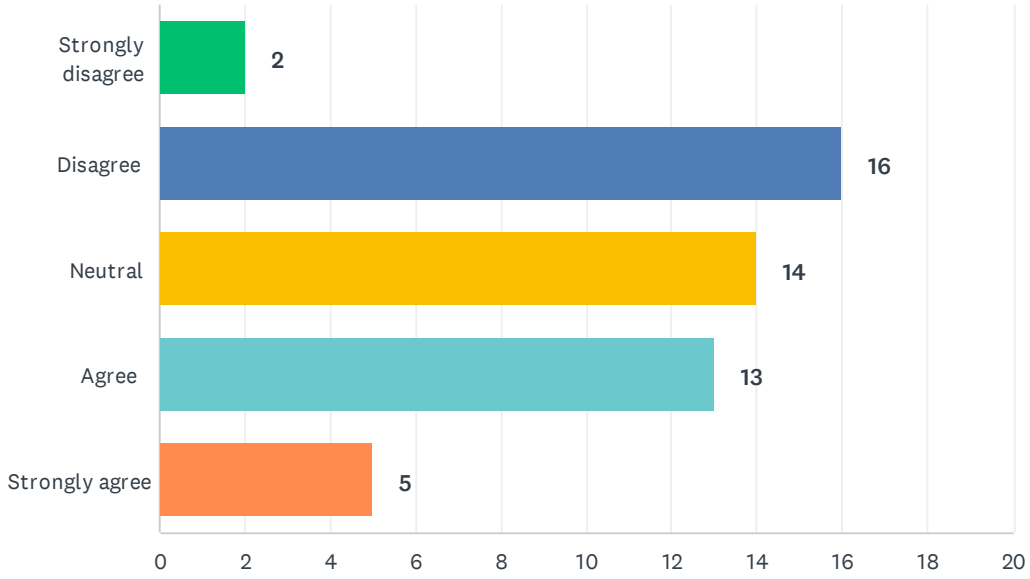


ANSWER CHOICES	RESPONSES	
Strongly disagree	8%	4
Disagree	12%	6
Neutral	48%	24
Agree	18%	9
Strongly agree	14%	7
TOTAL		50

School-wide Reflections 2024

Q20 I feel like I am a part of one organization with a shared vision across all schools.

Answered: 50 Skipped: 307

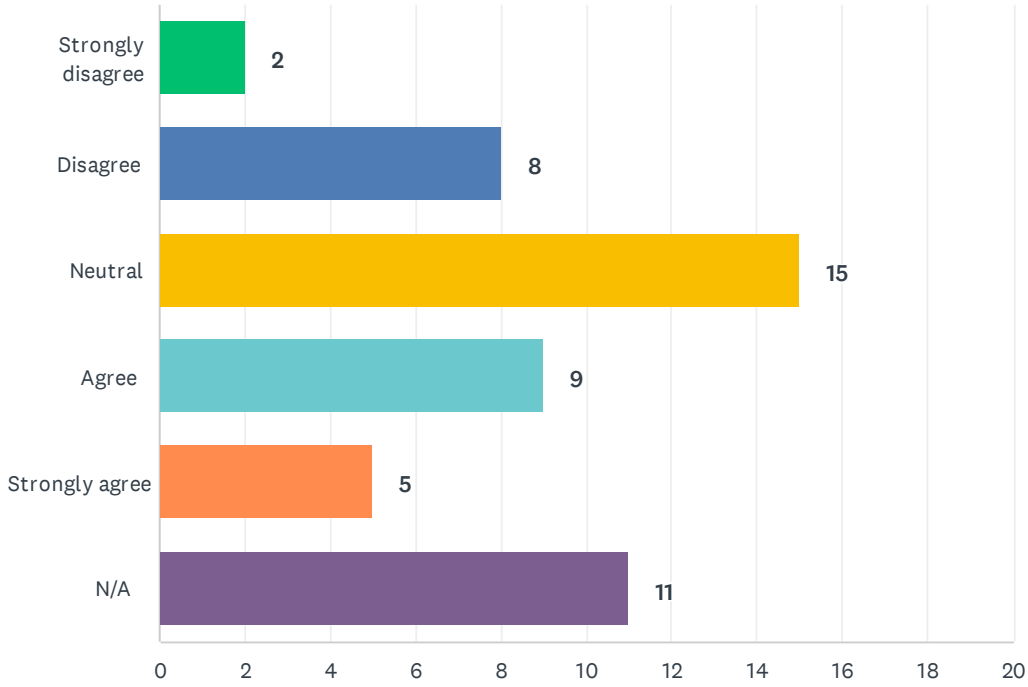


ANSWER CHOICES	RESPONSES	
Strongly disagree	4%	2
Disagree	32%	16
Neutral	28%	14
Agree	26%	13
Strongly agree	10%	5
TOTAL		50

School-wide Reflections 2024

Q21 Instructional feedback from Instructional Coaches and/or Administrators was helpful in my development as a teacher.

Answered: 50 Skipped: 307

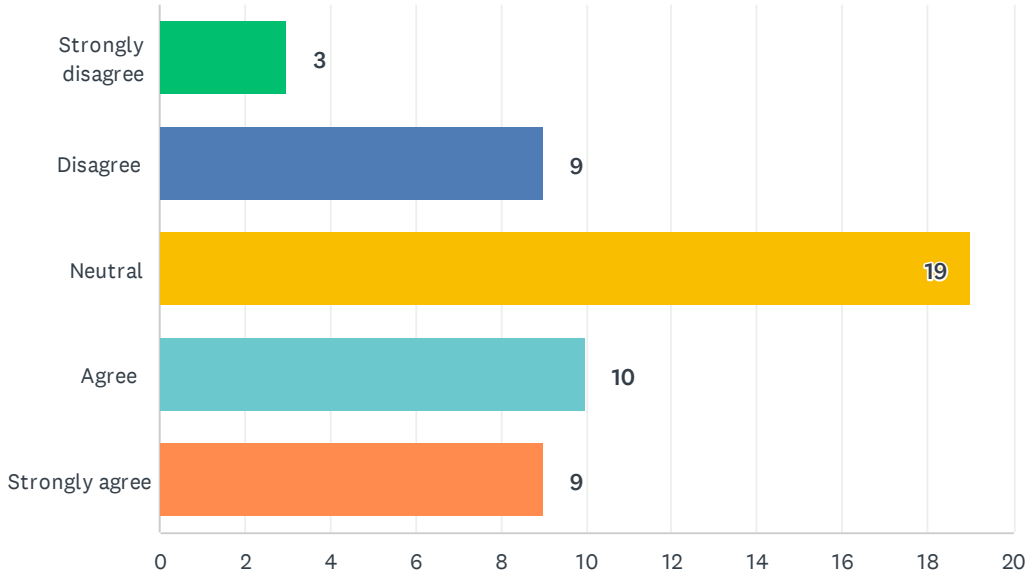


ANSWER CHOICES	RESPONSES	
Strongly disagree	4%	2
Disagree	16%	8
Neutral	30%	15
Agree	18%	9
Strongly agree	10%	5
N/A	22%	11
TOTAL		50

School-wide Reflections 2024

Q22 My school develops the capacity of staff (e.g., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.

Answered: 50 Skipped: 307

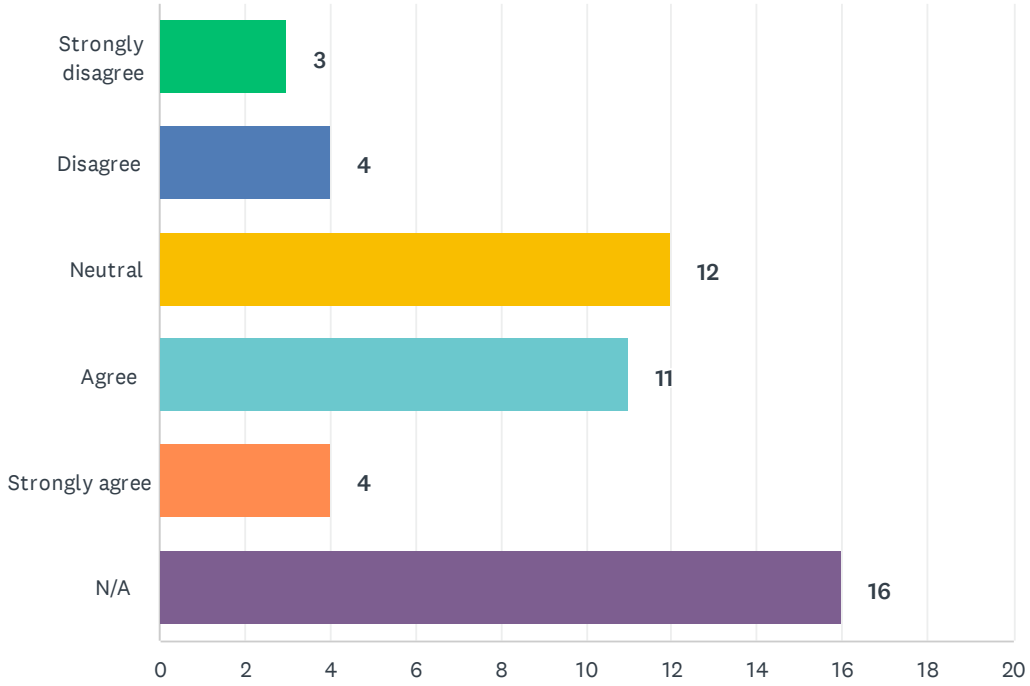


ANSWER CHOICES	RESPONSES	
Strongly disagree	6%	3
Disagree	18%	9
Neutral	38%	19
Agree	20%	10
Strongly agree	18%	9
TOTAL		50

School-wide Reflections 2024

Q23 I have access to the curriculum I need to support English Learners.

Answered: 50 Skipped: 307

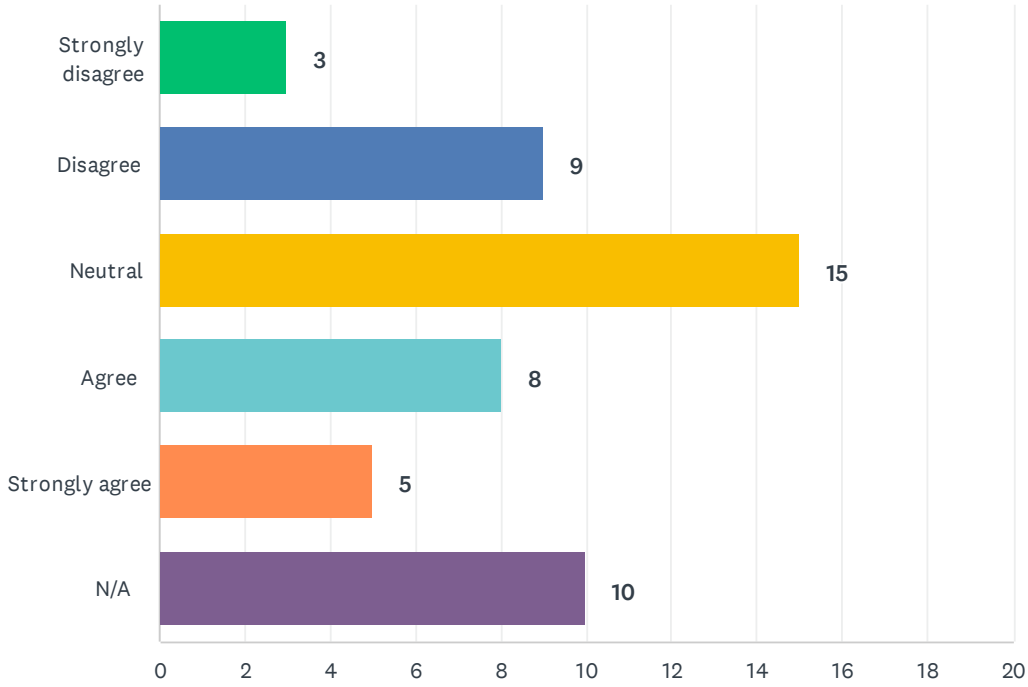


ANSWER CHOICES	RESPONSES	
Strongly disagree	6%	3
Disagree	8%	4
Neutral	24%	12
Agree	22%	11
Strongly agree	8%	4
N/A	32%	16
TOTAL		50

School-wide Reflections 2024

Q24 I have access to the curriculum I need to support students with special disabilities.

Answered: 50 Skipped: 307

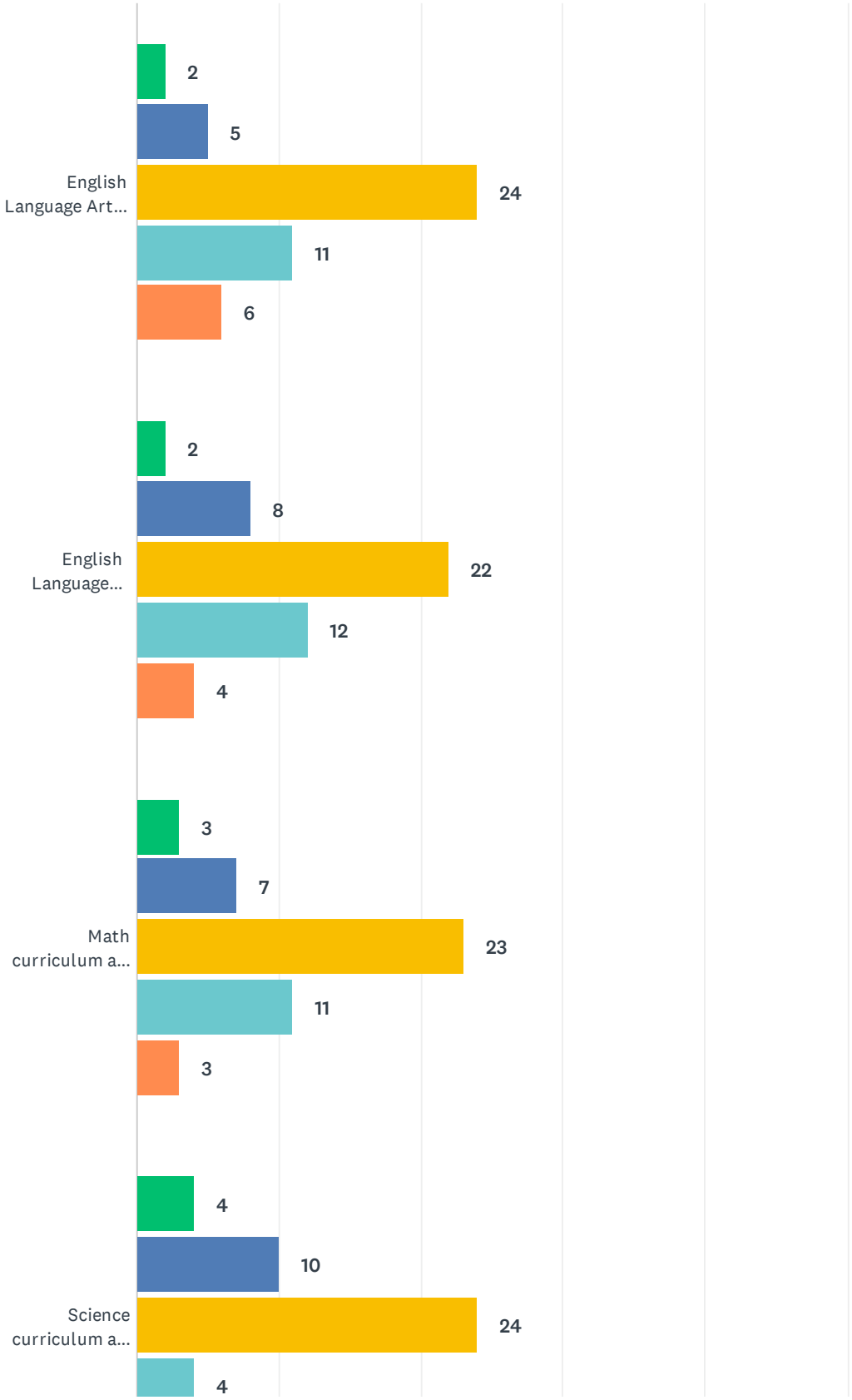


ANSWER CHOICES	RESPONSES	
Strongly disagree	6%	3
Disagree	18%	9
Neutral	30%	15
Agree	16%	8
Strongly agree	10%	5
N/A	20%	10
TOTAL		50

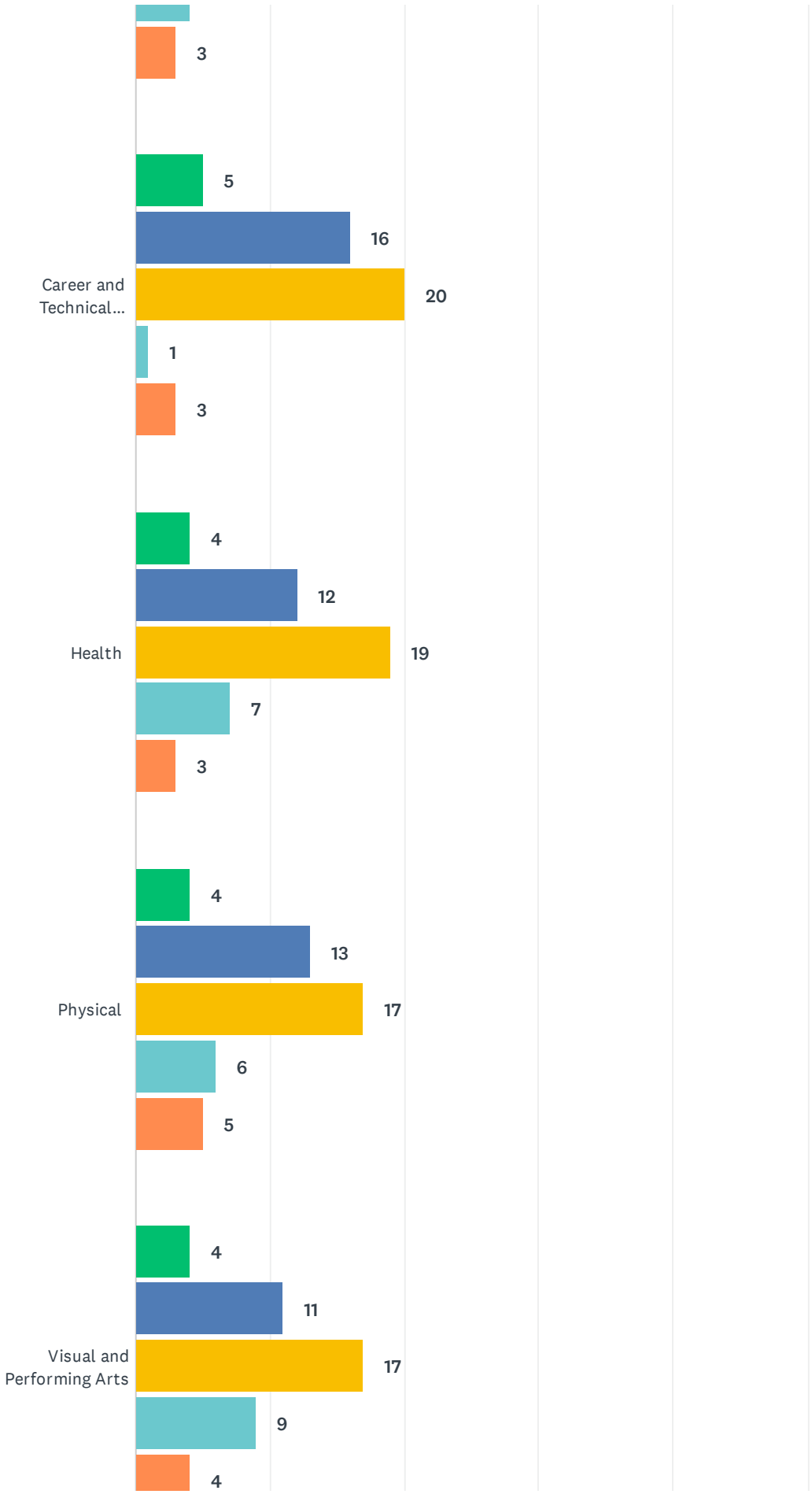
School-wide Reflections 2024

Q25 My school has provided sufficient professional development in:

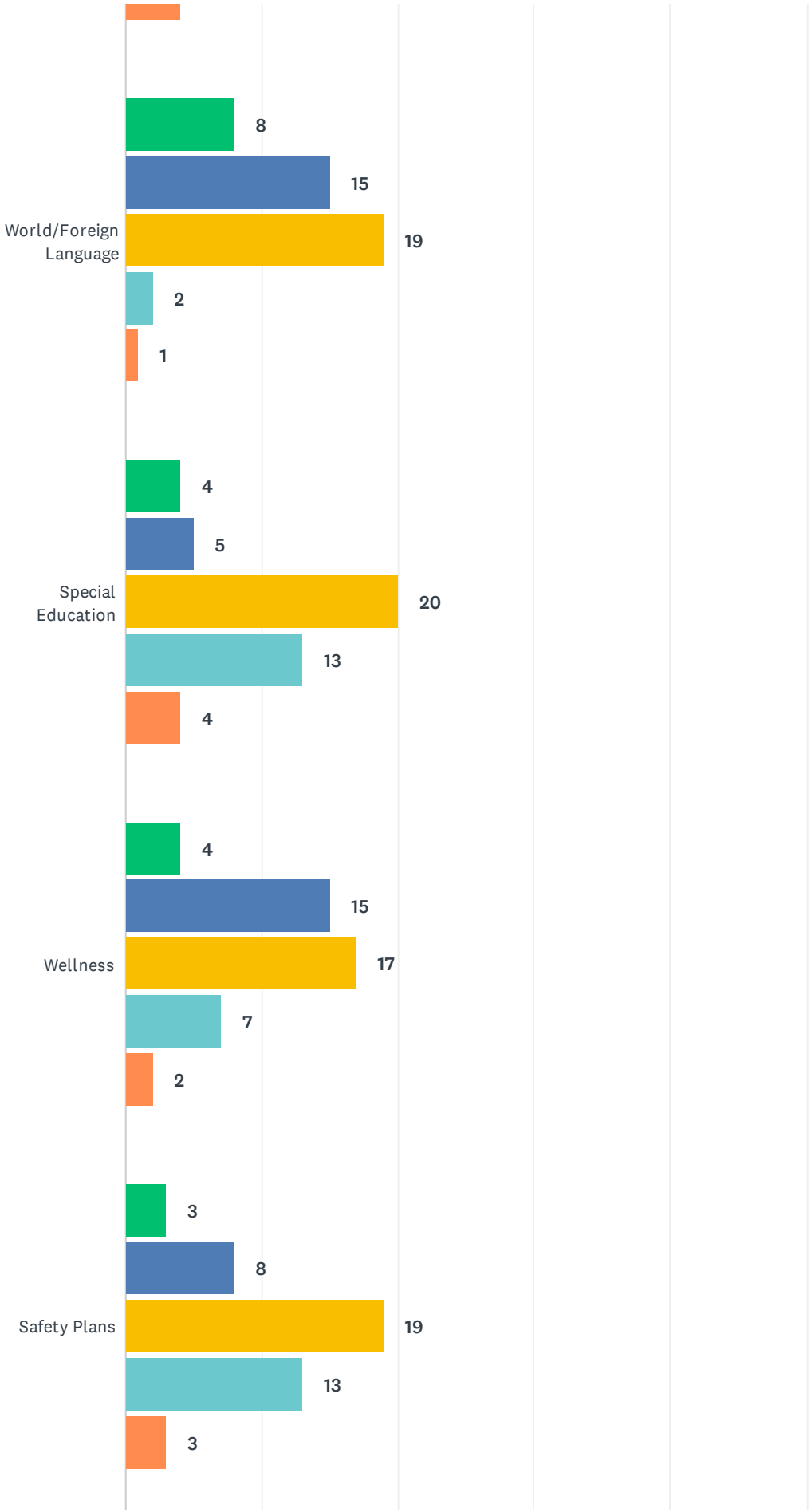
Answered: 49 Skipped: 308



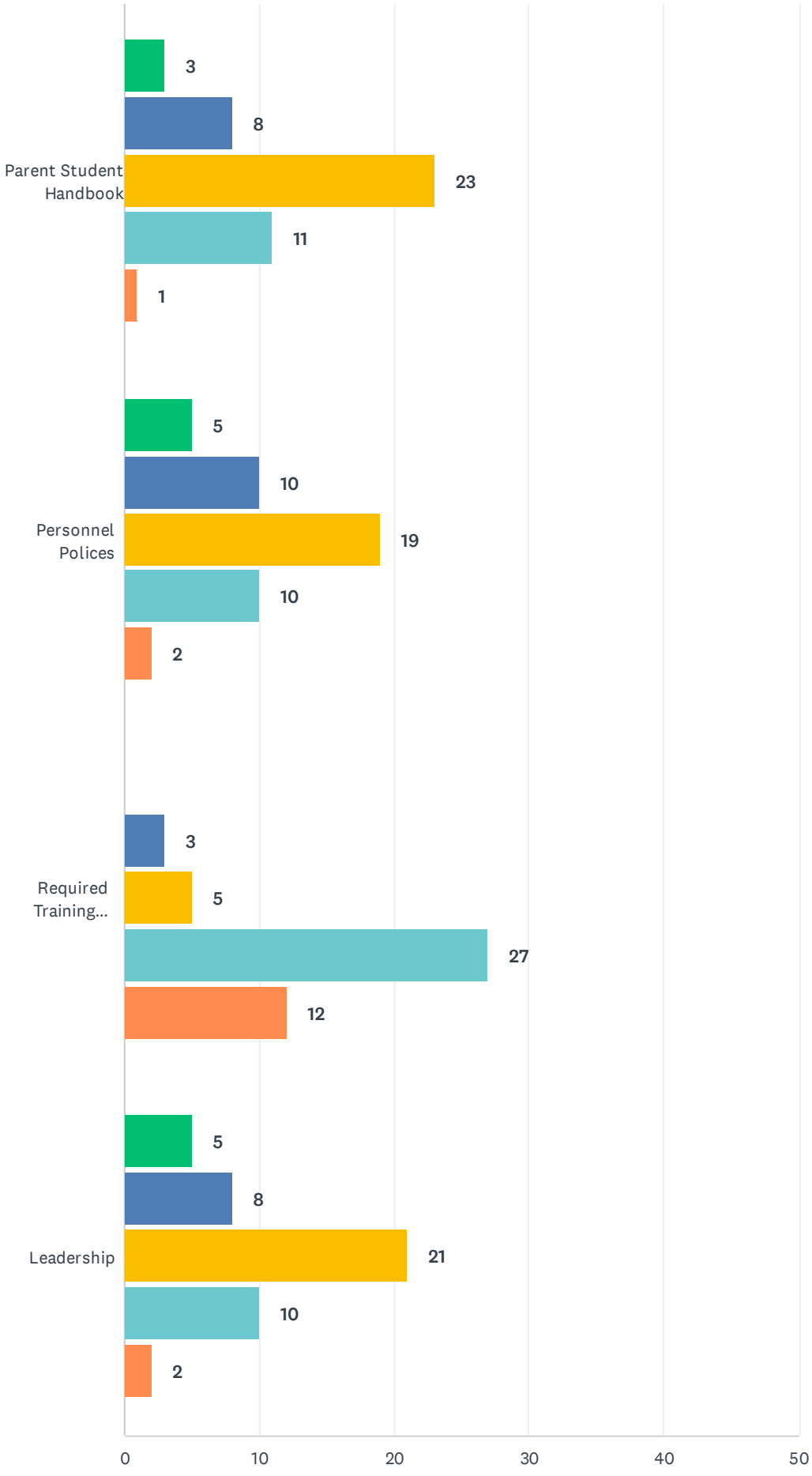
School-wide Reflections 2024



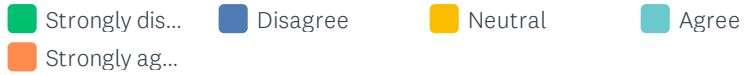
School-wide Reflections 2024



School-wide Reflections 2024



School-wide Reflections 2024

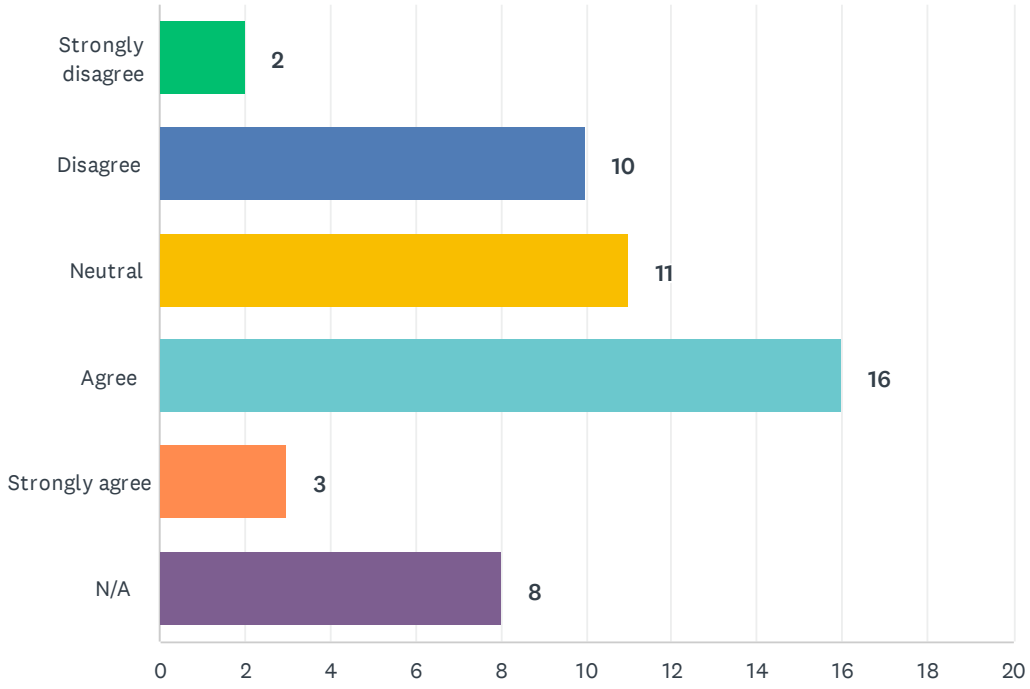


	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
English Language Arts curriculum and standards	4% 2	10% 5	50% 24	23% 11	13% 6	48	3.29
English Language Development curriculum and standards	4% 2	17% 8	46% 22	25% 12	8% 4	48	3.17
Math curriculum and standards	6% 3	15% 7	49% 23	23% 11	6% 3	47	3.09
Science curriculum and standards	9% 4	22% 10	53% 24	9% 4	7% 3	45	2.82
Career and Technical Education	11% 5	36% 16	44% 20	2% 1	7% 3	45	2.58
Health	9% 4	27% 12	42% 19	16% 7	7% 3	45	2.84
Physical	9% 4	29% 13	38% 17	13% 6	11% 5	45	2.89
Visual and Performing Arts	9% 4	24% 11	38% 17	20% 9	9% 4	45	2.96
World/Foreign Language	18% 8	33% 15	42% 19	4% 2	2% 1	45	2.40
Special Education	9% 4	11% 5	43% 20	28% 13	9% 4	46	3.17
Wellness	9% 4	33% 15	38% 17	16% 7	4% 2	45	2.73
Safety Plans	7% 3	17% 8	41% 19	28% 13	7% 3	46	3.11
Parent Student Handbook	7% 3	17% 8	50% 23	24% 11	2% 1	46	2.98
Personnel Polices	11% 5	22% 10	41% 19	22% 10	4% 2	46	2.87
Required Training (Mandated Reporter, Suicide Prevention, Blood pathogens)	0% 0	6% 3	11% 5	57% 27	26% 12	47	4.02
Leadership	11% 5	17% 8	46% 21	22% 10	4% 2	46	2.91

School-wide Reflections 2024

Q26 My school implements programs to support staff in identifying areas where they can improve in delivering instruction (e.g., collaborative time, classroom walkthroughs, teacher pairing).

Answered: 50 Skipped: 307

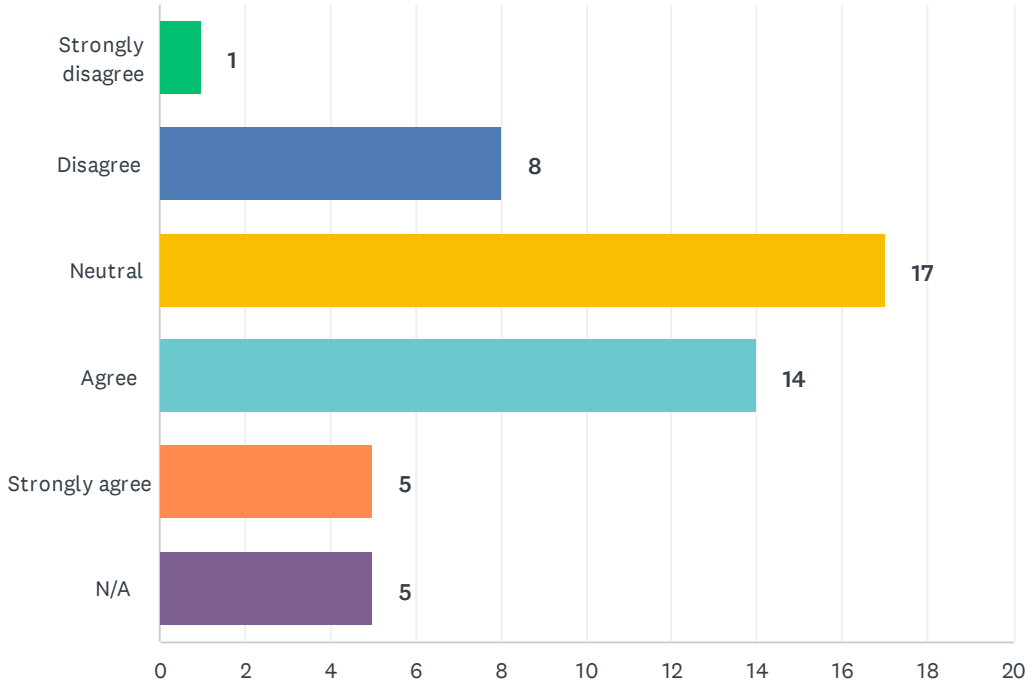


ANSWER CHOICES	RESPONSES	
Strongly disagree	4%	2
Disagree	20%	10
Neutral	22%	11
Agree	32%	16
Strongly agree	6%	3
N/A	16%	8
TOTAL		50

School-wide Reflections 2024

Q27 My school provides professional learning and support to teachers and parents to improve a school's capacity to partner with families.

Answered: 50 Skipped: 307

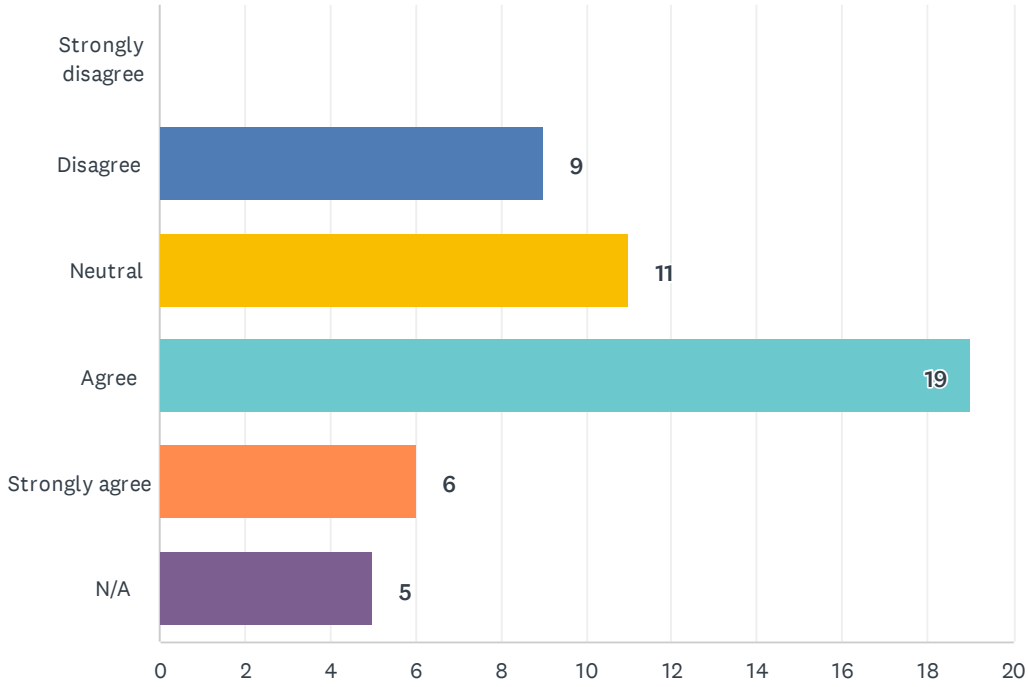


ANSWER CHOICES	RESPONSES	
Strongly disagree	2%	1
Disagree	16%	8
Neutral	34%	17
Agree	28%	14
Strongly agree	10%	5
N/A	10%	5
TOTAL		50

School-wide Reflections 2024

Q28 My school provides families with information and resources to support student learning and development in the home.

Answered: 50 Skipped: 307

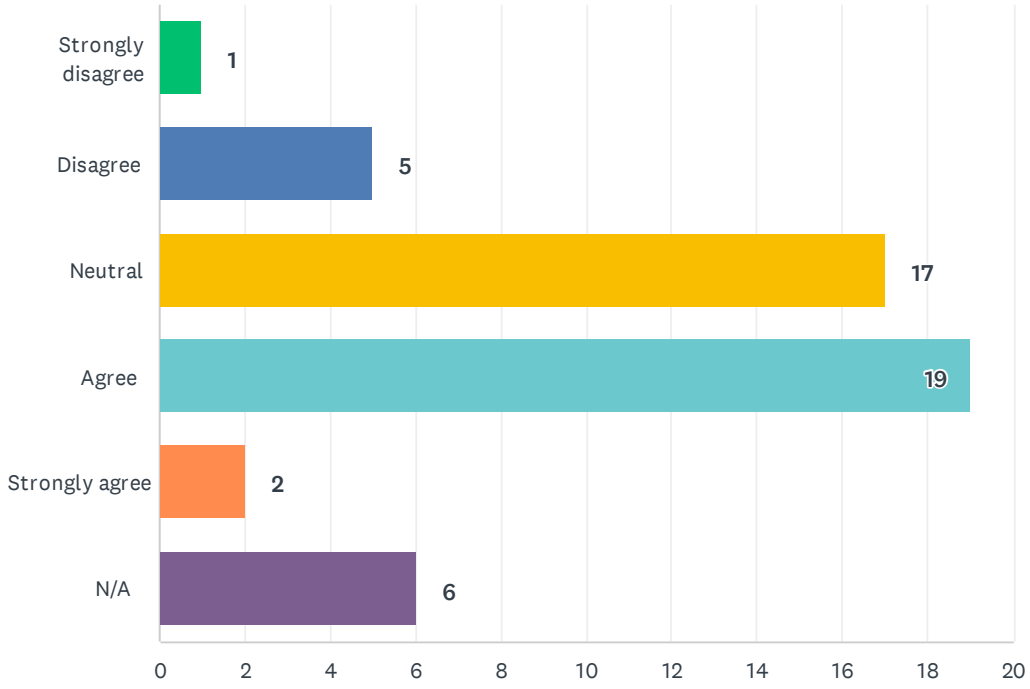


ANSWER CHOICES	RESPONSES	
Strongly disagree	0%	0
Disagree	18%	9
Neutral	22%	11
Agree	38%	19
Strongly agree	12%	6
N/A	10%	5
TOTAL		50

School-wide Reflections 2024

Q29 My school implements policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.

Answered: 50 Skipped: 307

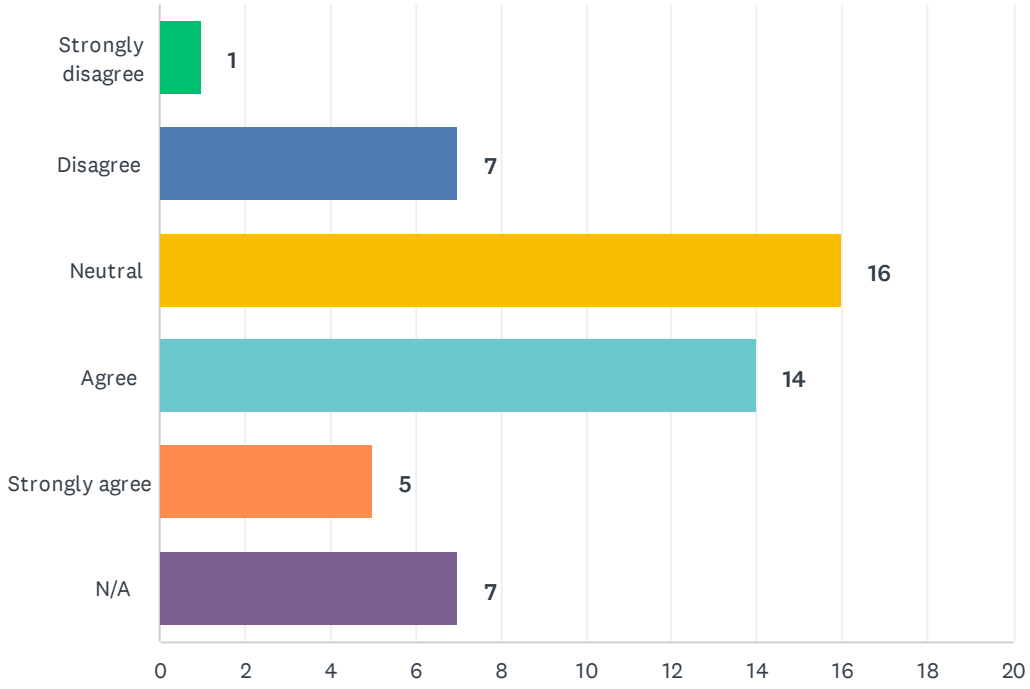


ANSWER CHOICES	RESPONSES	
Strongly disagree	2%	1
Disagree	10%	5
Neutral	34%	17
Agree	38%	19
Strongly agree	4%	2
N/A	12%	6
TOTAL		50

School-wide Reflections 2024

Q30 My school supports families to understand and exercise their legal rights and advocate for their own students and all students.

Answered: 50 Skipped: 307

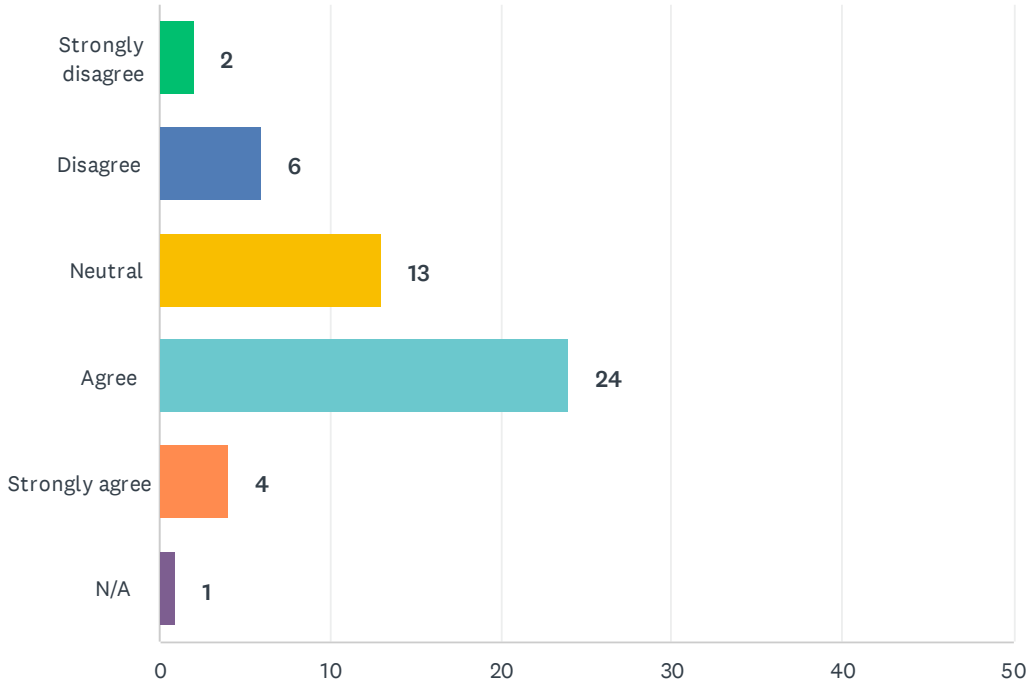


ANSWER CHOICES	RESPONSES	
Strongly disagree	2%	1
Disagree	14%	7
Neutral	32%	16
Agree	28%	14
Strongly agree	10%	5
N/A	14%	7
TOTAL		50

School-wide Reflections 2024

Q31 My school promotes staff participation and decision making that affects school practice.

Answered: 50 Skipped: 307

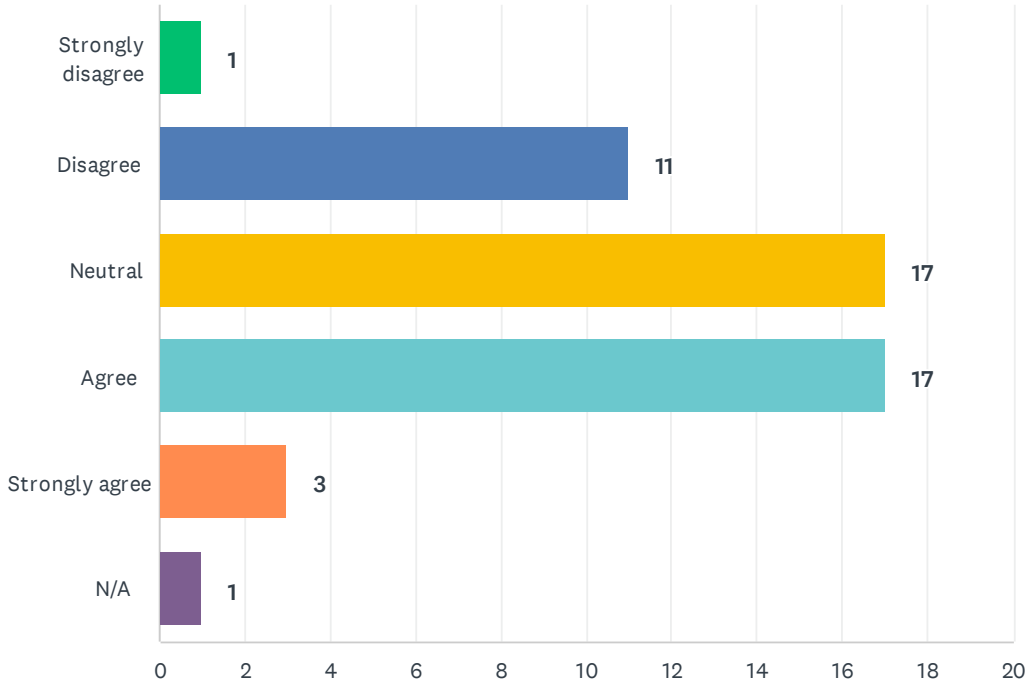


ANSWER CHOICES	RESPONSES	
Strongly disagree	4%	2
Disagree	12%	6
Neutral	26%	13
Agree	48%	24
Strongly agree	8%	4
N/A	2%	1
TOTAL		50

School-wide Reflections 2024

Q32 My school helps identify the professional learning needs of groups of teachers and staff as a whole.

Answered: 50 Skipped: 307

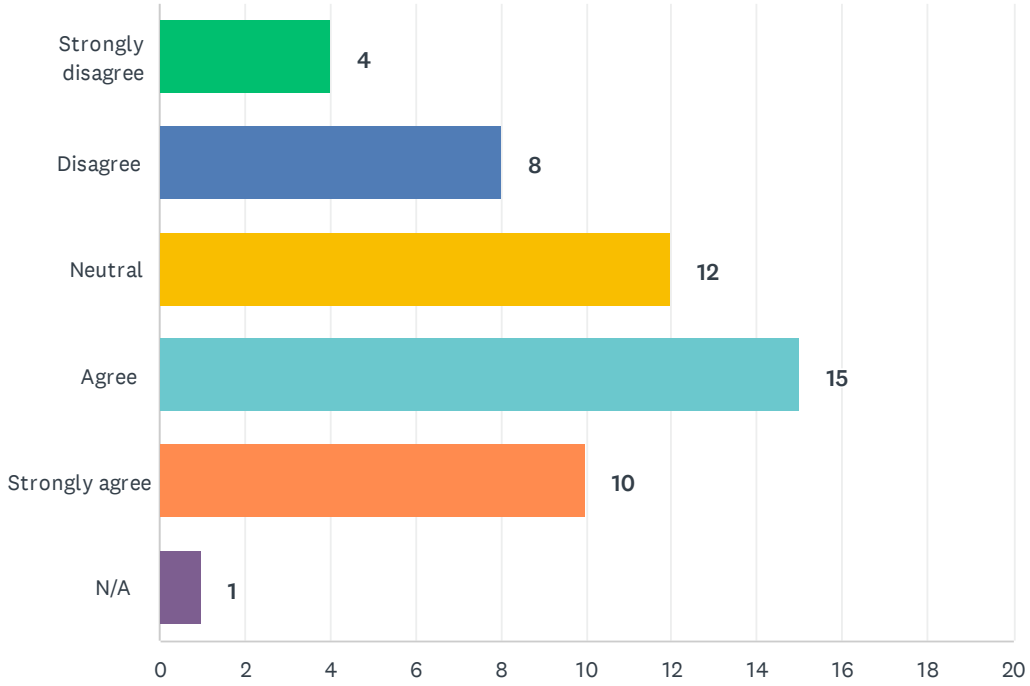


ANSWER CHOICES	RESPONSES	
Strongly disagree	2%	1
Disagree	22%	11
Neutral	34%	17
Agree	34%	17
Strongly agree	6%	3
N/A	2%	1
TOTAL		50

School-wide Reflections 2024

Q33 I would like to continue working for my school next year.

Answered: 50 Skipped: 307

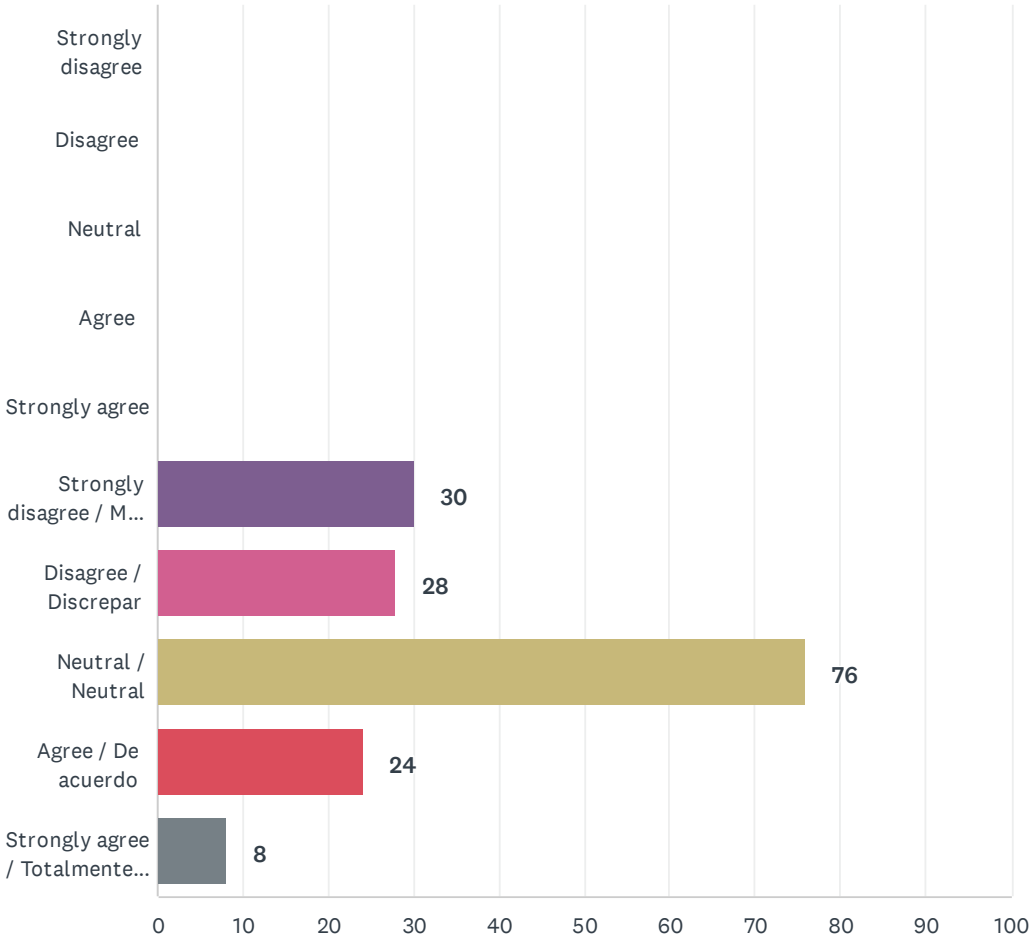


ANSWER CHOICES	RESPONSES	
Strongly disagree	8%	4
Disagree	16%	8
Neutral	24%	12
Agree	30%	15
Strongly agree	20%	10
N/A	2%	1
TOTAL		50

School-wide Reflections 2024

Q34 Students at my school treat each other with respect./ Los estudiantes de mi escuela se tratan con respeto.

Answered: 166 Skipped: 191



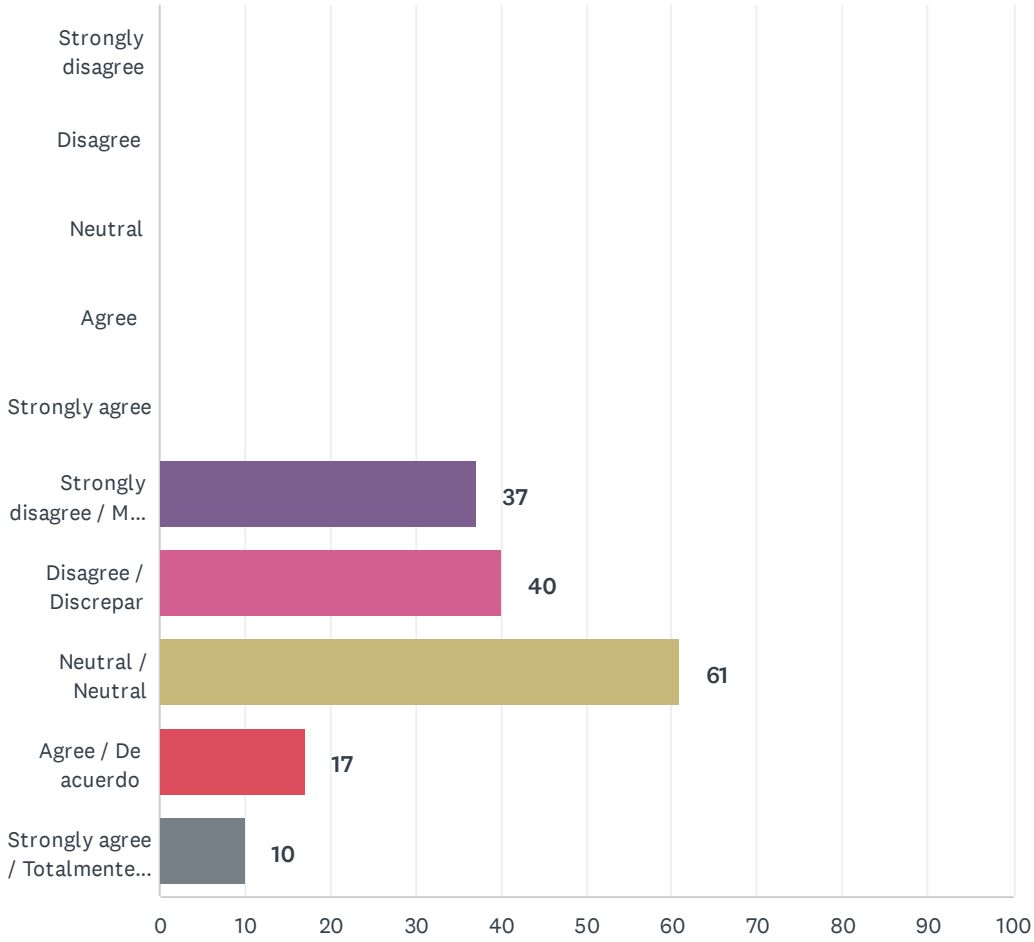
School-wide Reflections 2024

ANSWER CHOICES	RESPONSES	
Strongly disagree	0%	0
Disagree	0%	0
Neutral	0%	0
Agree	0%	0
Strongly agree	0%	0
Strongly disagree / Muy en desacuerdo	18%	30
Disagree / Discrepar	17%	28
Neutral / Neutral	46%	76
Agree / De acuerdo	14%	24
Strongly agree / Totalmente de acuerdo	5%	8
TOTAL		166

School-wide Reflections 2024

Q35 Students at my school try to stop bullying when they see it happening./ Los estudiantes de mi escuela intentan detener el acoso escolar cuando lo ven.

Answered: 165 Skipped: 192



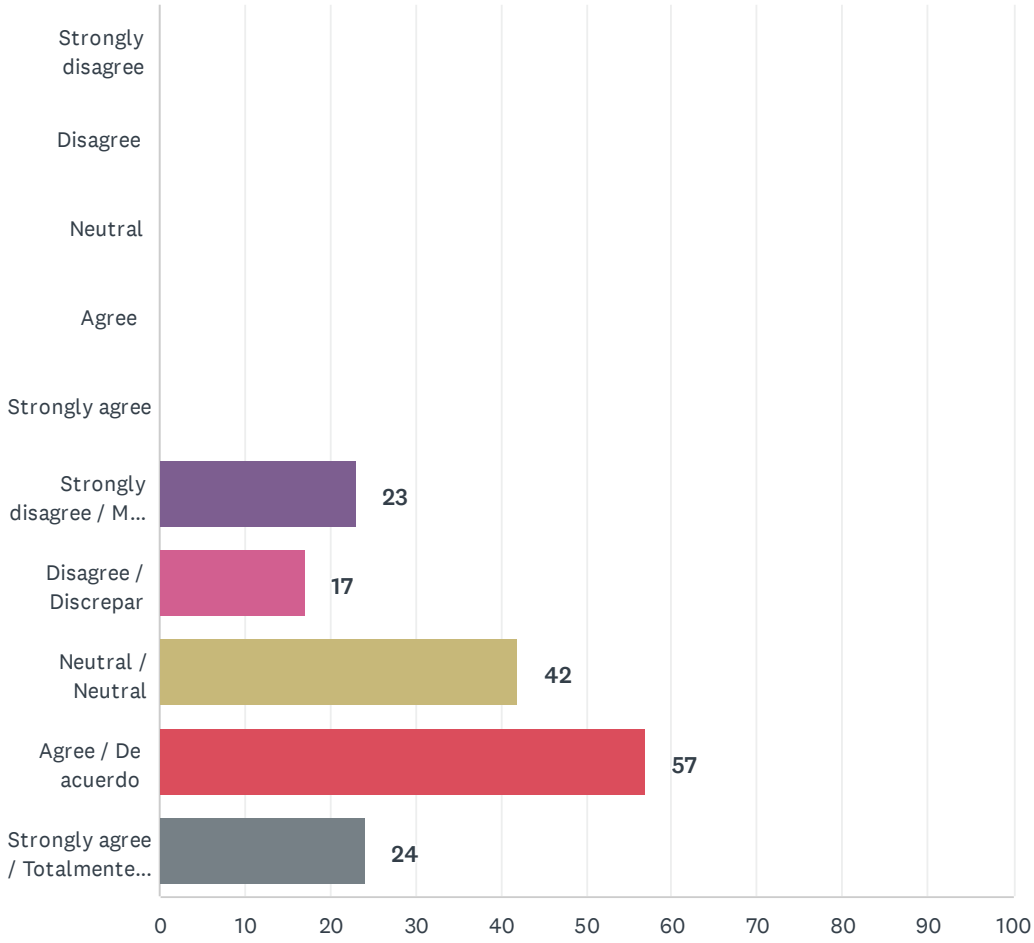
School-wide Reflections 2024

ANSWER CHOICES	RESPONSES	
Strongly disagree	0%	0
Disagree	0%	0
Neutral	0%	0
Agree	0%	0
Strongly agree	0%	0
Strongly disagree / Muy en desacuerdo	22%	37
Disagree / Discrepar	24%	40
Neutral / Neutral	37%	61
Agree / De acuerdo	10%	17
Strongly agree / Totalmente de acuerdo	6%	10
TOTAL		165

School-wide Reflections 2024

Q36 I have an adult at school that I can trust with my problems./ Tengo un adulto en la escuela en quien puedo confiar mis problemas.

Answered: 163 Skipped: 194



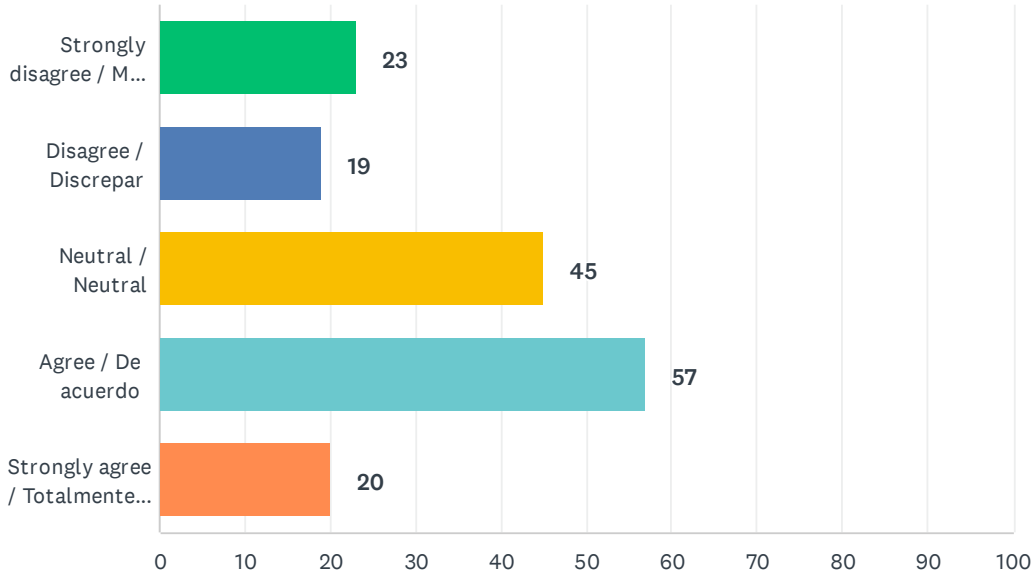
School-wide Reflections 2024

ANSWER CHOICES	RESPONSES	
Strongly disagree	0%	0
Disagree	0%	0
Neutral	0%	0
Agree	0%	0
Strongly agree	0%	0
Strongly disagree / Muy en desacuerdo	14%	23
Disagree / Discrepar	10%	17
Neutral / Neutral	26%	42
Agree / De acuerdo	35%	57
Strongly agree / Totalmente de acuerdo	15%	24
TOTAL		163

School-wide Reflections 2024

Q37 If I need counseling or someone to talk to, I know who to go to at my school. / Si necesito consejería o alguien con quien hablar, sé a quién acudir en mi escuela.

Answered: 164 Skipped: 193

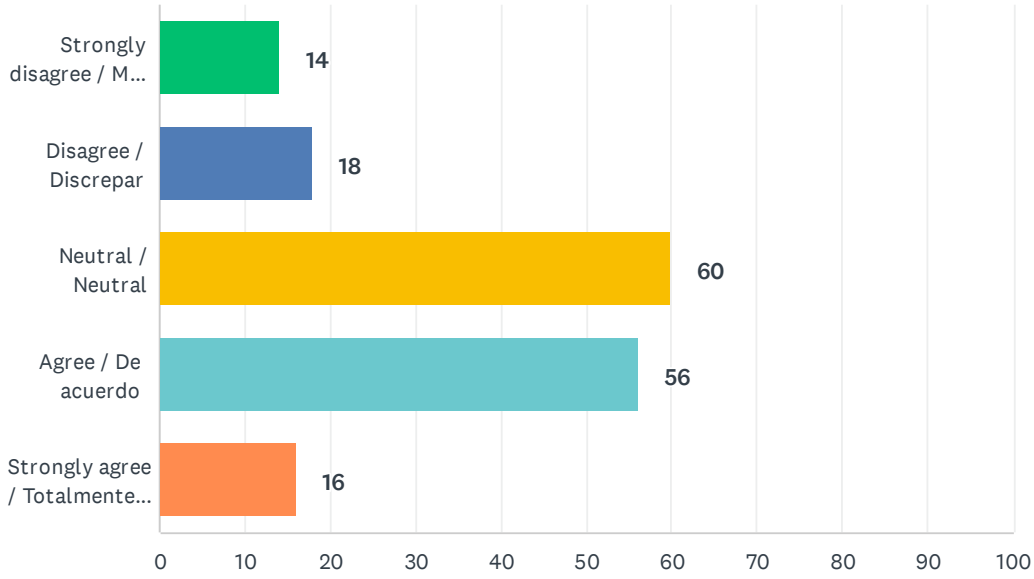


ANSWER CHOICES	RESPONSES	
Strongly disagree / Muy en desacuerdo	14%	23
Disagree / Discrepar	12%	19
Neutral / Neutral	27%	45
Agree / De acuerdo	35%	57
Strongly agree / Totalmente de acuerdo	12%	20
TOTAL		164

School-wide Reflections 2024

Q38 I have opportunities to participate in community service at my school and in my community. / Tengo oportunidades de participar en el servicio comunitario en mi escuela y en mi comunidad.

Answered: 164 Skipped: 193

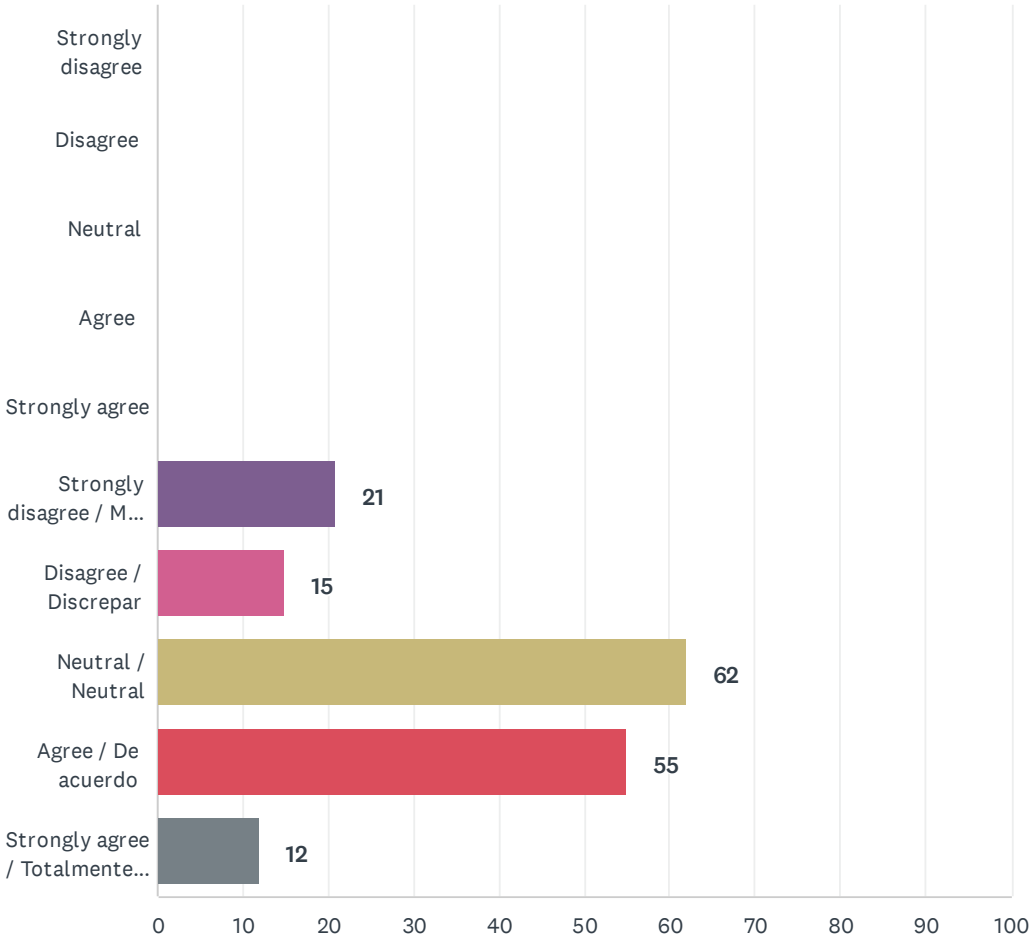


ANSWER CHOICES	RESPONSES	
Strongly disagree / Muy en desacuerdo	9%	14
Disagree / Discrepar	11%	18
Neutral / Neutral	37%	60
Agree / De acuerdo	34%	56
Strongly agree / Totalmente de acuerdo	10%	16
TOTAL		164

School-wide Reflections 2024

Q39 I feel like I am part of my school and belong to the school community. / Me siento parte de mi escuela y pertenezco a la comunidad escolar.

Answered: 165 Skipped: 192



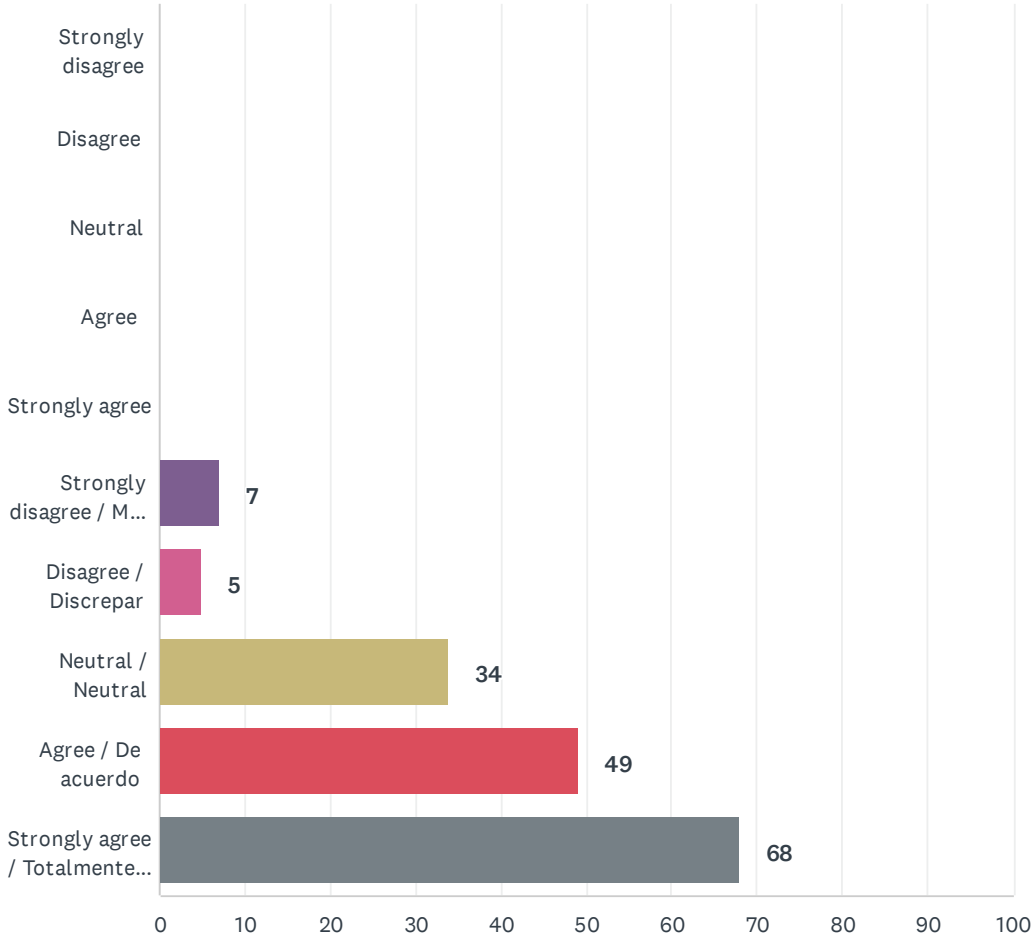
School-wide Reflections 2024

ANSWER CHOICES	RESPONSES	
Strongly disagree	0%	0
Disagree	0%	0
Neutral	0%	0
Agree	0%	0
Strongly agree	0%	0
Strongly disagree / Muy en desacuerdo	13%	21
Disagree / Discrepar	9%	15
Neutral / Neutral	38%	62
Agree / De acuerdo	33%	55
Strongly agree / Totalmente de acuerdo	7%	12
TOTAL		165

School-wide Reflections 2024

Q40 I plan on going to college./ Planeo ir a la universidad.

Answered: 163 Skipped: 194



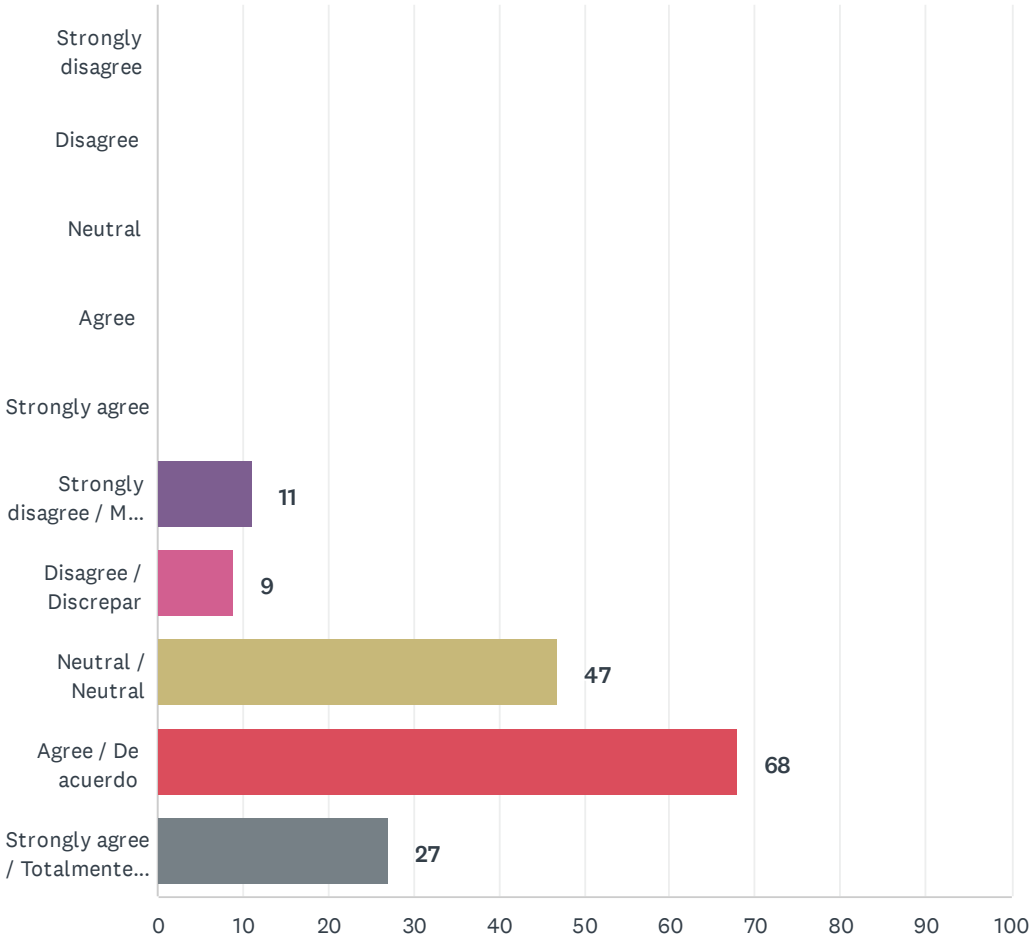
School-wide Reflections 2024

ANSWER CHOICES	RESPONSES	
Strongly disagree	0%	0
Disagree	0%	0
Neutral	0%	0
Agree	0%	0
Strongly agree	0%	0
Strongly disagree / Muy en desacuerdo	4%	7
Disagree / Discrepar	3%	5
Neutral / Neutral	21%	34
Agree / De acuerdo	30%	49
Strongly agree / Totalmente de acuerdo	42%	68
TOTAL		163

School-wide Reflections 2024

Q41 When I fail at something, I try again until I succeed./ Cuando fallo en algo, intento de nuevo hasta que tengo éxito.

Answered: 162 Skipped: 195



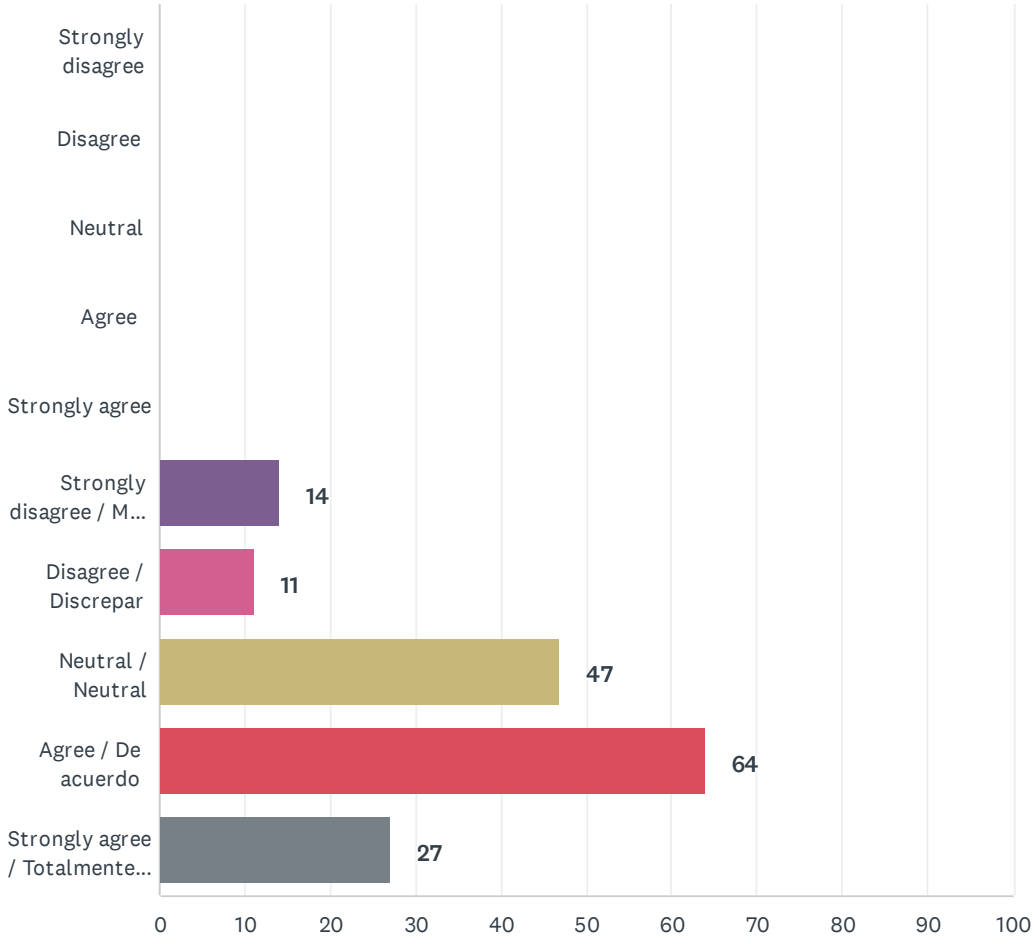
School-wide Reflections 2024

ANSWER CHOICES	RESPONSES	
Strongly disagree	0%	0
Disagree	0%	0
Neutral	0%	0
Agree	0%	0
Strongly agree	0%	0
Strongly disagree / Muy en desacuerdo	7%	11
Disagree / Discrepar	6%	9
Neutral / Neutral	29%	47
Agree / De acuerdo	42%	68
Strongly agree / Totalmente de acuerdo	17%	27
TOTAL		162

School-wide Reflections 2024

Q42 I can speak up for myself. / Puedo hablar por mí mismo.

Answered: 163 Skipped: 194



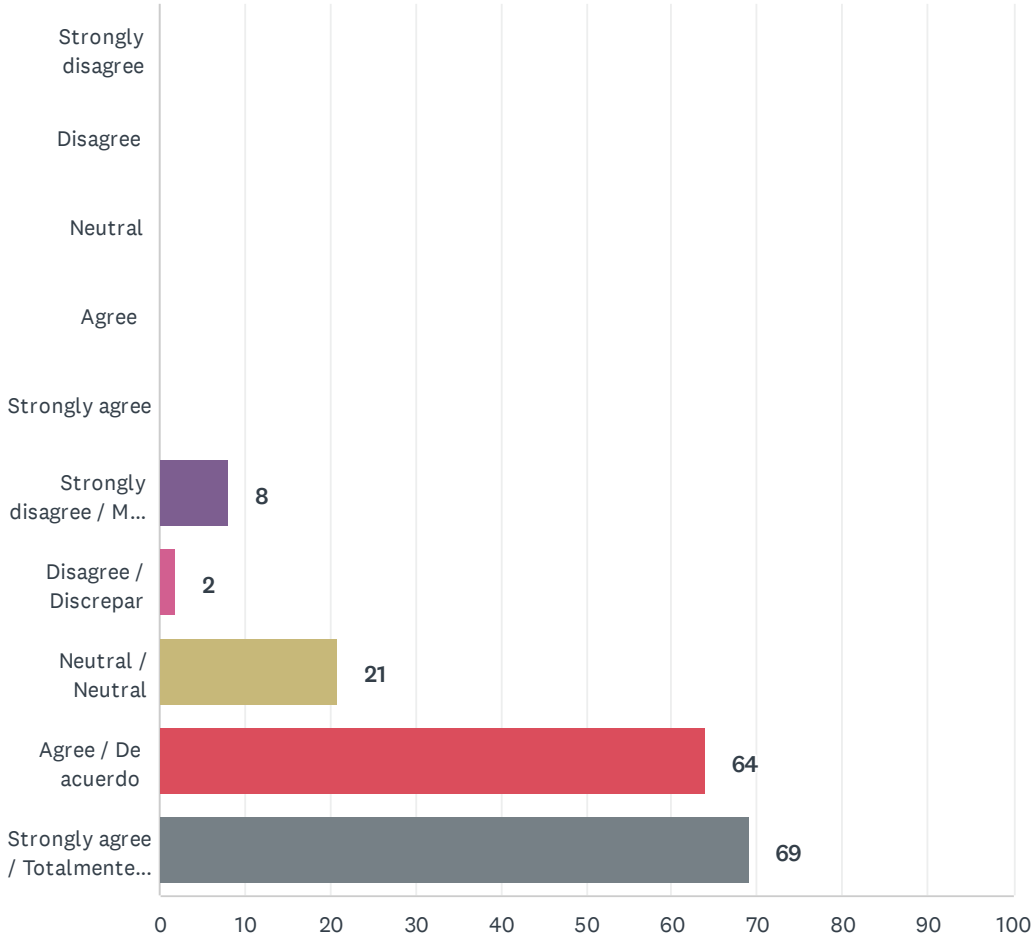
School-wide Reflections 2024

ANSWER CHOICES	RESPONSES	
Strongly disagree	0%	0
Disagree	0%	0
Neutral	0%	0
Agree	0%	0
Strongly agree	0%	0
Strongly disagree / Muy en desacuerdo	9%	14
Disagree / Discrepar	7%	11
Neutral / Neutral	29%	47
Agree / De acuerdo	39%	64
Strongly agree / Totalmente de acuerdo	17%	27
TOTAL		163

School-wide Reflections 2024

Q43 I have a friends in this school. / Tengo una amigas en esta escuela.

Answered: 164 Skipped: 193



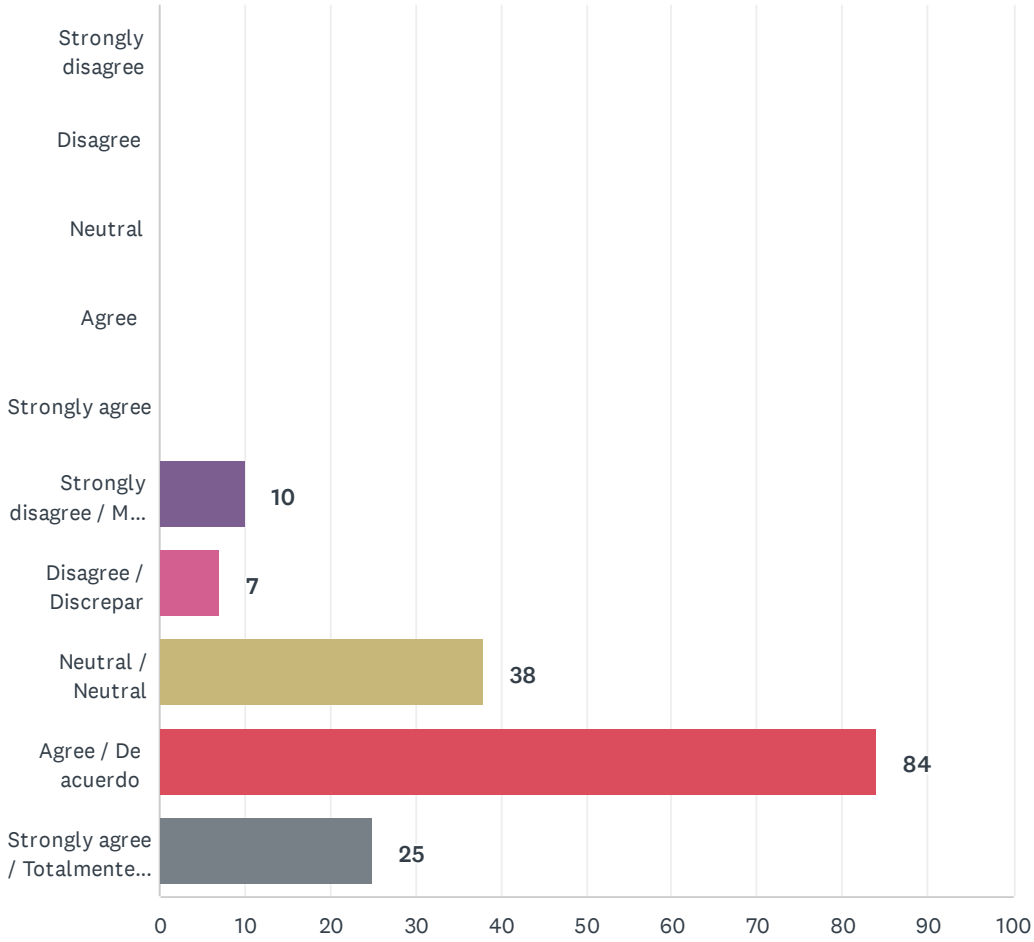
School-wide Reflections 2024

ANSWER CHOICES	RESPONSES	
Strongly disagree	0%	0
Disagree	0%	0
Neutral	0%	0
Agree	0%	0
Strongly agree	0%	0
Strongly disagree / Muy en desacuerdo	5%	8
Disagree / Discrepar	1%	2
Neutral / Neutral	13%	21
Agree / De acuerdo	39%	64
Strongly agree / Totalmente de acuerdo	42%	69
TOTAL		164

School-wide Reflections 2024

Q44 My school provides opportunities to join activities, such as sports and clubs. / Mi escuela ofrece oportunidades para participar en actividades, como deportes y clubes.

Answered: 164 Skipped: 193



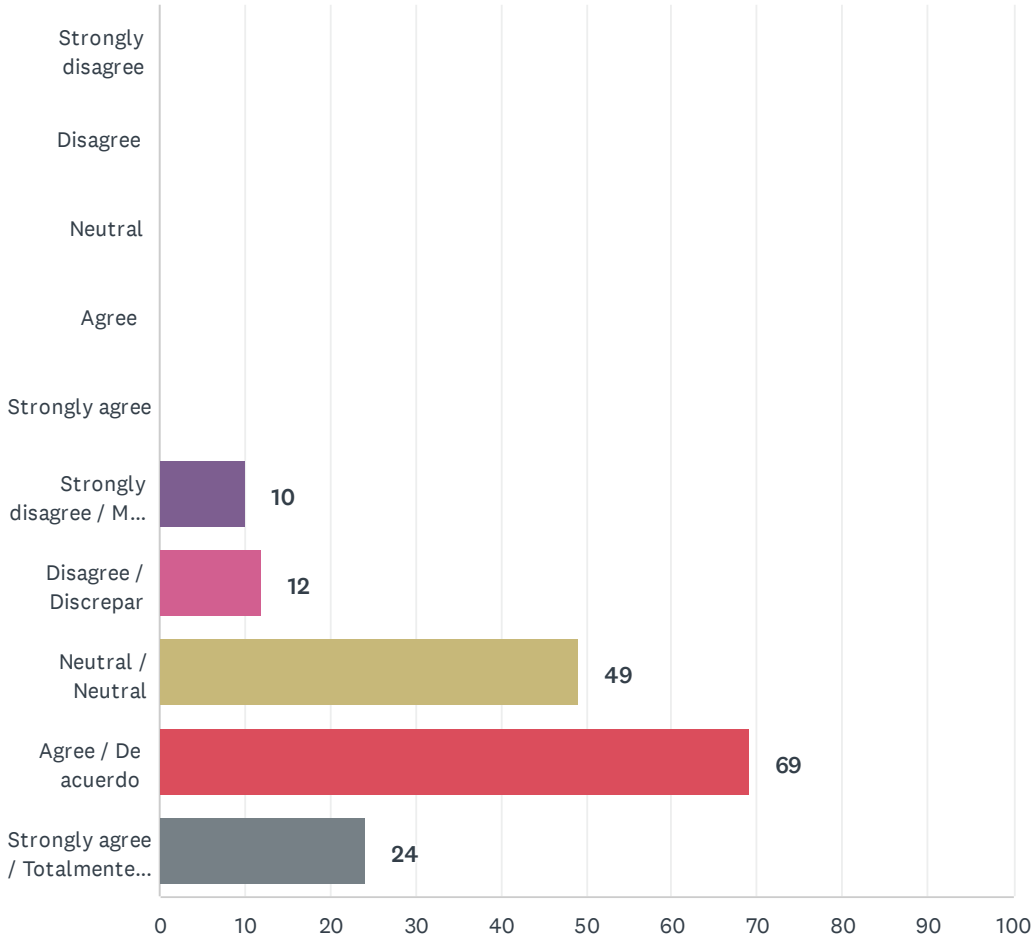
School-wide Reflections 2024

ANSWER CHOICES	RESPONSES	
Strongly disagree	0%	0
Disagree	0%	0
Neutral	0%	0
Agree	0%	0
Strongly agree	0%	0
Strongly disagree / Muy en desacuerdo	6%	10
Disagree / Discrepar	4%	7
Neutral / Neutral	23%	38
Agree / De acuerdo	51%	84
Strongly agree / Totalmente de acuerdo	15%	25
TOTAL		164

School-wide Reflections 2024

Q45 I feel that my teachers care about me. / Siento que mis maestros se preocupan por mí.

Answered: 164 Skipped: 193



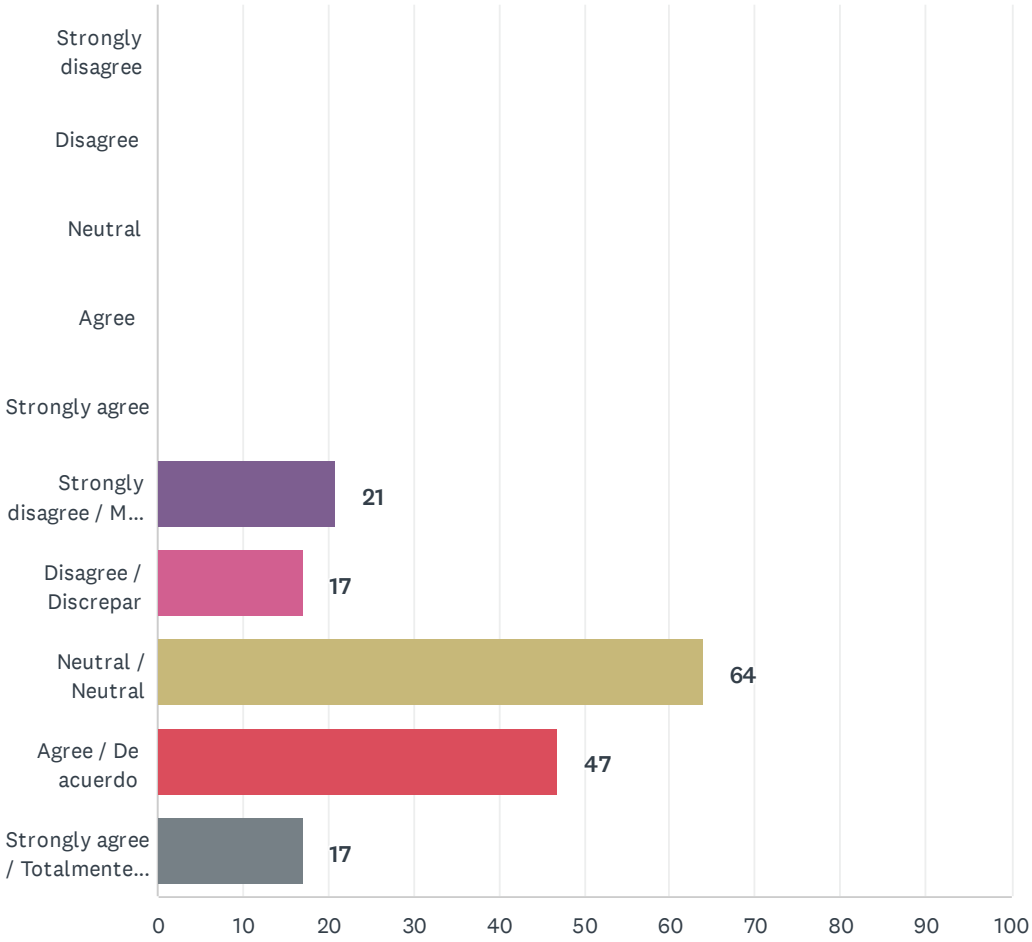
School-wide Reflections 2024

ANSWER CHOICES	RESPONSES	
Strongly disagree	0%	0
Disagree	0%	0
Neutral	0%	0
Agree	0%	0
Strongly agree	0%	0
Strongly disagree / Muy en desacuerdo	6%	10
Disagree / Discrepar	7%	12
Neutral / Neutral	30%	49
Agree / De acuerdo	42%	69
Strongly agree / Totalmente de acuerdo	15%	24
TOTAL		164

School-wide Reflections 2024

Q46 I feel that my school is preparing me for success at a university./ Siento que mi escuela me está preparando para el éxito en una universidad.

Answered: 166 Skipped: 191



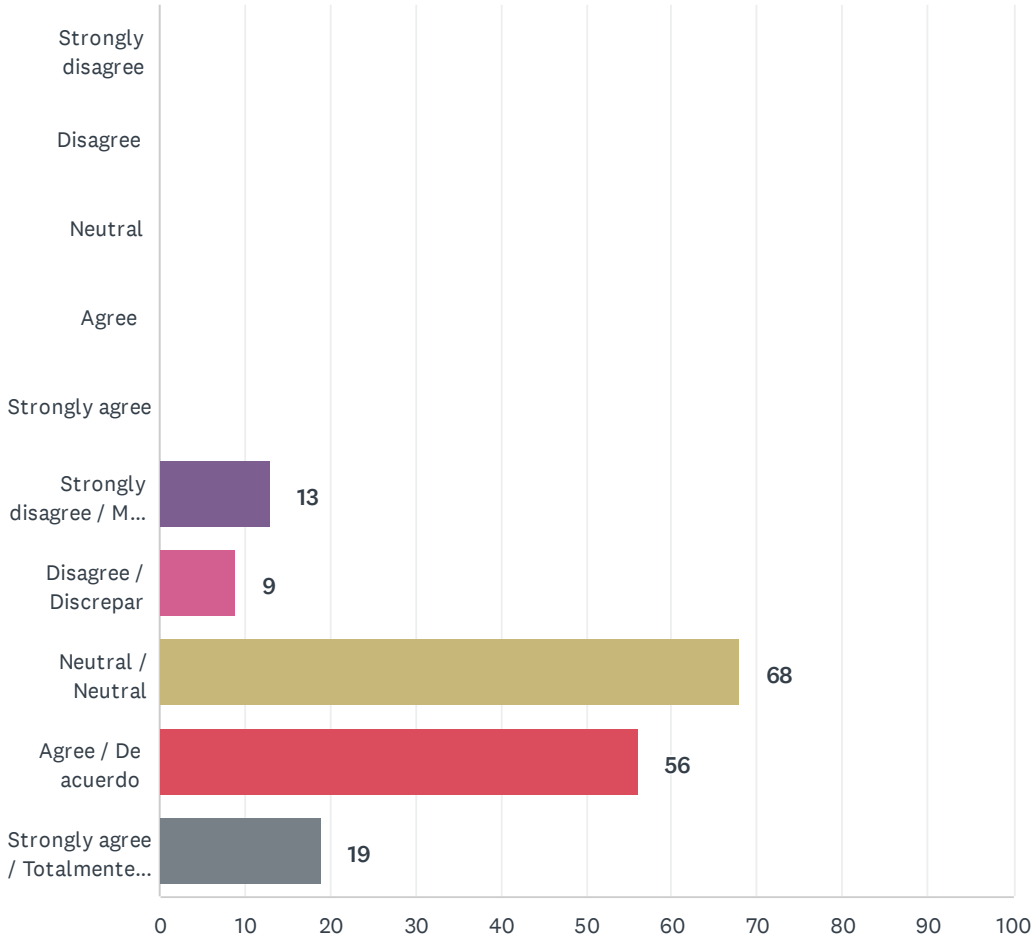
School-wide Reflections 2024

ANSWER CHOICES	RESPONSES	
Strongly disagree	0%	0
Disagree	0%	0
Neutral	0%	0
Agree	0%	0
Strongly agree	0%	0
Strongly disagree / Muy en desacuerdo	13%	21
Disagree / Discrepar	10%	17
Neutral / Neutral	39%	64
Agree / De acuerdo	28%	47
Strongly agree / Totalmente de acuerdo	10%	17
TOTAL		166

School-wide Reflections 2024

Q47 My teachers challenge me to think critically./ Mis maestros me desafían a pensar críticamente.

Answered: 165 Skipped: 192



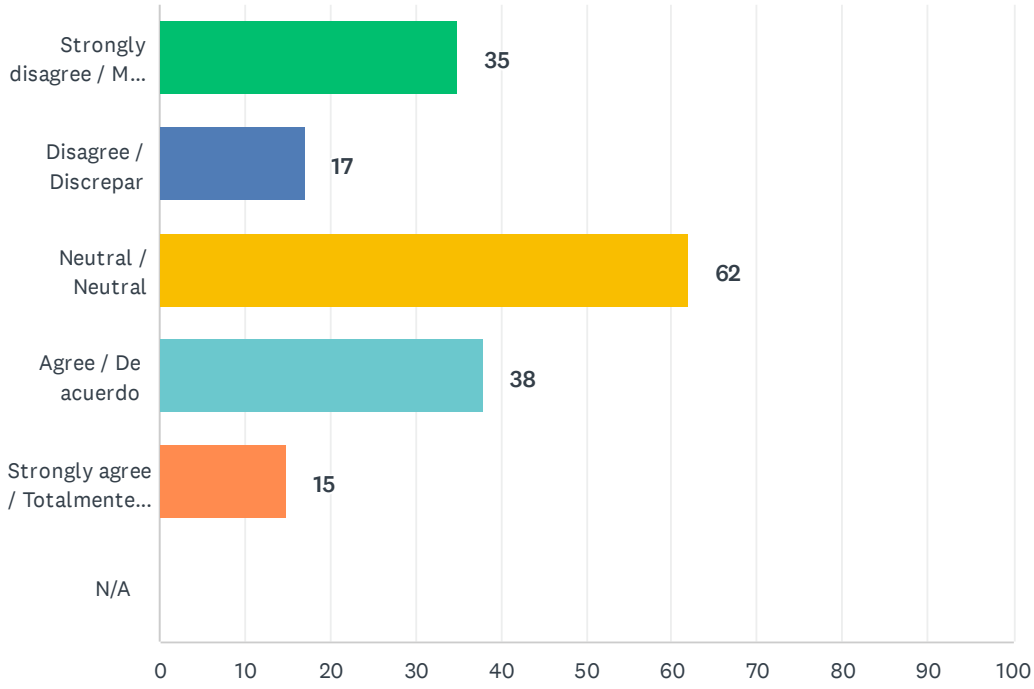
School-wide Reflections 2024

ANSWER CHOICES	RESPONSES	
Strongly disagree	0%	0
Disagree	0%	0
Neutral	0%	0
Agree	0%	0
Strongly agree	0%	0
Strongly disagree / Muy en desacuerdo	8%	13
Disagree / Discrepar	5%	9
Neutral / Neutral	41%	68
Agree / De acuerdo	34%	56
Strongly agree / Totalmente de acuerdo	12%	19
TOTAL		165

School-wide Reflections 2024

Q48 My school does a great job when it comes to health and wellness. / Mi escuela hace un gran trabajo cuando se trata de salud y bienestar.

Answered: 167 Skipped: 190

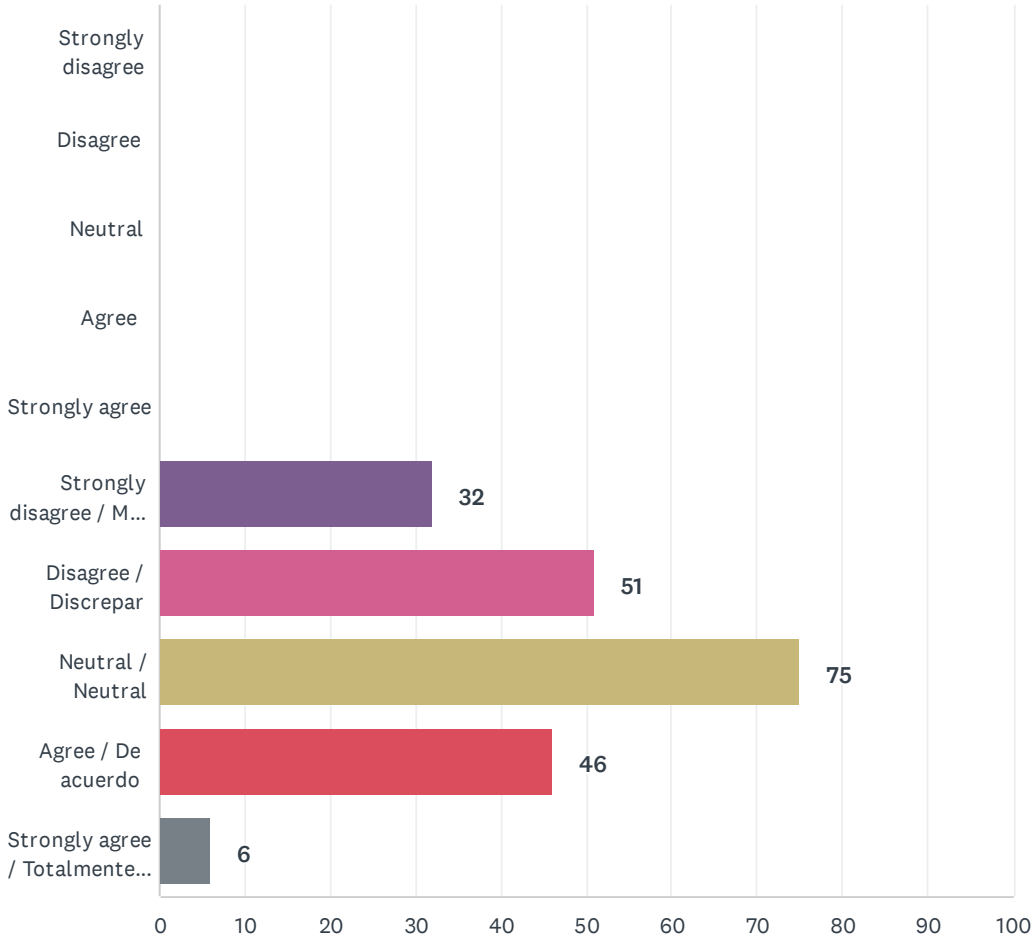


ANSWER CHOICES	RESPONSES	
Strongly disagree / Muy en desacuerdo	21%	35
Disagree / Discrepar	10%	17
Neutral / Neutral	37%	62
Agree / De acuerdo	23%	38
Strongly agree / Totalmente de acuerdo	9%	15
N/A	0%	0
TOTAL		167

School-wide Reflections 2024

Q49 Students at my school treat faculty and staff with respect./ Los estudiantes de mi escuela tratan a los profesores y al personal con respeto.

Answered: 210 Skipped: 147



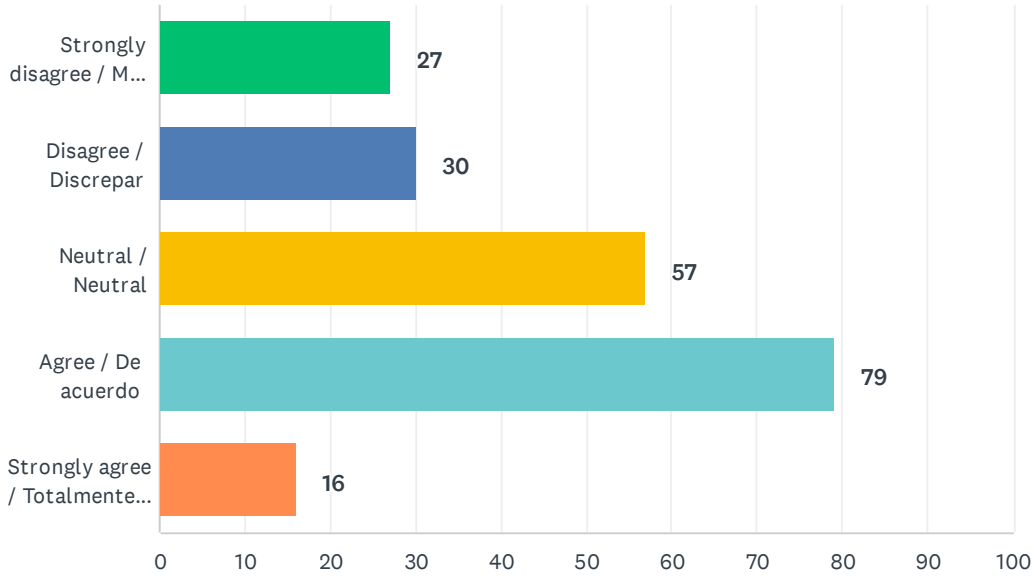
School-wide Reflections 2024

ANSWER CHOICES	RESPONSES	
Strongly disagree	0%	0
Disagree	0%	0
Neutral	0%	0
Agree	0%	0
Strongly agree	0%	0
Strongly disagree / Muy en desacuerdo	15%	32
Disagree / Discrepar	24%	51
Neutral / Neutral	36%	75
Agree / De acuerdo	22%	46
Strongly agree / Totalmente de acuerdo	3%	6
TOTAL		210

School-wide Reflections 2024

Q50 My school has clear rules and consequences for behavior./ Mi escuela tiene reglas claras y consecuencias para el comportamiento.

Answered: 209 Skipped: 148

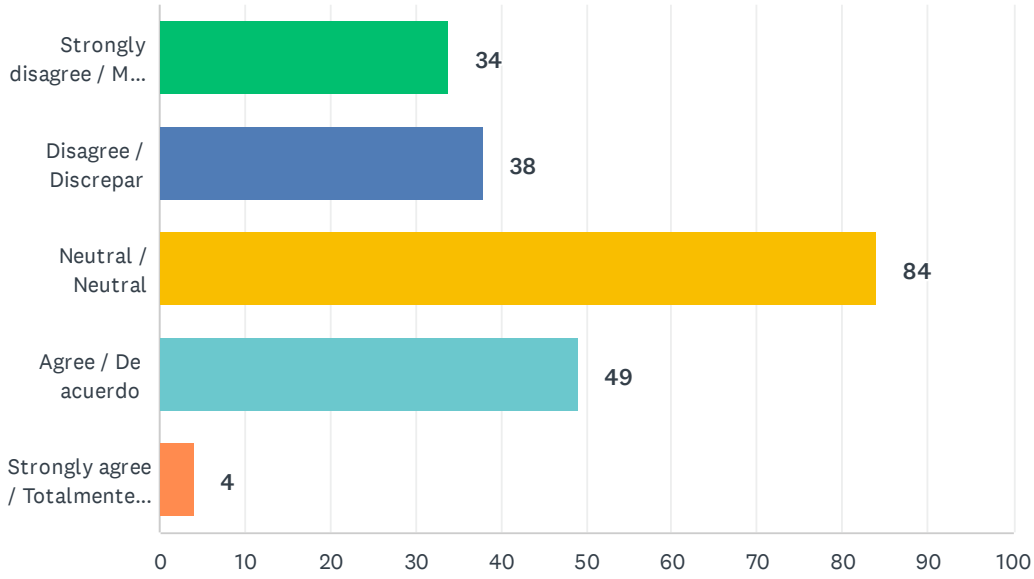


ANSWER CHOICES	RESPONSES	
Strongly disagree / Muy en desacuerdo	13%	27
Disagree / Discrepar	14%	30
Neutral / Neutral	27%	57
Agree / De acuerdo	38%	79
Strongly agree / Totalmente de acuerdo	8%	16
TOTAL		209

School-wide Reflections 2024

Q51 Differences in students (gender, race, sexual orientation or culture) are respected by students./ Las diferencias en los estudiantes (género, raza, orientación sexual o cultura) son respetadas por los estudiantes.

Answered: 209 Skipped: 148

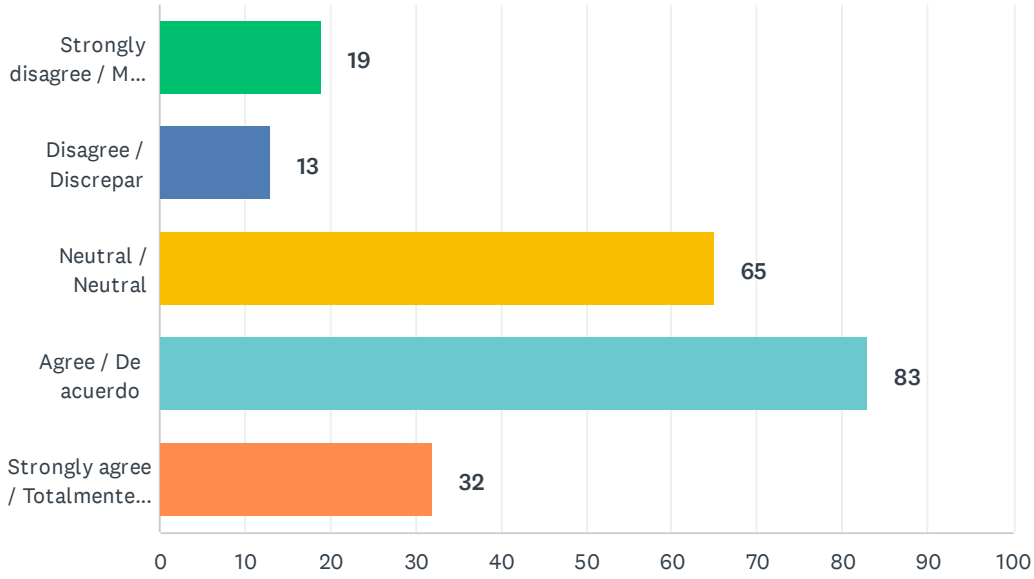


ANSWER CHOICES	RESPONSES	
Strongly disagree / Muy en desacuerdo	16%	34
Disagree / Discrepar	18%	38
Neutral / Neutral	40%	84
Agree / De acuerdo	23%	49
Strongly agree / Totalmente de acuerdo	2%	4
TOTAL		209

School-wide Reflections 2024

Q52 Differences in students (gender, race, sexual orientation or culture) are respected by faculty and staff./ Las diferencias en los estudiantes (género, raza, orientación sexual o cultura) son respetadas por los profesores y el personal.

Answered: 212 Skipped: 145

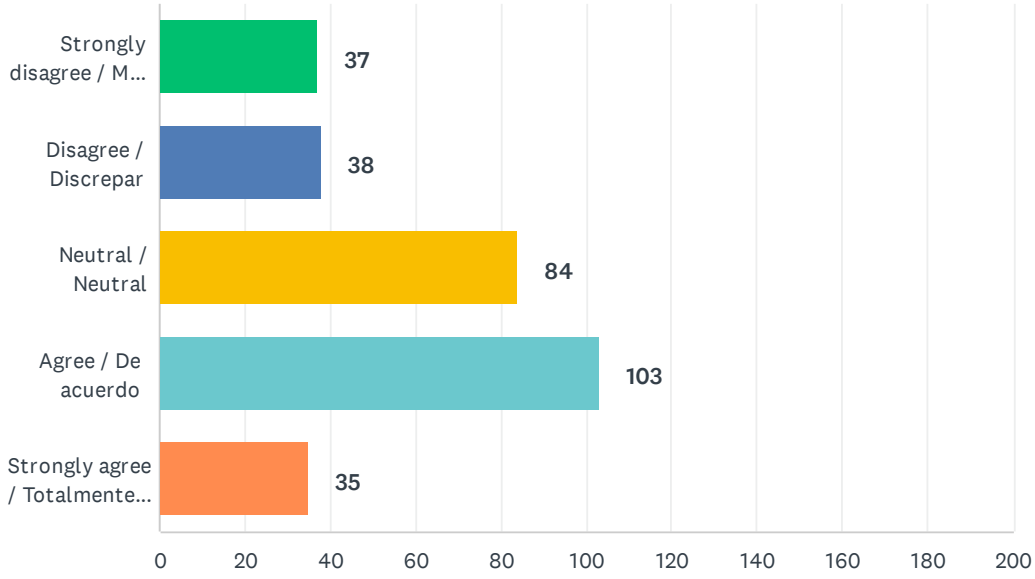


ANSWER CHOICES	RESPONSES	
Strongly disagree / Muy en desacuerdo	9%	19
Disagree / Discrepar	6%	13
Neutral / Neutral	31%	65
Agree / De acuerdo	39%	83
Strongly agree / Totalmente de acuerdo	15%	32
TOTAL		212

School-wide Reflections 2024

Q53 My school is kept clean./ Mi escuela se mantiene limpia.

Answered: 297 Skipped: 60

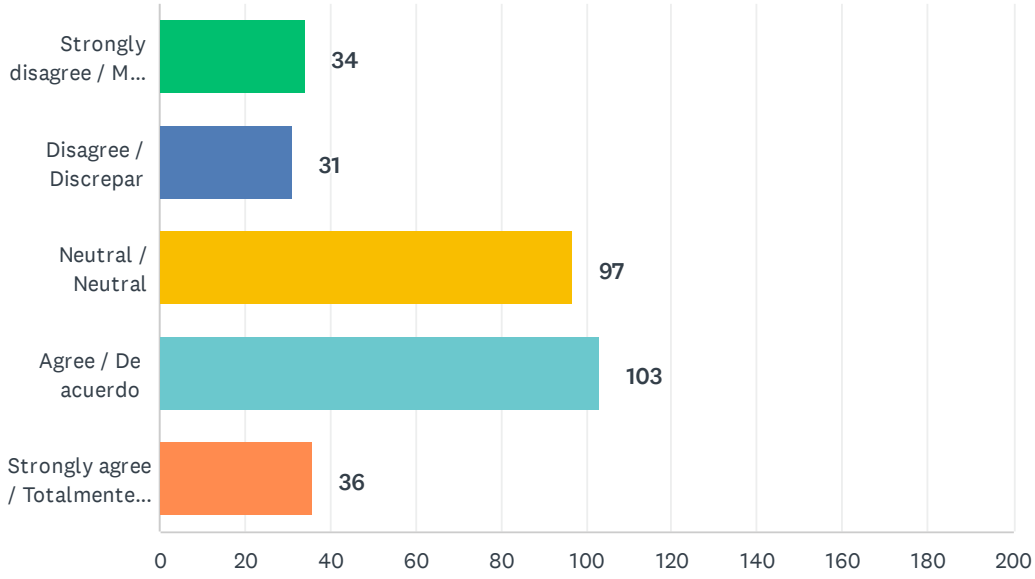


ANSWER CHOICES	RESPONSES	
Strongly disagree / Muy en desacuerdo	12%	37
Disagree / Discrepar	13%	38
Neutral / Neutral	28%	84
Agree / De acuerdo	35%	103
Strongly agree / Totalmente de acuerdo	12%	35
TOTAL		297

School-wide Reflections 2024

Q54 I feel safe at school./ Me siento seguro en la escuela.

Answered: 301 Skipped: 56

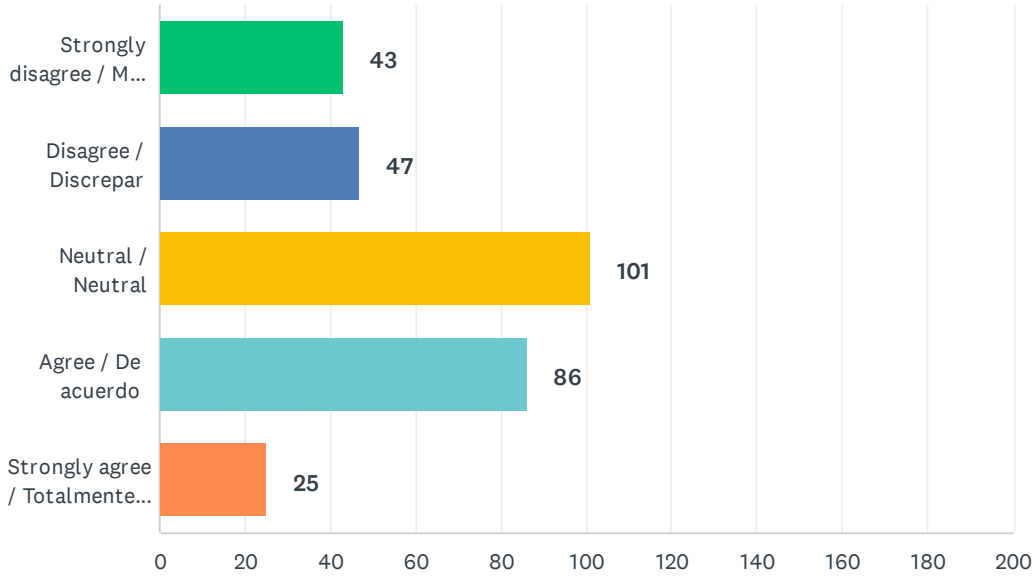


ANSWER CHOICES	RESPONSES	
Strongly disagree / Muy en desacuerdo	11%	34
Disagree / Discrepar	10%	31
Neutral / Neutral	32%	97
Agree / De acuerdo	34%	103
Strongly agree / Totalmente de acuerdo	12%	36
TOTAL		301

School-wide Reflections 2024

Q55 My school rules are fair for all students./ Las reglas de mi escuela son justas para todos los estudiantes.

Answered: 302 Skipped: 55

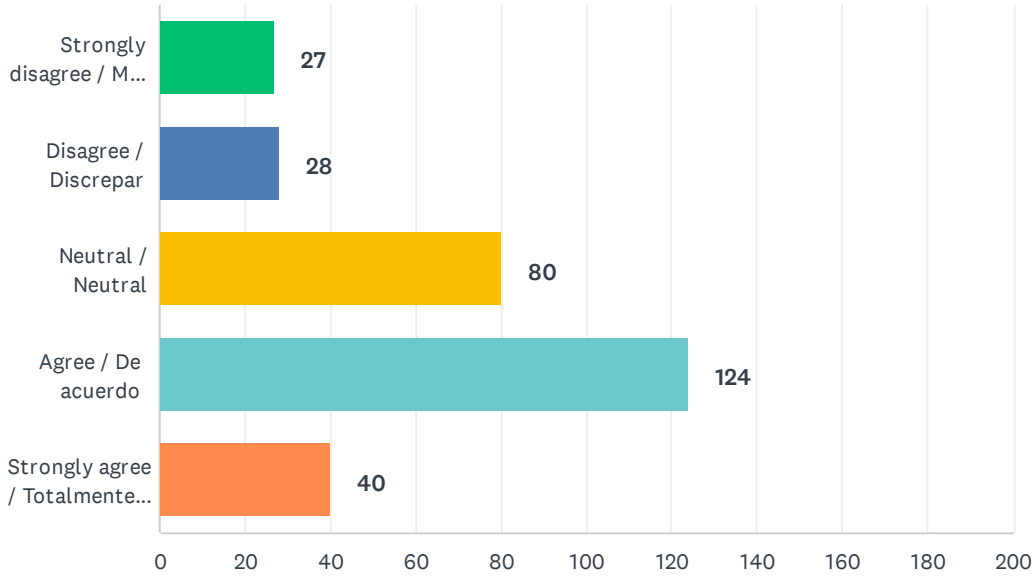


ANSWER CHOICES	RESPONSES	
Strongly disagree / Muy en desacuerdo	14%	43
Disagree / Discrepar	16%	47
Neutral / Neutral	33%	101
Agree / De acuerdo	28%	86
Strongly agree / Totalmente de acuerdo	8%	25
TOTAL		302

School-wide Reflections 2024

Q56 Faculty and staff make it clear that bullying is not tolerated./ La facultad y el personal dejan en claro que no se tolera la intimidación.

Answered: 299 Skipped: 58

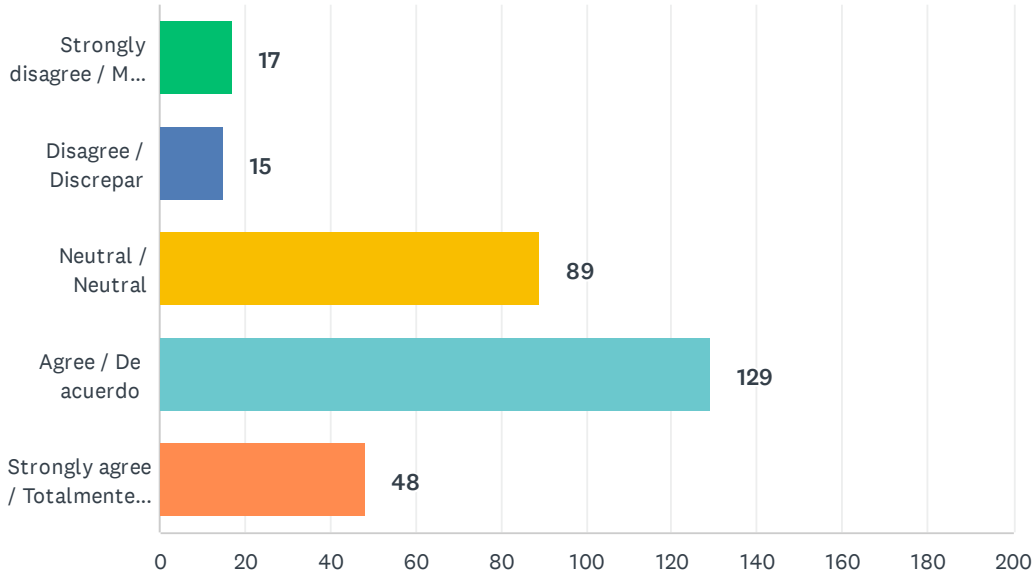


ANSWER CHOICES	RESPONSES	
Strongly disagree / Muy en desacuerdo	9%	27
Disagree / Discrepar	9%	28
Neutral / Neutral	27%	80
Agree / De acuerdo	41%	124
Strongly agree / Totalmente de acuerdo	13%	40
TOTAL		299

School-wide Reflections 2024

Q57 The school provides counseling for students who are depressed or troubled./ La escuela proporciona consejería para los estudiantes que están deprimidos o con problemas.

Answered: 298 Skipped: 59

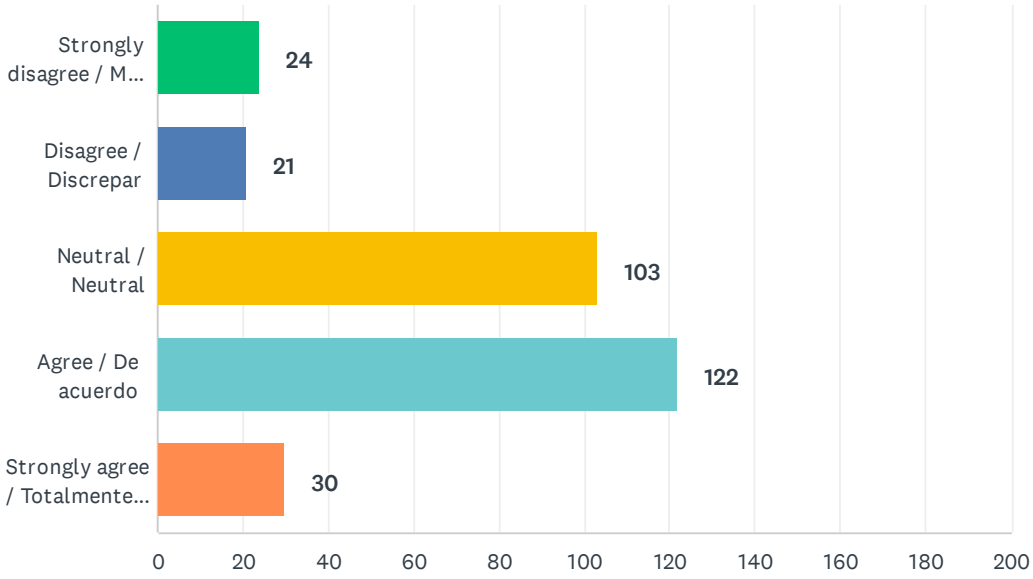


ANSWER CHOICES	RESPONSES	
Strongly disagree / Muy en desacuerdo	6%	17
Disagree / Discrepar	5%	15
Neutral / Neutral	30%	89
Agree / De acuerdo	43%	129
Strongly agree / Totalmente de acuerdo	16%	48
TOTAL		298

School-wide Reflections 2024

Q58 My school encourages me to make healthy choices in life./ Mi escuela me anima a tomar decisiones saludables en la vida.

Answered: 300 Skipped: 57

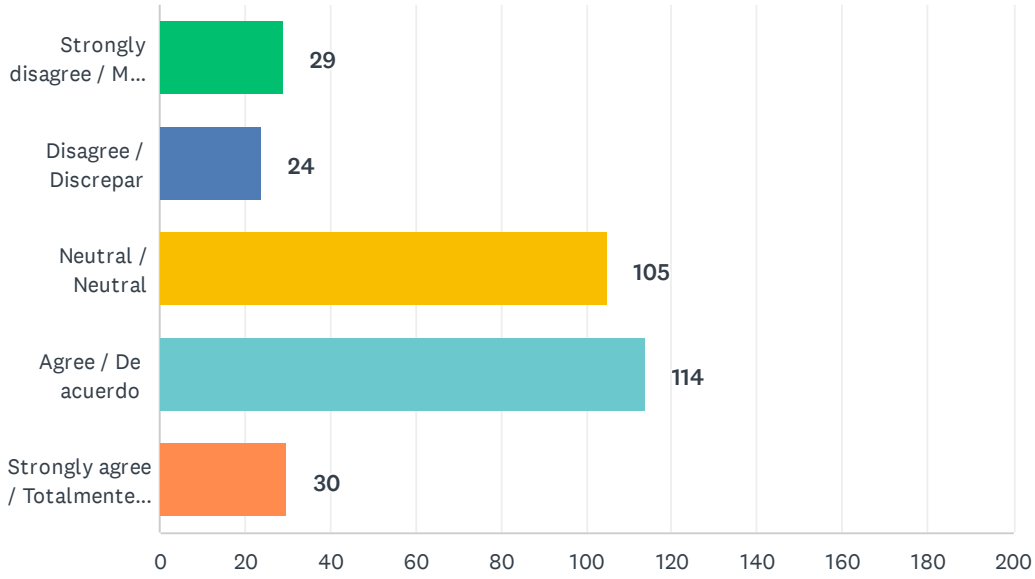


ANSWER CHOICES	RESPONSES	
Strongly disagree / Muy en desacuerdo	8%	24
Disagree / Discrepar	7%	21
Neutral / Neutral	34%	103
Agree / De acuerdo	41%	122
Strongly agree / Totalmente de acuerdo	10%	30
TOTAL		300

School-wide Reflections 2024

Q59 My school administration is accessible and offers support./ La administración de mi escuela es accesible y ofrece apoyo.

Answered: 302 Skipped: 55



ANSWER CHOICES	RESPONSES	
Strongly disagree / Muy en desacuerdo	10%	29
Disagree / Discrepar	8%	24
Neutral / Neutral	35%	105
Agree / De acuerdo	38%	114
Strongly agree / Totalmente de acuerdo	10%	30
TOTAL		302

Procedures for Completing the Annual Local Indicators on the CA Dashboard

The CA Dashboard is a secured system which you must have a password for as the Dashboard Coordinator. Need support LCCFF@cde.ca.gov or phone number at 916- 323-5233 or login https://www.mycdeconnect.org/login

Please enter your schools Dashboard Coordinator Username _achavez@valueschools.com_ and Password__.

The Chief Operating Officer will upload Local Indicators presented at the Value Schools board meeting on Friday, June 7, 2024. Local Indicators for your school site will be uploaded by **June 28, 2024. Click here for 23-24 School Climate Data for Local Indicators Outcomes.**

Table of Contents

I. Narrative (optional and 500 words)

II. State Priority 1 : Basic Services: Teachers, Materials, Facility

III. State Priority 2: Implementation of Standards

IV. State Priority 3: Parent and Family Engagement

V. State Priority 6: Local Climate Survey

VI. State Priority 7 : Access to Broad Course of Study

Optional Narrative

Instructions- A 500 words minimum description of school - Principals can create their own, not do it at all, or replace highlighted area with their school information.

Everest Value is a K-8 Independent Charter School authorized by the Los Angeles Unified District with a total enrollment capacity of 480 students. The mission is to facilitate the learning of elementary and middle school students who come from underserved populations by providing a highly focused academic program in a community that fosters character development with a core set of values. Our daily practices are driven by the belief that academic excellence is the means to a full life, each student can develop to his or her fullest potential, each individual is unique and deserves respect, a safe, nurturing community is essential to academic excellence, and service to others and the community is a responsibility of an educated person.

STATE PRIORITY 1

LCFF PRIORITY 1 - Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities These numbers for the 2023-24 are estimated as CALSAAS is released in late July.

Misassignments

Item	#	%	#	%	#	%	#	%
	CC	CC	DVS	DVS	EVS	EVS	UP	UP
Number/Percentage of mis-assignments of teachers teaching ELs	2	7%	0	0%	0	0%	1	3%
Number/Percentage of mis-assignments of total teachers	3	13%	11	40%	1	3%	0	0%
Number/Percentage of mis-assignments of vacant teacher positions	0	0%	10	37%	1	3%	0	0%

Standards Aligned Curriculum

Item	CC	CC	DVS	DVS	EVS	EVS	UP	UP
	#	%	#	%	#	%	#	%
Standards Aligned Curriculum Number/Percentage of students without access to their own copies of standards-aligned instructional materials	0	0%	0	0%	0	0	0%	0%
Facilities Number of identified instances where the facilities do not meet the “good repair” standard	0	0%	0	0%	0	0	0%	0%
Information on appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities **was presented to the board.**	**MET**							
Date presented to local governing board	**Friday, June 07, 2024**							

SUBMIT RESPONSE

STATE PRIORITY 2 NARRATIVE

Instructions: In the narrative box, identify the locally selected measures or tools that the local educational agency is using to track its progress in implementing the state academic standards adopted by the State Board of Education and briefly describe why the local educational agency chose the selected measures or tools.
Additionally, summarize the local educational agency's progress in implementing the academic standards adopted by the State Board of Education, based on the locally selected measures or tools. The adopted academic standards are:

- **English Language Arts – Common Core State Standards for English Language Arts**
- **English Language Development (Aligned to Common Core State Standards for English Language Arts)**
- **Mathematics – Common Core State Standards for Mathematics**
- **Next Generation Science Standards**
- **History-Social Science**
- **Career Technical Education**
- **Health Education Content Standards**
- **Physical Education Model Content Standards**
- **Visual and Performing Arts**
- **World Language**

Central City Value High School, University Preparatory High School, Downtown Value School, and Everest Value School uses the Northwest Evaluation Association (NWEA) System to track the implementation of state academic standards. The school chose this tool because NWEA assessments measure growth and proficiency and provide insights to help teachers plan for instruction and intervention. NWEA reports provide educators with valid, reliable, and predictive data they need to determine intervention to optimize student's learning and growth. In addition to this assessment system, Health, Social Studies, and Physical Education curriculum assessments are used to monitor student progress in standards.

Narrative	**MET**
Date presented to local governing board	**Friday, June 07, 2024**

SUBMIT RESPONSE

STATE PRIORITY 3 - Parent and Family Engagement Reflection Tool

Complete Reflection Tool based on the School Climate Survey administered in February 2024 and presented to the board on June 7th 2024. Using the 23-24 School Climate Survey data we must rate the following three areas:

- Building Relationships between school staff and families,
- Building partnerships with parents for student outcomes and
- Seeking input for decision-making.

Reflection on local indicator 3 must be submitted to the state dashboard in the following format:
Rating Scale (lowest to highest): (Metrics in Survey)
1 – Exploration and Research Phase; (Strongly Disagree) Below 40%
2 – Beginning Development; (Disagree) Between 41%-59%
3 – Initial Implementation; (Neutral) Between 60% and 69%
4 – Full Implementation; (Agree) Between 70% and 89%
5 – Full Implementation and Sustainability (Strongly Agree) At or Above 90%

Building Relationships between school staff and families.

1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families. * Question 8 - Full Implementation - 78%

2. Rate the LEA's progress in creating welcoming environments for all families in the community. * Question 9 - Full Implementation 78%

3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children. * Question 10 - Full Implementation 72%

4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families. * Question 11 - Full Implementation 76%

In order to be able to respond to narratives, you must analyze questions 8 through11 and see strengths and areas of improvement.

Building Relationships between school staff and families.

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families. *

Over 75% of our staff/families who responded to the 23-24 School Climate Survey feel the school builds relationships between the school staff and families. A safe nurturing community (Value 4) is built by having consistent two-way communication opportunities such as parent conferences, coffee with the principal, and opportunities to provide feedback through surveys. The school supports parents through academic and discipline workshops and resources, and empowers parents to become involved in the school. Families are also consistently informed of events, resources, and practices that foster learning via Parent Square, PowerSchool, ClassDojo, and Social media.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families. *

Based on the analysis of educational partner input, while parents rate the school high in development of partnerships, there is a need for school leads to create opportunities for staff to learn about each family's strengths, cultures, languages, and goals for their children.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families. *

The school will maintain engagement of underrepresented families by implementing their parent involvement policy. Ensuring attendance to coffee with the principal, school site council, and PTA along with many fall, winter, and spring events. More efforts will be placed towards developing opportunities for staff to learn about each family's strengths, cultures, languages, and goals for their children.

Building Partnership for student outcomes

5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families. * Question 27 Beginning Development 44%

6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home. * * Question 28 Beginning Development 50%

7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes. * Question 29 Initial Implementation 66%

8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students. * * Question 30 Beginning Development 57%

In order to be able to respond to narratives, you must analyze questions 59 through 62 and see strengths and areas of improvement.

Building partnerships with parents for student outcomes.

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes. *

Everest Value School current strengths and progress in building partnerships for student outcomes are in providing families with resources to support student learning and development in the home. The school has also implemented policies and programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes. These meetings are about 2-3 times per year or more if the student is struggling. Parents are provided with devices, online access to curriculum, and resources before, after, and on the weekend for tutoring.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes. *

Everest Value School focus areas for improvement in building partnerships for students outcomes are in providing professional development to teachers to improve capacity to partner with families with a specific focus on student outcomes and how to support families to use resources at home.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes. *

The school will maintain engagement of underrepresented families by implementing their parent involvement policy, providing office hours, and workshops to support parents who may be struggling supporting their children at home. Ensuring attendance to coffee with the principal, school site council, and PTA along with many fall, winter, and spring events. More efforts will be placed towards developing workshops for staff and parents on ways they can partner to improve student outcomes and student advocacy.

Seeking input for Decision Making

9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making. * Question 14 Full Implementation 74% (growth by 10%)

10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. *
* Question 15 Initial Implementation 66%

11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. * Question 16 Full Implementation 70%

12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels. * Question 17 Full Implementation 70% (growth 20%)

In order to be able to respond to narratives, you must analyze questions 31 through34 and see strengths and areas of improvement.

Seeking input for Decision Making

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making. *

Everest Value School current strengths and progress in seeking input for Decision Making through surveys, School Site Council, ELAC, PTA, Coffee with the Principal and staff meetings. In addition to educational partners being invited to PTA, School Council, ELAC, and WASC, surveys have been extended to ask parents their opinion on programs, policies, the hiring of new school principal, the Local Control Accountability Plan, and student nutrition.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making. *
Everest Value School focus areas for improvement in Seeking Input for Decision Making is training educational partners on the various programs they must provide input in. There are sometimes when some of our educational partners have a limited understanding of funding sources, programs, and requirements, so increasing training opportunities would be helpful.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making. * **Everest Value School will improve engagement of underrepresented families identified by providing opportunities for families to give feedback on family activities and provide opportunities for families to learn about various school program and compliance.**

LCFF Priority 3 - Parent and Family Engagement	**MET**

Date presented to local governing board	**Friday, June 07, 2024**
SUBMIT RESPONSE	

Priority 6 - School Climate - Narratives

Instructions-

Using the Value Schools Survey, please include some data highlighting the strengths and areas of growth from the staff and students. Focus on three questions that you would like to highlight strength and an area for development. .

1. **DATA: Reflect on the key learnings from the survey results and share what the LEA learned.**
2. **MEANING: What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?**
3. **USE: What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?**

In the spring of 2024, Value Schools administered a survey to faculty, students, and parents. There were a total of 340 Everest participants in the survey of which, 224 were students, 56 were teachers and staff, and 60 were parents. Below are three areas of data that provide a snapshot of the school culture at Everest and that will be considered in actions in the 2nd goal of the Local Control Accountability Plan.

Data Highlighted

- 46% of the students responded feeling safe at the school
- 32% of the students responded seeing classmates try to stop bullying when they see it happening
- 56% of the students responded that faculty and staff make it clear that bullying is not tolerated
- 41% of students responded that differences in students (gender, race, sexual orientation or culture) are respected by classmates.
- 62% of students responded that differences in students (gender, race, sexual orientation or culture) are respected by faculty and staff

- 50% of students expressed feeling like they are part and belong to the school community.

Areas of strength
There is a significant increase in the sense of belonging and safety in students, parents, and staff when staff make it clear that bullying is not tolerated and differences in students such as gender, race, sexual orientation or culture are respected by faculty and staff. Sense of belonging and safety significantly increase when classmates stop bullying and differences are respected by classmates.

Areas of growth
Although a higher percent of students feel faculty and staff are making it clear that bullying is not tolerated and embracing student differences, the school staff must implement programs to increase student response to bullying when adults are not around and increase respect to differences among classmates. In addition to implementing training and programs, faculty and staff must be explicit when providing techniques on how to stop or prevent bullying and explicit when exemplifying and discussing respect and acceptance to differences among classmates in order to increase the sense of belonging to a school community.

LCFF Priority 6 - School Climate Survey	**MET**
Date presented to local governing board	**Friday, June 7, 2024**
SUBMIT RESPONSE	

Priority 7 - Access to a Broad Course Study

LCFF Priority 7- Access to a Broad Course of Study

Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

Students at Everest Value School are required to enroll in a broad course of study for grades TK-8th in English, Mathematics, Social Sciences, Science, Physical Education, Art, and Language Development class. Students who complete the school's requirements will receive a certificate of promotion. All administrators and counselors have access, through PowerSchool, to all student grades and meet with students to make sure that they are making adequate progress towards graduation. Furthermore, every student has a teacher/advisor that also works with students to make sure that they are on track to meet the graduation requirements. Additionally, the locally selected tools used by the school to determine if all students, including unduplicated, are enrolled in a broad course of study are: class schedules, report cards, English Language Learner identification, and Individualized Education Plans.

Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

The locally selected measures demonstrate all Everest Value School students have access to a broad course of study. In addition, the school has curricular focus areas which ensure additional opportunities for students in our school. In addition to a broad course of study. The school offers structured English immersion class for newcomers and LTELs, an English Enrichment class for newcomers. . For students who are struggling academically and have not been identified as a student with disabilities are placed in a multi tiered system of support program. Students with disabilities use a full inclusion model where Resource Specialist teachers push in or pull out English and Math courses. For newcomer English learners, the school has acquired a bilingual instructional assistant to help students access the common core curriculum. Supplemental curriculum is also provided when appropriate to support students at their instructional level.

Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.

All Everest Value School students have access to a broad course of study. There are no barriers in place that would prevent our students from accessing the appropriate course, materials, or coursework.

In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?

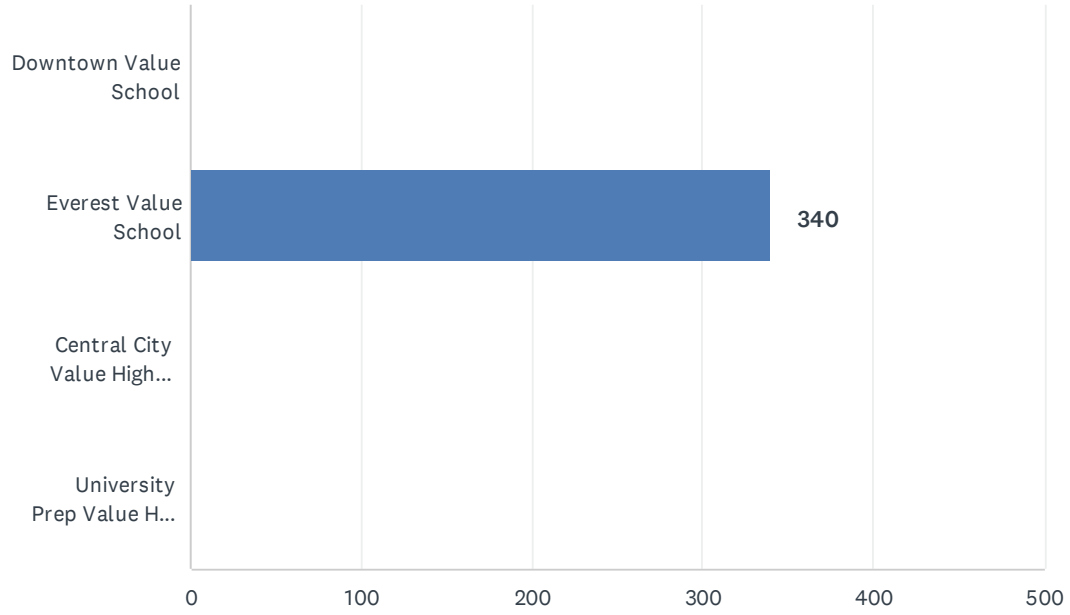
To support staff and students in accessing the curriculum included in a broad course of study, the school has provided professional development and support to classroom teachers through meetings and observations. In 2024-25, the school will receive support from an academic team from the network office composed of a Chief Academic Officer, a Math Director, a Special Education Director, new principal, and continuing cluster leads.

LCFF Priority 7 - Access to a Broad Course of Study	**MET**
Date presented to local governing board	**Friday, June 07, 2024**
SUBMIT RESPONSE	

School-wide Reflections 2024

Q1 With what school are you associated? / ¿Con qué escuela estás asociado?

Answered: 340 Skipped: 0

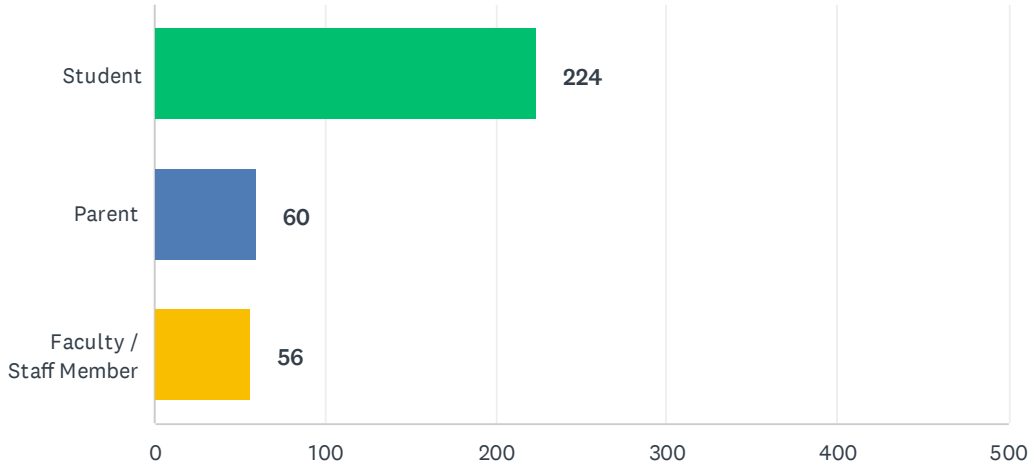


ANSWER CHOICES	RESPONSES	
Downtown Value School	0%	0
Everest Value School	100%	340
Central City Value High School	0%	0
University Prep Value High School	0%	0
TOTAL		340

School-wide Reflections 2024

Q2 Are you a Student, Parent or Faculty/Staff Member? / ¿Eres un estudiante, padre o miembro del personal?

Answered: 340 Skipped: 0

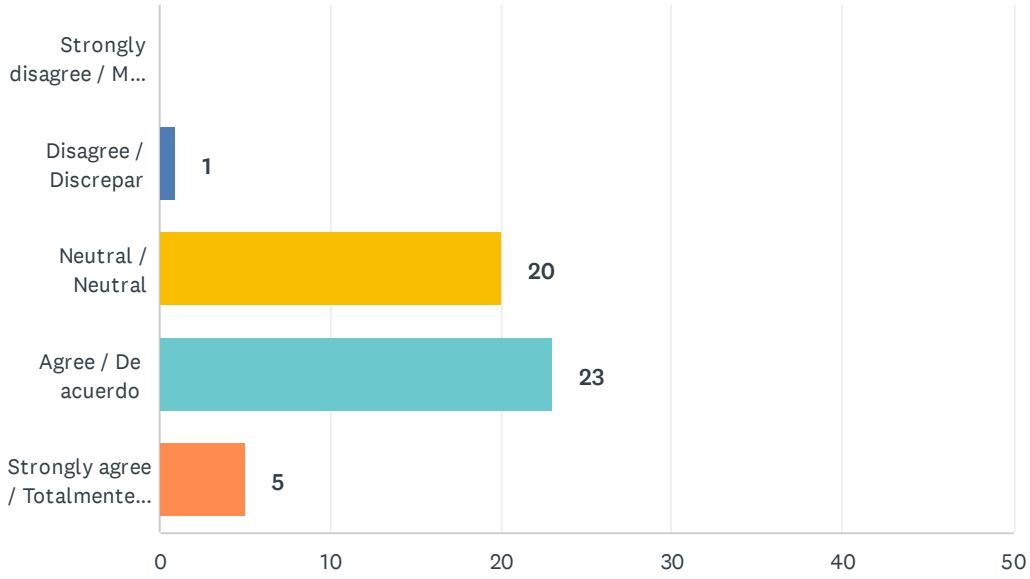


ANSWER CHOICES	RESPONSES	
Student	66%	224
Parent	18%	60
Faculty / Staff Member	16%	56
TOTAL		340

School-wide Reflections 2024

Q3 I have had sufficient opportunities to get involved in supporting the school. / Tengo suficiente oportunidades para apoyar y involucarme en las actividades de la escuela.

Answered: 49 Skipped: 291

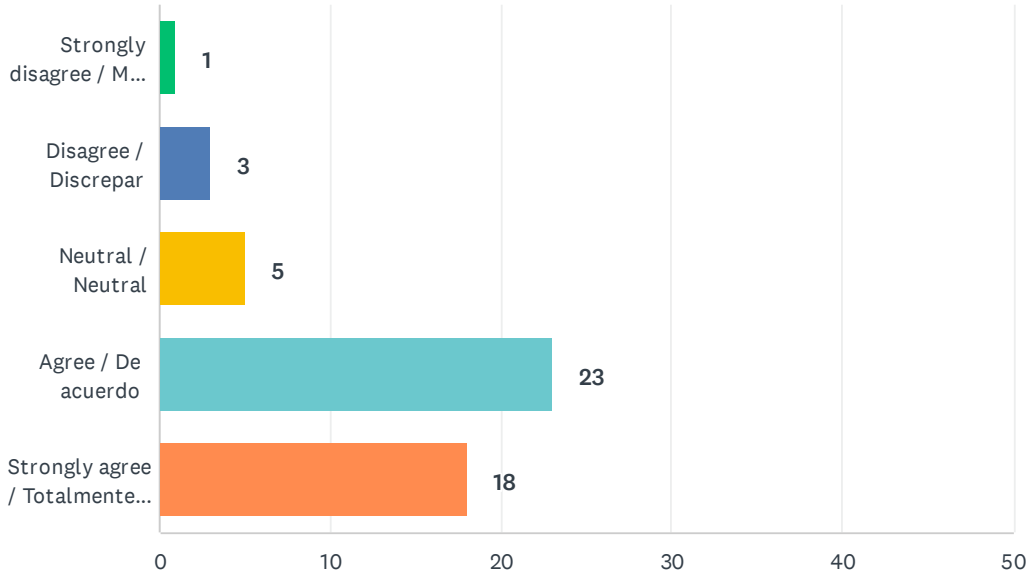


ANSWER CHOICES	RESPONSES	
Strongly disagree / Muy en desacuerdo	0%	0
Disagree / Discrepar	2%	1
Neutral / Neutral	41%	20
Agree / De acuerdo	47%	23
Strongly agree / Totalmente de acuerdo	10%	5
TOTAL		49

School-wide Reflections 2024

Q4 I am able to talk to teachers at this school about my child's academic progress. / Puedo hablar con los maestros de mi hijo/hija en esta escuela sobre el progreso academico.

Answered: 50 Skipped: 290

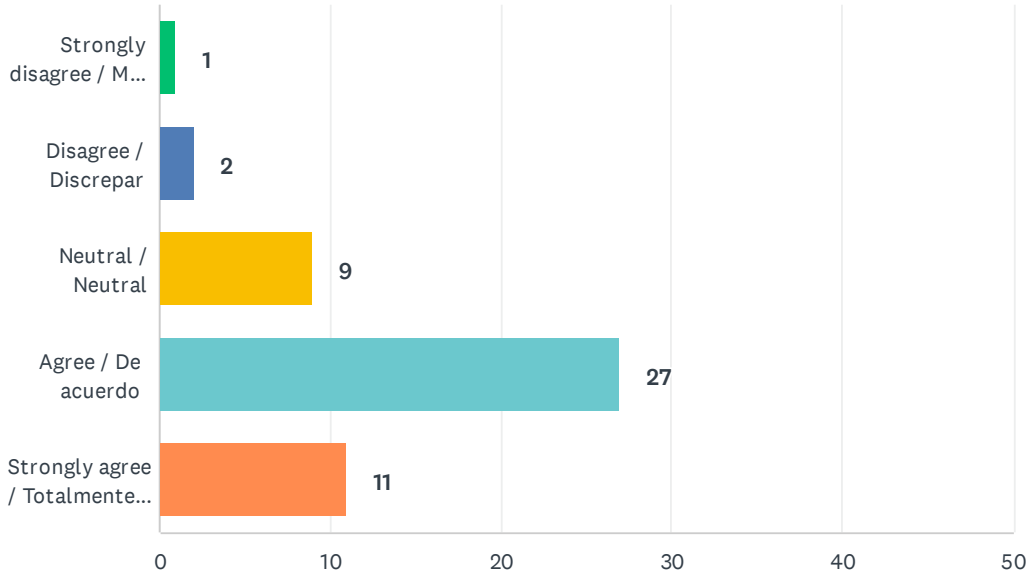


ANSWER CHOICES	RESPONSES	
Strongly disagree / Muy en desacuerdo	2%	1
Disagree / Discrepar	6%	3
Neutral / Neutral	10%	5
Agree / De acuerdo	46%	23
Strongly agree / Totalmente de acuerdo	36%	18
TOTAL		50

School-wide Reflections 2024

Q5 The school has high expectations for all students to succeed academically. /La escuela tiene expectectivas muy altas para todos los alumunos de la escuela.

Answered: 50 Skipped: 290

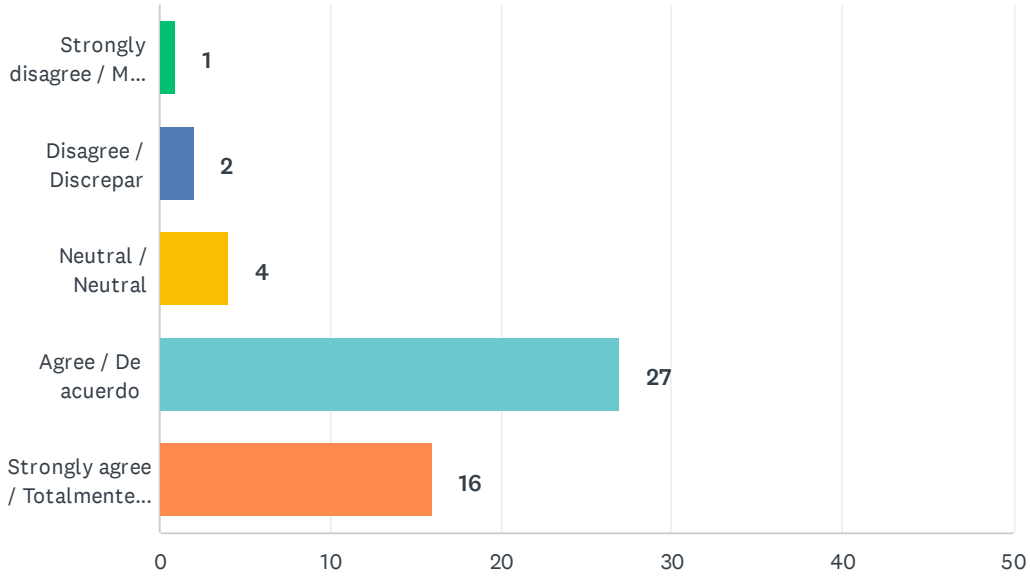


ANSWER CHOICES	RESPONSES	
Strongly disagree / Muy en desacuerdo	2%	1
Disagree / Discrepar	4%	2
Neutral / Neutral	18%	9
Agree / De acuerdo	54%	27
Strongly agree / Totalmente de acuerdo	22%	11
TOTAL		50

School-wide Reflections 2024

Q6 My child feels safe at this school. / Mi hijo/hija se siente seguro en esta escuela.

Answered: 50 Skipped: 290

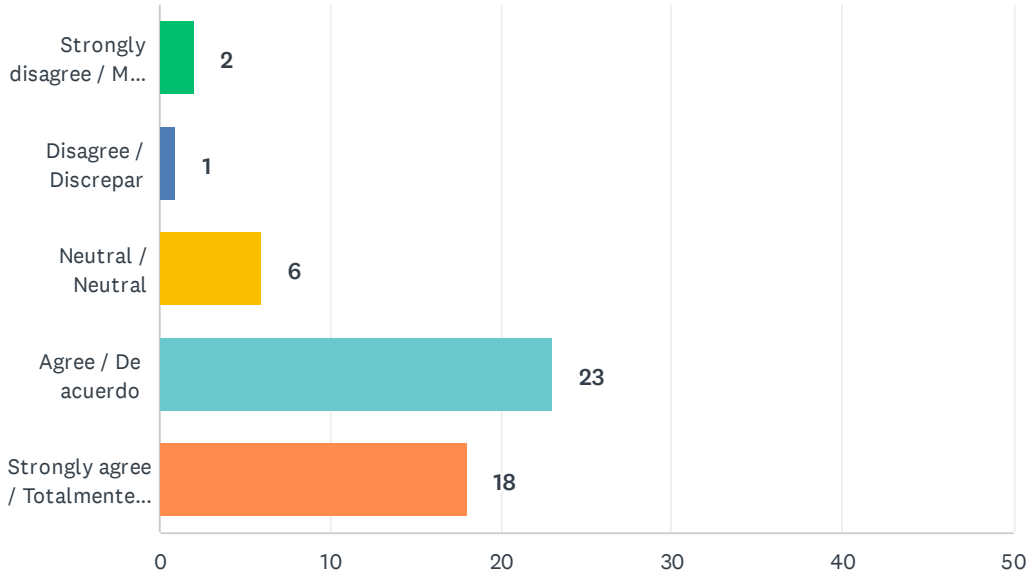


ANSWER CHOICES	RESPONSES	
Strongly disagree / Muy en desacuerdo	2%	1
Disagree / Discrepar	4%	2
Neutral / Neutral	8%	4
Agree / De acuerdo	54%	27
Strongly agree / Totalmente de acuerdo	32%	16
TOTAL		50

School-wide Reflections 2024

Q7 I find the facilities at my child's school to be clean, welcoming, and safe. / Encuentro las instalaciones en esta escuela limpias, bienvenidas y seguras.

Answered: 50 Skipped: 290

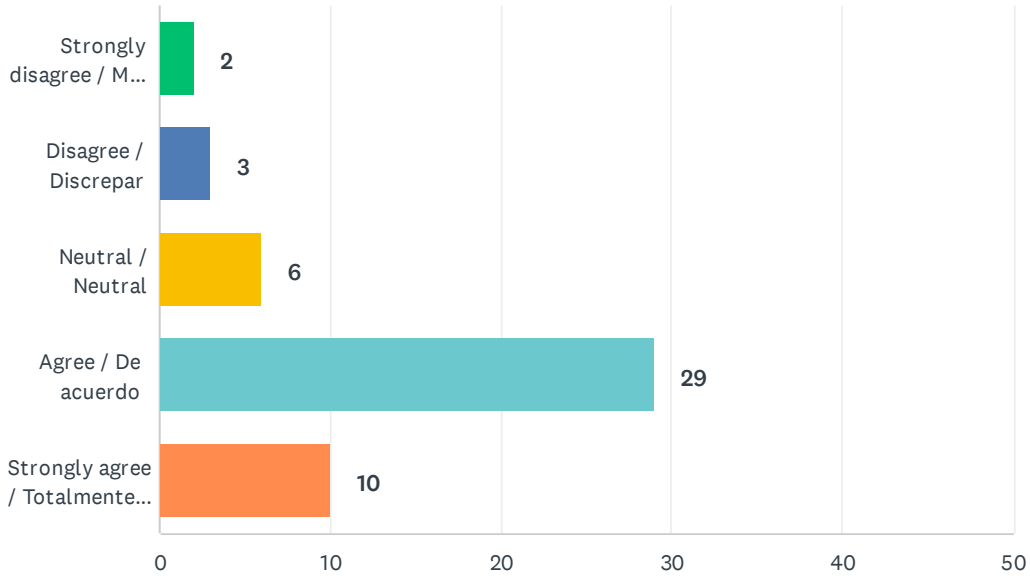


ANSWER CHOICES	RESPONSES	
Strongly disagree / Muy en desacuerdo	4%	2
Disagree / Discrepar	2%	1
Neutral / Neutral	12%	6
Agree / De acuerdo	46%	23
Strongly agree / Totalmente de acuerdo	36%	18
TOTAL		50

School-wide Reflections 2024

Q8 The school develops the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families. / La escuela desarrolla la capacidad del personal (es decir, administradores, maestros y personal clasificado) para construir relaciones de confianza y respeto con las familias.

Answered: 50 Skipped: 290

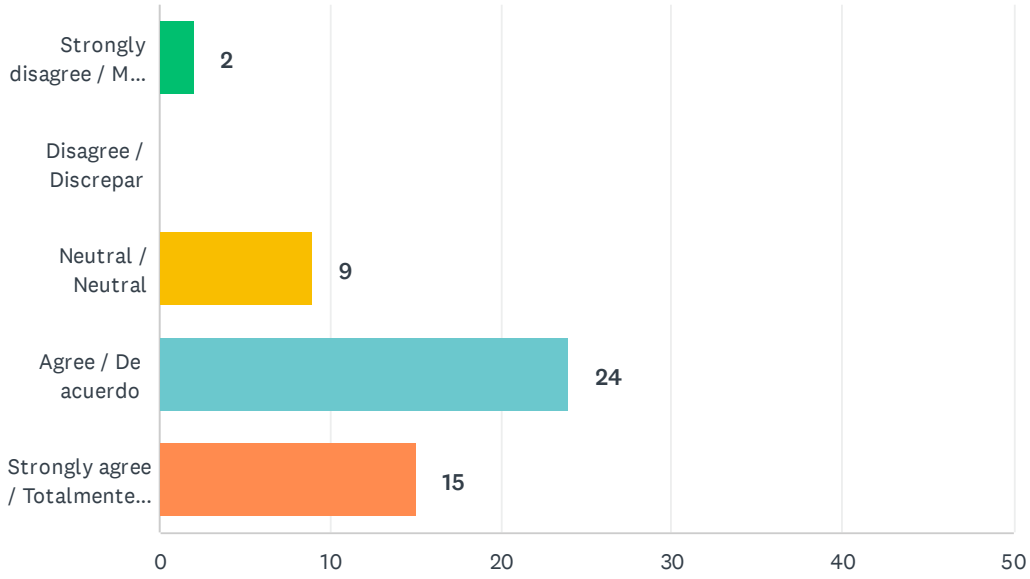


ANSWER CHOICES	RESPONSES	
Strongly disagree / Muy en desacuerdo	4%	2
Disagree / Discrepar	6%	3
Neutral / Neutral	12%	6
Agree / De acuerdo	58%	29
Strongly agree / Totalmente de acuerdo	20%	10
TOTAL		50

School-wide Reflections 2024

Q9 The school creates a welcoming environment for all families in the community. / La escuela crea un ambiente acogedor para todas las familias de la comunidad.

Answered: 50 Skipped: 290

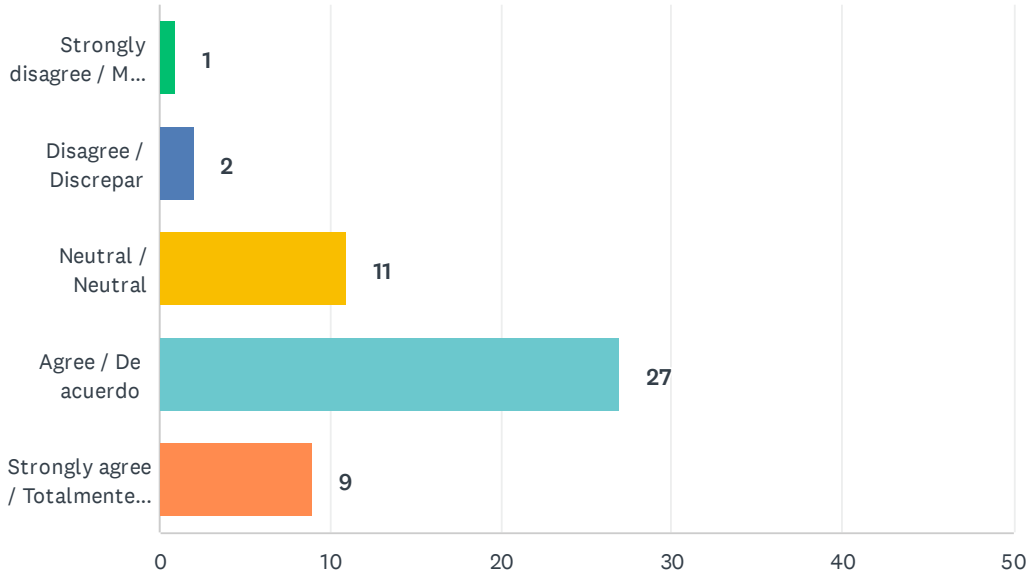


ANSWER CHOICES	RESPONSES	
Strongly disagree / Muy en desacuerdo	4%	2
Disagree / Discrepar	0%	0
Neutral / Neutral	18%	9
Agree / De acuerdo	48%	24
Strongly agree / Totalmente de acuerdo	30%	15
TOTAL		50

School-wide Reflections 2024

Q10 The school encourages staff to learn about each family's strengths, cultures, languages, and goals. / La escuela alienta al personal a aprender sobre las fortalezas, culturas, idiomas y metas de cada familia.

Answered: 50 Skipped: 290

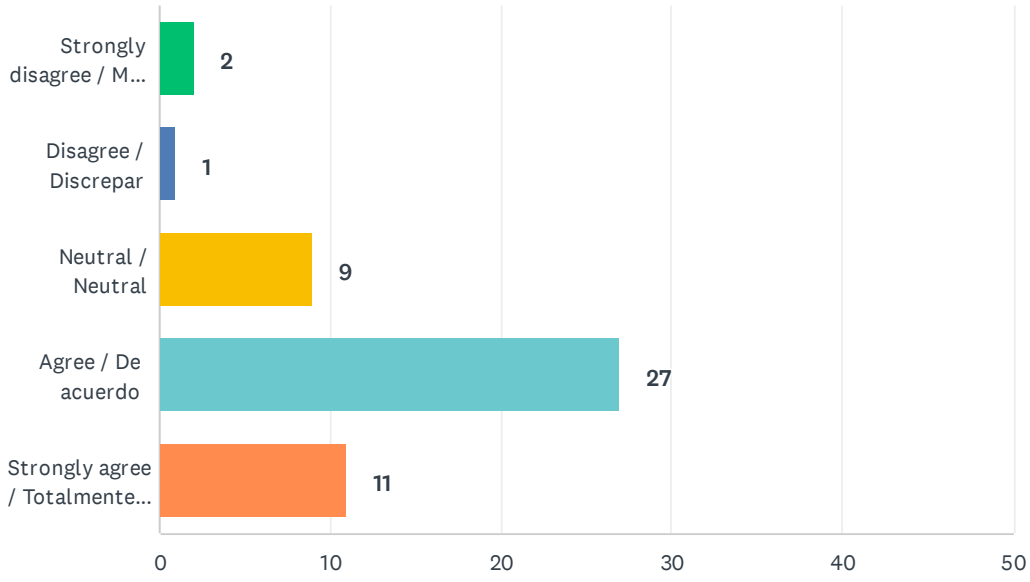


ANSWER CHOICES	RESPONSES	
Strongly disagree / Muy en desacuerdo	2%	1
Disagree / Discrepar	4%	2
Neutral / Neutral	22%	11
Agree / De acuerdo	54%	27
Strongly agree / Totalmente de acuerdo	18%	9
TOTAL		50

School-wide Reflections 2024

Q11 The school provides multiple opportunities throughout the year to engage educators and administrators using language that is understandable and accessible. / La escuela brinda múltiples oportunidades a lo largo del año para involucrar a los educadores y administradores utilizando un lenguaje comprensible y accesible.

Answered: 50 Skipped: 290

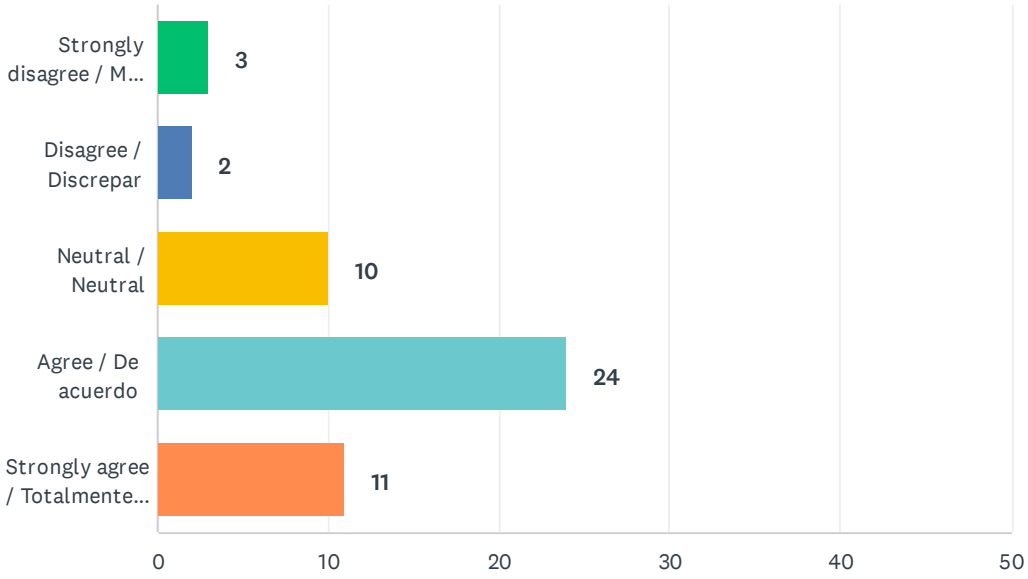


ANSWER CHOICES	RESPONSES	
Strongly disagree / Muy en desacuerdo	4%	2
Disagree / Discrepar	2%	1
Neutral / Neutral	18%	9
Agree / De acuerdo	54%	27
Strongly agree / Totalmente de acuerdo	22%	11
TOTAL		50

School-wide Reflections 2024

Q12 The school provides professional learning and support to teachers and parents to improve the school's capacity to partner with families. / La escuela brinda aprendizaje profesional y apoyo a maestros y padres para mejorar la capacidad de la escuela para asociarse con las familias.

Answered: 50 Skipped: 290

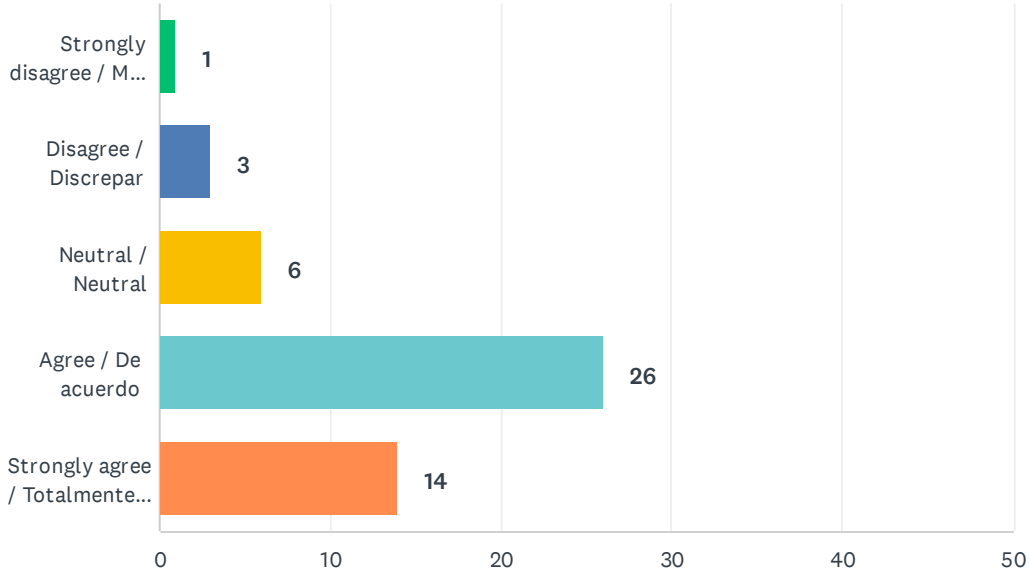


ANSWER CHOICES	RESPONSES	
Strongly disagree / Muy en desacuerdo	6%	3
Disagree / Discrepar	4%	2
Neutral / Neutral	20%	10
Agree / De acuerdo	48%	24
Strongly agree / Totalmente de acuerdo	22%	11
TOTAL		50

School-wide Reflections 2024

Q13 The school implements policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes. / La escuela implementa políticas o programas para que los maestros se reúnan con las familias y los estudiantes para analizar el progreso de los estudiantes y las formas de trabajar juntos para apoyar la mejora de los resultados de los estudiantes.

Answered: 50 Skipped: 290

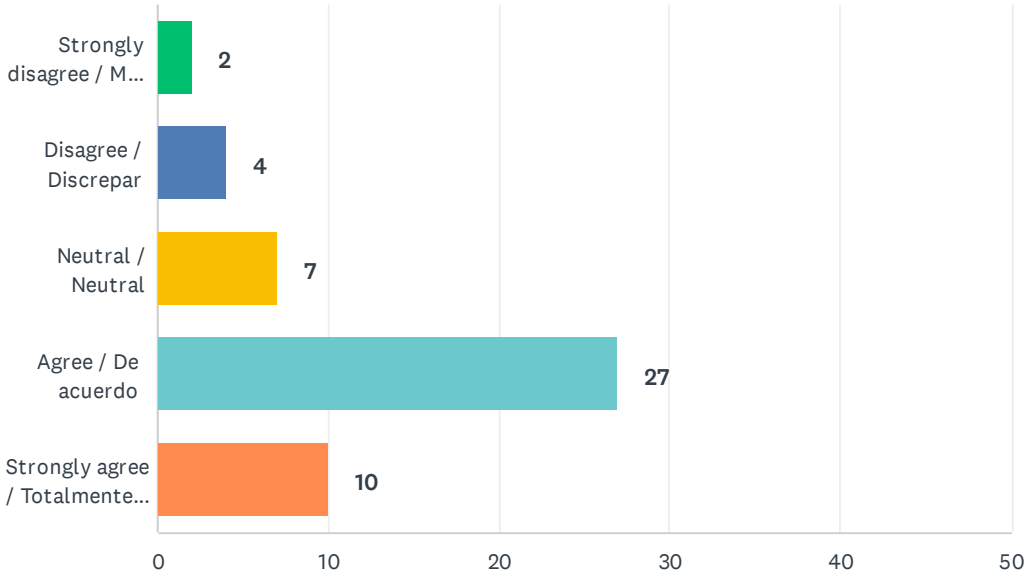


ANSWER CHOICES	RESPONSES	
Strongly disagree / Muy en desacuerdo	2%	1
Disagree / Discrepar	6%	3
Neutral / Neutral	12%	6
Agree / De acuerdo	52%	26
Strongly agree / Totalmente de acuerdo	28%	14
TOTAL		50

School-wide Reflections 2024

Q14 The school supports staff to effectively engage families in advisory groups and with decision-making. / La escuela apoya al personal para involucrar de manera efectiva a las familias en grupos de asesoramiento y en la toma de decisiones.

Answered: 50 Skipped: 290

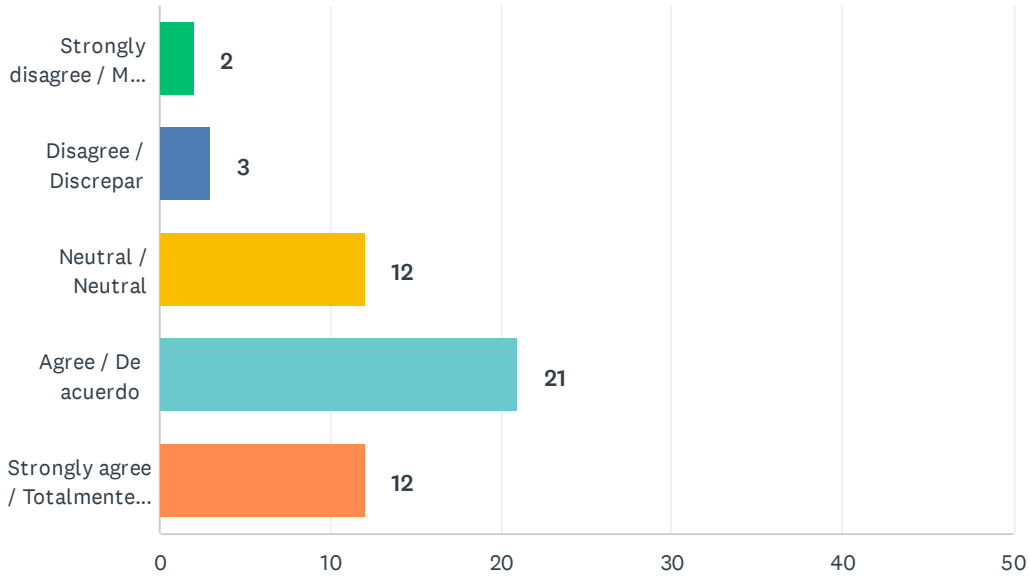


ANSWER CHOICES	RESPONSES	
Strongly disagree / Muy en desacuerdo	4%	2
Disagree / Discrepar	8%	4
Neutral / Neutral	14%	7
Agree / De acuerdo	54%	27
Strongly agree / Totalmente de acuerdo	20%	10
TOTAL		50

School-wide Reflections 2024

Q15 The school builds the capacity of and supports family members to effectively engage in advisory groups and decision making. / La escuela desarrolla la capacidad de los miembros de la familia y los apoya para que participen de manera efectiva en grupos de asesoramiento y en la toma de decisiones.

Answered: 50 Skipped: 290

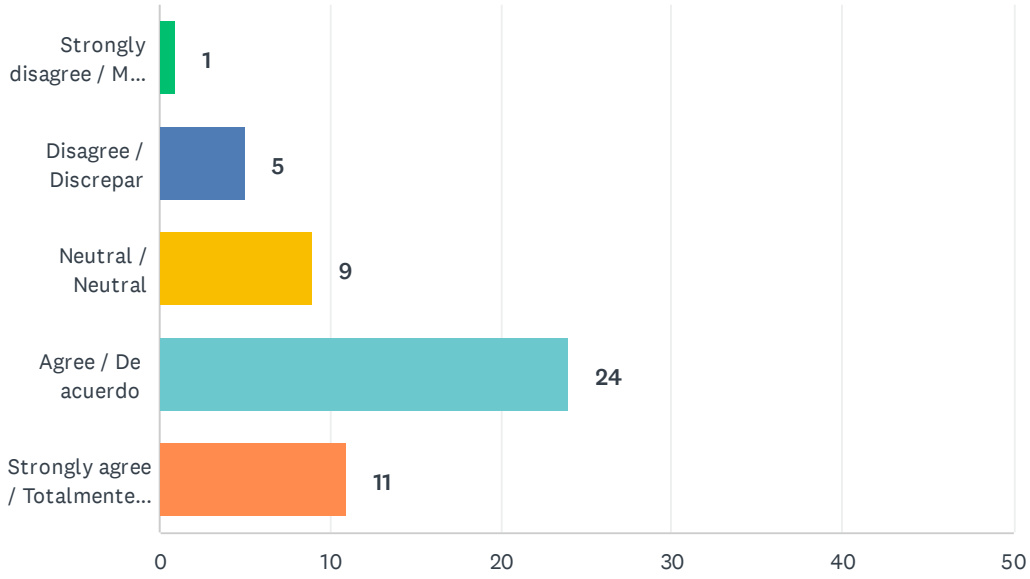


ANSWER CHOICES	RESPONSES	
Strongly disagree / Muy en desacuerdo	4%	2
Disagree / Discrepar	6%	3
Neutral / Neutral	24%	12
Agree / De acuerdo	42%	21
Strongly agree / Totalmente de acuerdo	24%	12
TOTAL		50

School-wide Reflections 2024

Q16 The school provides all families with opportunities to provide input on policies and programs. / La escuela ofrece a todas las familias la oportunidad de dar su opinión sobre políticas y programas.

Answered: 50 Skipped: 290

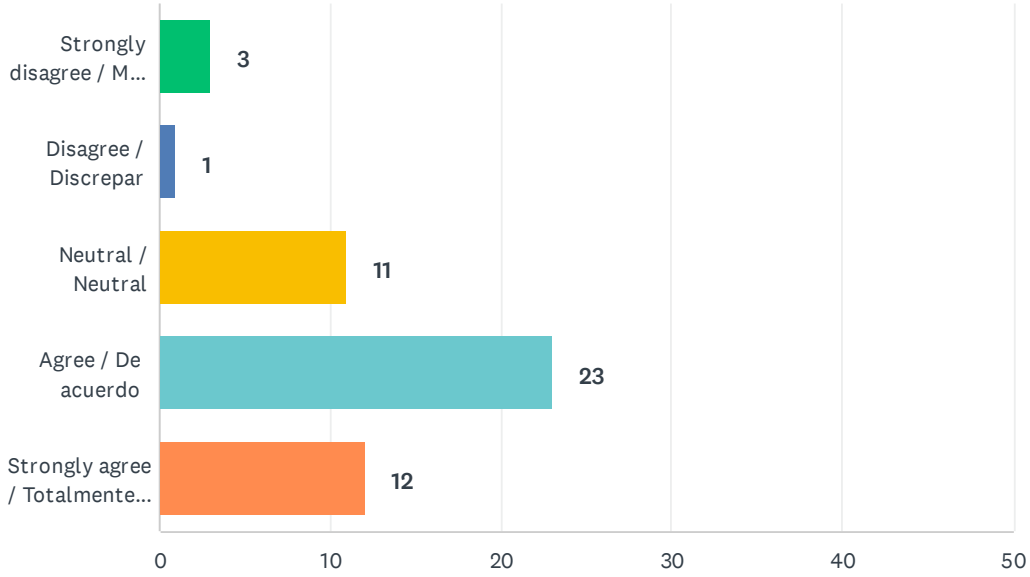


ANSWER CHOICES	RESPONSES	
Strongly disagree / Muy en desacuerdo	2%	1
Disagree / Discrepar	10%	5
Neutral / Neutral	18%	9
Agree / De acuerdo	48%	24
Strongly agree / Totalmente de acuerdo	22%	11
TOTAL		50

School-wide Reflections 2024

Q17 The school provides opportunities to have families, teachers and administrators work together to plan, design, implement and evaluate family engagement activities. / La escuela brinda oportunidades para que las familias, los maestros y los administradores trabajen juntos para planificar, diseñar, implementar y evaluar actividades de participación familiar.

Answered: 50 Skipped: 290

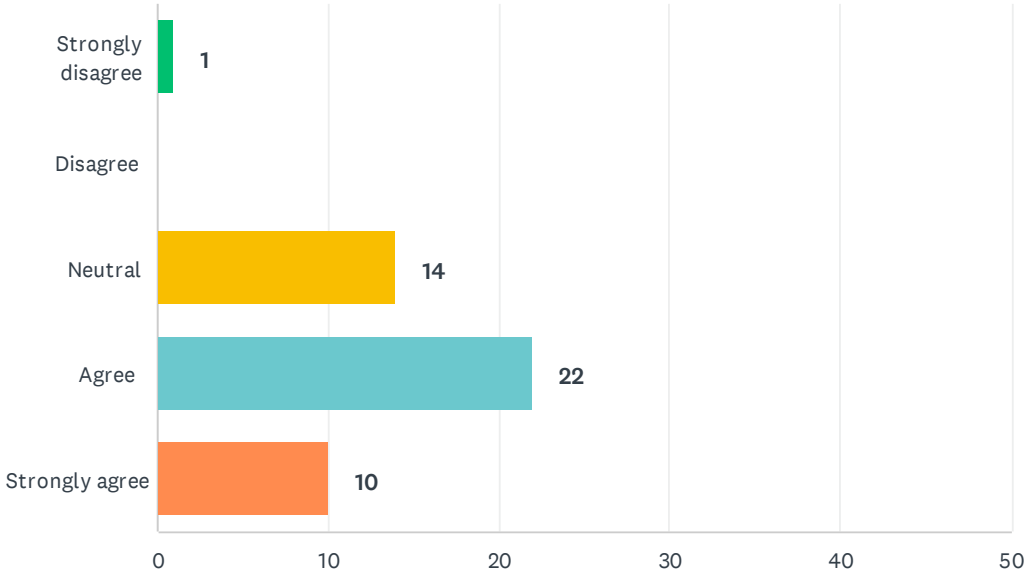


ANSWER CHOICES	RESPONSES	
Strongly disagree / Muy en desacuerdo	6%	3
Disagree / Discrepar	2%	1
Neutral / Neutral	22%	11
Agree / De acuerdo	46%	23
Strongly agree / Totalmente de acuerdo	24%	12
TOTAL		50

School-wide Reflections 2024

Q18 I am satisfied with my job.

Answered: 47 Skipped: 293

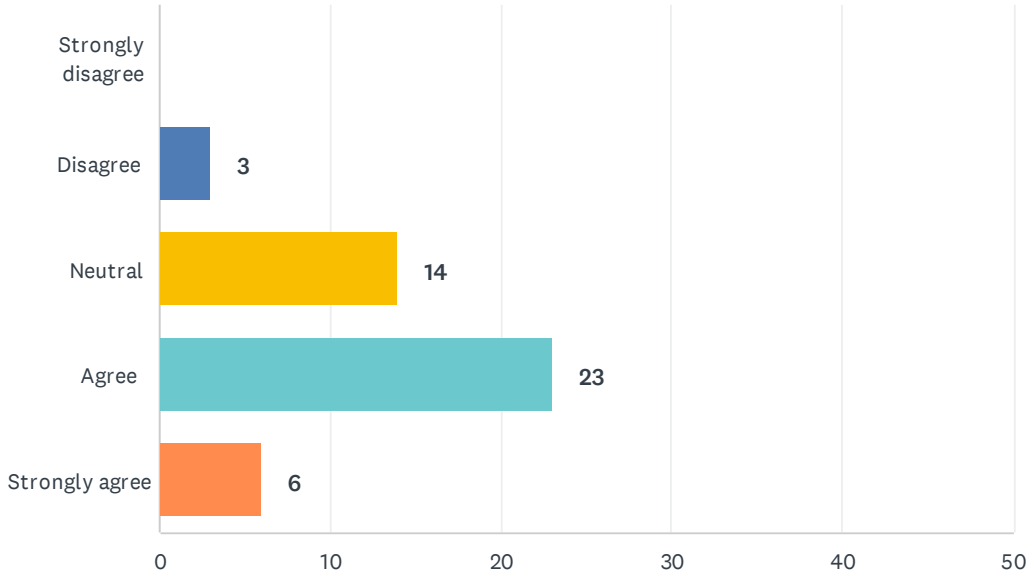


ANSWER CHOICES	RESPONSES	
Strongly disagree	2%	1
Disagree	0%	0
Neutral	30%	14
Agree	47%	22
Strongly agree	21%	10
TOTAL		47

School-wide Reflections 2024

Q19 The leadership at my school provides me the opportunity to develop my potential to be an exceptional teacher/educator.

Answered: 46 Skipped: 294

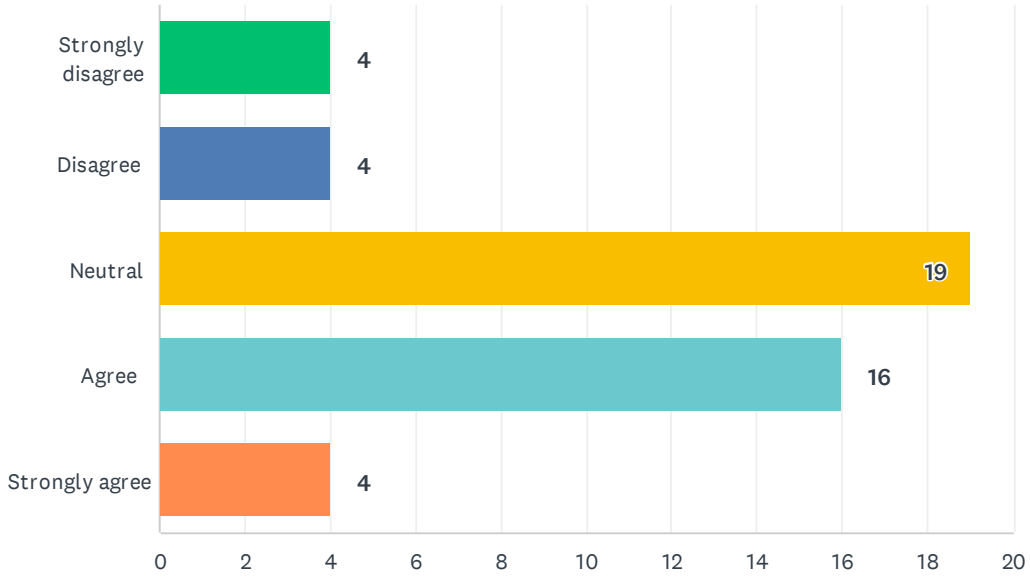


ANSWER CHOICES	RESPONSES	
Strongly disagree	0%	0
Disagree	7%	3
Neutral	30%	14
Agree	50%	23
Strongly agree	13%	6
TOTAL		46

School-wide Reflections 2024

Q20 I feel like I am a part of one organization with a shared vision across all schools.

Answered: 47 Skipped: 293

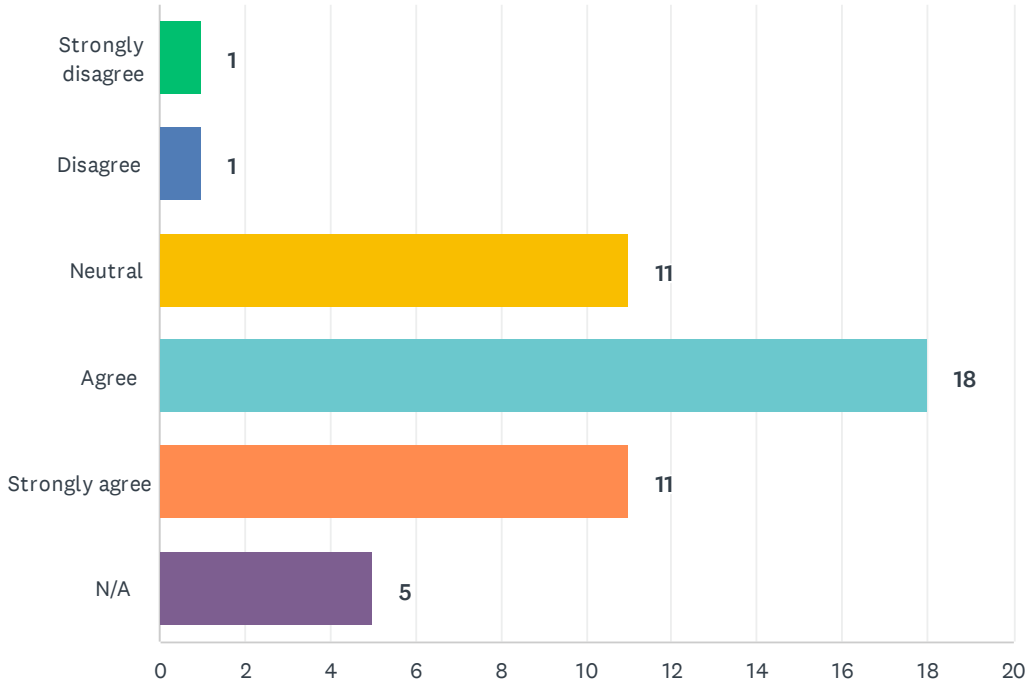


ANSWER CHOICES	RESPONSES	
Strongly disagree	9%	4
Disagree	9%	4
Neutral	40%	19
Agree	34%	16
Strongly agree	9%	4
TOTAL		47

School-wide Reflections 2024

Q21 Instructional feedback from Instructional Coaches and/or Administrators was helpful in my development as a teacher.

Answered: 47 Skipped: 293

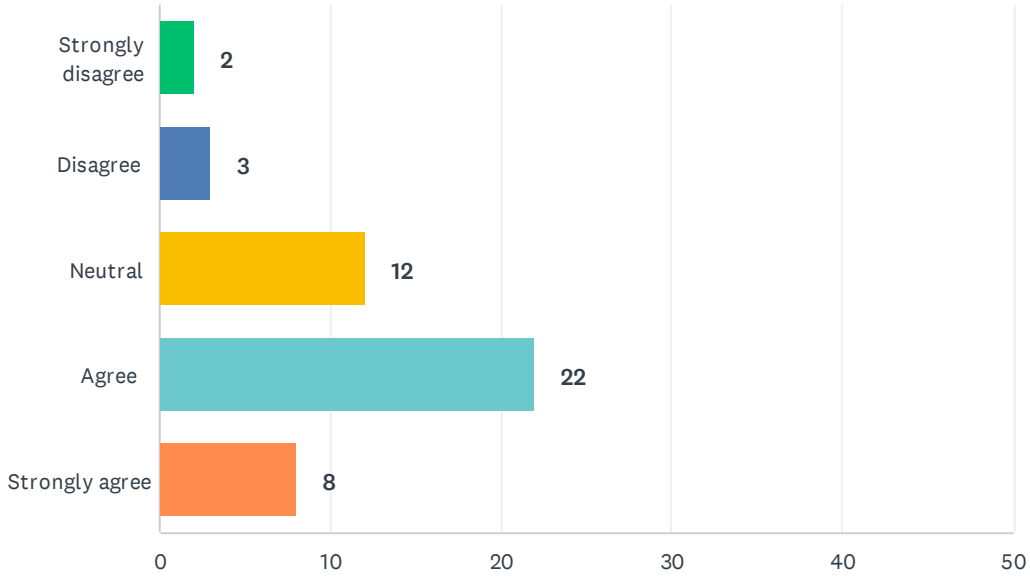


ANSWER CHOICES	RESPONSES	
Strongly disagree	2%	1
Disagree	2%	1
Neutral	23%	11
Agree	38%	18
Strongly agree	23%	11
N/A	11%	5
TOTAL		47

School-wide Reflections 2024

Q22 My school develops the capacity of staff (e.g., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.

Answered: 47 Skipped: 293

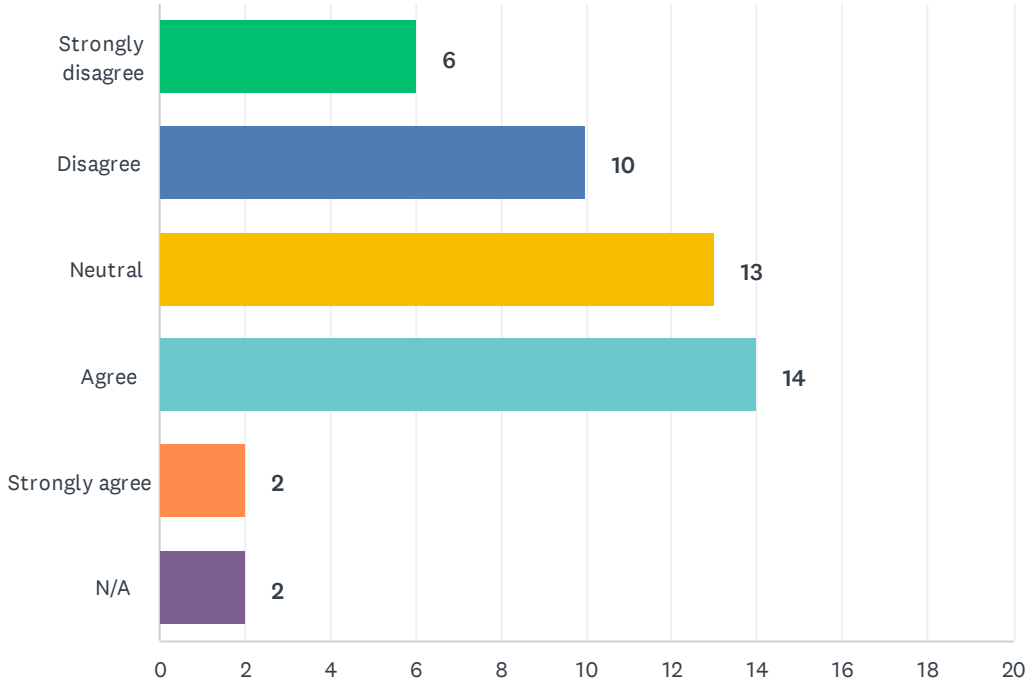


ANSWER CHOICES	RESPONSES	
Strongly disagree	4%	2
Disagree	6%	3
Neutral	26%	12
Agree	47%	22
Strongly agree	17%	8
TOTAL		47

School-wide Reflections 2024

Q23 I have access to the curriculum I need to support English Learners.

Answered: 47 Skipped: 293

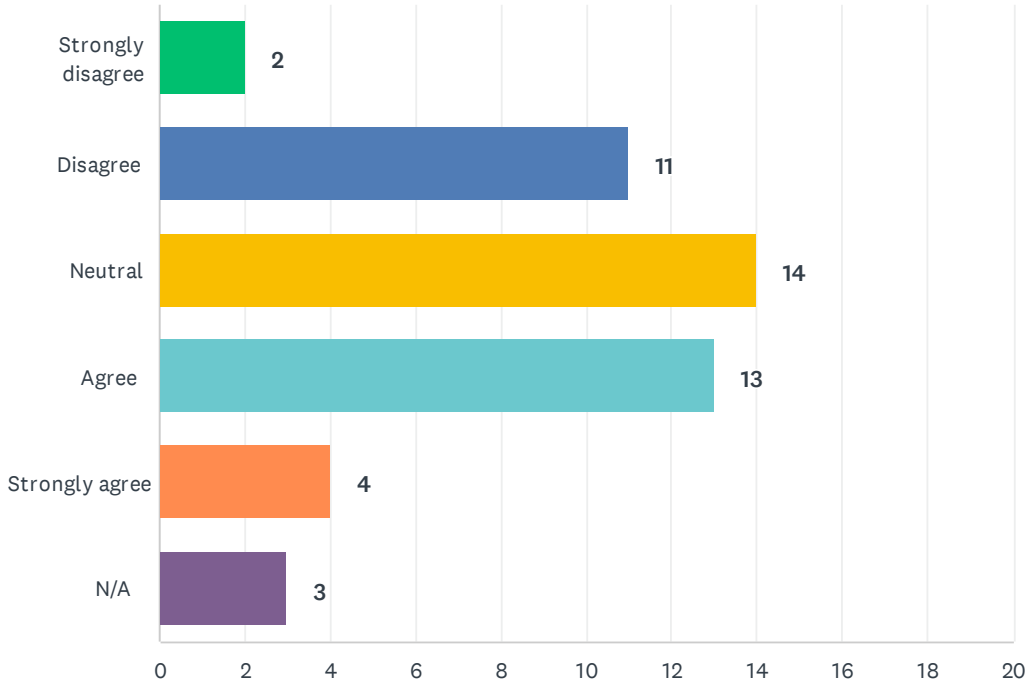


ANSWER CHOICES	RESPONSES	
Strongly disagree	13%	6
Disagree	21%	10
Neutral	28%	13
Agree	30%	14
Strongly agree	4%	2
N/A	4%	2
TOTAL		47

School-wide Reflections 2024

Q24 I have access to the curriculum I need to support students with special disabilities.

Answered: 47 Skipped: 293

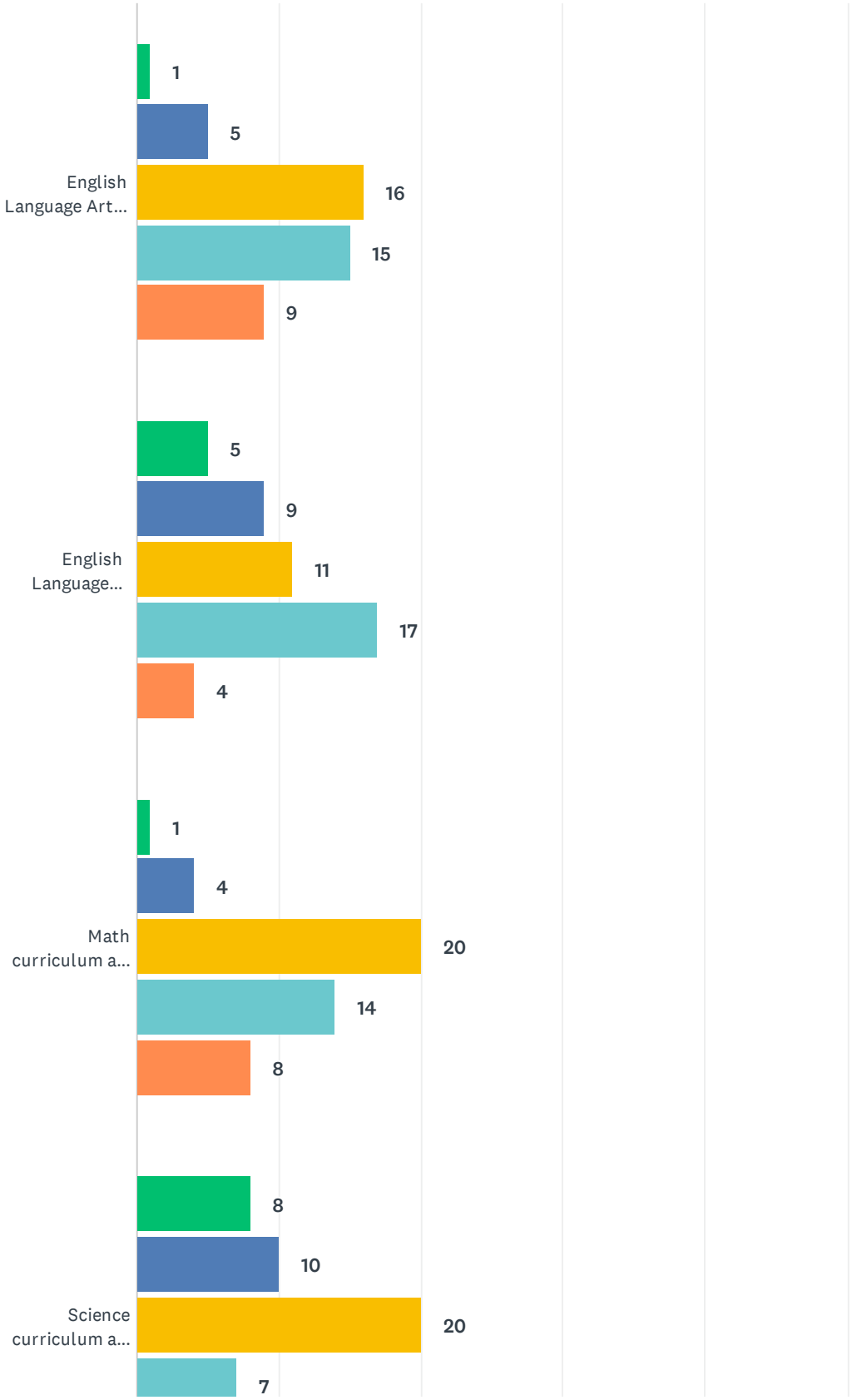


ANSWER CHOICES	RESPONSES	
Strongly disagree	4%	2
Disagree	23%	11
Neutral	30%	14
Agree	28%	13
Strongly agree	9%	4
N/A	6%	3
TOTAL		47

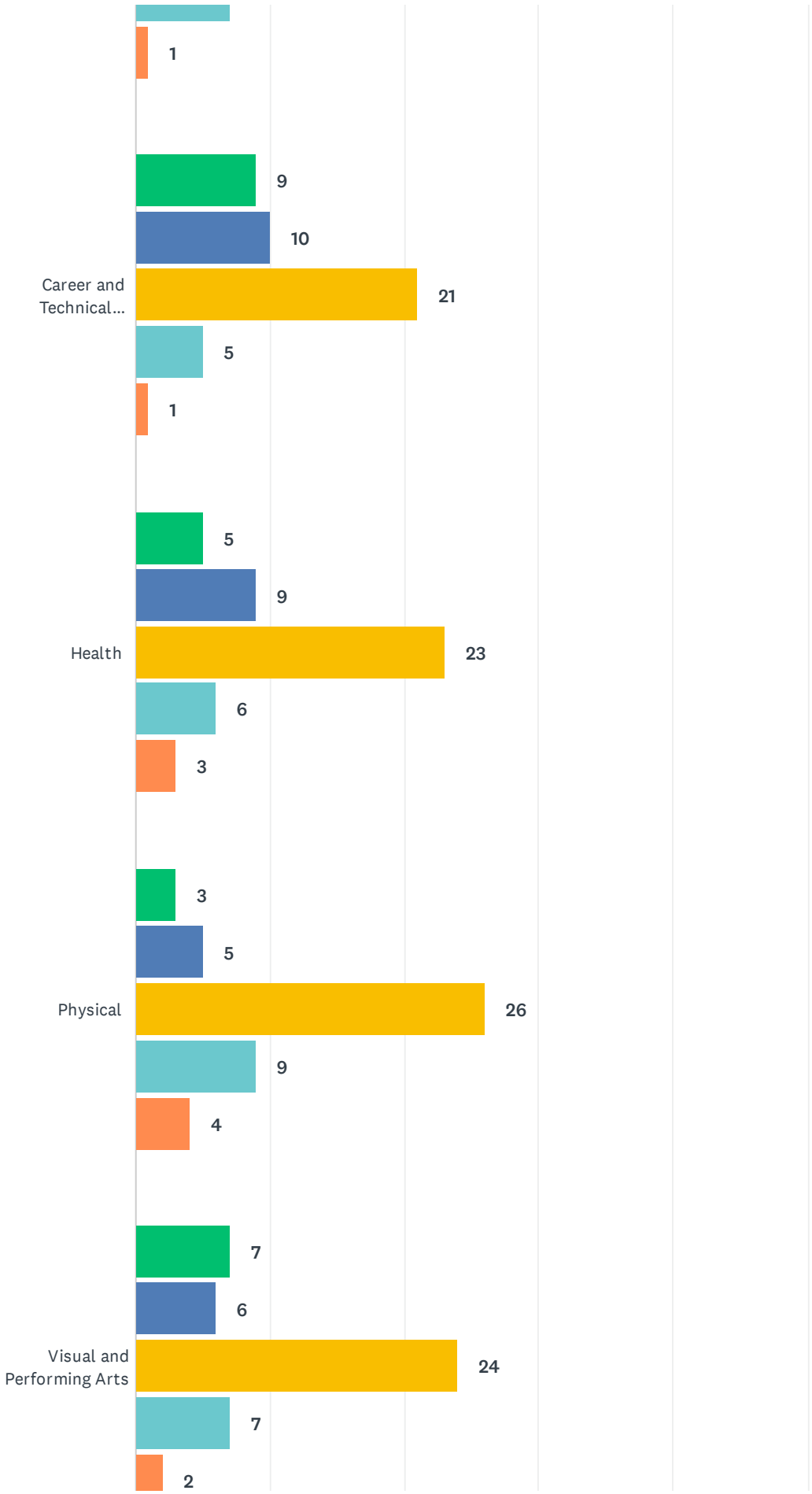
School-wide Reflections 2024

Q25 My school has provided sufficient professional development in:

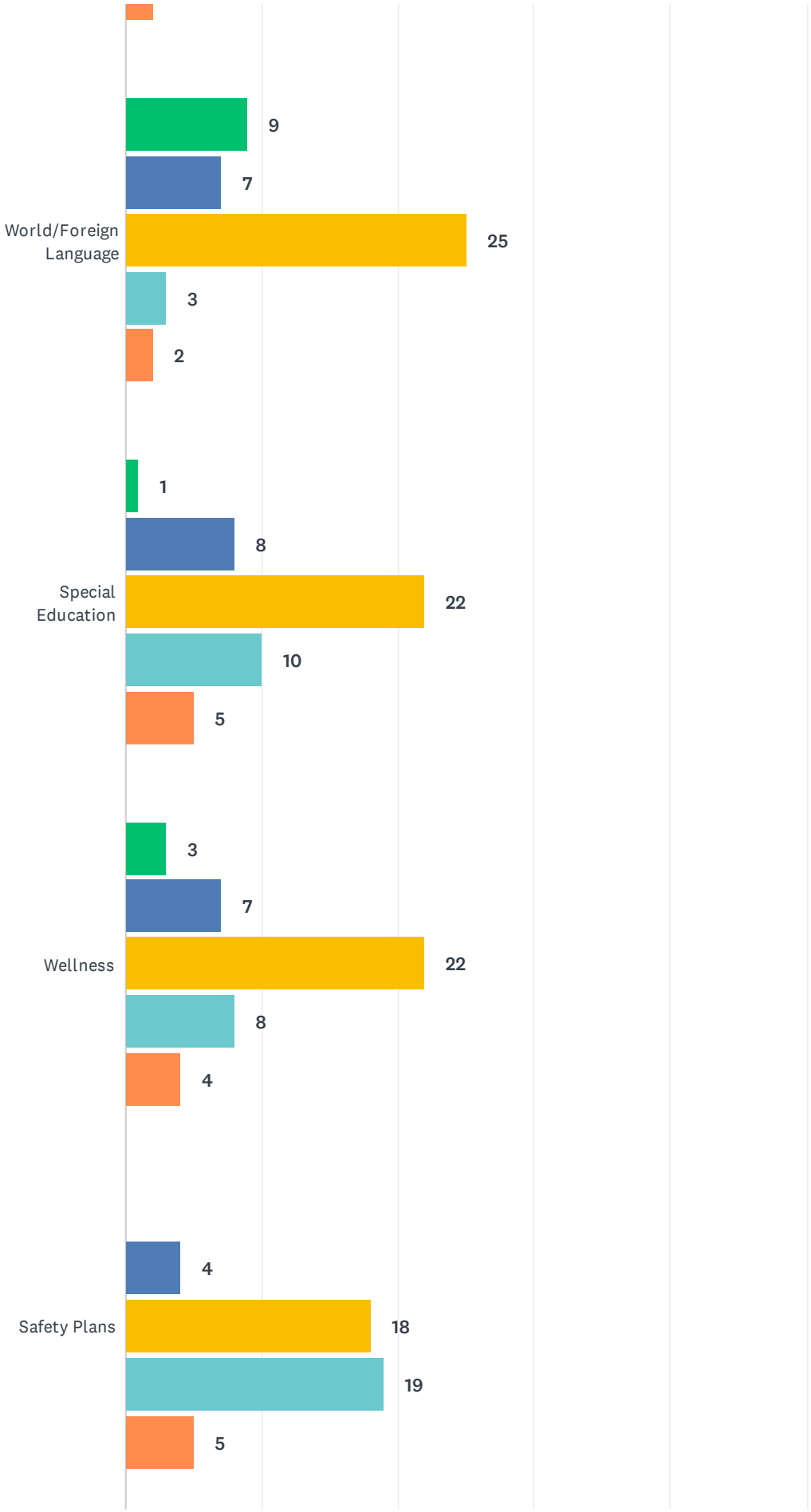
Answered: 47 Skipped: 293



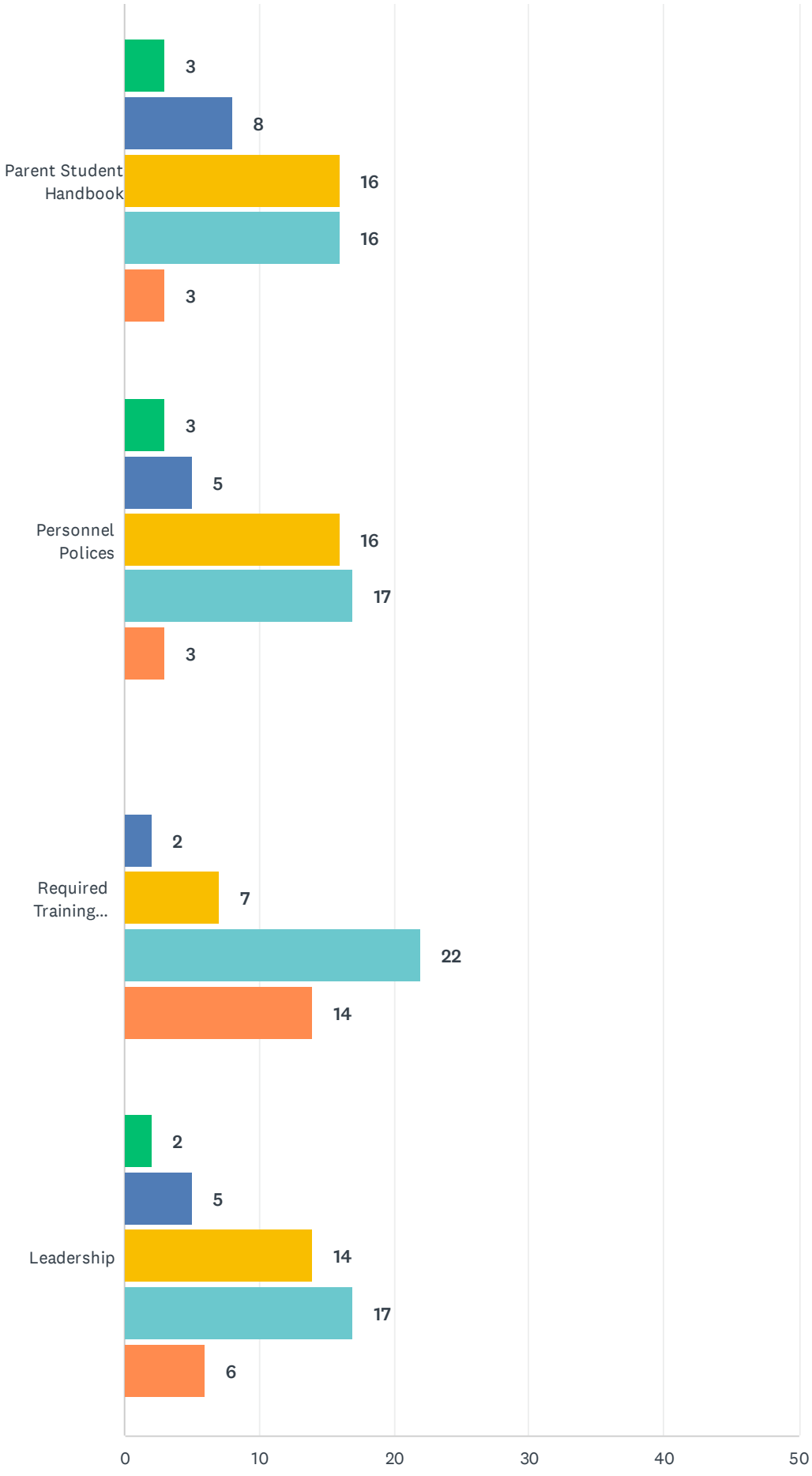
School-wide Reflections 2024



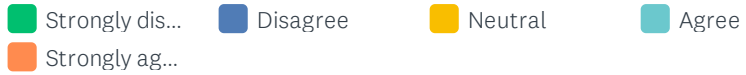
School-wide Reflections 2024



School-wide Reflections 2024



School-wide Reflections 2024

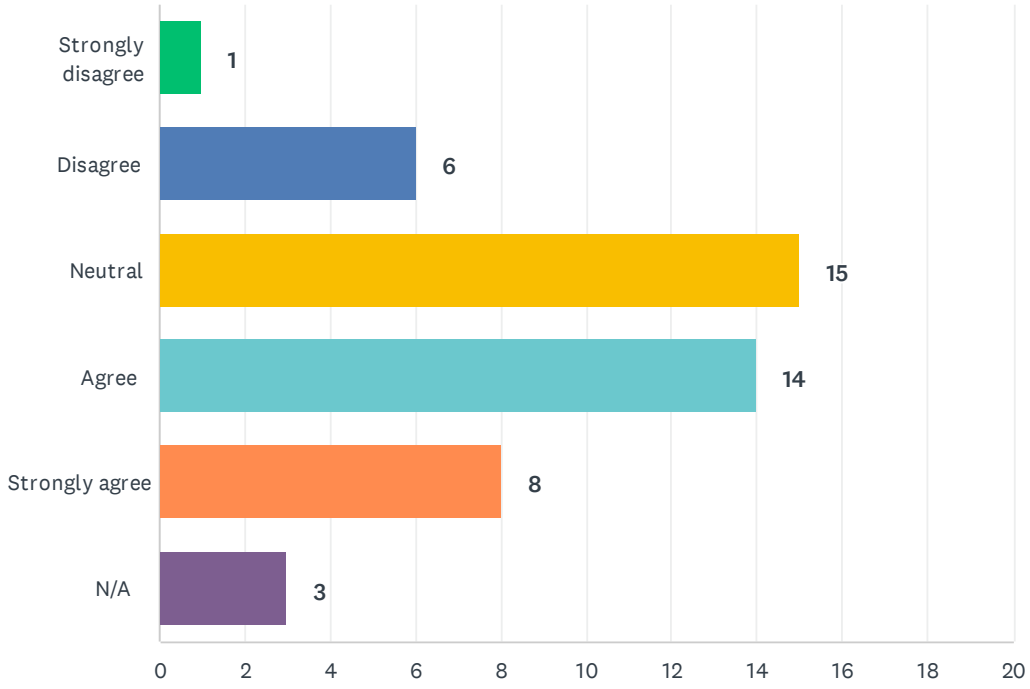


	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
English Language Arts curriculum and standards	2% 1	11% 5	35% 16	33% 15	20% 9	46	3.57
English Language Development curriculum and standards	11% 5	20% 9	24% 11	37% 17	9% 4	46	3.13
Math curriculum and standards	2% 1	9% 4	43% 20	30% 14	17% 8	47	3.51
Science curriculum and standards	17% 8	22% 10	43% 20	15% 7	2% 1	46	2.63
Career and Technical Education	20% 9	22% 10	46% 21	11% 5	2% 1	46	2.54
Health	11% 5	20% 9	50% 23	13% 6	7% 3	46	2.85
Physical	6% 3	11% 5	55% 26	19% 9	9% 4	47	3.13
Visual and Performing Arts	15% 7	13% 6	52% 24	15% 7	4% 2	46	2.80
World/Foreign Language	20% 9	15% 7	54% 25	7% 3	4% 2	46	2.61
Special Education	2% 1	17% 8	48% 22	22% 10	11% 5	46	3.22
Wellness	7% 3	16% 7	50% 22	18% 8	9% 4	44	3.07
Safety Plans	0% 0	9% 4	39% 18	41% 19	11% 5	46	3.54
Parent Student Handbook	7% 3	17% 8	35% 16	35% 16	7% 3	46	3.17
Personnel Polices	7% 3	11% 5	36% 16	39% 17	7% 3	44	3.27
Required Training (Mandated Reporter, Suicide Prevention, Blood pathogens)	0% 0	4% 2	16% 7	49% 22	31% 14	45	4.07
Leadership	5% 2	11% 5	32% 14	39% 17	14% 6	44	3.45

School-wide Reflections 2024

Q26 My school implements programs to support staff in identifying areas where they can improve in delivering instruction (e.g., collaborative time, classroom walkthroughs, teacher pairing).

Answered: 47 Skipped: 293

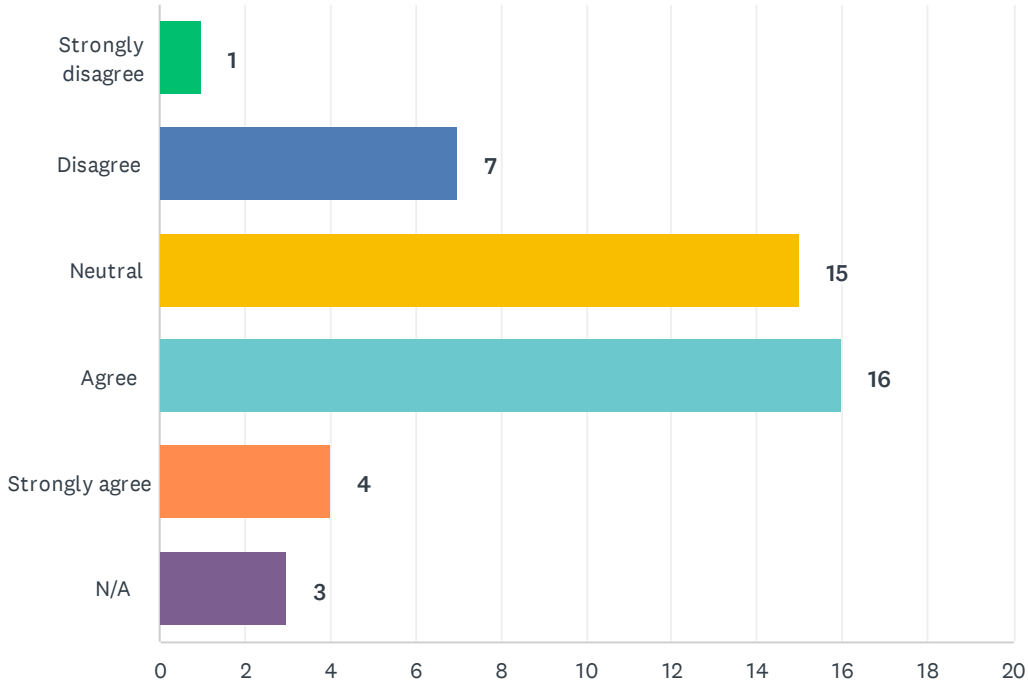


ANSWER CHOICES	RESPONSES	
Strongly disagree	2%	1
Disagree	13%	6
Neutral	32%	15
Agree	30%	14
Strongly agree	17%	8
N/A	6%	3
TOTAL		47

School-wide Reflections 2024

Q27 My school provides professional learning and support to teachers and parents to improve a school's capacity to partner with families.

Answered: 46 Skipped: 294

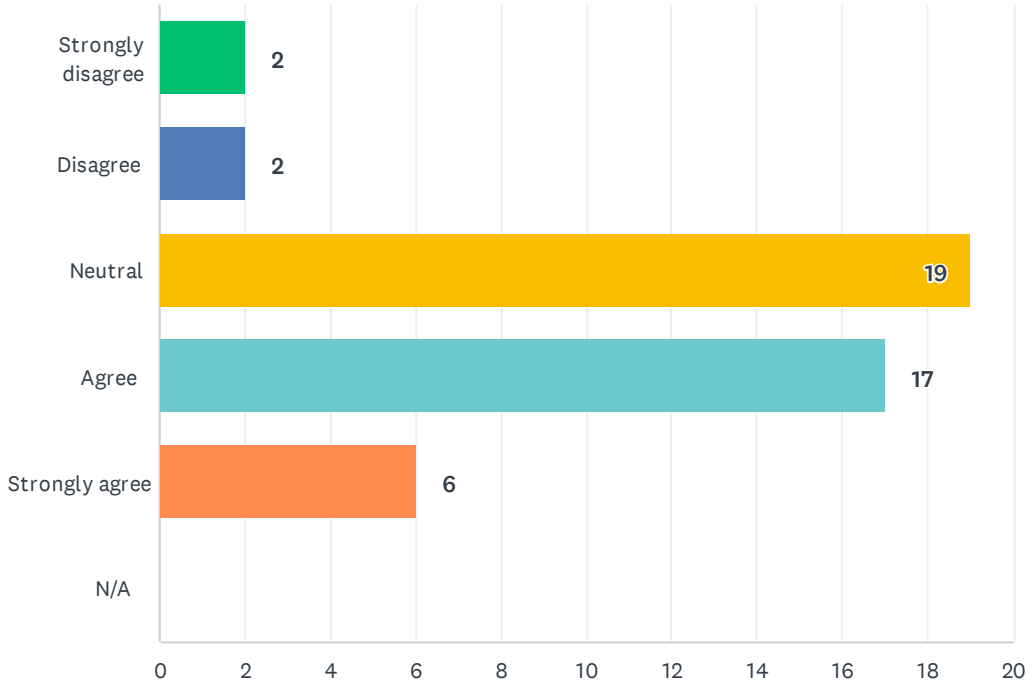


ANSWER CHOICES	RESPONSES	
Strongly disagree	2%	1
Disagree	15%	7
Neutral	33%	15
Agree	35%	16
Strongly agree	9%	4
N/A	7%	3
TOTAL		46

School-wide Reflections 2024

Q28 My school provides families with information and resources to support student learning and development in the home.

Answered: 46 Skipped: 294

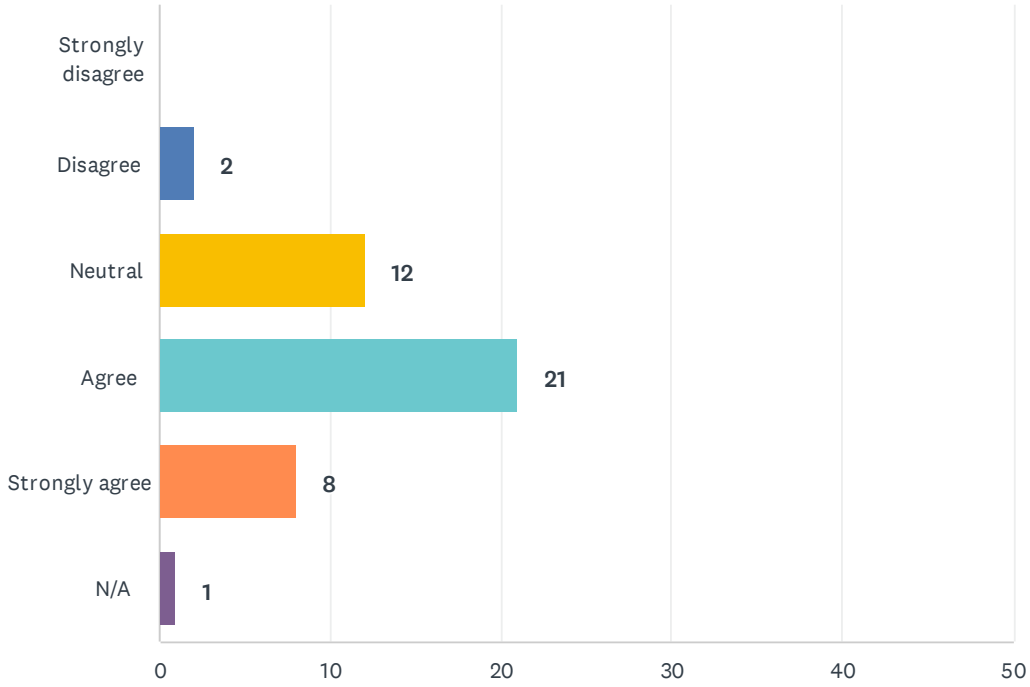


ANSWER CHOICES	RESPONSES	
Strongly disagree	4%	2
Disagree	4%	2
Neutral	41%	19
Agree	37%	17
Strongly agree	13%	6
N/A	0%	0
TOTAL		46

School-wide Reflections 2024

Q29 My school implements policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.

Answered: 44 Skipped: 296

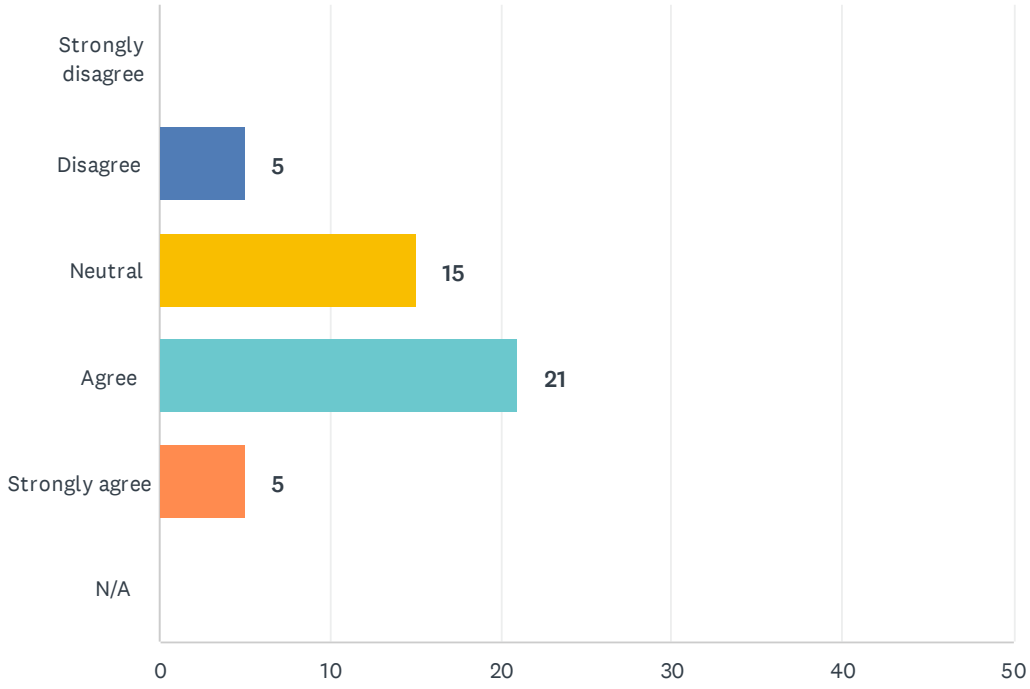


ANSWER CHOICES	RESPONSES	
Strongly disagree	0%	0
Disagree	5%	2
Neutral	27%	12
Agree	48%	21
Strongly agree	18%	8
N/A	2%	1
TOTAL		44

School-wide Reflections 2024

Q30 My school supports families to understand and exercise their legal rights and advocate for their own students and all students.

Answered: 46 Skipped: 294

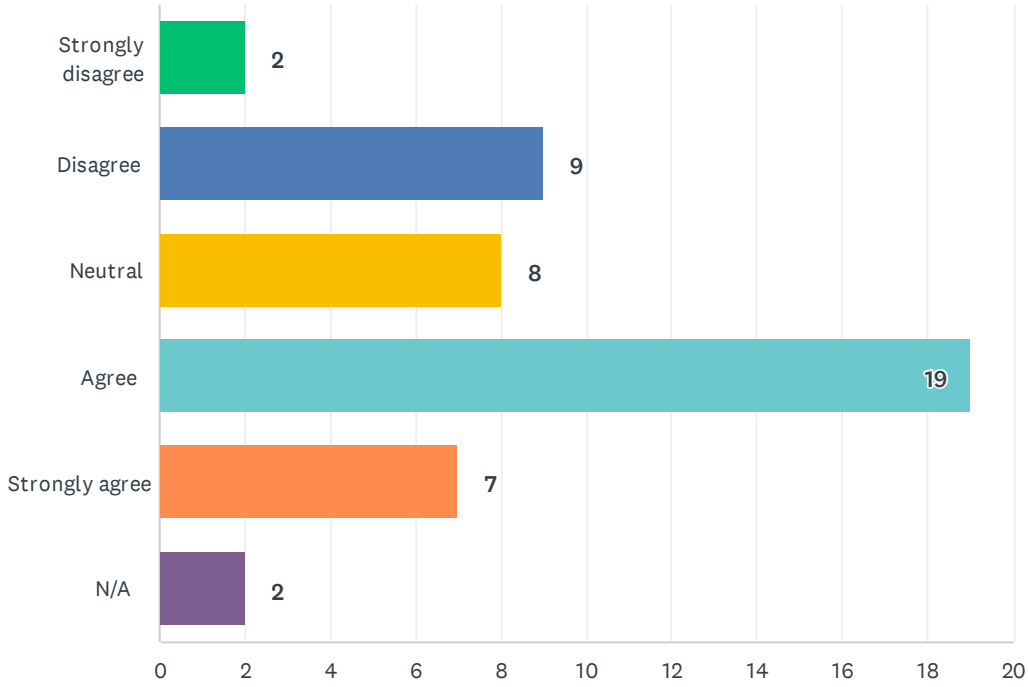


ANSWER CHOICES	RESPONSES	
Strongly disagree	0%	0
Disagree	11%	5
Neutral	33%	15
Agree	46%	21
Strongly agree	11%	5
N/A	0%	0
TOTAL		46

School-wide Reflections 2024

Q31 My school promotes staff participation and decision making that affects school practice.

Answered: 47 Skipped: 293

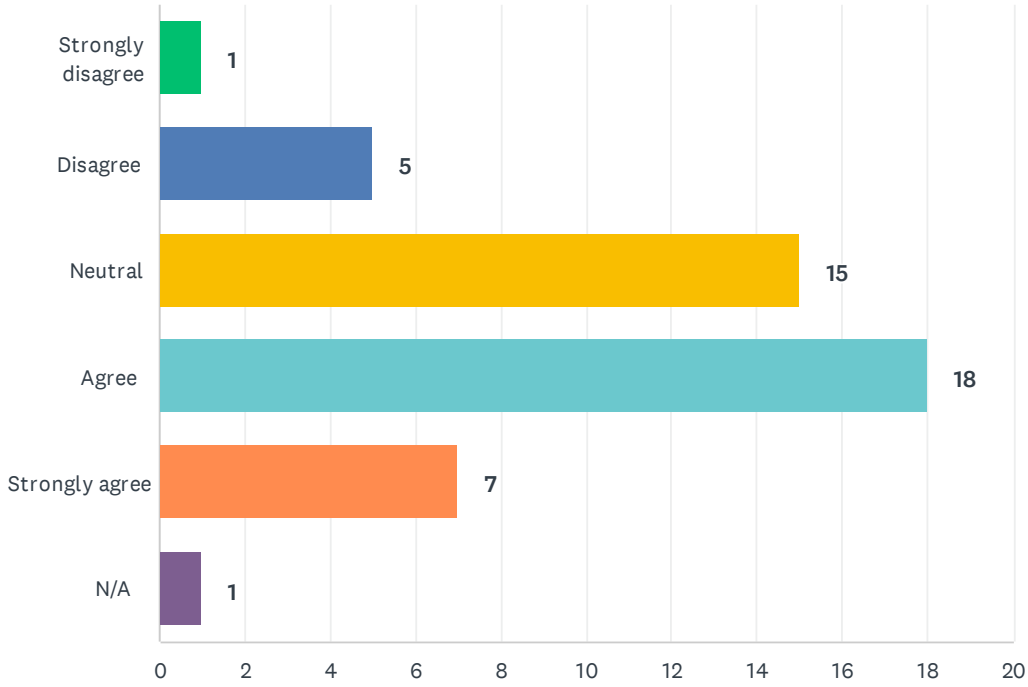


ANSWER CHOICES	RESPONSES	
Strongly disagree	4%	2
Disagree	19%	9
Neutral	17%	8
Agree	40%	19
Strongly agree	15%	7
N/A	4%	2
TOTAL		47

School-wide Reflections 2024

Q32 My school helps identify the professional learning needs of groups of teachers and staff as a whole.

Answered: 47 Skipped: 293

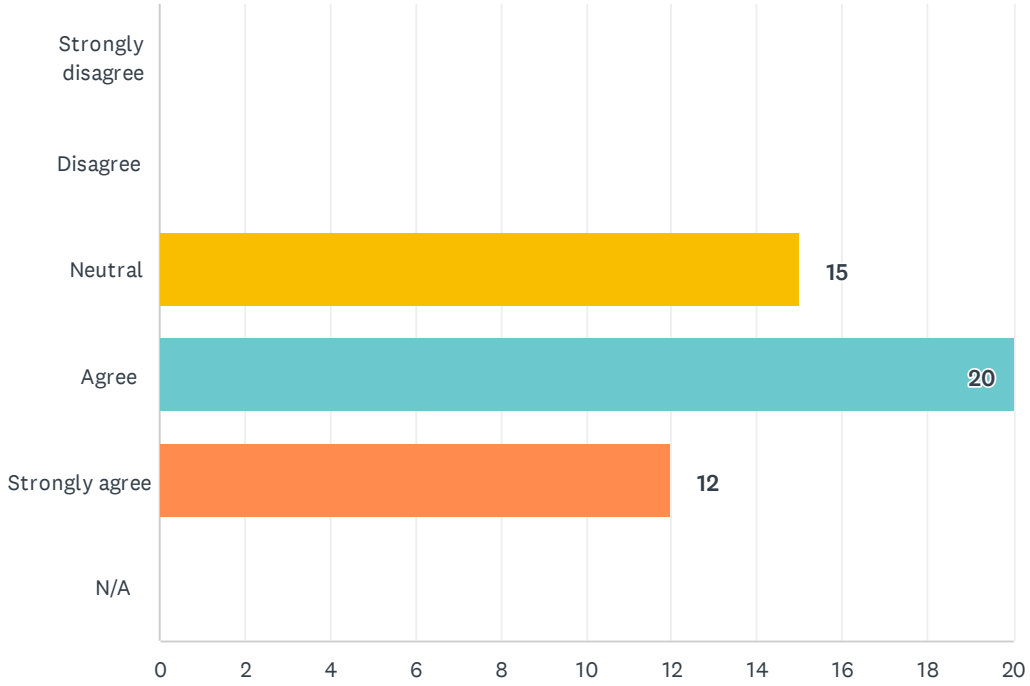


ANSWER CHOICES	RESPONSES	
Strongly disagree	2%	1
Disagree	11%	5
Neutral	32%	15
Agree	38%	18
Strongly agree	15%	7
N/A	2%	1
TOTAL		47

School-wide Reflections 2024

Q33 I would like to continue working for my school next year.

Answered: 47 Skipped: 293

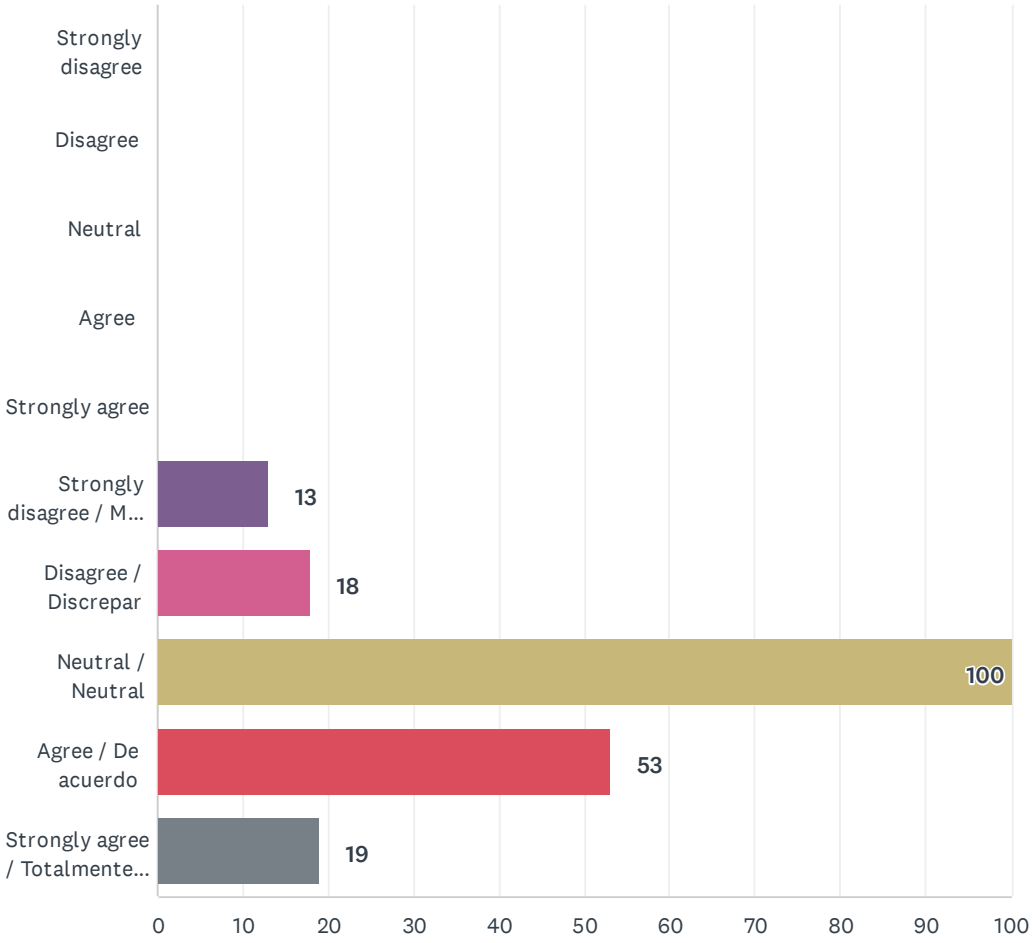


ANSWER CHOICES	RESPONSES	
Strongly disagree	0%	0
Disagree	0%	0
Neutral	32%	15
Agree	43%	20
Strongly agree	26%	12
N/A	0%	0
TOTAL		47

School-wide Reflections 2024

Q34 Students at my school treat each other with respect./ Los estudiantes de mi escuela se tratan con respeto.

Answered: 203 Skipped: 137



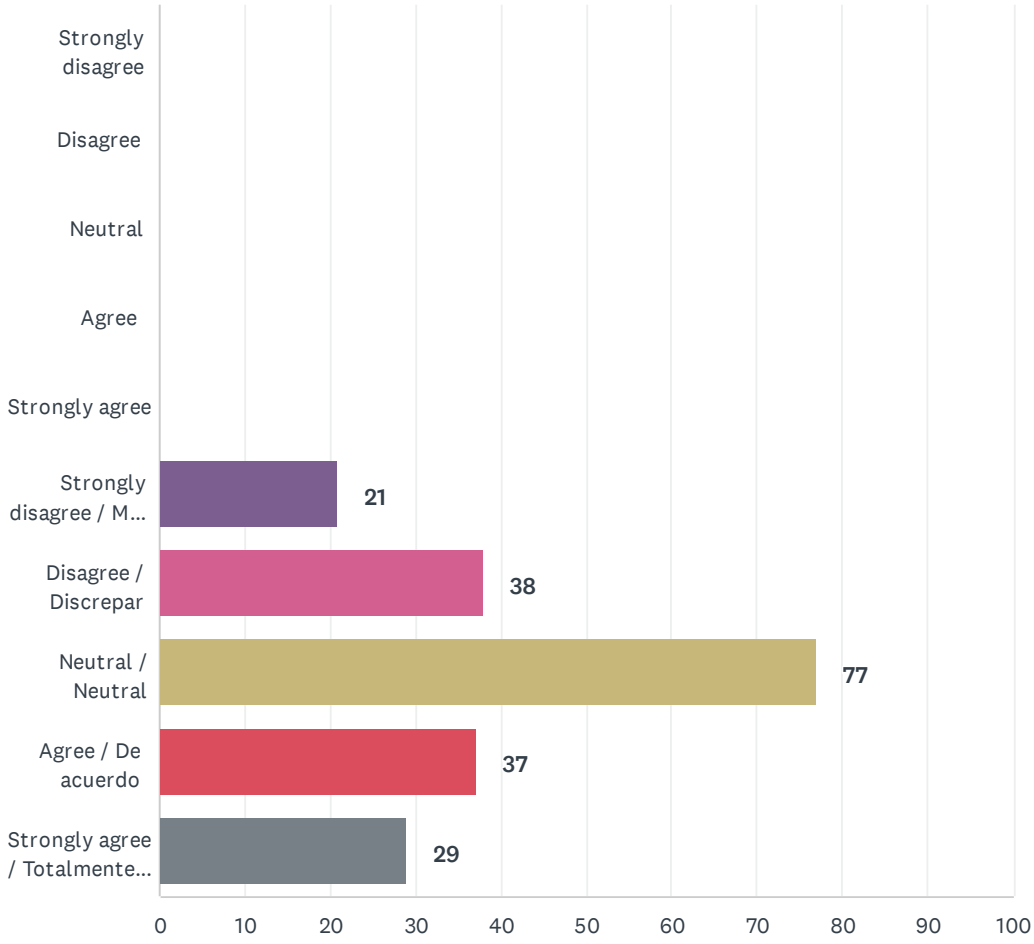
School-wide Reflections 2024

ANSWER CHOICES	RESPONSES	
Strongly disagree	0%	0
Disagree	0%	0
Neutral	0%	0
Agree	0%	0
Strongly agree	0%	0
Strongly disagree / Muy en desacuerdo	6%	13
Disagree / Discrepar	9%	18
Neutral / Neutral	49%	100
Agree / De acuerdo	26%	53
Strongly agree / Totalmente de acuerdo	9%	19
TOTAL		203

School-wide Reflections 2024

Q35 Students at my school try to stop bullying when they see it happening./ Los estudiantes de mi escuela intentan detener el acoso escolar cuando lo ven.

Answered: 202 Skipped: 138



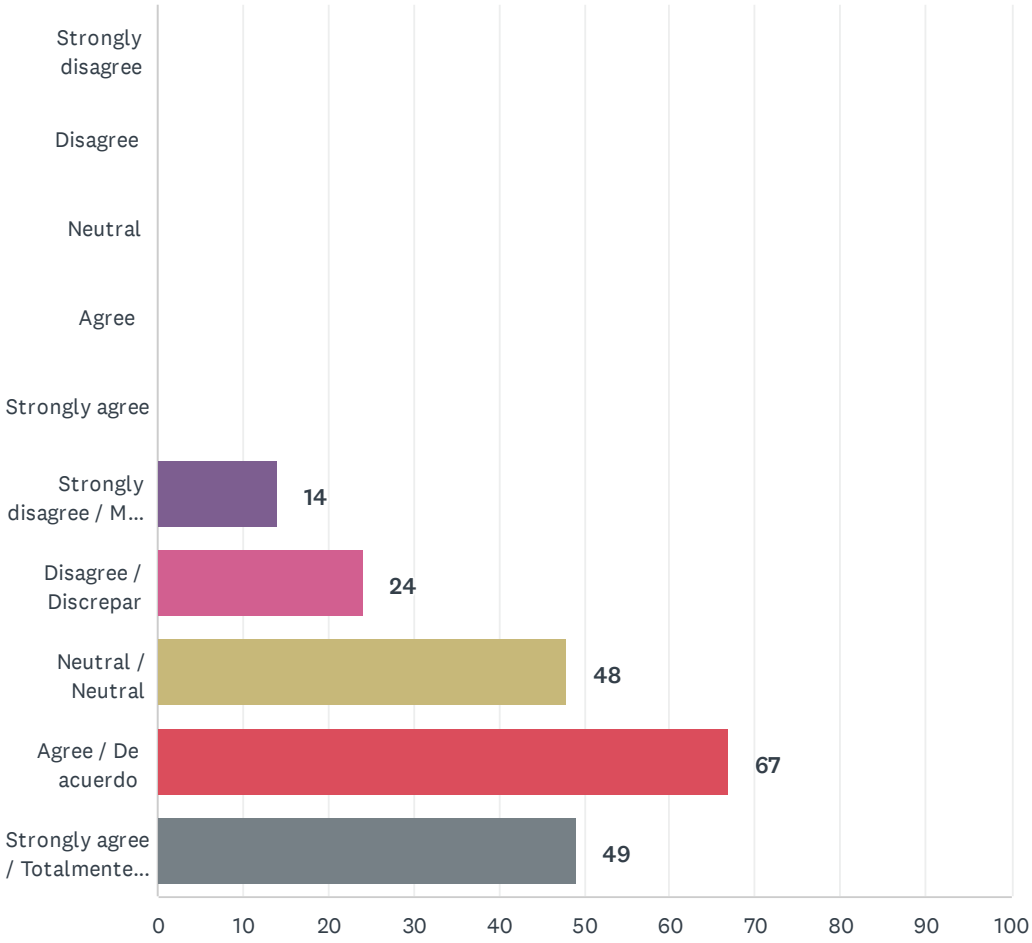
School-wide Reflections 2024

ANSWER CHOICES	RESPONSES	
Strongly disagree	0%	0
Disagree	0%	0
Neutral	0%	0
Agree	0%	0
Strongly agree	0%	0
Strongly disagree / Muy en desacuerdo	10%	21
Disagree / Discrepar	19%	38
Neutral / Neutral	38%	77
Agree / De acuerdo	18%	37
Strongly agree / Totalmente de acuerdo	14%	29
TOTAL		202

School-wide Reflections 2024

Q36 I have an adult at school that I can trust with my problems./ Tengo un adulto en la escuela en quien puedo confiar mis problemas.

Answered: 202 Skipped: 138



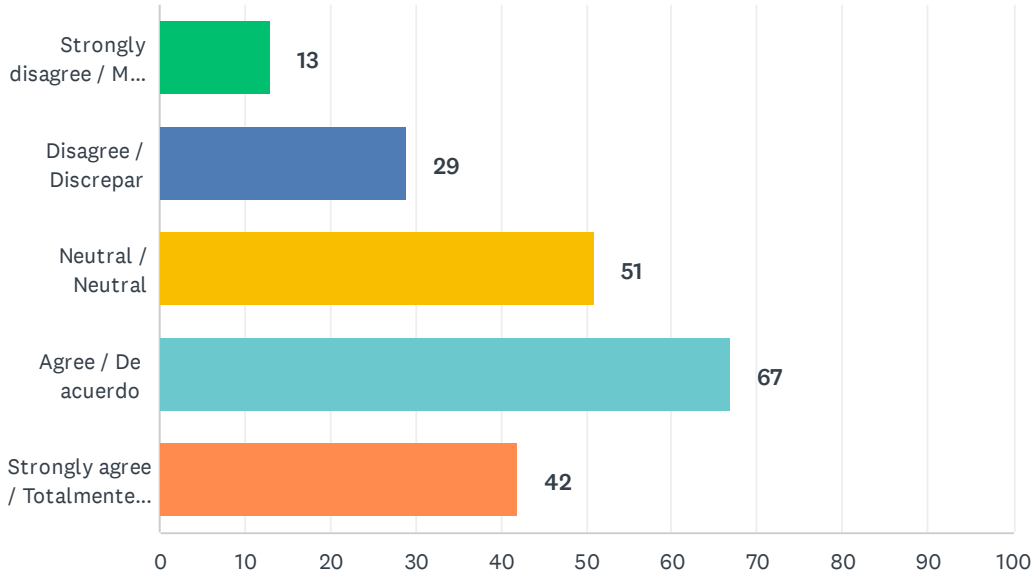
School-wide Reflections 2024

ANSWER CHOICES	RESPONSES	
Strongly disagree	0%	0
Disagree	0%	0
Neutral	0%	0
Agree	0%	0
Strongly agree	0%	0
Strongly disagree / Muy en desacuerdo	7%	14
Disagree / Discrepar	12%	24
Neutral / Neutral	24%	48
Agree / De acuerdo	33%	67
Strongly agree / Totalmente de acuerdo	24%	49
TOTAL		202

School-wide Reflections 2024

Q37 If I need counseling or someone to talk to, I know who to go to at my school. / Si necesito consejería o alguien con quien hablar, sé a quién acudir en mi escuela.

Answered: 202 Skipped: 138

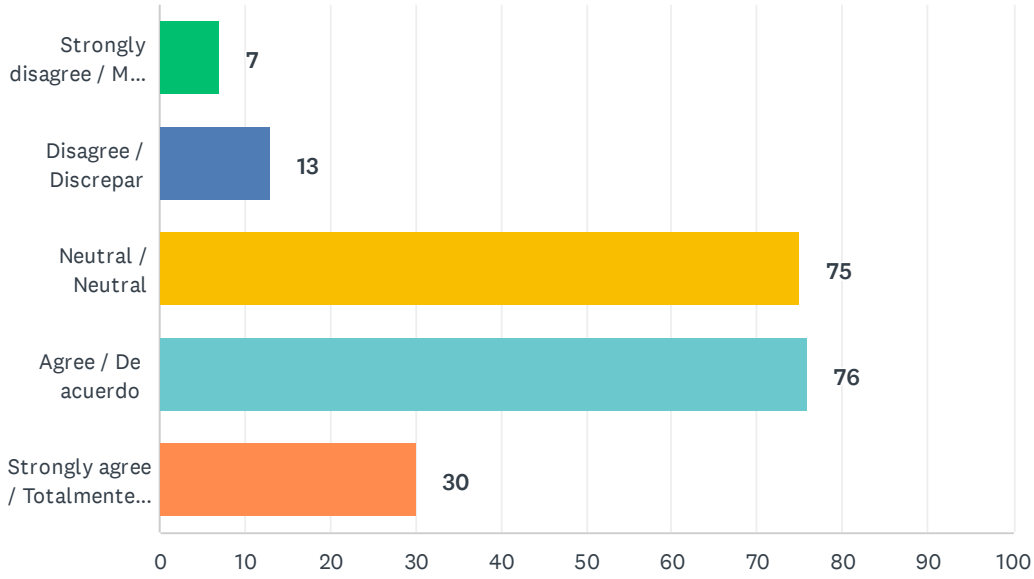


ANSWER CHOICES	RESPONSES	
Strongly disagree / Muy en desacuerdo	6%	13
Disagree / Discrepar	14%	29
Neutral / Neutral	25%	51
Agree / De acuerdo	33%	67
Strongly agree / Totalmente de acuerdo	21%	42
TOTAL		202

School-wide Reflections 2024

Q38 I have opportunities to participate in community service at my school and in my community. / Tengo oportunidades de participar en el servicio comunitario en mi escuela y en mi comunidad.

Answered: 201 Skipped: 139

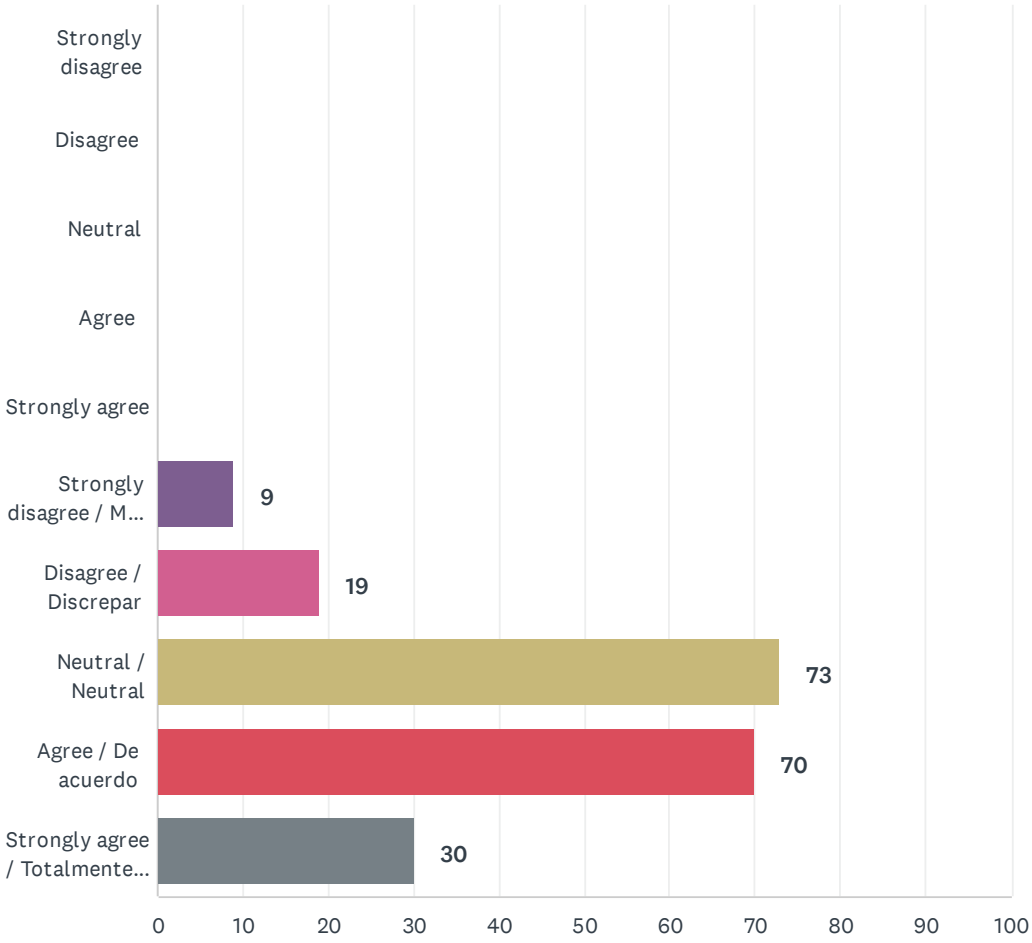


ANSWER CHOICES	RESPONSES	
Strongly disagree / Muy en desacuerdo	3%	7
Disagree / Discrepar	6%	13
Neutral / Neutral	37%	75
Agree / De acuerdo	38%	76
Strongly agree / Totalmente de acuerdo	15%	30
TOTAL		201

School-wide Reflections 2024

Q39 I feel like I am part of my school and belong to the school community. / Me siento parte de mi escuela y pertenezco a la comunidad escolar.

Answered: 201 Skipped: 139



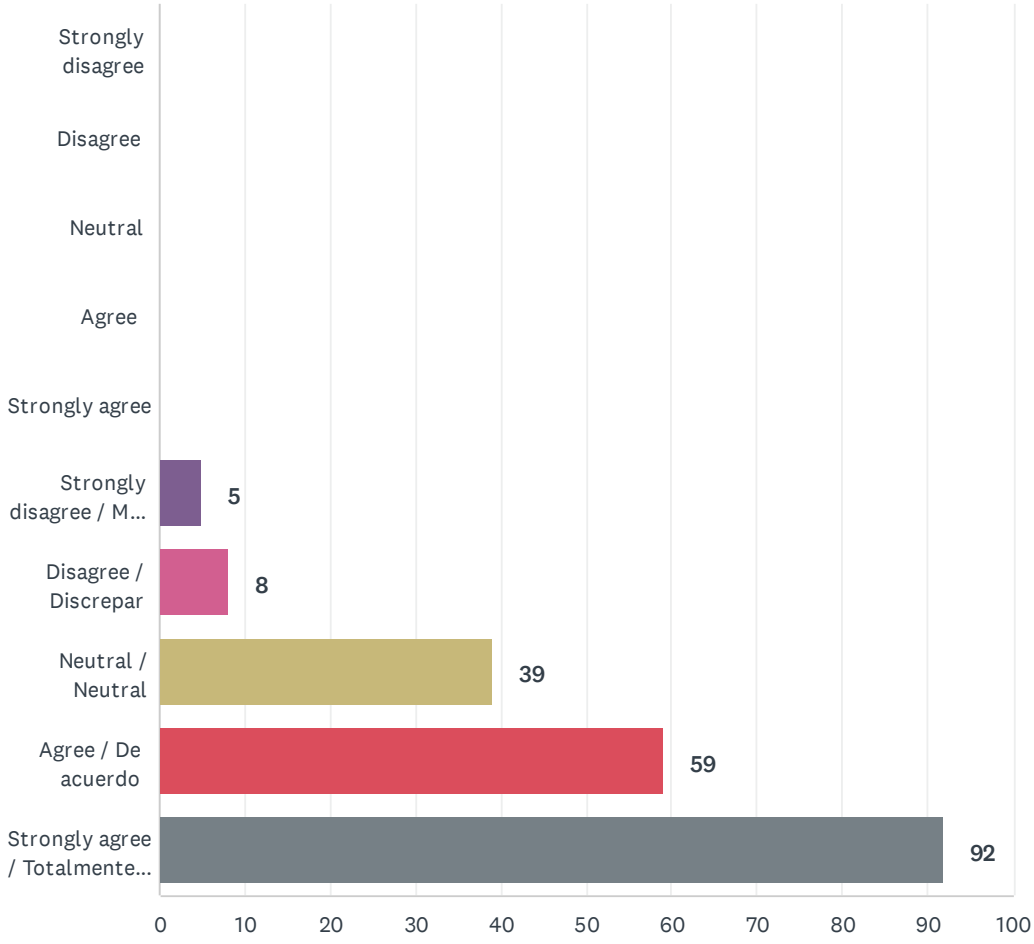
School-wide Reflections 2024

ANSWER CHOICES	RESPONSES	
Strongly disagree	0%	0
Disagree	0%	0
Neutral	0%	0
Agree	0%	0
Strongly agree	0%	0
Strongly disagree / Muy en desacuerdo	4%	9
Disagree / Discrepar	9%	19
Neutral / Neutral	36%	73
Agree / De acuerdo	35%	70
Strongly agree / Totalmente de acuerdo	15%	30
TOTAL		201

School-wide Reflections 2024

Q40 I plan on going to college./ Planeo ir a la universidad.

Answered: 203 Skipped: 137



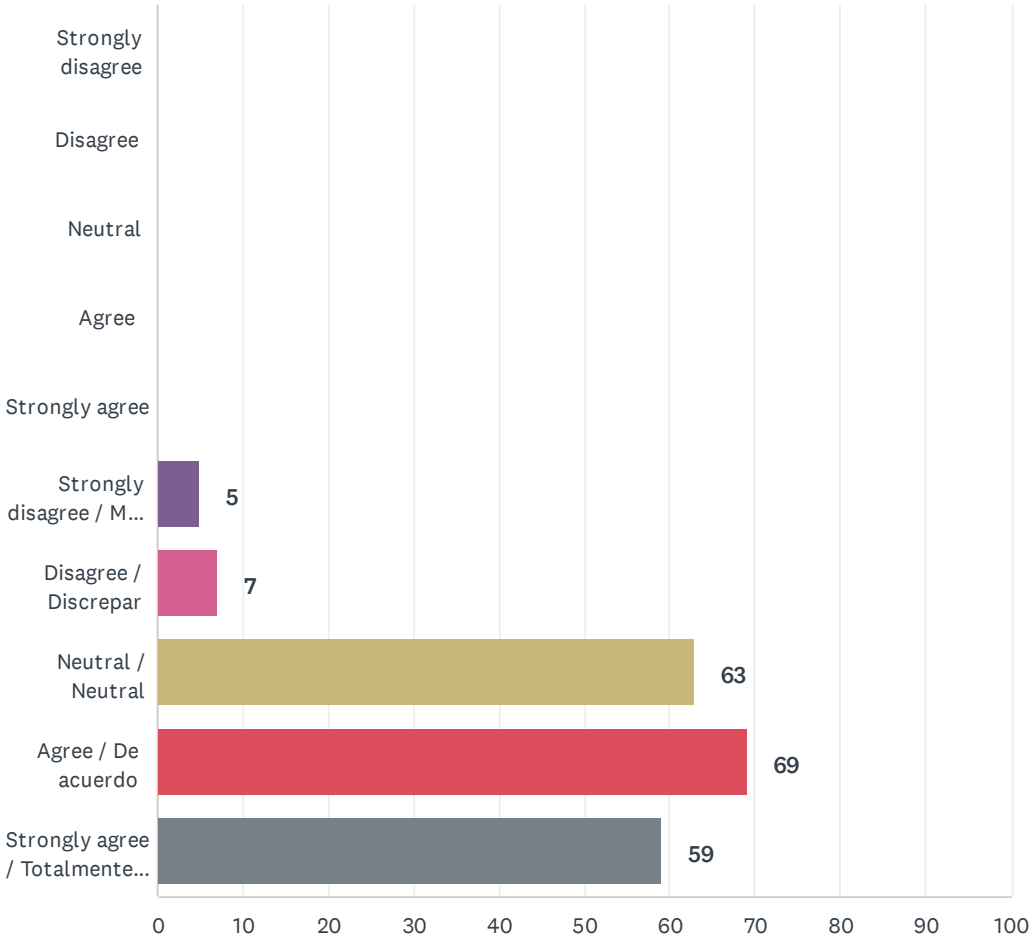
School-wide Reflections 2024

ANSWER CHOICES	RESPONSES	
Strongly disagree	0%	0
Disagree	0%	0
Neutral	0%	0
Agree	0%	0
Strongly agree	0%	0
Strongly disagree / Muy en desacuerdo	2%	5
Disagree / Discrepar	4%	8
Neutral / Neutral	19%	39
Agree / De acuerdo	29%	59
Strongly agree / Totalmente de acuerdo	45%	92
TOTAL		203

School-wide Reflections 2024

Q41 When I fail at something, I try again until I succeed./ Cuando fallo en algo, intento de nuevo hasta que tengo éxito.

Answered: 203 Skipped: 137



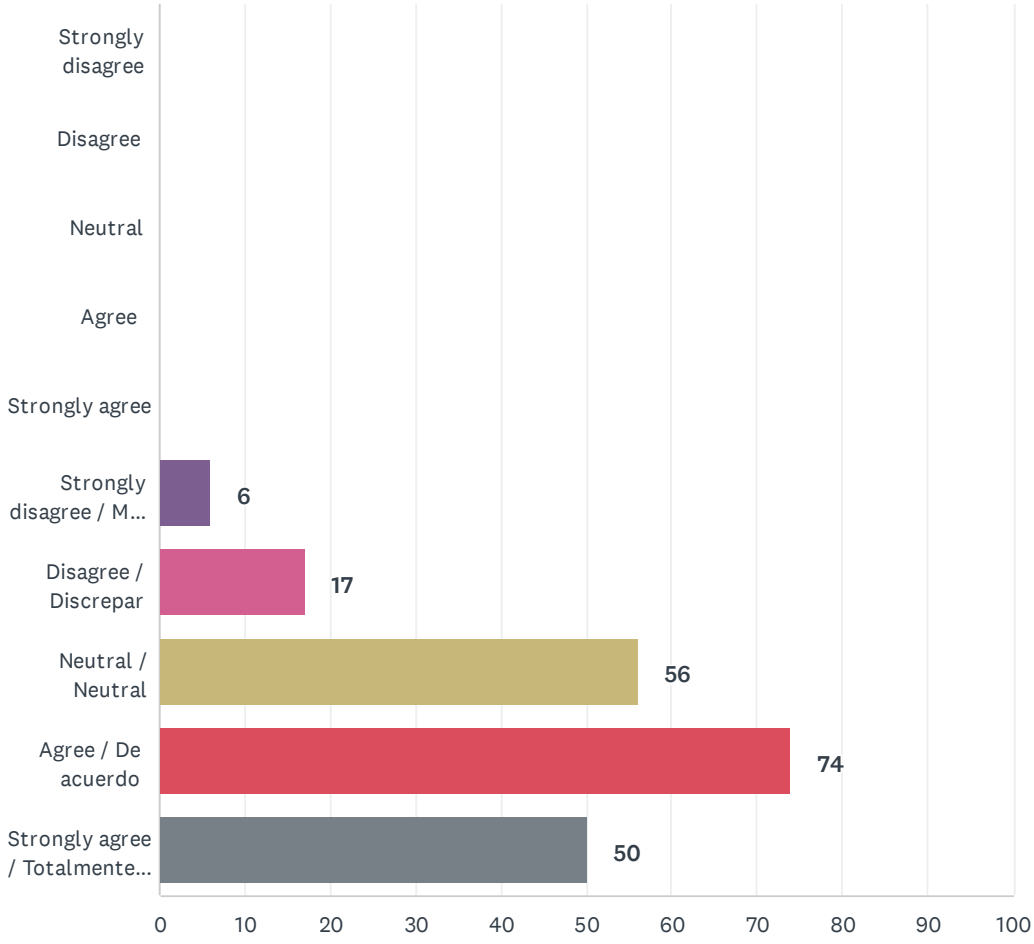
School-wide Reflections 2024

ANSWER CHOICES	RESPONSES	
Strongly disagree	0%	0
Disagree	0%	0
Neutral	0%	0
Agree	0%	0
Strongly agree	0%	0
Strongly disagree / Muy en desacuerdo	2%	5
Disagree / Discrepar	3%	7
Neutral / Neutral	31%	63
Agree / De acuerdo	34%	69
Strongly agree / Totalmente de acuerdo	29%	59
TOTAL		203

School-wide Reflections 2024

Q42 I can speak up for myself. / Puedo hablar por mí mismo.

Answered: 203 Skipped: 137



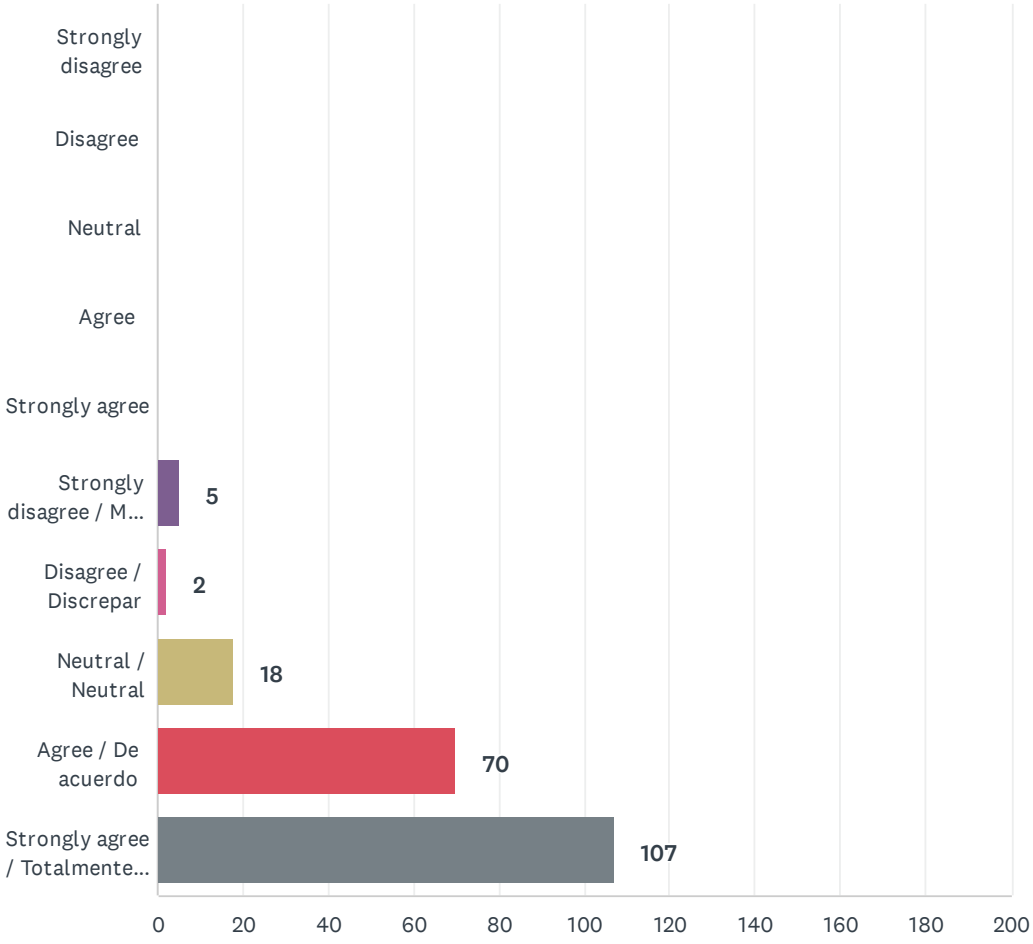
School-wide Reflections 2024

ANSWER CHOICES	RESPONSES	
Strongly disagree	0%	0
Disagree	0%	0
Neutral	0%	0
Agree	0%	0
Strongly agree	0%	0
Strongly disagree / Muy en desacuerdo	3%	6
Disagree / Discrepar	8%	17
Neutral / Neutral	28%	56
Agree / De acuerdo	36%	74
Strongly agree / Totalmente de acuerdo	25%	50
TOTAL		203

School-wide Reflections 2024

Q43 I have a friends in this school. / Tengo una amigas en esta escuela.

Answered: 202 Skipped: 138



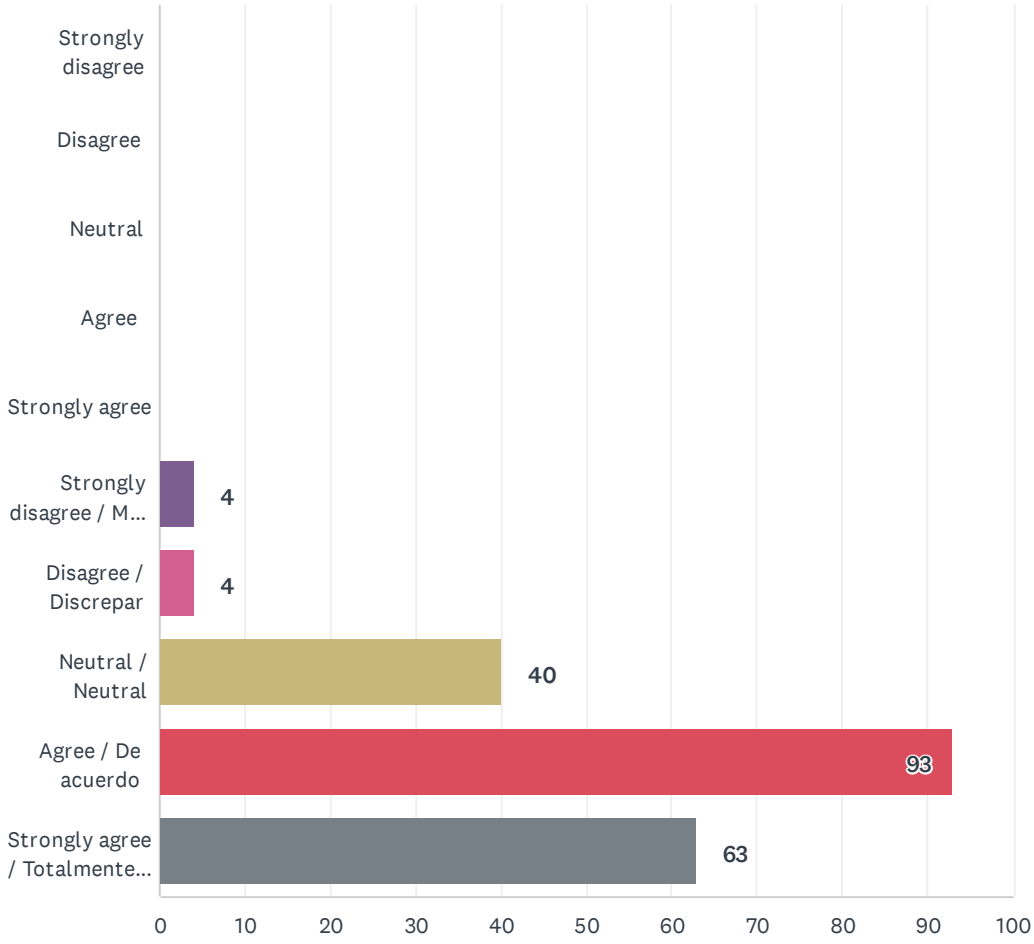
School-wide Reflections 2024

ANSWER CHOICES	RESPONSES	
Strongly disagree	0%	0
Disagree	0%	0
Neutral	0%	0
Agree	0%	0
Strongly agree	0%	0
Strongly disagree / Muy en desacuerdo	2%	5
Disagree / Discrepar	1%	2
Neutral / Neutral	9%	18
Agree / De acuerdo	35%	70
Strongly agree / Totalmente de acuerdo	53%	107
TOTAL		202

School-wide Reflections 2024

Q44 My school provides opportunities to join activities, such as sports and clubs. / Mi escuela ofrece oportunidades para participar en actividades, como deportes y clubes.

Answered: 204 Skipped: 136



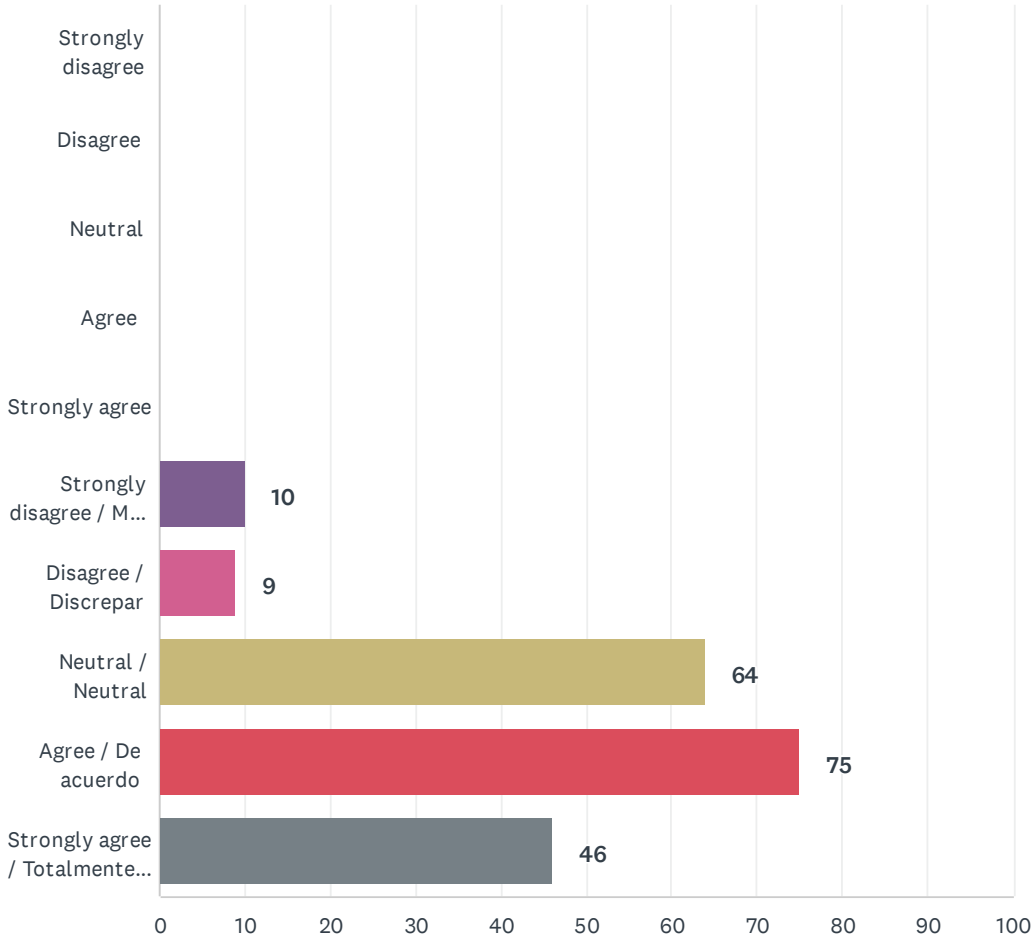
School-wide Reflections 2024

ANSWER CHOICES	RESPONSES	
Strongly disagree	0%	0
Disagree	0%	0
Neutral	0%	0
Agree	0%	0
Strongly agree	0%	0
Strongly disagree / Muy en desacuerdo	2%	4
Disagree / Discrepar	2%	4
Neutral / Neutral	20%	40
Agree / De acuerdo	46%	93
Strongly agree / Totalmente de acuerdo	31%	63
TOTAL		204

School-wide Reflections 2024

Q45 I feel that my teachers care about me. / Siento que mis maestros se preocupan por mí.

Answered: 204 Skipped: 136



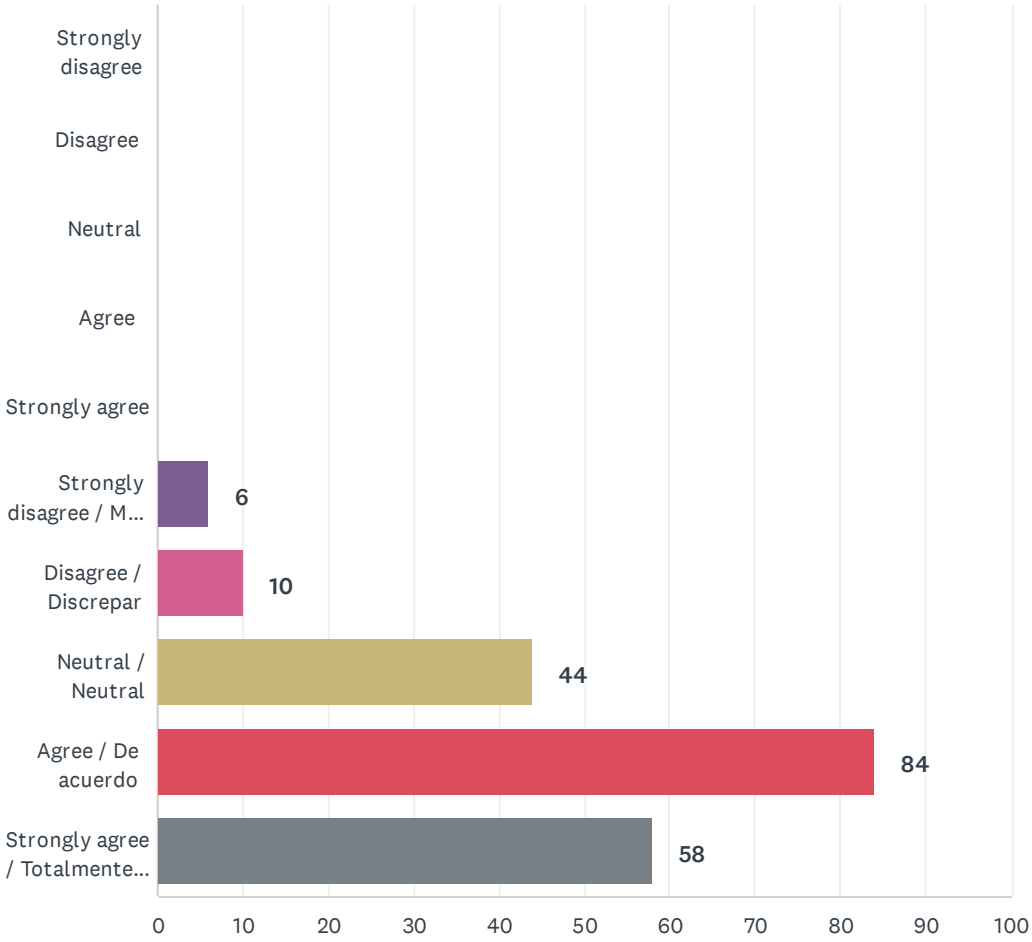
School-wide Reflections 2024

ANSWER CHOICES	RESPONSES	
Strongly disagree	0%	0
Disagree	0%	0
Neutral	0%	0
Agree	0%	0
Strongly agree	0%	0
Strongly disagree / Muy en desacuerdo	5%	10
Disagree / Discrepar	4%	9
Neutral / Neutral	31%	64
Agree / De acuerdo	37%	75
Strongly agree / Totalmente de acuerdo	23%	46
TOTAL		204

School-wide Reflections 2024

Q46 I feel that my school is preparing me for success at a university./ Siento que mi escuela me está preparando para el éxito en una universidad.

Answered: 202 Skipped: 138



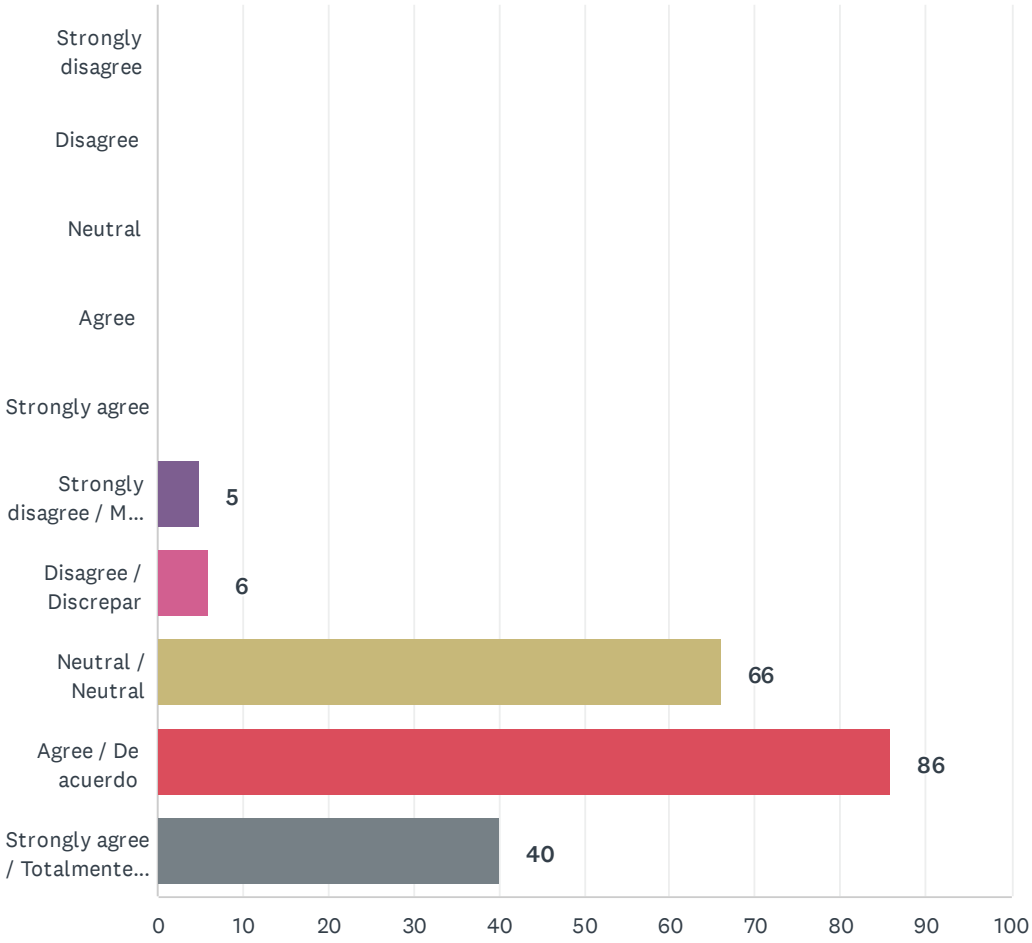
School-wide Reflections 2024

ANSWER CHOICES	RESPONSES	
Strongly disagree	0%	0
Disagree	0%	0
Neutral	0%	0
Agree	0%	0
Strongly agree	0%	0
Strongly disagree / Muy en desacuerdo	3%	6
Disagree / Discrepar	5%	10
Neutral / Neutral	22%	44
Agree / De acuerdo	42%	84
Strongly agree / Totalmente de acuerdo	29%	58
TOTAL		202

School-wide Reflections 2024

Q47 My teachers challenge me to think critically./ Mis maestros me desafían a pensar críticamente.

Answered: 203 Skipped: 137



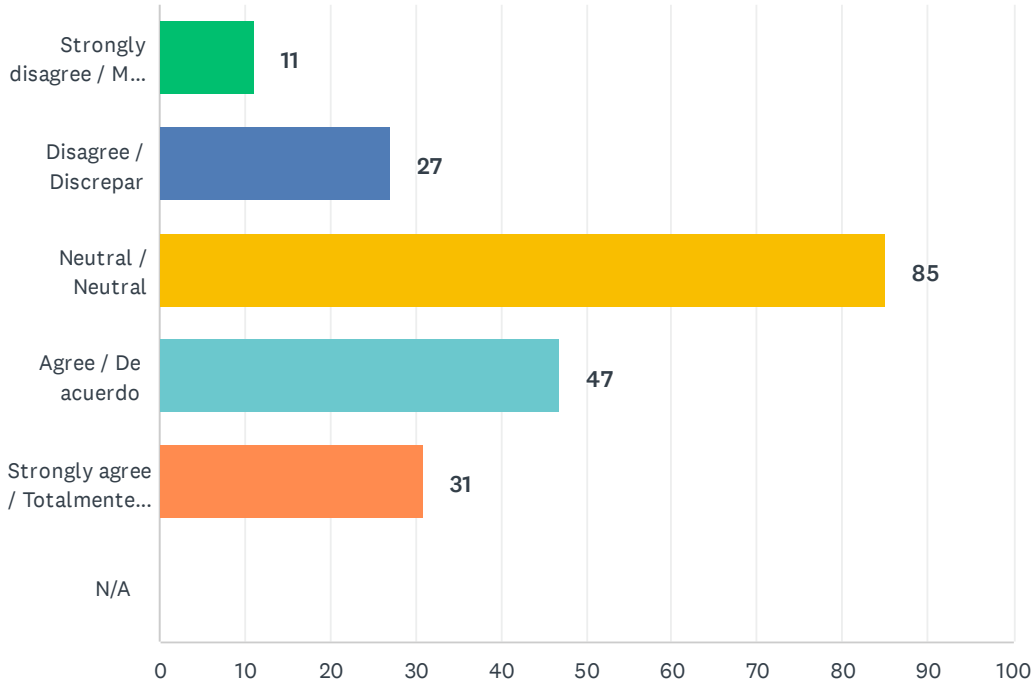
School-wide Reflections 2024

ANSWER CHOICES	RESPONSES	
Strongly disagree	0%	0
Disagree	0%	0
Neutral	0%	0
Agree	0%	0
Strongly agree	0%	0
Strongly disagree / Muy en desacuerdo	2%	5
Disagree / Discrepar	3%	6
Neutral / Neutral	33%	66
Agree / De acuerdo	42%	86
Strongly agree / Totalmente de acuerdo	20%	40
TOTAL		203

School-wide Reflections 2024

Q48 My school does a great job when it comes to health and wellness. / Mi escuela hace un gran trabajo cuando se trata de salud y bienestar.

Answered: 201 Skipped: 139

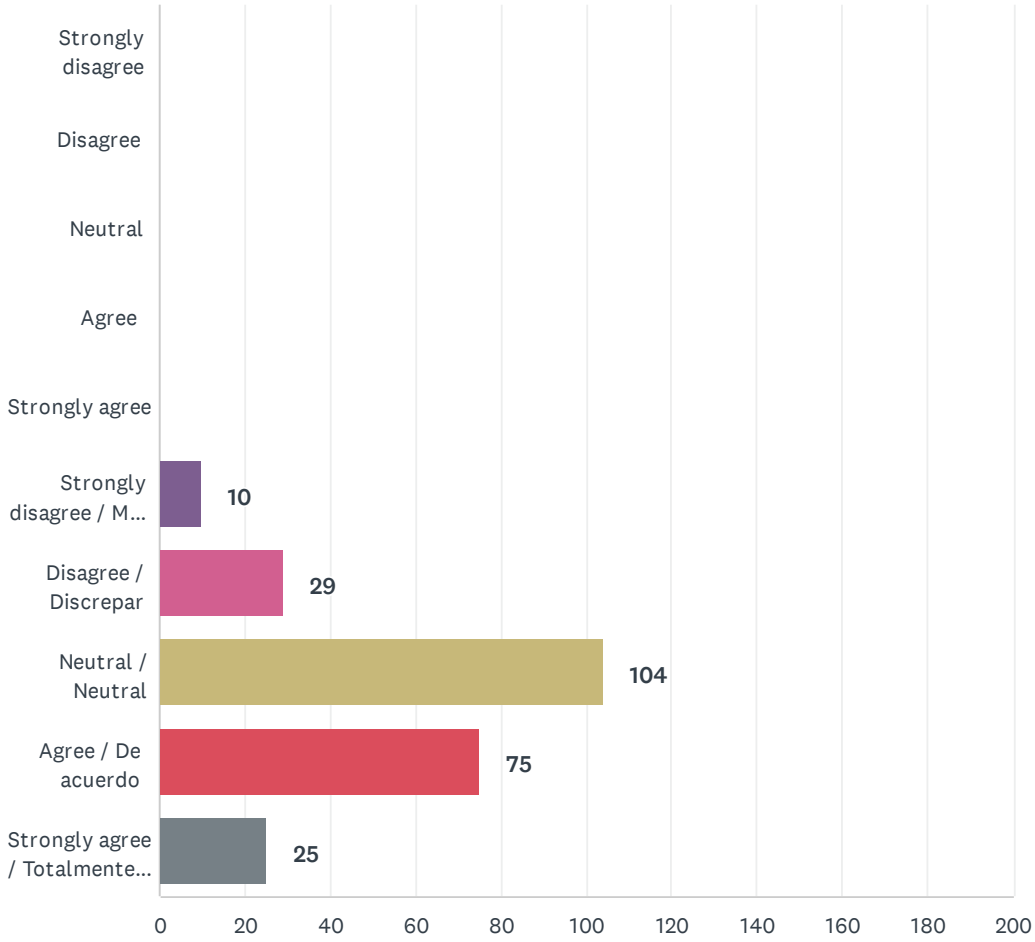


ANSWER CHOICES	RESPONSES	
Strongly disagree / Muy en desacuerdo	5%	11
Disagree / Discrepar	13%	27
Neutral / Neutral	42%	85
Agree / De acuerdo	23%	47
Strongly agree / Totalmente de acuerdo	15%	31
N/A	0%	0
TOTAL		201

School-wide Reflections 2024

Q49 Students at my school treat faculty and staff with respect./ Los estudiantes de mi escuela tratan a los profesores y al personal con respeto.

Answered: 243 Skipped: 97



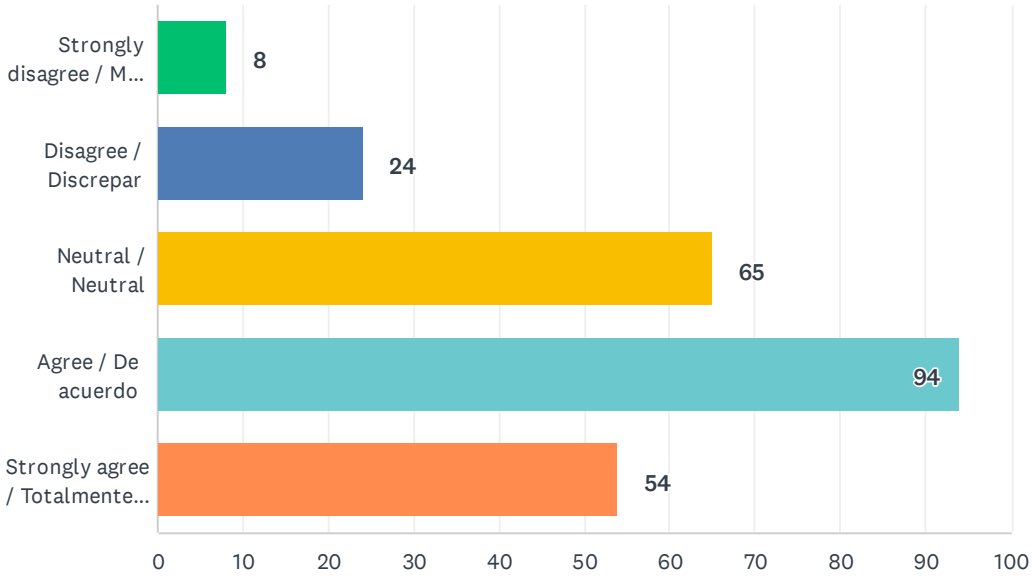
School-wide Reflections 2024

ANSWER CHOICES	RESPONSES	
Strongly disagree	0%	0
Disagree	0%	0
Neutral	0%	0
Agree	0%	0
Strongly agree	0%	0
Strongly disagree / Muy en desacuerdo	4%	10
Disagree / Discrepar	12%	29
Neutral / Neutral	43%	104
Agree / De acuerdo	31%	75
Strongly agree / Totalmente de acuerdo	10%	25
TOTAL		243

School-wide Reflections 2024

Q50 My school has clear rules and consequences for behavior./ Mi escuela tiene reglas claras y consecuencias para el comportamiento.

Answered: 245 Skipped: 95

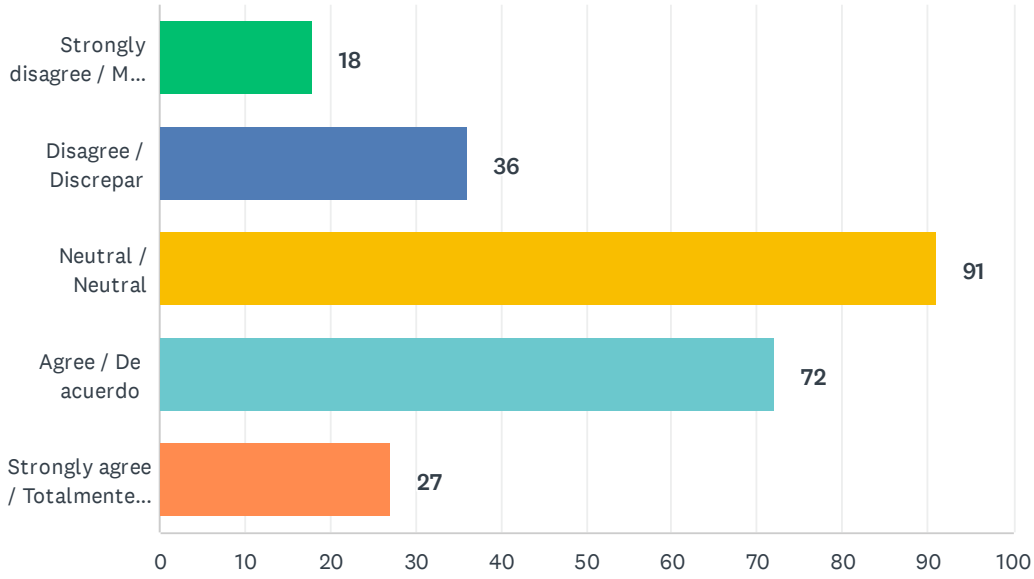


ANSWER CHOICES	RESPONSES	
Strongly disagree / Muy en desacuerdo	3%	8
Disagree / Discrepar	10%	24
Neutral / Neutral	27%	65
Agree / De acuerdo	38%	94
Strongly agree / Totalmente de acuerdo	22%	54
TOTAL		245

School-wide Reflections 2024

Q51 Differences in students (gender, race, sexual orientation or culture) are respected by students./ Las diferencias en los estudiantes (género, raza, orientación sexual o cultura) son respetadas por los estudiantes.

Answered: 244 Skipped: 96

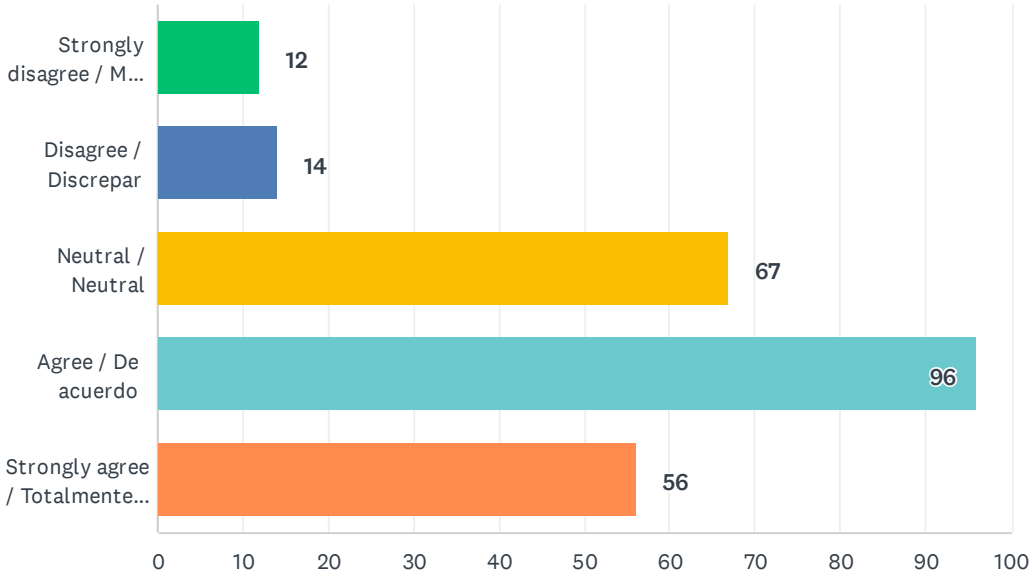


ANSWER CHOICES	RESPONSES	
Strongly disagree / Muy en desacuerdo	7%	18
Disagree / Discrepar	15%	36
Neutral / Neutral	37%	91
Agree / De acuerdo	30%	72
Strongly agree / Totalmente de acuerdo	11%	27
TOTAL		244

School-wide Reflections 2024

Q52 Differences in students (gender, race, sexual orientation or culture) are respected by faculty and staff./ Las diferencias en los estudiantes (género, raza, orientación sexual o cultura) son respetadas por los profesores y el personal.

Answered: 245 Skipped: 95

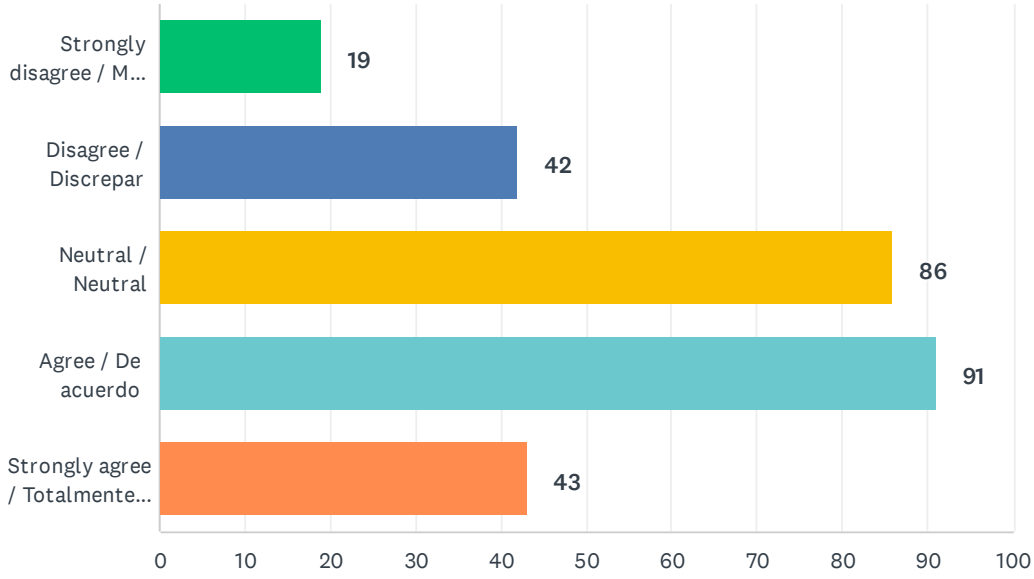


ANSWER CHOICES	RESPONSES	
Strongly disagree / Muy en desacuerdo	5%	12
Disagree / Discrepar	6%	14
Neutral / Neutral	27%	67
Agree / De acuerdo	39%	96
Strongly agree / Totalmente de acuerdo	23%	56
TOTAL		245

School-wide Reflections 2024

Q53 My school is kept clean./ Mi escuela se mantiene limpia.

Answered: 281 Skipped: 59

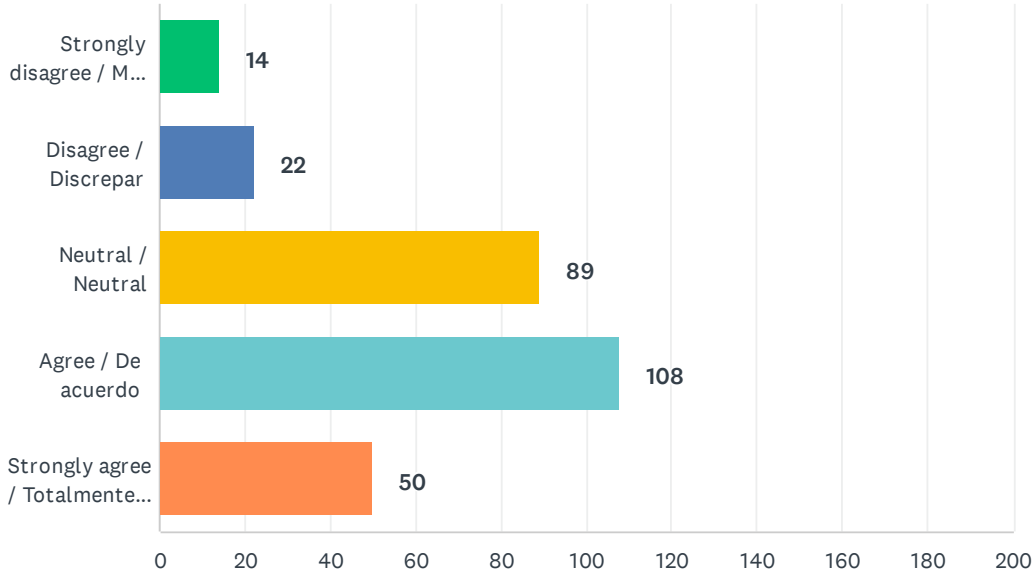


ANSWER CHOICES	RESPONSES	
Strongly disagree / Muy en desacuerdo	7%	19
Disagree / Discrepar	15%	42
Neutral / Neutral	31%	86
Agree / De acuerdo	32%	91
Strongly agree / Totalmente de acuerdo	15%	43
TOTAL		281

School-wide Reflections 2024

Q54 I feel safe at school./ Me siento seguro en la escuela.

Answered: 283 Skipped: 57

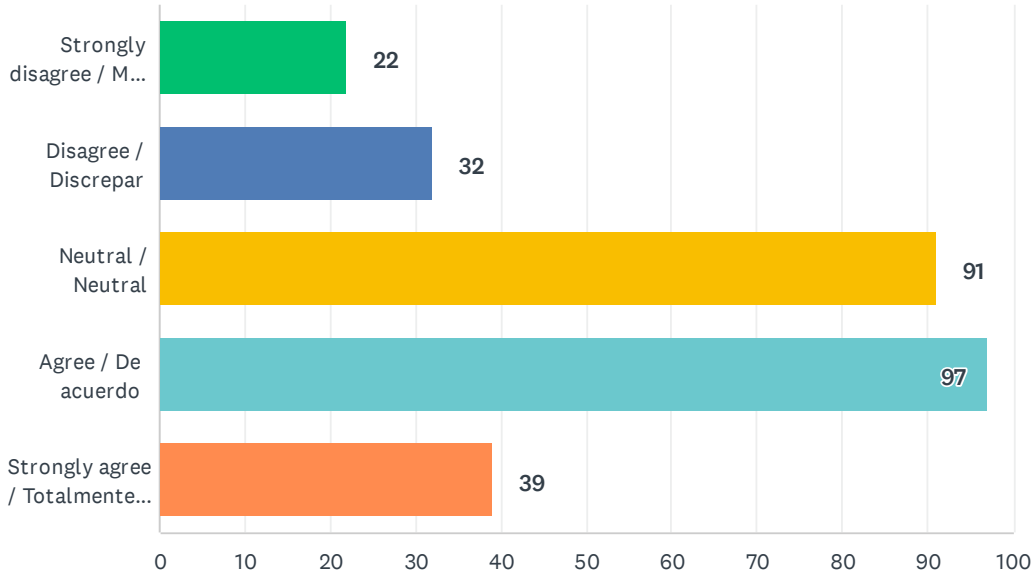


ANSWER CHOICES	RESPONSES	
Strongly disagree / Muy en desacuerdo	5%	14
Disagree / Discrepar	8%	22
Neutral / Neutral	31%	89
Agree / De acuerdo	38%	108
Strongly agree / Totalmente de acuerdo	18%	50
TOTAL		283

School-wide Reflections 2024

Q55 My school rules are fair for all students./ Las reglas de mi escuela son justas para todos los estudiantes.

Answered: 281 Skipped: 59

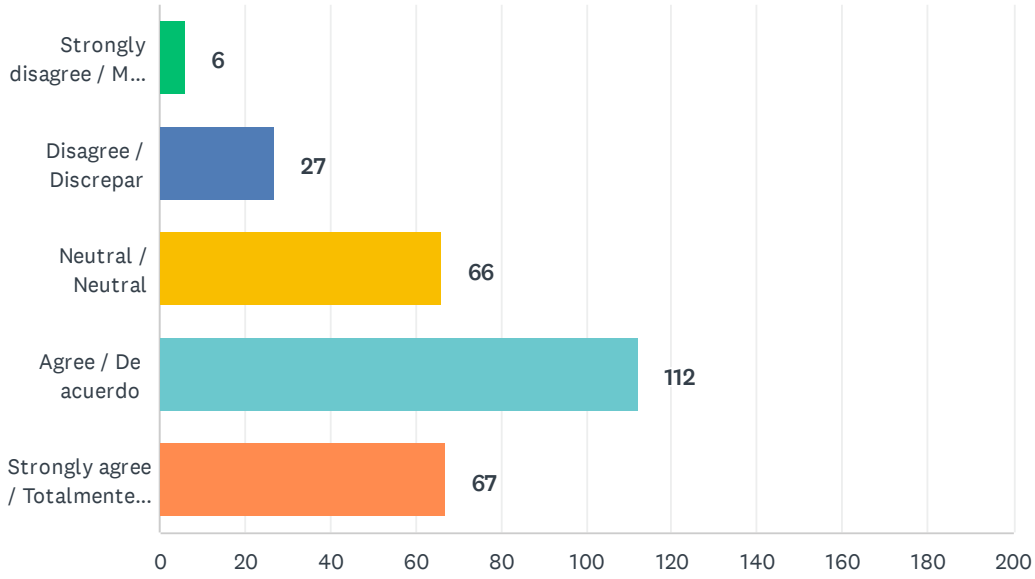


ANSWER CHOICES	RESPONSES	
Strongly disagree / Muy en desacuerdo	8%	22
Disagree / Discrepar	11%	32
Neutral / Neutral	32%	91
Agree / De acuerdo	35%	97
Strongly agree / Totalmente de acuerdo	14%	39
TOTAL		281

School-wide Reflections 2024

Q56 Faculty and staff make it clear that bullying is not tolerated./ La facultad y el personal dejan en claro que no se tolera la intimidación.

Answered: 278 Skipped: 62

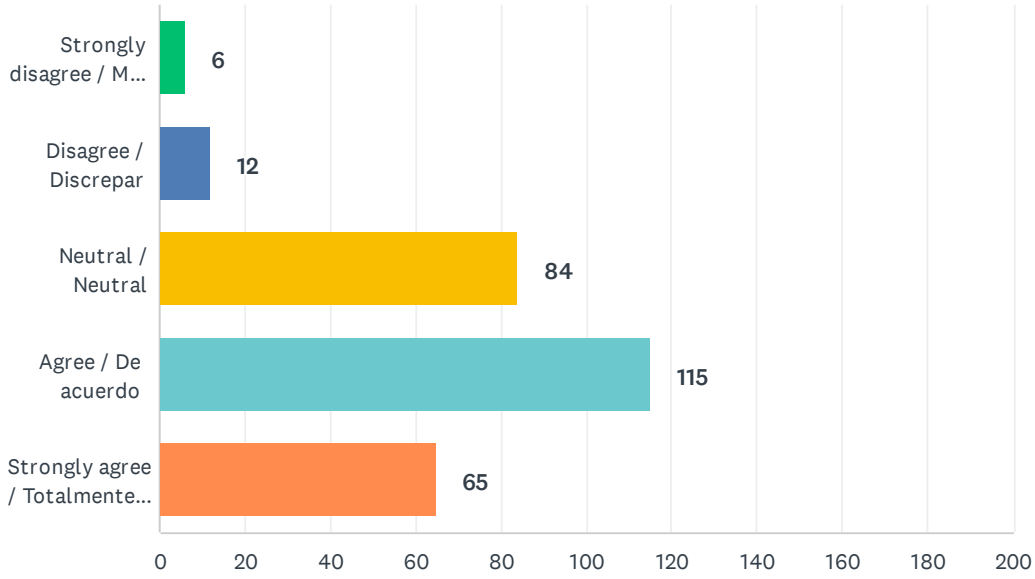


ANSWER CHOICES	RESPONSES	
Strongly disagree / Muy en desacuerdo	2%	6
Disagree / Discrepar	10%	27
Neutral / Neutral	24%	66
Agree / De acuerdo	40%	112
Strongly agree / Totalmente de acuerdo	24%	67
TOTAL		278

School-wide Reflections 2024

Q57 The school provides counseling for students who are depressed or troubled./ La escuela proporciona consejería para los estudiantes que están deprimidos o con problemas.

Answered: 282 Skipped: 58

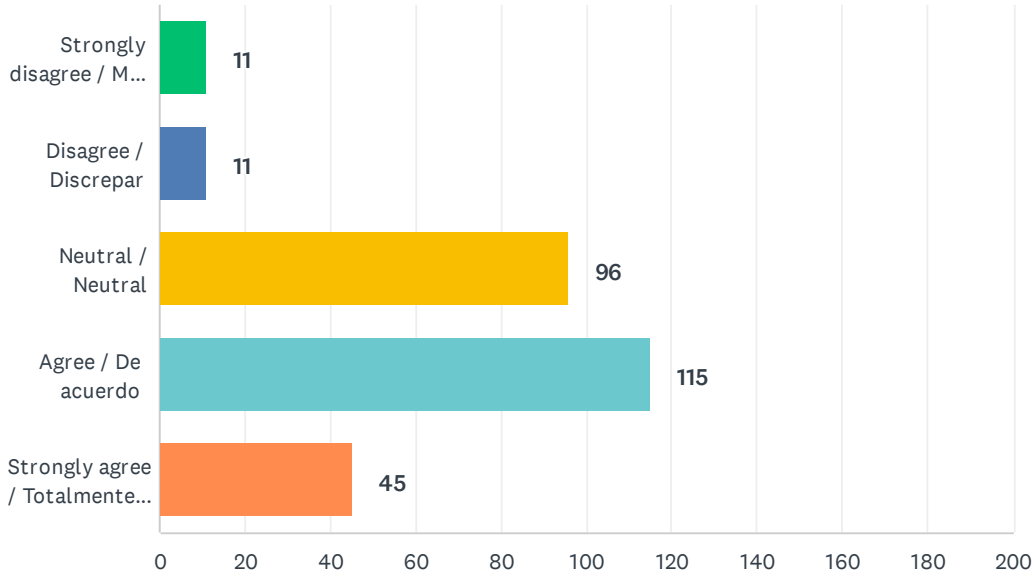


ANSWER CHOICES	RESPONSES	
Strongly disagree / Muy en desacuerdo	2%	6
Disagree / Discrepar	4%	12
Neutral / Neutral	30%	84
Agree / De acuerdo	41%	115
Strongly agree / Totalmente de acuerdo	23%	65
TOTAL		282

School-wide Reflections 2024

Q58 My school encourages me to make healthy choices in life./ Mi escuela me anima a tomar decisiones saludables en la vida.

Answered: 278 Skipped: 62

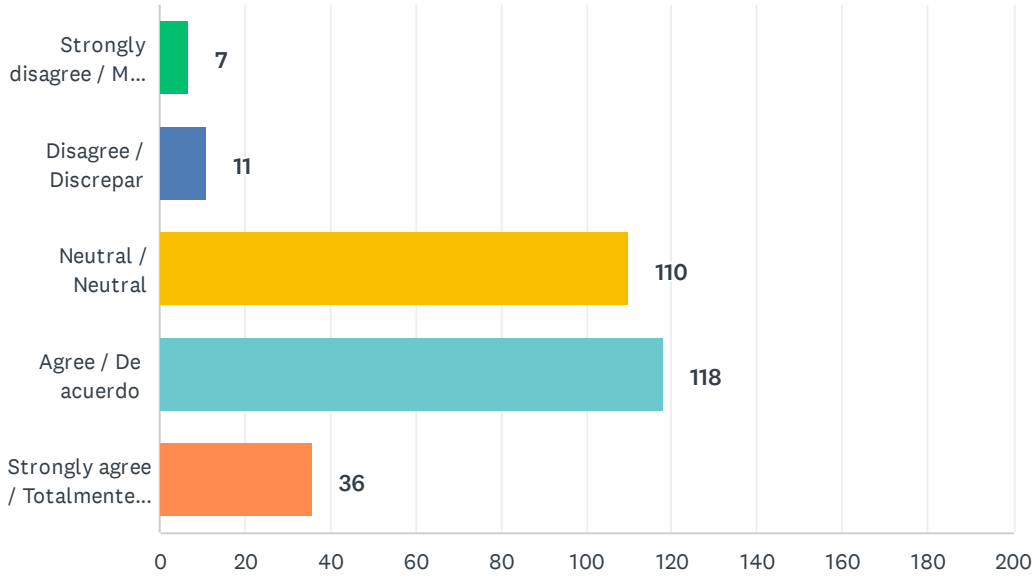


ANSWER CHOICES	RESPONSES	
Strongly disagree / Muy en desacuerdo	4%	11
Disagree / Discrepar	4%	11
Neutral / Neutral	35%	96
Agree / De acuerdo	41%	115
Strongly agree / Totalmente de acuerdo	16%	45
TOTAL		278

School-wide Reflections 2024

Q59 My school administration is accessible and offers support./ La administración de mi escuela es accesible y ofrece apoyo.

Answered: 282 Skipped: 58



ANSWER CHOICES	RESPONSES	
Strongly disagree / Muy en desacuerdo	2%	7
Disagree / Discrepar	4%	11
Neutral / Neutral	39%	110
Agree / De acuerdo	42%	118
Strongly agree / Totalmente de acuerdo	13%	36
TOTAL		282

Procedures for Completing the Annual Local Indicators on the CA Dashboard

The CA Dashboard is a secured system which you must have a password for as the Dashboard Coordinator. Need support LCCFF@cde.ca.gov or phone number at 916- 323-5233

Please enter your schools Dashboard Coordinator Username _____ and Password_____.

The Chief Operating Officer will upload Local Indicators presented at the Value Schools board meeting on Friday, June 7, 2024. Local Indicators for your school site will be uploaded by **June 28, 2024. Click here for 23-24 School Climate Data for Local Indicators Outcomes.**

Table of Contents

I. Instructions to Complete the Narrative (optional and 500 words)

II. State Priority 1 : Basic Services: Teachers, Materials, Facility

III. State Priority 2 : Implementation of Standards

IV. State Priority 3 : Parent and Family Engagement

V. State Priority 6: Local Climate Survey

VI. State Priority 7 : Access to Broad Course of Study

Optional Narrative

Instructions- A 500 words minimum description of school - Principals can create their own, not do it at all, or replace highlighted area with their school information.

Central City Value High School is an Independent Charter School authorized by the Los Angeles Unified District with a total enrollment capacity of 480 students. The mission is to facilitate the learning of high school students who come from underserved populations by providing a highly focused academic program in a community that fosters character development with a core set of values. Our daily practices are driven by the belief that academic excellence is the means to a full life, each student can develop to his or her fullest potential, each individual is unique and deserves respect, a safe, nurturing community is essential to academic excellence, and service to others and the community is a responsibility of an educated person.

STATE PRIORITY 1

LCFF PRIORITY 1 - Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities These numbers for the 2023-24 are estimated as CALSAAS is released in late July.

Misassignments

Item	#	%	#	%	#	%	#	%
	CC	CC	DVS	DVS	EVS	EVS	UP	UP
Number/Percentage of mis-assignments of teachers teaching ELs	2	7%	0	0%	0	0%	1	3%
Number/Percentage of mis-assignments of total teachers	3	13%	11	40%	1	3%	0	0%
Number/Percentage of mis-assignments of vacant teacher positions	0	0%	10	37%	1	3%	0	0%

Standards Aligned Curriculum

Item	CC	CC	DVS	DVS	EVS	EVS	UP	UP
	#	%	#	%	#	%	#	%
Standards Aligned Curriculum Number/Percentage of students without access to their own copies of standards-aligned instructional materials	0	0%	0	0%	0	0	0%	0%
Facilities Number of identified instances where the facilities do not meet the “good repair” standard	0	0%	0	0%	0	0	0%	0%
Information on appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities **was presented to the board.**	**MET**							
Date presented to local governing board	**Friday, June 07, 2024**							
SUBMIT RESPONSE								

State Priority 2 Narrative

Instructions: In the narrative box, identify the locally selected measures or tools that the local educational agency is using to track its progress in implementing the state academic standards adopted by the State Board of Education and briefly describe why the local educational agency chose the selected measures or tools.
Additionally, summarize the local educational agency's progress in implementing the academic standards adopted by the State Board of Education, based on the locally selected measures or tools. The adopted academic standards are:

- **English Language Arts – Common Core State Standards for English Language Arts**
- **English Language Development (Aligned to Common Core State Standards for English Language Arts)**
- **Mathematics – Common Core State Standards for Mathematics**
- **Next Generation Science Standards**
- **History-Social Science**
- **Career Technical Education**
- **Health Education Content Standards**
- **Physical Education Model Content Standards**
- **Visual and Performing Arts**
- **World Language**

Central City Value High School, University Preparatory High School, Downtown Value School, and Central City Value School uses the Northwest Evaluation Association (NWEA) System to track the implementation of state academic standards. The school chose this tool because NWEA assessments measure growth and proficiency and provide insights to help teachers plan for instruction and intervention. NWEA reports provide educators with valid, reliable, and predictive data they need to determine intervention to optimize student's learning and growth. In addition to this assessment system, Health, Social Studies, and Physical Education curriculum assessments are used to monitor student progress in standards.

Narrative	**MET**
Date presented to local governing board	**Friday, June 07, 2024**
SUBMIT RESPONSE	

STATE PRIORITY 3 - Parent and Family Engagement Reflection Tool

Complete Reflection Tool based on the School Climate Survey administered in February 2024 and presented to the board on June 7th 2024. Using the 23-24 School Climate Survey data we must rate the following three areas:

- Building Relationships between school staff and families,
- Building partnerships with parents for student outcomes and
- Seeking input for decision-making.

Reflection on local indicator 3 must be submitted to the state dashboard in the following format:
Rating Scale (lowest to highest): (Metrics in Survey)
1 – Exploration and Research Phase; (Strongly Disagree) Below 40%
2 – Beginning Development; (Disagree) Between 41%-59%
3 – Initial Implementation; (Neutral) Between 60% and 69%
4 – Full Implementation; (Agree) Between 70% and 89%
5 – Full Implementation and Sustainability (Strongly Agree) At or Above 90%

Building Relationships between school staff and families.

1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families. * Question 8 - Full Implementation - 79%

2. Rate the LEA's progress in creating welcoming environments for all families in the community. * Question 9 - Full Implementation 84%

3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children. * Question 10 - Full Implementation 74%

4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families. * Question 11 - Full Implementation 74%

In order to be able to respond to narratives, you must analyze questions 8 through113 and see strengths and areas of improvement.

Building Relationships between school staff and families.

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families. *

Over 75% of our staff/families who responded to the 23-24 School Climate Survey feel the school builds relationships between the school staff and families. A safe nurturing community (Value 4) is built by having consistent two-way communication opportunities such as parent conferences, coffee with the principal, and opportunities to provide feedback through surveys. The school supports parents through academic and discipline workshops and resources, and empowers parents to become involved in the school. Families are also consistently informed of events, resources, and practices that foster learning via Parent Square, PowerSchool, ClassDojo, and Social media.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families. *

Based on the analysis of educational partner input, while parents rate the school high in development of partnerships, there is a need for school leads to create opportunities for staff to learn about each family's strengths, cultures, languages, and goals for their children.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families. *

The school will maintain engagement of underrepresented families by implementing their parent involvement policy. Ensuring attendance to coffee with the principal, school site council, and PTA along with many fall, winter, and spring events. More efforts will be placed towards developing opportunities for staff to learn about each family's strengths, cultures, languages, and goals for their children.

Building Partnership for student outcomes

5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families. * Question 27 Initial Implementation 62%

6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home. * * Question 28 Initial Implementation 62%

7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes. * Question 29 Full Implementation 76%

8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students. * * Question 30 Full Implementation 71%

In order to be able to respond to narratives, you must analyze questions 59 through 62 and see strengths and areas of improvement.

Building partnerships with parents for student outcomes.

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes. *

Central City Value School current strengths and progress in building partnerships for student outcomes are in providing families with resources to support student learning and development in the home. The school has also implemented policies and programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes. These meetings are about 2-3 times per year or more if the student is struggling. Parents are provided with devices, online access to curriculum, and resources before, after school for tutoring.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes. *

Central City Value School focus areas for improvement in building partnerships for student outcomes are in providing professional development to teachers to improve capacity to partner with families with a specific focus on student outcomes and how to support families to use resources at home.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes. *

The school will maintain engagement of underrepresented families by implementing their parent involvement policy, providing office hours, and workshops to support parents who may be struggling supporting their children at home. Ensuring attendance to coffee with the principal, school site council, and PTA along with many fall, winter, and spring events. More efforts will be placed towards developing workshops for staff and parents on ways they can partner to improve student outcomes and student advocacy.

Seeking input for Decision Making

9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making. * Question 14 Full Implementation 72%

10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. *
*** Question 15 Full Implementation 79%**

11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. * Question 16 Full Implementation 70%

12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels. * Question 17 Full Implementation 75%

In order to be able to respond to narratives, you must analyze questions 31 through34 and see strengths and areas of improvement.

Seeking input for Decision Making

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making. *

Central City Value School current strengths and progress in seeking input for Decision Making through surveys, School Site Council, ELAC, PTA, Coffee with the Principal and staff meetings. In addition to educational partners being invited to PTA, School Council, ELAC, and WASC, surveys have been extended to ask parents their opinion on programs, policies, the Local Control Accountability Plan, and student nutrition.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making. *
Central City Value School focus areas for improvement in Seeking Input for Decision Making is training educational partners on the various programs they must provide input in. Some of our educational partners have a limited understanding of funding sources, programs, and requirements, so increasing training opportunities would be helpful.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.
Central City Value School will improve engagement of underrepresented families identified by providing opportunities for families to give feedback on family activities and provide opportunities for families to learn about various school program and compliance.

LCFF Priority 3 - Parent and Family Engagement	MET

Date presented to local governing board	Friday, June 07, 2024
SUBMIT RESPONSE	

Priority 6 - School Climate - Narratives

Instructions-

Using the Value Schools Survey, please include some data highlighting the strengths and areas of growth from the staff and students. Focus on three questions that you would like to highlight strength and an area for development. .

1. **DATA: Reflect on the key learnings from the survey results and share what the LEA learned.**
2. **MEANING: What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?**
3. **USE: What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?**

In the spring of 2024, Value Schools administered a survey to faculty, students, and parents. There were a total of 455 Central City participants in the survey of which, 346 were students, 43 were teachers and staff, and 66 were parents. Below are the areas of data that provide a snapshot of the school culture at Central City and that will be considered in actions in the 2nd goal of the Local Control Accountability Plan.

Data Highlighted

- 52% of the students responded feeling safe at the school
- 27% of the students responded seeing classmates try to stop bullying when they see it happening
- 63% of the students responded that faculty and staff make it clear that bullying is not tolerated
- 52% of students responded that differences in students (gender, race, sexual orientation or culture) are respected by classmates.
- 64% of students responded that differences in students (gender, race, sexual orientation or culture) are respected by faculty and staff
- 42% of students expressed feeling like they are part and belong to the school community.

Areas of strength

There is a significant increase in the sense of belonging and safety in students, parents, and staff when staff make it clear that bullying is not tolerated and differences in students such as gender, race, sexual orientation or culture are respected by faculty and staff. Sense of belonging and safety significantly increase when classmates stop bullying and differences are respected by classmates.

Areas of growth

Although a higher percent of students feel faculty and staff are making it clear that bullying is not tolerated and embracing student

differences, the school staff must implement programs to increase student response to bullying when adults are not around and increase respect to differences among classmates. In addition to implementing training and programs, faculty and staff must be explicit when providing techniques on how to stop or prevent bullying and explicit when exemplifying and discussing respect and acceptance to differences among classmates in order to increase the sense of belonging to a school community.

LCFF Priority 6 - School Climate Survey	**MET**
Date presented to local governing board	**Friday, June 7, 2024**
SUBMIT RESPONSE	

Priority 7 - Access to a Broad Course Study

LCFF Priority 7- Access to a Broad Course of Study

Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

Students at Central City Value School are required to enroll in a broad course of study for grades 9th-12th in English, Mathematics, Social Sciences, Science, Physical Education, Art, and Language Development class. Students who complete the school's requirements will receive a certificate of promotion. All administrators and counselors have access, through PowerSchool, to all student grades and meet with students to make sure that they are making adequate progress towards graduation. Furthermore, every student has a teacher/advisor that also works with students to make sure that they are on track to meet the graduation requirements. Additionally, the locally selected tools used by the school to determine if all students, including unduplicated, are enrolled in a broad course of study are: class schedules, report cards, English Language Learner identification, and Individualized Education Plans.

Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

The locally selected measures demonstrate all Central City Value School students have access to a broad course of study. In addition, the school has curricular focus areas which ensure additional opportunities for students in our school. In addition to a broad course of study. The school offers structured English immersion class for newcomers and LTELs, an English Enrichment class for newcomers. . For students who are struggling academically and have not been identified as a student with disabilities are placed in a multi tiered system of support program. Students with disabilities use a full inclusion model where Resource Specialist teachers push in or pull out English and Math courses. For newcomer English learners, the school

has acquired a bilingual instructional assistant to help students access the common core curriculum. Supplemental curriculum is also provided when appropriate to support students at their instructional level.

Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.

All Central City Value School students have access to a broad course of study. There are no barriers in place that would prevent our students from accessing the appropriate course, materials, or coursework.

In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?

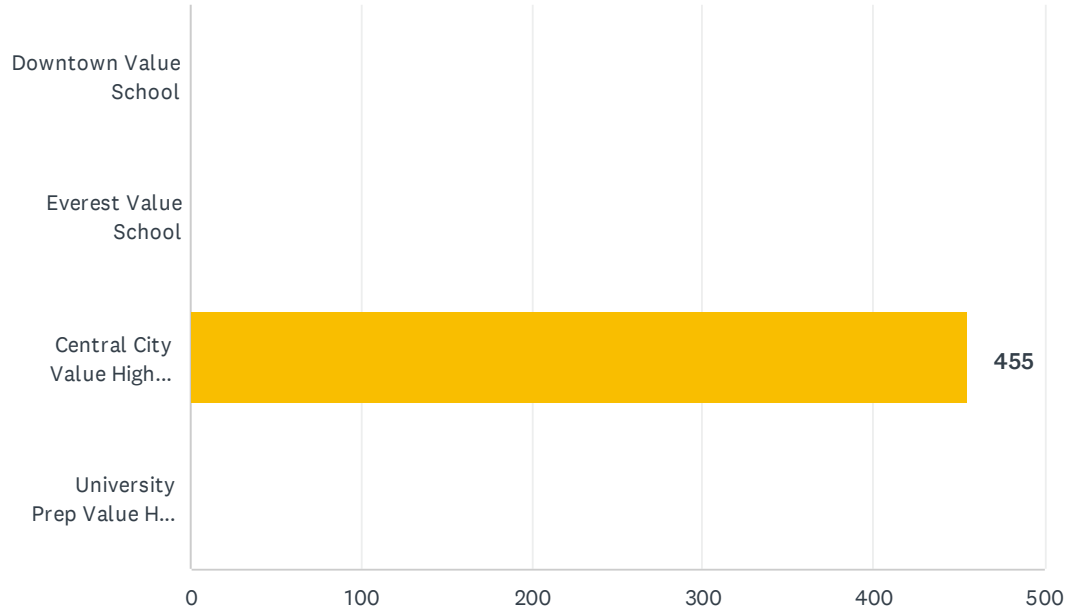
To support staff and students in accessing the curriculum included in a broad course of study, the school has provided professional development and support to classroom teachers through meetings and observations. In 2024-25, the school will receive support from an academic team from the network office composed of a Chief Academic Officer, a Math Director, a Special Education Director, new principal, and continuing cluster leads.

LCFF Priority 7 - Access to a Broad Course of Study	**MET**
Date presented to local governing board	**Friday, June 07, 2024**
SUBMIT RESPONSE	

School-wide Reflections 2024

Q1 With what school are you associated? / ¿Con qué escuela estás asociado?

Answered: 455 Skipped: 0

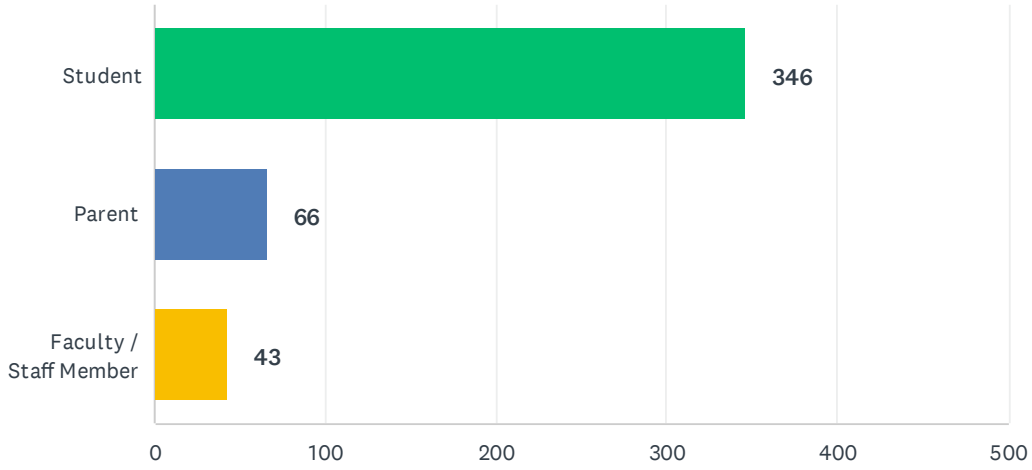


ANSWER CHOICES	RESPONSES	
Downtown Value School	0%	0
Everest Value School	0%	0
Central City Value High School	100%	455
University Prep Value High School	0%	0
TOTAL		455

School-wide Reflections 2024

Q2 Are you a Student, Parent or Faculty/Staff Member? / ¿Eres un estudiante, padre o miembro del personal?

Answered: 455 Skipped: 0

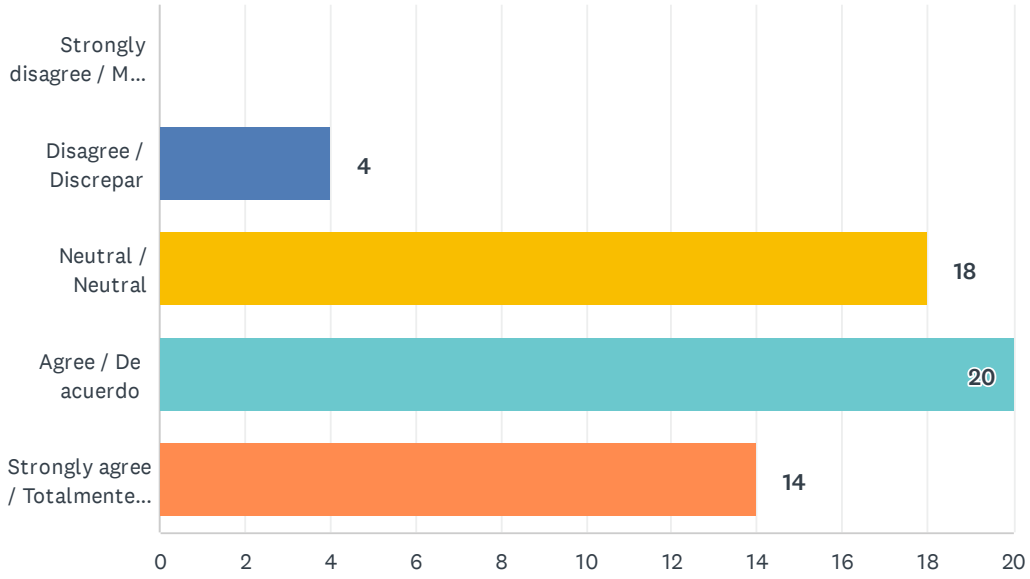


ANSWER CHOICES	RESPONSES	
Student	76%	346
Parent	15%	66
Faculty / Staff Member	9%	43
TOTAL		455

School-wide Reflections 2024

Q3 I have had sufficient opportunities to get involved in supporting the school. / Tengo suficiente oportunidades para apoyar y involucarme en las actividades de la escuela.

Answered: 56 Skipped: 399

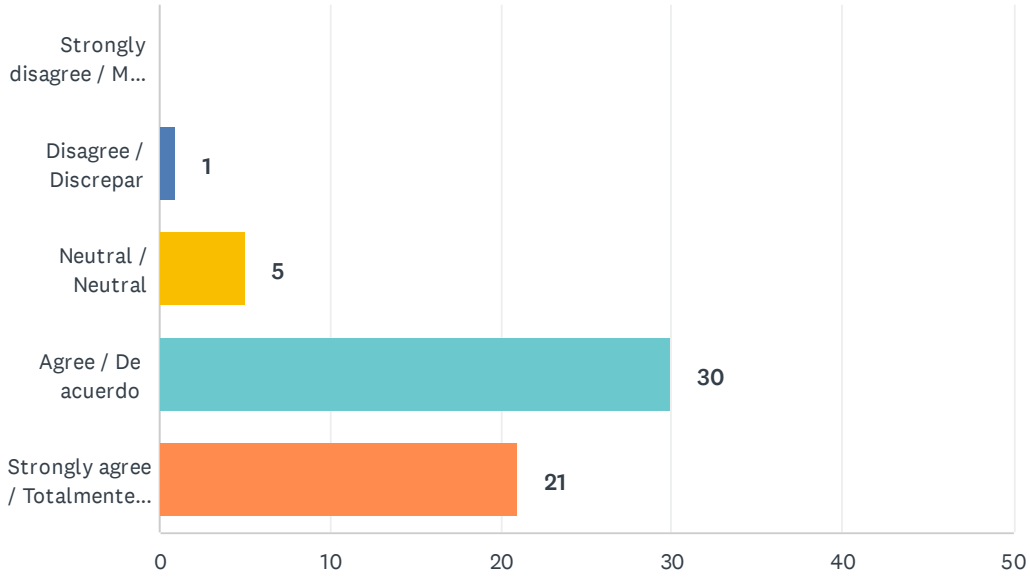


ANSWER CHOICES	RESPONSES	
Strongly disagree / Muy en desacuerdo	0%	0
Disagree / Discrepar	7%	4
Neutral / Neutral	32%	18
Agree / De acuerdo	36%	20
Strongly agree / Totalmente de acuerdo	25%	14
TOTAL		56

School-wide Reflections 2024

Q4 I am able to talk to teachers at this school about my child's academic progress. / Puedo hablar con los maestros de mi hijo/hija en esta escuela sobre el progreso academico.

Answered: 57 Skipped: 398

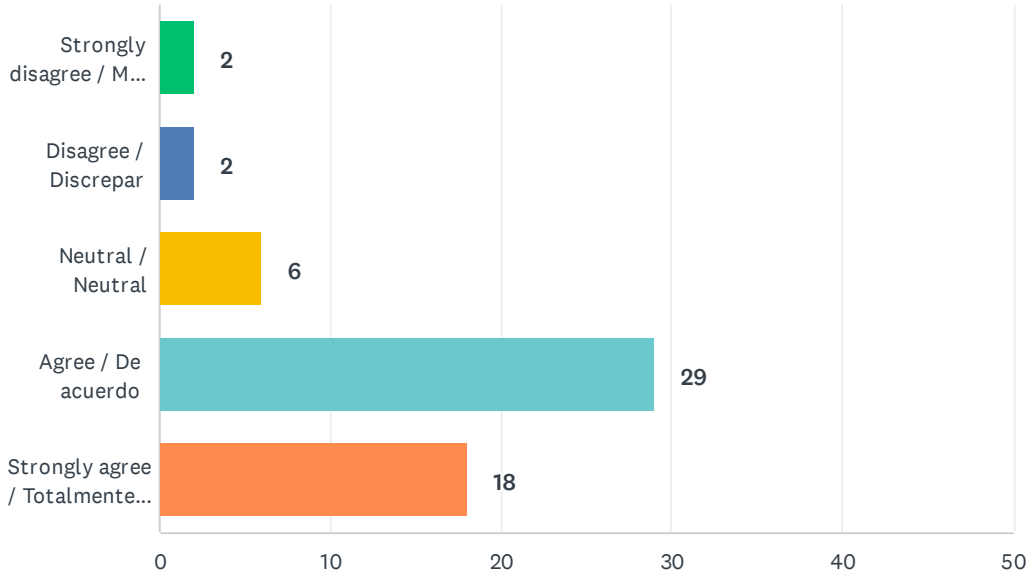


ANSWER CHOICES	RESPONSES	
Strongly disagree / Muy en desacuerdo	0%	0
Disagree / Discrepar	2%	1
Neutral / Neutral	9%	5
Agree / De acuerdo	53%	30
Strongly agree / Totalmente de acuerdo	37%	21
TOTAL		57

School-wide Reflections 2024

Q5 The school has high expectations for all students to succeed academically. /La escuela tiene expectectivas muy altas para todos los alumunos de la escuela.

Answered: 57 Skipped: 398

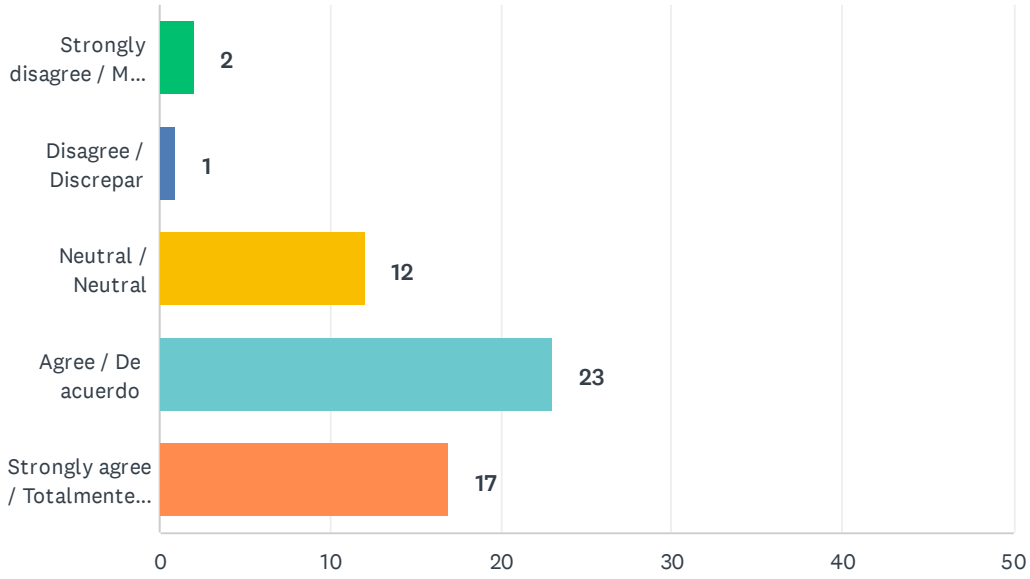


ANSWER CHOICES	RESPONSES	
Strongly disagree / Muy en desacuerdo	4%	2
Disagree / Discrepar	4%	2
Neutral / Neutral	11%	6
Agree / De acuerdo	51%	29
Strongly agree / Totalmente de acuerdo	32%	18
TOTAL		57

School-wide Reflections 2024

Q6 My child feels safe at this school. / Mi hijo/hija se siente seguro en esta escuela.

Answered: 55 Skipped: 400

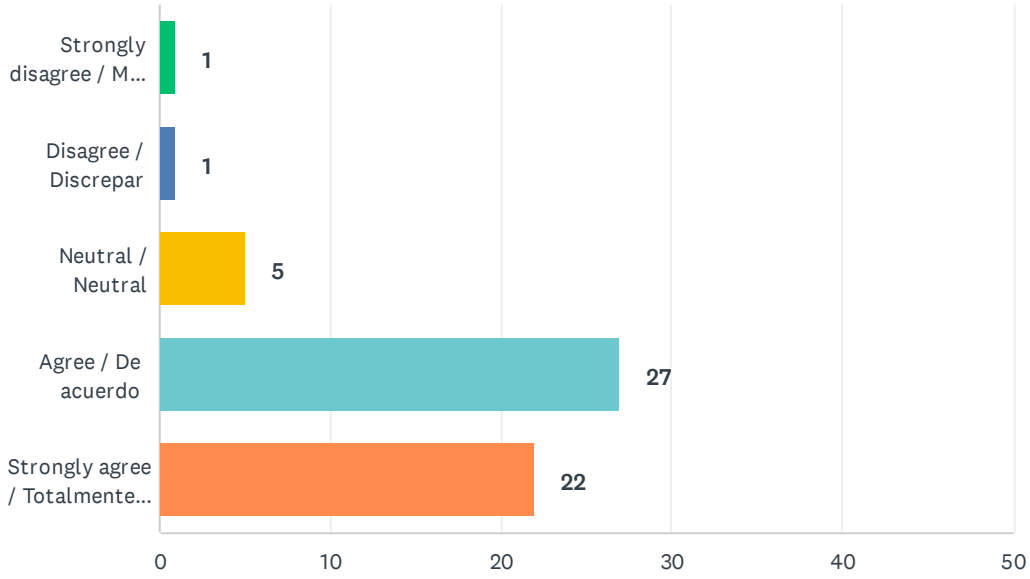


ANSWER CHOICES	RESPONSES	
Strongly disagree / Muy en desacuerdo	4%	2
Disagree / Discrepar	2%	1
Neutral / Neutral	22%	12
Agree / De acuerdo	42%	23
Strongly agree / Totalmente de acuerdo	31%	17
TOTAL		55

School-wide Reflections 2024

Q7 I find the facilities at my child's school to be clean, welcoming, and safe. / Encuentro las instalaciones en esta escuela limpias, bienvenidas y seguras.

Answered: 56 Skipped: 399

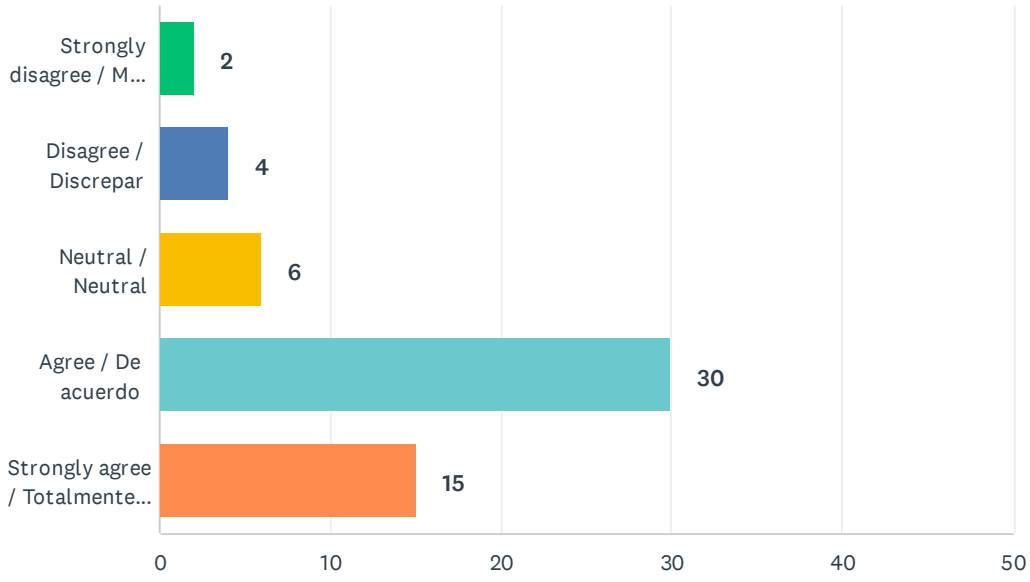


ANSWER CHOICES	RESPONSES	
Strongly disagree / Muy en desacuerdo	2%	1
Disagree / Discrepar	2%	1
Neutral / Neutral	9%	5
Agree / De acuerdo	48%	27
Strongly agree / Totalmente de acuerdo	39%	22
TOTAL		56

School-wide Reflections 2024

Q8 The school develops the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families. / La escuela desarrolla la capacidad del personal (es decir, administradores, maestros y personal clasificado) para construir relaciones de confianza y respeto con las familias.

Answered: 57 Skipped: 398

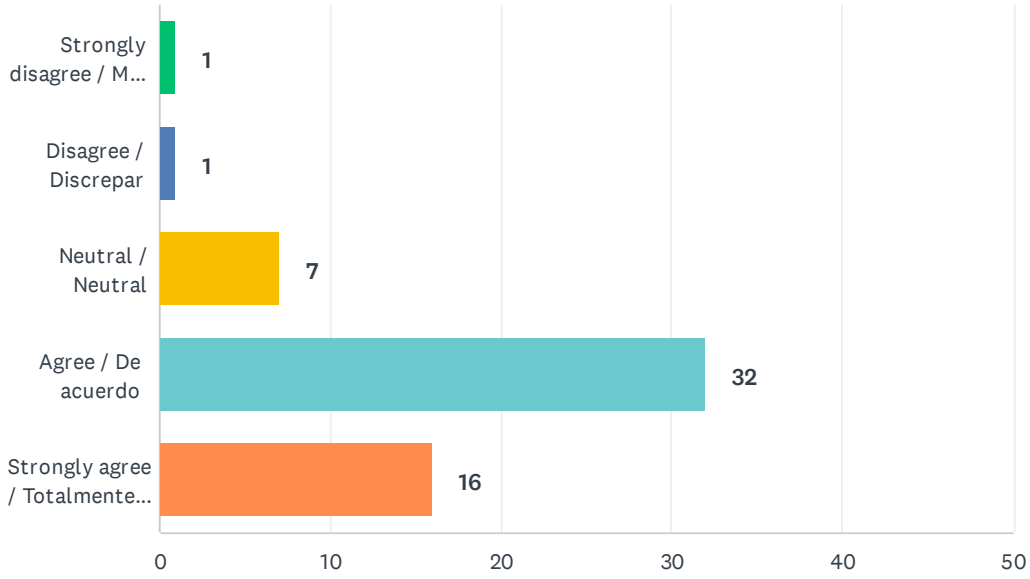


ANSWER CHOICES	RESPONSES	
Strongly disagree / Muy en desacuerdo	4%	2
Disagree / Discrepar	7%	4
Neutral / Neutral	11%	6
Agree / De acuerdo	53%	30
Strongly agree / Totalmente de acuerdo	26%	15
TOTAL		57

School-wide Reflections 2024

Q9 The school creates a welcoming environment for all families in the community. / La escuela crea un ambiente acogedor para todas las familias de la comunidad.

Answered: 57 Skipped: 398

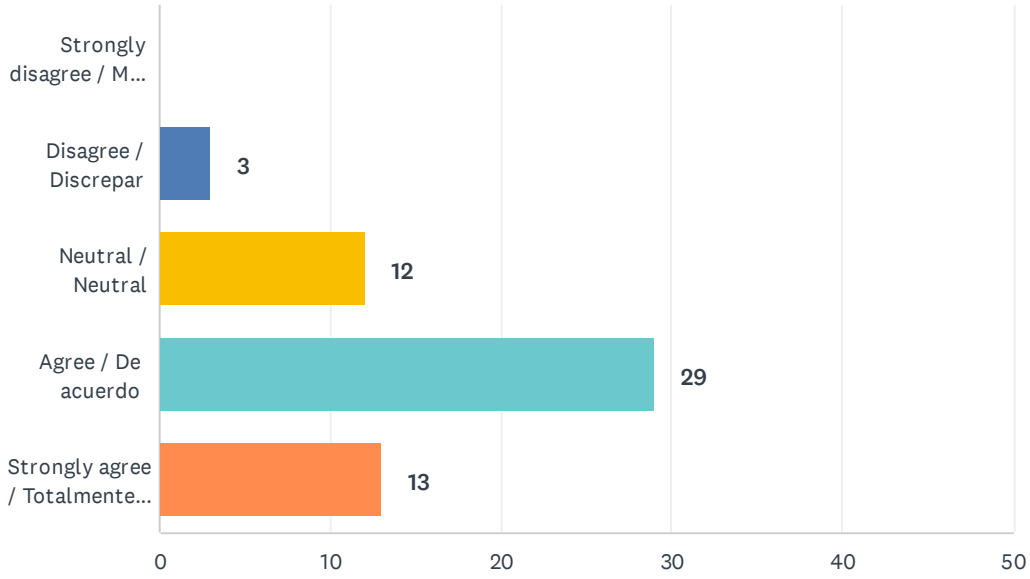


ANSWER CHOICES	RESPONSES	
Strongly disagree / Muy en desacuerdo	2%	1
Disagree / Discrepar	2%	1
Neutral / Neutral	12%	7
Agree / De acuerdo	56%	32
Strongly agree / Totalmente de acuerdo	28%	16
TOTAL		57

School-wide Reflections 2024

Q10 The school encourages staff to learn about each family's strengths, cultures, languages, and goals. / La escuela alienta al personal a aprender sobre las fortalezas, culturas, idiomas y metas de cada familia.

Answered: 57 Skipped: 398

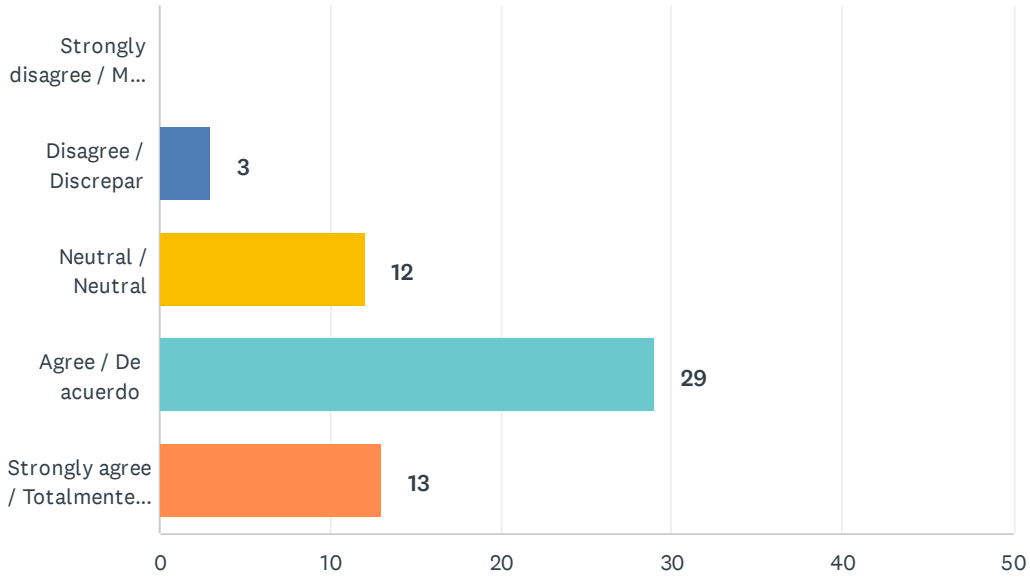


ANSWER CHOICES	RESPONSES	
Strongly disagree / Muy en desacuerdo	0%	0
Disagree / Discrepar	5%	3
Neutral / Neutral	21%	12
Agree / De acuerdo	51%	29
Strongly agree / Totalmente de acuerdo	23%	13
TOTAL		57

School-wide Reflections 2024

Q11 The school provides multiple opportunities throughout the year to engage educators and administrators using language that is understandable and accessible. / La escuela brinda múltiples oportunidades a lo largo del año para involucrar a los educadores y administradores utilizando un lenguaje comprensible y accesible.

Answered: 57 Skipped: 398

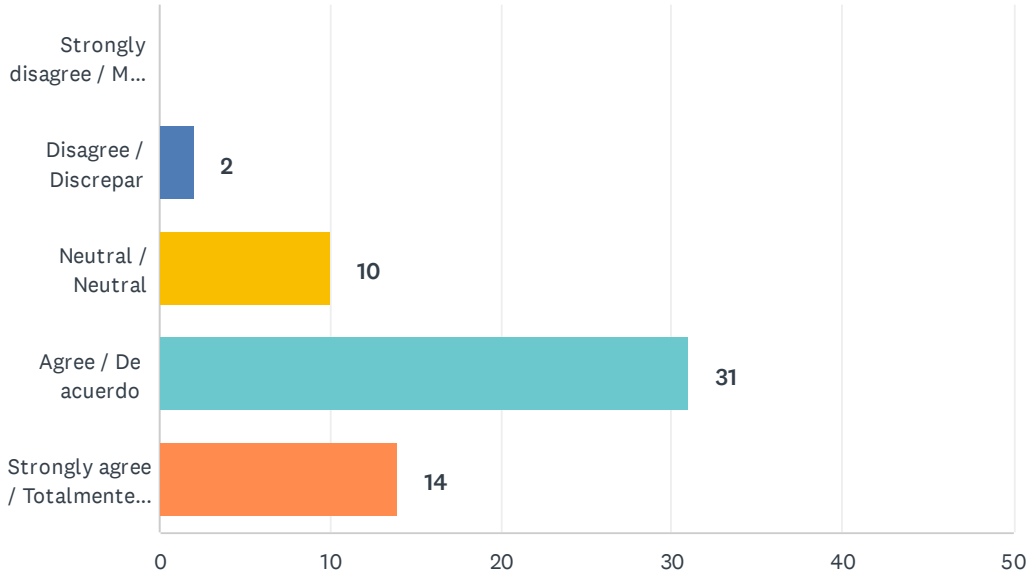


ANSWER CHOICES	RESPONSES	
Strongly disagree / Muy en desacuerdo	0%	0
Disagree / Discrepar	5%	3
Neutral / Neutral	21%	12
Agree / De acuerdo	51%	29
Strongly agree / Totalmente de acuerdo	23%	13
TOTAL		57

School-wide Reflections 2024

Q12 The school provides professional learning and support to teachers and parents to improve the school's capacity to partner with families. / La escuela brinda aprendizaje profesional y apoyo a maestros y padres para mejorar la capacidad de la escuela para asociarse con las familias.

Answered: 57 Skipped: 398

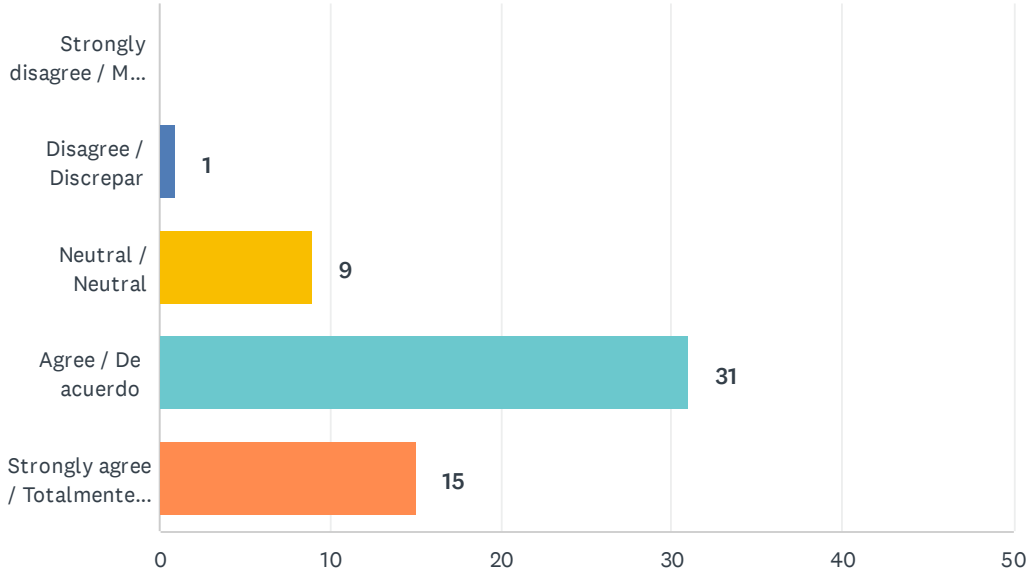


ANSWER CHOICES	RESPONSES	
Strongly disagree / Muy en desacuerdo	0%	0
Disagree / Discrepar	4%	2
Neutral / Neutral	18%	10
Agree / De acuerdo	54%	31
Strongly agree / Totalmente de acuerdo	25%	14
TOTAL		57

School-wide Reflections 2024

Q13 The school implements policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes. / La escuela implementa políticas o programas para que los maestros se reúnan con las familias y los estudiantes para analizar el progreso de los estudiantes y las formas de trabajar juntos para apoyar la mejora de los resultados de los estudiantes.

Answered: 56 Skipped: 399

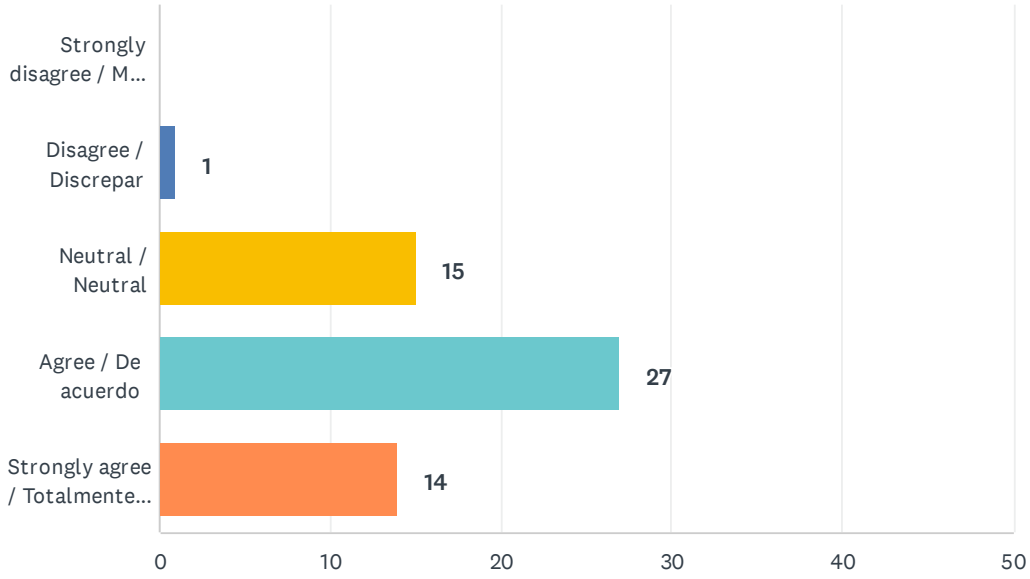


ANSWER CHOICES	RESPONSES	
Strongly disagree / Muy en desacuerdo	0%	0
Disagree / Discrepar	2%	1
Neutral / Neutral	16%	9
Agree / De acuerdo	55%	31
Strongly agree / Totalmente de acuerdo	27%	15
TOTAL		56

School-wide Reflections 2024

Q14 The school supports staff to effectively engage families in advisory groups and with decision-making. / La escuela apoya al personal para involucrar de manera efectiva a las familias en grupos de asesoramiento y en la toma de decisiones.

Answered: 57 Skipped: 398

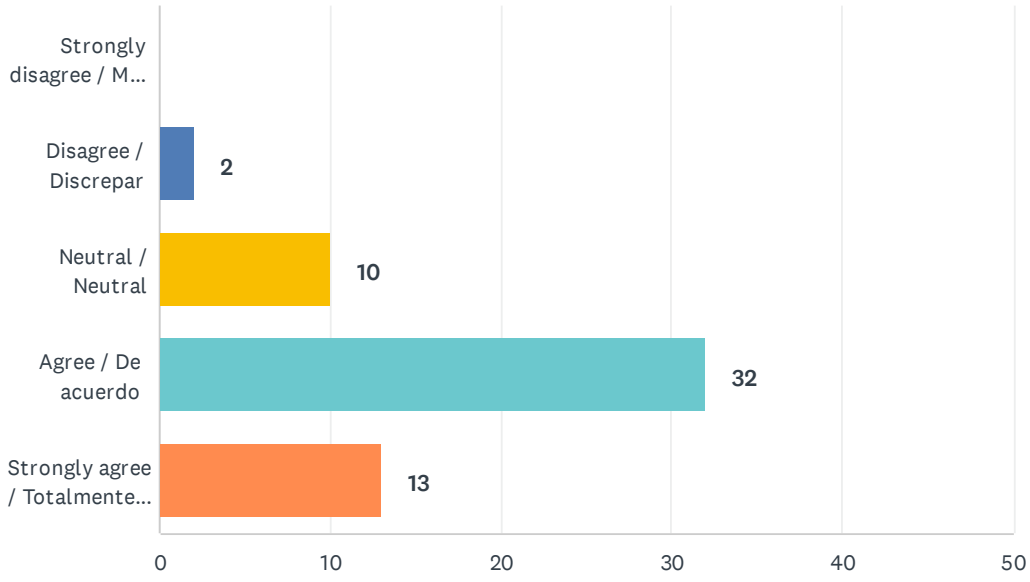


ANSWER CHOICES	RESPONSES	
Strongly disagree / Muy en desacuerdo	0%	0
Disagree / Discrepar	2%	1
Neutral / Neutral	26%	15
Agree / De acuerdo	47%	27
Strongly agree / Totalmente de acuerdo	25%	14
TOTAL		57

School-wide Reflections 2024

Q15 The school builds the capacity of and supports family members to effectively engage in advisory groups and decision making. / La escuela desarrolla la capacidad de los miembros de la familia y los apoya para que participen de manera efectiva en grupos de asesoramiento y en la toma de decisiones.

Answered: 57 Skipped: 398

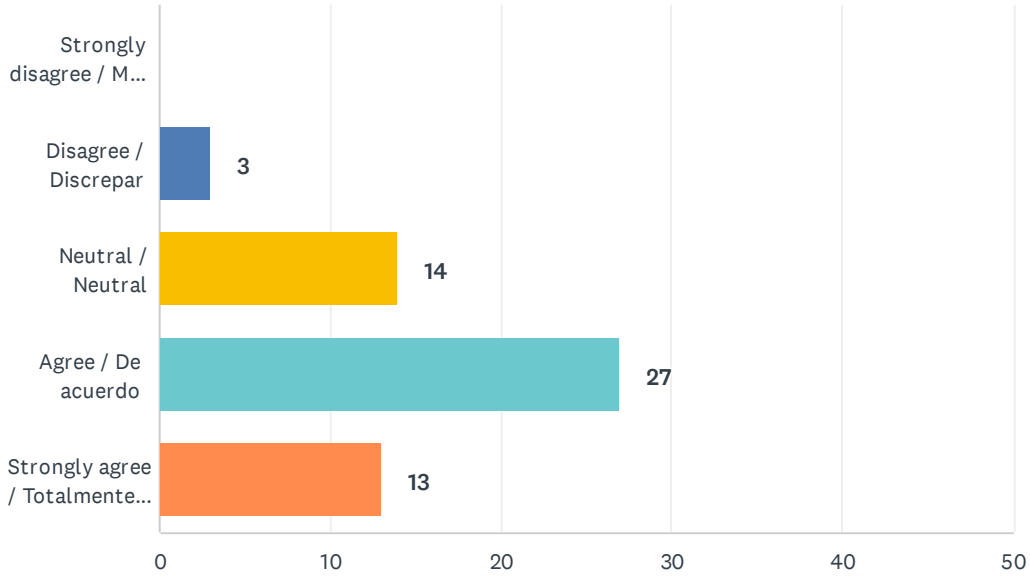


ANSWER CHOICES	RESPONSES	
Strongly disagree / Muy en desacuerdo	0%	0
Disagree / Discrepar	4%	2
Neutral / Neutral	18%	10
Agree / De acuerdo	56%	32
Strongly agree / Totalmente de acuerdo	23%	13
TOTAL		57

School-wide Reflections 2024

Q16 The school provides all families with opportunities to provide input on policies and programs. / La escuela ofrece a todas las familias la oportunidad de dar su opinión sobre políticas y programas.

Answered: 57 Skipped: 398

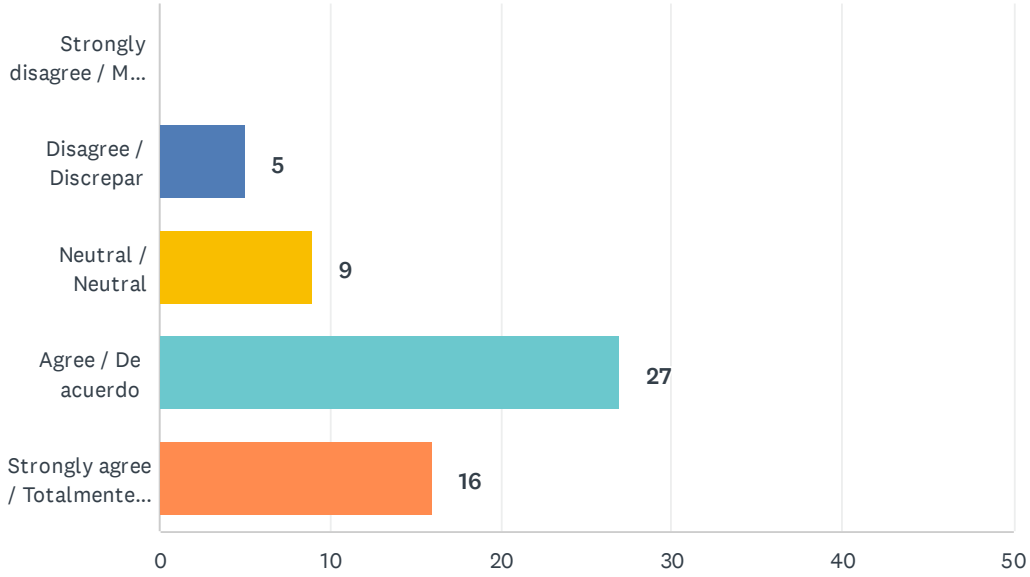


ANSWER CHOICES	RESPONSES	
Strongly disagree / Muy en desacuerdo	0%	0
Disagree / Discrepar	5%	3
Neutral / Neutral	25%	14
Agree / De acuerdo	47%	27
Strongly agree / Totalmente de acuerdo	23%	13
TOTAL		57

School-wide Reflections 2024

Q17 The school provides opportunities to have families, teachers and administrators work together to plan, design, implement and evaluate family engagement activities. / La escuela brinda oportunidades para que las familias, los maestros y los administradores trabajen juntos para planificar, diseñar, implementar y evaluar actividades de participación familiar.

Answered: 57 Skipped: 398

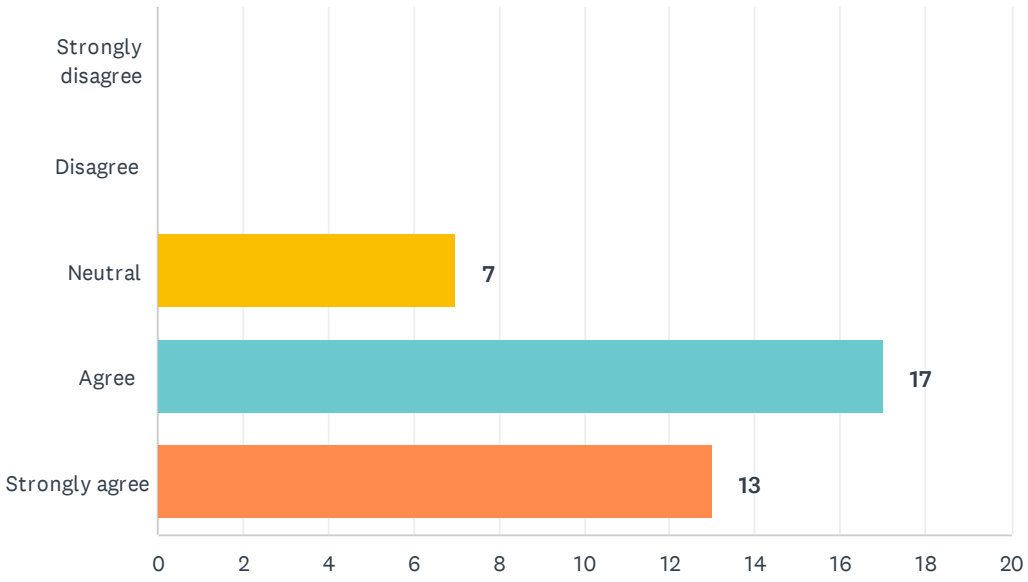


ANSWER CHOICES	RESPONSES	
Strongly disagree / Muy en desacuerdo	0%	0
Disagree / Discrepar	9%	5
Neutral / Neutral	16%	9
Agree / De acuerdo	47%	27
Strongly agree / Totalmente de acuerdo	28%	16
TOTAL		57

School-wide Reflections 2024

Q18 I am satisfied with my job.

Answered: 37 Skipped: 418

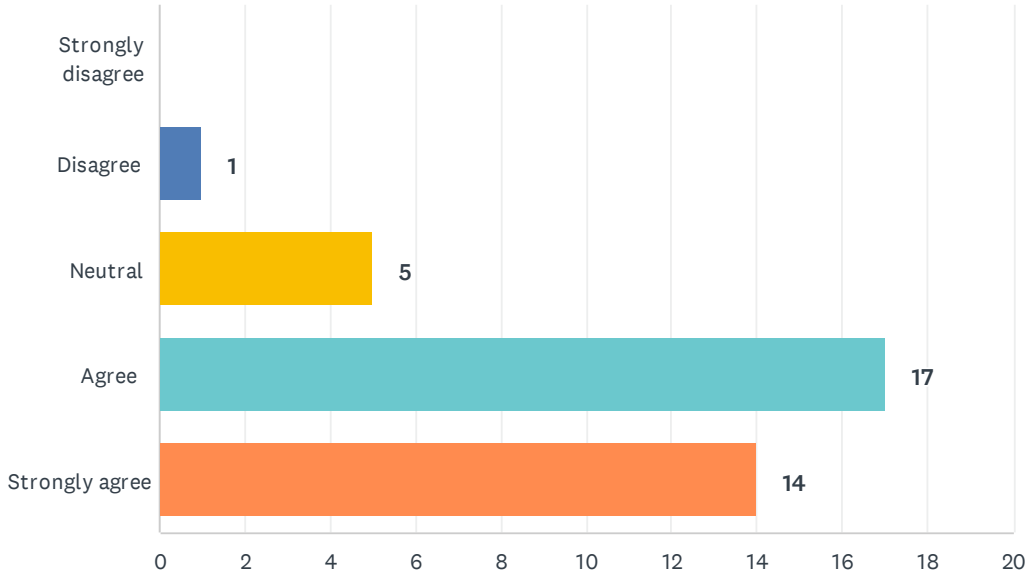


ANSWER CHOICES	RESPONSES	
Strongly disagree	0%	0
Disagree	0%	0
Neutral	19%	7
Agree	46%	17
Strongly agree	35%	13
TOTAL		37

School-wide Reflections 2024

Q19 The leadership at my school provides me the opportunity to develop my potential to be an exceptional teacher/educator.

Answered: 37 Skipped: 418

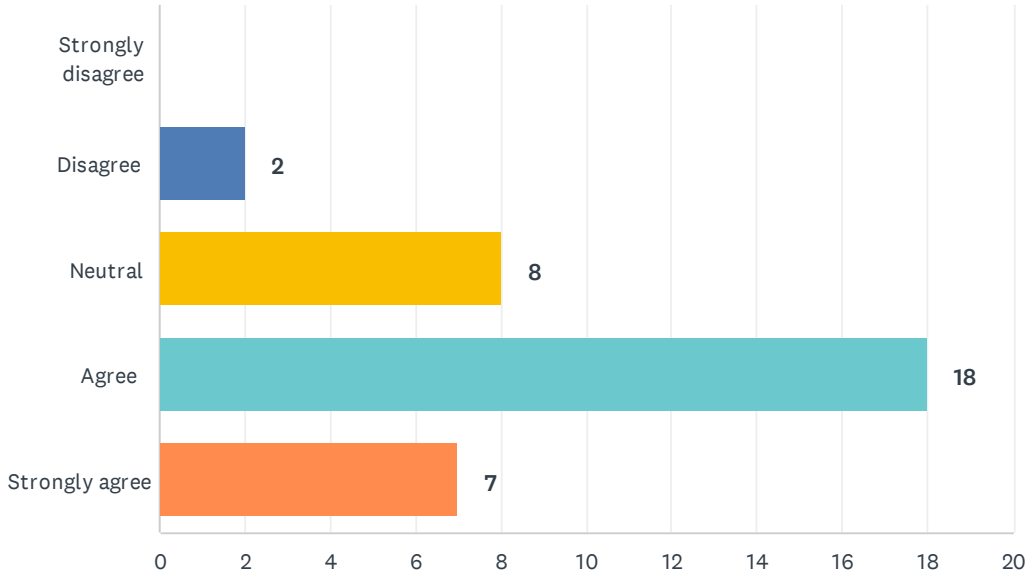


ANSWER CHOICES	RESPONSES	
Strongly disagree	0%	0
Disagree	3%	1
Neutral	14%	5
Agree	46%	17
Strongly agree	38%	14
TOTAL		37

School-wide Reflections 2024

Q20 I feel like I am a part of one organization with a shared vision across all schools.

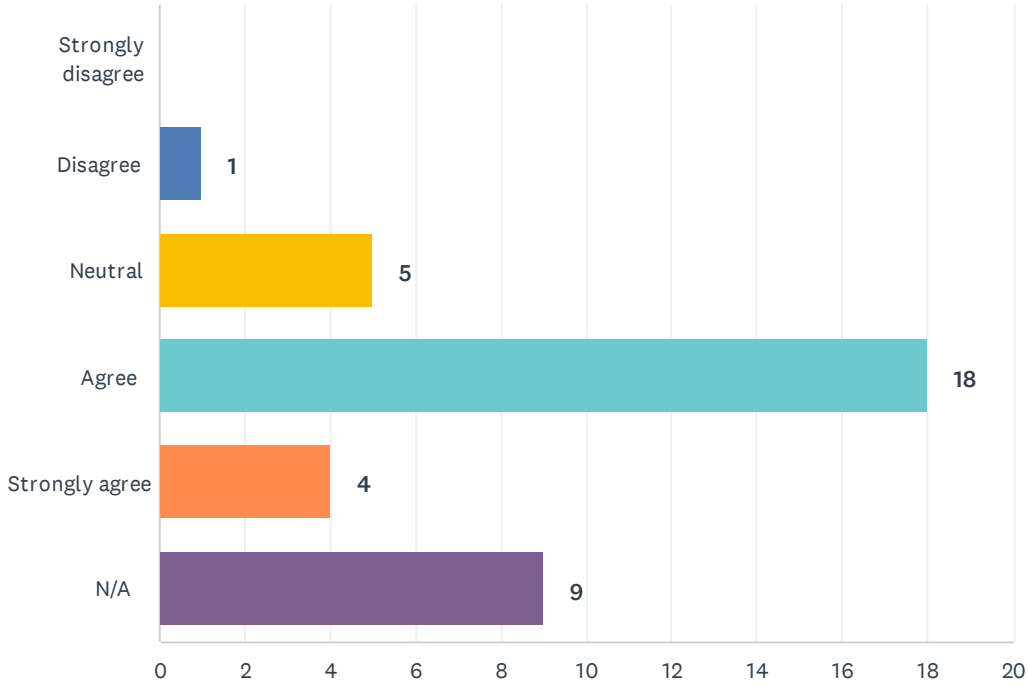
Answered: 35 Skipped: 420



ANSWER CHOICES	RESPONSES	
Strongly disagree	0%	0
Disagree	6%	2
Neutral	23%	8
Agree	51%	18
Strongly agree	20%	7
TOTAL		35

Q21 Instructional feedback from Instructional Coaches and/or Administrators was helpful in my development as a teacher.

Answered: 37 Skipped: 418

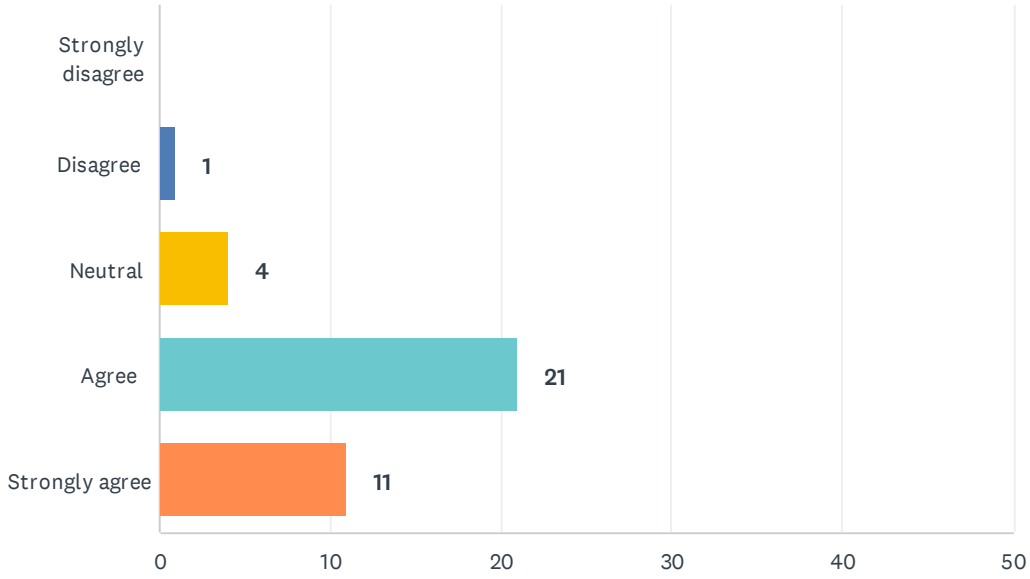


ANSWER CHOICES	RESPONSES	
Strongly disagree	0%	0
Disagree	3%	1
Neutral	14%	5
Agree	49%	18
Strongly agree	11%	4
N/A	24%	9
TOTAL		37

School-wide Reflections 2024

Q22 My school develops the capacity of staff (e.g., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.

Answered: 37 Skipped: 418

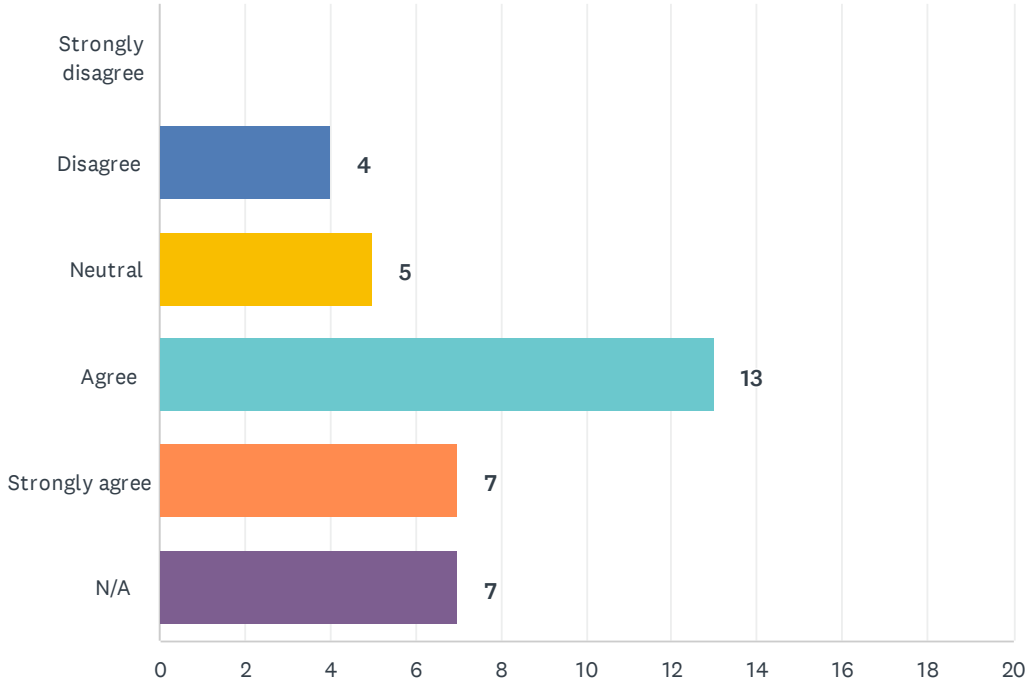


ANSWER CHOICES	RESPONSES	
Strongly disagree	0%	0
Disagree	3%	1
Neutral	11%	4
Agree	57%	21
Strongly agree	30%	11
TOTAL		37

School-wide Reflections 2024

Q23 I have access to the curriculum I need to support English Learners.

Answered: 36 Skipped: 419

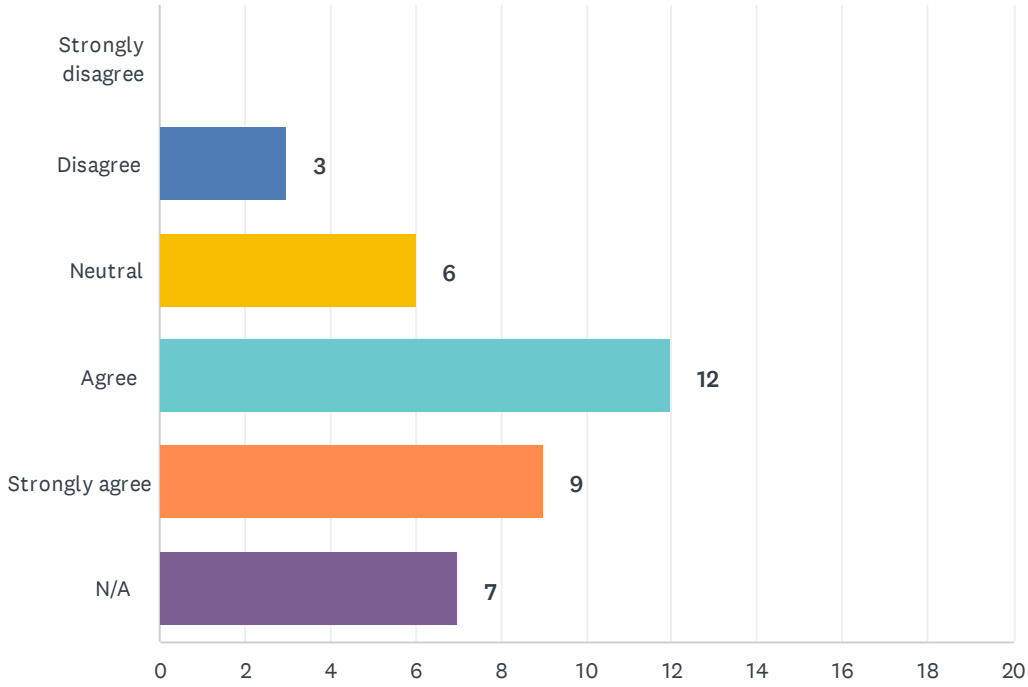


ANSWER CHOICES	RESPONSES	
Strongly disagree	0%	0
Disagree	11%	4
Neutral	14%	5
Agree	36%	13
Strongly agree	19%	7
N/A	19%	7
TOTAL		36

School-wide Reflections 2024

Q24 I have access to the curriculum I need to support students with special disabilities.

Answered: 37 Skipped: 418

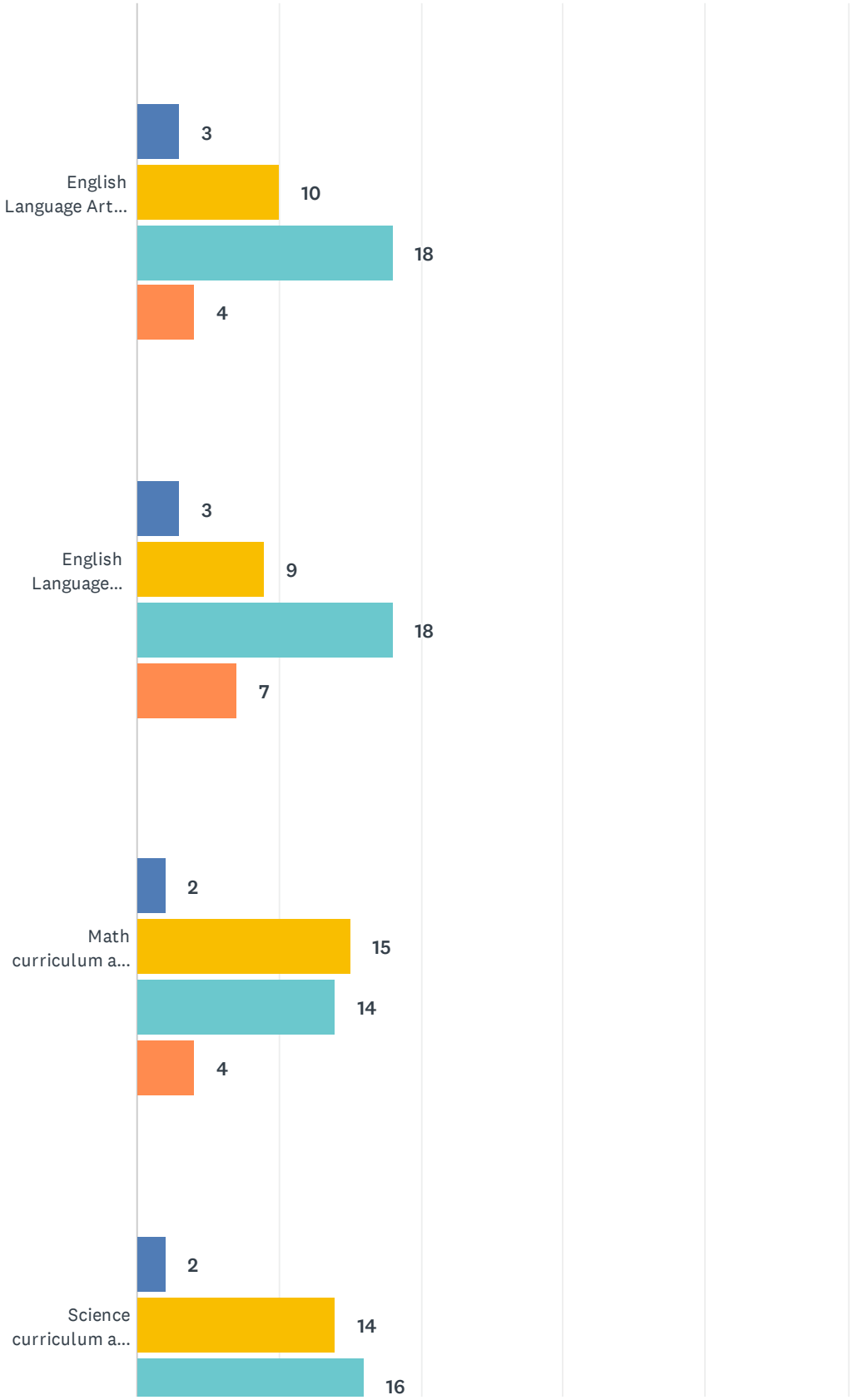


ANSWER CHOICES	RESPONSES	
Strongly disagree	0%	0
Disagree	8%	3
Neutral	16%	6
Agree	32%	12
Strongly agree	24%	9
N/A	19%	7
TOTAL		37

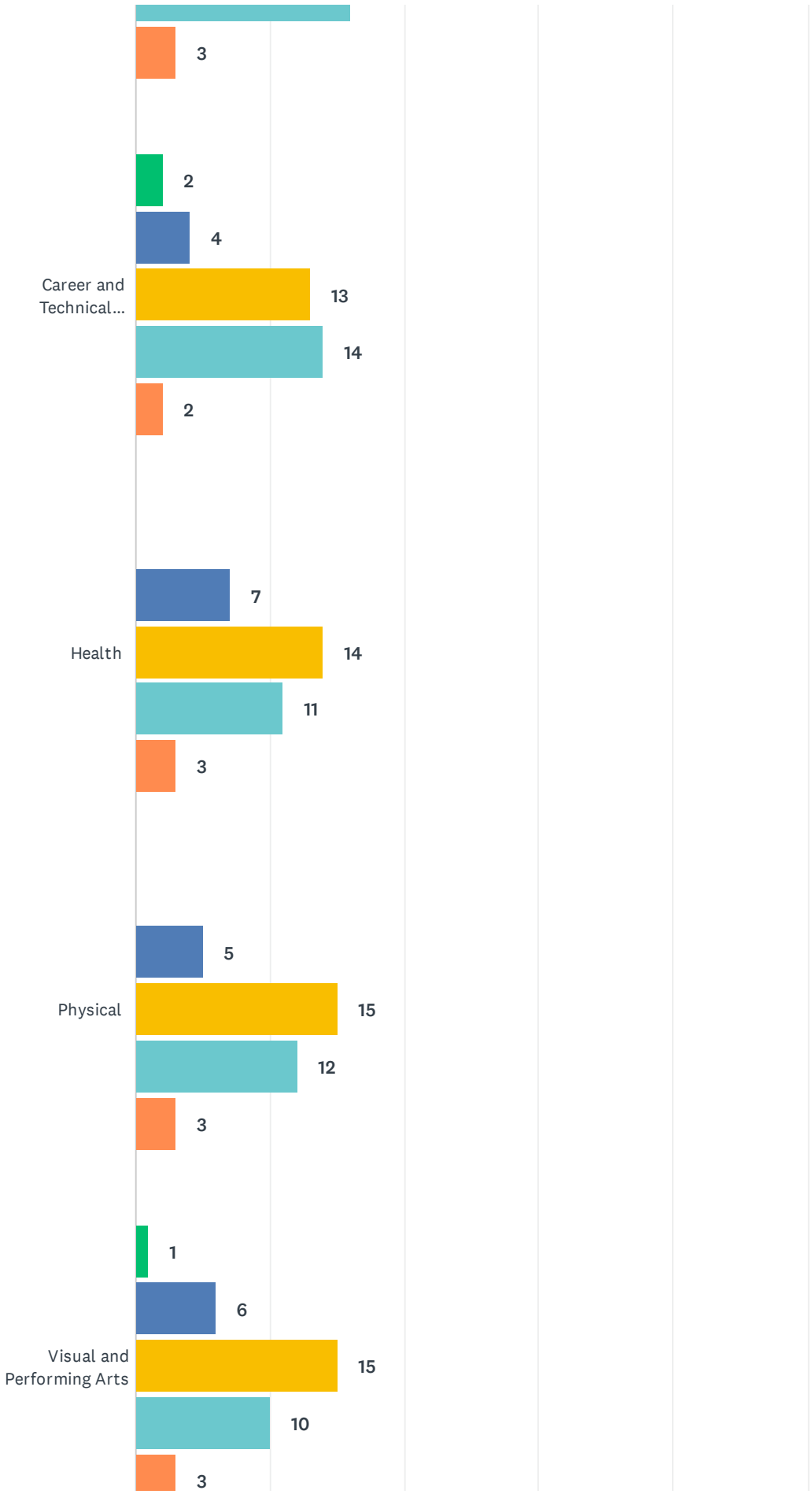
School-wide Reflections 2024

Q25 My school has provided sufficient professional development in:

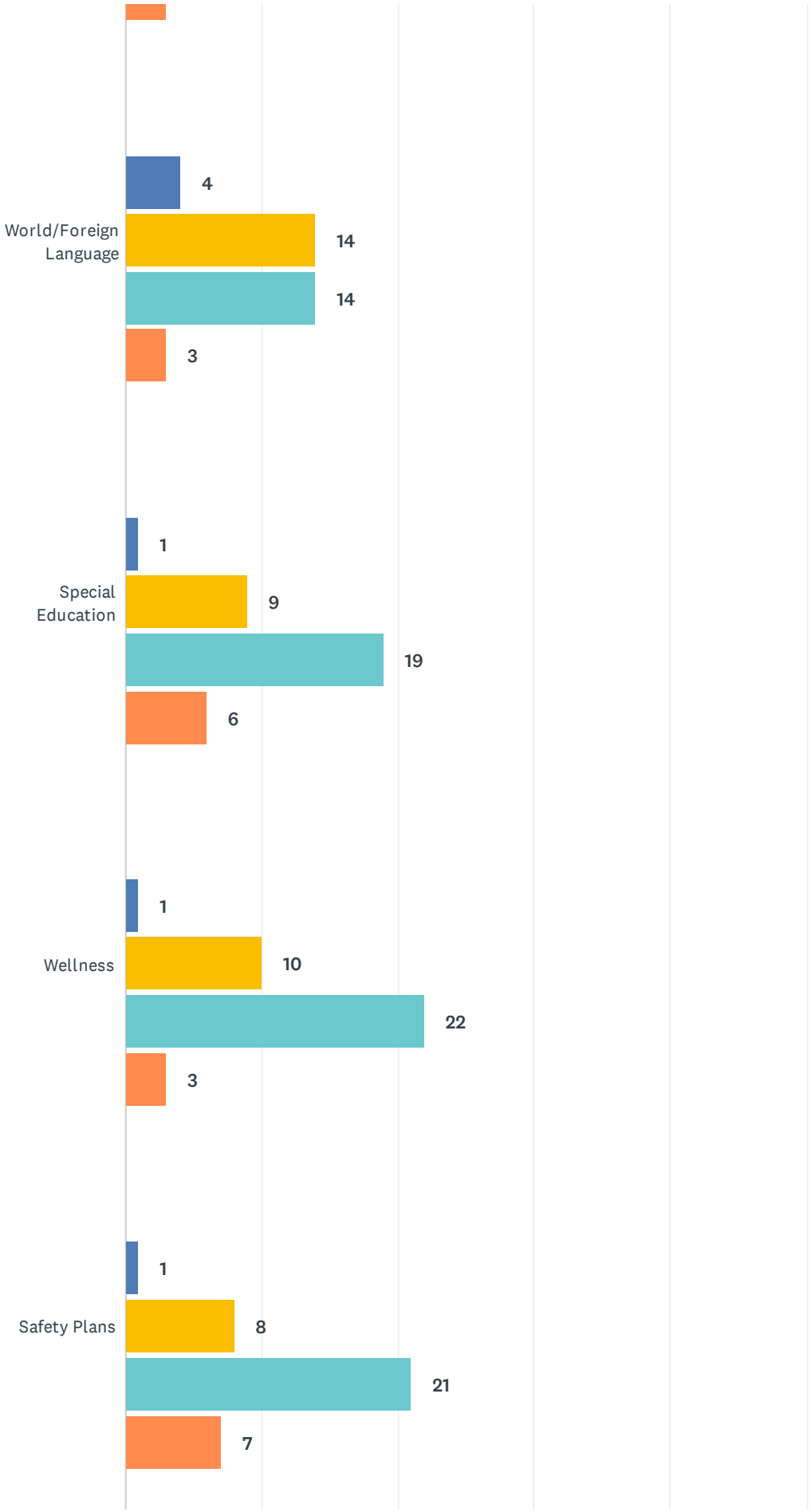
Answered: 37 Skipped: 418



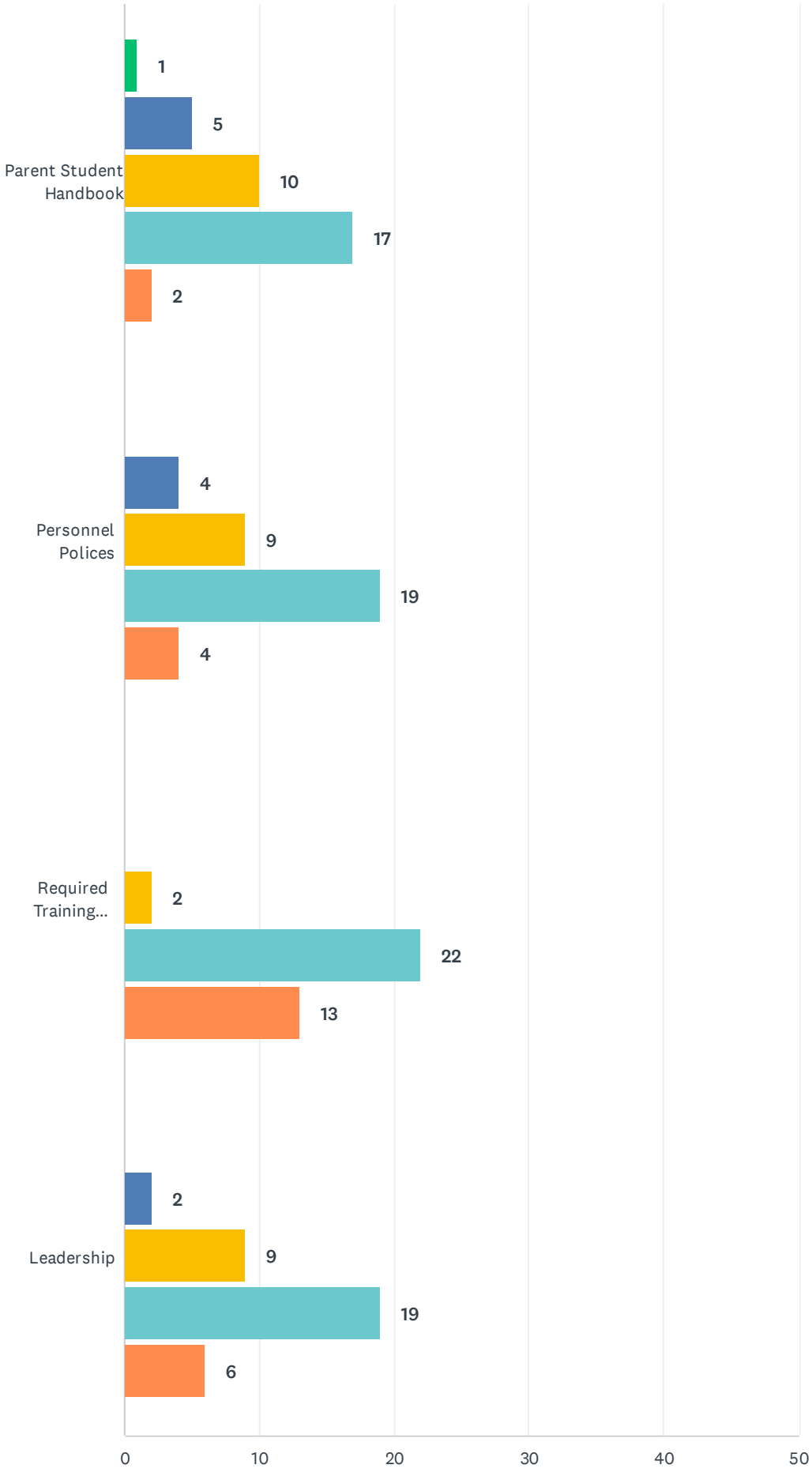
School-wide Reflections 2024



School-wide Reflections 2024



School-wide Reflections 2024



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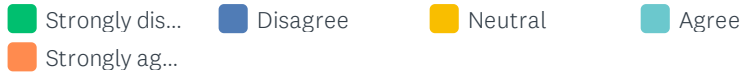
School-wide Reflections 2024

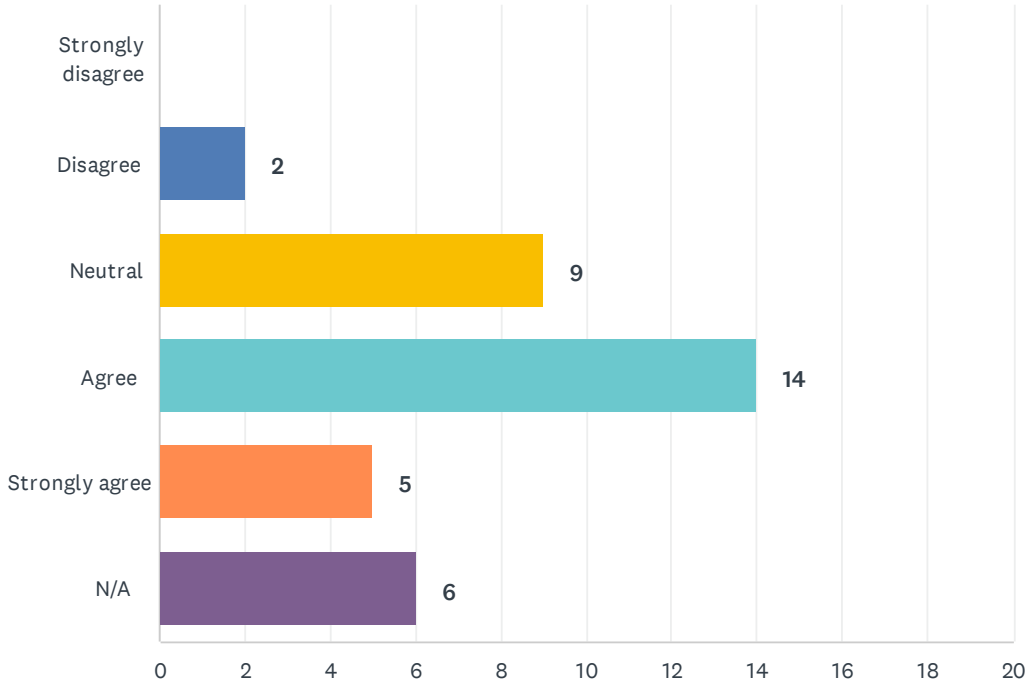


	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
English Language Arts curriculum and standards	0% 0	9% 3	29% 10	51% 18	11% 4	35	3.66
English Language Development curriculum and standards	0% 0	8% 3	24% 9	49% 18	19% 7	37	3.78
Math curriculum and standards	0% 0	6% 2	43% 15	40% 14	11% 4	35	3.57
Science curriculum and standards	0% 0	6% 2	40% 14	46% 16	9% 3	35	3.57
Career and Technical Education	6% 2	11% 4	37% 13	40% 14	6% 2	35	3.29
Health	0% 0	20% 7	40% 14	31% 11	9% 3	35	3.29
Physical	0% 0	14% 5	43% 15	34% 12	9% 3	35	3.37
Visual and Performing Arts	3% 1	17% 6	43% 15	29% 10	9% 3	35	3.23
World/Foreign Language	0% 0	11% 4	40% 14	40% 14	9% 3	35	3.46
Special Education	0% 0	3% 1	26% 9	54% 19	17% 6	35	3.86
Wellness	0% 0	3% 1	28% 10	61% 22	8% 3	36	3.75
Safety Plans	0% 0	3% 1	22% 8	57% 21	19% 7	37	3.92
Parent Student Handbook	3% 1	14% 5	29% 10	49% 17	6% 2	35	3.40
Personnel Polices	0% 0	11% 4	25% 9	53% 19	11% 4	36	3.64
Required Training (Mandated Reporter, Suicide Prevention, Blood pathogens)	0% 0	0% 0	5% 2	59% 22	35% 13	37	4.30
Leadership	0% 0	6% 2	25% 9	53% 19	17% 6	36	3.81

School-wide Reflections 2024

Q26 My school implements programs to support staff in identifying areas where they can improve in delivering instruction (e.g., collaborative time, classroom walkthroughs, teacher pairing).

Answered: 36 Skipped: 419

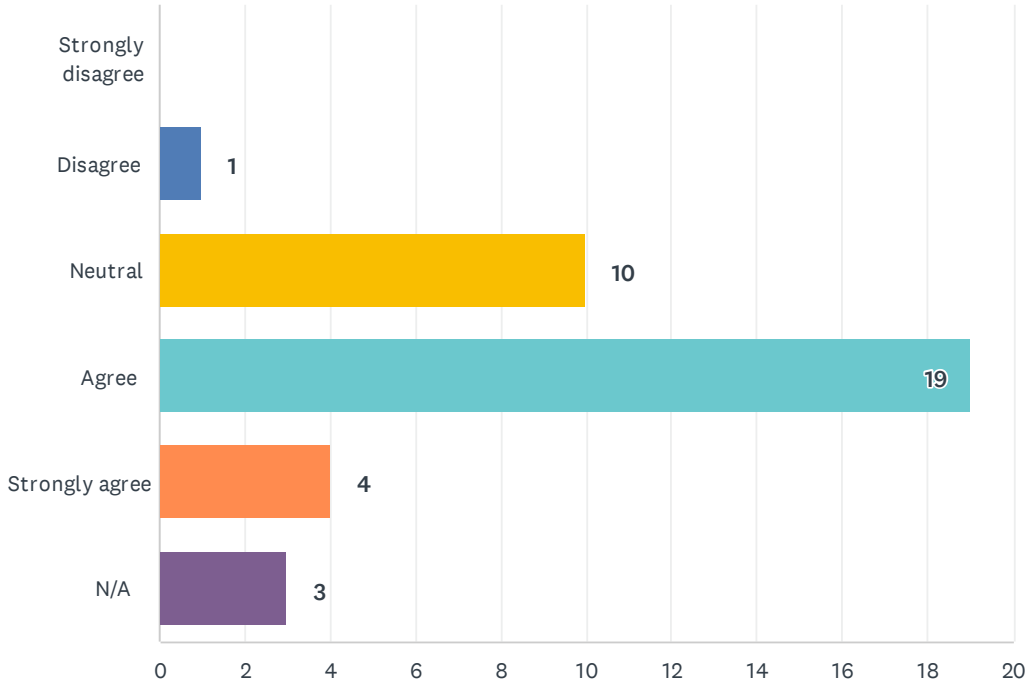


ANSWER CHOICES	RESPONSES	
Strongly disagree	0%	0
Disagree	6%	2
Neutral	25%	9
Agree	39%	14
Strongly agree	14%	5
N/A	17%	6
TOTAL		36

School-wide Reflections 2024

Q27 My school provides professional learning and support to teachers and parents to improve a school's capacity to partner with families.

Answered: 37 Skipped: 418

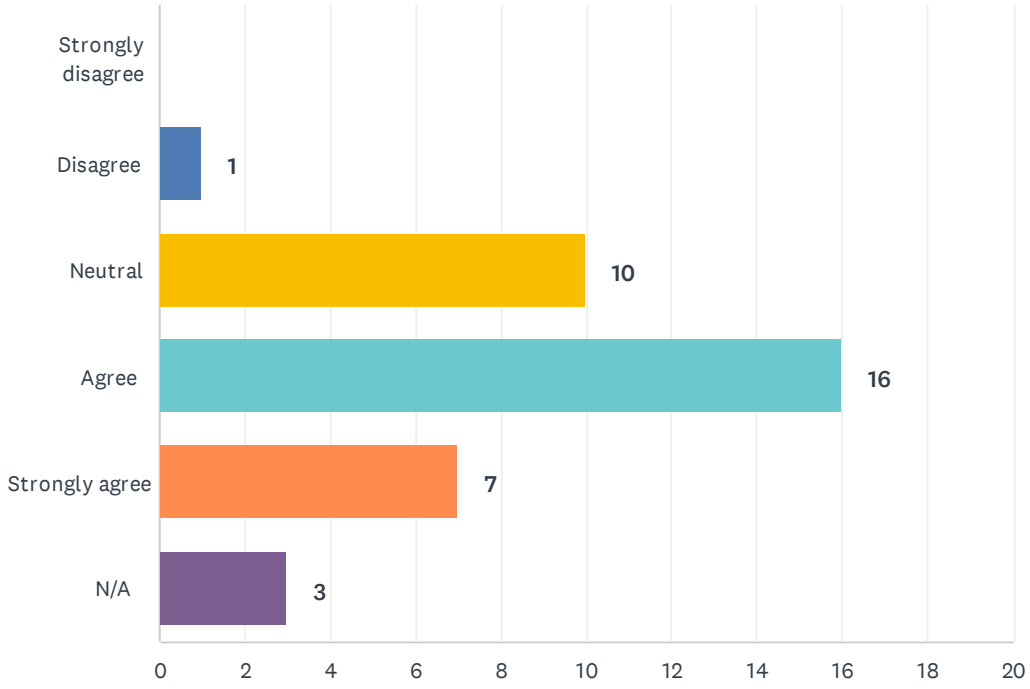


ANSWER CHOICES	RESPONSES	
Strongly disagree	0%	0
Disagree	3%	1
Neutral	27%	10
Agree	51%	19
Strongly agree	11%	4
N/A	8%	3
TOTAL		37

School-wide Reflections 2024

Q28 My school provides families with information and resources to support student learning and development in the home.

Answered: 37 Skipped: 418

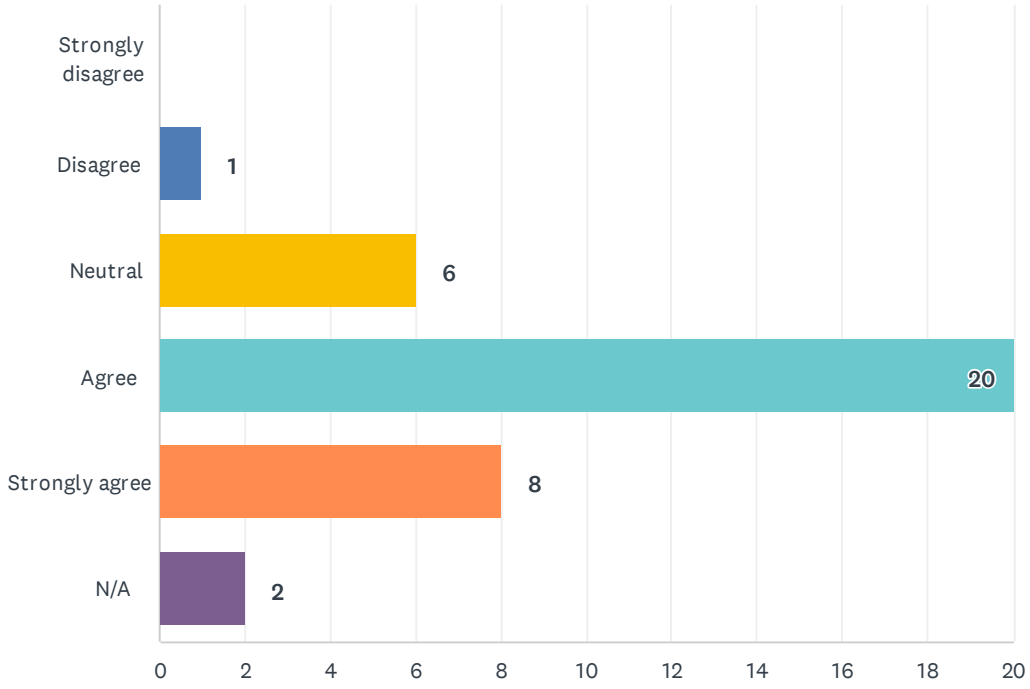


ANSWER CHOICES	RESPONSES	
Strongly disagree	0%	0
Disagree	3%	1
Neutral	27%	10
Agree	43%	16
Strongly agree	19%	7
N/A	8%	3
TOTAL		37

School-wide Reflections 2024

Q29 My school implements policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.

Answered: 37 Skipped: 418

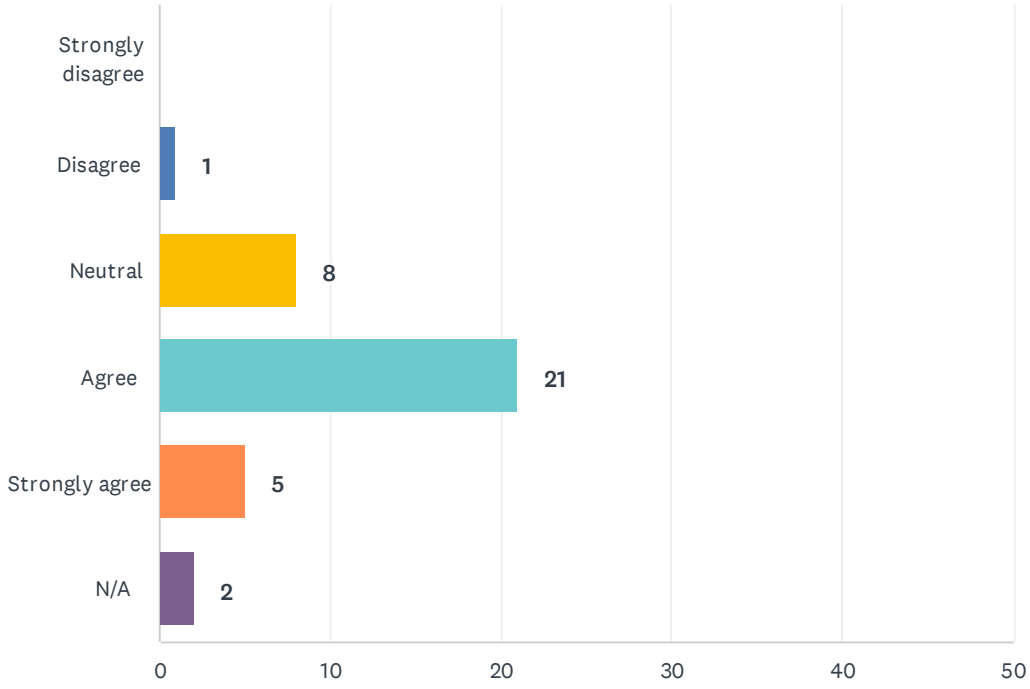


ANSWER CHOICES	RESPONSES	
Strongly disagree	0%	0
Disagree	3%	1
Neutral	16%	6
Agree	54%	20
Strongly agree	22%	8
N/A	5%	2
TOTAL		37

School-wide Reflections 2024

Q30 My school supports families to understand and exercise their legal rights and advocate for their own students and all students.

Answered: 37 Skipped: 418

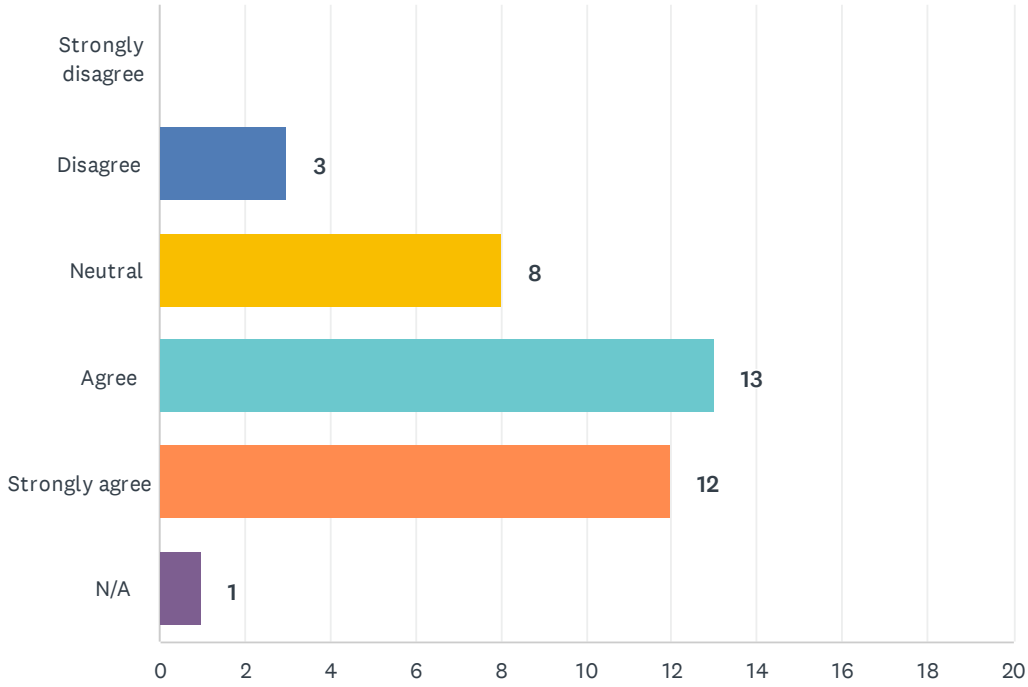


ANSWER CHOICES	RESPONSES	
Strongly disagree	0%	0
Disagree	3%	1
Neutral	22%	8
Agree	57%	21
Strongly agree	14%	5
N/A	5%	2
TOTAL		37

School-wide Reflections 2024

Q31 My school promotes staff participation and decision making that affects school practice.

Answered: 37 Skipped: 418

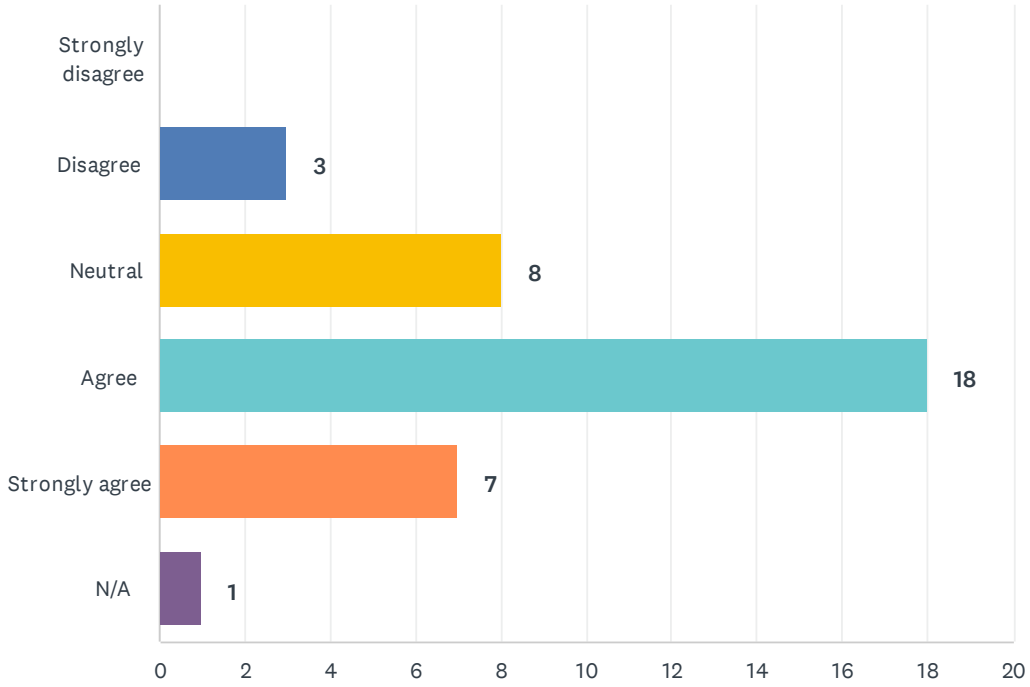


ANSWER CHOICES	RESPONSES	
Strongly disagree	0%	0
Disagree	8%	3
Neutral	22%	8
Agree	35%	13
Strongly agree	32%	12
N/A	3%	1
TOTAL		37

School-wide Reflections 2024

Q32 My school helps identify the professional learning needs of groups of teachers and staff as a whole.

Answered: 37 Skipped: 418

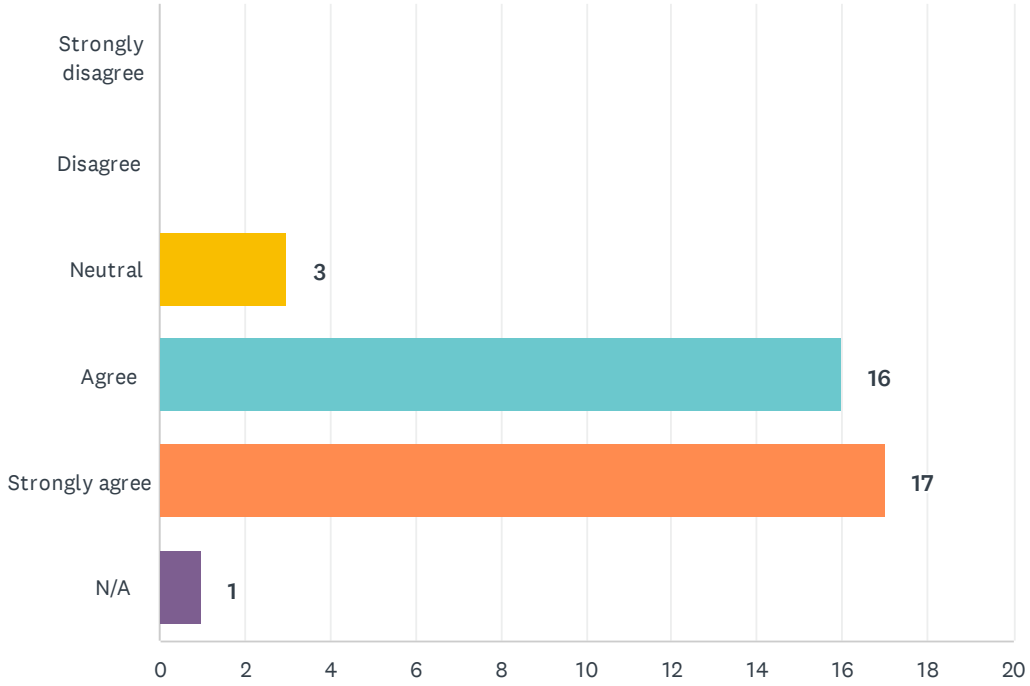


ANSWER CHOICES	RESPONSES	
Strongly disagree	0%	0
Disagree	8%	3
Neutral	22%	8
Agree	49%	18
Strongly agree	19%	7
N/A	3%	1
TOTAL		37

School-wide Reflections 2024

Q33 I would like to continue working for my school next year.

Answered: 37 Skipped: 418

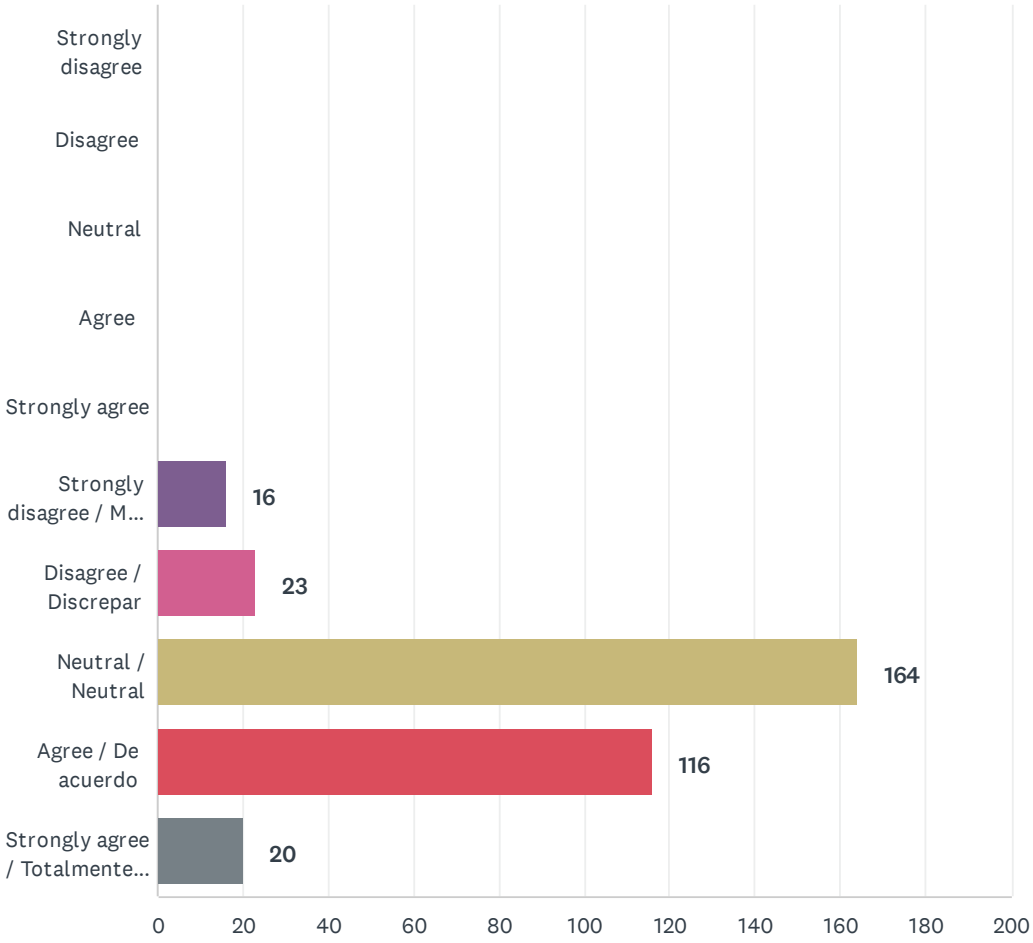


ANSWER CHOICES	RESPONSES	
Strongly disagree	0%	0
Disagree	0%	0
Neutral	8%	3
Agree	43%	16
Strongly agree	46%	17
N/A	3%	1
TOTAL		37

School-wide Reflections 2024

Q34 Students at my school treat each other with respect./ Los estudiantes de mi escuela se tratan con respeto.

Answered: 339 Skipped: 116



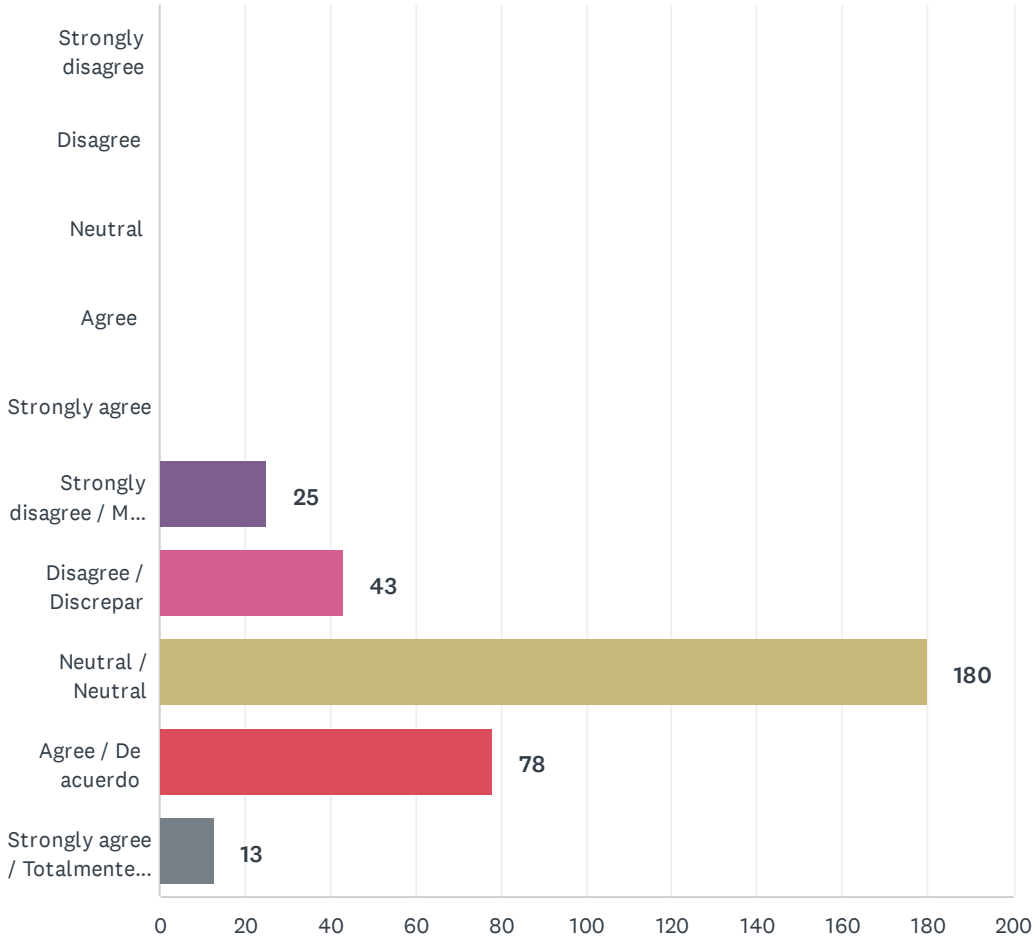
School-wide Reflections 2024

ANSWER CHOICES	RESPONSES	
Strongly disagree	0%	0
Disagree	0%	0
Neutral	0%	0
Agree	0%	0
Strongly agree	0%	0
Strongly disagree / Muy en desacuerdo	5%	16
Disagree / Discrepar	7%	23
Neutral / Neutral	48%	164
Agree / De acuerdo	34%	116
Strongly agree / Totalmente de acuerdo	6%	20
TOTAL		339

School-wide Reflections 2024

Q35 Students at my school try to stop bullying when they see it happening./ Los estudiantes de mi escuela intentan detener el acoso escolar cuando lo ven.

Answered: 339 Skipped: 116



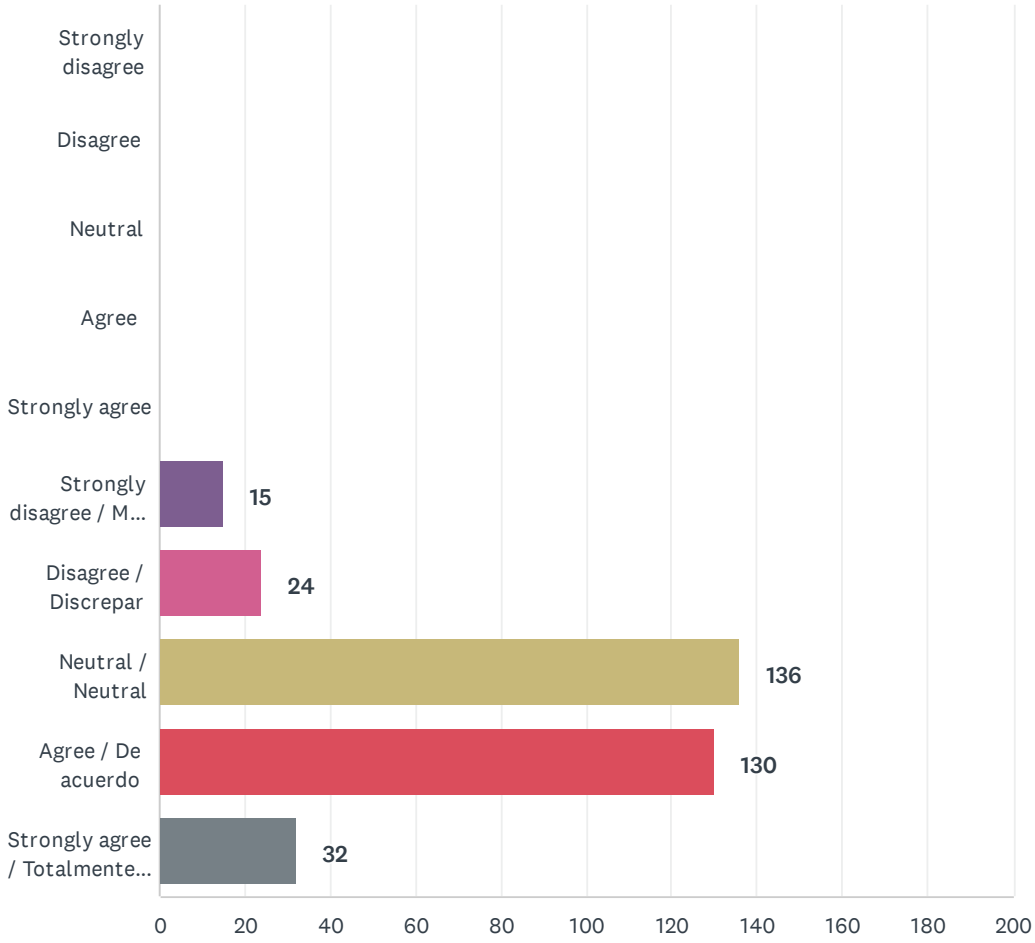
School-wide Reflections 2024

ANSWER CHOICES	RESPONSES	
Strongly disagree	0%	0
Disagree	0%	0
Neutral	0%	0
Agree	0%	0
Strongly agree	0%	0
Strongly disagree / Muy en desacuerdo	7%	25
Disagree / Discrepar	13%	43
Neutral / Neutral	53%	180
Agree / De acuerdo	23%	78
Strongly agree / Totalmente de acuerdo	4%	13
TOTAL		339

School-wide Reflections 2024

Q36 I have an adult at school that I can trust with my problems./ Tengo un adulto en la escuela en quien puedo confiar mis problemas.

Answered: 337 Skipped: 118



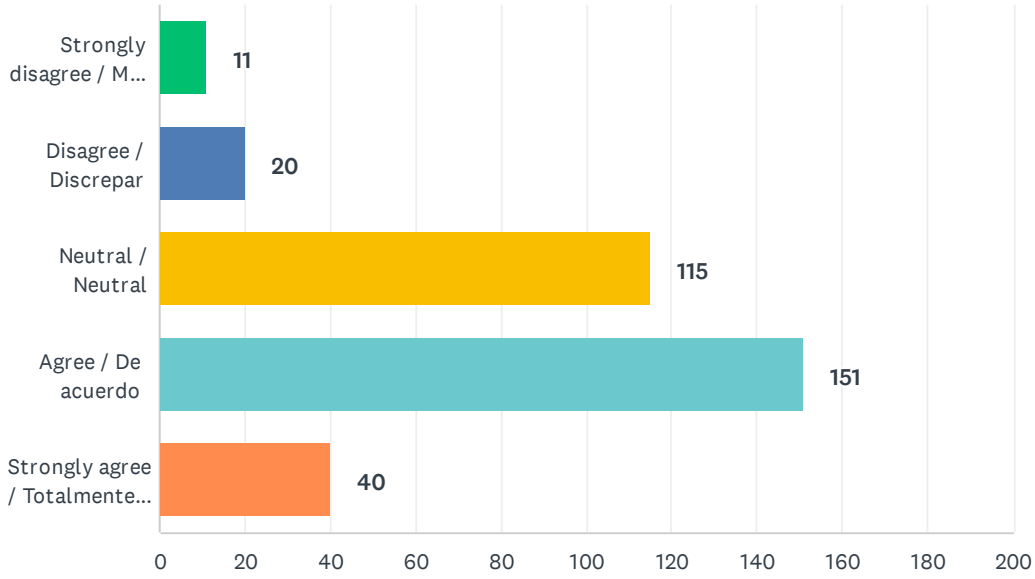
School-wide Reflections 2024

ANSWER CHOICES	RESPONSES	
Strongly disagree	0%	0
Disagree	0%	0
Neutral	0%	0
Agree	0%	0
Strongly agree	0%	0
Strongly disagree / Muy en desacuerdo	4%	15
Disagree / Discrepar	7%	24
Neutral / Neutral	40%	136
Agree / De acuerdo	39%	130
Strongly agree / Totalmente de acuerdo	9%	32
TOTAL		337

School-wide Reflections 2024

Q37 If I need counseling or someone to talk to, I know who to go to at my school. / Si necesito consejería o alguien con quien hablar, sé a quién acudir en mi escuela.

Answered: 337 Skipped: 118

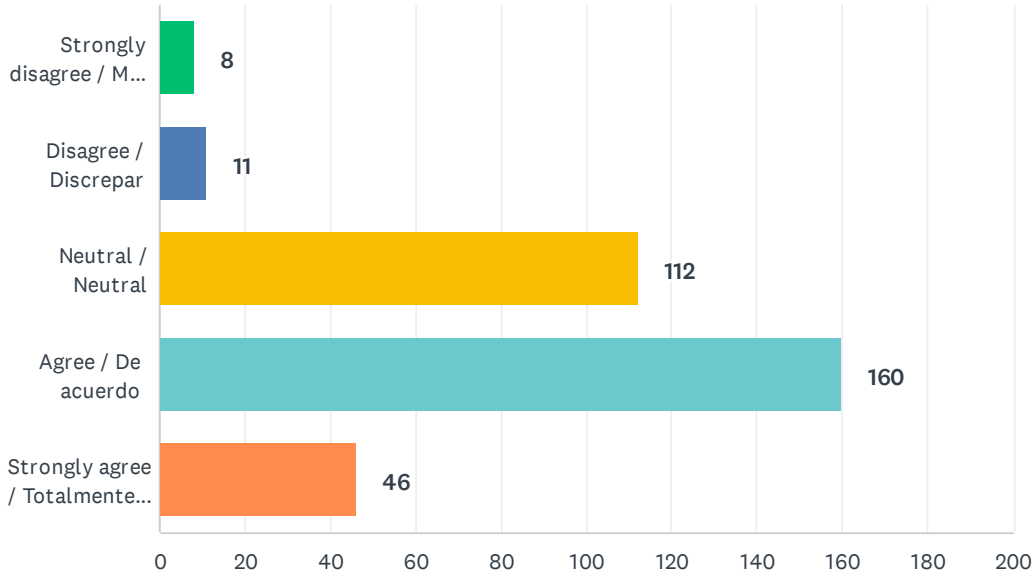


ANSWER CHOICES	RESPONSES	
Strongly disagree / Muy en desacuerdo	3%	11
Disagree / Discrepar	6%	20
Neutral / Neutral	34%	115
Agree / De acuerdo	45%	151
Strongly agree / Totalmente de acuerdo	12%	40
TOTAL		337

School-wide Reflections 2024

Q38 I have opportunities to participate in community service at my school and in my community. / Tengo oportunidades de participar en el servicio comunitario en mi escuela y en mi comunidad.

Answered: 337 Skipped: 118

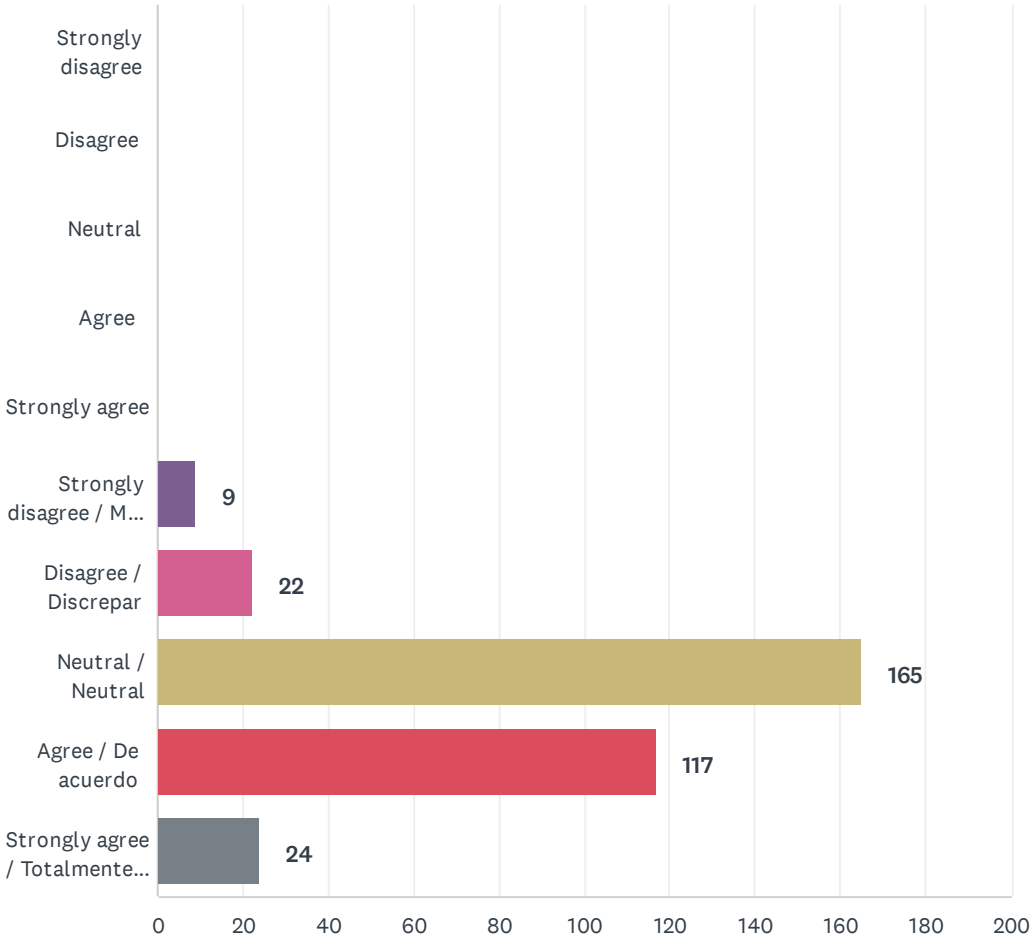


ANSWER CHOICES	RESPONSES	
Strongly disagree / Muy en desacuerdo	2%	8
Disagree / Discrepar	3%	11
Neutral / Neutral	33%	112
Agree / De acuerdo	47%	160
Strongly agree / Totalmente de acuerdo	14%	46
TOTAL		337

School-wide Reflections 2024

Q39 I feel like I am part of my school and belong to the school community. / Me siento parte de mi escuela y pertenezco a la comunidad escolar.

Answered: 337 Skipped: 118



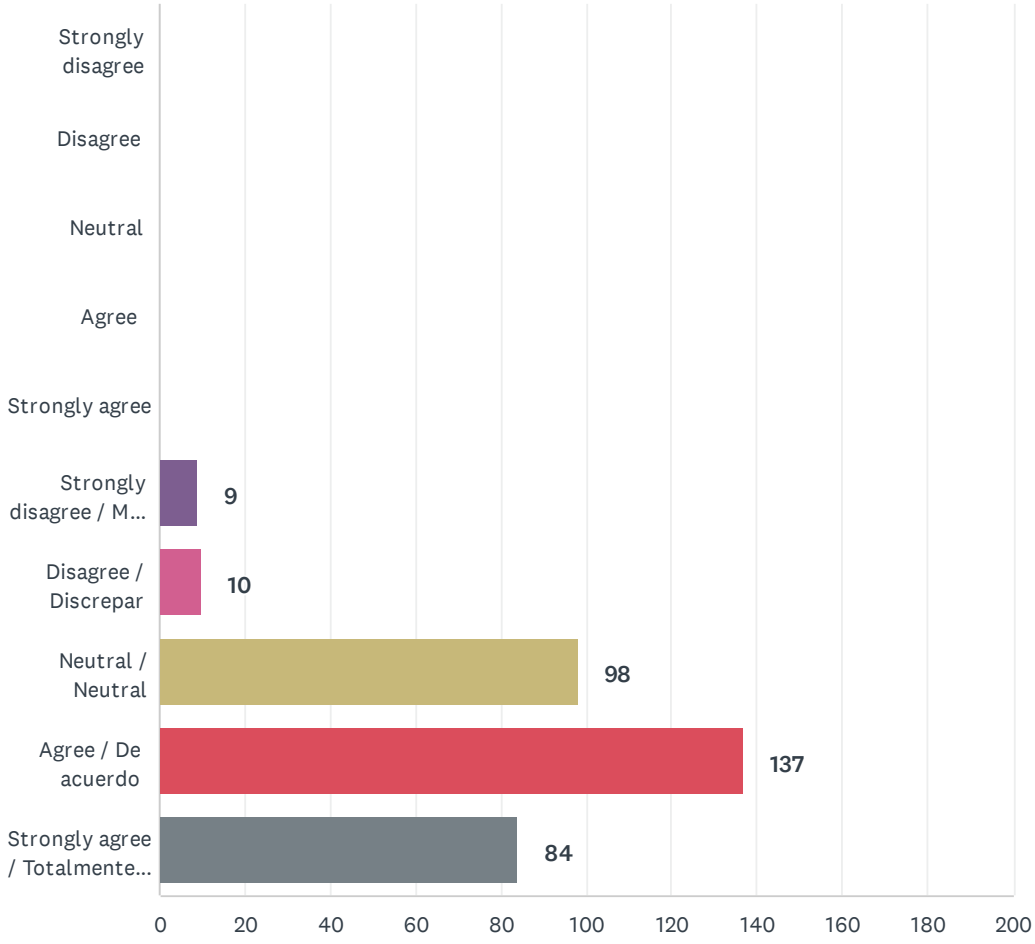
School-wide Reflections 2024

ANSWER CHOICES	RESPONSES	
Strongly disagree	0%	0
Disagree	0%	0
Neutral	0%	0
Agree	0%	0
Strongly agree	0%	0
Strongly disagree / Muy en desacuerdo	3%	9
Disagree / Discrepar	7%	22
Neutral / Neutral	49%	165
Agree / De acuerdo	35%	117
Strongly agree / Totalmente de acuerdo	7%	24
TOTAL		337

School-wide Reflections 2024

Q40 I plan on going to college./ Planeo ir a la universidad.

Answered: 338 Skipped: 117



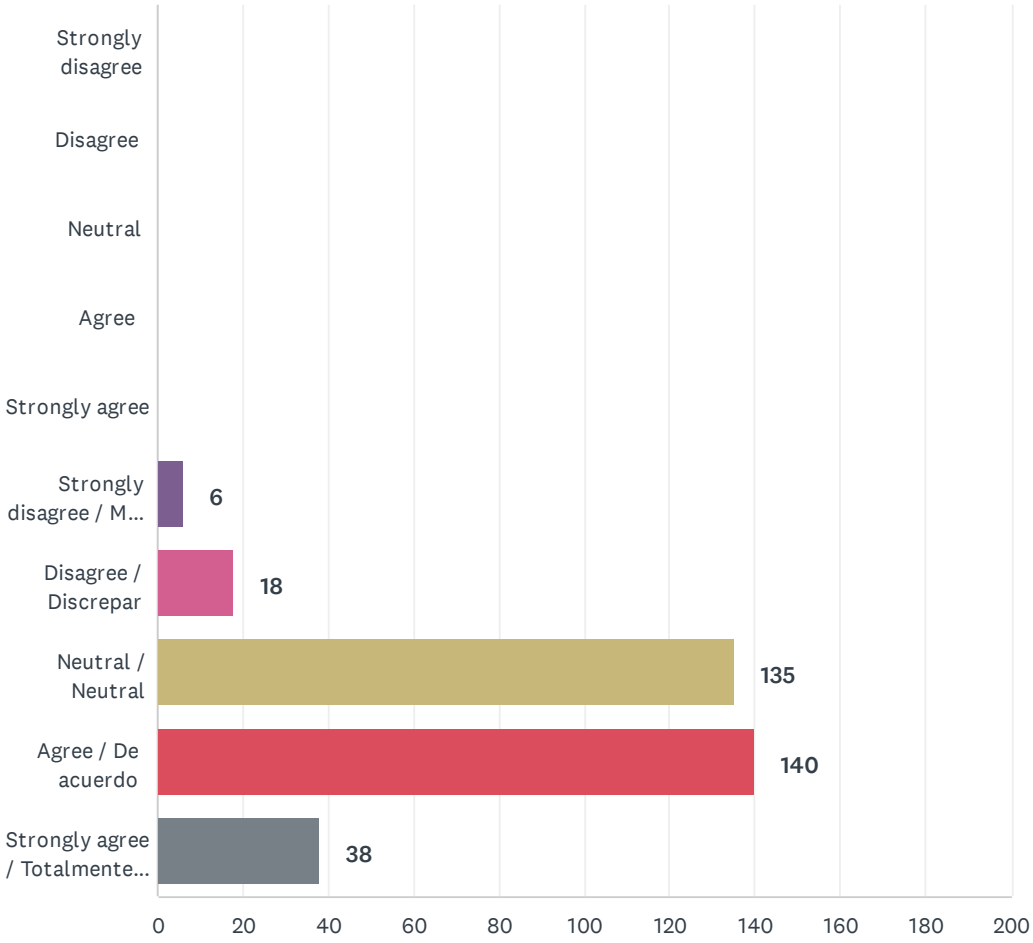
School-wide Reflections 2024

ANSWER CHOICES	RESPONSES	
Strongly disagree	0%	0
Disagree	0%	0
Neutral	0%	0
Agree	0%	0
Strongly agree	0%	0
Strongly disagree / Muy en desacuerdo	3%	9
Disagree / Discrepar	3%	10
Neutral / Neutral	29%	98
Agree / De acuerdo	41%	137
Strongly agree / Totalmente de acuerdo	25%	84
TOTAL		338

School-wide Reflections 2024

Q41 When I fail at something, I try again until I succeed./ Cuando fallo en algo, intento de nuevo hasta que tengo éxito.

Answered: 337 Skipped: 118



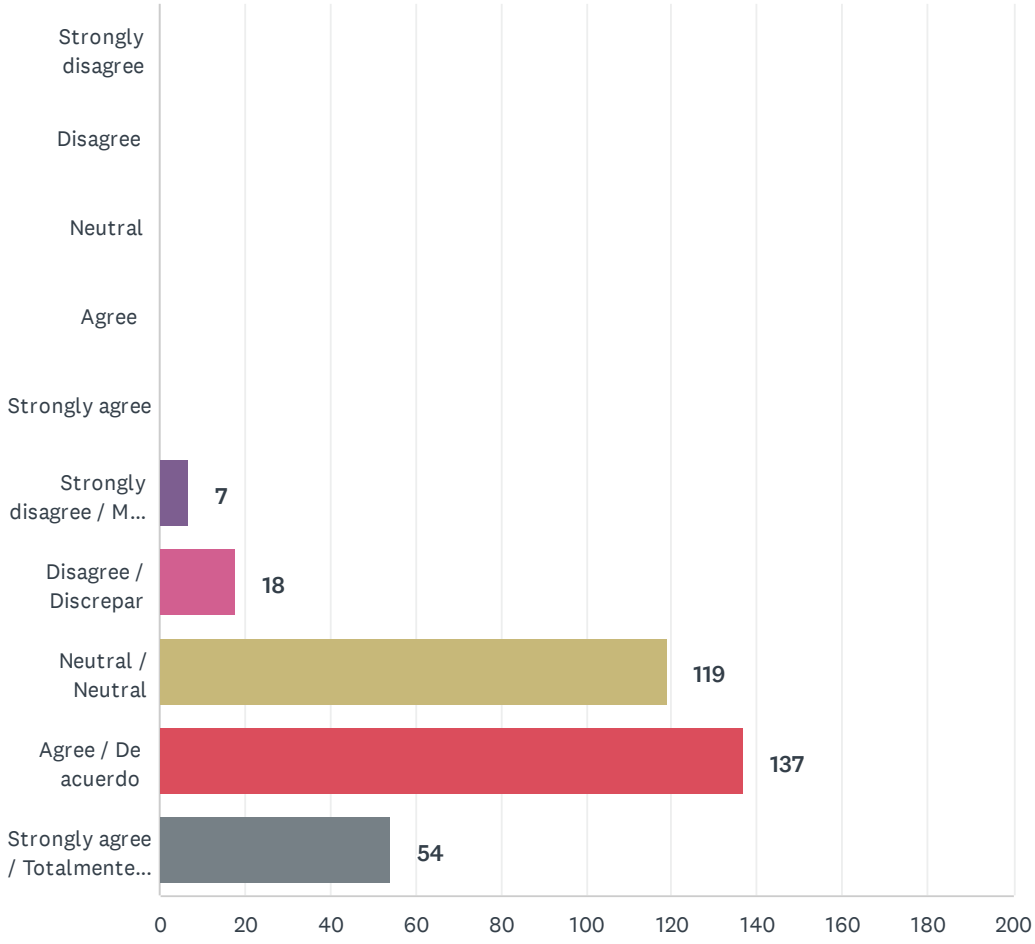
School-wide Reflections 2024

ANSWER CHOICES	RESPONSES	
Strongly disagree	0%	0
Disagree	0%	0
Neutral	0%	0
Agree	0%	0
Strongly agree	0%	0
Strongly disagree / Muy en desacuerdo	2%	6
Disagree / Discrepar	5%	18
Neutral / Neutral	40%	135
Agree / De acuerdo	42%	140
Strongly agree / Totalmente de acuerdo	11%	38
TOTAL		337

School-wide Reflections 2024

Q42 I can speak up for myself. / Puedo hablar por mí mismo.

Answered: 335 Skipped: 120



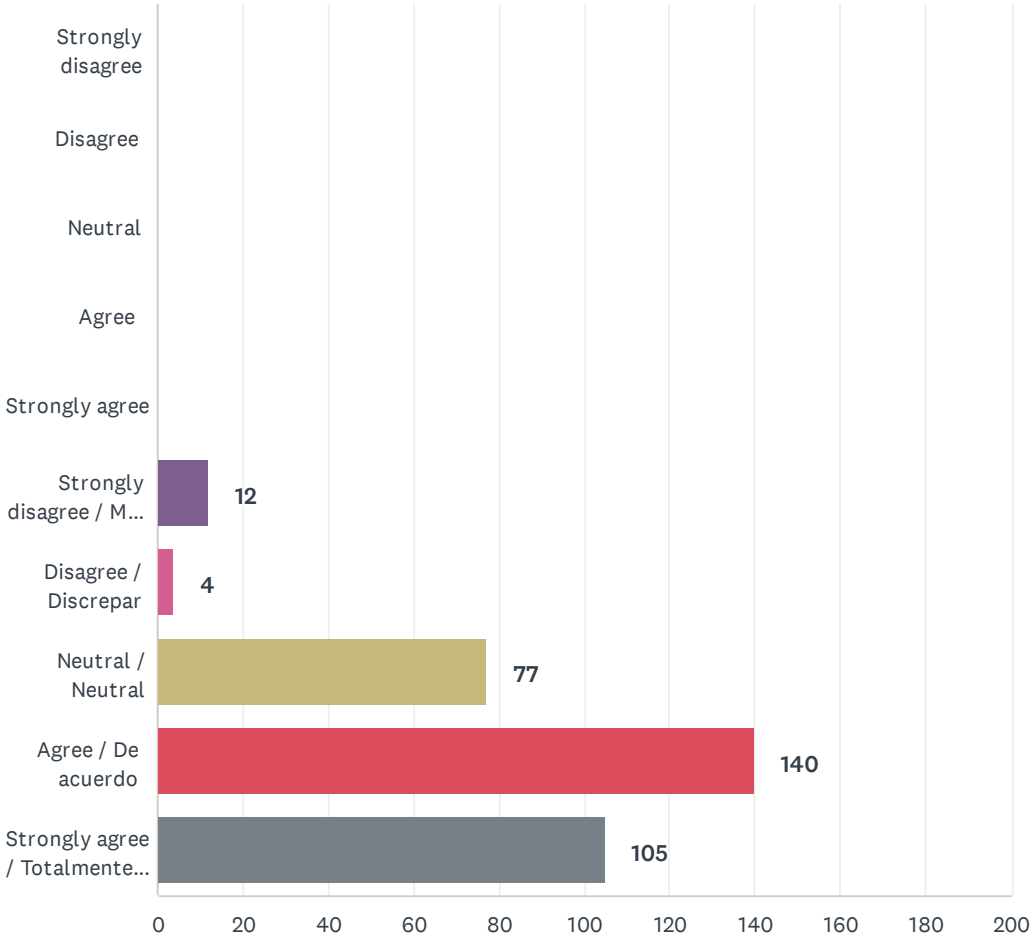
School-wide Reflections 2024

ANSWER CHOICES	RESPONSES	
Strongly disagree	0%	0
Disagree	0%	0
Neutral	0%	0
Agree	0%	0
Strongly agree	0%	0
Strongly disagree / Muy en desacuerdo	2%	7
Disagree / Discrepar	5%	18
Neutral / Neutral	36%	119
Agree / De acuerdo	41%	137
Strongly agree / Totalmente de acuerdo	16%	54
TOTAL		335

School-wide Reflections 2024

Q43 I have a friends in this school. / Tengo una amigas en esta escuela.

Answered: 338 Skipped: 117



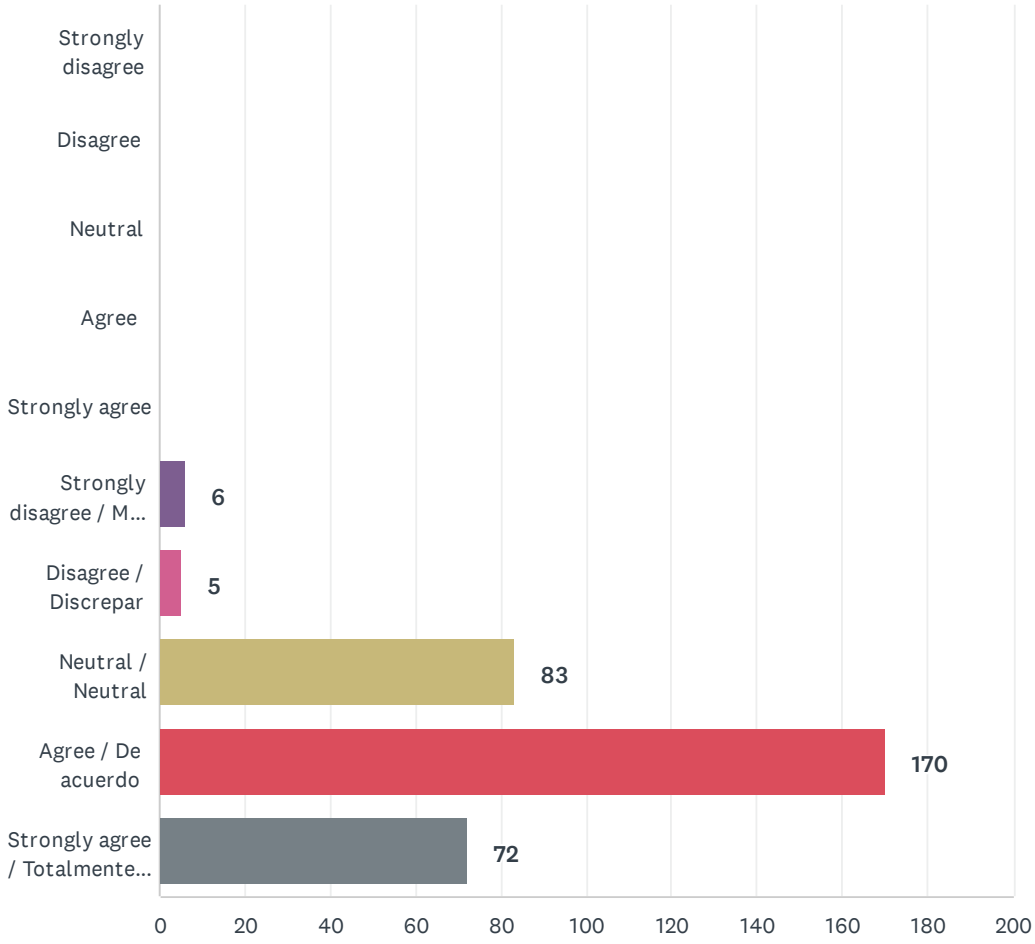
School-wide Reflections 2024

ANSWER CHOICES	RESPONSES	
Strongly disagree	0%	0
Disagree	0%	0
Neutral	0%	0
Agree	0%	0
Strongly agree	0%	0
Strongly disagree / Muy en desacuerdo	4%	12
Disagree / Discrepar	1%	4
Neutral / Neutral	23%	77
Agree / De acuerdo	41%	140
Strongly agree / Totalmente de acuerdo	31%	105
TOTAL		338

School-wide Reflections 2024

Q44 My school provides opportunities to join activities, such as sports and clubs. / Mi escuela ofrece oportunidades para participar en actividades, como deportes y clubes.

Answered: 336 Skipped: 119



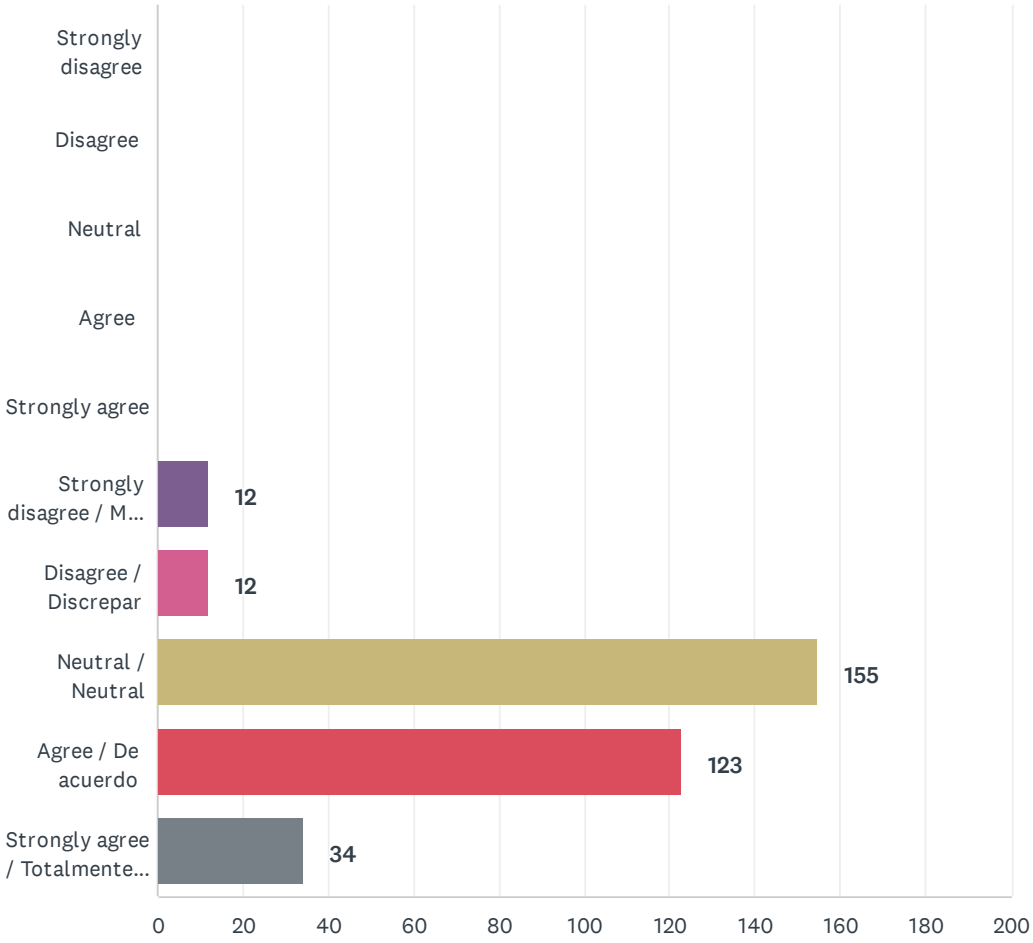
School-wide Reflections 2024

ANSWER CHOICES	RESPONSES	
Strongly disagree	0%	0
Disagree	0%	0
Neutral	0%	0
Agree	0%	0
Strongly agree	0%	0
Strongly disagree / Muy en desacuerdo	2%	6
Disagree / Discrepar	1%	5
Neutral / Neutral	25%	83
Agree / De acuerdo	51%	170
Strongly agree / Totalmente de acuerdo	21%	72
TOTAL		336

School-wide Reflections 2024

Q45 I feel that my teachers care about me. / Siento que mis maestros se preocupan por mí.

Answered: 336 Skipped: 119



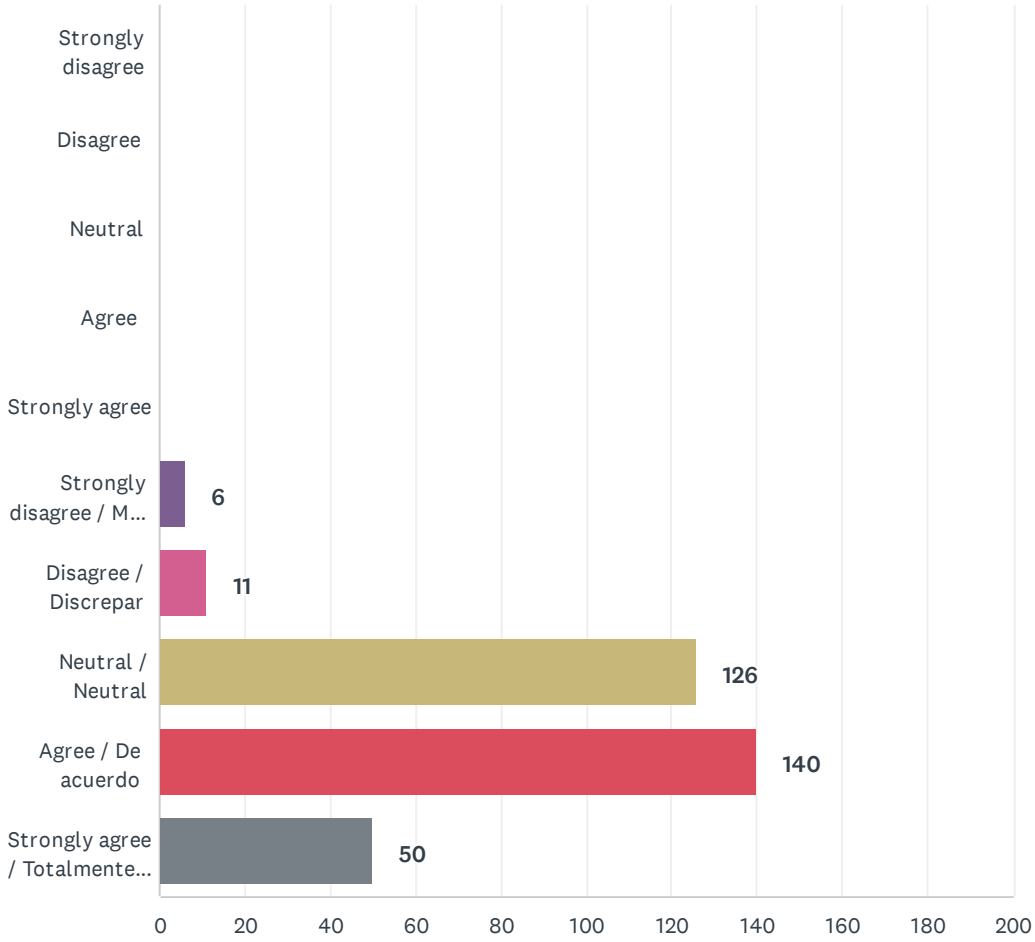
School-wide Reflections 2024

ANSWER CHOICES	RESPONSES	
Strongly disagree	0%	0
Disagree	0%	0
Neutral	0%	0
Agree	0%	0
Strongly agree	0%	0
Strongly disagree / Muy en desacuerdo	4%	12
Disagree / Discrepar	4%	12
Neutral / Neutral	46%	155
Agree / De acuerdo	37%	123
Strongly agree / Totalmente de acuerdo	10%	34
TOTAL		336

School-wide Reflections 2024

Q46 I feel that my school is preparing me for success at a university./ Siento que mi escuela me está preparando para el éxito en una universidad.

Answered: 333 Skipped: 122



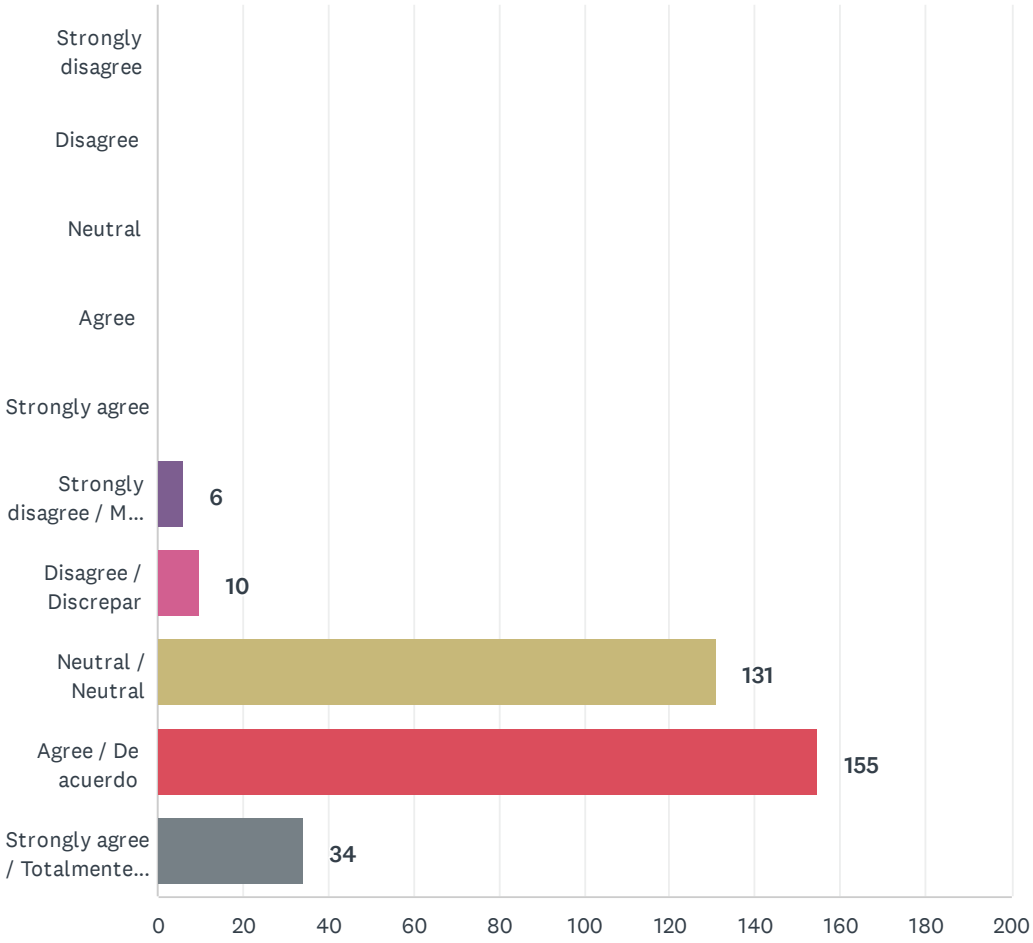
School-wide Reflections 2024

ANSWER CHOICES	RESPONSES	
Strongly disagree	0%	0
Disagree	0%	0
Neutral	0%	0
Agree	0%	0
Strongly agree	0%	0
Strongly disagree / Muy en desacuerdo	2%	6
Disagree / Discrepar	3%	11
Neutral / Neutral	38%	126
Agree / De acuerdo	42%	140
Strongly agree / Totalmente de acuerdo	15%	50
TOTAL		333

School-wide Reflections 2024

Q47 My teachers challenge me to think critically./ Mis maestros me desafían a pensar críticamente.

Answered: 336 Skipped: 119



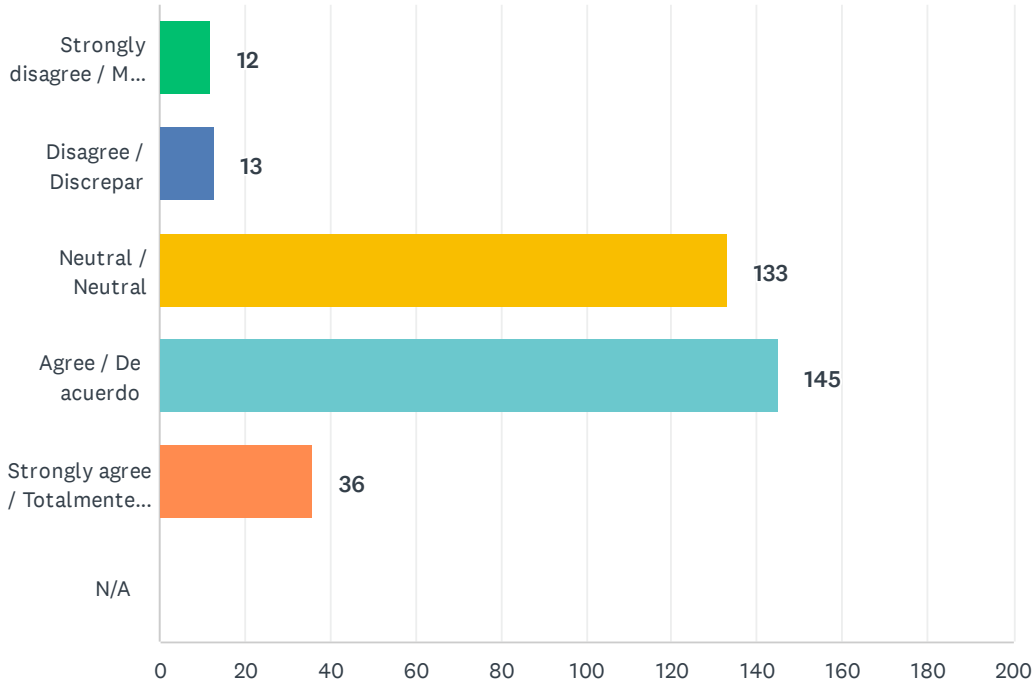
School-wide Reflections 2024

ANSWER CHOICES	RESPONSES	
Strongly disagree	0%	0
Disagree	0%	0
Neutral	0%	0
Agree	0%	0
Strongly agree	0%	0
Strongly disagree / Muy en desacuerdo	2%	6
Disagree / Discrepar	3%	10
Neutral / Neutral	39%	131
Agree / De acuerdo	46%	155
Strongly agree / Totalmente de acuerdo	10%	34
TOTAL		336

School-wide Reflections 2024

Q48 My school does a great job when it comes to health and wellness. / Mi escuela hace un gran trabajo cuando se trata de salud y bienestar.

Answered: 339 Skipped: 116

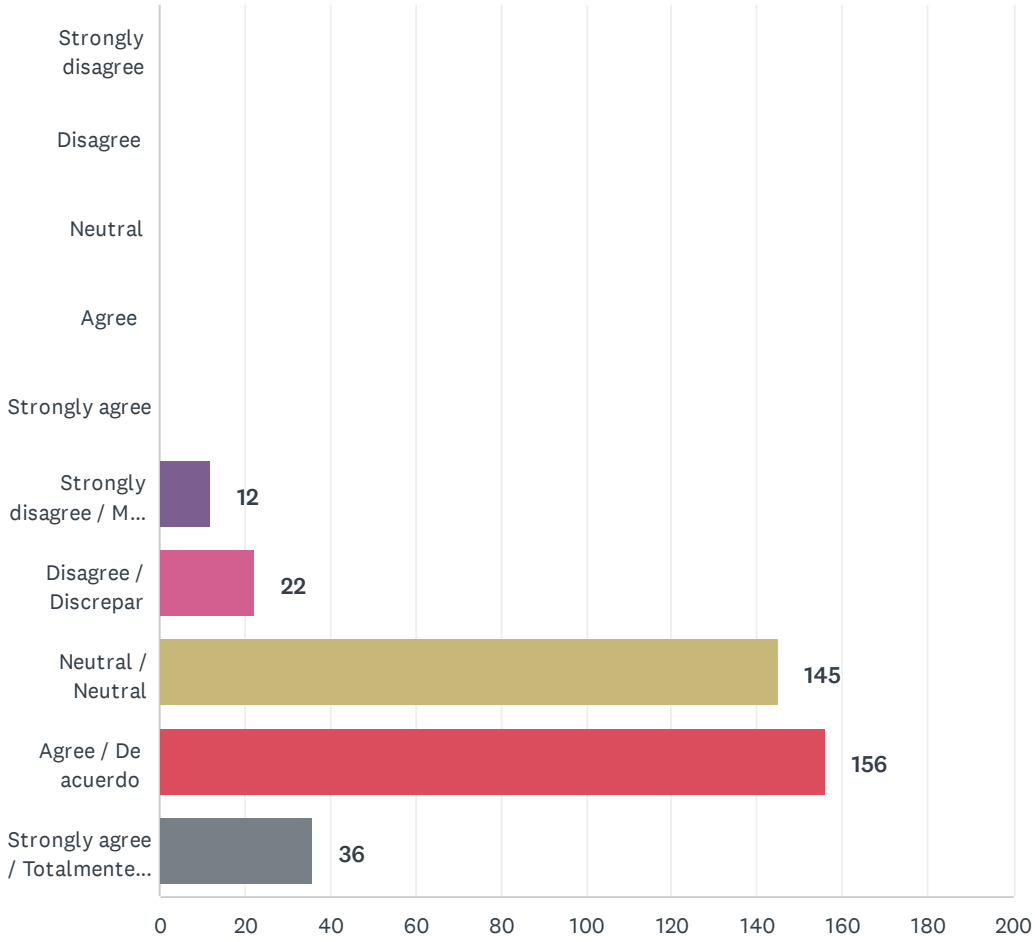


ANSWER CHOICES	RESPONSES	
Strongly disagree / Muy en desacuerdo	4%	12
Disagree / Discrepar	4%	13
Neutral / Neutral	39%	133
Agree / De acuerdo	43%	145
Strongly agree / Totalmente de acuerdo	11%	36
N/A	0%	0
TOTAL		339

School-wide Reflections 2024

Q49 Students at my school treat faculty and staff with respect./ Los estudiantes de mi escuela tratan a los profesores y al personal con respeto.

Answered: 371 Skipped: 84



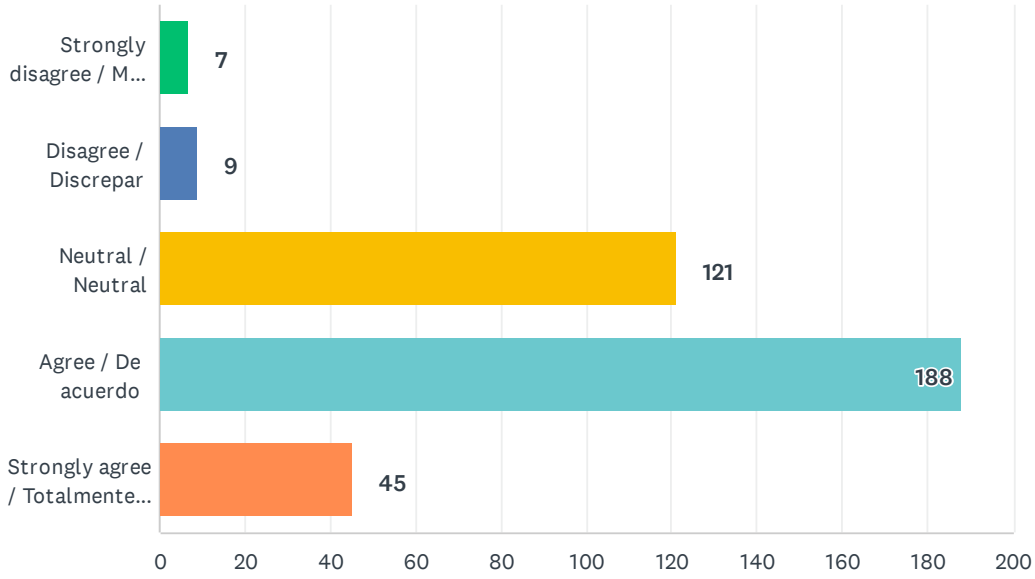
School-wide Reflections 2024

ANSWER CHOICES	RESPONSES	
Strongly disagree	0%	0
Disagree	0%	0
Neutral	0%	0
Agree	0%	0
Strongly agree	0%	0
Strongly disagree / Muy en desacuerdo	3%	12
Disagree / Discrepar	6%	22
Neutral / Neutral	39%	145
Agree / De acuerdo	42%	156
Strongly agree / Totalmente de acuerdo	10%	36
TOTAL		371

School-wide Reflections 2024

Q50 My school has clear rules and consequences for behavior./ Mi escuela tiene reglas claras y consecuencias para el comportamiento.

Answered: 370 Skipped: 85

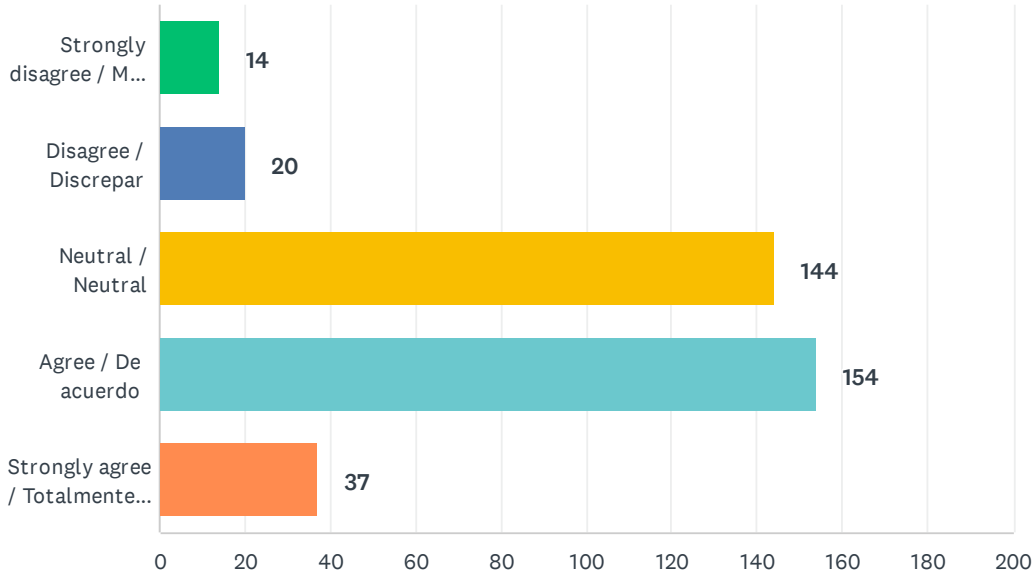


ANSWER CHOICES	RESPONSES	
Strongly disagree / Muy en desacuerdo	2%	7
Disagree / Discrepar	2%	9
Neutral / Neutral	33%	121
Agree / De acuerdo	51%	188
Strongly agree / Totalmente de acuerdo	12%	45
TOTAL		370

School-wide Reflections 2024

Q51 Differences in students (gender, race, sexual orientation or culture) are respected by students./ Las diferencias en los estudiantes (género, raza, orientación sexual o cultura) son respetadas por los estudiantes.

Answered: 369 Skipped: 86

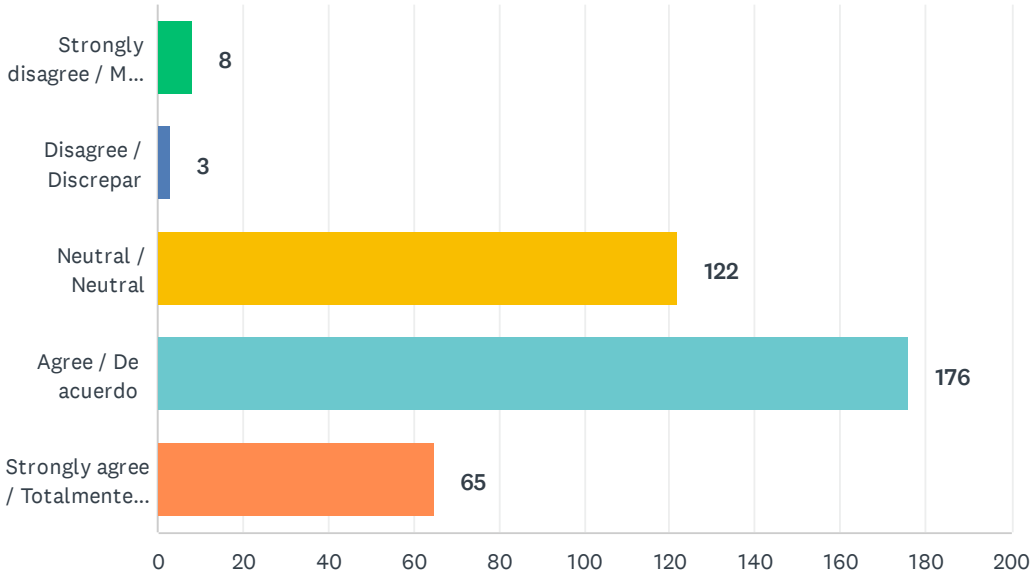


ANSWER CHOICES	RESPONSES	
Strongly disagree / Muy en desacuerdo	4%	14
Disagree / Discrepar	5%	20
Neutral / Neutral	39%	144
Agree / De acuerdo	42%	154
Strongly agree / Totalmente de acuerdo	10%	37
TOTAL		369

School-wide Reflections 2024

Q52 Differences in students (gender, race, sexual orientation or culture) are respected by faculty and staff./ Las diferencias en los estudiantes (género, raza, orientación sexual o cultura) son respetadas por los profesores y el personal.

Answered: 374 Skipped: 81

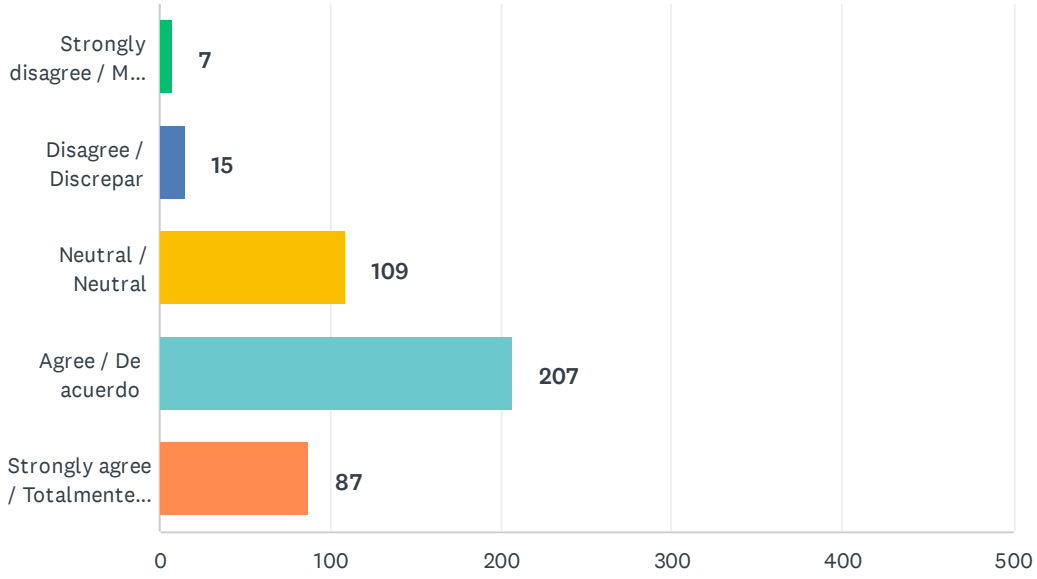


ANSWER CHOICES	RESPONSES	
Strongly disagree / Muy en desacuerdo	2%	8
Disagree / Discrepar	1%	3
Neutral / Neutral	33%	122
Agree / De acuerdo	47%	176
Strongly agree / Totalmente de acuerdo	17%	65
TOTAL		374

School-wide Reflections 2024

Q53 My school is kept clean./ Mi escuela se mantiene limpia.

Answered: 425 Skipped: 30

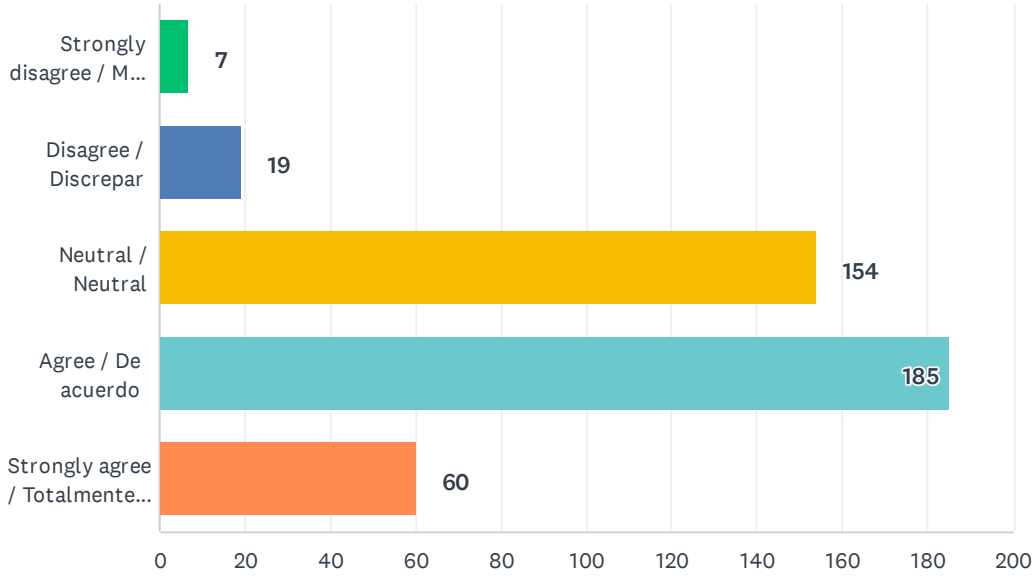


ANSWER CHOICES	RESPONSES	
Strongly disagree / Muy en desacuerdo	2%	7
Disagree / Discrepar	4%	15
Neutral / Neutral	26%	109
Agree / De acuerdo	49%	207
Strongly agree / Totalmente de acuerdo	20%	87
TOTAL		425

School-wide Reflections 2024

Q54 I feel safe at school./ Me siento seguro en la escuela.

Answered: 425 Skipped: 30

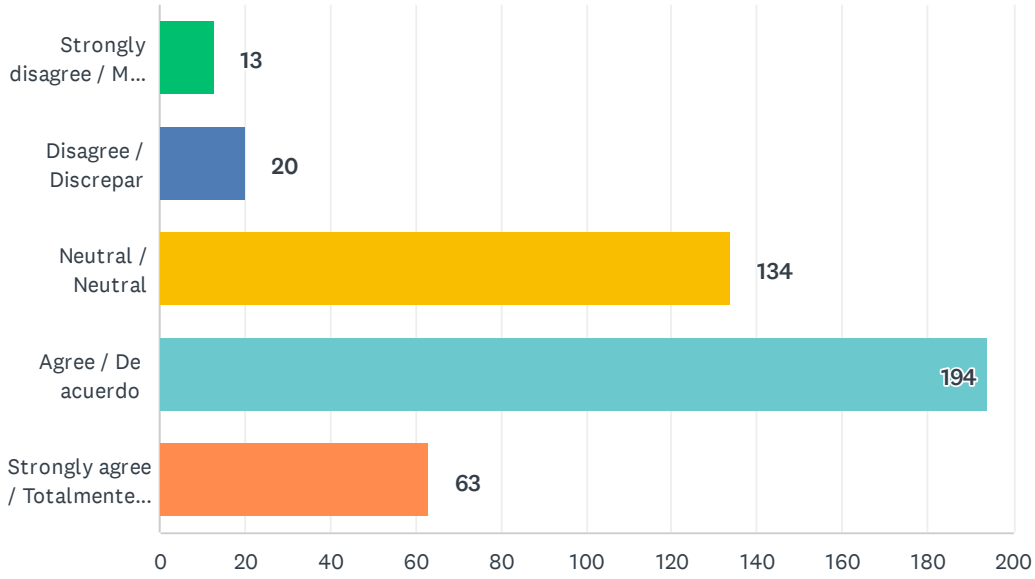


ANSWER CHOICES	RESPONSES	
Strongly disagree / Muy en desacuerdo	2%	7
Disagree / Discrepar	4%	19
Neutral / Neutral	36%	154
Agree / De acuerdo	44%	185
Strongly agree / Totalmente de acuerdo	14%	60
TOTAL		425

School-wide Reflections 2024

Q55 My school rules are fair for all students./ Las reglas de mi escuela son justas para todos los estudiantes.

Answered: 424 Skipped: 31

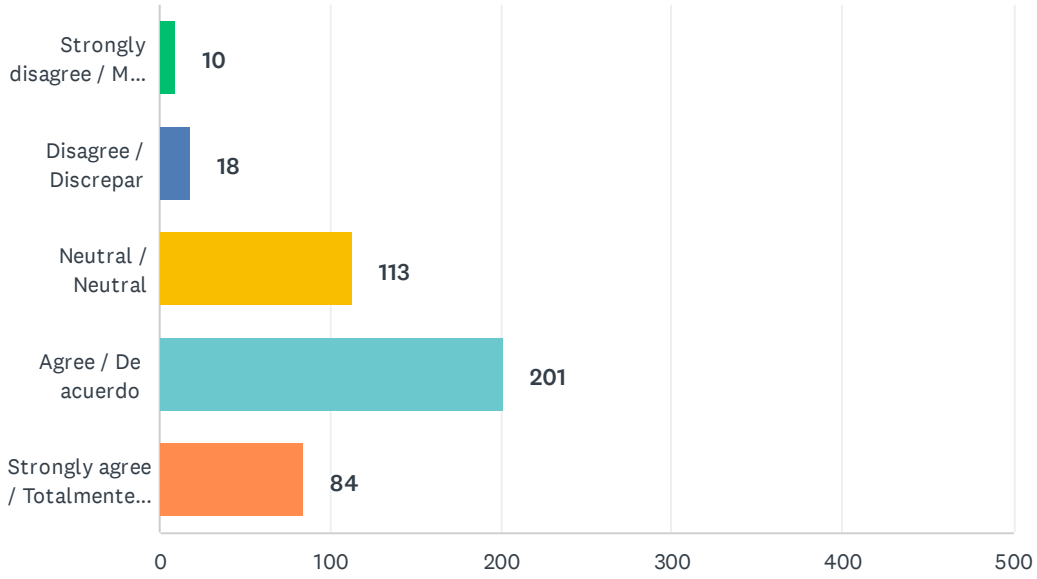


ANSWER CHOICES	RESPONSES	
Strongly disagree / Muy en desacuerdo	3%	13
Disagree / Discrepar	5%	20
Neutral / Neutral	32%	134
Agree / De acuerdo	46%	194
Strongly agree / Totalmente de acuerdo	15%	63
TOTAL		424

School-wide Reflections 2024

Q56 Faculty and staff make it clear that bullying is not tolerated./ La facultad y el personal dejan en claro que no se tolera la intimidación.

Answered: 426 Skipped: 29

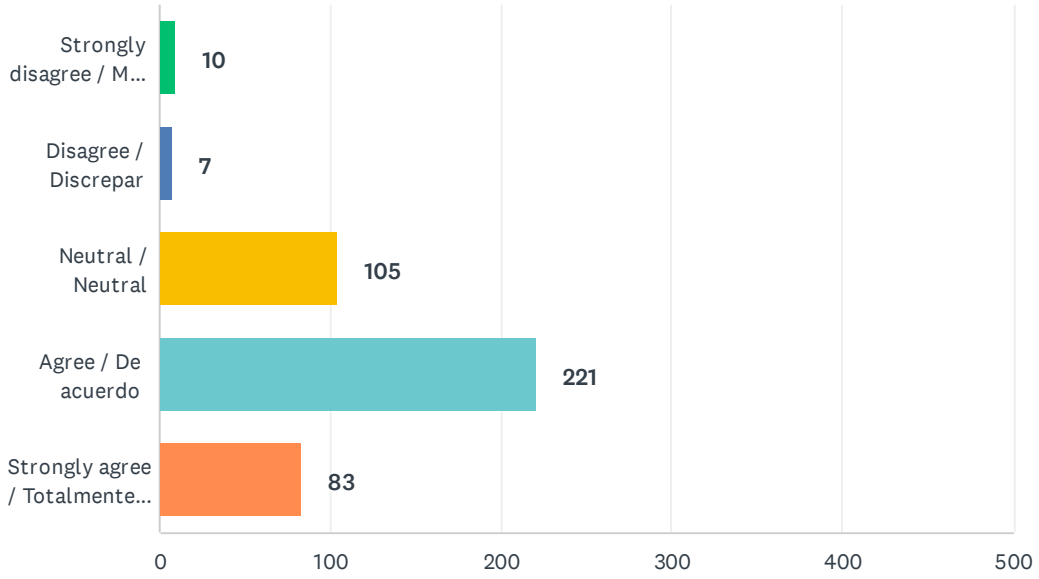


ANSWER CHOICES	RESPONSES	
Strongly disagree / Muy en desacuerdo	2%	10
Disagree / Discrepar	4%	18
Neutral / Neutral	27%	113
Agree / De acuerdo	47%	201
Strongly agree / Totalmente de acuerdo	20%	84
TOTAL		426

School-wide Reflections 2024

Q57 The school provides counseling for students who are depressed or troubled./ La escuela proporciona consejería para los estudiantes que están deprimidos o con problemas.

Answered: 426 Skipped: 29

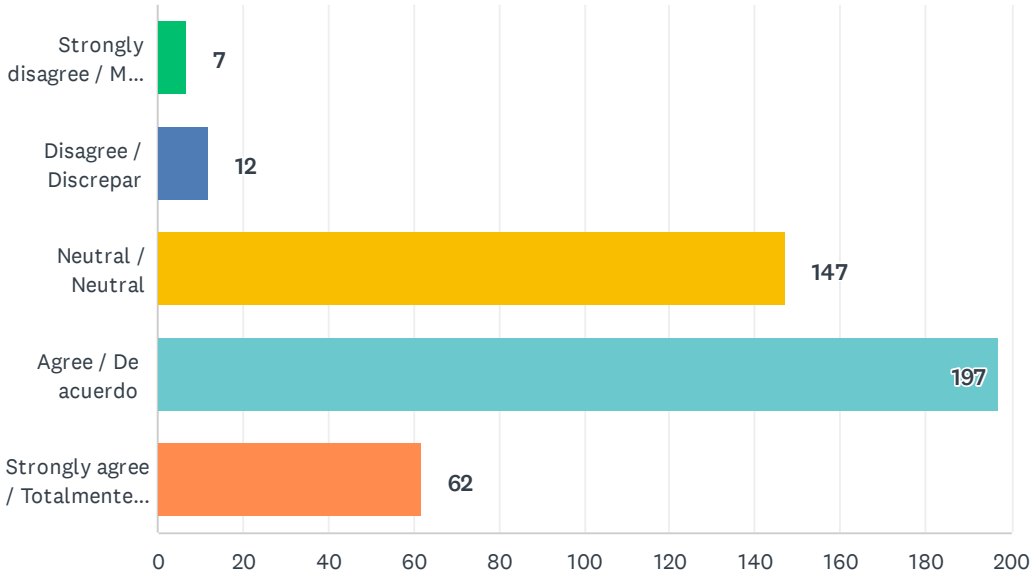


ANSWER CHOICES	RESPONSES	
Strongly disagree / Muy en desacuerdo	2%	10
Disagree / Discrepar	2%	7
Neutral / Neutral	25%	105
Agree / De acuerdo	52%	221
Strongly agree / Totalmente de acuerdo	19%	83
TOTAL		426

School-wide Reflections 2024

Q58 My school encourages me to make healthy choices in life./ Mi escuela me anima a tomar decisiones saludables en la vida.

Answered: 425 Skipped: 30

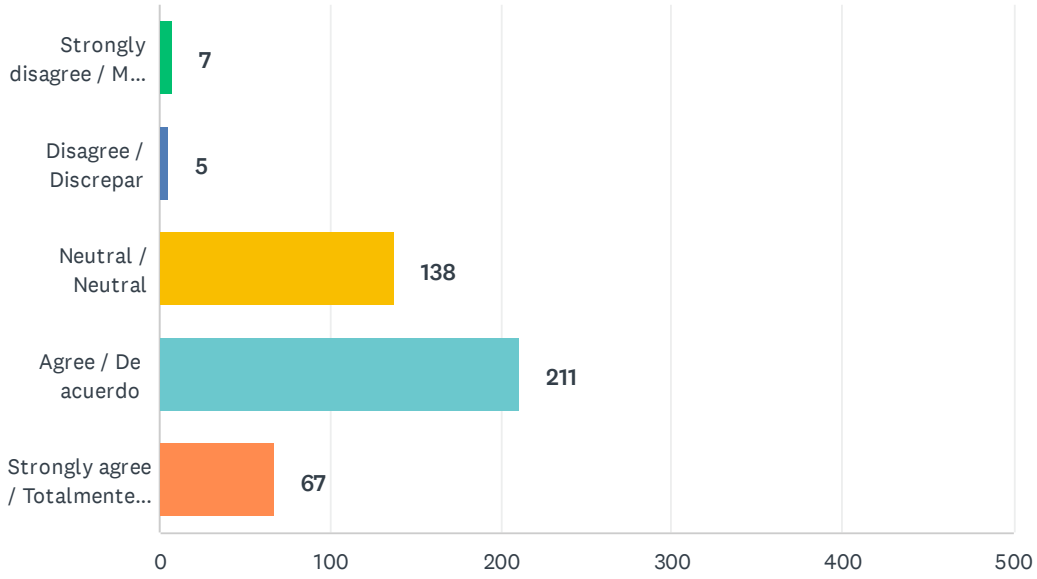


ANSWER CHOICES	RESPONSES	
Strongly disagree / Muy en desacuerdo	2%	7
Disagree / Discrepar	3%	12
Neutral / Neutral	35%	147
Agree / De acuerdo	46%	197
Strongly agree / Totalmente de acuerdo	15%	62
TOTAL		425

School-wide Reflections 2024

Q59 My school administration is accessible and offers support./ La administración de mi escuela es accesible y ofrece apoyo.

Answered: 428 Skipped: 27



ANSWER CHOICES	RESPONSES	
Strongly disagree / Muy en desacuerdo	2%	7
Disagree / Discrepar	1%	5
Neutral / Neutral	32%	138
Agree / De acuerdo	49%	211
Strongly agree / Totalmente de acuerdo	16%	67
TOTAL		428

Procedures for Completing the Annual Local Indicators on the CA Dashboard

The CA Dashboard is a secured system which you must have a password for as the Dashboard Coordinator. Need support LCCFF@cde.ca.gov or phone number at 916- 323-5233

Please enter your schools Dashboard Coordinator Username _____ and Password_____.

The Chief Operating Officer will upload Local Indicators presented at the Value Schools board meeting on Friday, June 7, 2024. Local Indicators for your school site will be uploaded by **June 28, 2024. Click here for 23-24 School Climate Data for Local Indicators Outcomes.**

Table of Contents

I. Narrative (optional and 500 words)

II. State Priority 1 : Basic Services: Teachers, Materials, Facility

III. State Priority 2: Implementation of Standards

IV. State Priority 3: Parent and Family Engagement

V. State Priority 6: Local Climate Survey

VI. State Priority 7 : Access to Broad Course of Study

Optional Narrative

Instructions- A 500 words minimum description of school - Principals can create their own, not do it at all, or replace highlighted area with their school information.

University Preparatory Value High School Value is a 9th-12th Independent Charter School authorized by the Los Angeles Unified District with a total enrollment capacity of 480 students. The mission is to facilitate the learning of high school students who come from underserved populations by providing a highly focused academic program in a community that fosters character development with a core set of values. Our daily practices are driven by the belief that academic excellence is the means to a full life, each student can develop to his or her fullest potential, each individual is unique and deserves respect, a safe, nurturing community is essential to academic excellence, and service to others and the community is a responsibility of an educated person.

STATE PRIORITY 1

LCFF PRIORITY 1 - Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities These numbers for the 2023-24 are estimated as CALSAAS is released in late July.

Misassignments

Item	#	%	#	%	#	%	#	%
	CC	CC	DVS	DVS	EVS	EVS	UP	UP
Number/Percentage of mis-assignments of teachers teaching ELs	2	7%	0	0%	0	0%	1	3%
Number/Percentage of mis-assignments of total teachers	3	13%	11	40%	1	3%	0	0%
Number/Percentage of mis-assignments of vacant teacher positions	0	0%	10	37%	1	3%	0	0%

Standards Aligned Curriculum

Item	CC	CC	DVS	DVS	EVS	EVS	UP	UP
	#	%	#	%	#	%	#	%
Standards Aligned Curriculum Number/Percentage of students without access to their own copies of standards-aligned instructional materials	0	0%	0	0%	0	0	0%	0%
Facilities Number of identified instances where the facilities do not meet the “good repair” standard	0	0%	0	0%	0	0	0%	0%
Information on appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities **was presented to the board.**	**MET**							
Date presented to local governing board	**Friday, June 07, 2024**							

SUBMIT RESPONSE

STATE PRIORITY 2 NARRATIVE

Instructions: In the narrative box, identify the locally selected measures or tools that the local educational agency is using to track its progress in implementing the state academic standards adopted by the State Board of Education and briefly describe why the local educational agency chose the selected measures or tools.
Additionally, summarize the local educational agency's progress in implementing the academic standards adopted by the State Board of Education, based on the locally selected measures or tools. The adopted academic standards are:

- **English Language Arts – Common Core State Standards for English Language Arts**
- **English Language Development (Aligned to Common Core State Standards for English Language Arts)**
- **Mathematics – Common Core State Standards for Mathematics**
- **Next Generation Science Standards**
- **History-Social Science**
- **Career Technical Education**
- **Health Education Content Standards**
- **Physical Education Model Content Standards**
- **Visual and Performing Arts**
- **World Language**

Central City Value High School, University Preparatory High School, Downtown Value School, and University Preparatory Value High School Value School uses the Northwest Evaluation Association (NWEA) System to track the implementation of state academic standards. The school chose this tool because NWEA assessments measure growth and proficiency and provide insights to help teachers plan for instruction and intervention. NWEA reports provide educators with valid, reliable, and predictive data they need to determine intervention to optimize student's learning and growth. In addition to this assessment system, Health, Social Studies, and Physical Education curriculum assessments are used to monitor student progress in standards.

Narrative	**MET**
Date presented to local governing board	**Friday, June 07, 2024**
SUBMIT RESPONSE	

STATE PRIORITY 3 - Parent and Family Engagement Reflection Tool

Complete Reflection Tool based on the School Climate Survey administered in February 2024 and presented to the board on June 7th 2024. Using the 23-24 School Climate Survey data we must rate the following three areas:

- Building Relationships between school staff and families,
- Building partnerships with parents for student outcomes and
- Seeking input for decision-making.

Reflection on local indicator 3 must be submitted to the state dashboard in the following format:
Rating Scale (lowest to highest): (Metrics in Survey)
1 – Exploration and Research Phase; (Strongly Disagree) Below 40%
2 – Beginning Development; (Disagree) Between 41%-59%
3 – Initial Implementation; (Neutral) Between 60% and 69%
4 – Full Implementation; (Agree) Between 70% and 89%
5 – Full Implementation and Sustainability (Strongly Agree) At or Above 90%

Building Relationships between school staff and families.

1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families. * Question 8 - Full Implementation - 79%

2. Rate the LEA's progress in creating welcoming environments for all families in the community. * Question 9 - Full Implementation 83%

3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children. * Question 10 - Full Implementation 75%

4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families. * Question 11 - Full Implementation 75%

In order to be able to respond to narratives, you must analyze questions 8 through11 and see strengths and areas of improvement.

Building Relationships between school staff and families.

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families. *

Over 75% of our staff/families who responded to the 23-24 School Climate Survey feel the school builds relationships between the school staff and families. A safe nurturing community (Value 4) is built by having consistent two-way communication opportunities such as parent conferences, coffee with the principal, and opportunities to provide feedback through surveys. The school supports parents through academic and discipline workshops and resources, and empowers parents to become involved in the school. Families are also consistently informed of events, resources, and practices that foster learning via Parent Square, PowerSchool, ClassDojo, and Social media.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families. *

Based on the analysis of educational partner input, while parents rate the school high in development of partnerships, there is a need for school leads to create opportunities for staff to learn about each family's strengths, cultures, languages, and goals for their children.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families. *

The school will maintain engagement of underrepresented families by implementing their parent involvement policy. Ensuring attendance to coffee with the principal, school site council, and PTA along with many fall, winter, and spring events. More efforts will be placed towards developing opportunities for staff to learn about each family's strengths, cultures, languages, and goals for their children.

Building Partnership for student outcomes

5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families. * Question 27 Beginning Development 51%

6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home. * * Question 28 Initial Implementation 63%

7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes. * Question 29 Initial Implementation 69%

8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students. * * Question 30 Initial Implementation 63%

In order to be able to respond to narratives, you must analyze questions 59 through 62 and see strengths and areas of improvement.

Building partnerships with parents for student outcomes.

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes. *

University Preparatory Value High School current strengths and progress in building partnerships for student outcomes are in providing families with resources to support student learning and development in the home. The school has also implemented policies and programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes. These meetings are about 2-3 times per year or more if the student is struggling. Parents are provided with devices, online access to curriculum, and resources before, after, and on the weekend for tutoring.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes. *

University Preparatory Value High School focus areas for improvement in building partnerships for students outcomes are in providing professional development to teachers to improve capacity to partner with families with a specific focus on student outcomes and how to support families to use resources at home.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes. *

The school will maintain engagement of underrepresented families by implementing their parent involvement policy, providing office hours, and workshops to support parents who may be struggling supporting their children at home. Ensuring attendance to coffee with the principal, school site council, and PTA along with many fall, winter, and spring events. More efforts will be placed towards developing workshops for staff and parents on ways they can partner to improve student outcomes and student advocacy.

Seeking input for Decision Making

9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making. * Question 14 Initial Implementation 69%

10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. * Question 15 Initial Implementation 68%

11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. * Question 16 Full Implementation 76%

12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels. * Question 17 Full Implementation 71%

In order to be able to respond to narratives, you must analyze questions 31 through34 and see strengths and areas of improvement.

Seeking input for Decision Making

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making. *

University Preparatory Value High School current strengths and progress in seeking input for Decision Making through surveys, School Site Council, ELAC, PTA, Coffee with the Principal and staff meetings. In addition to educational partners being invited to PTA, School Council, ELAC, and WASC, surveys have been extended to ask parents their opinion on programs, policies, the Local Control Accountability Plan, and student nutrition.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making. *
University Preparatory Value High School focus areas for improvement in Seeking Input for Decision Making is training educational partners on the various programs they must provide input in. There are sometimes when some of our educational partners have a limited understanding of funding sources, programs, and requirements, so increasing training opportunities would be helpful.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making. *
University Preparatory Value High School Value School will improve engagement of underrepresented families identified by providing opportunities for families to give feedback on family activities and provide opportunities for families to learn about various school program and compliance.

LCFF Priority 3 - Parent and Family Engagement	MET

Date presented to local governing board	Friday, June 07, 2024
SUBMIT RESPONSE	

Priority 6 - School Climate - Narratives

Instructions-

Using the Value Schools Survey, please include some data highlighting the strengths and areas of growth from the staff and students. Focus on three questions that you would like to highlight strength and an area for development. .

1. **DATA: Reflect on the key learnings from the survey results and share what the LEA learned.**
2. **MEANING: What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?**
3. **USE: What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?**

In the spring of 2024, Value Schools administered a survey to faculty, students, and parents. There were a total of 600 University Preparatory Value High School participants in the survey of which, 436 were students, 57 were teachers and staff, and 107 were parents. Below are three areas of data that provide a snapshot of the school culture at University Preparatory Value High School and that will be considered in actions in the 2nd goal of the Local Control Accountability Plan.

Data Highlighted

- 67% of the students responded feeling safe at the school
- 36% of the students responded seeing classmates try to stop bullying when they see it happening
- 77% of the students responded that faculty and staff make it clear that bullying is not tolerated
- 56% of students responded that differences in students (gender, race, sexual orientation or culture) are respected by classmates.
- 80% of students responded that differences in students (gender, race, sexual orientation or culture) are respected by faculty and staff
- 63% of students expressed feeling like they are part and belong to the school community.

Areas of strength

There is a significant increase in the sense of belonging and safety in students, parents, and staff when staff make it clear that bullying is not tolerated and differences in students such as gender, race, sexual orientation or culture are respected by faculty and staff. Sense of belonging and safety significantly increase when classmates stop bullying and differences are respected by classmates.

Areas of growth
Although a higher percent of students feel faculty and staff are making it clear that bullying is not tolerated and embracing student differences, the school staff must implement programs to increase student response to bullying when adults are not around and increase respect to differences among classmates. In addition to implementing training and programs, faculty and staff must be explicit when providing techniques on how to stop or prevent bullying and explicit when exemplifying and discussing respect and acceptance to differences among classmates in order to increase the sense of belonging to a school community.

LCFF Priority 6 - School Climate Survey	MET
Date presented to local governing board	Friday, June 7, 2024
SUBMIT RESPONSE	

Priority 7 - Access to a Broad Course Study

LCFF Priority 7- Access to a Broad Course of Study

Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

Students at University Preparatory Value High School are required to enroll in a broad course of study for grades 9-12 in English, Mathematics, Social Sciences, Science, Physical Education, Art, and Language Development class. Students who complete the school's requirements will receive a certificate of promotion. All administrators and counselors have access, through PowerSchool, to all student grades and meet with students to make sure that they are making adequate progress towards graduation. Furthermore, every student has a teacher/advisor that also works with students to make sure that they are on track to meet the graduation requirements. Additionally, the locally selected tools used by the school to determine if all students, including unduplicated, are enrolled in a broad course of study are: class schedules, report cards, English Language Learner identification, and Individualized Education Plans.

Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

The locally selected measures demonstrate all University Preparatory Value High School students have access to a broad course of study. In addition, the school has curricular focus areas which ensure additional opportunities for students in our school. In addition to a broad course of study. The school offers structured English immersion class for newcomers and LTELs, an English Enrichment class for newcomers. . For students who are struggling academically and have not been identified as a student with disabilities are placed in a multi tiered system of support program. Students with disabilities use a full inclusion model where Resource Specialist teachers push in or pull out English and Math courses. For newcomer English learners, the school has acquired a bilingual instructional assistant to help students access the common core curriculum. Supplemental curriculum is also provided when appropriate to support students at their instructional level.

Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.

All University Preparatory Value High School students have access to a broad course of study. There are no barriers in place that would prevent our students from accessing the appropriate course, materials, or coursework.

In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?

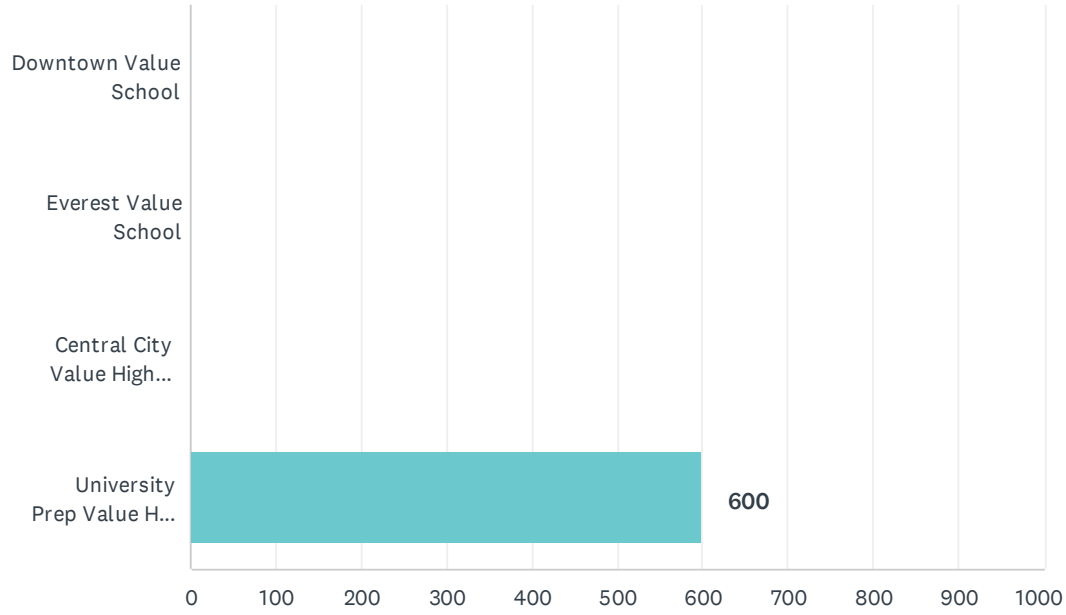
To support staff and students in accessing the curriculum included in a broad course of study, the school has provided professional development and support to classroom teachers through meetings and observations. In 2024-25, the school will receive support from an academic team from the network office composed of a Chief Academic Officer, a Math Director, a Special Education Director, new principal, and continuing cluster leads.

LCFF Priority 7 - Access to a Broad Course of Study	**MET**
Date presented to local governing board	**Friday, June 07, 2024**
SUBMIT RESPONSE	

School-wide Reflections 2024

Q1 With what school are you associated? / ¿Con qué escuela estás asociado?

Answered: 600 Skipped: 0

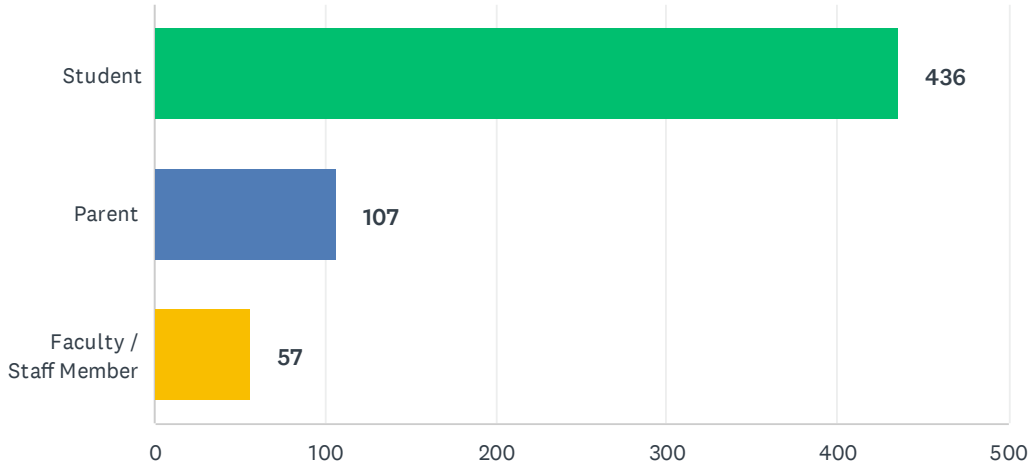


ANSWER CHOICES	RESPONSES	
Downtown Value School	0%	0
Everest Value School	0%	0
Central City Value High School	0%	0
University Prep Value High School	100%	600
TOTAL		600

School-wide Reflections 2024

Q2 Are you a Student, Parent or Faculty/Staff Member? / ¿Eres un estudiante, padre o miembro del personal?

Answered: 600 Skipped: 0

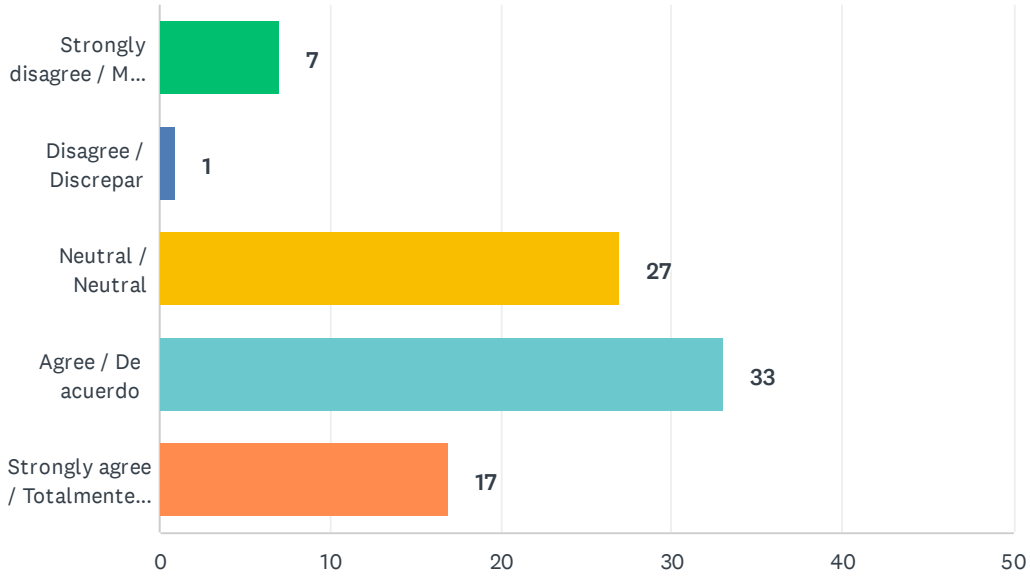


ANSWER CHOICES	RESPONSES	
Student	73%	436
Parent	18%	107
Faculty / Staff Member	10%	57
TOTAL		600

School-wide Reflections 2024

Q3 I have had sufficient opportunities to get involved in supporting the school. / Tengo suficiente oportunidades para apoyar y involucarme en las actividades de la escuela.

Answered: 85 Skipped: 515

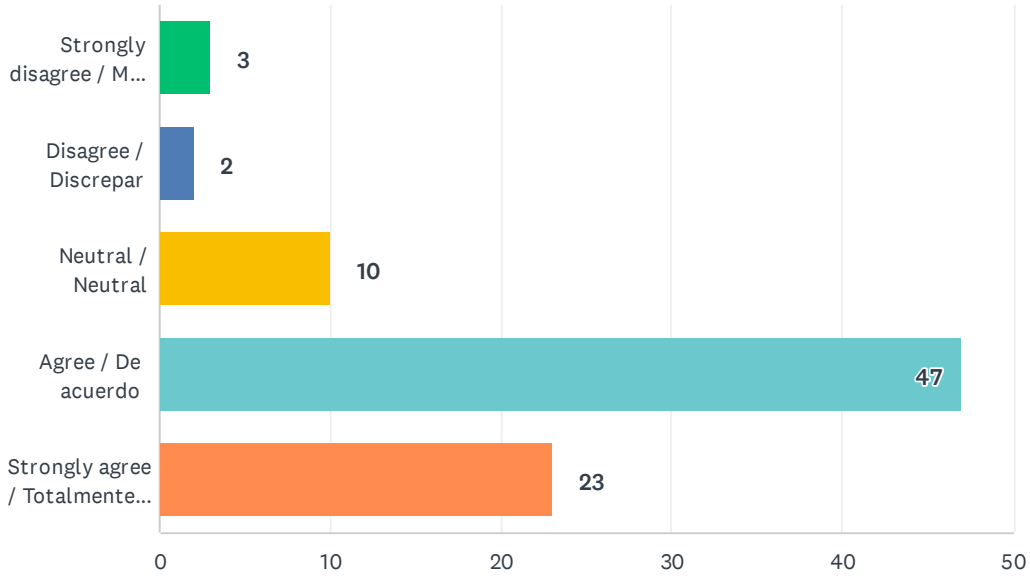


ANSWER CHOICES	RESPONSES	
Strongly disagree / Muy en desacuerdo	8%	7
Disagree / Discrepar	1%	1
Neutral / Neutral	32%	27
Agree / De acuerdo	39%	33
Strongly agree / Totalmente de acuerdo	20%	17
TOTAL		85

School-wide Reflections 2024

Q4 I am able to talk to teachers at this school about my child's academic progress. / Puedo hablar con los maestros de mi hijo/hija en esta escuela sobre el progreso academico.

Answered: 85 Skipped: 515

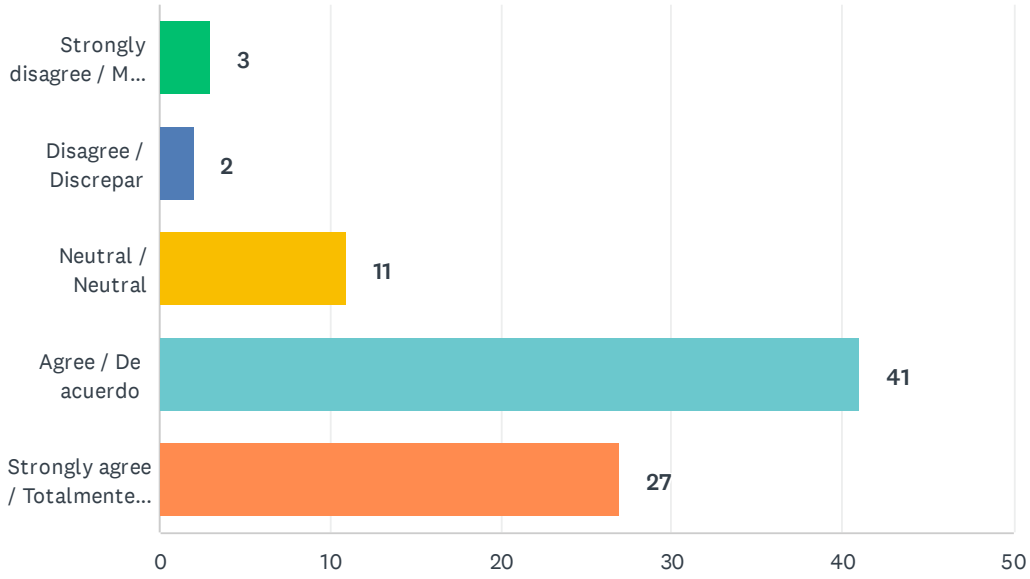


ANSWER CHOICES	RESPONSES	
Strongly disagree / Muy en desacuerdo	4%	3
Disagree / Discrepar	2%	2
Neutral / Neutral	12%	10
Agree / De acuerdo	55%	47
Strongly agree / Totalmente de acuerdo	27%	23
TOTAL		85

School-wide Reflections 2024

Q5 The school has high expectations for all students to succeed academically. /La escuela tiene expectectivas muy altas para todos los alumunos de la escuela.

Answered: 84 Skipped: 516

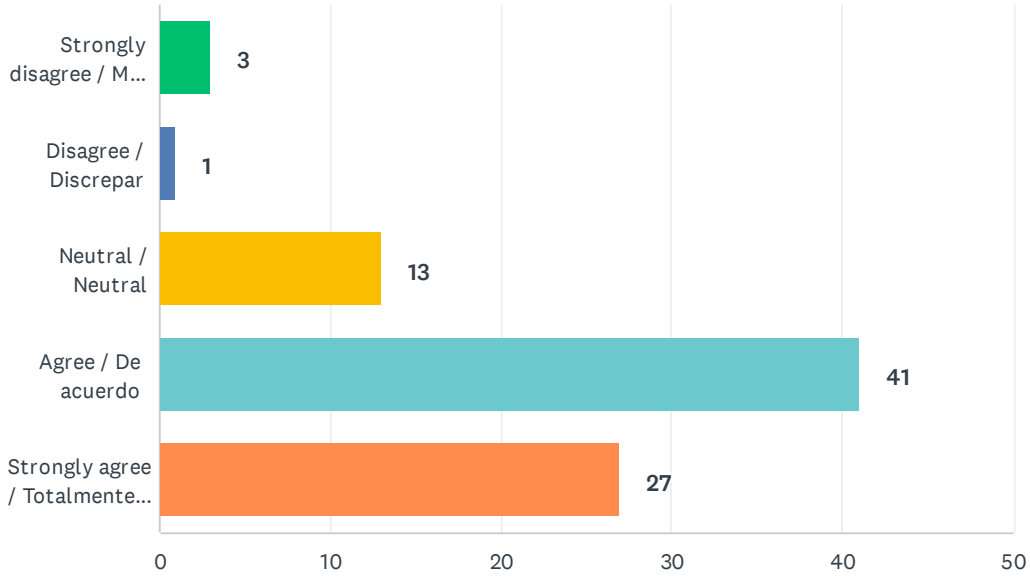


ANSWER CHOICES	RESPONSES	
Strongly disagree / Muy en desacuerdo	4%	3
Disagree / Discrepar	2%	2
Neutral / Neutral	13%	11
Agree / De acuerdo	49%	41
Strongly agree / Totalmente de acuerdo	32%	27
TOTAL		84

School-wide Reflections 2024

Q6 My child feels safe at this school. / Mi hijo/hija se siente seguro en esta escuela.

Answered: 85 Skipped: 515

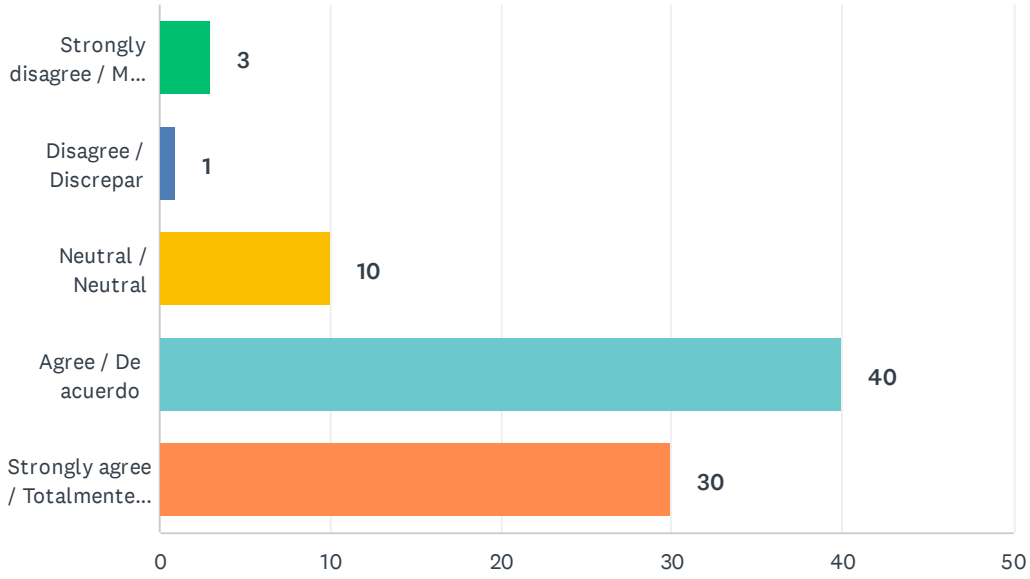


ANSWER CHOICES	RESPONSES	
Strongly disagree / Muy en desacuerdo	4%	3
Disagree / Discrepar	1%	1
Neutral / Neutral	15%	13
Agree / De acuerdo	48%	41
Strongly agree / Totalmente de acuerdo	32%	27
TOTAL		85

School-wide Reflections 2024

Q7 I find the facilities at my child's school to be clean, welcoming, and safe. / Encuentro las instalaciones en esta escuela limpias, bienvenidas y seguras.

Answered: 84 Skipped: 516

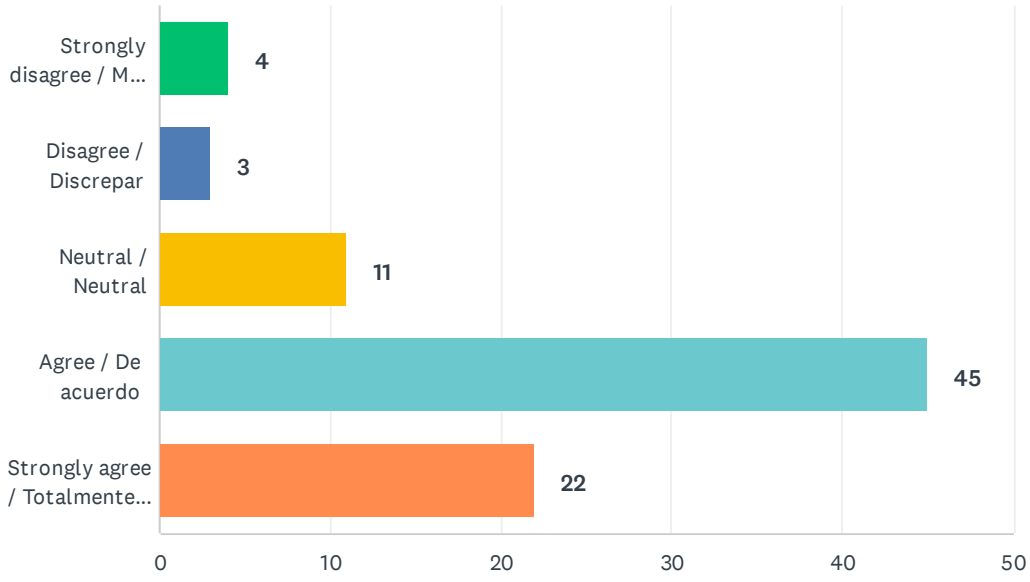


ANSWER CHOICES	RESPONSES	
Strongly disagree / Muy en desacuerdo	4%	3
Disagree / Discrepar	1%	1
Neutral / Neutral	12%	10
Agree / De acuerdo	48%	40
Strongly agree / Totalmente de acuerdo	36%	30
TOTAL		84

School-wide Reflections 2024

Q8 The school develops the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families. / La escuela desarrolla la capacidad del personal (es decir, administradores, maestros y personal clasificado) para construir relaciones de confianza y respeto con las familias.

Answered: 85 Skipped: 515

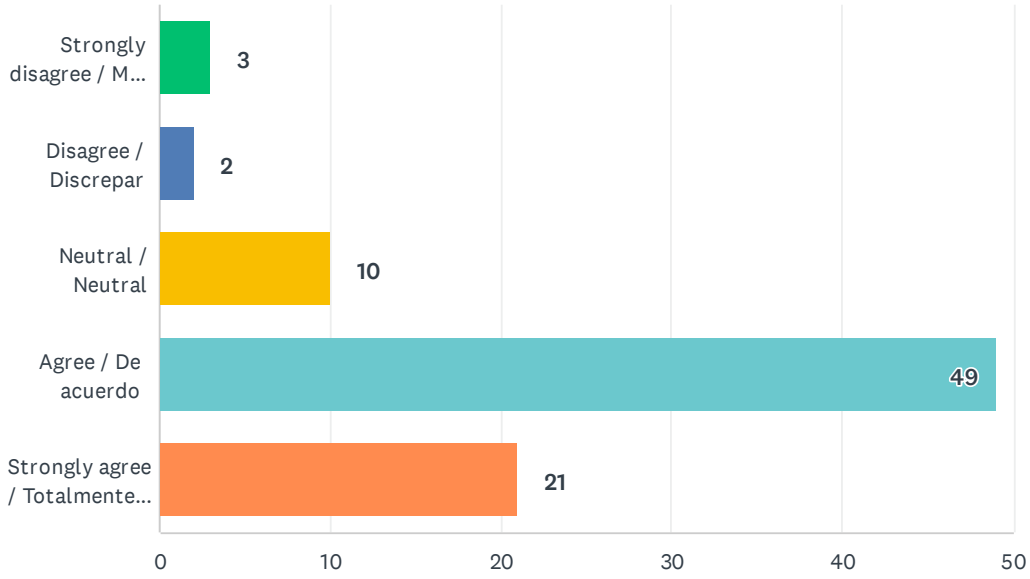


ANSWER CHOICES	RESPONSES	
Strongly disagree / Muy en desacuerdo	5%	4
Disagree / Discrepar	4%	3
Neutral / Neutral	13%	11
Agree / De acuerdo	53%	45
Strongly agree / Totalmente de acuerdo	26%	22
TOTAL		85

School-wide Reflections 2024

Q9 The school creates a welcoming environment for all families in the community. / La escuela crea un ambiente acogedor para todas las familias de la comunidad.

Answered: 85 Skipped: 515

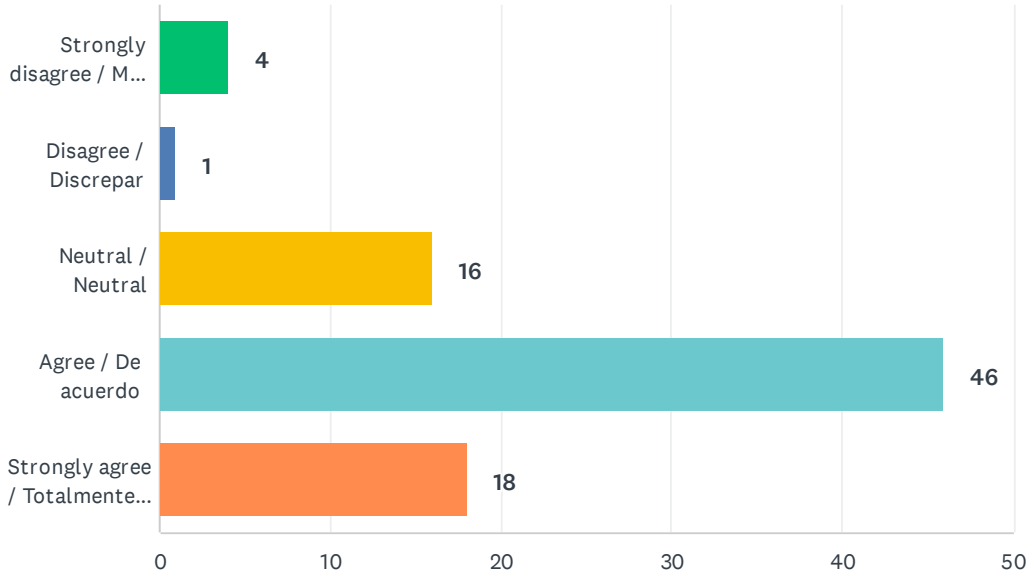


ANSWER CHOICES	RESPONSES	
Strongly disagree / Muy en desacuerdo	4%	3
Disagree / Discrepar	2%	2
Neutral / Neutral	12%	10
Agree / De acuerdo	58%	49
Strongly agree / Totalmente de acuerdo	25%	21
TOTAL		85

School-wide Reflections 2024

Q10 The school encourages staff to learn about each family's strengths, cultures, languages, and goals. / La escuela alienta al personal a aprender sobre las fortalezas, culturas, idiomas y metas de cada familia.

Answered: 85 Skipped: 515

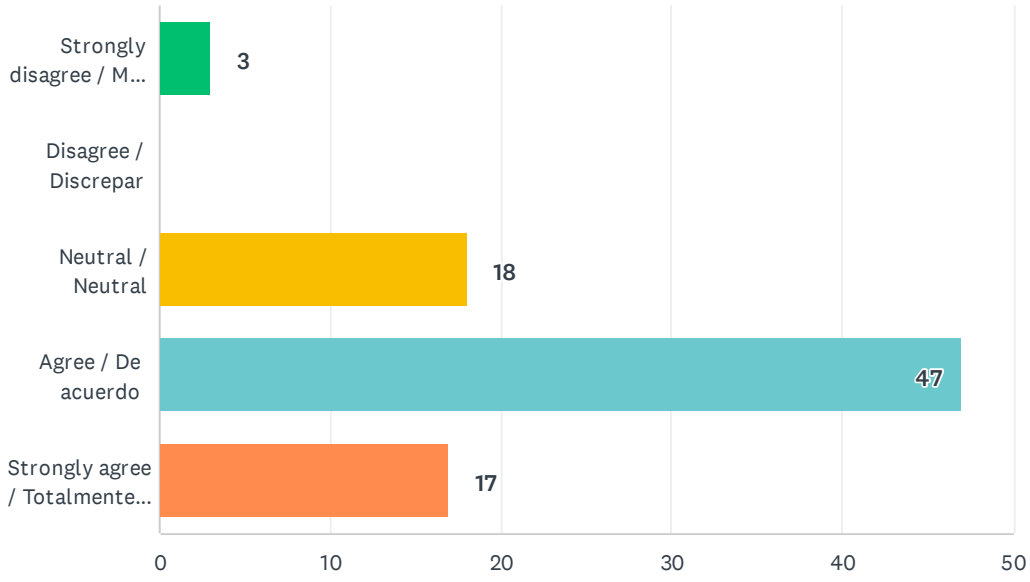


ANSWER CHOICES	RESPONSES	
Strongly disagree / Muy en desacuerdo	5%	4
Disagree / Discrepar	1%	1
Neutral / Neutral	19%	16
Agree / De acuerdo	54%	46
Strongly agree / Totalmente de acuerdo	21%	18
TOTAL		85

School-wide Reflections 2024

Q11 The school provides multiple opportunities throughout the year to engage educators and administrators using language that is understandable and accessible. / La escuela brinda múltiples oportunidades a lo largo del año para involucrar a los educadores y administradores utilizando un lenguaje comprensible y accesible.

Answered: 85 Skipped: 515

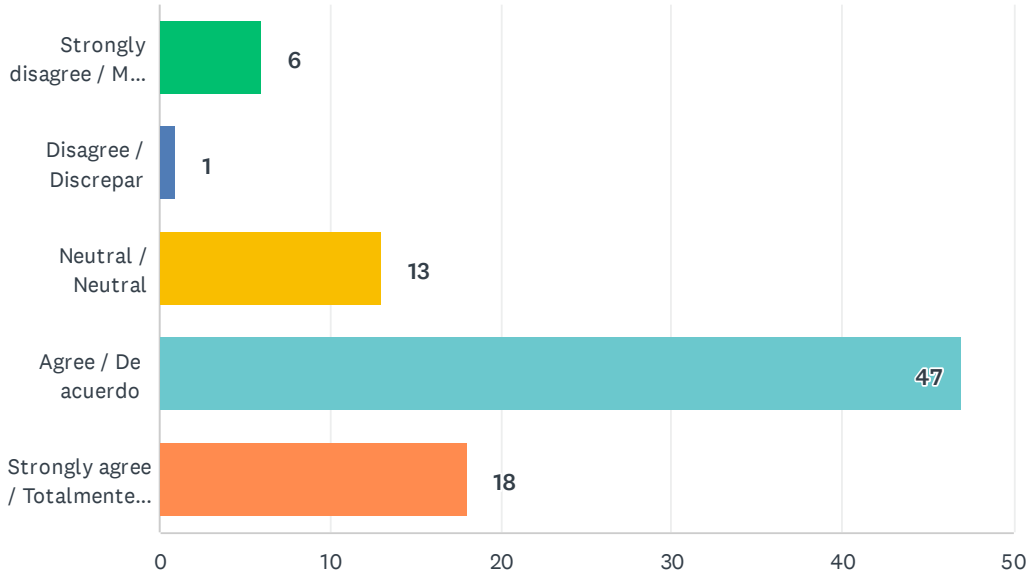


ANSWER CHOICES	RESPONSES	
Strongly disagree / Muy en desacuerdo	4%	3
Disagree / Discrepar	0%	0
Neutral / Neutral	21%	18
Agree / De acuerdo	55%	47
Strongly agree / Totalmente de acuerdo	20%	17
TOTAL		85

School-wide Reflections 2024

Q12 The school provides professional learning and support to teachers and parents to improve the school's capacity to partner with families. / La escuela brinda aprendizaje profesional y apoyo a maestros y padres para mejorar la capacidad de la escuela para asociarse con las familias.

Answered: 85 Skipped: 515

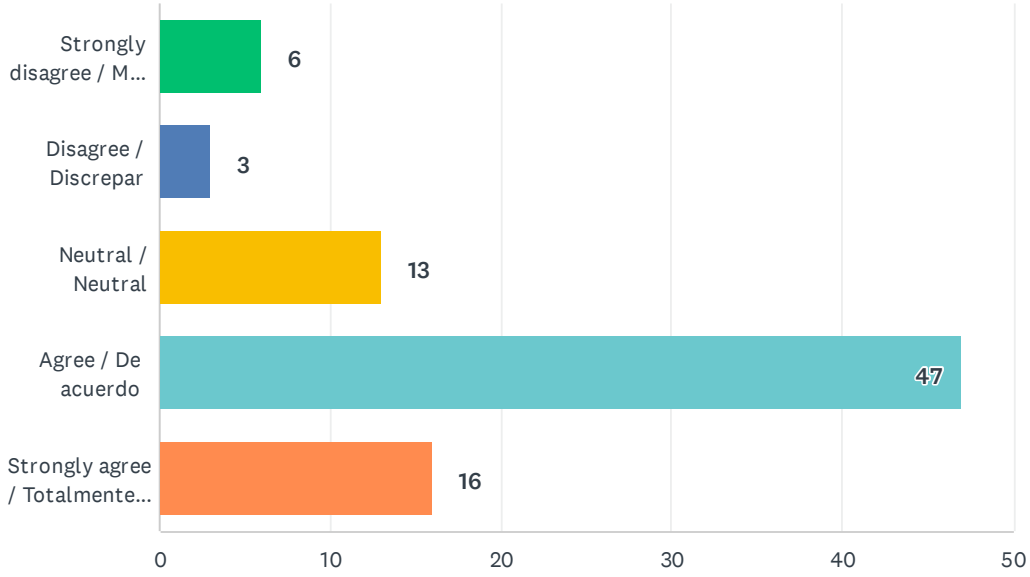


ANSWER CHOICES	RESPONSES	
Strongly disagree / Muy en desacuerdo	7%	6
Disagree / Discrepar	1%	1
Neutral / Neutral	15%	13
Agree / De acuerdo	55%	47
Strongly agree / Totalmente de acuerdo	21%	18
TOTAL		85

School-wide Reflections 2024

Q13 The school implements policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes. / La escuela implementa políticas o programas para que los maestros se reúnan con las familias y los estudiantes para analizar el progreso de los estudiantes y las formas de trabajar juntos para apoyar la mejora de los resultados de los estudiantes.

Answered: 85 Skipped: 515

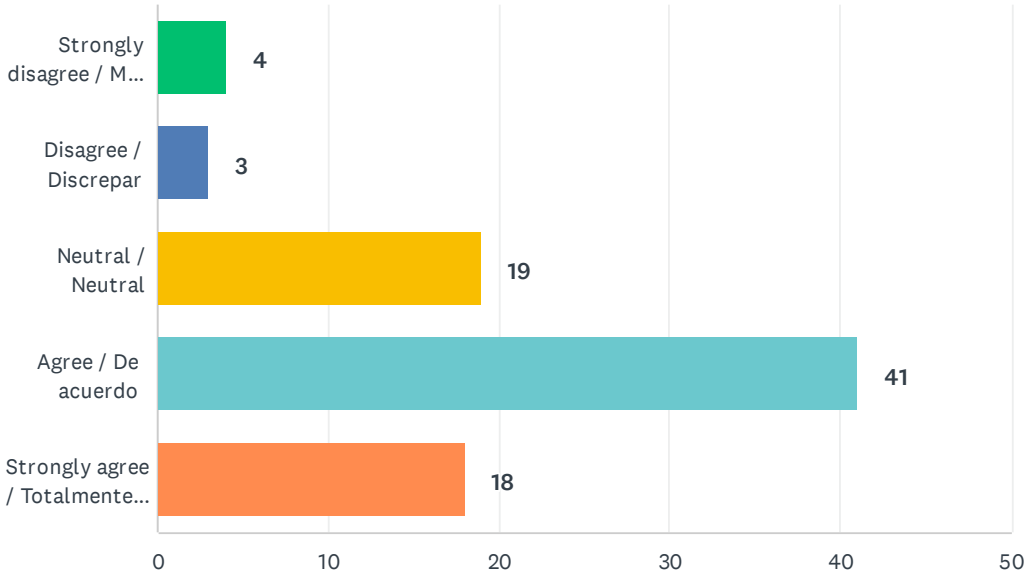


ANSWER CHOICES	RESPONSES	
Strongly disagree / Muy en desacuerdo	7%	6
Disagree / Discrepar	4%	3
Neutral / Neutral	15%	13
Agree / De acuerdo	55%	47
Strongly agree / Totalmente de acuerdo	19%	16
TOTAL		85

School-wide Reflections 2024

Q14 The school supports staff to effectively engage families in advisory groups and with decision-making. / La escuela apoya al personal para involucrar de manera efectiva a las familias en grupos de asesoramiento y en la toma de decisiones.

Answered: 85 Skipped: 515

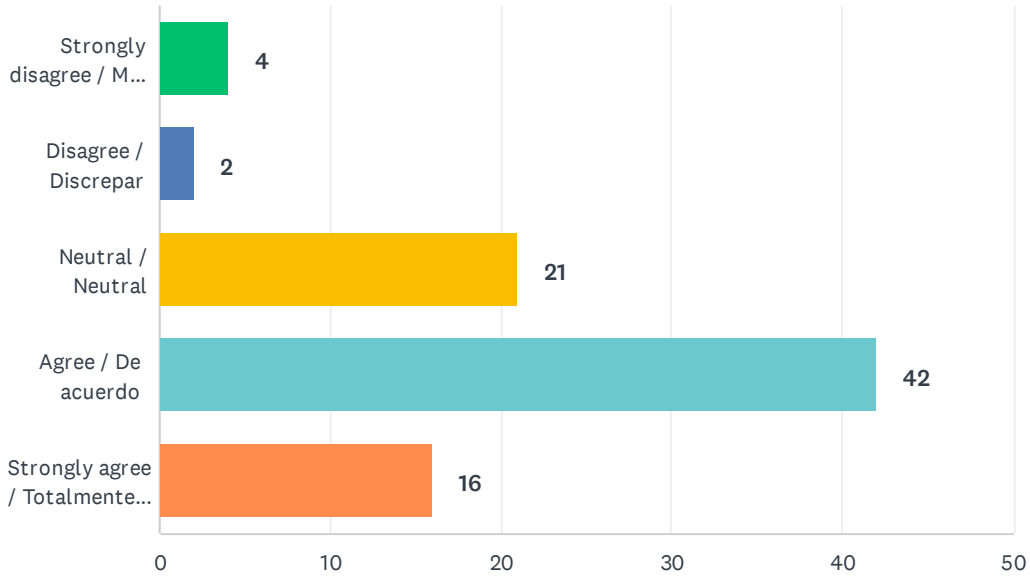


ANSWER CHOICES	RESPONSES	
Strongly disagree / Muy en desacuerdo	5%	4
Disagree / Discrepar	4%	3
Neutral / Neutral	22%	19
Agree / De acuerdo	48%	41
Strongly agree / Totalmente de acuerdo	21%	18
TOTAL		85

School-wide Reflections 2024

Q15 The school builds the capacity of and supports family members to effectively engage in advisory groups and decision making. / La escuela desarrolla la capacidad de los miembros de la familia y los apoya para que participen de manera efectiva en grupos de asesoramiento y en la toma de decisiones.

Answered: 85 Skipped: 515

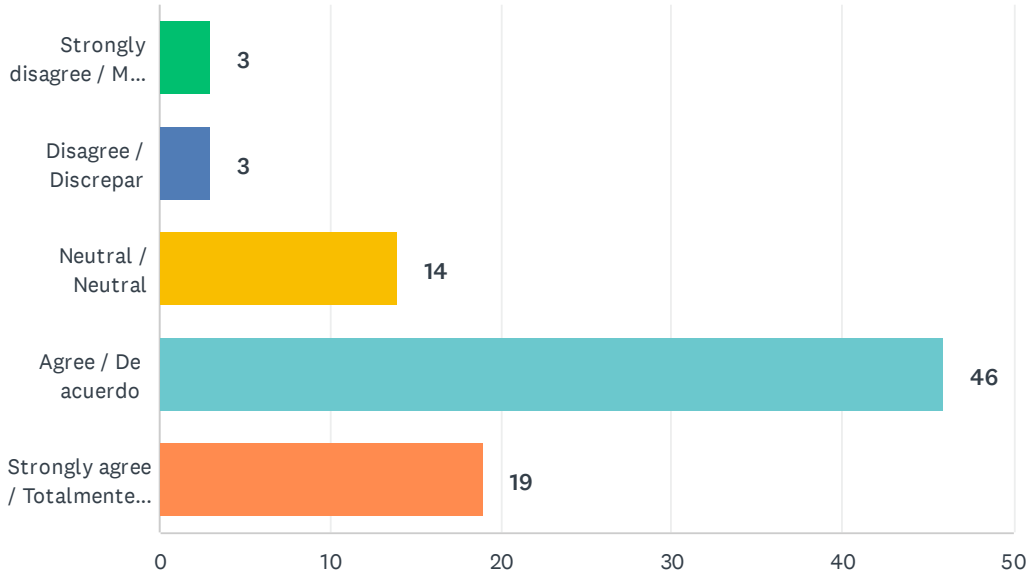


ANSWER CHOICES	RESPONSES	
Strongly disagree / Muy en desacuerdo	5%	4
Disagree / Discrepar	2%	2
Neutral / Neutral	25%	21
Agree / De acuerdo	49%	42
Strongly agree / Totalmente de acuerdo	19%	16
TOTAL		85

School-wide Reflections 2024

Q16 The school provides all families with opportunities to provide input on policies and programs. / La escuela ofrece a todas las familias la oportunidad de dar su opinión sobre políticas y programas.

Answered: 85 Skipped: 515

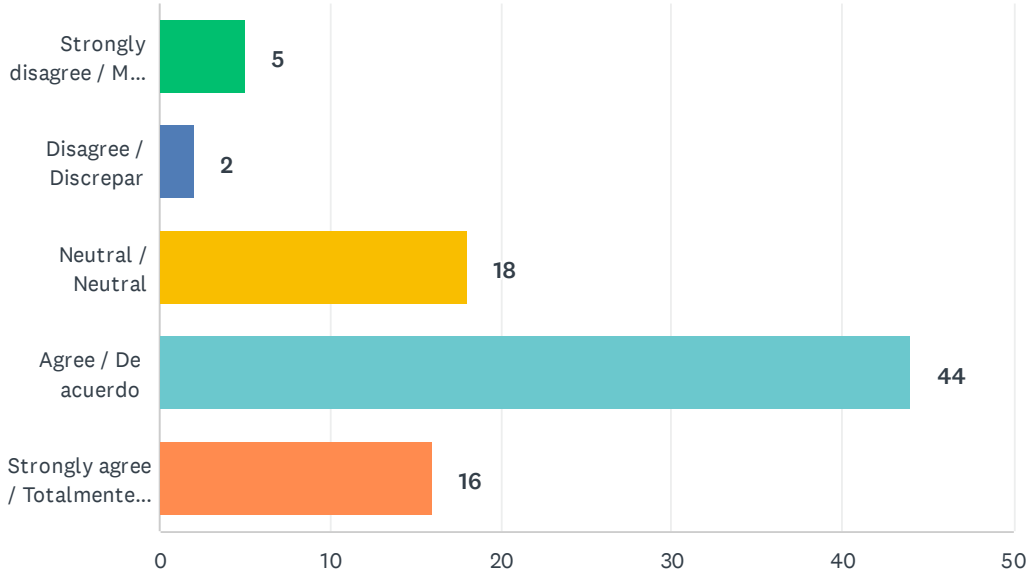


ANSWER CHOICES	RESPONSES	
Strongly disagree / Muy en desacuerdo	4%	3
Disagree / Discrepar	4%	3
Neutral / Neutral	16%	14
Agree / De acuerdo	54%	46
Strongly agree / Totalmente de acuerdo	22%	19
TOTAL		85

School-wide Reflections 2024

Q17 The school provides opportunities to have families, teachers and administrators work together to plan, design, implement and evaluate family engagement activities. / La escuela brinda oportunidades para que las familias, los maestros y los administradores trabajen juntos para planificar, diseñar, implementar y evaluar actividades de participación familiar.

Answered: 85 Skipped: 515

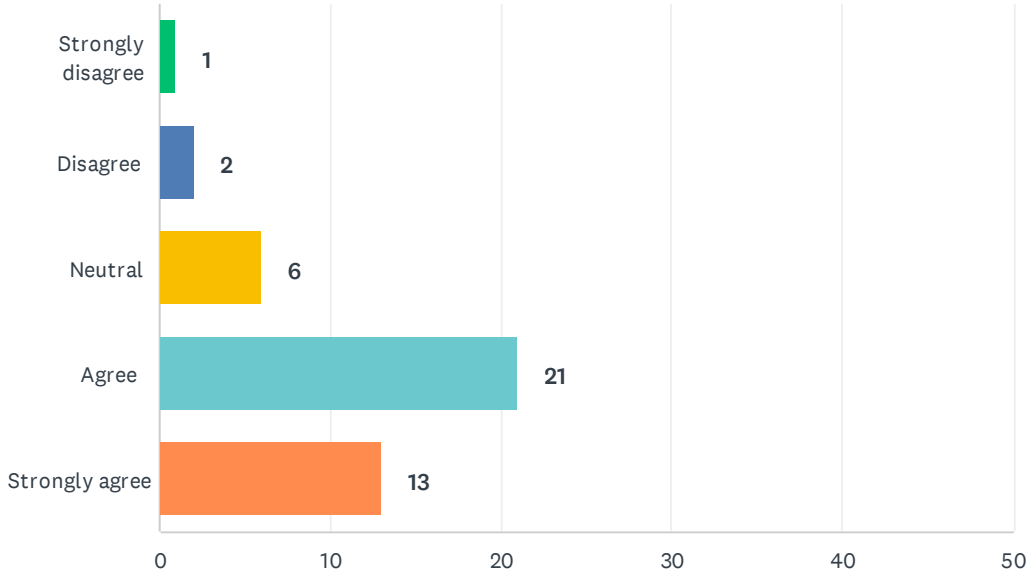


ANSWER CHOICES	RESPONSES	
Strongly disagree / Muy en desacuerdo	6%	5
Disagree / Discrepar	2%	2
Neutral / Neutral	21%	18
Agree / De acuerdo	52%	44
Strongly agree / Totalmente de acuerdo	19%	16
TOTAL		85

School-wide Reflections 2024

Q18 I am satisfied with my job.

Answered: 43 Skipped: 557

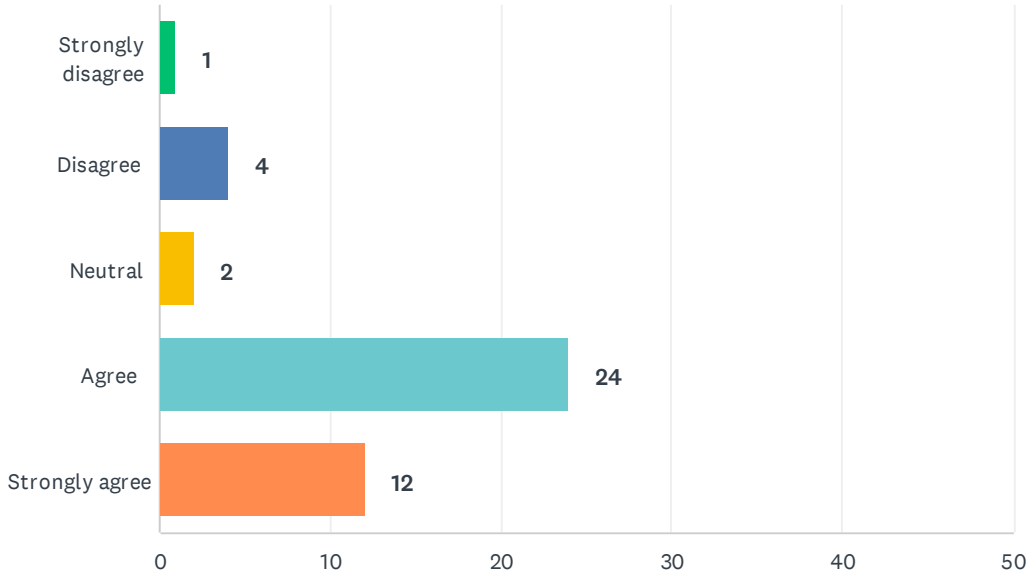


ANSWER CHOICES	RESPONSES	
Strongly disagree	2%	1
Disagree	5%	2
Neutral	14%	6
Agree	49%	21
Strongly agree	30%	13
TOTAL		43

School-wide Reflections 2024

Q19 The leadership at my school provides me the opportunity to develop my potential to be an exceptional teacher/educator.

Answered: 43 Skipped: 557

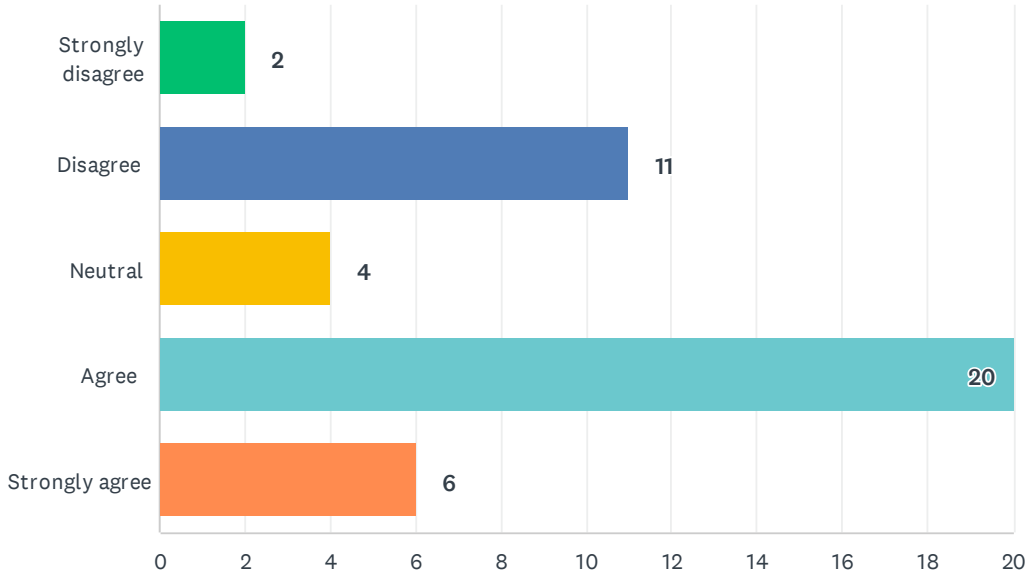


ANSWER CHOICES	RESPONSES	
Strongly disagree	2%	1
Disagree	9%	4
Neutral	5%	2
Agree	56%	24
Strongly agree	28%	12
TOTAL		43

School-wide Reflections 2024

Q20 I feel like I am a part of one organization with a shared vision across all schools.

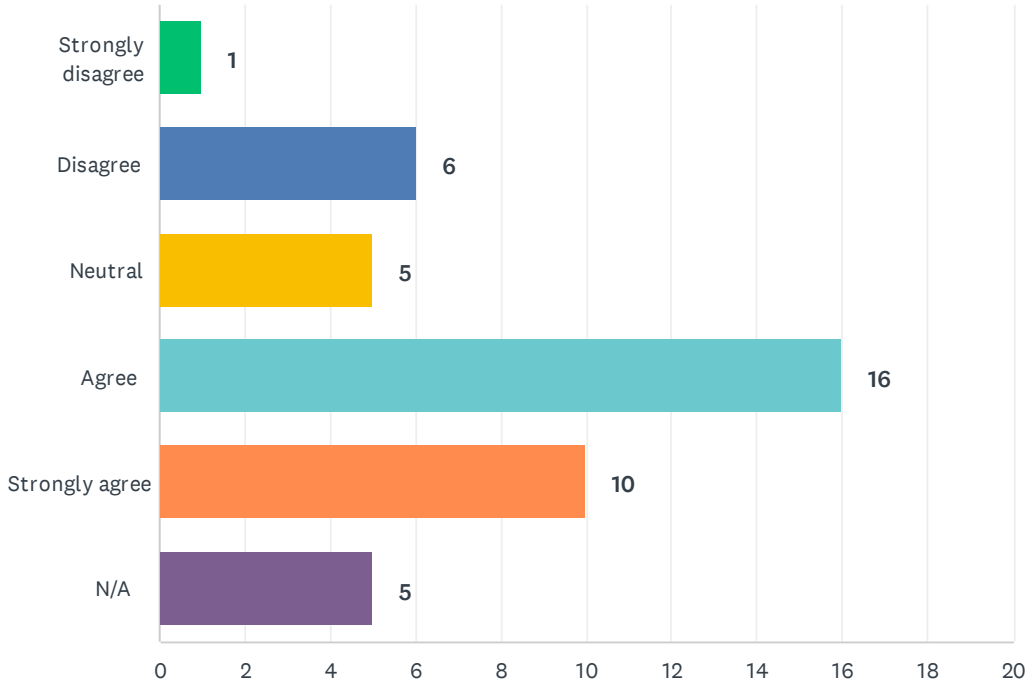
Answered: 43 Skipped: 557



ANSWER CHOICES	RESPONSES	
Strongly disagree	5%	2
Disagree	26%	11
Neutral	9%	4
Agree	47%	20
Strongly agree	14%	6
TOTAL		43

Q21 Instructional feedback from Instructional Coaches and/or Administrators was helpful in my development as a teacher.

Answered: 43 Skipped: 557

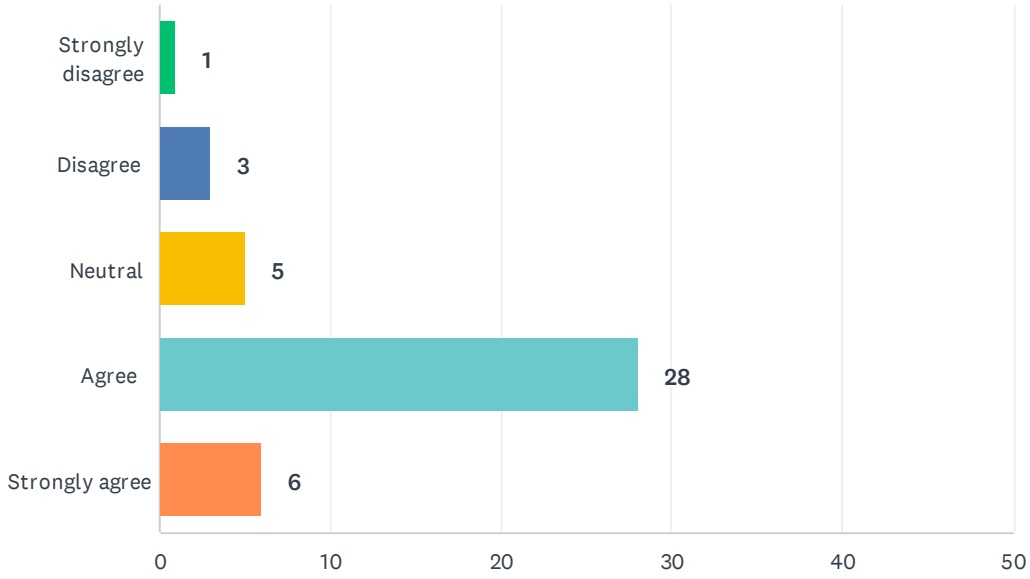


ANSWER CHOICES	RESPONSES	
Strongly disagree	2%	1
Disagree	14%	6
Neutral	12%	5
Agree	37%	16
Strongly agree	23%	10
N/A	12%	5
TOTAL		43

School-wide Reflections 2024

Q22 My school develops the capacity of staff (e.g., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.

Answered: 43 Skipped: 557

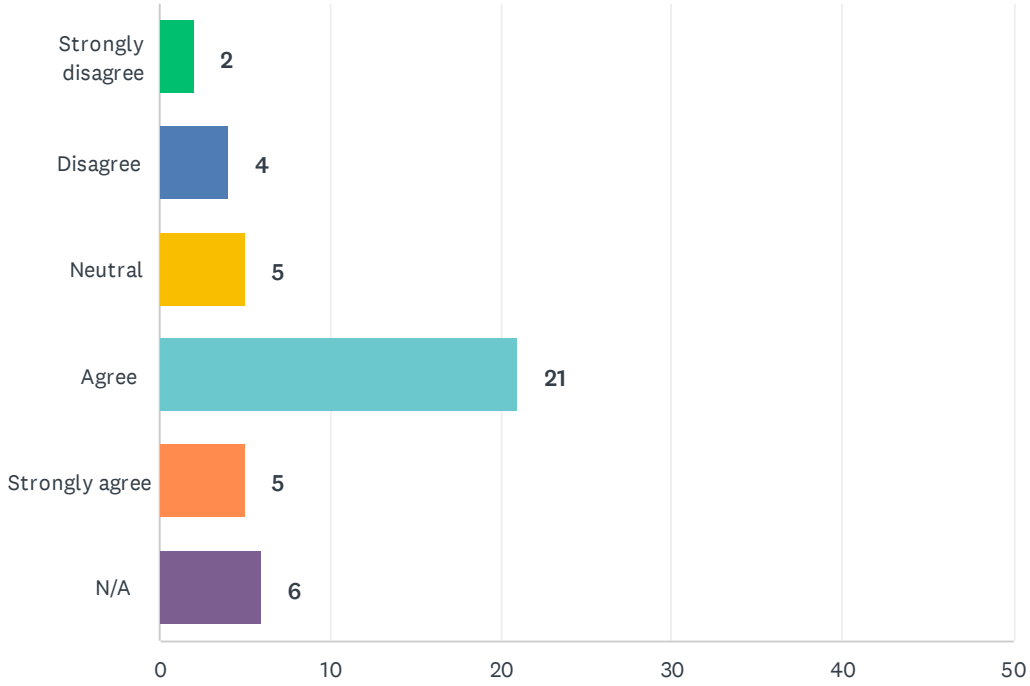


ANSWER CHOICES	RESPONSES	
Strongly disagree	2%	1
Disagree	7%	3
Neutral	12%	5
Agree	65%	28
Strongly agree	14%	6
TOTAL		43

School-wide Reflections 2024

Q23 I have access to the curriculum I need to support English Learners.

Answered: 43 Skipped: 557

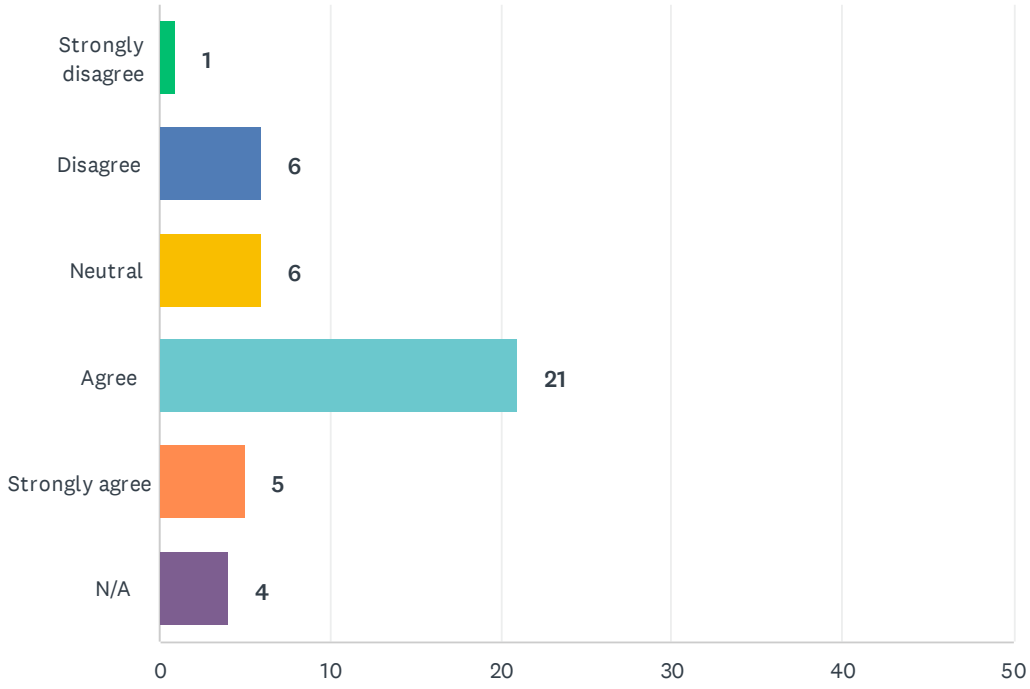


ANSWER CHOICES	RESPONSES	
Strongly disagree	5%	2
Disagree	9%	4
Neutral	12%	5
Agree	49%	21
Strongly agree	12%	5
N/A	14%	6
TOTAL		43

School-wide Reflections 2024

Q24 I have access to the curriculum I need to support students with special disabilities.

Answered: 43 Skipped: 557

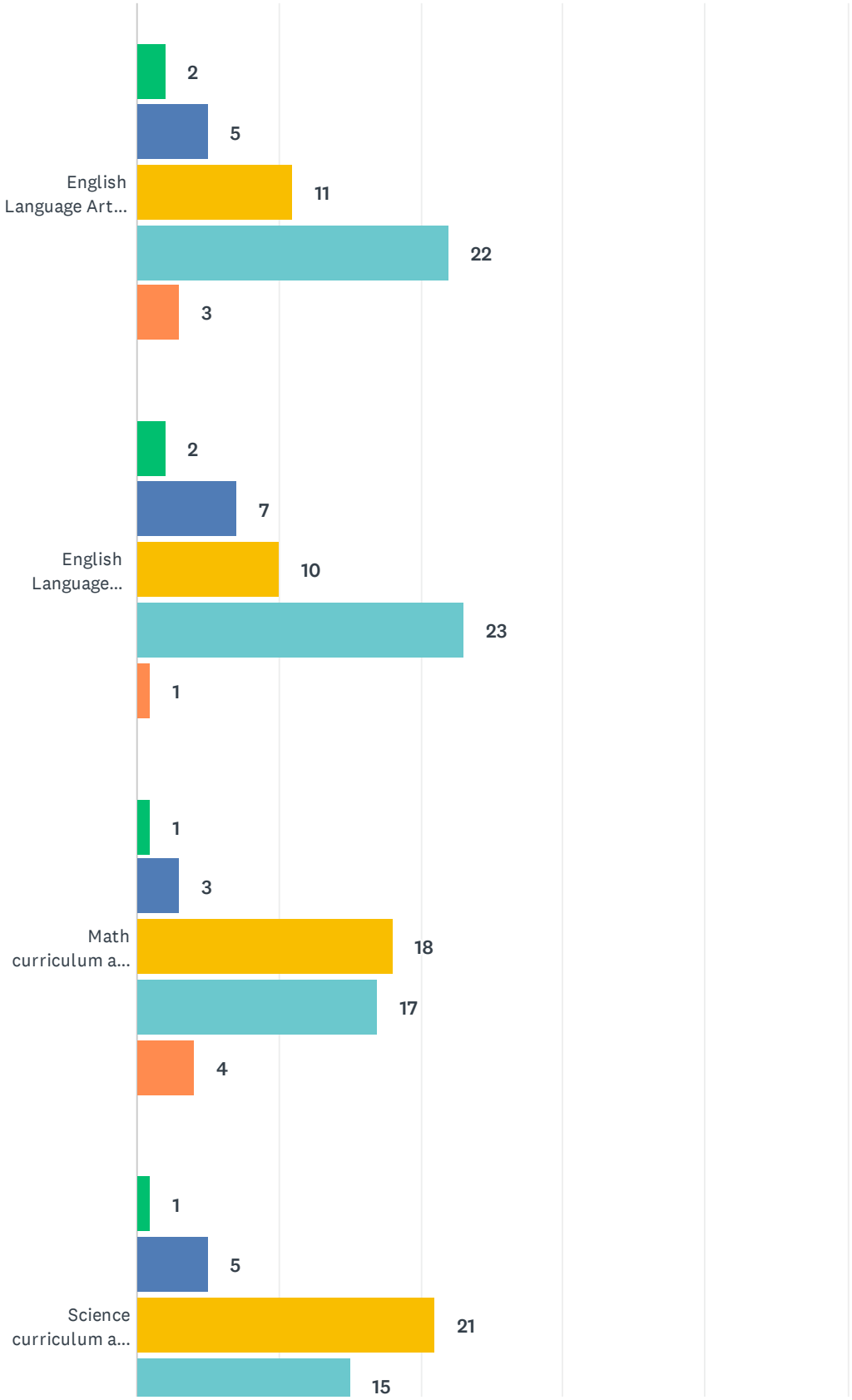


ANSWER CHOICES	RESPONSES	
Strongly disagree	2%	1
Disagree	14%	6
Neutral	14%	6
Agree	49%	21
Strongly agree	12%	5
N/A	9%	4
TOTAL		43

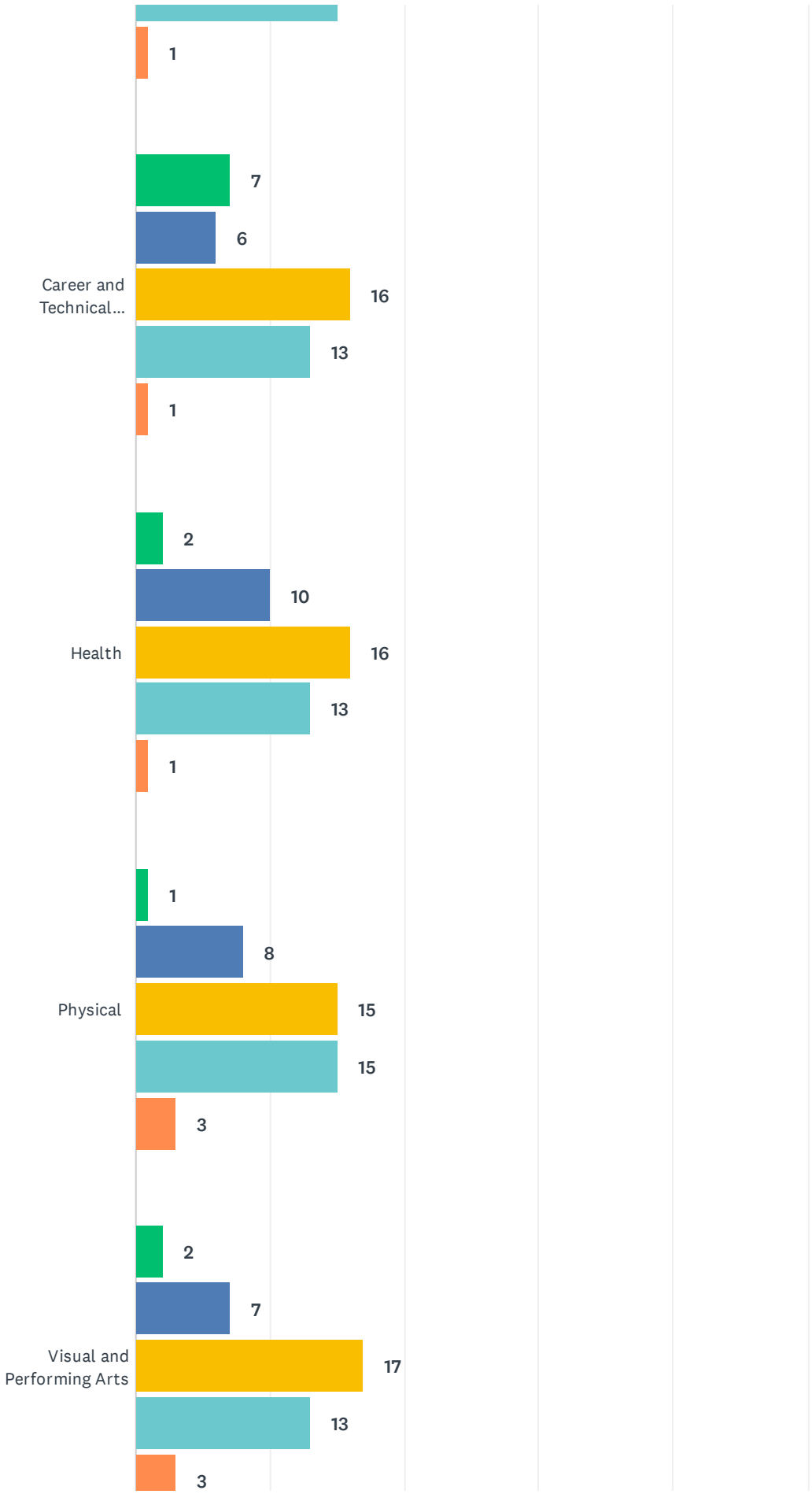
School-wide Reflections 2024

Q25 My school has provided sufficient professional development in:

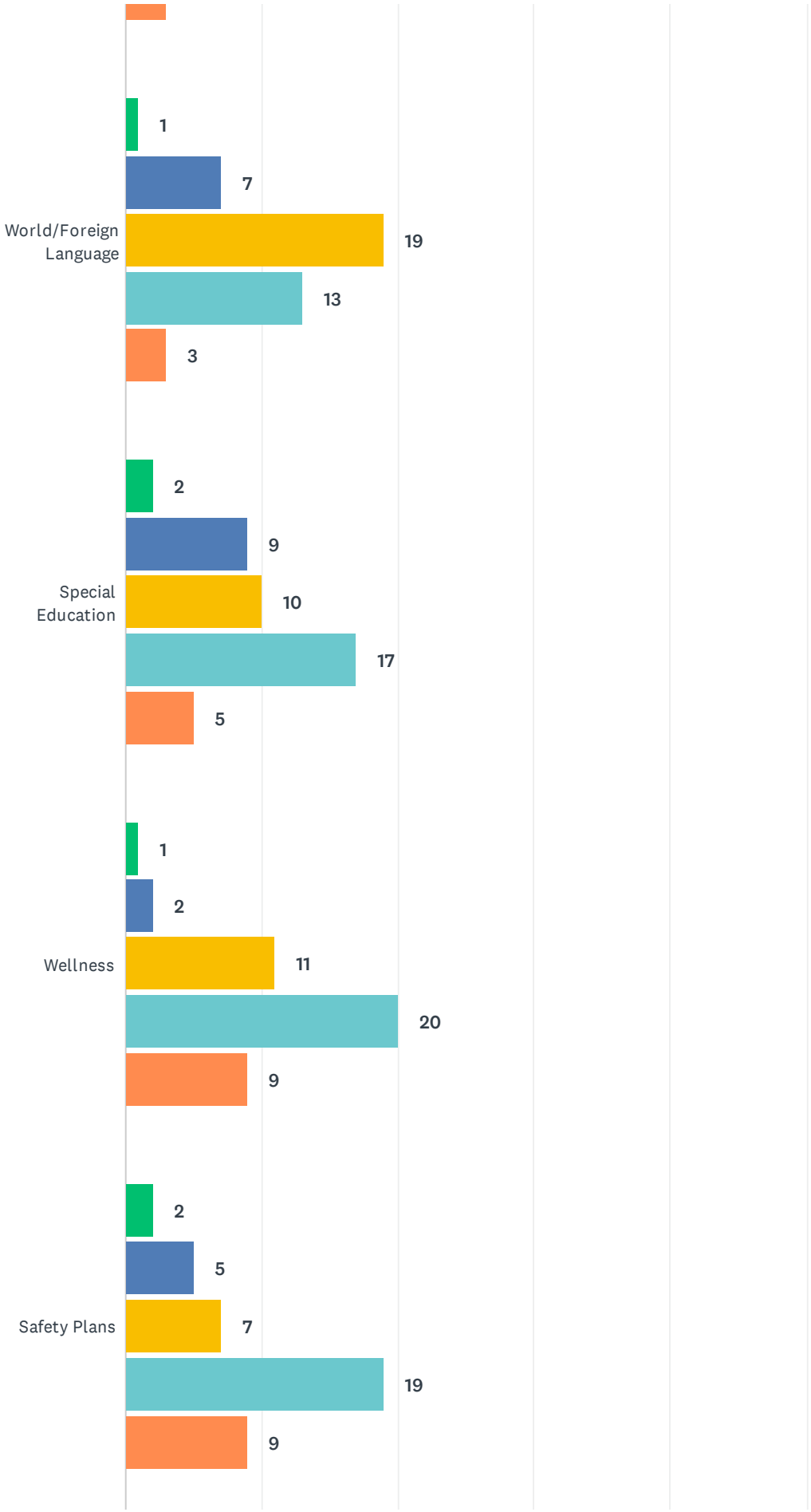
Answered: 43 Skipped: 557



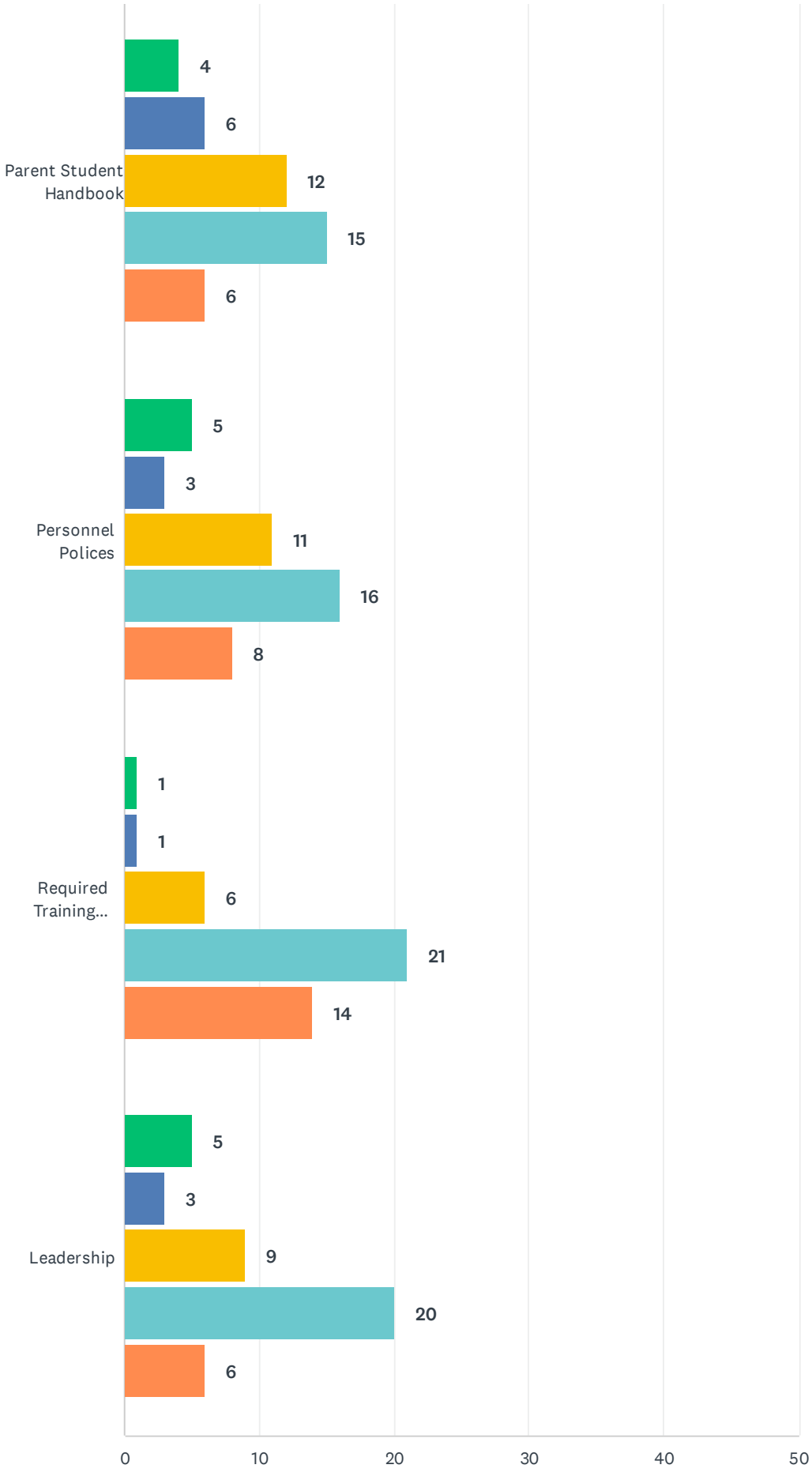
School-wide Reflections 2024



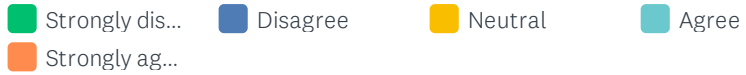
School-wide Reflections 2024



School-wide Reflections 2024



School-wide Reflections 2024

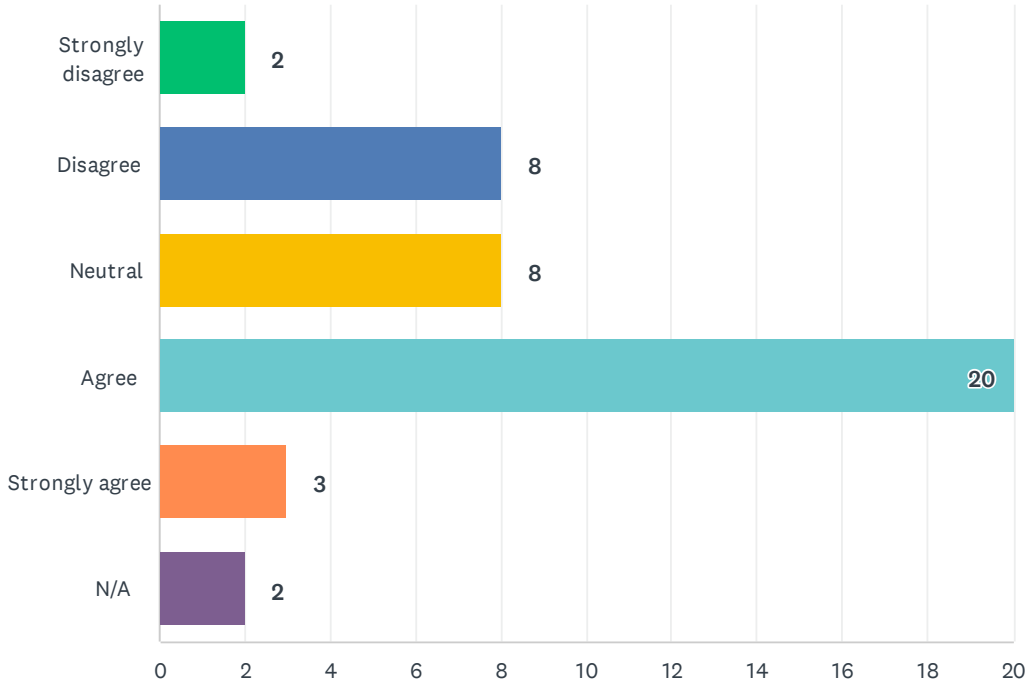


	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
English Language Arts curriculum and standards	5% 2	12% 5	26% 11	51% 22	7% 3	43	3.44
English Language Development curriculum and standards	5% 2	16% 7	23% 10	53% 23	2% 1	43	3.33
Math curriculum and standards	2% 1	7% 3	42% 18	40% 17	9% 4	43	3.47
Science curriculum and standards	2% 1	12% 5	49% 21	35% 15	2% 1	43	3.23
Career and Technical Education	16% 7	14% 6	37% 16	30% 13	2% 1	43	2.88
Health	5% 2	24% 10	38% 16	31% 13	2% 1	42	3.02
Physical	2% 1	19% 8	36% 15	36% 15	7% 3	42	3.26
Visual and Performing Arts	5% 2	17% 7	40% 17	31% 13	7% 3	42	3.19
World/Foreign Language	2% 1	16% 7	44% 19	30% 13	7% 3	43	3.23
Special Education	5% 2	21% 9	23% 10	40% 17	12% 5	43	3.33
Wellness	2% 1	5% 2	26% 11	47% 20	21% 9	43	3.79
Safety Plans	5% 2	12% 5	17% 7	45% 19	21% 9	42	3.67
Parent Student Handbook	9% 4	14% 6	28% 12	35% 15	14% 6	43	3.30
Personnel Polices	12% 5	7% 3	26% 11	37% 16	19% 8	43	3.44
Required Training (Mandated Reporter, Suicide Prevention, Blood pathogens)	2% 1	2% 1	14% 6	49% 21	33% 14	43	4.07
Leadership	12% 5	7% 3	21% 9	47% 20	14% 6	43	3.44

School-wide Reflections 2024

Q26 My school implements programs to support staff in identifying areas where they can improve in delivering instruction (e.g., collaborative time, classroom walkthroughs, teacher pairing).

Answered: 43 Skipped: 557

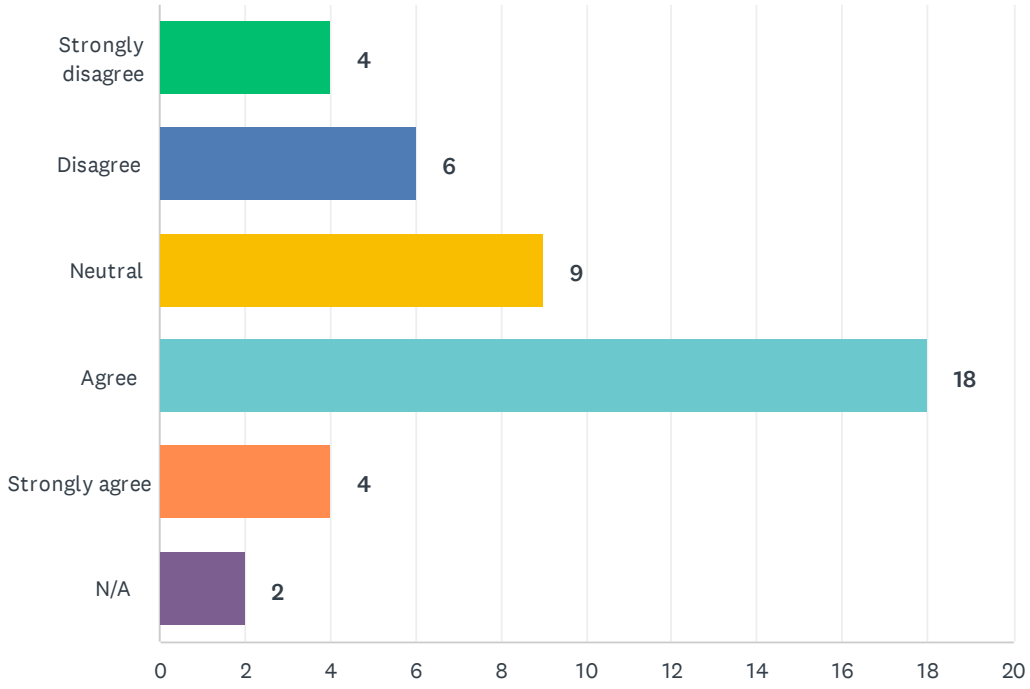


ANSWER CHOICES	RESPONSES	
Strongly disagree	5%	2
Disagree	19%	8
Neutral	19%	8
Agree	47%	20
Strongly agree	7%	3
N/A	5%	2
TOTAL		43

School-wide Reflections 2024

Q27 My school provides professional learning and support to teachers and parents to improve a school's capacity to partner with families.

Answered: 43 Skipped: 557

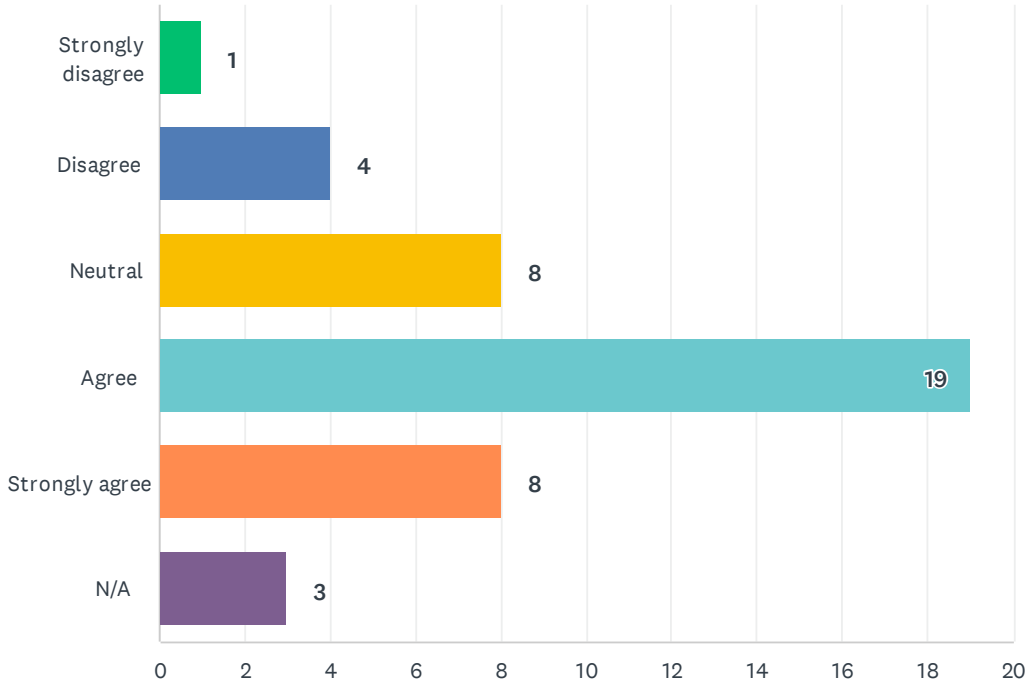


ANSWER CHOICES	RESPONSES	
Strongly disagree	9%	4
Disagree	14%	6
Neutral	21%	9
Agree	42%	18
Strongly agree	9%	4
N/A	5%	2
TOTAL		43

School-wide Reflections 2024

Q28 My school provides families with information and resources to support student learning and development in the home.

Answered: 43 Skipped: 557

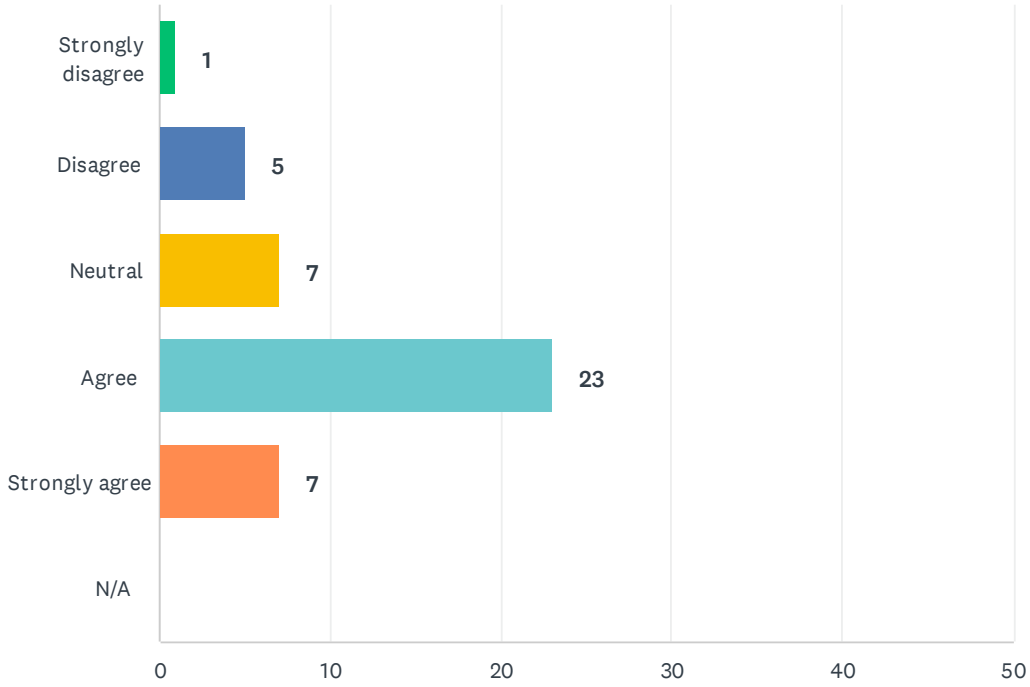


ANSWER CHOICES	RESPONSES	
Strongly disagree	2%	1
Disagree	9%	4
Neutral	19%	8
Agree	44%	19
Strongly agree	19%	8
N/A	7%	3
TOTAL		43

School-wide Reflections 2024

Q29 My school implements policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.

Answered: 43 Skipped: 557

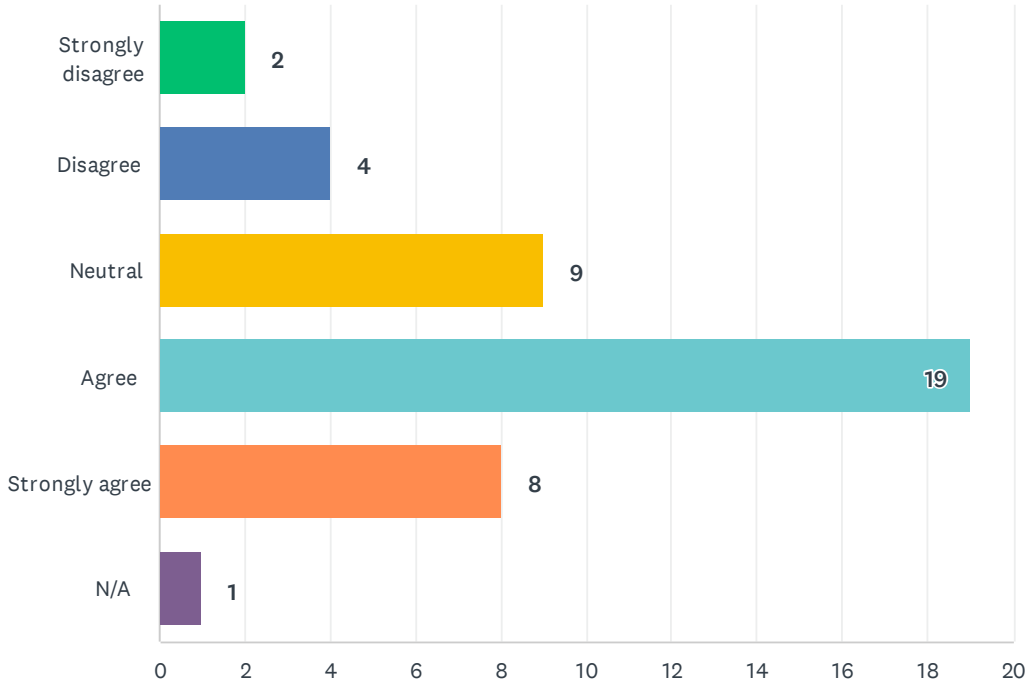


ANSWER CHOICES	RESPONSES	
Strongly disagree	2%	1
Disagree	12%	5
Neutral	16%	7
Agree	53%	23
Strongly agree	16%	7
N/A	0%	0
TOTAL		43

School-wide Reflections 2024

Q30 My school supports families to understand and exercise their legal rights and advocate for their own students and all students.

Answered: 43 Skipped: 557

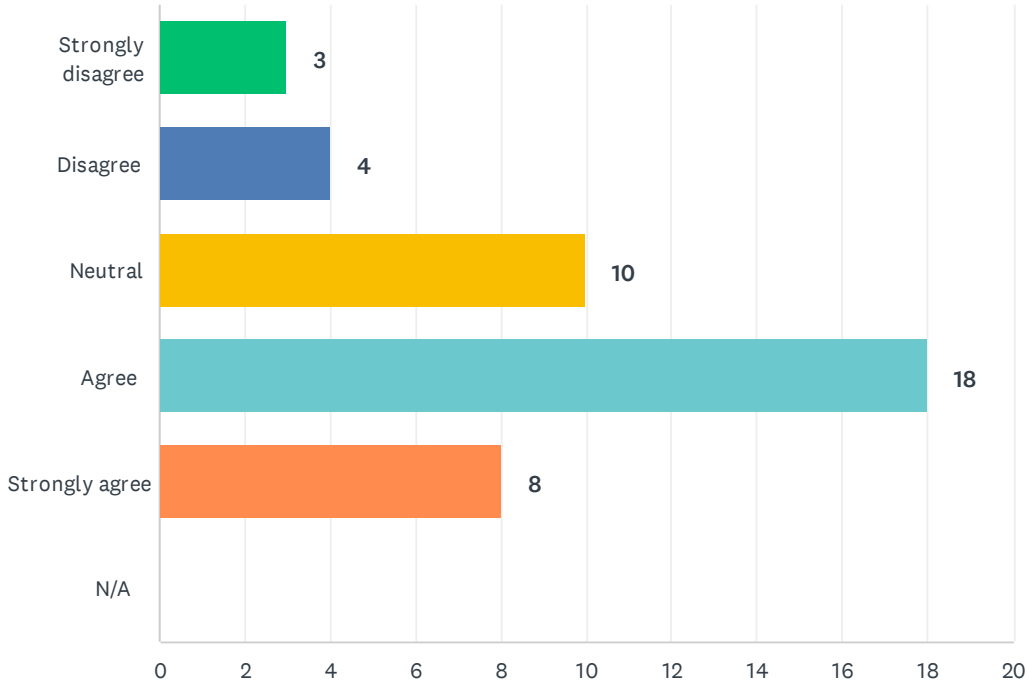


ANSWER CHOICES	RESPONSES	
Strongly disagree	5%	2
Disagree	9%	4
Neutral	21%	9
Agree	44%	19
Strongly agree	19%	8
N/A	2%	1
TOTAL		43

School-wide Reflections 2024

Q31 My school promotes staff participation and decision making that affects school practice.

Answered: 43 Skipped: 557

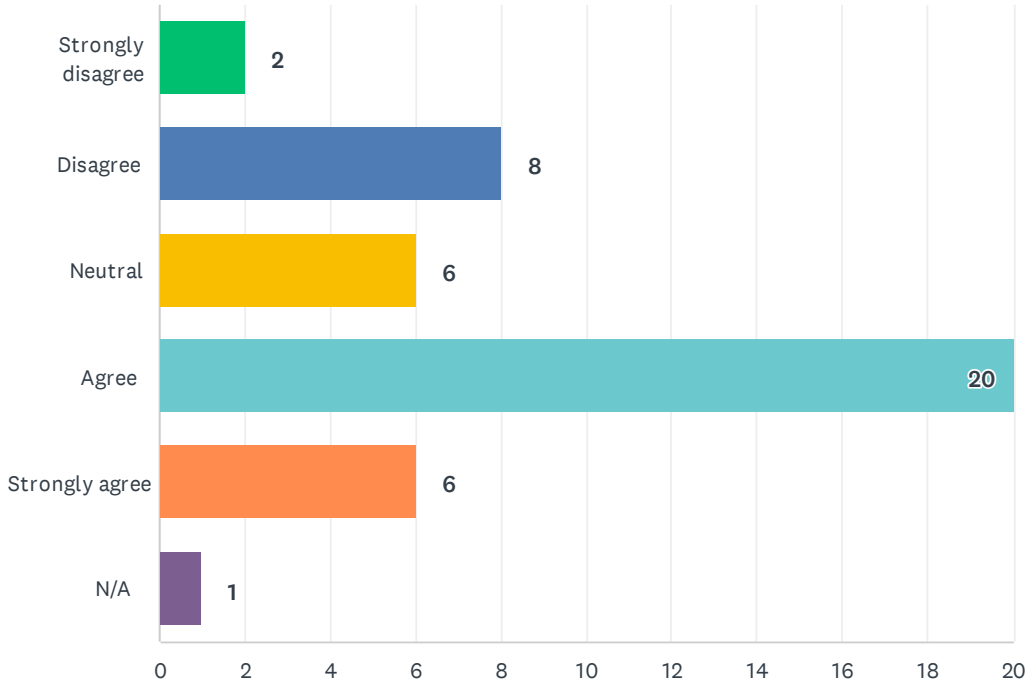


ANSWER CHOICES	RESPONSES	
Strongly disagree	7%	3
Disagree	9%	4
Neutral	23%	10
Agree	42%	18
Strongly agree	19%	8
N/A	0%	0
TOTAL		43

School-wide Reflections 2024

Q32 My school helps identify the professional learning needs of groups of teachers and staff as a whole.

Answered: 43 Skipped: 557

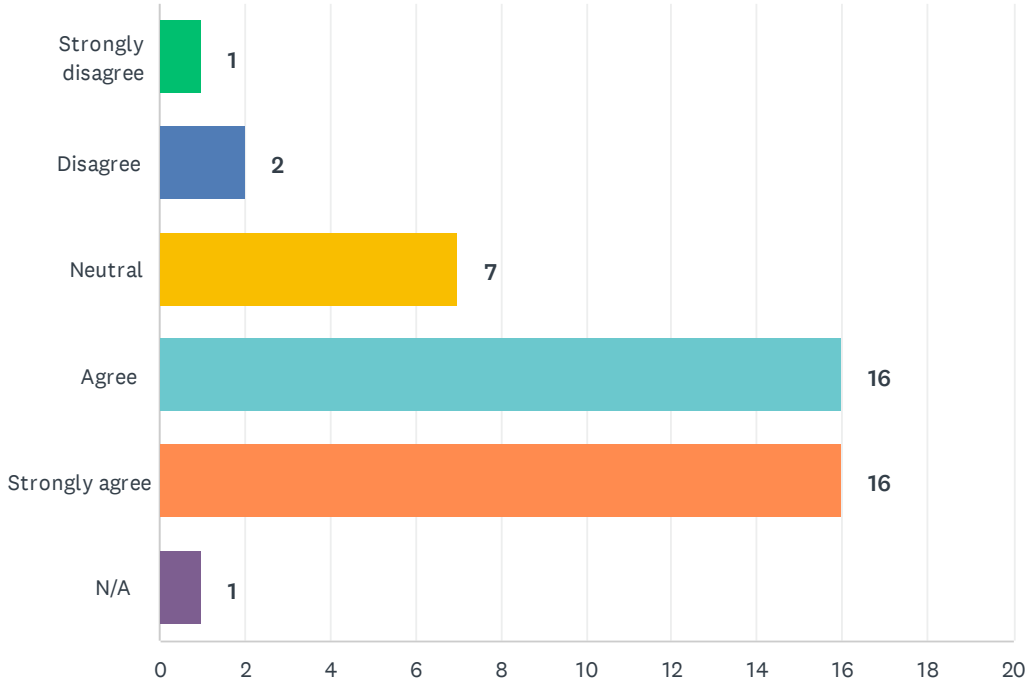


ANSWER CHOICES	RESPONSES	
Strongly disagree	5%	2
Disagree	19%	8
Neutral	14%	6
Agree	47%	20
Strongly agree	14%	6
N/A	2%	1
TOTAL		43

School-wide Reflections 2024

Q33 I would like to continue working for my school next year.

Answered: 43 Skipped: 557

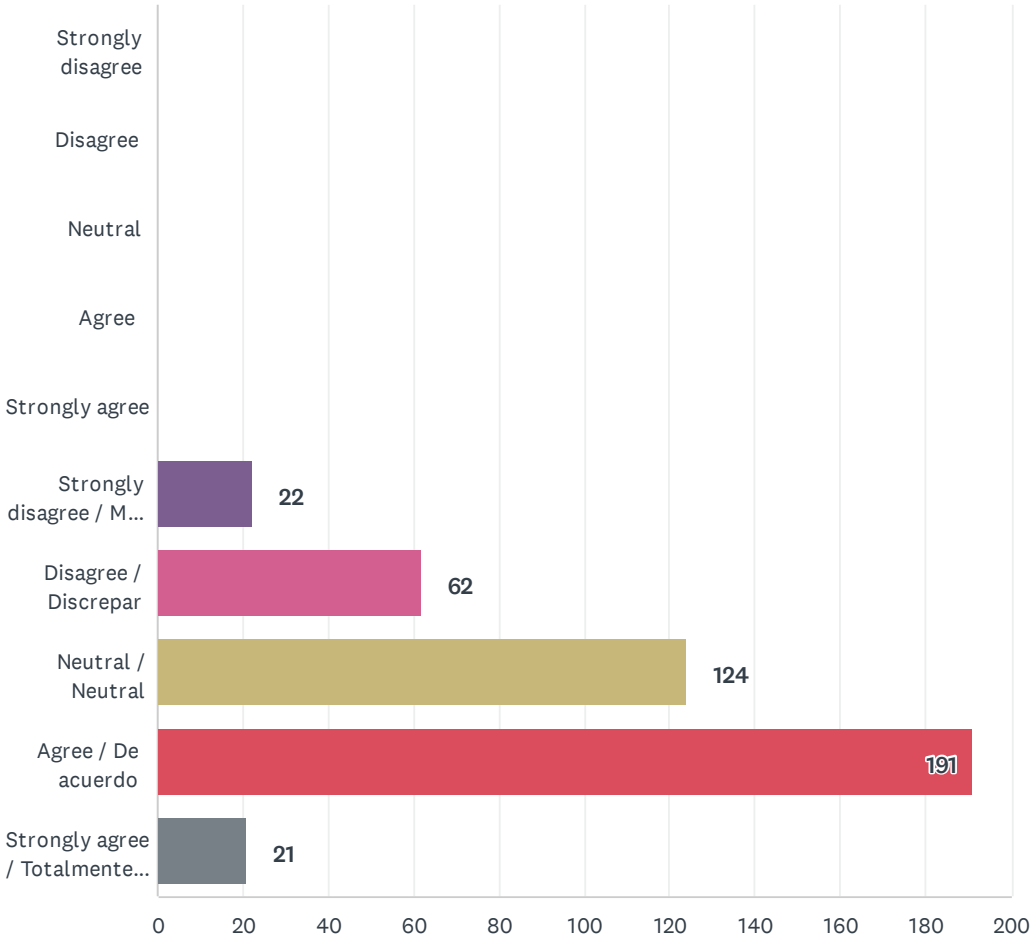


ANSWER CHOICES	RESPONSES	
Strongly disagree	2%	1
Disagree	5%	2
Neutral	16%	7
Agree	37%	16
Strongly agree	37%	16
N/A	2%	1
TOTAL		43

School-wide Reflections 2024

Q34 Students at my school treat each other with respect./ Los estudiantes de mi escuela se tratan con respeto.

Answered: 420 Skipped: 180



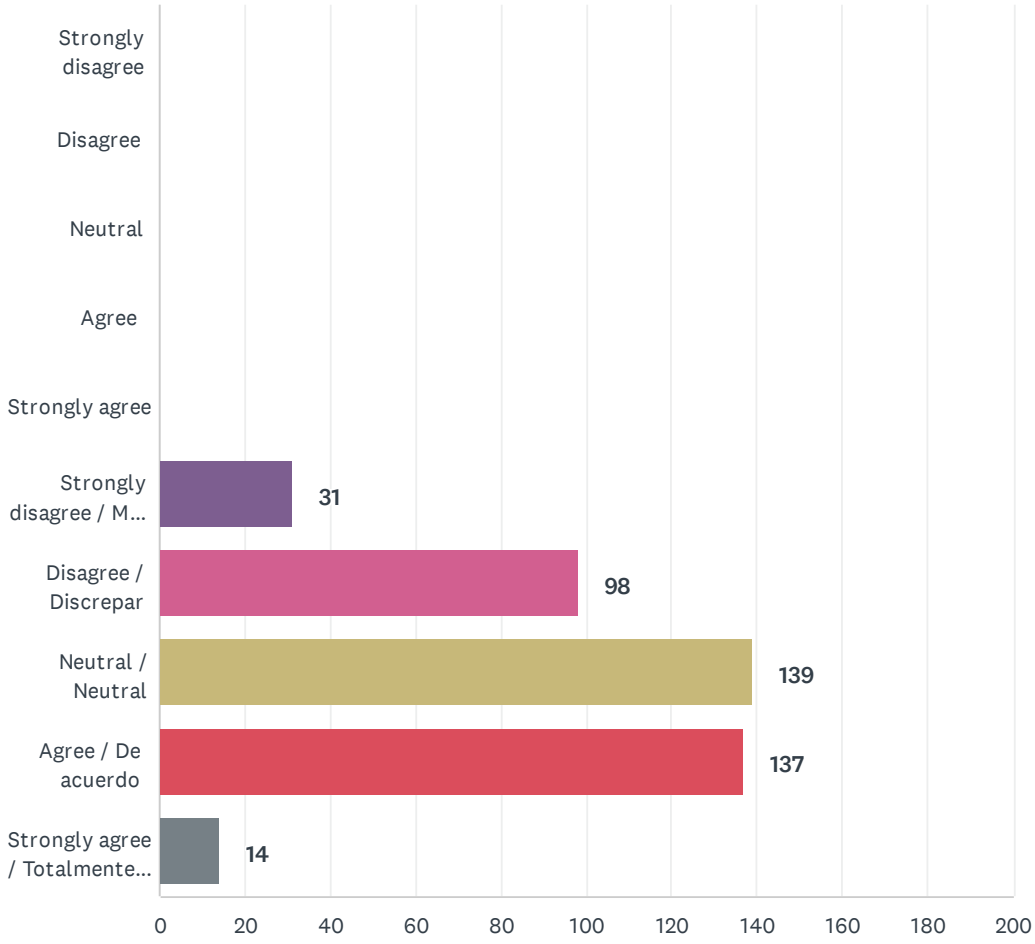
School-wide Reflections 2024

ANSWER CHOICES	RESPONSES	
Strongly disagree	0%	0
Disagree	0%	0
Neutral	0%	0
Agree	0%	0
Strongly agree	0%	0
Strongly disagree / Muy en desacuerdo	5%	22
Disagree / Discrepar	15%	62
Neutral / Neutral	30%	124
Agree / De acuerdo	45%	191
Strongly agree / Totalmente de acuerdo	5%	21
TOTAL		420

School-wide Reflections 2024

Q35 Students at my school try to stop bullying when they see it happening./ Los estudiantes de mi escuela intentan detener el acoso escolar cuando lo ven.

Answered: 419 Skipped: 181



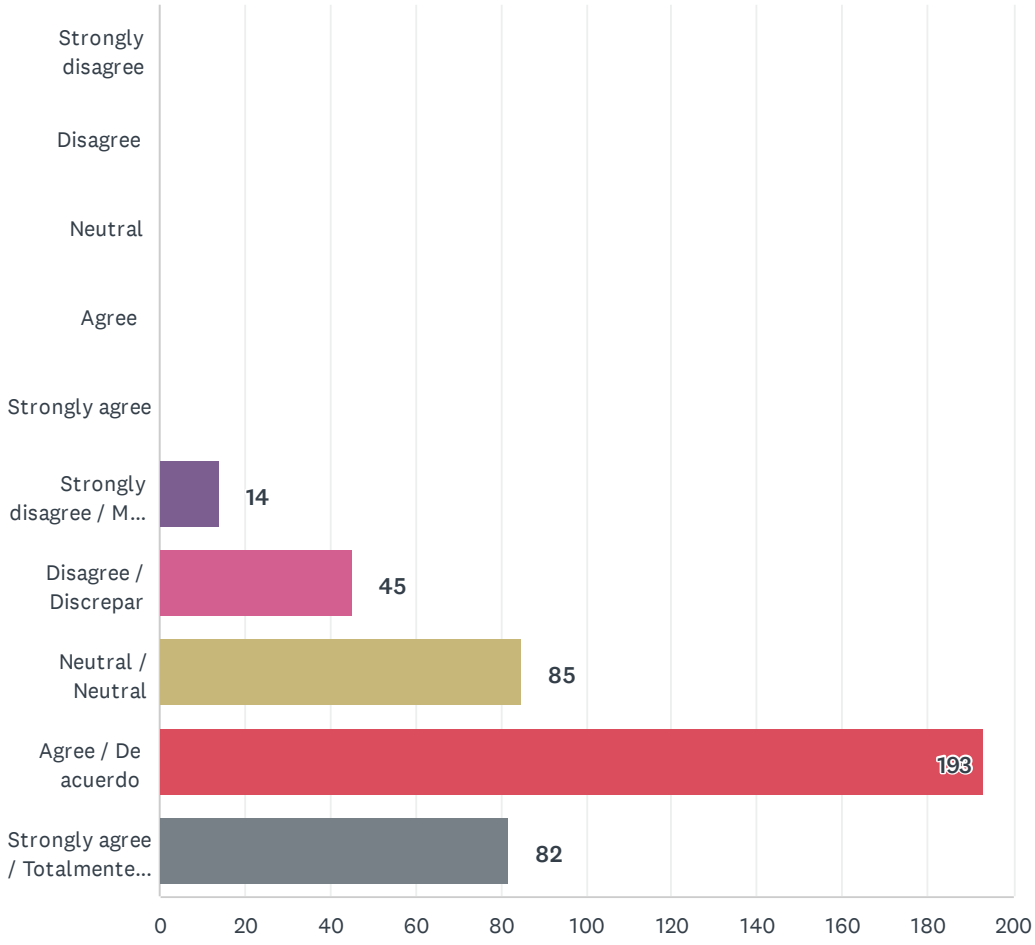
School-wide Reflections 2024

ANSWER CHOICES	RESPONSES	
Strongly disagree	0%	0
Disagree	0%	0
Neutral	0%	0
Agree	0%	0
Strongly agree	0%	0
Strongly disagree / Muy en desacuerdo	7%	31
Disagree / Discrepar	23%	98
Neutral / Neutral	33%	139
Agree / De acuerdo	33%	137
Strongly agree / Totalmente de acuerdo	3%	14
TOTAL		419

School-wide Reflections 2024

Q36 I have an adult at school that I can trust with my problems./ Tengo un adulto en la escuela en quien puedo confiar mis problemas.

Answered: 419 Skipped: 181



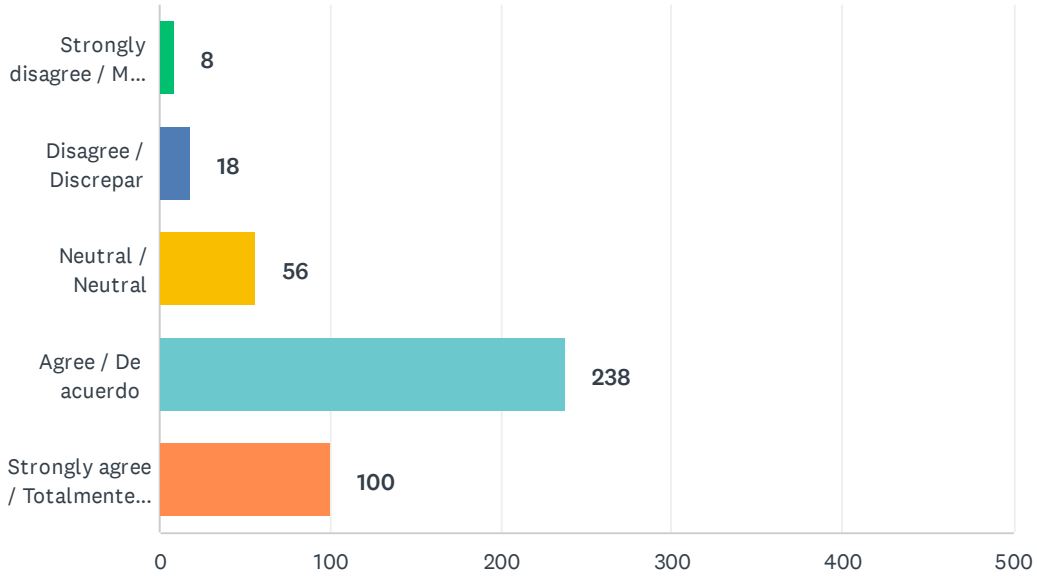
School-wide Reflections 2024

ANSWER CHOICES	RESPONSES	
Strongly disagree	0%	0
Disagree	0%	0
Neutral	0%	0
Agree	0%	0
Strongly agree	0%	0
Strongly disagree / Muy en desacuerdo	3%	14
Disagree / Discrepar	11%	45
Neutral / Neutral	20%	85
Agree / De acuerdo	46%	193
Strongly agree / Totalmente de acuerdo	20%	82
TOTAL		419

School-wide Reflections 2024

Q37 If I need counseling or someone to talk to, I know who to go to at my school. / Si necesito consejería o alguien con quien hablar, sé a quién acudir en mi escuela.

Answered: 420 Skipped: 180

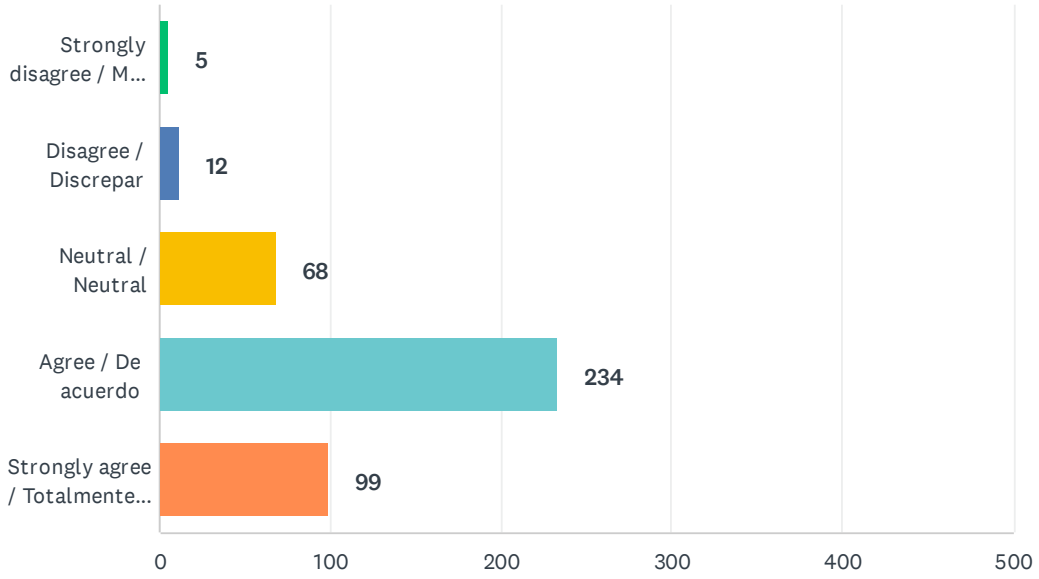


ANSWER CHOICES	RESPONSES	
Strongly disagree / Muy en desacuerdo	2%	8
Disagree / Discrepar	4%	18
Neutral / Neutral	13%	56
Agree / De acuerdo	57%	238
Strongly agree / Totalmente de acuerdo	24%	100
TOTAL		420

School-wide Reflections 2024

Q38 I have opportunities to participate in community service at my school and in my community. / Tengo oportunidades de participar en el servicio comunitario en mi escuela y en mi comunidad.

Answered: 418 Skipped: 182

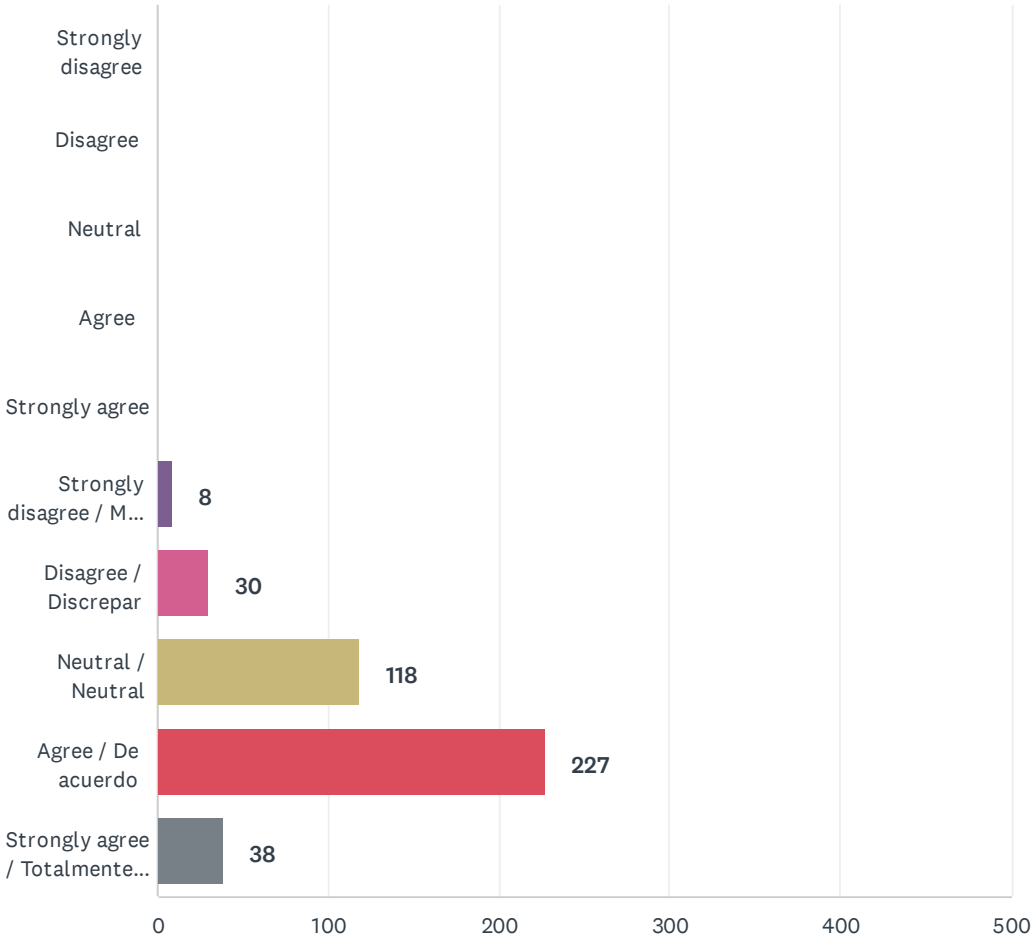


ANSWER CHOICES	RESPONSES	
Strongly disagree / Muy en desacuerdo	1%	5
Disagree / Discrepar	3%	12
Neutral / Neutral	16%	68
Agree / De acuerdo	56%	234
Strongly agree / Totalmente de acuerdo	24%	99
TOTAL		418

School-wide Reflections 2024

Q39 I feel like I am part of my school and belong to the school community. / Me siento parte de mi escuela y pertenezco a la comunidad escolar.

Answered: 421 Skipped: 179



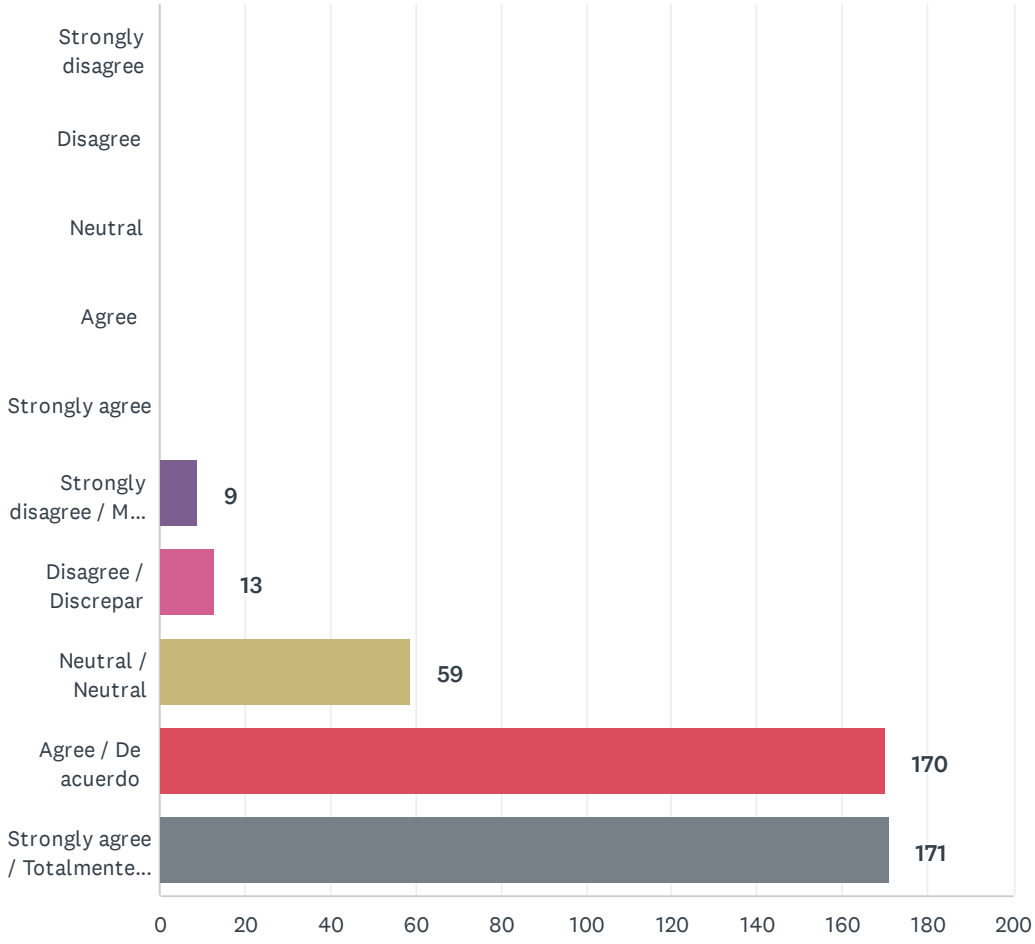
School-wide Reflections 2024

ANSWER CHOICES	RESPONSES	
Strongly disagree	0%	0
Disagree	0%	0
Neutral	0%	0
Agree	0%	0
Strongly agree	0%	0
Strongly disagree / Muy en desacuerdo	2%	8
Disagree / Discrepar	7%	30
Neutral / Neutral	28%	118
Agree / De acuerdo	54%	227
Strongly agree / Totalmente de acuerdo	9%	38
TOTAL		421

School-wide Reflections 2024

Q40 I plan on going to college./ Planeo ir a la universidad.

Answered: 422 Skipped: 178



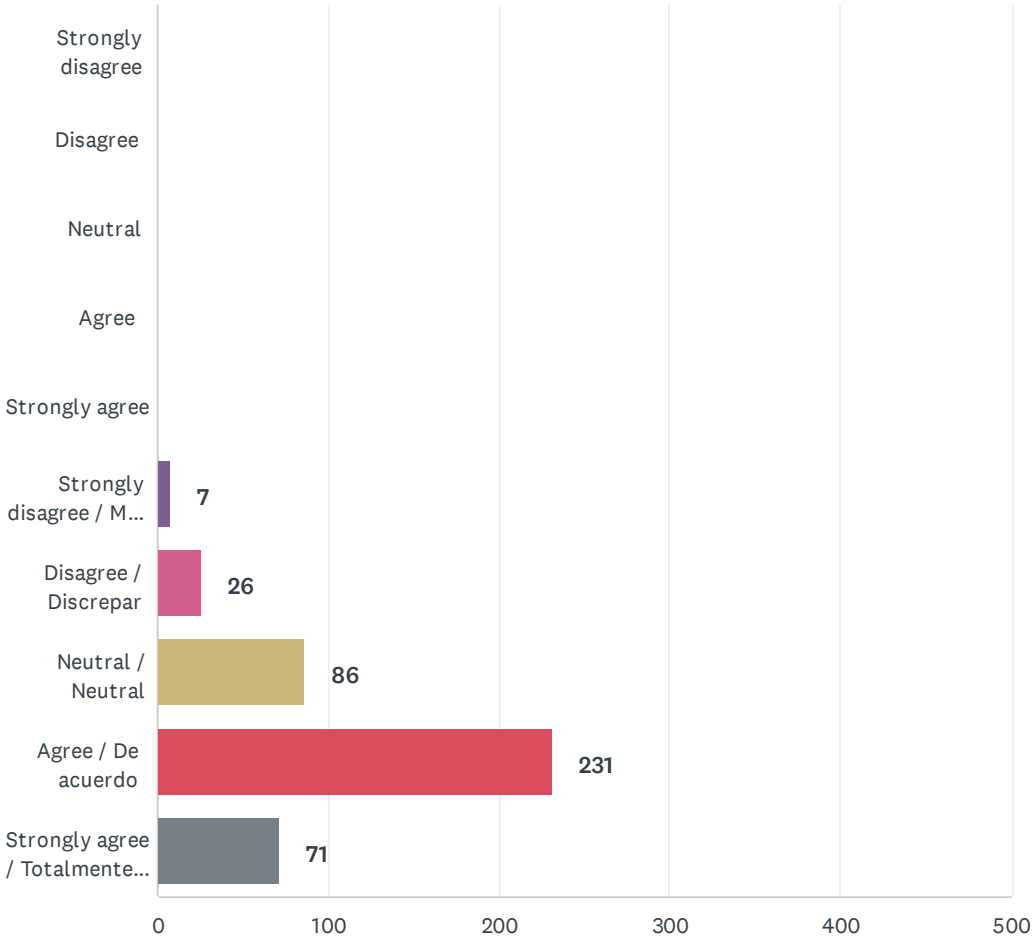
School-wide Reflections 2024

ANSWER CHOICES	RESPONSES	
Strongly disagree	0%	0
Disagree	0%	0
Neutral	0%	0
Agree	0%	0
Strongly agree	0%	0
Strongly disagree / Muy en desacuerdo	2%	9
Disagree / Discrepar	3%	13
Neutral / Neutral	14%	59
Agree / De acuerdo	40%	170
Strongly agree / Totalmente de acuerdo	41%	171
TOTAL		422

School-wide Reflections 2024

Q41 When I fail at something, I try again until I succeed./ Cuando fallo en algo, intento de nuevo hasta que tengo éxito.

Answered: 421 Skipped: 179



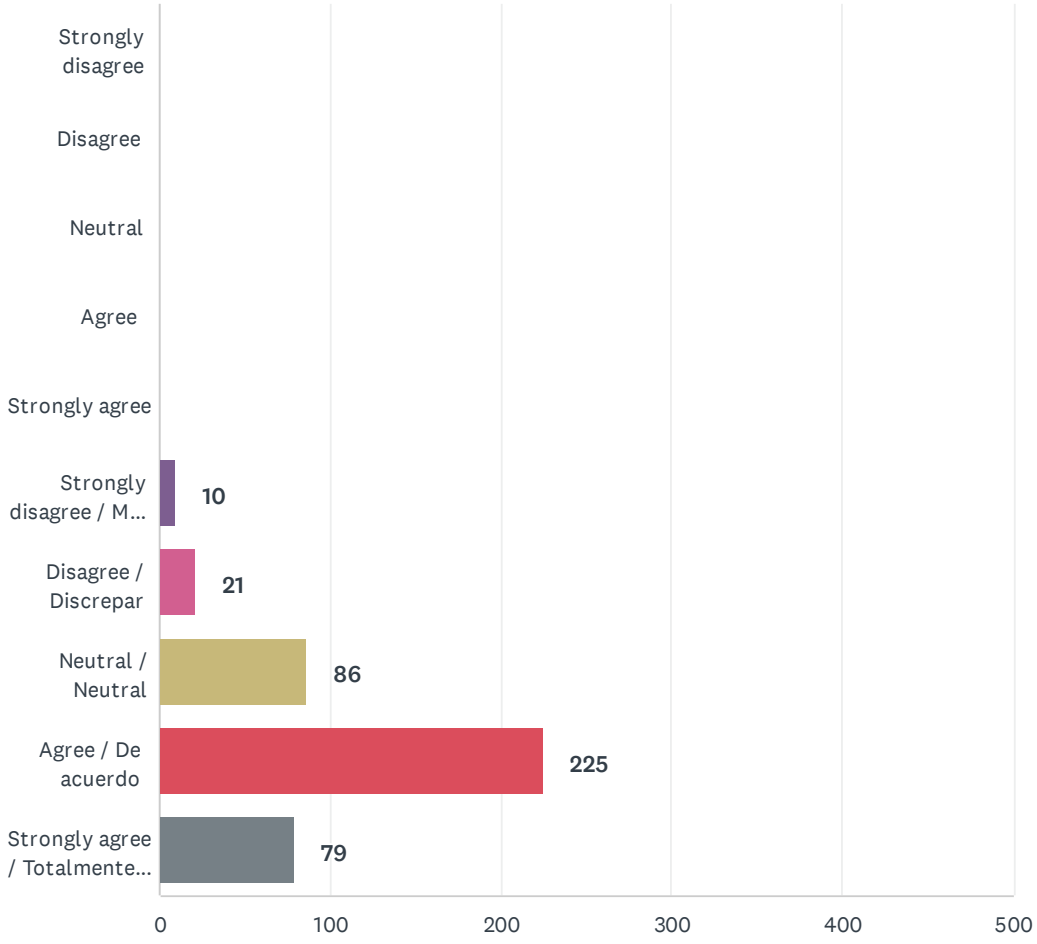
School-wide Reflections 2024

ANSWER CHOICES	RESPONSES	
Strongly disagree	0%	0
Disagree	0%	0
Neutral	0%	0
Agree	0%	0
Strongly agree	0%	0
Strongly disagree / Muy en desacuerdo	2%	7
Disagree / Discrepar	6%	26
Neutral / Neutral	20%	86
Agree / De acuerdo	55%	231
Strongly agree / Totalmente de acuerdo	17%	71
TOTAL		421

School-wide Reflections 2024

Q42 I can speak up for myself. / Puedo hablar por mí mismo.

Answered: 421 Skipped: 179



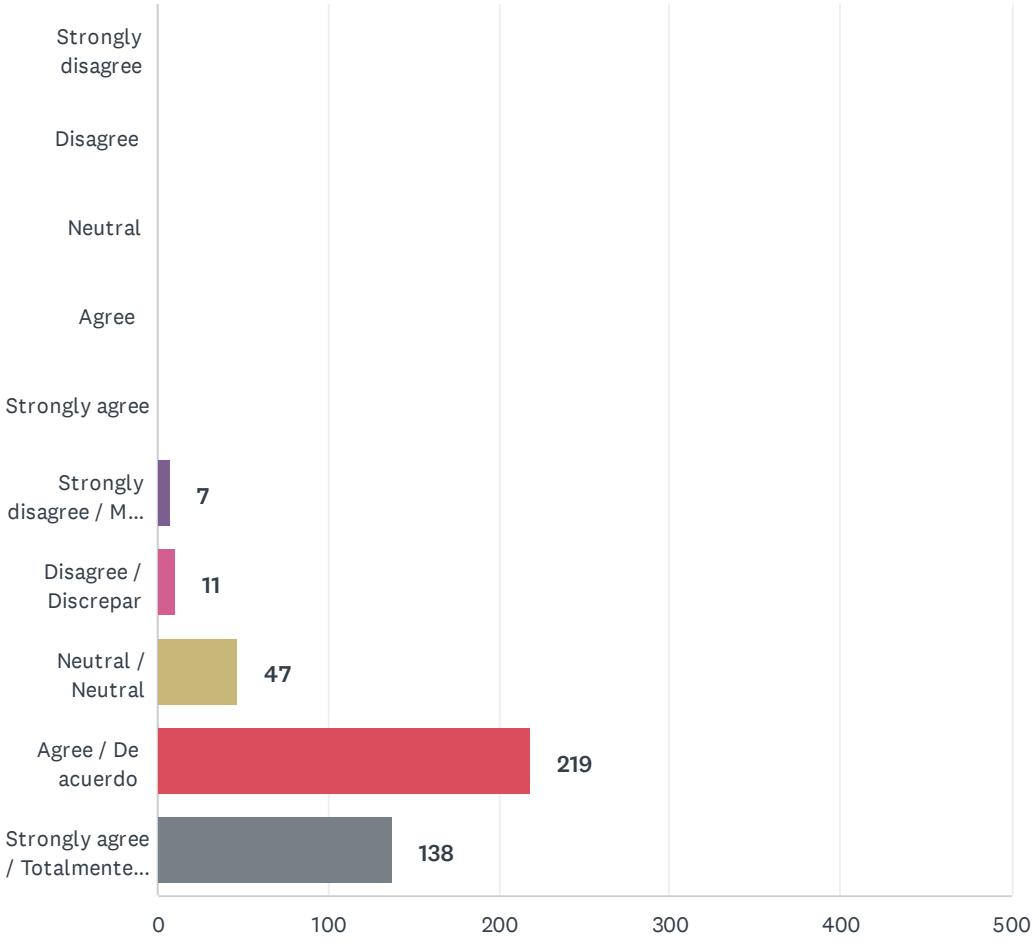
School-wide Reflections 2024

ANSWER CHOICES	RESPONSES	
Strongly disagree	0%	0
Disagree	0%	0
Neutral	0%	0
Agree	0%	0
Strongly agree	0%	0
Strongly disagree / Muy en desacuerdo	2%	10
Disagree / Discrepar	5%	21
Neutral / Neutral	20%	86
Agree / De acuerdo	53%	225
Strongly agree / Totalmente de acuerdo	19%	79
TOTAL		421

School-wide Reflections 2024

Q43 I have a friends in this school. / Tengo una amigas en esta escuela.

Answered: 422 Skipped: 178



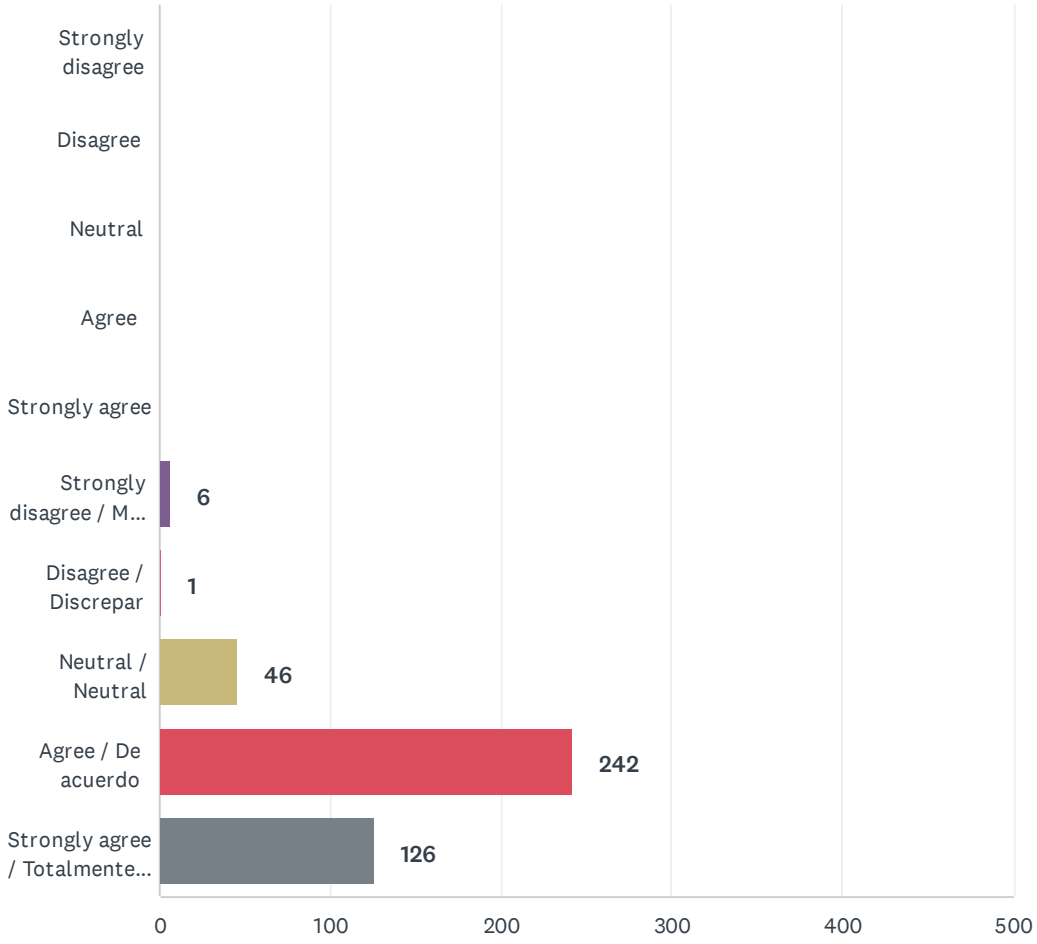
School-wide Reflections 2024

ANSWER CHOICES	RESPONSES	
Strongly disagree	0%	0
Disagree	0%	0
Neutral	0%	0
Agree	0%	0
Strongly agree	0%	0
Strongly disagree / Muy en desacuerdo	2%	7
Disagree / Discrepar	3%	11
Neutral / Neutral	11%	47
Agree / De acuerdo	52%	219
Strongly agree / Totalmente de acuerdo	33%	138
TOTAL		422

School-wide Reflections 2024

Q44 My school provides opportunities to join activities, such as sports and clubs. / Mi escuela ofrece oportunidades para participar en actividades, como deportes y clubes.

Answered: 421 Skipped: 179



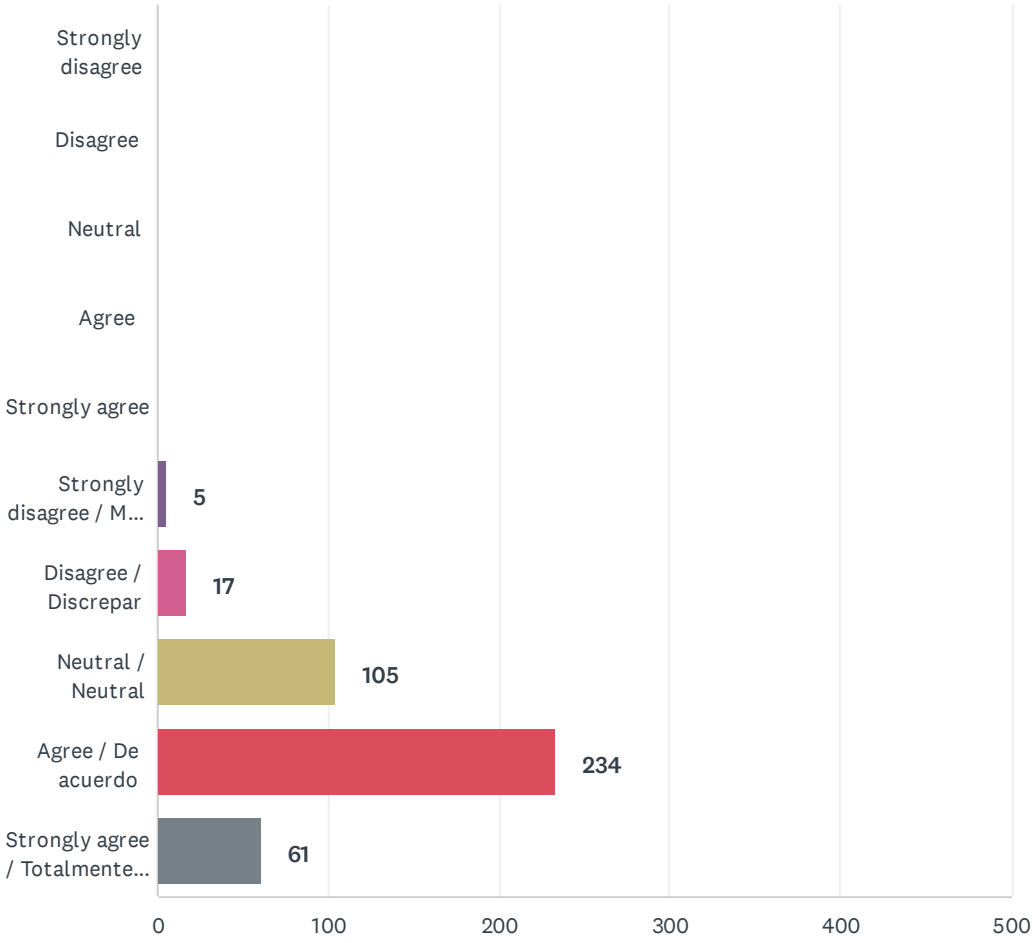
School-wide Reflections 2024

ANSWER CHOICES	RESPONSES	
Strongly disagree	0%	0
Disagree	0%	0
Neutral	0%	0
Agree	0%	0
Strongly agree	0%	0
Strongly disagree / Muy en desacuerdo	1%	6
Disagree / Discrepar	0%	1
Neutral / Neutral	11%	46
Agree / De acuerdo	57%	242
Strongly agree / Totalmente de acuerdo	30%	126
TOTAL		421

School-wide Reflections 2024

Q45 I feel that my teachers care about me. / Siento que mis maestros se preocupan por mí.

Answered: 422 Skipped: 178



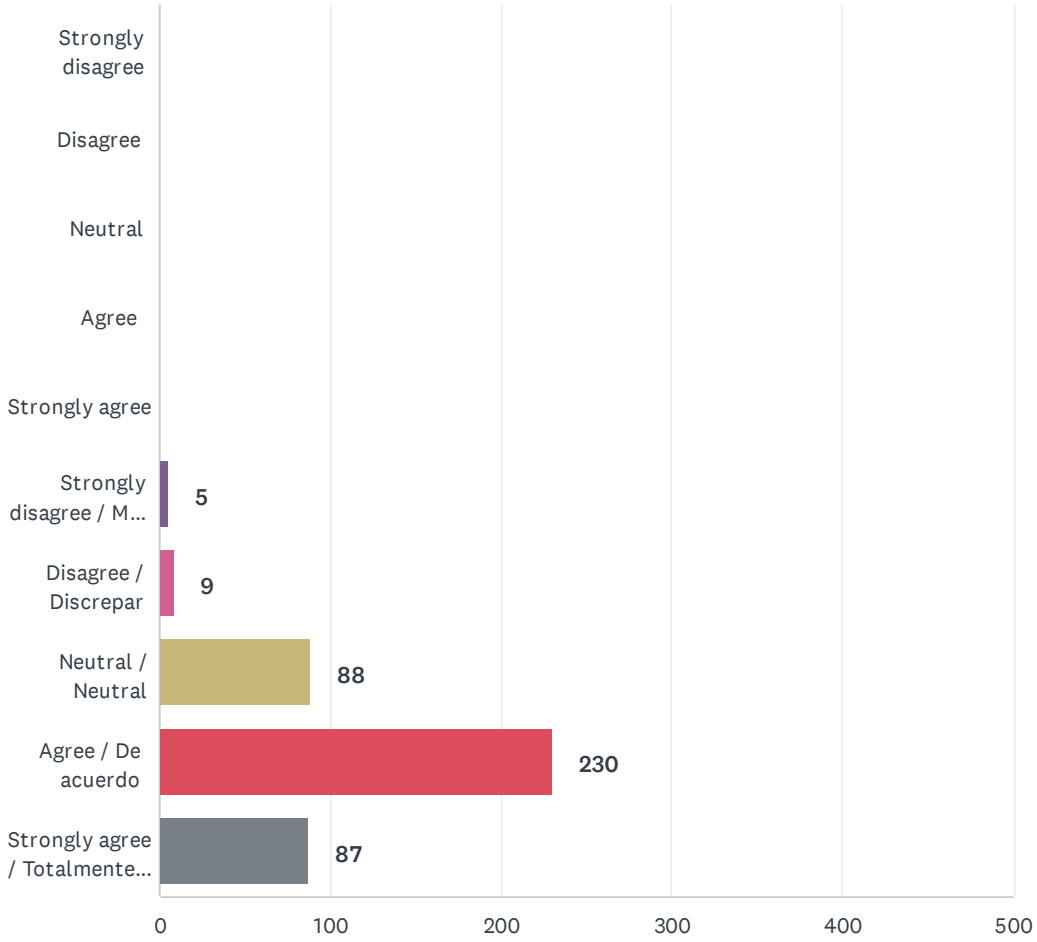
School-wide Reflections 2024

ANSWER CHOICES	RESPONSES	
Strongly disagree	0%	0
Disagree	0%	0
Neutral	0%	0
Agree	0%	0
Strongly agree	0%	0
Strongly disagree / Muy en desacuerdo	1%	5
Disagree / Discrepar	4%	17
Neutral / Neutral	25%	105
Agree / De acuerdo	55%	234
Strongly agree / Totalmente de acuerdo	14%	61
TOTAL		422

School-wide Reflections 2024

Q46 I feel that my school is preparing me for success at a university./ Siento que mi escuela me está preparando para el éxito en una universidad.

Answered: 419 Skipped: 181



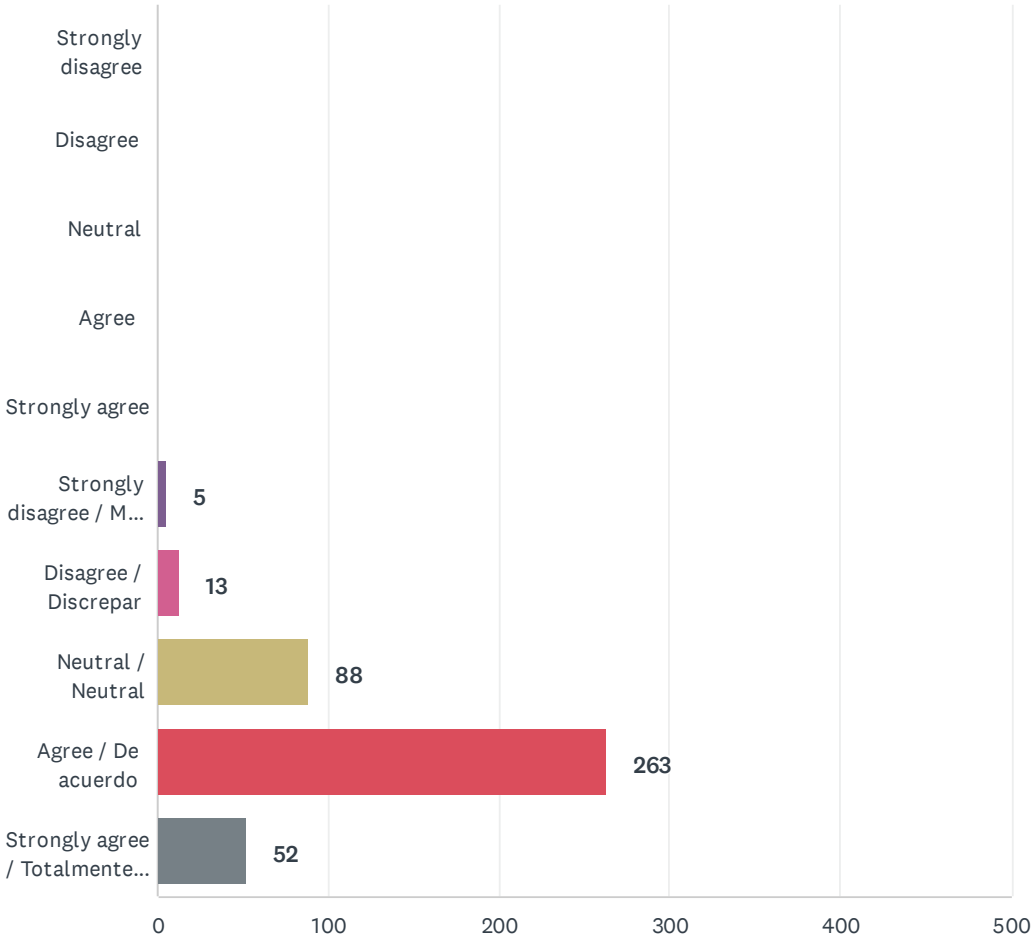
School-wide Reflections 2024

ANSWER CHOICES	RESPONSES	
Strongly disagree	0%	0
Disagree	0%	0
Neutral	0%	0
Agree	0%	0
Strongly agree	0%	0
Strongly disagree / Muy en desacuerdo	1%	5
Disagree / Discrepar	2%	9
Neutral / Neutral	21%	88
Agree / De acuerdo	55%	230
Strongly agree / Totalmente de acuerdo	21%	87
TOTAL		419

School-wide Reflections 2024

Q47 My teachers challenge me to think critically./ Mis maestros me desafían a pensar críticamente.

Answered: 421 Skipped: 179



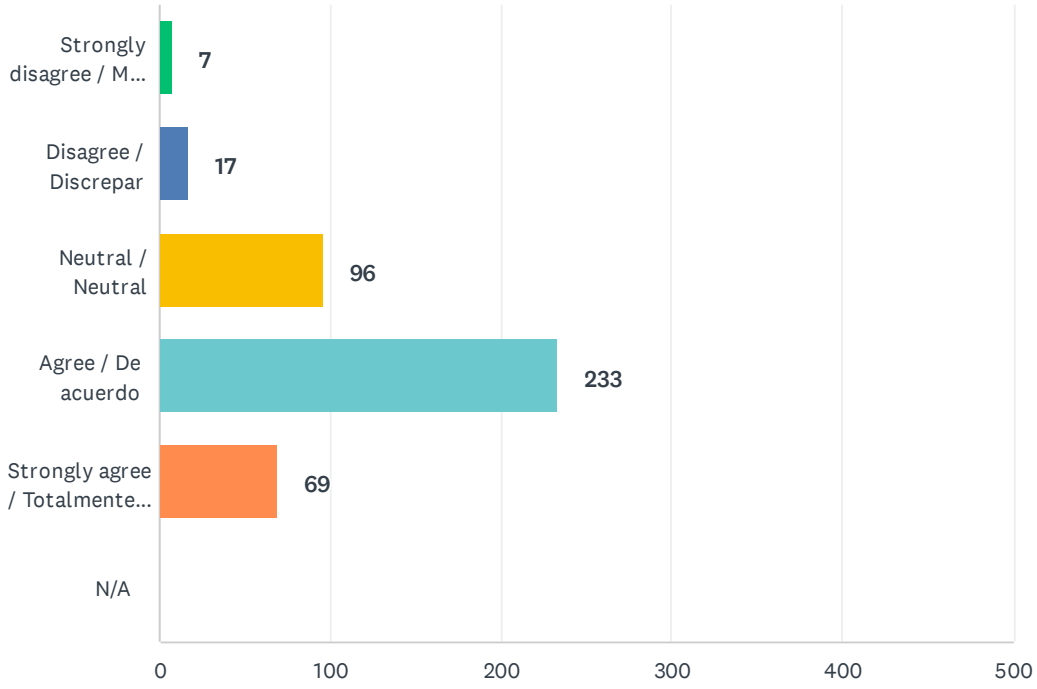
School-wide Reflections 2024

ANSWER CHOICES	RESPONSES	
Strongly disagree	0%	0
Disagree	0%	0
Neutral	0%	0
Agree	0%	0
Strongly agree	0%	0
Strongly disagree / Muy en desacuerdo	1%	5
Disagree / Discrepar	3%	13
Neutral / Neutral	21%	88
Agree / De acuerdo	62%	263
Strongly agree / Totalmente de acuerdo	12%	52
TOTAL		421

School-wide Reflections 2024

Q48 My school does a great job when it comes to health and wellness. / Mi escuela hace un gran trabajo cuando se trata de salud y bienestar.

Answered: 422 Skipped: 178

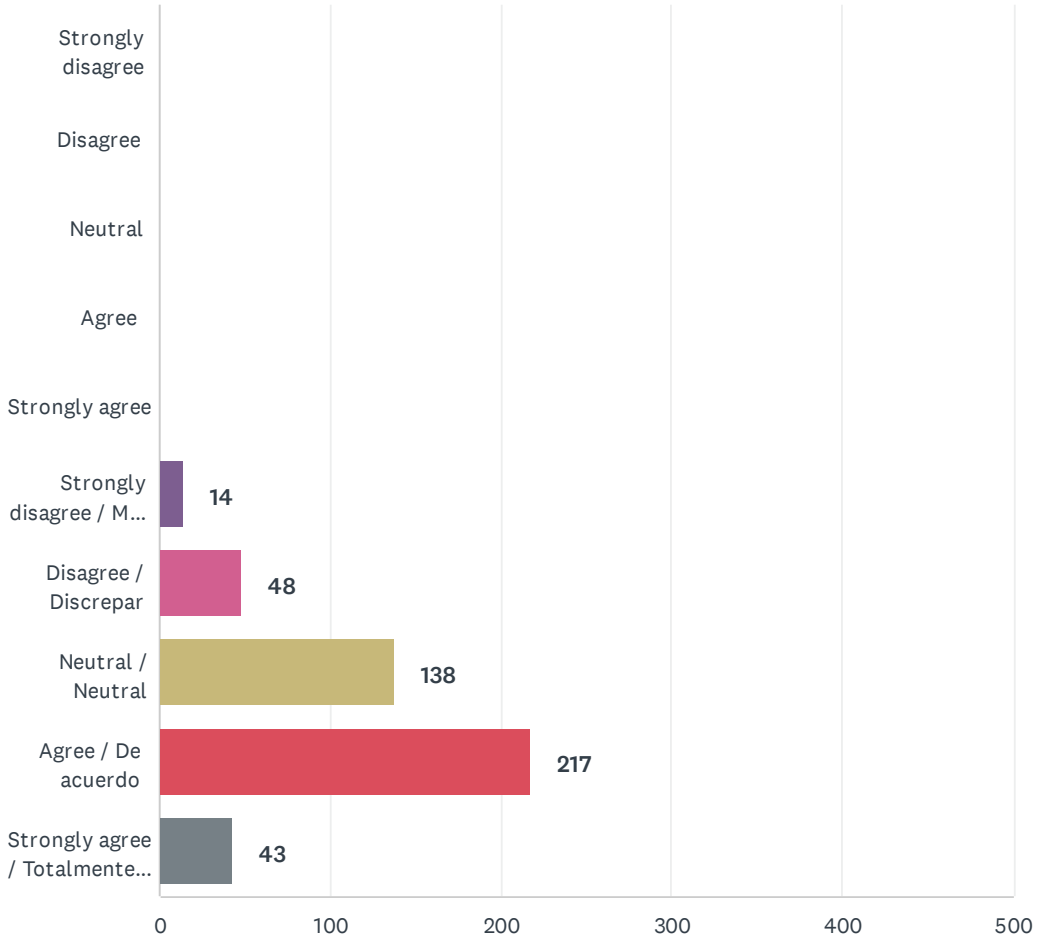


ANSWER CHOICES	RESPONSES	
Strongly disagree / Muy en desacuerdo	2%	7
Disagree / Discrepar	4%	17
Neutral / Neutral	23%	96
Agree / De acuerdo	55%	233
Strongly agree / Totalmente de acuerdo	16%	69
N/A	0%	0
TOTAL		422

School-wide Reflections 2024

Q49 Students at my school treat faculty and staff with respect./ Los estudiantes de mi escuela tratan a los profesores y al personal con respeto.

Answered: 460 Skipped: 140



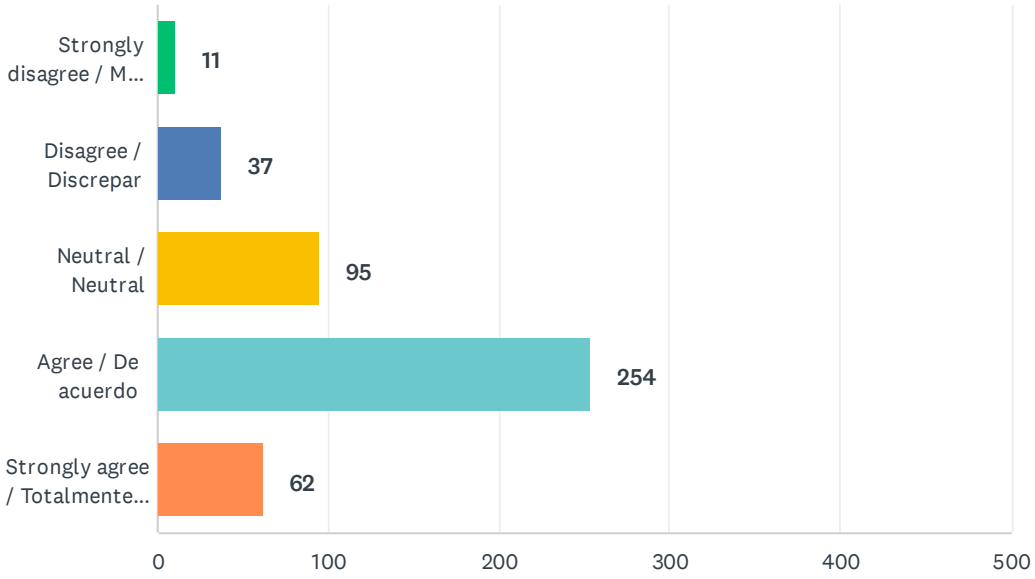
School-wide Reflections 2024

ANSWER CHOICES	RESPONSES	
Strongly disagree	0%	0
Disagree	0%	0
Neutral	0%	0
Agree	0%	0
Strongly agree	0%	0
Strongly disagree / Muy en desacuerdo	3%	14
Disagree / Discrepar	10%	48
Neutral / Neutral	30%	138
Agree / De acuerdo	47%	217
Strongly agree / Totalmente de acuerdo	9%	43
TOTAL		460

School-wide Reflections 2024

Q50 My school has clear rules and consequences for behavior./ Mi escuela tiene reglas claras y consecuencias para el comportamiento.

Answered: 459 Skipped: 141

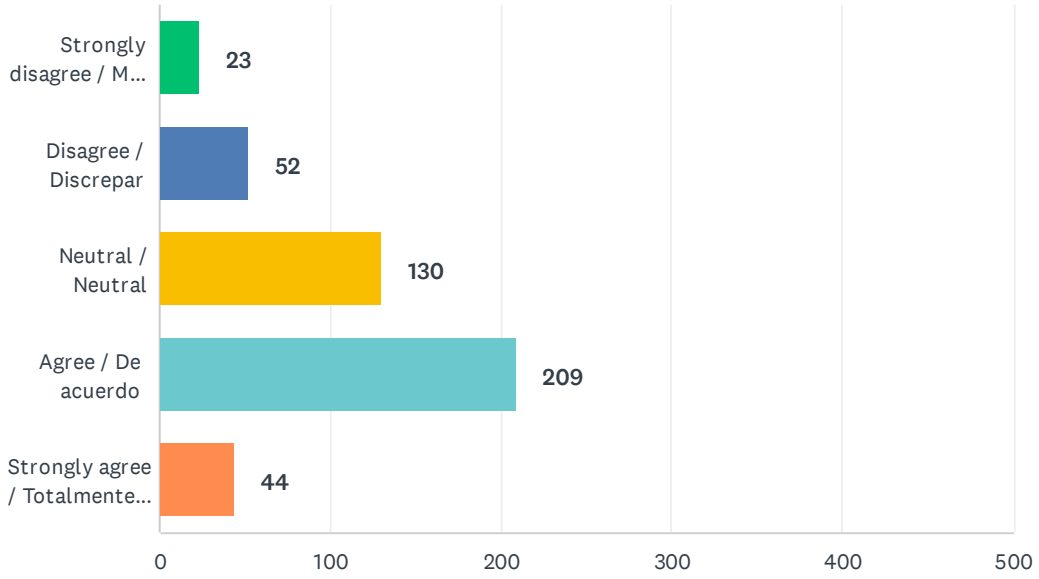


ANSWER CHOICES	RESPONSES	
Strongly disagree / Muy en desacuerdo	2%	11
Disagree / Discrepar	8%	37
Neutral / Neutral	21%	95
Agree / De acuerdo	55%	254
Strongly agree / Totalmente de acuerdo	14%	62
TOTAL		459

School-wide Reflections 2024

Q51 Differences in students (gender, race, sexual orientation or culture) are respected by students./ Las diferencias en los estudiantes (género, raza, orientación sexual o cultura) son respetadas por los estudiantes.

Answered: 458 Skipped: 142

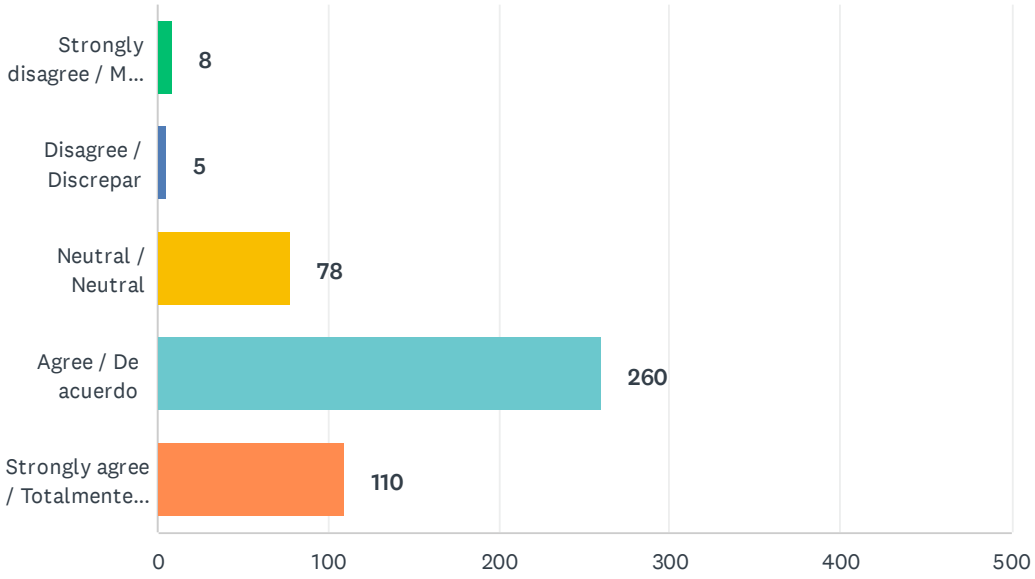


ANSWER CHOICES	RESPONSES	
Strongly disagree / Muy en desacuerdo	5%	23
Disagree / Discrepar	11%	52
Neutral / Neutral	28%	130
Agree / De acuerdo	46%	209
Strongly agree / Totalmente de acuerdo	10%	44
TOTAL		458

School-wide Reflections 2024

Q52 Differences in students (gender, race, sexual orientation or culture) are respected by faculty and staff./ Las diferencias en los estudiantes (género, raza, orientación sexual o cultura) son respetadas por los profesores y el personal.

Answered: 461 Skipped: 139

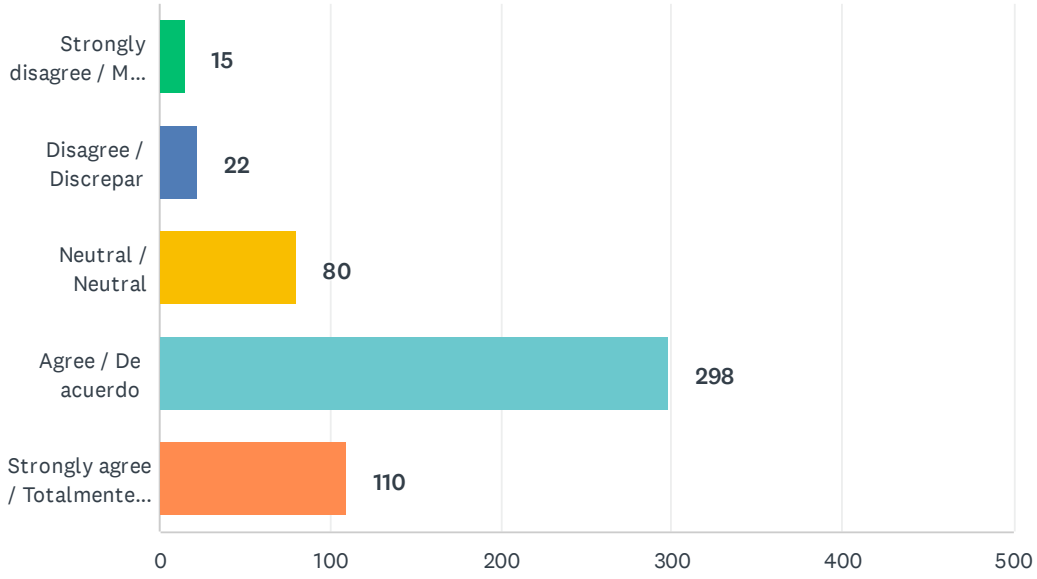


ANSWER CHOICES	RESPONSES	
Strongly disagree / Muy en desacuerdo	2%	8
Disagree / Discrepar	1%	5
Neutral / Neutral	17%	78
Agree / De acuerdo	56%	260
Strongly agree / Totalmente de acuerdo	24%	110
TOTAL		461

School-wide Reflections 2024

Q53 My school is kept clean./ Mi escuela se mantiene limpia.

Answered: 525 Skipped: 75

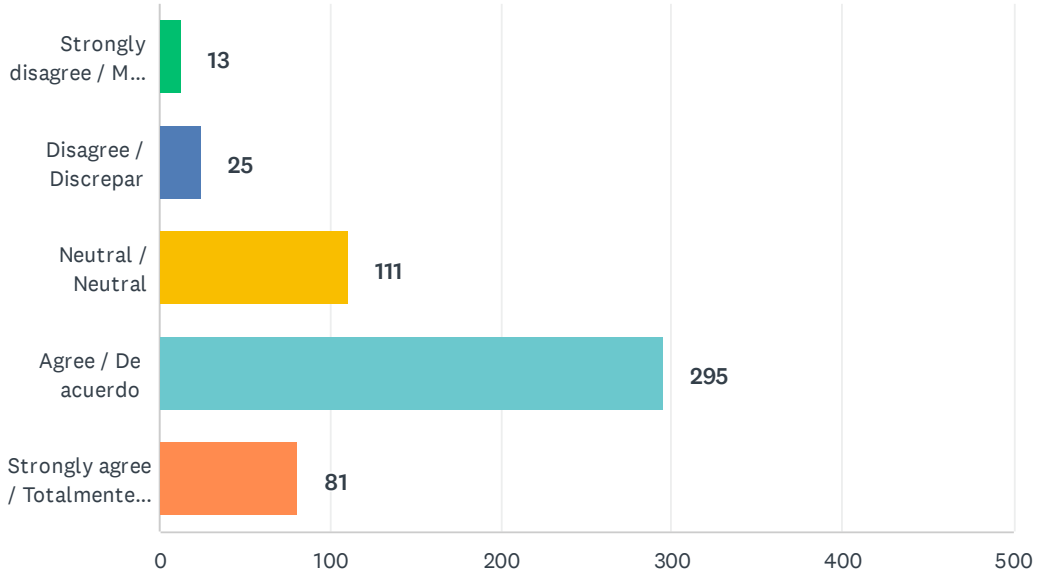


ANSWER CHOICES	RESPONSES	
Strongly disagree / Muy en desacuerdo	3%	15
Disagree / Discrepar	4%	22
Neutral / Neutral	15%	80
Agree / De acuerdo	57%	298
Strongly agree / Totalmente de acuerdo	21%	110
TOTAL		525

School-wide Reflections 2024

Q54 I feel safe at school./ Me siento seguro en la escuela.

Answered: 525 Skipped: 75

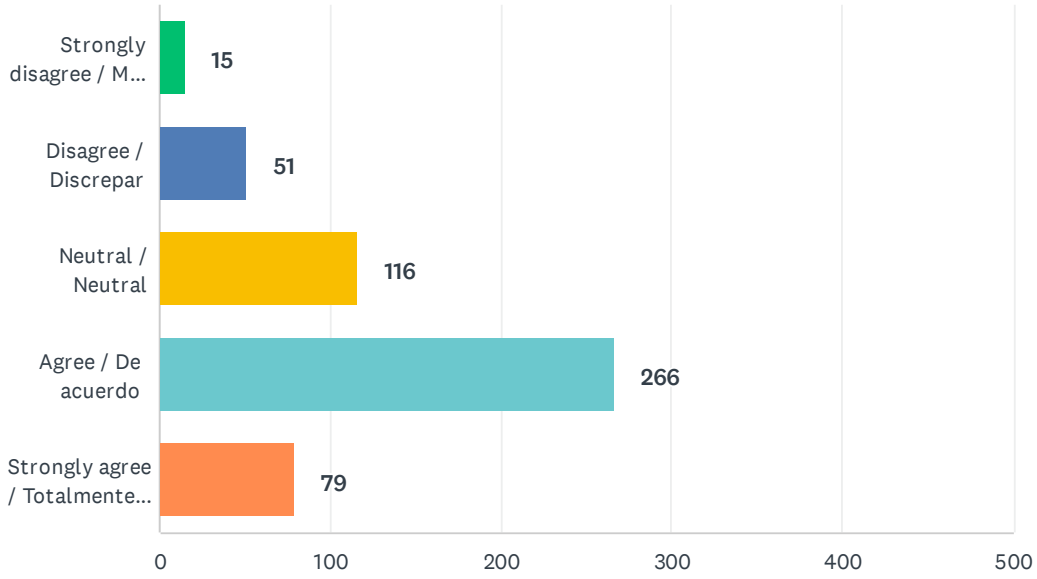


ANSWER CHOICES	RESPONSES	
Strongly disagree / Muy en desacuerdo	2%	13
Disagree / Discrepar	5%	25
Neutral / Neutral	21%	111
Agree / De acuerdo	56%	295
Strongly agree / Totalmente de acuerdo	15%	81
TOTAL		525

School-wide Reflections 2024

Q55 My school rules are fair for all students./ Las reglas de mi escuela son justas para todos los estudiantes.

Answered: 527 Skipped: 73

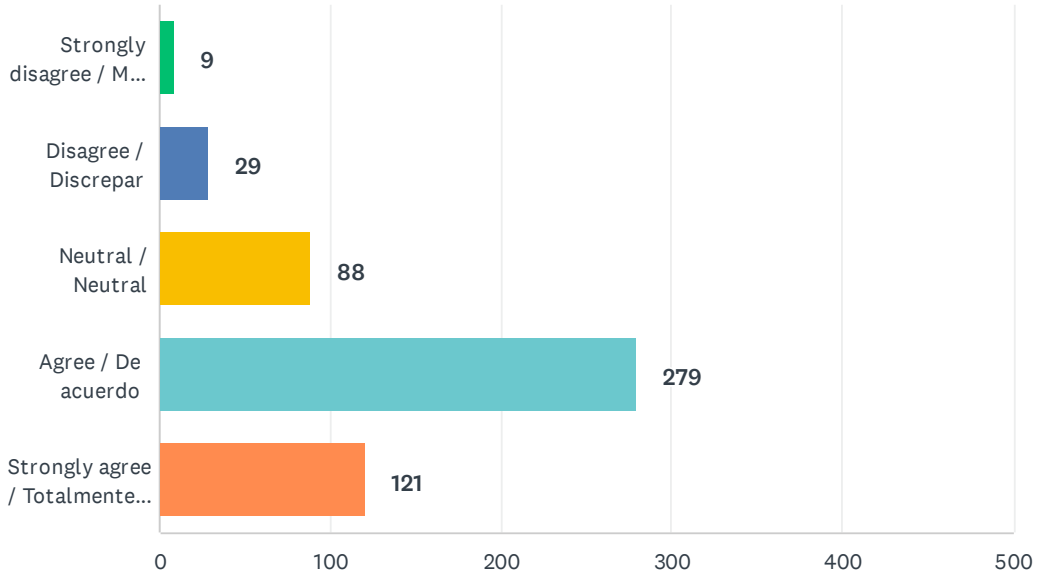


ANSWER CHOICES	RESPONSES	
Strongly disagree / Muy en desacuerdo	3%	15
Disagree / Discrepar	10%	51
Neutral / Neutral	22%	116
Agree / De acuerdo	50%	266
Strongly agree / Totalmente de acuerdo	15%	79
TOTAL		527

School-wide Reflections 2024

Q56 Faculty and staff make it clear that bullying is not tolerated./ La facultad y el personal dejan en claro que no se tolera la intimidación.

Answered: 526 Skipped: 74

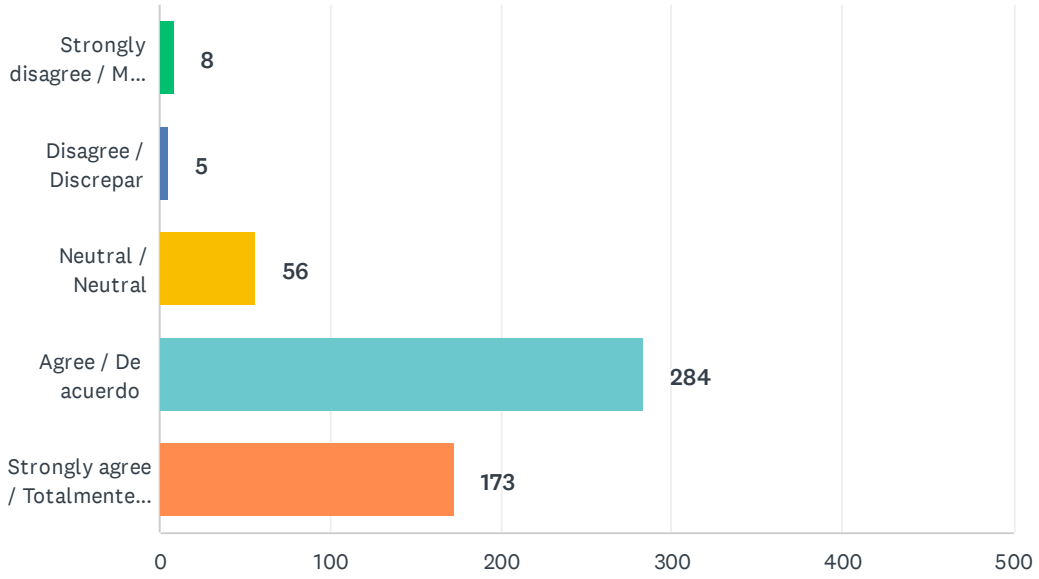


ANSWER CHOICES	RESPONSES	
Strongly disagree / Muy en desacuerdo	2%	9
Disagree / Discrepar	6%	29
Neutral / Neutral	17%	88
Agree / De acuerdo	53%	279
Strongly agree / Totalmente de acuerdo	23%	121
TOTAL		526

School-wide Reflections 2024

Q57 The school provides counseling for students who are depressed or troubled./ La escuela proporciona consejería para los estudiantes que están deprimidos o con problemas.

Answered: 526 Skipped: 74

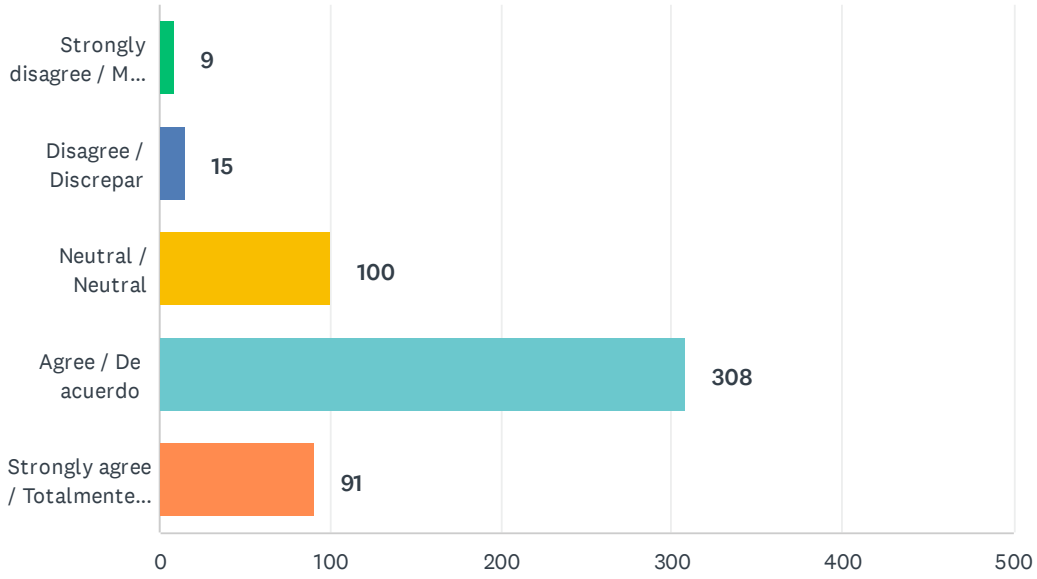


ANSWER CHOICES	RESPONSES	
Strongly disagree / Muy en desacuerdo	2%	8
Disagree / Discrepar	1%	5
Neutral / Neutral	11%	56
Agree / De acuerdo	54%	284
Strongly agree / Totalmente de acuerdo	33%	173
TOTAL		526

School-wide Reflections 2024

Q58 My school encourages me to make healthy choices in life./ Mi escuela me anima a tomar decisiones saludables en la vida.

Answered: 523 Skipped: 77

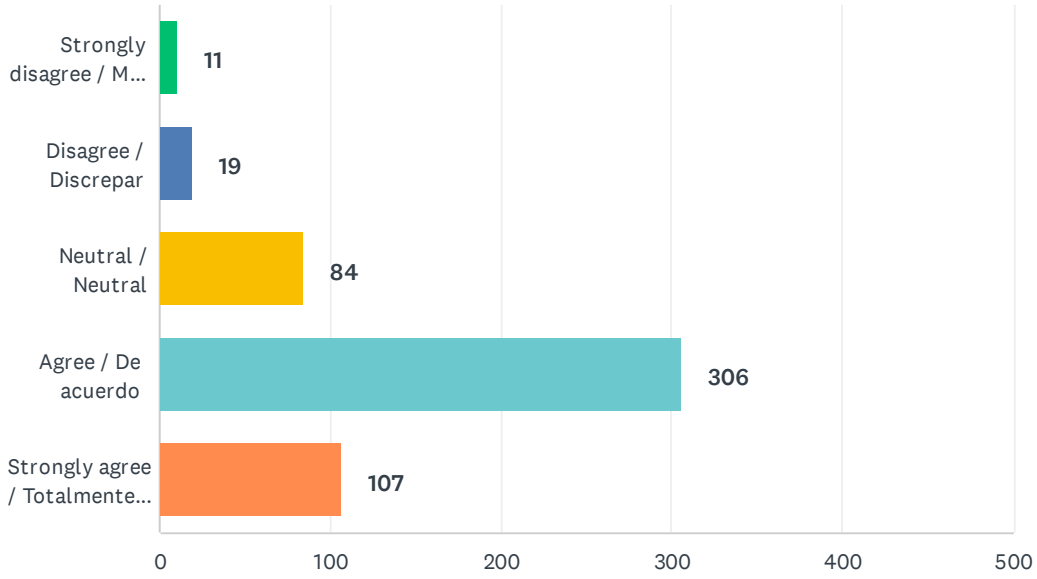


ANSWER CHOICES	RESPONSES	
Strongly disagree / Muy en desacuerdo	2%	9
Disagree / Discrepar	3%	15
Neutral / Neutral	19%	100
Agree / De acuerdo	59%	308
Strongly agree / Totalmente de acuerdo	17%	91
TOTAL		523

School-wide Reflections 2024

Q59 My school administration is accessible and offers support./ La administración de mi escuela es accesible y ofrece apoyo.

Answered: 527 Skipped: 73



ANSWER CHOICES	RESPONSES	
Strongly disagree / Muy en desacuerdo	2%	11
Disagree / Discrepar	4%	19
Neutral / Neutral	16%	84
Agree / De acuerdo	58%	306
Strongly agree / Totalmente de acuerdo	20%	107
TOTAL		527

Coversheet

Public Hearing for the 2024-25 Local Control Accountability Plan (LCAP) for Central City Value High School, Downtown Value School, Everest Value School, and University Preparatory Value High School

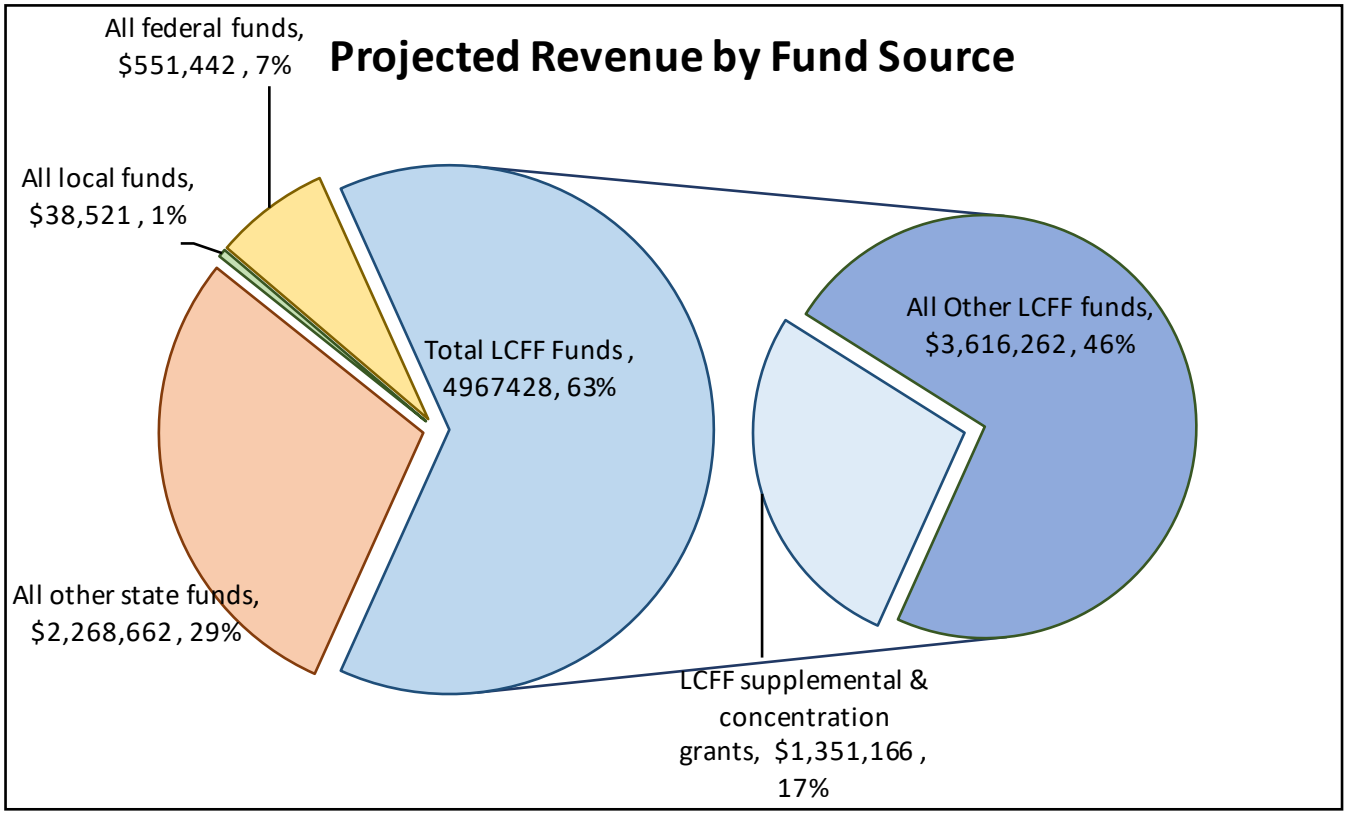
Section: V. Discussion Items & Updates
Item: G. Public Hearing for the 2024-25 Local Control Accountability Plan (LCAP) for Central City Value High School, Downtown Value School, Everest Value School, and University Preparatory Value High School
Purpose: Discuss
Submitted by:
Related Material: 24-25 EVS LCAP.pdf
24-25 DVS LCAP.pdf
24-25 CCVHS LCAP.pdf .pdf
24-25 UPVHS LCAP.pdf

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Everest Value School
CDS Code: 19-64733-0129858
School Year: 2024-25
LEA contact information: Michelle Cornejo, mcornejo@valueschools.com, (213) 487-7741

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 o high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2024-25 School Year

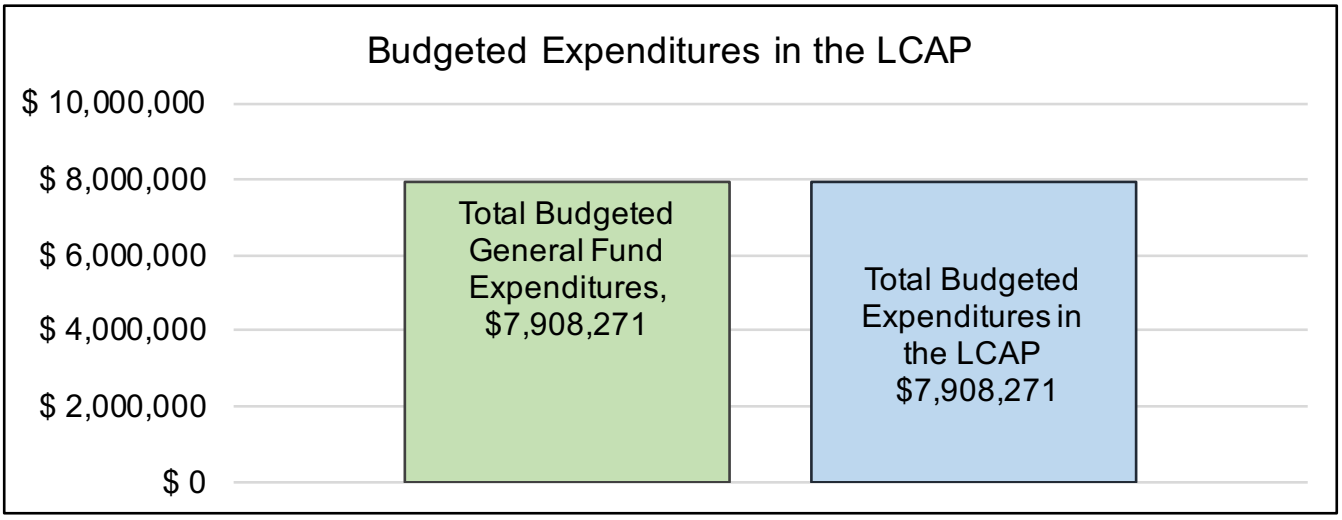


This chart shows the total general purpose revenue Everest Value School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Everest Value School is $7,826,053.00, of which $4,967,428.00 is Local Control Funding Formula (LCFF), $2,268,662.00 is other stat funds, $38,521.00 is local funds, and $551,442.00 is federal funds. Of the $4,967,428.00 in LCFF Funds, $1,351,166.00 is generated based on the enrollment of high needs students (foster youth, English learner, ar low-income students).

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

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Everest Value School plans to spend for 2024-25. It show 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: Everest Value School plans to spend $7,908,271.00 for t 2024-25 school year. Of that amount, $7,908,271.00 is tied to actions/services in the LCAP and $0.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

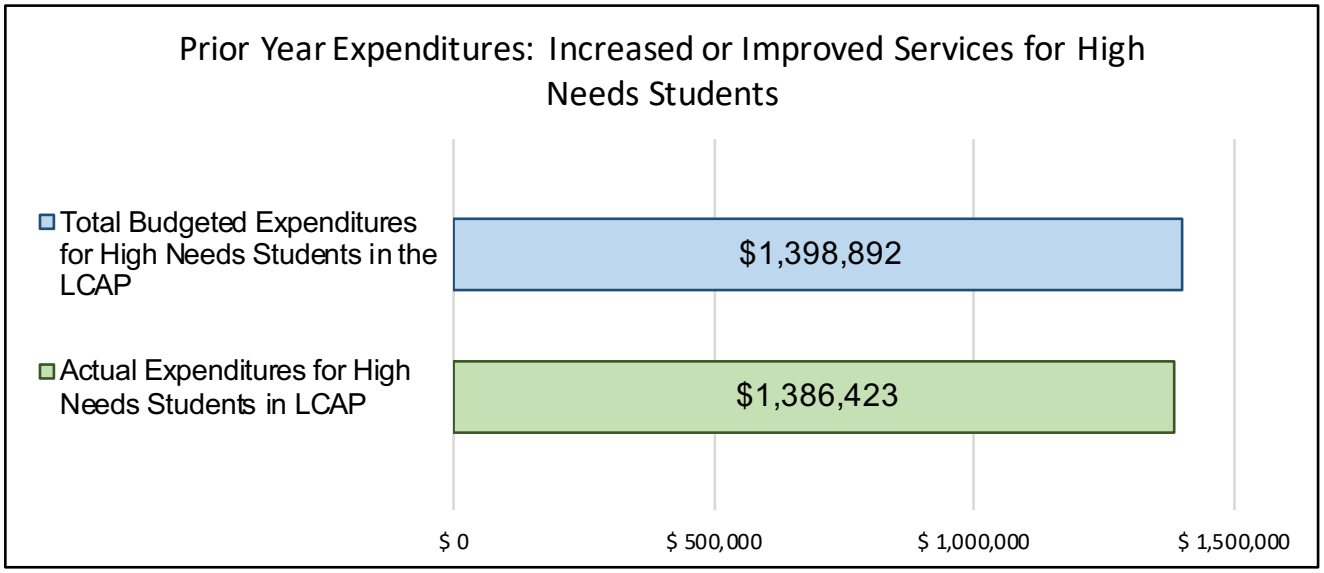
These funds will either roll over or be used in case any expenditure projected increases.

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

In 2024-25, Everest Value School is projecting it will receive $1,351,166.00 based on the enrollment of foster youth, English learner, and low-income students. Everest Value School must describe how it intends to increase or improve services for high needs students in the LCAP. Everest Value School plans to spend $1,370,663.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2023-24, Everest Value School's LCAP budgeted $1,398,892.00 for planned actions to increase or improve services for high needs students. Everest Value School actually spent $1,386,423.00 for actions to increase or improve services for high needs students in 2023-24. The difference between the budgeted and actual expenditures of $12,469.00 had the following impact on Everest Value School's ability to increase or improve services for high needs students:

The total actual expenditures for actions and services to increase or improve services for high needs students in 2023-24 were less than the total budgeted expenditures for those planned actions and services. Despite th discrepancy, all services were provided to high needs students as planned. The decreased expenditures wer primarily due to variations in staffing costs. This variation allowed Everest Value School to deliver the intende actions and services without compromising the quality or extent of support provided to high needs students. Consequently, the overall goal of increasing or improving services for these students in the 2023-24 academ year was successfully achieved.

2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Everest Value	Michelle Cornejo, Principal	mcornejo@valueschools.com, (213) 487-7741

Goals and Actions

Goal 1

Goal #	Description
1	Everest Value School will ensure academic achievement for all students. School leaders will recruit, hire, and develop professionals to instruct, support, and monitor students in all academic areas. Educators will offer expert instruction with high expectations for academic performance to students who are disciplined learners, with standards of accountability for both, and implement increased or targeted services for students identified in one or more of the following students groups: English Learners, Socioeconomically Disadvantaged pupils, foster youth, homeless youth, student with Disabilities, and gifted students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teachers: Fully credentialed & appropriately assigned. (State Priority 1)	100% based on CALSAAS Report Data Year - 20-21 Data Source -CALSAAS report	100% based on CALSAAS Report Data Year - 20-21 Data Source -CALSAAS report	100% based on CALSAAS Report Data Year - 21-22 Data Source -CALSAAS report	96% Data Year: 22-23 Data Source CALSAAS	100% based on CALSAAS Report Data Year - 23-24 Data Source -CALSAAS report
Instructional Materials: Every student has standards-aligned materials (State Priority 1)	100% According to Fall 2020 Inventory Local Indicator Tool 100% Fall 2021 Data Year: 2021-22 Data Source: Williams Curriculum Principal Certification	100% According to Fall 2021 Inventory Local Indicator Tool 100% Fall 2021 Data Year: 2021-22 Data Source: Williams Curriculum Principal Certification	100% According to Fall 2022 Inventory Local Indicator Tool 100% Fall 2022 Data Year: 2022-23 Data Source: Williams Curriculum Principal Certification	100% Fall 2023 Data Year: 2022-23 Data Source: Williams Curriculum Principal Certification	100% According to Fall 2023 Inventory Local Indicator Tool

Implementation of academic content and performance standards for all students, including how English learners will access the Common Core State Standards and ELD standards	100% According to Fall 2020 Classroom Observations	100% According to Fall 2021 Classroom Observations	According to the State Tool Survey there was 100% implementation of State Standards. 100% Fall 2022 Data Year: 2021-22 Data Source: School Climate Survey	100% Fall 2023 Data Year: 2023-24 Data Source: School Climate Survey	According to the State Tool Survey there was 100% implementation of State Standards. 100%
CAASPP Statewide Assessments (ELA & Math-SBAC /CAA, Science-CAST/CAA)	45% met or exceeded standards per 20-21 Spring ELA CAASPP 40% met or exceeded standards per 20-21 Spring Math CAASPP ??% met or exceeded standards per 20-21 Spring Science CAST	ELA CAASPP 20-21 Spring 45.22% Math CAASPP 20-21 Spring 40.13% Science CAST 20-21 Spring 28.72% Data Year: 2020-21 Data Source: CA State Dashboard	ELA CAASPP 21-22 Spring 62.98% Math CAASPP 21-22 Spring 42.93% Science CAST 21-22 Spring 29.45% Data Year: 2021-22 Data Source: CA State Dashboard	ELA CAASPP: 53.2% Math CAASPP: 46.6% Science CAST: 10.3% Data Year: 2022-23 Data Source: CA Dashboard	Everest Value should have student proficiency percentages in both Math and ELA at/or above the California state average. The goal should be for the program to build toward this by increasing this percentage by 2 points per school year.
Middle school dropout rates (middle school only)	0% Middle School Drop Out Rate	0% Middle School Drop Out Rate	0% Middle School Drop Out Rate	0% Data year: 22-23 Data Source: CALPADS	% Middle School Drop Out Rate Data year - 21-22 Data Source- Data Quest

Course Access: Students have access and are enrolled in a broad course of study (i.e., social science, science, health, PE, VAPA, world language)	20/21 - 100% according fall CALPADS report	21/22 - 100% according fall CALPADS report	22/23 - 100% according fall CALPADS report	100% Data Year: 2023-24 Data Source: CALPADS Report	100% as reported by CALPADS
NWEA Growth Indicator	NWEA Reading Growth Indicator 60th NWEA Language Usage Growth Indicator Not Applicable NWEA Math Growth Indicator 60th	NWEA Reading Growth Indicator - 61st NWEA Language Usage Growth Indicator - Not Applicable NWEA Math Growth Indicator - 56th Data Year: 21-22 Data Source: NWEA Report	NWEA Reading Growth Indicator - 65% NWEA Language Usage Growth Indicator - Not Applicable NWEA Math Growth Indicator - 69% Data Year: 22-23 Data Source: NWEA Report	NWEA Reading: 50% NWEA Language: NA NWEA Math: 43% Data Year: 2023-24	The median growth percentile data report allows Everest to compare how fast its students are learning relative to the national data from NWEA. Everest would like its student to maintain a growth rate at the median 70th percentile in the nation for both subjects.
Percentage of English learners who progress in English proficiency (as measured by ELPAC)	20-21 Summative ELPAC 45% - This data reflects the growth of students that took the ELPAC in 18/19 and stayed at DVS through the 20/21 administration of the ELPAC. ELPAC was not administered during the 20/21 school year.	21-22 Summative ELPAC Results are not yet available	ELA CAASPP 21-22 12% Math CAASPP 21-22 Spring 4% Data Year: 2021-22 Data Source: CA State Dashboard	44.8% Data Year: 2022-23 Data Source: CA Dashboard	15% 23-24 Fall ELPAC

English learner reclassification rate	19% 20-21 ELPAC	21-22 ELPAC Pending release of 21/22 Summative ELPAC	21-22 % Reclassification Data year: 21-22 Data Source- Data Quest	Data release delayed by CDE	Everest would like to reclassify the maximum amount of English Learners each year and reduce its population of LTEL students. However, the school also wants to set rigorous criteria so that students who reclassify are on track for proficiency.

Goal Analysis

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

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

Overall, the actions designed to support achievement of goal 1 were implemented as planned except for “Hire Certificated Personnel”. Addressing the challenge of finding permanent teachers for all classrooms has been a significant hurdle for our school. Despite diligent efforts to advertise the positions, the search for strong candidates did not yield the desired results.

Successes:

This year, the implementation of Goal 1 of our LCAP has yielded significant successes across various metrics. Nearly all actions have been fully implemented, demonstrating our commitment to providing comprehensive support to our students. With the addition of three full-time Special Education teachers, an EL coordinator, three EL instructional aides, and seven Behavior Interventionists (BIIs), our school has ensured robust support for students with diverse needs, maintaining full compliance with program requirements. Notably, our NWEA scores have shown substantial growth between Fall and Winter, reflecting significant progress in both Reading and Math proficiency. Furthermore, a comparison of Winter 2023 to Winter 2024 reveals remarkable growth in Reading and Math proficiency, indicating the effectiveness of our instructional strategies. Moreover, our enrollment has increased, reflecting growing confidence in our school community. With Everest similar school rating in the top 10% based on 2023 SBAC results, we continue to uphold high academic standards. Despite facing challenges, our students' performance on the 22-23 CAASPP State Assessments demonstrates notable improvement across all demographics, including overall, EL, Economically Disadvantaged, Disability, and Hispanic student groups, in both ELA and Math. These achievements underscore our unwavering commitment to academic excellence and equitable opportunities for all students.

Challenges:

Implementing Goal 1 of our LCAP at Everest Value School this year has presented notable challenges, particularly in addressing the needs of our growing population of students with special needs. With a significant increase of over 22% in this demographic, fulfilling their unique requirements has become a priority. Despite efforts to bolster our SPED team and supports, there is still a need for additional hires to adequately support the caseload. Moreover, providing adequate support for general education teachers dealing with students exhibiting more extreme behaviors has proven challenging, especially those supported by Behavior Interventionists (BIIs), in the general education environment. While we strive to hire permanent staff to meet these demands, temporary solutions, such as substitutes, have been utilized to ensure continuity in classroom instruction. However, these interim measures highlight the ongoing need for additional support in management and instruction. In response to these challenges, Everest Value School is actively implementing strategies to address staffing vacancies. Adopting a policy for hiring credentialed teachers and exploring options such as special permits and teacher improvement plans are among the approaches being pursued. Additionally, tightening monitoring procedures through HR aims to ensure compliance with established protocols for intern candidates and preliminary hires. These initiatives underscore our commitment to effectively address staffing shortages while maintaining the quality of education for all students.

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

1.2 Purchase Standards Based Curriculum estimated actuals ($39,721) was more than budgeted expenditures ($31,721) due to the evolving educational demands and shifting requirements of the school and its diverse student body, necessitating a broader investment in curriculum materials to meet instructional standards and support enhanced learning outcomes.

1.3 Provide Employee Benefits estimated actuals ($1,230,416) was more than budgeted expenditures ($940,971) due to the ongoing complexities related to staffing, including recruitment difficulties and retention efforts amidst the current hiring landscape and evolving workforce dynamics.

1.4 Provide Professional Development Opportunities estimated actuals ($18,000) was more than budgeted expenditures ($13,172) due to the evolving professional development needs of both faculty and the broader school community, reflecting a commitment to enhancing instructional practices, staying abreast of educational trends, and fostering continuous growth and improvement.

1.5 Provide Access to Substitutes estimated actuals ($130,000) was more than budgeted expenditures ($63,000) due to the increased demand for substitute teachers, driven by ongoing staffing challenges and the need to ensure seamless continuity of instruction despite fluctuations in personnel availability throughout the academic year.

1.6 Purchase and Maintain Technology estimated actuals ($91,450) was less than budgeted expenditures ($143,310) because of the dynamic educational landscape and evolving technological requirements of both the school and its students, prompting a careful reassessment of priorities and resource allocation to ensure optimal utilization and alignment with instructional objectives.

1.7 Assessment & Student Information System estimated actuals ($11,652) was less than budgeted expenditures ($17,560) due to the dynamic nature of educational requirements and the evolving needs of both the school and its students, prompting a more targeted allocation of resources to ensure efficient management of assessments and student data while maintaining high standards of educational quality.

1.8 Purchase Materials, Supplies and Equipment estimated actuals ($34,000) was less than budgeted expenditures ($39,580) due to a careful assessment of the evolving requirements of both the school and its students, resulting in a more targeted allocation of resources to acquire essential materials, supplies, and equipment while optimizing cost-effectiveness and operational efficiency.

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

Throughout the three-year LCAP cycle for Everest Value, the implemented actions, including Hiring Certificated Faculty, Providing Employee Benefits, Ensuring Access to Substitutes, Implementing an Assessment & Student Information System, and Purchasing Materials, Supplies, and Equipment, have proven to be overall effective in advancing towards our goals for the following metrics: Fully Credentialed Teachers, Instructional Materials, and State Standards Implementation. As evidenced by 100% of students consistently having access to standards-aligned instructional materials and the full implementation of state standards during all LCAP years, our efforts have yielded positive outcomes. Annually the number of fully credentialed and appropriately assigned teachers is 100%, showing how the school has proactively addressed teacher shortages statewide by implementing measures to enhance teacher recruitment and retention. Consequently, we are witnessing improvements in this area, ensuring continued progress towards our objectives.

The actions Purchase Standards Based Curriculum, Provide Professional Development Opportunities, Purchase and Maintain Technology, Provide Personnel, Equipment, and Materials for Low Income Academic Services have been mostly effective with regards to ELA and Math CAASPP Data, Science CAST data, and internal NWEA MAP assessments. Despite the global pandemic causing a slight dip in overall data, students made significant improvements in ELA CAASPP, with proficiency rising nearly 20% from year 1 to year 3 outcomes, reaching 62.98%. Similarly, in math, students saw an improvement rising from 40% proficiency in 2021 to 42.93% in 2023. While the Science CAST exam showed lower achievement, there was still notable growth, increasing from 6% passing in 2021 to 10.3% meeting and exceeding standards in 2023. Additionally, internal benchmarks through NWEA MAP assessments demonstrated annual growth, with year three outcomes in ELA and math reaching 65% and 69%, respectively.

The action of Implement English Learner Services has been inconsistently effective. Currently, the English Learner Progress (ELPI) rate stands at 44.8%, just below the state average. We are in the process of refining our strategies to yield better results for our English Learners in the upcoming year.

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

Long Term English Learners services will be added to the 2024-25 LCAP's English Language Development action in order to document the services provided to ensure the progress of this subgroup in developing English language fluency. A metric "Percent of LTELs scoring at Level 3 & 4 on the ELPAC" will be added to track the effectiveness of the new action.

Additionally, these metrics will be added: "CAASPP ELA: Distance from Standard for all students and all significant subgroups" and "CAASPP Math: Distance from Standard for all students and all significant subgroups" in order to further track achievement data and progress.

The Metrics for ELA and Math CAASPP as well as Science CAST will be adjusted to include percentages for all significant subgroups.

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.

Goal 2

Goal #	Description
2	School leaders, faculty, and students acknowledge that each student is gifted with talents and abilities, and each should develop to their fullest potential. Administrators, educators, staff, students and parents collaborate to identify areas of need and create programs, activities, customs, and practices to develop a positive school climate which supports and engages students, parents, and staff with their unique needs.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent input in decision-making (if it's contained or addressed in the LCAP metrics or actions)	54% of parents feel they have input in decision making per 20-21 Spring Network-wide Survey	72 % of parents feel they have input in decision making per 21-22 Spring Network-wide Survey	65 % of parents feel they have input in decision making per 22-23 Spring Network-wide Survey	70% Data Year: 23-24 Data Source: Network Survey	80 % of parents feel they have input in decision making per 23- 24 Spring Network-wide Survey
Parental participation in programs for unduplicated pupils (UDPs)	90% of parent participation in one or more events during the year as indicated by 20- 21 network wide climate survey	85% of parent participation in one or more events during the year as indicated by 21-22 network wide climate survey	69% of parent participation in one or more events during the year as indicated by 22-23 network wide climate survey	82% Data Year: 23-24 Data Source: Network Survey	96% of parent participation in one or more events during the year as indicated by 23-24 network wide climate survey
Attendance rates	95% Attendance Rate as indicated by 20-21 P1, P2, Annual Report	94% Attendance Rate as indicated by 21-22 P1, P2, Annual Report	90% Attendance Rate as indicated by 22-23 P1, P2, Annual Report	92.05% Data Year: 23-24 Data Source: CALPADS	97% Attendance Rate as indicated by 23-24 P1, P2, Annual Report

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic absenteeism (State Priority 5 Pupil Engagement)	17% of Fall 2020 will decrease to 5% or lower during the charter term as reported on the CDE Dashboard or CALPADS- EOY Report 14.1 14.2 (Fall of 2020)	Not Available	26% Chronic Absenteeism Data Year: 2021-22 Data Source: DataQuest	12.7% Data Year: 2022-23 Data Source: DataQuest	8% as reported on the 23-24 CDE Dashboard or CALPADS- EOY Report 14.1 14.2 (Fall of 2020)
Suspension rates	1% out-of-school suspension rate as reported to 20-21 LAUSD Suspension Rate and 7.1 7.3 7.4 CALPADS Reports.	1% out-of-school suspension rate as reported to 21-22 LAUSD Suspension Rate and 7.1 7.3 7.4 CALPADS Reports.	0% out-of-school suspension rate as reported to 22-23 LAUSD Suspension Rate and 7.1 7.3 7.4 CALPADS Reports.	0% Data Year: 23-24 Data Source: CA Dashboard	1% out-of-school suspension rate as reported to 20-21 LAUSD Suspension Rate and 7.1 7.3 7.4 CALPADS Reports.
Expulsion Rates (Priority 6 School School Climate)	1 % of Expulsions rate as reported to 20-21 LAUSD Reports and 7.6 and 8.1 CALPADS Reports.	0 % of Expulsions rate as reported to 21-22 LAUSD Reports and 7.6 and 8.1 CALPADS Reports.	0 % of Expulsions rate as reported to 22-23 LAUSD Reports and 7.6 and 8.1 CALPADS Reports.	0% Data Year: 23-24 Data Source: Dataquest	.5% of Expulsions rate as reported to 23-24 LAUSD Reports and 7.6 and 8.1 CALPADS Reports.
School Safety- for Students, Teachers, and Parents (State Priority 6 School Climate)	60% of Students expressed feeling safe at school and having safe facilities in 20-21 school-wide survey. 70% of Teachers	65% of Students expressed feeling safe at school and having safe facilities in 21-22 school- wide survey.	51% of Students expressed feeling safe at school and having safe facilities in 22-23 school-wide survey. 80% of Teachers expressed feeling safe at school and	Student: 46% Teacher: 61% Parent: 87% All Average=65% Data Year: 23-24 Data Source: Network Survey	80% of Students expressed feeling safe at school and having safe facilities in 23-24 school- wide survey. 80% of Teachers expressed feeling safe at school and

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	expressed feeling safe at school and having safe facilities in 20-21 school-wide survey 50% of Parents expressed feeling safe at school and having safe facilities in 20 -21 school-wide survey.	75% of Teachers expressed feeling safe at school and having safe facilities in 21-22 school- wide survey 82% of Parents expressed feeling safe at school and having safe facilities in 21- 22 school-wide survey.	having safe facilities in 22-23 school-wide survey 83% of Parents expressed feeling safe at school and having safe facilities in 22- 23 school-wide survey.		having safe facilities in 23-24 school- wide survey 70% of Parents expressed feeling safe at school and having safe facilities in 23-24 school-wide survey.
School Connectedness- for Students, Teachers, and Parents (State Priority 6 School Climate)	60% of students expressed having a positive relationship with faculty and staff and feeling their social, emotional, academic, and physical well being needs met in 20-21 school-wide survey. 70% of Teachers expressed having a positive relationship with administration, students, and parents, and feeling their social, emotional,	60% of students expressed having a positive relationship with faculty and staff and feeling their social, emotional, academic, and physical well being needs met in 21-22 school-wide survey. 70% of Teachers expressed having a positive relationship with administration, students, and parents, and feeling their social, emotional, academic,	48% of students responded feeling connected to the school community in the 22-23 School-wide Climate Survey. 76% of parents responded feeling connected to the school community in the 22-23 School-wide Climate Survey. 69% of teachers responded feeling connected to the school community in the 22-23 School-wide Climate Survey.	Student: 48% Teacher: 59% Parent: 76% All Average=61% Data Year: 23-24 Data Source: Network Survey	Percentage to increase by 5%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	academic, and physical well being needs met in 20-21 school-wide survey. 75% of Parents expressed having a positive relationship with faculty and staff and feeling their social, emotional, academic, and physical well being needs met in 20-21 school-wide survey.	and physical well being needs met in 21-22 school-wide survey. 75% of Parents expressed having a positive relationship with faculty and staff and feeling their social, emotional, academic, and physical well being needs met in 21-22 school-wide survey.			

Goal Analysis

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

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

Overall the actions designed to support achievement of goal 2 were implemented as planned.

Successes:

This year, Everest Value School has achieved significant successes in implementing Goal 2 of our LCAP, fostering a vibrant and engaged school community. Our parent group has been instrumental, exhibiting high levels of involvement in school decision-making and organizing events that enhance the school experience. This active participation has contributed to an increase in enrollment and a positive school culture, characterized by a growth mindset, reflection, and supportiveness aligned with our school values. Clear guidelines and expectations have been firmly implemented for all students, fostering a conducive learning environment. Despite vacancies, our teaching staff remains consistent, ensuring continuity in instruction. Celebrations, ceremonies, and events such as spirit weeks have been abundant, providing opportunities to recognize individuals, groups, and the wider community. Additionally, the collaborative efforts of leaders from other Value school sites have supported our school while a new principal is sought. Notably, our collaborative discipline and support system, coupled with a positive school climate, have contributed to a sense of safety and well-being among students and families. Crime rates have decreased, and efforts to address homelessness in the vicinity have enhanced community safety. Our nutrition program has thrived, with a tri-annual assessment completed and plans to qualify for additional support at the state level, ensuring access to resources for all students. The

establishment of the Wellness Committee has facilitated collaboration across all sites, with regular meetings and the dissemination of a nutrition newsletter furthering community engagement. Looking ahead, we eagerly anticipate our summer school program, funded through ELOP, which will provide continued support and enrichment opportunities for our students.

Challenges:

This year has presented several challenges in implementing Goal 2 of our LCAP at Everest Value School, particularly concerning the tracking of positive behaviors and managing incidents. While we currently lack a formal program to track positive behaviors, we are in the process of implementing a PBIS program through Dean's List to recognize and reinforce positive actions. Although there is a temporary absence of a dedicated dean, the principal is effectively managing incidents with interim support from other Value sites.

Moreover, a decline in attendance rates, from a previous high of 98% to low 90s, has emerged as a pressing issue. With the absence of a dedicated PSA role to address chronic absenteeism, staff members are stretched thin, assuming additional responsibilities to tackle this challenge. The aspiration to achieve less than 12% chronic absenteeism this year serves as a motivating target as we navigate through these challenges.

Additionally, a significant number of students are not participating in school meals, potentially impacting their academic performance and behavior. Efforts to address this issue include the development of a wellness committee, comprising representatives from each Value site, to provide feedback on strategies to increase student meal participation. Despite these challenges, Everest Value School remains committed to fostering a supportive and nourishing environment for all students.

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

2.3 Hire Classified Staff estimated actuals ($293,118) was more than budgeted expenditures ($218,568) due to a strategic increase in spending aimed at meeting the diverse needs and operational requirements of the school, reflecting a proactive approach to staffing to support the efficient functioning of various departments and services.

2.4 Provide Student Activity Opportunities estimated actuals ($9,000) was less than budgeted expenditures ($12,084) due to a thoughtful reassessment of the evolving needs and interests of both the school and its students, resulting in a more targeted allocation of resources to ensure the delivery of impactful and meaningful student activities aligned with current educational objectives and priorities.

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

The actions of Provide Classified Personnel, Equipment and Materials for Low Income Student Engagement Services, Deliver Homeless and Foster Youth Support Services, Implement After School and Sports Services, Hire Paraprofessionals, Provide Student Activity Opportunities, Implement Nutrition Program and Implement Summer School have been effective interventions for the metrics of attendance and chronic absenteeism, suspension and expulsion, and school climate.

Attendance saw a slight drop due to the pandemic, however is still maintaining better outcome rates than the state. Average Daily Attendance as of 2023 was 93.1% and Chronic Absenteeism at 12.7% We have added an attendance action item to focus on improving attendance and chronic absenteeism data.

Expulsion and suspension rates are consistent at 0% year over year.

Our student and teacher survey data is consistently positive. With regards to “sense of safety”, over half of our students (51%) feel safe and 80% of teachers feel safe on campus. Similar percentages feel “connected” to the school, with 48% of students feeling connected and 69% of teachers. We do feel there is potential growth in these areas and are working to include proactive programming in the coming year through SEL and trauma informed practices. There will be PD support for administrators and teachers as well as training for parents.

Provide Parent Engagement Opportunities has effectively impacted parent participation. Parent data on surveys is consistently high with 83% feeling a sense of safety in the school, 76% feeling connected, and 65% feeling they have an input in decision making as well as 69% participating in one or more events during the year.

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

In light of the attendance challenges exacerbated by the global pandemic, our institution is witnessing increased instances of chronic absenteeism. While daily attendance remains a commendable aspect, we acknowledge the necessity to implement a new action item titled "Attendance Support." This initiative aims to directly tackle the current trends observed, with the intention of alleviating the increase in chronic absenteeism and fostering positive outcomes in the forthcoming years.

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.

Goal 3

Goal #	Description
3	This is a broad goal to address all state priorities. Each School will be fully compliant with all Local, State and Federal regulations, ensure that students have a learning environment they need to be successful, and to meet the annual growth measurements prescribed.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
LAUSD Oversight Visit Scores	LAUSD Oversight Visit Scores 20-21 Governance 3 20-21 Operations 1 20-21 Fiscal 3 20-21 Academic 2	LAUSD Oversight Visit Scores 21-22 Governance 4 21-22 Operations 3 21-22 Fiscal 4 21-22 Academic N/A	Based on 22-23 LAUSD Oversight Report we received a 4 in Governance, 2 in Academic Achievement, 3 in Operations, and 2 on Fiscal operations out a 4 point rubrics from our Authorizing District - Los Angeles Unified District. Data Year: 2022-23 Data Source: LAUSD Oversight Report	Data has not yet been released. Data Year: 2023-24 Data Source: LAUSD Oversight Report	LAUSD Oversight Visit Scores 23-24 Governance 3 23-24 Operations 3 23-24 Fiscal 3 23-24 Academic 3
WASC Accreditation	WASC Accreditation 3 years	WASC Accreditation 3 years	WASC Accreditation 3 years	WASC Accreditation 3 years	WASC Accreditation 3 years
School Facilities in *"*Good Repair*":* Clean, safe, and functional as determined by Facility Inspection Tool (FIT) or other local instrument that meets same criteria	School Facilities in *"*Good Repair*":* Clean, safe, and functional as determined by Facility Inspection Tool (FIT) or other local instrument that meets same criteria	School Facilities in *"*Good Repair*":* Clean, safe, and functional as determined by Facility Inspection Tool (FIT) or other local instrument that meets same criteria	100% of building in good repair 2022-23 Data Year: 2022-23 Data Source: Local Self Report Tool	100% Data Year: 2023-24 Data Source: Local Self Report Tool	School Facilities in "Good Repair": Clean, safe, and functional as determined by Facility Inspection Tool (FIT) or other local instrument that meets same criteria

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Goal Analysis

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

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

Overall the actions designed to support achievement of goal 3 were implemented as planned.

Successes:

This year, Everest Value School has experienced notable successes in implementing Goal 3 of our LCAP, particularly in the maintenance and improvement of our facilities. We have excelled in ensuring that our school buildings are well-maintained and repaired as needed. Looking ahead, we have comprehensive plans for major upgrades scheduled over the summer, including addressing challenges with roofing and drainage to maintain our infrastructure's integrity. Additionally, our PowerSchool enrollment has seen a significant increase overall, reflecting growing confidence in our school community. To ensure that our facilities and programs run smoothly, we have designated an individual to oversee purchases and inspections, contributing to the efficient and effective operation of our school. These achievements underscore our commitment to providing a safe, functional, and conducive learning environment for all students at Everest Value School.

Challenges:

While implementing Goal 3 of our LCAP, Everest Value School has faced challenges primarily related to student recruitment. Despite there being no specific challenges noted with regards to actions, student enrollment remains a significant hurdle, with decreasing rates observed statewide and competition from other schools and charters in the area. We continue to experience lower levels of enrollment than we are accustomed to seeing annually, coupled with challenges in retaining students. The lower enrollment directly affects staffing levels and funding, preventing us from robustly staffed. Consequently, being in a fairly new facility adds to the financial strain, as maintenance costs remain high. These challenges highlight the need for proactive strategies to enhance student recruitment efforts, improve retention rates, and ensure sufficient staffing to meet the needs of our school community while managing financial constraints effectively.

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.

3.2 Maintain Memberships with Community Partners estimated actuals ($403,710) was less than budgeted expenditures ($538,075) due to a strategic realignment of resources to better address the evolving needs of both the school and its students, ensuring that partnerships with community organizations remain effective and impactful in supporting educational initiatives and student success.

3.3 Purchase Office Materials and Supplies estimated actuals ($136,812) was more than budgeted expenditures ($117,261) due to a comprehensive review of the changing needs of both the school and its students, resulting in increased spending to acquire essential materials and supplies necessary to support administrative functions and facilitate effective teaching and learning environments.

3.4 Develop or Maintain Student Recruitment Strategies estimated actuals ($66,100) was more than budgeted expenditures ($56,100) due to an increased allocation of funds aimed at effectively meeting the evolving needs and objectives of the school, reflecting a proactive approach to recruitment strategies to attract and retain a diverse and talented student body.

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

The actions of Maintain and Repair Facilities, Maintain Memberships with Community Partners, Purchase Office Supplies, Develop or Maintain Student Recruitment Strategies, and Implement Personnel Appreciation Strategies were effective in supporting the metrics of LAUSD Oversight, WASC Accreditation and School Facilities in Good Repair. While academic achievement and Fiscal took a slight drop to a “2” in 22-23, we scored a “3” in operations and 4 in Governance, earning solid accolades from our local district, LAUSD. Year over year, our facilities are 100% in good repair, and we maintained our WASC Accreditation cycle of 3 years.

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

The WASC Accreditation metric will be removed as the components of this accreditation are reflected throughout the metrics and actions of all goals.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping

actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

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

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

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

California Department of Education
November 2023

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Everest Value	Michelle Cornejo, Principal	mcornejo@valueschools.com (213) 487-7741

Plan Summary 2024-25

General Information

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

Everest Value School (EVS) is a TK-8th grade independent charter school founded in 2014 on its second renewal term approved by the Los Angeles Unified School District in October 2018 and accredited by the Western Association ofSchools and Colleges (WASC). The school's culture is derived from the core "Values" of its organization, which encompass academic success, a motivation to learn, and a desire to give back to their community. The school has continued to enhance its professional development by linking staff members to mentors, who provide weekly feedback in "action step" meetings. This consistent collaboration between staff has strengthened Everest's professional community and has developed as a nurturing environment for both educators and students. This document serves as the Local Control Accountability Plan (LCAP) and as the School Plan for Student Achievement (SPSA) and addresses state and federal school plan requirements and state priorities.

Our Mission

The Value Schools mission is to establish and support high quality, values based elementary and secondary charter schools for populations of students who have been historically underserved by the traditional public school system.

Our academic program is driven by the five core values listed below:

1. Academic excellence is the means to a full life.

2. Each student can develop to his or her fullest potential.

3. Each individual is unique and deserves respect.

4. A safe, nurturing community is essential to academic excellence.

5. Service to others and the community is a responsibility of an educated person.

Sustained by our five core Values, our rigorous academic programs challenge our students to be part of a rich learning environment. Our school leaders, teachers, and staff work with each student to ensure academic expectations, extracurricular interests, and promotion requirements are met. Everest Value School provides students opportunities to develop their potential in Language Arts, Math, Science,

Social Studies, sports, art, Physical Education. We foster a positive school climate and high student engagement by providing a safe, nurturing community where students are closely monitored, conflicts are immediately addressed, an opportunities for celebrations are regularly scheduled.

Everest is located in a predominantly Latino populated community where residents rent a home/ apartment and are impacted by gang and drug criminal activity. As of Census Day, October 4, 2023, Everest Value School had an enrollment of 340 students. The student population is as follows:

83% are Socioeconomically Disadvantaged

45% are English Learners

18% are in a Special Education Program

1% or less are unhoused or in foster placement

Reflections: Annual Performance

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

Based on the State Dashboard, the Everest Value student, faculty, and parent community have experienced a number of successes during the 23-24 academic year. As indicated in the 22-23 school year California School Dashboard, Everest Value had the following successes with the hispanic and socioeconomically disadvantaged subgroups:

English Learner Progress is in the orange with 48.4% making progress towards English proficiency by moving up a level or maintaining at the highest level on the 2022-23 ELPAC. This is a decrease of 10.6% percentage points from the previous year. While we are seeing our EL learners outperforming the state in SBAC exams, we will continue to work on specific progress within levels and on the ELPAC exam in the coming year.

English Language Arts (ELA) and Math Achievement is in the green. Students are performing 10.6 points above standard in ELA and 13.4 points below standard in Math. While Everest Value declined 12.7 points in ELA in the previous year, we saw an increase of 12.2 points in Math. While the school did not meet its targets for the percentages of students meeting/exceeding standards on ELA and Math CAASPP assessments, we are outperforming the state by 7% in ELA and 12% in Math. The overall achievement in ELA and the growth shown in reducing the Distance from Standard in math and high achievement levels in ELA indicates the Purchase of Standards Based Curriculum, Providing Employee Benefits, Providing Professional Development Opportunities, Providing Access to Substitutes and Purchase and Maintain Technology, combined with Assessment & Student Information System, Purchase Materials, Supplies and Equipment, Provide Personnel, Equipment and Materials for Low Income Academic Services, Implementing EL Services, and Implement Special Education Services are showing effectiveness. The school will continue with these actions, continuing to strengthen implementation.

Chronic Absenteeism is currently in the yellow with 12.7% chronically absent. While we would like to see continued decline in this area, we are already down 11.6% from the previous year and 12% lower than the state average. The interventions and support we have in place for Chronic Absenteeism are paying off and we plan to continue to implement similar interventions in the coming year.

Suspension is at the blue level with 0% of students suspended during the school year. We are proud of our strong commitment to behavioral support on site and commitment to school culture and climate.

All Local Indicators are Met Local data indicates Everest Value School supports student outcomes by providing families with resources for learning at home and facilitating teacher-family meetings 2-3 times per year, or more if needed. Parents receive devices, online curriculum access, and tutoring resources.

The school has made progress in:

1. Building trusting relationships with families (65% initial implementation).
2. Creating welcoming environments (75% full implementation).
3. Supporting staff to learn about families' strengths and goals (71% full implementation).
4. Ensuring two-way communication with families in accessible language (81% full implementation).

The school seeks input for decision-making through surveys, School Site Council, ELAC, PTA, Coffee with the Principal, and staff meetings, and engages educational partners and parents on various topics including re-opening, safety protocols, the Local Control Accountability Plan, and student nutrition.

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.

Everest Value is a single school LEA that is not eligible for comprehensive support and improvement.

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents	Parent feedback is essential to our work at Everest Value. Parent Community Meetings and Coffee with the Principal occur monthly. Additionally, School Site Council Meetings and ELAC meetings occur four times annually. Annual survey feedback provides a touchpoint for parent perception and guides major decision making. During the April parent meeting, parents had the opportunity to review the new LCAP and provide feedback on goals, metrics and actions.
Teachers, administrators, and other school personnel	Teachers, administrators, and other school personnel provide feedback during regular staff meetings and during one-on-one check-ins with their supervisors/coach. We additionally have grade level and department meetings as well as department program leads for SPED, ELD, Homeless Liaisons and SSP. In April, teachers and administrators met to review parent feedback, provide their own feedback, and propose action steps to address areas of need with regards to the proposed LCAP.
Students	Students provide feedback during School Site Council meetings, classroom meetings and 1:1 check ins with staff. Students also provide feedback through the annual school climate survey. Student leadership reviewed LCAP data/actions during their April meeting and provided feedback.

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

Overall parents, teachers, administrators, and staff believe that the school is making progress with the existing plan and would like the new 2024-25 plan to stay the same with suggestions for how to strengthen support and actions for each goal.

Goal 1: Stakeholders are advocating for improvements in academic progress, focusing on key initiatives for the upcoming year. These include enhancing the curriculum, providing Chromebooks, addressing substitute needs, implementing a Dean's List tracking system, and offering professional development for new leaders. These efforts aim to advance learning and support effective leadership.

Goal 2: Stakeholders are advocating for comprehensive support initiatives outlined in LCAP Goal #2 for the upcoming year. They emphasize assistance and resources for English Learners (EL) and Special Education (SPED) students, indicating a commitment to meeting diverse learning needs. The appointment of an ELOP Coordinator signifies a strategic focus on enhancing language proficiency outcomes. Additionally, stakeholders are prioritizing the provision of summer school programs, aiming to bolster learning opportunities beyond the regular academic year. Trauma-informed training for teachers reflects a proactive approach to addressing students' socio-emotional needs. Finally, stakeholders are actively engaging with concerns surrounding chronic absenteeism among SSC members, highlighting a commitment to fostering a supportive and inclusive school environment.

Goal 3: Stakeholders are prioritizing compliance and building enhancements outlined in LCAP Goal #3 for the coming year. This includes ongoing improvements to school facilities, such as adding a nighttime cleaning service for classrooms. Discussions also focus on optimizing Schola use, providing consistent teacher supplies, and expressing appreciation for educators throughout the year. Gratitude is expressed for the robust discussion, highlighting a commitment to creating a positive learning environment.

Goals and Actions

Goal 1

Goal #	Description	Type of Goal
1	Everest Value will promote academic achievement and proficiency for all students.	Broad

State Priorities addressed by this goal.

Priority 1 Basic Services, Priority 2 Conditions of Learning, Priority 4 Pupil Outcomes, Priority 7 Course Access, Priority 8 Other Pupil Outcomes

An explanation of why the LEA has developed this goal.

Our school will ensure academic achievement. School leaders will recruit, hire, and develop professionals to instruct, support, and monitor students in all academic areas. Educators will offer expert instruction with high expectations for academic performance to students who are disciplined learners, with standards of accountability for both, and implement increased or targeted services for students identified in one or more of the following students groups: English Learners, Socioeconomically Disadvantaged pupils, foster youth, homeless youth , student with Disabilities, and gifted students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Teachers: % of Fully Credentialed and Appropriately Assigned Teachers *Source: SARC*	96% Data Year: 2022-23			100%	N/A for 2024

1.2	Instructional Materials: % of Students with standards-aligned Instructional Materials at home and at school. *Source: SARC*	100% Data Year: 2023-24			100%	N/A for 2024
1.3	CAASPP ELA: % met/exceeded standards for all students and all significant subgroups *Source: Dataquest*	All: 53.2% SED: 53.1% SWD: 40.5% EL: 22.9% Hispanic or Latino: 43% Data Year: 2022-23			Increase 5-7% from baseline in all subgroups	N/A for 2024
1.4	CAASPP ELA: Distance from Standard for all students and all significant subgroups *Source: CA Dashboard*	All: +10.6 SED: +10.1 SWD: -11.9 EL: -18.3 Hispanic or Latino: +11.4 Data Year: 2022-23			Increase 10 points from baseline in all subgroups	N/A for 2024
1.5	CAASPP Math: % met/exceeded standards for all students and all significant subgroups *Source: Dataquest*	All: 46.6% SED: 47.7% SWD: 35.1% EL: 25% Hispanic or Latino: 53.8% Data Year: 2022-23			Increase 5-7% from baseline in all subgroups	N/A for 2024

1.6	CAASPP Math: Distance from Standard for all students and all significant subgroups *Source: CA Dashboard*	All: -13.4 SED: -12.7 SWD: -53.3 EL: -48 Hispanic or Latino: -13.6 Data Year: 2022-23			Increase 10 points from baseline in all subgroups	N/A for 2024
1.7	CAST Science: % met/exceeded standards for all students and all significant subgroups *Source: CA Dashboard*	All: 10.3% SED: 11.4% SWD: NA EL: 0% Hispanic or Latino: 10.5% Data Year: 2022-23			Increase 5-7% from baseline in all subgroups	N/A for 2024
1.8	State Standards Implementation: % of teachers with scope and sequences aligned to state adopted content standards, including ELD standards *Source: Local*	100% Data Year: 2023-24			100%	N/A for 2024

1.9	English Learner Progress Indicator: % of English Learners increasing a level or maintaining at the highest level on the ELPAC *Source: Dataquest*	44.8% Data Year: 2022-23			Increase 5-7% from baseline	N/A for 2024
1.10	EL Reclassification Rate *Source: Dataquest*	Data release delayed by CDE			Increase 5-7% from baseline	
1.11	Long Term English Learners: % of LTELs scoring at a Level 3 or 4 on the ELPAC *Source: Dataquest*	57.14% Data Year: 2022-23			Increase 5-7% from baseline	
1.12	NWEA Language: % of students that are at or above grade level *Source: Local*	NA Data Year: 2023-24			50%	
1.13	NWEA Reading: % of students that are at or above grade level *Source: Local*	50% Data Year: 2023-24			50%	

1.14	NWEA Math: % of students that are at or above grade level *Source: Local*	43% Data Year: 2023-24			50%	

Goal Analysis for 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.

To be completed in 2025

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.

To be completed in 2025

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

To be completed in 2025

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.

To be completed in 2025

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	Hire Certificated Faculty	This action has been created to address the conditions of student learning and part of State Priority 1 and 6. The administrative team ensures to hire fully credentialed instructors who have an EL Authorization and are properly assigned to deliver instruction in CORE and elective courses. Fully credentialed teachers and certificated support services personnel address the needs of students and deliver instruction to all students and students identified in one or more of the following students groups: English Learners, Socioeconomically Disadvantaged pupils, foster youth, homeless youth , student with Disabilities, and gifted students.	$ 1,667,358	No
1.2	Purchase Standards Based Curriculum	This action has been created to address the conditions of student learning and part of State Priority 1 and 6. The administrative team ensures to purchase state approved, researched based curriculum which will give students access to standards-aligned instructional materials and ensure the implementation of all CA standards, including how English Learners will access academic content standard and language objectives as dictated by their Language Acquisition status. Resources in the curriculum will also support the needs of students identified in one or more of the following student groups: English Learners, Socioeconomically Disadvantaged pupils, foster youth, homeless youth, students with Disabilities, and gifted students.	$ 59,015	No
1.3	Provide Employee Benefits	Everest Value maintains a group health insurance plan that provides benefits for medical, dental, vision, prescription medicine, and mental and behavioral health services. These competitive benefits, along with life insurance, holidays, and a positive school culture, increase retention, connectedness, and a sense of safety within our faculty.	$ 915,728	No
1.4	Provide Professional Development Opportunities	Professional Development helps our administrators, specialist, teachers, and Paraprofessionals to learn skills to improve the conditions of learning and engagement to increase student outcomes. Aside from a focus on the implementation and mastery of standards, there is targeted skills development around English Learners' Language Acquisition objectives, students with special needs, homeless, and foster youth accommodations and services.	$ 7,520	Yes

1.5	Provide Access to Substitutes	This action has been created to continue to ensure the conditions of student learning and part of State Priority 1 and 6. The administrative team subcontracts a vendor to get qualified substitutes to deliver instruction in CORE and elective courses and minimize learning disruption. Vendors include but are not limited to Teachers On Reserve and The Education Team, or stipends for classified staff with a substitute permit.	$ 100,000	No
1.6	Purchase and Maintain Technology	This action has been created to address state priority 4 and 5: student achievement and engagement. Technology equipment, hardware, and software will expand students' access to standardized curriculum, scaffolded/tiered resources at various instructional levels, and ensure accommodations for students in significant groups such as English Learners, Socioeconomically Disadvantaged pupils, foster youth, homeless youth , student with Disabilities, and gifted students. Besides implementation and access, these tools also allow for communication between various educational partners throughout the year.	$ 72,383	No
1.7	Assessment & Student Information System to this category	This is included in the above description: This action has been created to address state priority 4 or measure academic achievement by mastery of standards as captured by assessments and grade keeping records. Summative assessments recommended by the state's verified data system are administered quarterly and used as metric systems in the school's goals to measure academic progress and growth. Internal Assessment benchmark results, along with state assessment results, are used to determine intervention, progress monitor students, evaluate the effectiveness of programs and instruction, plan instruction and intervention strategies, and to determine additional needs or increased services.	$ 18,639	No

1.8	Purchase Materials, Supplies and Equipment	This action has been created to address the conditions of student learning and part of State Priority 1 and 6. The administrative team ensures to purchase state approved, researched based curriculum which will give students access to standards-aligned instructional materials and ensure the implementation of all CA standards, including how English Learners will access academic content standard and language objectives as dictated by their Language Acquisition status. Resources in the curriculum will also support the needs of students identified in one or more of the following student groups: English Learners, Socioeconomically Disadvantaged pupils, foster youth, homeless youth, students with Disabilities, and gifted students.	$ 94,160	No
1.9	Implement Services for Students Who are Low Income	This action has been created to address the conditions of student learning and engagement. Academic research indicates that lower class sizes allow for meaningful interaction between instructor and student. Our low income and English Learner students need ample opportunities to engage in oral and written academic discussion and instruction. To address this need, the school will employ additional teachers to lower class size and increase the individual attention given to students that are low-income, English learners, and/or foster youth. Furthermore, we have found that our low income students and English Learners, and foster youth need technology and curriculum materials to support them with learning in multiple homes or in after school programs as traveling with such equipment can be unsafe in low income neighborhoods. The school will purchase computers, extra curriculum, and devices to support students with access to curriculum and resources.	$ 920,457	Yes

1.10	Implement Services for students who are English Learners	This action ensures English learners receive targeted ELD instruction aligned with their proficiency levels and appropriate academic support. It aims to achieve three objectives: providing professional development for teachers on ELD, fostering rapid English proficiency attainment to match native speakers, and ensuring ELs reach grade-level academic standards within a reasonable timeframe. Targeted support will be in the areas of professional development, family engagement, and EL programs. Implementation includes a Structured English Immersion program aligned with the EL Masterplan, with student progress monitored through various assessments like ELD curriculum evaluations, mastery of standards assessments, and state assessments (NWEA, LPAC, CAASPP, CAST). To address professional development needs, we will conduct workshops for teachers and paraprofessionals, focusing on strategies for supporting ELs in classrooms. Family engagement will involve workshops and materials explaining reclassification and the ELPAC exam. Lastly, we'll collaborate with specialists to enhance curriculum and develop targeted EL programs, integrating research-based strategies and providing additional support resources. Through these initiatives, we aim to better equip educators, engage families, and enhance curriculum to support the academic success of English learners.	$ 108,433	Yes
1.11	Implement Services for Students in Special Education	This action ensures the recruitment, enrollment, services, and retention of students with learning disabilities to address all state priorities. In order to implement services and funding as stated by law, our school has entered into partnership with various vendors to deliver assessments, counseling, occupational and speech therapy services. The school also pays for an encroachment fee for a Memorandum of Understanding with the Los Angeles Unified School District Special Education Local Plan Area (LAUSD SELPA) to consult, train, and receive oversight and support from LAUSD.	$ 434,137	No

Insert or delete rows, as necessary.

Goal 2

Goal #	Description	Type of Goal
2	Everest Value will have affirming, safe, and supportive school culture and climate.	Broad

State Priorities addressed by this goal.

Priority 3 Parental Involvement and Family Engagement, Priority 5 Pupil Engagement, Priority 6 School Climate

An explanation of why the LEA has developed this goal.

Everest Value will have affirming, safe, and supportive school culture and climate is a broad goal that addresses state priorities 3, 5, and 6. Actions ensure pupils and parents are engaged and have a positive school experience. A positive school climate is measured by high attendance, high parent participation, low chronic absenteeism, low suspension, and little to no expulsions or drop outs. Multiple Tiered Student Supports are put into place to support students with academics, sports, in school and after school student activities, and counselors and services to address social-emotional needs.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Average Daily Attendance *Source: CALPADS*	92.05% Data Year: 2023-24			95%	N/A for 2024
2.2	Chronic Absence Rate for all students *Source: Dataquest*	12.7% Data Year: 2022-23			Lower than 10%	N/A for 2024
2.3	Middle School Dropout Rate *Source: CALPADS*	0% Data Year: 2022-23			0%	N/A for 2024

2.4	Suspension Rate for all students and all subgroups *Source: CA Dashboard*	0% Data Year: 2022-23			<1%	N/A for 2024
2.5	Expulsion Rate for all students and all subgroups *Source: Dataquest*	0% Data Year: 2022-23			0%	N/A for 2024
2.6	School Climate Survey: % of students, parents and teachers responding positively regarding school safety *Source: Local*	Student: 46% Teacher: 61% Parent: 87% All Average: 65% Data Year: 2023-24			75% or higher in all areas	N/A for 2024
2.7	School Climate Survey: % of students, parents and teachers responding positively regarding school connectedness *Source: Local*	Student: 48% Teacher: 59% Parent: 76% All Average: 61% Data Year: 2023-24			75% or higher in all areas	N/A for 2024

2.8	% parent Parent Participation in programs for unduplicated pupils (UDPs) and individuals with exceptional needs. *Source: Local*	69% Data Year: 2023-24			80%	N/A for 2024

Insert or delete rows, as necessary.

Goal Analysis for 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.

To be completed in 2025

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.

To be completed in 2025

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

To be completed in 2025

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.

To be completed in 2025

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	Deliver Homeless and Foster Youth Support Services	This action ensures the recruitment, enrollment, services, and retention of unhoused students or students in foster placement and addresses all state priorities. Policies have been developed outlining services and identifying a liaison to ensure services are delivered and rights are protected.	$ -	No
2.2	Implement After School and Sports Services	This action was created to create opportunities for engagement and connectedness. After School programs and sports are essential in keeping students physically active and cognitively engaged with the school and the academic program.	$ 217,482	Yes
2.3	Hire Paraprofessionals	This action was created to provide additional research based-targeted - in small groups or one on one academic support for students identified in one or more of the following student groups: English Learners, Socioeconomically Disadvantaged pupils, foster youth, homeless youth , student with Disabilities, and gifted students.	$ 513,139	No
2.4	Provide Student Activity Opportunities	Creating a positive school climate where students can engage and develop their interest is important. Leaders and staff will ensure the school offers extracurricular programs that taps into students' potential and interests.	$ 20,131	Yes
2.5	Implement Nutrition Program	Wellness policy and the nutrition program are essential components of the academic program. Our school participates in federal school meal programs (including the School Breakfast Program, National School Lunch Program (including after school snacks), Summer Food Service program, and Fruit and Vegetable Snack program in our K-8 Schools). The board had adopted and our school implements a Wellness policy which expands on decision making choices around activity, portion control, and self awareness of wellness as a whole.	$ 364,753	No

Action #	Title	Description	Total Funds	Contributing
2.6	Provide Parent Engagement Opportunities	Partnerships with parents are essential in creating a school community of trust and learning, so it's important to ensure that the school makes it convenient and available for parents to be involved in big decisions in the operations of the school process. Additionally, Principal and Title I designee have the responsibility to ensure that the board approved Title I Parent and Family Engagement policy and program are implemented. This will include ensuring parents will be trained and involved in the development and evaluation of the LCAP and activities to improve student academic achievement and school performance. Principal will conduct School Site Council training on composition and responsibilities will be reviewed with members as dictated by the California Department of Education.	$ 4,027	Yes
2.7	Implement Summer School	This action was created to provide for students extended opportunities for learning with the intent to get ahead or catch up with learning that will close the achievement gap.	$ -	No
2.8	Create a Safe, Healthy, and Wellness Climate	This action was created to create opportunities for engagement and connectedness. Students' mental health and emotional well being are essential in learning. Safety is of the utmost importance, so we will take all the necessary precautions to ensure that all students feel safe learning in this environment and parents feel confident sending their students to school.	$-	No
2.9	Provide Classified Personnel, Equipment, and Materials for Low Income Student Engagement Services	This action has been created to address student engagement and student outcomes. Academic research indicates that an increased understanding and academic growth can come as a result of reteaching, scaffolding, and implementation of intervention strategies where immediate feedback and instruction can occur. We will employ instructional aides to support students that are low-income, English learners, and/or foster youth in helping them develop their potential and meet these needs.	$ 303,614	Yes

Action #	Title	Description	Total Funds	Contributing
		Research has also proven that access to after school programs and sports increase students self esteem, health, keeps them safe, and keeps them away from criminal activity. School leaders will develop an athletic program that has proven to help students that are low-income and/or English learners maintain a GPA that is above a 2.0.		
2.10	Attendance Support	Everest Value provides a robust system of data monitoring and communication with families to help ensure regular attendance. The school office staff monitors daily attendance and follows up with teachers to ensure the accuracy of attendance data in PowerSchool, and then Parent Square alerts the school when students are in danger of becoming chronically absent so that the school can send attendance letters or hold meetings with families. SART Hearings will be held to address chronic absenteeism with families/caregivers.	$ 30,000	No

Insert or delete rows, as necessary.

Goal 3

Goal #	Description	Type of Goal
3	Everest Value will be fully compliant with all Local, State and Federal regulations, ensure that students have a learning environment they need to be successful, and to meet the annual growth measurements prescribed.	Broad

State Priorities addressed by this goal.

Priority 1 Basic Services

An explanation of why the LEA has developed this goal.

Goal 3 ensures action steps in operations and compliance align with parent engagement mandates, federal and state programs requirements, and with fiscal and facility regulations. Furthermore, school facilities are clean, safe, and functional.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	% of School Facilities in "Good Repair": Clean, safe, and functional. *Source: SARC*	100% *Data Year: 2023-24*			100%	N/A for 2024
3.2	LAUSD Oversight Visit Review in Governance, Operations, Fiscal, and Academic out of a maximum score of “4” *Source: Local*	Scores have not yet been released. *Data Year: 2023-24*			Receive a score of "3" or higher in all categories	N/A for 2024

Insert or delete rows, as necessary.

Goal Analysis for 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.

To be completed in 2025

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.

To be completed in 2025

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

To be completed in 2025

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.

To be completed in 2025

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	Maintain and Repair Facilities	This action was created to address the facilities portion of state priority 1. School facilities are the forum for in-person learning and must be maintained for safety and optimal learning.	$ 1,441,058	No
3.2	Maintain Memberships with Community Partners	Partnerships with outside agencies allows for the school to remain compliant, competitive, and cohesive with the mission of charter schools and other public schools.	$ 538,286	No
3.3	Purchase Office Supplies	While these overhead expenditures are necessary for the ongoing, smooth operations of our school, they also provide the school with a sense of security and safety.	$ 93,947	No
3.4	Develop or Maintain Student Recruitment Strategies	The recruiting team reaches out to different areas throughout Central Los Angeles to offer students opportunities to receive an education that promotes the Values and the pursuit of a college education and career plan.	$ 10,000	No
3.5	Implement Personnel Appreciation Strategies	Collaboration begins with community building, so the school will make every effort to develop trust and respect among teachers.	$ 4,000	No

Insert or delete rows, as necessary.

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,351,166	$164,412

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
38%	0%	$0	38%

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 school wide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4, 1.9	After analyzing the 2023 CA Dashboard, it's evident that English Learners and Socioeconomically disadvantaged students require attention in ELA and Math proficiency. English Learners are in the orange for ELA and Math. While Socioeconomically disadvantaged students are green for ELA and Math, they are still underperforming their peers overall. To address these challenges, our students necessitate a comprehensive framework of academic support to facilitate their progress towards academic achievement. Additionally, educators require top-tier professional development opportunities that enable them to	The various student support mechanisms, such as small group instruction, academic intervention, and the integration of instructional technology, synergize to aid our students in achieving grade-level proficiency while also addressing any previous learning gaps. Unduplicated students benefit from a multitude of avenues to receive assistance in reaching their academic objectives. Moreover, teacher professional development contributes additional time and resources toward tailored coaching and training, specifically designed to cater to the needs of our low-income students. This empowers educators to better address the distinct requirements of unduplicated students,	**1.3** CAASPP ELA: % met/exceeded standards for EL and SED **1.4** CAASPP ELA: % distance from standard for EL and SED **1.5** CAASPP Math: % met/exceeded standards for EL and SED **1.6** CAASPP Math: % distance from standard for EL and SED

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	implement a rigorous academic curriculum while providing ample academic assistance. Notably, many of our upper-grade low-income students enroll several grades below their expected level, highlighting the urgency of tailored support initiatives.	encompassing academic support, culturally responsive teaching, trauma-informed approaches, and the cultivation of critical thinking skills.	
2.2, 2.4, 2.6	Based on our review of the 2023 CA Dashboard, we find needs for English Learners, and Socioeconomically disadvantaged students in the areas of attendance, engagement, and school climate. English Learners, and Socioeconomically disadvantaged students, are yellow for Chronic Absenteeism. We find that our students need additional support in the areas of engagement, climate and culture and benefit from restorative practices and a rich and celebratory school culture in order to thrive. In order to achieve our academic growth and achievement goals, we know that parents are critical partners in the endeavor. We know that parents of our socioeconomically disadvantaged students may benefit from additional opportunities that increase their ability to support their students' learning. Parents of English Learners benefit from additional outreach to support their students in English Language Development.	These actions prioritize interventions and support tailored for English learners, and socioeconomically disadvantaged students, encompassing recruitment, enrollment, and additional services. Policies are in place to ensure equitable access and protection of rights. Emphasis is placed on fostering a positive school climate through extracurricular programs that cater to diverse interests and engagement levels, while also facilitating parent partnerships and involvement in decision-making processes. Additionally, the plan addresses various state priorities by offering extended learning opportunities to bridge achievement gaps and implementing intervention strategies, including the deployment of instructional aides for targeted support. Furthermore, initiatives such as after-school programs and sports aim to bolster student self-esteem, health, and safety, with specific programs designed to maintain academic performance and support college readiness for low-income and English learner students.	**2.1** Average Daily Attendance **2.2** Chronic Absence Rate **2.4** Suspension Rate

Insert or delete rows, as necessary.

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.10	The English Learner(EL) subgroup is in the orange on the 2023 CA Dashboard for EL progress with 44.8% of ELs making progress or maintaining at the highest level on the ELPAC in 2023.	This action ensures English learners receive targeted ELD instruction aligned with their proficiency levels and appropriate academic support. It aims to achieve three objectives: providing professional development for teachers on ELD, fostering rapid English proficiency attainment to match native speakers, and ensuring ELs reach grade-level academic standards within a reasonable timeframe. Targeted support will be in the areas of professional development, family engagement, and EL programs. Implementation includes a Structured English Immersion program aligned with the EL Masterplan, with student progress monitored through various assessments like ELD curriculum evaluations, mastery of standards assessments, and state assessments (NWEA, ELPAC, CAASPP, CAST). To address professional development needs, we will conduct workshops for teachers and paraprofessionals, focusing on strategies for supporting ELs in classrooms. Family engagement will involve workshops and materials explaining reclassification and the ELPAC exam. Lastly, we'll collaborate with specialists to enhance curriculum and develop targeted EL programs, integrating research-based strategies and providing	**1.9** English Learner Progress Indicator: % of English Learners increasing a level or maintaining at the highest level on the ELPAC **1.11** Long Term English Learners: % of LTELs scoring at a Level 3 or 4 on the ELPAC

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		additional support resources. Through these initiatives, we aim to better equip educators, engage families, and enhance curriculum to support the academic success of English learners.	
2.9	CAASPP ELA for SED (2022-2023): 53.2%, +10.1 DFS CAASPP Math for SED (2022-2023): 46.6%, -12.7 DFS This initiative is aimed at addressing the educational challenges faced by low-income students. Research indicates that these students often encounter barriers to academic success due to factors such as limited access to resources, lack of personalized support, and insufficient opportunities for extracurricular engagement. Without adequate support, low-income students may struggle to fully grasp academic concepts and achieve their academic potential. Additionally, socio-economic disparities can impact students' self-esteem, health, and overall well-being, potentially leading to disengagement from school and increased vulnerability to negative influences. Therefore, it is crucial to implement targeted interventions that address the specific needs of low-income students and provide them with the necessary support and opportunities to succeed academically and thrive personally.	This action has been created to address student engagement and student outcomes. Academic research indicates that an increased understanding and academic growth can come as a result of reteaching, scaffolding, and implementation of intervention strategies where immediate feedback and instruction can occur. We will employ instructional aides to support students that are low-income helping them develop their potential and meet these needs. Research has also proven that access to after school programs and sports increase students self esteem, health, keeps them safe, and keeps them away from criminal activity. School leaders will develop an athletic program that has proven to help students that are low-income and/or English learners maintain a GPA that is above a 2.0. The school will also coordinate a senior retreat that has shown to help low income students with self esteem, empowerment, and skills that will support them to and through college.	**1.3** CAASPP ELA: % met/exceeded standards for SED **1.4** CAASPP ELA: % distance from standard for SED **1.5** CAASPP Math: % met/exceeded standards for SED **1.6** CAASPP Math: % distance from standard for SED

Insert or delete rows, as necessary.

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

Not applicable

Additional Concentration Grant Funding

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

Everest Value is a single school LEA with a greater than 55% unduplicated pupil population that will use the additional concentration grant add-on funding to recruit and maintain the number of staff providing direct services to students through the following action(s):

Action 1.9: Additional faculty certificated in Language Arts (2) , Math(2) , Social Studies (2) and science(2) to reduce student to teacher ratio. Additional Paraprofessionals (4) to provide students with extended support in Language Arts, Math, and Science

Action 2.9: Additional counselors to implement social emotional screeners, lessons on mental health, conduct threat assessments and address attendance.

Action 2.2, 2.4, 2.6, and 2.9: Additional staff (6) to coach after school sports to engage students, increase connectedness, and promote physical activities and mental health.

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

2024-25 Total Planned Expenditures Table

LCAP Year (Input)	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 %)
2024-25	$ 3,616,262	$ 1,351,166	37.364%	0.000%	37.364%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 5,049,646	$ 2,268,662	$ 38,521	$ 551,442	$ 7,908,271.18	$ 4,446,417	$ 3,461,854

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	Hire Certificated Faculty	All	No	LEA-wide	N/A	K-8 School	Ongoing	$ 1,663,358	$ 4,000	$ 1,040,192	$ 299,474	$ 38,521	$ 289,171	$ 1,667,358	0.000%
1	1.2	Purchase Standards Based Curriculum	All	No	LEA-wide	N/A	K-8 School	Ongoing	$ -	$ 59,015	$ 59,015	$ -		$ -	$ 59,015	0.000%
1	1.3	Provide Employee Benefits	All	No	LEA-wide	N/A	K-8 School	Ongoing	$ 915,728	$ -	$ 678,833	$ 236,895		$ -	$ 915,728	0.000%
1	1.4	Provide Professional Development Opportunities	All	No	LEA-wide	All	K-8 School	Ongoing	$ -	$ 7,520	$ 722	$ -		$ 6,798	$ 7,520	0.000%
1	1.5	Provide Access to Substitutes	All	No	LEA-wide	N/A	K-8 School	Ongoing	$ -	$ 100,000	$ 100,000	$ -		$ -	$ 100,000	0.000%
1	1.6	Purchase and Maintain Technology	All	No	LEA-wide	N/A	K-8 School	Ongoing	$ -	$ 72,383	$ 72,383	$ -		$ -	$ 72,383	0.000%
1	1.7	Assessment & Student Information System	All	No	LEA-wide	N/A	K-8 School	Ongoing	$ -	$ 18,639	$ 18,639	$ -		$ -	$ 18,639	0.000%
1	1.8	Purchase Materials, Supplies and Equipment	All	No	LEA-wide	N/A	K-8 School	Ongoing	$ -	$ 94,160	$ 94,160	$ -		$ -	$ 94,160	0.000%
1	1.9	Implement Services for Students Who are Low Income	All	Yes	LEA-wide	All	K-8 School	Ongoing	$ 920,457	$ -	$ 920,457	$ -		$ -	$ 920,457	0.000%
1	1.10	Implement Services for students who are English Learners	English learner (EL)	Yes	Limited	English Learners	K-8 School	Ongoing	$ 108,433	$ -	$ 108,433	$ -		$ -	$ 108,433	0.000%
1	1.11	Implement Services for Students in Special Education	Student with Disabilities (SWD)	No	LEA-wide	N/A	K-8 School	Ongoing	$ 21,687	$ 412,451	$ 98,938	$ 335,199		$ -	$ 434,137	0.000%
2	2.1	Deliver Homeless and Foster Youth Support Services	Foster Youth, Homeless Youth	No	LEA-wide	N/A	K-8 School	Ongoing	$ -	$ -	$ -	$ -		$ -	$ -	0.000%
2	2.2	Implement After School and Sports Services	All	Yes	LEA-wide	All	K-8 School	Ongoing	$ -	$ 217,482	$ 14,000	$ 203,482		$ -	$ 217,482	0.000%
2	2.3	Hire Paraprofessionals	All	No	LEA-wide	N/A	K-8 School	Ongoing	$ 483,139	$ -	$ 483,139	$ -		$ -	$ 483,139	0.000%
2	2.4	Provide Student Activity Opportunities	All	Yes	LEA-wide	All	K-8 School	Ongoing	$ -	$ 20,131	$ 20,131	$ -		$ -	$ 20,131	0.000%
2	2.5	Implement Nutrition Program	All	No	LEA-wide	N/A	K-8 School	Ongoing	$ -	$ 364,753	$ 23,709	$ 85,571		$ 255,473	$ 364,753	0.000%
2	2.6	Provide Parent Engagement Opportunities	All	Yes	LEA-wide	All	K-8 School	Ongoing	$ -	$ 4,027	$ 4,027	$ -	$ -	$ -	$ 4,027	0.000%
2	2.7	Implement Summer School	All	No	LEA-wide	N/A	K-8 School	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
2	2.8	Create a Safe, Healthy, and Wellness Climate	All	No	LEA-wide	N/A	K-8 School	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
2	2.9	Provide Classified Personnel, Equipment, and Materials for Low Income Student Engagement Services	Low Income	Yes	LEA-wide	Low-Income	K-8 School	Ongoing	$ 303,614	$ -	$ 303,614	$ -	$ -	$ -	$ 303,614	0.000%
2	2.10	Attendance Support	All	No	LEA-wide	N/A	K-8 School	Ongoing	$ 30,000	$ -	$ 30,000	$ -	$ -	$ -	$ 30,000	0.000%
3	3.1	Maintain and Repair Facilities	All	No	LEA-wide	N/A	K-8 School	Ongoing	$ -	$ 1,441,058	$ 793,753	$ 647,305	$ -	$ -	$ 1,441,058	0.000%
3	3.2	Maintain Memberships with Community Partners	All	No	LEA-wide	N/A	K-8 School	Ongoing	$ -	$ 538,286	$ 77,550	$ 460,736	$ -	$ -	$ 538,286	0.000%
3	3.3	Purchase Office Supplies	All	No	LEA-wide	N/A	K-8 School	Ongoing	$ -	$ 93,947	$ 93,947	$ -	$ -	$ -	$ 93,947	0.000%
3	3.4	Develop or Maintain Student Recruitment Strategies	All	No	LEA-wide	N/A	K-8 School	Ongoing	$ -	$ 10,000	$ 10,000	$ -	$ -	$ -	$ 10,000	0.000%
3	3.5	Implement Personnel Appreciation Strategies	All	No	LEA-wide	N/A	K-8 School	Ongoing	$ -	$ 4,000	$ 4,000	$ -	$ -	$ -	$ 4,000	0.000%

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year	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	Totals by Type	Total LCFF Funds
$ 3,616,262	$ 1,351,166	37.364%	0.000%	37.364%	$ 1,370,663	0.000%	37.903%	**Total:**	$ 1,370,663
								LEA-wide	$ 1,262,229
								Limited Total:	$ 108,433
								Schoolwide	$ -

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	1.9	Implement Services for Students Who are Low Income	Yes	LEA-wide	All	K-8 School	$ 920,457	0.000%
1	1.10	Implement Services for students who are English Learners	Yes	Limited	English Learners	K-8 School	$ 108,433	0.000%
2	2.2	Implement After School and Sports Services	Yes	LEA-wide	All	K-8 School	$ 14,000	0.000%
2	2.4	Provide Student Activity Opportunities	Yes	LEA-wide	All	K-8 School	$ 20,131	0.000%
2	2.6	Provide Parent Engagement	Yes	LEA-wide	All	K-8 School	$ 4,027	0.000%
2	2.9	Provide Classified Personnel, Equipment, and Materials for Low Income Student Engagement Services	Yes	LEA-wide	Low-Income	K-8 School	$ 303,614	0.000%

2023-24 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 8,083,966.05	$ 8,272,730.14

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	Hire Certificated Faculty	No	$ 1,570,781	$ 1,533,555
1	2	Purchase Standards Based Curriculum	No	$ 31,721	$ 39,721
1	3	Provide Employee Benefits	No	$ 940,971	$ 1,230,416
1	4	Provide Professional Development Opportunities	No	$ 13,172	$ 18,000
1	5	Provide Access to Substitutes	No	$ 63,000	$ 130,000
1	6	Purchase and Maintain Technology	No	$ 143,310	$ 91,450
1	7	Purchase and Maintain Assessments and Student Information Systems	No	$ 17,560	$ 11,652
1	8	Purchase Materials, Supplies and Equipment	No	$ 39,580	$ 34,000
1	9	Deliver services to Low Income , Foster Youth, and English Learner Students	Yes	$ 1,202,918	$ 1,202,918
1	10	Implement English Learner Services	No	$ 196,546	$ 203,677
1	11	Implement Special Education Services	No	$ 491,498	$ 491,498
2	1	Deliver Homeless and Foster Youth Support Services	Yes	$ 5,000	$ 5,000
2	2	Implement After School and Sports Services	Yes	$ 535,847	$ 554,938
2	3	Hire Classified Staff	No	$ 218,568	$ 293,118
2	4	Provide Student Activity Opportunities	Yes	$ 12,084	$ 19,913
2	5	Implement Nutrition Program	No	$ 349,763	$ 349,763
2	6	Provide Parent Engagement Opportunities	Yes	$ 4,061	$ 3,948
2	7	Implement Summer School	No	$ -	$ -
2	8	Create a Safe, Healthy, and Wellness Climate	No	$ 3,594	$ 3,594
2	9	Deliver Low Income Student Support Services? (May be combines with Goal 1 Action 9.	Yes	$ 137,237	$ 124,881
3	1	Maintain and Repair Facilities	No	$ 1,391,319	$ 1,320,066
3	2	Maintain Memberships with Community Partners	No	$ 538,075	$ 403,710
3	3	Purchase Office Materials and Supplies	No	$ 117,261	$ 136,812
3	4	Develop or Maintain Student Recruitment Strategies	No	$ 56,100	$ 66,100
3	5	Implement Personnel Appreciation Strategies	No	$ 4,000	$ 4,000

2023-24 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 1,316,446	$ 1,398,892	$ 1,386,423	$ 12,469	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed 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	9	Deliver services to Low Income , Foster Youth, and English Learner Students	Yes	$ 1,202,918	$ 1,202,918.00	0.00%	0.00%
2	1	Deliver Homeless and Foster Youth Support Services	Yes	$ 5,000	$ 5,000.00	0.00%	0.00%
2	2	Implement After School and Sports Services	Yes	$ 37,592	$ 37,592.00	0.00%	0.00%
2	4	Provide Student Activity Opportunities	Yes	$ 12,084	$ 12,084.00	0.00%	0.00%
2	6	Provide Parent Engagement Opportunities	Yes	$ 4,061	$ 3,948.00	0.00%	0.00%
2	9	Deliver Low Income Student Support Services? (May be combines with Goal 1 Action 9.	Yes	$ 137,237	$ 124,881.00	0.00%	0.00%

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 3,469,493	$ 1,316,446	0.00% - No Carryover	37.94%	$ 1,386,423	0.00%	39.96%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

- Teachers,
- Principals,
- Administrators,
- Other school personnel,

- Parents, and
- Students

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

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

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

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
  - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

- **LCAP Year**: Identify the applicable LCAP Year.

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

  - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use

the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

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

LCFF Carryover Table

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

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

LCFF Carryover Table

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

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

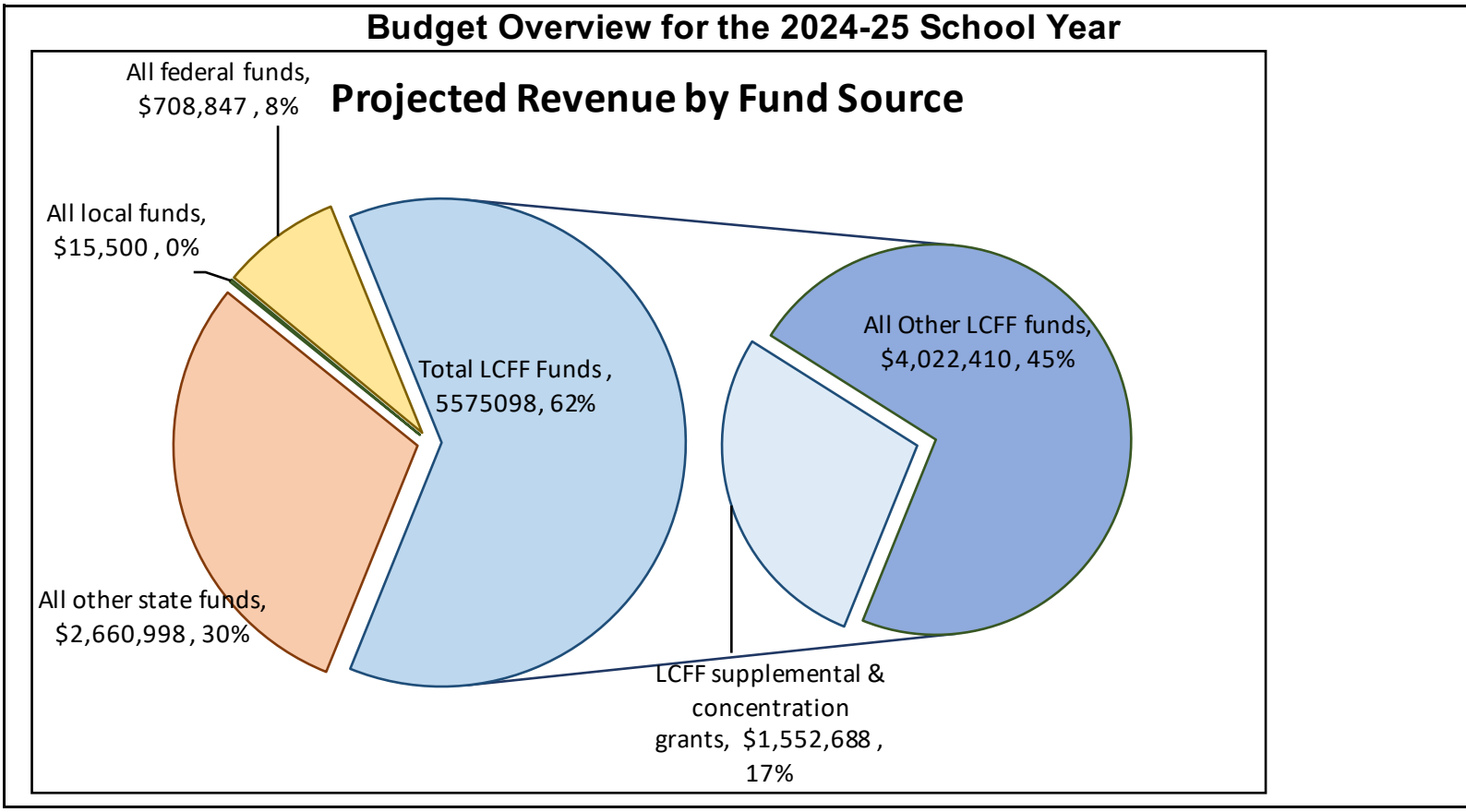
- This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2023

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Downtown Value School
CDS Code: 19-64733-611903
School Year: 2024-25
LEA contact information: Carmen Vazquez, CarmenV@ValueSchools.com, (213) 748-8868

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 o high needs students (foster youth, English learners, and low-income students).

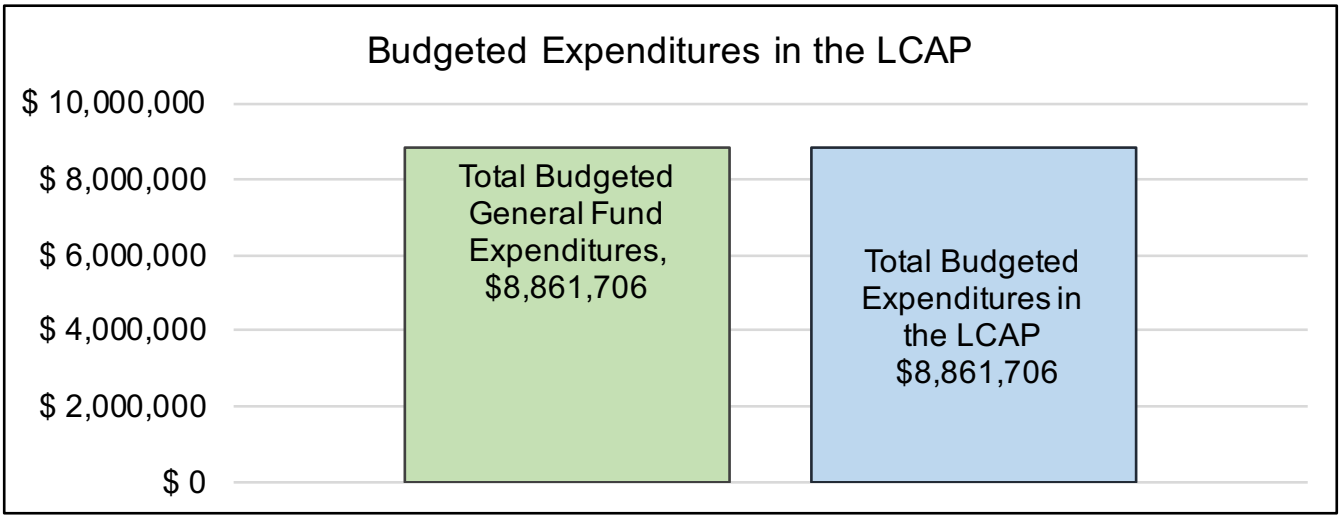


This chart shows the total general purpose revenue Downtown Value School expects to receive in the comir year from all sources.

The text description for the above chart is as follows: The total revenue projected for Downtown Value School $8,960,443.00, of which $5,575,098.00 is Local Control Funding Formula (LCFF), $2,660,998.00 is other stat funds, $15,500.00 is local funds, and $708,847.00 is federal funds. Of the $5,575,098.00 in LCFF Funds, $1,552,688.00 is generated based on the enrollment of high needs students (foster youth, English learner, ar low-income students).

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

LCFF Budget Overview for Parents



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

The text description of the above chart is as follows: Downtown Value School plans to spend $8,861,706.00 f the 2024-25 school year. Of that amount, $8,861,706.00 is tied to actions/services in the LCAP and $0.00 is n included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

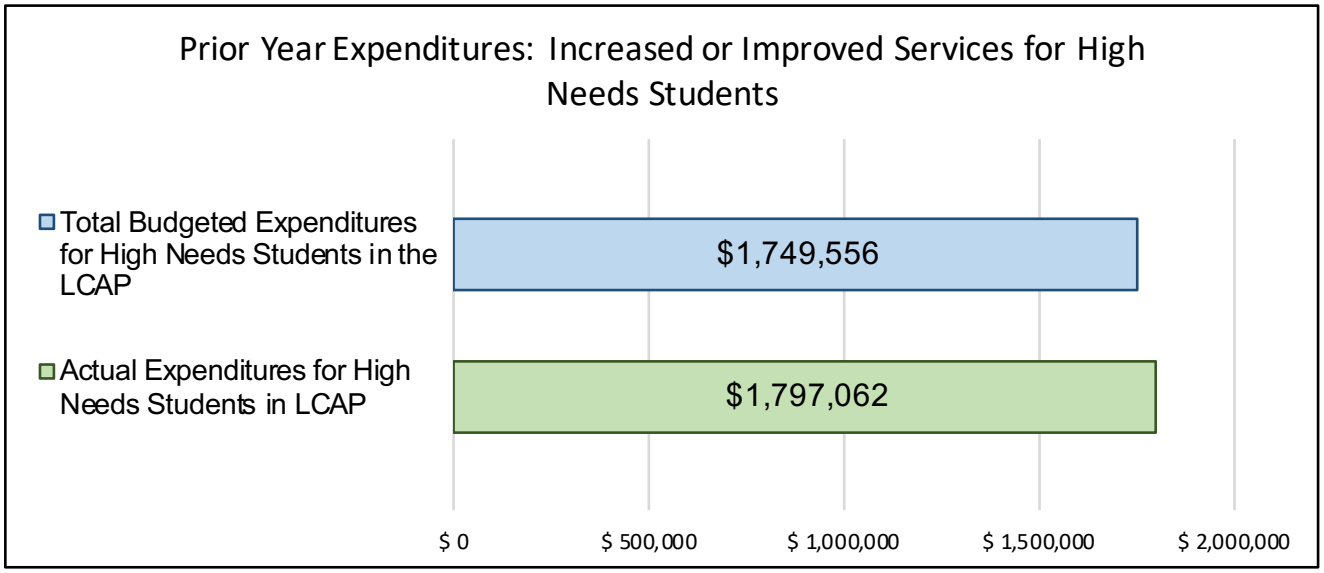
These funds wll either roll over or be used in case any expenduture projected increases.

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

In 2024-25, Downtown Value School is projecting it will receive $1,552,688.00 based on the enrollment of foster youth, English learner, and low-income students. Downtown Value School must describe how it intends to increase or improve services for high needs students in the LCAP. Downtown Value School plans to spend $1,717,375.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2023-24, Downtown Value School's LCAP budgeted $1,749,556.00 for planned actions to increase or improve services for high needs students. Downtown Value School actually spent $1,797,062.00 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Downtown Value School	Carmen Vazquez, Interim Principal	CarmenV@ValueSchools.com, (213) 748-8868

Goals and Actions

Goal 1

Goal #	Description
1	Our school will ensure academic achievement. School leaders will recruit, hire, and develop professionals to instruct, support, and monitor students in all academic areas. Educators will offer expert instruction with high expectations for academic performance to students who are disciplined learners, with standards of accountability for both, and implement increased or targeted services for students identified in one or more of the following students groups: English Learners, Socioeconomically Disadvantaged pupils, foster youth, homeless youth, student with Disabilities, and gifted students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teachers: Fully credentialed & appropriately assigned. (State Priority 1)	91% of Fall 2020	95% based on CALSAAS Report	100% based on CALSAAS Report Data Year - 21-22 Data Source -Calsaas report	60% Data Year: 22-23 Data Source SARC	100%
Instructional Materials: Every student has standards-aligned materials (State Priority 1)	100% According to Fall 2020 Inventory Local Indicator Tool	100% According to Fall 2021 Inventory Local Indicator Tool	100% According to Fall 2022 Inventory Local Indicator Tool 100% Fall 2022 Data Year: 2021-22 Data Source: Williams Curriculum Principal Certification	100% Data Year: 2022-23 Data Source: Williams Curriculum Principal Certification	100% According to Fall 2023 Inventory Local Indicator Tool

Implementation of academic content and performance standards for all students, including how English learners will access the Common Core State Standards and ELD standards (State Priority 2)	100% According to Fall 2020 Classroom Observations	100% According to Fall 2021 Classroom Observations	According to the State Tool Survey there was 100% implementation of State Standards. 100% Fall 2022 Data Year: 2021-22 Data Source: School Climate Survey	100% Data Year: 2022-23 Data Source: School Climate Survey	100% According to Fall 2023 Classroom Observations
ELA, Math, and science Statewide CAASPP assessments (ELA & Math-SBAC /CAA, Science-CAST/CAA)- State Priority 4	41% met or exceeded standards per 20-21 Spring ELA CAASPP 28% met or exceeded standards per 20-21 Spring Math CAASPP ??% met or exceeded standards per 20-21 Spring Science CAST	ELA CAASPP 20-21 Spring 30.67% Math CAASPP 20-21 Spring 12.11% Science CAST 20-21 Spring 7% Data Year: 2021-22 Data Source: CA State Dashboard	ELA CAASPP 21-22 Spring 33.86% Math CAASPP 21-22 Spring 14.33% Science CAST 21-22 Spring 14% Data Year: 2021-22 Data Source: CA State Dashboard	ELA 29.6% all Math 17.1% all Science 10.1% all Data Year: 2022-23 Data Source: CA State Dashboard	ELA CAASPP 22-23 Spring 40% Math CAASPP 22-23 Spring 20% Science CAST 22-23 Spring 15% Data Year: 2022-23 Data Source: CA State Dashboard

English learners who met their annual growth (as measured by ELPAC) (State Priority 4)	20-21 Summative ELPAC 45% - This data reflects the growth of students that took the ELPAC in 18/19 and stayed at DVS through the 20/21 administration of the ELPAC. ELPAC was not administered during the 20/21 school year.	21-22 Summative ELPAC Results are not yet available	ELA CAASPP 21-22 12% Math CAASPP 21-22 Spring 4% Data Year: 2021-22 Data Source: CA State Dashboard	31.8% of English learners are making progress towards English language proficiency per English Learner Progress Indicator in the 22-23 State Dashboard.	15% 23-24 Fall ELPAC
English learner reclassification rate (State Priority 4)	10% 20-21 ELPAC	21-22 ELPAC Pending release of 21/22 Summative ELPAC	21-22 15% Reclassification Data year: 21-22 Data Source- Data Quest	Data release delayed by CDE	9% 23-24 Fall ELPAC
NWEA Growth Indicator	NWEA Reading Growth Indicator 30% NWEA Language Usage Growth Indicator 30% NWEA Math Growth Indicator 30%	NWEA Reading Growth Indicator - 39% NWEA Language Usage Growth Indicator - 40% NWEA Math Growth Indicator - 36% Data Year: 21-22 Data Source: NWEA Report	NWEA Reading Growth Indicator - 42% NWEA Language Usage Growth Indicator - 42% NWEA Math Growth Indicator - 34% Data Year: 22-23 Data Source: NWEA Report	Reading 38% Language 46% Math 38% Data Year: 23-24 Data Source: NWEA Report	NWEA Reading Growth Indicator 70% NWEA Language Usage Growth Indicator 70% NWEA Math Growth Indicator 70%

Percentage of Students that have access to and are enrolled in broad course of study	20/21 - 100% according fall CALPADS report	21/22 - 100% according fall CALPADS report	22/23 - 100% according fall CALPADS report	100% Data Year: 2023-24 Data Source: CALPADS Report	100% as reported by CALPADS
Middle School Drop Out Rate	0% Middle School Drop Out Rate	0% Middle School Drop Out Rate	0% Middle School Drop Out Rate Data year - 21-22 Data Source- DataQuest	0% Data year: 22-23 Data Source: CALPADS	0% Middle School Drop Out Rate
ATSI Metric for Students with Disabilities	ELA CAASPP 21-22 Spring 19.51% Math CAASPP 21-22 Spring 17.32% Science CAST 21-22 Spring not available Data Year: 2021-22 Data Source: CA State Dashboard	ELA CAASPP 20-21 Spring 14.29% Math CAASPP 20-21 Spring 2.78% Science CAST 20-21 Spring not available	ELA CAASPP 21-22 Spring 19.51% Math CAASPP 21-22 Spring 17.32% Science CAST 21-22 Spring not available	ELA 63.8% MATH 3.1% Science 0% Data Year: 2022-23 Data Source: CAASPP and CAST Assessment Data	ELA CAASPP 21-22 Spring 25% Math CAASPP 21-22 Spring 25%% Science CAST 21-22 Spring 20%

Goal Analysis

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

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

Overall, the actions designed to support achievement of goal 1 were implemented as planned except for “Hire Certificated Personnel”. Addressing the challenge of finding permanent teachers for all classrooms has been a significant hurdle for our school. Despite diligent efforts to advertise the positions, the search for strong candidates did not yield the desired results.

Successes:

The actions taken by Downtown Value School have led to significant strides in enhancing the educational experience and outcomes for its diverse student body. By purchasing state-approved, research-based curricula, the school has ensured access to standards-aligned instructional materials for all students, including those with special needs, fostering an inclusive learning environment. Employee benefits and a positive school culture have successfully increased staff retention and engagement, contributing to a stable and supportive educational setting. Professional development opportunities have equipped educators with the skills necessary to improve student learning conditions and engagement, thereby boosting academic outcomes. Additionally, ensuring access to substitutes, maintaining technology, and implementing robust assessment systems have minimized disruptions and supported comprehensive educational delivery. We increased

support services for English language learners and students with special needs. As a result, we have seen progressive increases in student achievement and at this time our subgroups are outperforming their peers at the state level.Through these strategic actions, Downtown Value School has not only addressed immediate academic and operational needs but also laid a solid foundation for sustained improvement and success.

Challenges:

This year, implementing Goal 1 of our LCAP has presented challenges, particularly in addressing staffing vacancies. In the previous academic year 22-23, several teaching positions were vacant, though many have since been filled. However, finding permanent teachers for two of our grade level classrooms has proven to be a significant challenge. Despite diligent efforts to advertise the positions, securing strong candidates has been difficult. As a temporary measure, we have successfully utilized substitutes to ensure continuity and maintain the quality of education for our students. While this interim solution has enabled us to sustain classroom instruction, newer filled positions require additional support in management and instruction.

In response to these challenges, we are actively working to fill vacancies by implementing various strategies. The Board has adopted a policy regarding the hiring of credentialed teachers, underscoring our commitment to maintaining high standards in education. Furthermore, we are collaborating with legal experts to explore the utilization of special permits and teacher improvement plans, aiming to broaden our pool of qualified candidates. Additionally, we are tightening monitoring procedures through HR to ensure that intern candidates and preliminary hires adhere to established protocols. These measures reflect our dedication to addressing staffing shortages effectively while upholding the quality of education for our students.

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

1.1 Hire Certificated Personnel estimated actuals ($1,404,118) was less than budgeted expenditures ($1,612,814) due to the persistent challenges associated with recruiting and retaining qualified educators amidst a competitive hiring landscape and evolving demands within the educational sector.

1.2 Purchase Standards Based Curriculum estimated actuals ($6,800) was less than budgeted expenditures ($55,000) due to a reassessment of the educational priorities and evolving requirements of our school and our student body, leading to a more streamlined and targeted approach in acquiring curriculum resources to meet instructional standards effectively.

1.3 Provide Employee Benefits estimated actuals ($1,270,090) was greater than budgeted expenditures ($1,041,974) due to the ongoing complexities associated with staffing, including recruitment, retention, and competitive compensation packages amidst the current hiring landscape and evolving workforce needs.

1.4 Provide Professional Development Opportunities estimated actuals ($93,660) was greater than budgeted expenditures ($57,649) due to the heightened investment in enhancing faculty expertise and instructional practices, reflecting the school's commitment to continuous improvement and meeting the evolving demands of education.

1.5 Provide Access to Substitutes estimated actuals ($286,000) was greater than budgeted expenditures ($130,560) due to the increased demand for substitute teachers, driven by ongoing staffing challenges and the need to maintain continuity in classroom instruction amidst fluctuating personnel availability.

1.6 Purchase and Maintain Technology estimated actuals ($225,000) was less than budgeted expenditures ($258,582) due to the strategic assessment of technological requirements and the evolving educational landscape, which allowed for a more targeted allocation of resources to meet the dynamic needs of both the school and its student body while ensuring effective utilization of available funds.

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

Throughout the three-year LCAP cycle for Downtown Value, the implemented actions, including Hiring Certificated Faculty, Providing Employee Benefits, Ensuring Access to Substitutes, Implementing an Assessment & Student Information System, and Purchasing Materials, Supplies, and Equipment, have proven to be overall effective in advancing towards our goals for the following metrics: Fully Credentialed Teachers, Instructional Materials, and State Standards Implementation. As evidenced by 100% of students consistently having access to standards-aligned instructional materials and the full implementation of state standards during all LCAP years, our efforts have yielded positive outcomes. Despite encountering slight dips in the number of fully credentialed and appropriately assigned teachers to 95%, the school has proactively addressed this challenge by implementing measures to enhance teacher recruitment and retention. Consequently, we are witnessing improvements in this area, ensuring continued progress towards our objectives.

The actions Purchase Standards Based Curriculum, Provide Professional Development Opportunities, Purchase and Maintain Technology, Provide Personnel, Equipment, and Materials for Low Income Academic Services have been mostly effective with regards to ELA and Math CAASPP Data, Science CAST data, and internal NWEA MAP assessments. Despite the global pandemic causing a slight dip in overall data, students maintained ELA proficiencies at 30% across the three years. In math, students saw a significant improvement from Year 1 to Year 3 rising from 12.11% to 17.1. While the Science CAST exam showed lower achievement, there was still notable growth, increasing from 6% passing in 2021 to 10.1% meeting and exceeding standards in 2023. Additionally, internal benchmarks through NWEA MAP assessments demonstrated annual consistency, with year three outcomes in ELA and math reaching 38% for both subjects.

The action of Implement English Learner Services has been inconsistently effective. Currently, the English Learner Progress (ELPI) rate stands at 31.8%, below the state average. We are in the process of refining our strategies to yield better results for our English Learners in the upcoming year.

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

Long Term English Learners services will be added to the 2024-25 LCAP’s English Language Development action in order to document the services provided to ensure the progress of this subgroup in developing English language fluency. A metric “Percent of LTELs scoring at Level 3 & 4 on the ELPAC” will be added to track the effectiveness of the new action.

Additionally, these metrics will be added: “CAASPP ELA: Distance from Standard for all students and all significant subgroups” and “CAASPP Math: Distance from Standard for all students and all significant subgroups” in order to further track achievement data and progress.

The Metrics for ELA and Math CAASPP as well as Science CAST will be adjusted to include percentages for all significant subgroups. In the new LCAP we will break down all reporting by subgroup to see trends across the years and to target specific supports for all subgroups.

“ATSI Metric for Students with Disabilities” will be removed as it is no longer being tracked. Data for this metric will also be reflected in subgroup data tracking for CAASPP and CAST metrics.

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.

Goal 2

Goal #	Description
2	School leaders, faculty, and students acknowledge that each student is gifted with talents and abilities, and each should develop to their fullest potential. Administrators, educators, staff, students and parents collaborate to identify areas of need and create programs, activities, customs, and practices to develop a positive school climate which supports and engages students, parents, and staff with their unique needs.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent input in decision-making (State Priority 3)	90% of parents feel they have input in decision making per 20-21 Spring Network-wide Survey	72 % of parents feel they have input in decision making per 21-22 Spring Network-wide Survey	88 % of parents feel they have input in decision making per 22-23 Spring Network-wide Survey	62% Data Year: 23-24 Data Source: Network Survey	80 % of parents feel they have input in decision making per 23- 24 Spring Network-wide Survey
Parental participation in programs for unduplicated pupils (UDPs)	90% of parent participation in one or more events during the year as indicated by 20- 21 network wide climate survey	79% of parent participation in one or more events during the year as indicated by 21-22 network wide climate survey	90% of parent participation in one or more events during the year as indicated by 22-23 network wide climate survey	78% Data Year: 23-24 Data Source: Network Survey	96% of parent participation in one or more events during the year as indicated by 23-24 network wide climate survey

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate	95% Attendance Rate as indicated by 20-21 P1, P2, Annual Report	94% Attendance Rate as indicated by 21-22 P1, P2, Annual Report	93% Attendance Rate as indicated by 21-22 P1, P2, Annual Report	93.4% Data Year: 23-24 Data Source: CALPADS	97% Attendance Rate as indicated by 23-24 P1, P2, Annual Report
Chronic absenteeism (State Priority 5 Pupil Engagement)	17% of Fall 2020 will decrease to 5% or lower during the charter term as reported on the CDE Dashboard or CALPADS- EOY Report 14.1 14.2 (Fall of 2020)	Not Available	18.9% Chronic Absenteeism Data Year: 2021-22 Data Source: DataQuest	18.2% Data Year: 22-23 Data Source: Dataquest	8% as reported on the 23-24 CDE Dashboard or CALPADS- EOY Report 14.1 14.2 (Fall of 2020)
Suspension rates (State Priority 6 School Climate) - Positive behavior supports and restorative justice will keep out-of-school suspensions extremely rare events. Metric/Method for Measuring:	7% out-of-school suspension rate as reported to 20-21 LAUSD Suspension Rate and 7.1 7.3 7.4 CALPADS Reports.	7% out-of-school suspension rate as reported to 21-22 LAUSD Suspension Rate and 7.1 7.3 7.4 CALPADS Reports.	7% out-of-school suspension rate as reported to 22-23 LAUSD Suspension Rate and 7.1 7.3 7.4 CALPADS Reports.	14% Data Year: 23-24 Data Source: CA Dashboard	3% out-of-school suspension rate as reported to 20-21 LAUSD Suspension Rate and 7.1 7.3 7.4 CALPADS Reports.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Expulsion Rates (Priority 6 School School Climate)	1 % of Expulsions rate as reported to 20-21 LAUSD Reports and 7.6 and 8.1 CALPADS Reports.	0 % of Expulsions rate as reported to 21-22 LAUSD Reports and 7.6 and 8.1 CALPADS Reports.	0 % of Expulsions rate as reported to 22-23 LAUSD Reports and 7.6 and 8.1 CALPADS Reports.	0% Data Year: 23-24 Data Source: Dataquest	.5% of Expulsions rate as reported to 23-24 LAUSD Reports and 7.6 and 8.1 CALPADS Reports.
School Safety- for Students, Teachers, and Parents (State Priority 6 School Climate)	60% of Students expressed feeling safe at school and having safe facilities in 20-21 school-wide survey. 70% of Teachers expressed feeling safe at school and having safe facilities in 20-21 school-wide survey 50% of Parents expressed feeling safe at school and having safe facilities in 20 -21 school-wide survey.	65% of Students expressed feeling safe at school and having safe facilities in 21-22 school- wide survey. 75% of Teachers expressed feeling safe at school and having safe facilities in 21-22 school- wide survey 82% of Parents expressed feeling safe at school and having safe facilities in 21- 22 school-wide survey.	54% of Students expressed feeling safe at school and having safe facilities in 22-23 school-wide survey. 90% of Teachers expressed feeling safe at school and having safe facilities in 22-23 school-wide survey 61% of Parents expressed feeling safe at school and having safe facilities in 22- 23 school-wide survey.	Student: 34% Teacher: 42% Parent: 65% All Average: 47% Data Year: 23-24 Data Source: Network Survey	80% of Students expressed feeling safe at school and having safe facilities in 23-24 school- wide survey. 80% of Teachers expressed feeling safe at school and having safe facilities in 23-24 school- wide survey 70% of Parents expressed feeling safe at school and having safe facilities in 23-24 school-wide survey.

School Connectedness- for Students, Teachers, and Parents (State Priority 6 School Climate)	60% of students expressed having a positive relationship with faculty and staff and feeling their social, emotional, academic, and physical well being needs met in 20-21 school-wide survey. 70% of Teachers expressed having a positive relationship with administration, students, and parents, and feeling their social, emotional, academic, and physical well being needs met in 20-21 school-wide survey. 75% of Parents expressed having a positive relationship with faculty and staff and feeling their social, emotional, academic, and physical well being needs met in 20-21 school-wide survey.	60% of students expressed having a positive relationship with faculty and staff and feeling their social, emotional, academic, and physical well being needs met in 21-22 school-wide survey. 70% of Teachers expressed having a positive relationship with administration, students, and parents, and feeling their social, emotional, academic, and physical well being needs met in 21-22 school-wide survey. 75% of Parents expressed having a positive relationship with faculty and staff and feeling their social, emotional, academic, and physical well being needs met in 21-22 school-wide survey.	42% of students responded feeling connected to the school community in the 22-23 School-wide Climate Survey. 90% of parents responded feeling connected to the school community in the 22-23 School-wide Climate Survey. 49% of teachers responded feeling connected to the school community in the 22-23 School-wide Climate Survey.	Student: 40% Teacher: 45% Parent: 68% All Average: 51% Data Year: 23-24 Data Source: Network Survey	80% of students expressed having a positive relationship with faculty and staff and feeling their social, emotional, academic, and physical well being needs met in 23-24 school-wide survey. 80% of Teachers expressed having a positive relationship with administration, students, and parents, and feeling their social, emotional, academic, and physical well being needs met in 23-24 school-wide survey. 80% of Parents expressed having a positive relationship with faculty and staff and feeling their social, emotional, academic, and physical well being needs met in 23-24 school-wide survey.

Goal Analysis

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

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

Overall the actions designed to support achievement of goal 2 were implemented as planned.

Successes:

We have many successes to report for Goal 2. Our dean with the support and training from the home office has been successful in serving the needs of our foster and unhoused youth. The After School All-Stars program has been a remarkable addition, enriching students' education with a variety of activities, enjoyable field trips, and a comprehensive Saturday school program. The introduction of Art Trek has further enhanced our educational offerings, bringing creative art experiences to students in grades K-5. Furthermore, the full implementation of our nutrition program ensures that all students receive healthy meals and snacks, with the added benefit of providing fruits and vegetables for students and their families to take home, promoting wellness beyond the school environment. The establishment of the Wellness Policy Committee has facilitated collaboration across all sites, providing valuable feedback on nutrition programs and initiatives. Through initiatives such as the monthly nutrition newsletter, we not only spread nutrition education within the community but also provide resources to families. This strong collaboration reflects our dedication to family engagement in nutrition policies and development, ultimately contributing to a healthier and more supportive school environment.

Challenges:

Implementing Goal 2 of our LCAP this year has posed challenges, notably regarding off-site safety and student meal program engagement. While our on-site environment remains secure, ensuring student safety beyond the premises remains a priority, particularly given concerns with the surrounding neighborhood's unhoused population and crime. Close collaboration with the LAPD and city officials has been crucial in bolstering safety measures around the campus perimeter, despite ongoing worries about increased vehicle break-ins and larceny.

Additionally, despite our efforts, student engagement and participation in meal programs continue to be areas of focus, requiring innovative approaches to increase involvement and address barriers to access. As mentioned in our successes above, we have developed a robust Wellness Policy Committee that is collaborating across sites to further develop an engaging meal program.

Training and retaining classified staff has presented a significant challenge, impacting the consistency and quality of support provided to students. Additionally, engaging parents in school activities and decision-making processes has been difficult, as most parents are occupied with work commitments, limiting their availability and participation. These challenges underscore the need for innovative strategies to ensure stable support staff and to foster stronger parent-school engagement.

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.

2.6 Provide Parent Engagement Opportunities estimated actuals ($33,641) was less than budgeted expenditures ($60,661) due to the salary and benefits for the Parent Coordinator not yet being fully paid out. By the end of the year, there will not be a variance as her salary and benefits will be fully disbursed.

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

The actions of Provide Classified Personnel, Equipment and Materials for Low Income Student Engagement Services, Deliver Homeless and Foster Youth Support Services, Implement After School and Sports Services, Hire Paraprofessionals, Provide Student Activity Opportunities, Implement Nutrition Program and Implement Summer School have been effective interventions for the metrics of attendance and chronic absenteeism, suspension and expulsion, and school climate.

Attendance saw a slight drop due to the pandemic, however is still maintaining better outcome rates than the state, and is currently trending higher than our LCAP baseline data. Average Daily Attendance as of 2023 was 95.1% and Chronic Absenteeism at 19.4% We have added an attendance action item to focus on improving attendance and chronic absenteeism data.

Expulsion rates are consistent at 0% and suspension is still low at 7% year over year.

Our student and teacher survey data is consistently positive. With regards to “sense of safety”, over half of our students (54%) feel safe and 90% of teachers feel safe on campus. Similar percentages feel “connected” to the school, with 42% of students feeling connected and 49% of teachers. We do feel there is potential growth in these areas and are working to include proactive programming in the coming year through SEL and trauma informed practices. There will be PD support for administrators and teachers as well as training for parents.

Provide Parent Engagement Opportunities has effectively impacted parent participation. Parent data on surveys is consistently high with 61% feeling a sense of safety in the school, 90% feeling connected, and 88% feeling they have an input in decision making as well as 90% participating in one or more events during the year.

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

In light of the attendance challenges exacerbated by the global pandemic, our institution is witnessing increased instances of chronic absenteeism. While daily attendance remains a commendable aspect, we acknowledge the necessity to implement a new action item titled "Attendance Support." This initiative aims to directly tackle the current trends observed, with the intention of alleviating the increase in chronic absenteeism and fostering positive outcomes in the forthcoming years.

The metrics “Parent input in decision-making (Priority 3)” and “Parental participation in programs for unduplicated pupils (UDPs) (Priority 3)” will be combined to “% parent Parent participation in programs for unduplicated pupils (UDPs) and individuals with exceptional needs”.

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.

Goal 3

Goal #	Description
3	This is a broad goal to address all state priorities. Each School will be fully compliant with all Local, State and Federal regulations, ensure that students have a learning environment they need to be successful, and to meet the annual growth measurements prescribed.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Facilities in *"*Good Repair*":* Clean, safe, and functional as determined by Facility Inspection Tool (FIT) or other local instrument that meets same criteria	School Facilities in *"*Good Repair*":* Clean, safe, and functional as determined by Facility Inspection Tool (FIT) or other local instrument that meets same criteria	School Facilities in *"*Good Repair*":* Clean, safe, and functional as determined by Facility Inspection Tool (FIT) or other local instrument that meets same criteria	100% of building in good repair 2022-23 Data Year: 2022-23 Data Source: Local Self Report Tool	100% Data Year: 2023-24 Data Source: Local Self Report Tool	School Facilities in "Good Repair": Clean, safe, and functional as determined by Facility Inspection Tool (FIT) or other local instrument that meets same criteria
LAUSD Oversight Visit Scores	LAUSD Oversight Visit Scores 20-21 Governance 3 20-21 Operations 1 20-21 Fiscal 3 20-21 Academic 2	LAUSD Oversight Visit Scores 21-22 Governance 4 21-22 Operations 3 21-22 Fiscal 4 21-22 Academic N/A	Based on 22-23 LAUSD Oversight Report we received a 4 in Governance, 2 in Academic Achievement, 3 in Operations, and 4 on Fiscal operations out a 4 point rubrics from our Authorizing District - Los Angeles Unified District. Data Year: 2022-23 Data Source: LAUSD Oversight Report	Data has not yet been released. Data Year: 2023-24 Data Source: LAUSD Oversight Report	LAUSD Oversight Visit Scores 23-24 Governance 3 23-24 Operations 3 23-24 Fiscal 3 23-24 Academic 3
WASC Accreditation	WASC Accreditation 3 years	WASC Accreditation 3 years	WASC Accreditation 3 years	WASC Accreditation 3 years	WASC Accreditation 3 years

Goal Analysis

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

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

Overall the actions designed to support achievement of goal 3 were implemented as planned.

Successes:

The proactive maintenance and repair of school facilities have ensured a safe learning environment, addressing the critical need for well-maintained spaces for education. Establishing and maintaining memberships with community partners such as Wellnest, Brezee Foundation, All Stars, and Art Trek have strengthened the school's alignment with the broader educational mission, enhancing its compliance and competitiveness. Moreover, the engagement of consultants to assist with literacy, math instruction, and special education, coupled with an increased focus on professional development for teachers with an emphasis on culture, demonstrates a comprehensive approach to improving educational outcomes and fostering a supportive, respectful school environment.

Challenges:

One of the significant challenges we face stems from our school being housed in a historic building, which necessitates constant upgrades and maintenance to preserve its structural integrity and suitability for modern educational needs, given its age. Additionally, student recruitment has proven to be a considerable hurdle; despite having a parent liaison dedicated to this task, the gentrification of the neighborhood and declining birth rates have significantly impacted our ability to attract new students. Intensified competition from other schools and charters in the area adds to the complexity of attracting and retaining students. Despite these challenges, our commitment to providing a high-quality learning environment remains steadfast, and we continue to explore new avenues to address enrollment concerns and ensure the vitality of our school community.

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.

3.1 Maintain and Repair Facilities estimated actuals ($427,415) was less than budgeted expenditures ($759,911) due to the implementation of a new lease this year, with costs set to be adjusted for future years, resulting in more efficient allocation of funds for facility maintenance and repairs.

3.3 Purchase Office Supplies estimated actuals ($109,449) was more than budgeted expenditures ($84,295) due to the evolving requirements of the school and its students, necessitating additional resources to support administrative functions and meet the growing demands of a dynamic educational environment.

3.4 Develop or Maintain Student Recruitment Strategies estimated actuals ($65,000) was more than budgeted expenditures ($54,060) due to a heightened investment in refining and expanding recruitment strategies, reflecting increased spending aimed at effectively meeting the evolving needs and objectives of the school community

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

The actions of Maintain and Repair Facilities, Maintain Memberships with Community Partners, Purchase Office Supplies, Develop or Maintain Student Recruitment Strategies, and Implement Personnel Appreciation Strategies were effective in supporting the metrics of LAUSD Oversight, WASC Accreditation and School Facilities in Good Repair. While academic achievement took a slight drop to a “2” in 22-23, we scored a “3” in operations and our remaining scores were “4”s in Governance, and Fiscal, earning some of the highest accolades from our local district, LAUSD. Year over year, our facilities are 100% in good repair, and we maintained our WASC Accreditation cycle of 3 years.

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

The WASC Accreditation metric will be removed as the components of this accreditation are reflected throughout the metrics and actions of all goals.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping

actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

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

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

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

California Department of Education
November 2023

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Downtown Value	Carmen Vazquez, Interim Principal	CarmenV@ValueSchools.com (213) 748-8868

Plan Summary 2024-25

General Information

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

Downtown Value School (DVS) is an independent charter school authorized by the Los Angeles Unified School District in 2002 and located in a 2-story building at 950 W. Washington Blvd. Los Angeles, California. With an enrollment capacity of 456 students, the school offers an elementary and middle school education to students, in grades TK-8th. For the 2022-2023 academic year, the school had 426 students enrolled with a 10:1 student to teacher ratio in TK-2, and 25:1 ratio in 3rd-5th, and 30:1 ratio in middle school with administrators, counselors, coaches, and staff providing additional support in needs as a result of the COVID 19 global pandemic, poverty, mental health, and community issues. This document serves as the Local Control Accountability Plan (LCAP) and as the School Plan for Student Achievement (SPSA) and addresses state and federal school plan requirements and state priorities.

Our Mission

The Value Schools mission is to establish and support high quality, values based elementary and secondary charter schools for populations of students who have been historically underserved by the traditional public school system.

Our academic program is driven by the five core values listed below:

1. Academic excellence is the means to a full life.

2. Each student can develop to his or her fullest potential.

3. Each individual is unique and deserves respect.

4. A safe, nurturing community is essential to academic excellence.

5. Service to others and the community is a responsibility of an educated person.

Sustained by our five core Values, our rigorous academic programs challenge our students to be part of a rich learning environment. Our school leaders, teachers, and staff work with each student to ensure academic expectations, extracurricular interests, and promotion requirements are met. Downtown Value School provides students opportunities to develop their potential in Language Arts, Math, Science, Social Studies, sports, art, Physical Education. We foster a positive school climate and high student engagement by providing a safe,

nurturing community where students are closely monitored, conflicts are immediately addressed, an opportunities for celebrations are regularly scheduled.

As listed in the California Department of Education Data Quest, we serve a student population with the following demographics:

99% Hispanic/Latinx

1% African American

92% of our students are Socioeconomically Disadvantaged

34% English Learners

13% Students with Disabilities

1% or less of students in foster placement or experiencing homelessness

Downtown Value School knows parents are the first and primary educators of their children. Highly collaborative relationships between parents and teachers ensure parents remain closely connected to their child's education. We do this by conducting regular parent meetings and scheduling updates and discussions on academic data and school initiatives. Students experience greater levels of success in high schools and university and in life when their most important advocates work together to meet their needs.

According to reviews in Great Schools, Downtown Value School has four-star reviews conveying that the school is helping successfully close the gap for low-income Latino students, and has been named one of best K-8 schools in the community. Students who graduate from Downtown Value School are prepared to be successful at high school. Over the past three years nearly 100% of our 8th graders have been promoted to a high school and over 70% choose one of our high schools: Central City Value or University Prep Value High School to pursue a higher education. We have had Downtown Value School students accepted to Harvard, Yale, N.Y.U., and U.S.C., M.I.T., Brown University, U.C. Berkeley, U.C.L.A., and every university in the U.C. system. Downtown Value School is accredited by the Western Association of Schools and Colleges (WASC) and has been approved for four 5-year renewal terms by the Los Angeles Unified School District.

Reflections: Annual Performance

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

Based on the State Dashboard, the Downtown Value student, faculty, and parent community have experienced a number of successes during the 23-24 academic year. As indicated in the 22-23 school year California School Dashboard, Downtown Value had the following successes with the hispanic and socioeconomically disadvantaged subgroups:

English Language Arts (ELA) Achievement is in the orange. Students are performing 48.2 points below standard. Downtown Value declined 6.3 points in this area in the previous year. While some subgroups declined in performance, we saw our students with disabilities increase 14.3 points, moving closer overall to proficiency.

Mathematics achievement is in the yellow and students are 76.3 below standard. At the same time, the distance from standard decreased 5.3 points this year, meaning that students moved closer to meeting standards overall. While the school did not meet its targets for the percentages of students meeting/exceeding standards on ELA and Math CAASPP assessments, the growth shown in reducing the Distance

from Standard in Math combined with maintaining student performance in ELA indicates the Purchase of Standards Based Curriculum, Providing Employee Benefits, Providing Professional Development Opportunities, Providing Access to Substitutes and Purchase and Maintain Technology, combined with Assessment & Student Information System, Purchase Materials, Supplies and Equipment, Provide Personnel, Equipment and Materials for Low Income Academic Services, and Implement Special Education Services are showing effectiveness. The school will continue with these actions, continuing to strengthen implementation.

Graduation Rate is at the green level with 87.7% graduated. This commendable rate increased 1% from last year and is higher than the state average.

Chronic Absenteeism is in the orange with 19.4% chronically absent. While we saw a slight increase of 0.5% in the previous year, we are lower than the state in this area by 5%. We will continue focused interventions in the coming year to work on decreasing this percentage overall.

Suspension is at the blue level with 0% of students suspended during the school year. We are proud of our strong commitment to behavioral support on site and commitment to school culture and climate.

All Local Indicators are Met Local data indicates that Downtown Value School is fostering student success by partnering with families to support learning at home. The school has implemented policies for teachers to meet with families 2-3 times a year, or more if needed, to discuss student progress and collaboration strategies. Parents are provided with devices, online curriculum access, and tutoring resources. Despite offering weekend services, many families did not utilize them. Over 90% of survey respondents believe the school builds strong relationships between staff and families. The school creates a safe, nurturing community through parent conferences, coffee with the principal, and feedback opportunities. Parents are supported with workshops and resources, and kept informed via Parent Square, PowerSchool, ClassDojo, and social media. The school seeks input through surveys, the School Site Council, ELAC, PTA, and other meetings, inviting educational partners and soliciting opinions on various topics including re-opening, safety protocols, the Local Control Accountability Plan, and student nutrition.

Based on our review of the 2023 CA Dashboard we have identified needs in the following areas:

English Learner Progress is in the red with 31.8% making progress towards English proficiency by moving up a level or maintaining at the highest level on the 2022-23 ELPAC. This is a decrease of 25.2% percentage points from the previous year. While we are seeing our EL learners performing similarly to the state in SBAC exams, we will continue to work on specific progress within levels and on the ELPAC exam in the coming year.

English Learner ELA Achievement is in the red with a decline of 10.4 points overall and a total of 74.9 points below standard. We have made amendments to our Implement Services for Students Who Are English Learners in this LCAP cycle to place additional attention and intervention on this subgroup of students.

Students with disabilities Chronic Absenteeism is in the red with 25% chronically absent. This is an increase of 4.7% last year. On our end we are evaluating the overall interventions we have in place to implement additional attention specifically on this subgroup. We have added an Attendance Support action to focus on this subgroup and overall improvement that we hope to see in chronic absenteeism. We hope with continued interventions that we will see a decline in chronic absenteeism and improved attendance in coming years.

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.

Downtown Value is a single school LEA that is not eligible for comprehensive support and improvement.

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents	Parent feedback is essential to our work at Downtown Value. Parent Community Meetings and Coffee with the Principal occur monthly. Additionally, School Site Council Meetings and ELAC meetings occur four times annually. Annual survey feedback provides a touchpoint for parent perception and guides major decision making. During the April parent meeting, parents had the opportunity to review the new LCAP and provide feedback on goals, metrics and actions.
Teachers, administrators, and other school personnel	Teachers, administrators, and other school personnel provide feedback during regular staff meetings and during one-on-one check-ins with their supervisors/coach. We additionally have grade level and department meetings as well as department program leads for SPED, ELD, Homeless Liaisons and SSP. In April, teachers and administrators met to review parent feedback, provide their own feedback, and propose action steps to address areas of need with regards to the proposed LCAP.
Students	Students provide feedback during School Site Council meetings, classroom meetings and 1:1 check ins with staff. Students also provide feedback through the annual school climate survey. Student leadership reviewed LCAP data/actions during their April meeting and provided feedback.

Insert or delete rows, as necessary.

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

Overall parents, teachers, administrators, and staff believe that the school is making progress with the existing plan and would like the new 2024-25 plan to stay the same with suggestions for how to strengthen support and actions for each goal.

Goal 1: Stakeholders are pleased with the progress made under LCAP Goal 1, expressing satisfaction with the new curriculum, access to technology, and the addition of the Director of Instruction. Parents appreciate these changes, students enjoy the supplemental online curriculum, and teachers value the digital resources and professional development provided. However, stakeholders see a need for

additional support for students during and after school, hiring more qualified teachers to avoid long-term substitutes, and more consistent coaching and support for managing student behavior.

Goal 2: Stakeholders have observed increased support for English Learners (ELs) and Special Education (SPED) students under LCAP Goal 2. Parents, students, and teachers all acknowledge these efforts, including initiatives to address chronic absenteeism. However, parents feel that behavioral support has been lacking, students desire more rewards and celebrations, and teachers seek additional training and coaching for EL and SPED support beyond the new curriculum. Teachers also want more support for student behavior through Positive Behavioral Interventions and Supports (PBIS) and coaching.

Goal 3: Stakeholders are focused on compliance and building improvements under LCAP Goal 3 for the upcoming year. Parents appreciate the administration's quick response to the building closure and the options provided, as well as the opportunity to participate in committees and workshops. Students look forward to returning to their campus, enjoying after school activities and field trips. Teachers value the chance to provide input on initiatives but acknowledge the challenges posed by the mid-year move. Moving forward, parents hope for a remodel with new desks and furnishings, and more volunteering opportunities. Students want more influence over campus food options, while teachers seek new desks and bookshelves, along with more celebrations and meaningful connections beyond teacher appreciation week and holidays.

Goals and Actions

Goal 1

Goal #	Description	Type of Goal
1	Downtown Value will promote academic achievement and proficiency for all students.	Broad

State Priorities addressed by this goal.

Priority 1 Basic Services, Priority 2 Conditions of Learning, Priority 4 Pupil Outcomes, Priority 7 Course Access, Priority 8 Other Pupil Outcomes

An explanation of why the LEA has developed this goal.

Our school will ensure academic achievement. School leaders will recruit, hire, and develop professionals to instruct, support, and monitor students in all academic areas. Educators will offer expert instruction with high expectations for academic performance to students who are disciplined learners, with standards of accountability for both, and implement increased or targeted services for students identified in one or more of the following students groups: English Learners, Socioeconomically Disadvantaged pupils, foster youth, homeless youth , student with Disabilities, and gifted students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Teachers: % of Fully Credentialed and Appropriately Assigned Teachers *Source: SARC*	60% *Data Year: 2022-23*			100%	N/A for 2024

1.2	Instructional Materials: % of Students with standards-aligned Instructional Materials at home and at school. *Source: SARC*	100% Data Year: 2023-24			100%	N/A for 2024
1.3	CAASPP ELA: % met/exceeded standards for all students and all significant subgroups *Source: Dataquest*	All: 29.6% SED: 28.2% SWD: 11.1% EL: 6.8% Hispanic or Latino: 29.4% Data Year: 2022-23			Increase 5-7% from baseline in all subgroups	N/A for 2024
1.4	CAASPP ELA: Distance from Standard for all students and all significant subgroups *Source: CA Dashboard*	All: -48.2 SED: -51 SWD: -81.4 EL: -74.9 Hispanic or Latino: -47.9 Data Year: 2022-23			Increase 10 points from baseline in all subgroups	N/A for 2024
1.5	CAASPP Math: % met/exceeded standards for all students and all significant subgroups *Source: Dataquest*	All: 17.1% SED: 16.2% SWD: 6.7% EL: 3.1% Hispanic or Latino: 17.3% Data Year: 2022-23			Increase 5-7% from baseline in all subgroups	N/A for 2024

1.6	CAASPP Math: Distance from Standard for all students and all significant subgroups *Source: CA Dashboard*	All: -76.3 SED: -78.6 SWD: -103.7 EL: -92.3 Hispanic or Latino: -75.6 Data Year: 2022-23			Increase 10 points from baseline in all subgroups	N/A for 2024
1.7	CAST Science: % met/exceeded standards for all students and all significant subgroups *Source: CA Dashboard*	All: 10.1% SED: 8.7% SWD: 0% EL: 0% Hispanic or Latino: 9.3% Data Year: 2022-23			Increase 5-7% from baseline in all subgroups	N/A for 2024
1.8	State Standards Implementation: % of teachers with scope and sequences aligned to state adopted content standards, including ELD standards *Source: Local*	100% Data Year: 2023-24			100%	N/A for 2024

1.9	English Learner Progress Indicator: % of English Learners increasing a level or maintaining at the highest level on the ELPAC *Source: Dataquest*	15% Data Year: 2022-23			Increase 5-7% from baseline	N/A for 2024
1.10	EL Reclassification Rate *Source: Dataquest*	Data release delayed by CDE			Increase 5-7% from baseline	
1.11	Long Term English Learners: % of LTELs scoring at a Level 3 or 4 on the ELPAC *Source: Dataquest*	31.8% Data Year: 2022-23			Increase 5-7% from baseline	
1.12	NWEA Language: % of students that are at or above grade level *Source: Local*	46% Data Year: 2023-24			50%	
1.13	NWEA Reading: % of students that are at or above grade level *Source: Local*	38% Data Year: 2023-24			50%	

1.14	NWEA Math: % of students that are at or above grade level *Source: Local*	38% Data Year: 2023-24			50%	

Goal Analysis for 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.

To be completed in 2025

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.

To be completed in 2025

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

To be completed in 2025

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.

To be completed in 2025

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	Hire Certificated Faculty	This action has been created to address the conditions of student learning. The administrative team ensures to hire fully credentialed instructors who have an EL Authorization and are properly assigned to deliver instruction in CORE and elective courses. Fully credentialed teachers and certificated support services personnel address the needs of students and deliver instruction to all students and students identified in one or more of the following students groups: English Learners, Socioeconomically Disadvantaged pupils, foster youth, homeless youth , student with Disabilities, and gifted students.	$1,672,339	No
1.2	Purchase Standards Based Curriculum	This action has been created to address the conditions of student learning. The administrative team ensures to purchase state approved, researched based curriculum which will give students access to standards-aligned instructional materials and ensure the implementation of all CA standards, including how English Learners will access academic content standard and language objectives as dictated by their Language Acquisition status. Resources in the curriculum will also support the needs of students identified in one or more of the following student groups: English Learners, Socioeconomically Disadvantaged pupils, foster youth, homeless youth, students with Disabilities, and gifted students.	$132,600	No
1.3	Provide Employee Benefits	Value Schools maintain a group health insurance plan that provides benefits for medical, dental, vision, prescription medicine, and mental and behavioral health services. These competitive benefits, along with life insurance, holidays, and a positive school culture, increase retention, connectedness, and a sense of safety within our faculty.	$1,035,012	No

1.4	Provide Professional Development Opportunities	Professional Development helps our administrators, specialist, teachers, and Paraprofessionals to learn skills to improve the conditions of learning and engagement to increase student outcomes. Aside from a focus on the implementation and mastery of standards, there is targeted skills development around English Learners' Language Acquisition objectives, students with special needs, homeless, and foster youth accommodations and services.	$60,267	Yes
1.5	Provide Access to Substitutes	This action has been created to continue to ensure the conditions of student learning. The administrative team subcontracts a vendor to get qualified substitutes to deliver instruction in CORE and elective courses and minimize learning disruption. Vendors include but are not limited to Teachers On Reserve and The Education Team, or stipends for classified staff with a substitute permit.	$150,000	No
1.6	Purchase and Maintain Technology	This action has been created to address student achievement and engagement. Technology equipment, hardware, and software will expand students' access to standardized curriculum, scaffolded/tiered resources at various instructional levels, and ensure accommodations for students in significant groups such as English Learners, Socioeconomically Disadvantaged pupils, foster youth, homeless youth , student with Disabilities, and gifted students. Besides implementation and access, these tools also allow for communication between various educational partners throughout the year.	$124,458	No
1.7	Assessment & Student Information System to this category	This is included in the above description: This action has been created to measure academic achievement by mastery of standards as captured by assessments and grade keeping records. Summative assessments recommended by the state's verified data system are administered quarterly and used as metric systems in the school's goals to measure academic progress and growth. Internal Assessment benchmark results, along with state assessment results, are used to determine intervention, progress monitor students, evaluate the effectiveness of programs and instruction, plan instruction and intervention strategies, and to determine additional needs or increased services.	$21,673	No

1.8	Purchase Materials, Supplies and Equipment	This action has been created to address the conditions of student learning. The administrative team ensures to purchase state approved, researched based curriculum which will give students access to standards-aligned instructional materials and ensure the implementation of all CA standards, including how English Learners will access academic content standard and language objectives as dictated by their Language Acquisition status. Resources in the curriculum will also support the needs of students identified in one or more of the following student groups: English Learners, Socioeconomically Disadvantaged pupils, foster youth, homeless youth, students with Disabilities, and gifted students.	$168,670	No
1.9	Implement Services for Students Who are Low Income	This action has been created to address the conditions of student learning and engagement. Academic research indicates that lower class sizes allow for meaningful interaction between instructor and student. Our low income and English Learner students need ample opportunities to engage in oral and written academic discussion and instruction. To address this need, the school will employ additional teachers to lower class size and increase the individual attention given to students that are low-income, English learners, and/or foster youth. Furthermore, we have found that our low income students and English Learners, and foster youth need technology and curriculum materials to support them with learning in multiple homes or in after school programs as traveling with such equipment can be unsafe in low income neighborhoods. The school will purchase computers, extra curriculum, and devices to support students with access to curriculum and resources.	$901,090	Yes

1.10	Implement Services for students who are English Learners	This action ensures English learners receive targeted ELD instruction aligned with their proficiency levels and appropriate academic support. It aims to achieve three objectives: providing professional development for teachers on ELD, fostering rapid English proficiency attainment to match native speakers, and ensuring ELs reach grade-level academic standards within a reasonable timeframe. Targeted support will be in the areas of professional development, family engagement, and EL programs. Implementation includes a Structured English Immersion program aligned with the EL Masterplan, with student progress monitored through various assessments like ELD curriculum evaluations, mastery of standards assessments, and state assessments (NWEA, LPAC, CAASPP, CAST). To address professional development needs, we will conduct workshops for teachers and paraprofessionals, focusing on strategies for supporting ELs in classrooms. Family engagement will involve workshops and materials explaining reclassification and the ELPAC exam. Lastly, we'll collaborate with specialists to enhance curriculum and develop targeted EL programs, integrating research-based strategies and providing additional support resources. Through these initiatives, we aim to better equip educators, engage families, and enhance curriculum to support the academic success of English learners.	$180,586	Yes
1.11	Implement Services for Students in Special Education	This action ensures the recruitment, enrollment, services, and retention of students with learning disabilities to address all state priorities. In order to implement services and funding as stated by law, our school has entered into partnership with various vendors to deliver assessments, counseling, occupational and speech therapy services. The school also pays for an encroachment fee for a Memorandum of Understanding with the Los Angeles Unified School District Special Education Local Plan Area (LAUSD SELPA) to consult, train, and receive oversight and support from LAUSD.	$461,431	No

Insert or delete rows, as necessary.

Goal 2

Goal #	Description	Type of Goal
2	Downtown Value will have affirming, safe, and supportive school culture and climate.	Broad

State Priorities addressed by this goal.

Priority 3 Parental Involvement and Family Engagement, Priority 5 Pupil Engagement, Priority 6 School Climate

An explanation of why the LEA has developed this goal.

Downtown Value will have affirming, safe, and supportive school culture and climate is a broad goal that addresses state priorities 3, 5, and 6. Actions ensure pupils and parents are engaged and have a positive school experience. A positive school climate is measured by high attendance, high parent participation, low chronic absenteeism, low suspension, and little to no expulsions or drop outs. Multiple Tiered Student Supports are put into place to support students with academics, sports, in school and after school student activities, and counselors and services to address social-emotional needs.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Average Daily Attendance *Source: CALPADS*	93.4% (mid year) Data Year: 2023-24			96%	N/A for 2024
2.2	Chronic Absence Rate for all students *Source: Dataquest*	19.4% Data Year: 2022-23			Lower than 10%	N/A for 2024
2.3	Middle School Dropout Rate *Source: CALPADS*	0% Data Year: 2022-23			0%	N/A for 2024

2.4	Suspension Rate for all students and all subgroups *Source: CA Dashboard*	18.2% Data Year: 2022-23			<1%	N/A for 2024
2.5	Expulsion Rate for all students and all subgroups *Source: Dataquest*	0% Data Year: 2022-23			0%	N/A for 2024
2.6	School Climate Survey: % of students, parents and teachers responding positively regarding school safety *Source: Local*	Student: 34% Teacher: 42% Parent: 65% All Average: 47% Data Year: 2023-24			75% or higher in all areas	N/A for 2024
2.7	School Climate Survey: % of students, parents and teachers responding positively regarding school connectedness *Source: Local*	Student: 40% Teacher: 45% Parent: 68% All Average: 51% Data Year: 2023-24			75% or higher in all areas	N/A for 2024

2.8	% parent Parent Participation in programs for unduplicated pupils (UDPs) and individuals with exceptional needs. *Source: Local*	90% 2022 Data Year: 2023-24			80%	N/A for 2024

Insert or delete rows, as necessary.

Goal Analysis for 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.

To be completed in 2025

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.

To be completed in 2025

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

To be completed in 2025

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.

To be completed in 2025

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	Deliver Homeless and Foster Youth Support Services	This action ensures the recruitment, enrollment, services, and retention of unhoused students or students in foster placement and addresses all state priorities. Policies have been developed outlining services and identifying a liaison to ensure services are delivered and rights are protected.	[$ 0.00]	No
2.2	Implement After School and Sports Services	This action was created to create opportunities for engagement and connectedness. After School programs and sports are essential in keeping students physically active and cognitively engaged with the school and the academic program.	$516,066	Yes
2.3	Hire Paraprofessionals	This action was created to provide additional research based-targeted - in small groups or one on one academic support for students identified in one or more of the following student groups: English Learners, Socioeconomically Disadvantaged pupils, foster youth, homeless youth , student with Disabilities, and gifted students.	$739,079	No
2.4	Provide Student Activity Opportunities	Creating a positive school climate where students can engage and develop their interest is important. Leaders and staff will ensure the school offers extracurricular programs that taps into students' potential and interests.	$41,310	Yes
2.5	Implement Nutrition Program	Wellness policy and the nutrition program are essential components of the academic program. Our school participates in federal school meal programs (including the School Breakfast Program, National School Lunch Program (including after school snacks), Summer Food Service program, and Fruit and Vegetable Snack program in our K-8 Schools). The board had adopted and our school implements a Wellness policy which expands on decision making choices around activity, portion control, and self awareness of wellness as a whole.	$437,903	No

Action #	Title	Description	Total Funds	Contributing
2.6	Provide Parent Engagement Opportunities	Partnerships with parents are essential in creating a school community of trust and learning, so it's important to ensure that the school makes it convenient and available for parents to be involved in big decisions in the operations of the school process. Additionally, Principal and Title I designee have the responsibility to ensure that the board approved Title I Parent and Family Engagement policy and program are implemented. This will include ensuring parents will be trained and involved in the development and evaluation of the LCAP and activities to improve student academic achievement and school performance. Principal will conduct School Site Council training on composition and responsibilities will be reviewed with members as dictated by the California Department of Education.	$5,202	Yes
2.7	Implement Summer School	This action was created to provide for students extended opportunities for learning with the intent to get ahead or catch up with learning that will close the achievement gap.	$0	No
2.8	Create a Safe, Healthy, and Wellness Climate	This action was created to create opportunities for engagement and connectedness. Students' mental health and emotional well being are essential in learning. Safety is of the utmost importance, so we will take all the necessary precautions to ensure that all students feel safe learning in this environment and parents feel confident sending their students to school.	$0	No
2.9	Provide Classified Personnel, Equipment, and Materials for Low Income Student Engagement Services	This action has been created to address student engagement and student outcomes. Academic research indicates that an increased understanding and academic growth can come as a result of reteaching, scaffolding, and implementation of intervention strategies where immediate feedback and instruction can occur. We will employ instructional aides to support students that are low-income, English learners, and/or foster youth in helping them develop their potential and meet these needs.	$469,523	Yes

Action #	Title	Description	Total Funds	Contributing
		Research has also proven that access to after school programs and sports increase students self esteem, health, keeps them safe, and keeps them away from criminal activity. School leaders will develop an athletic program that has proven to help students that are low-income and/or English learners maintain a GPA that is above a 2.0. The school will also coordinate a senior retreat that has shown to help low income students with self esteem, empowerment, and skills that will support them to and through college.		
2.10	Attendance Support	Value Schools provides a robust system of data monitoring and communication with families to help ensure regular attendance. The school office staff monitors daily attendance and follows up with teachers to ensure the accuracy of attendance data in PowerSchool, and then Parent Square alerts the school when students are in danger of becoming chronically absent so that the school can send attendance letters or hold meetings with families. SART Hearings will be held to address chronic absenteeism with families/caregivers.	$30,000	No

Insert or delete rows, as necessary.

Goal 3

Goal #	Description	Type of Goal
3	Downtown Value will be fully compliant with all Local, State and Federal regulations, ensure that students have a learning environment they need to be successful, and to meet the annual growth measurements prescribed.	Broad

State Priorities addressed by this goal.

Priority 1 Basic Services

An explanation of why the LEA has developed this goal.

Goal 3 ensures action steps in operations and compliance align with parent engagement mandates, federal and state programs requirements, and with fiscal and facility regulations. Furthermore, school facilities are clean, safe, and functional.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	% of School Facilities in "Good Repair": Clean, safe, and functional. *Source: SARC*	100% Data Year: 2023-24			100%	N/A for 2024
3.2	LAUSD Oversight Visit Review in Governance, Operations, Fiscal, and Academic out of a maximum score of “4” *Source: Local*	Scores have not yet been released. Data Year: 2023-24			Receive a score of "3" or higher in all categories	N/A for 2024

Insert or delete rows, as necessary.

Goal Analysis for 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.

To be completed in 2025

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.

To be completed in 2025

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

To be completed in 2025

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.

To be completed in 2025

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	Maintain and Repair Facilities	This action was created to address the facilities portion of state priority 1. School facilities are the forum for in-person learning and must be maintained for safety and optimal learning.	$487,963	No
3.2	Maintain Memberships with Community Partners	Partnerships with outside agencies allows for the school to remain compliant, competitive, and cohesive with the mission of charter schools and other public schools.	$1,036,049	No
3.3	Purchase Office Supplies	While these overhead expenditures are necessary for the ongoing, smooth operations of our school, they also provide the school with a sense of security and safety.	$159,322	No
3.4	Develop or Maintain Student Recruitment Strategies	The recruiting team reaches out to different areas throughout Central Los Angeles to offer students opportunities to receive an education that promotes the Values and the pursuit of a college education and career plan.	$57,000	No
3.5	Implement Personnel Appreciation Strategies	Collaboration begins with community building, so the school will make every effort to develop trust and respect among teachers.	$4,162	No

Insert or delete rows, as necessary.

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,552,688	$183,734

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
39%	0%	$0	38.601%

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 school wide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4, 1.9	After analyzing the 2023 CA Dashboard, it's evident that English Learners and Socioeconomically disadvantaged students require attention in ELA and Math proficiency. English Learners are in the red for ELA and yellow in Math. Socioeconomically disadvantaged students are orange for ELA and yellow in Math. To address these challenges, our students necessitate a comprehensive framework of academic support to facilitate their progress towards academic achievement. Additionally, educators require top-tier professional	The various student support mechanisms, such as small group instruction, academic intervention, and the integration of instructional technology, synergize to aid our students in achieving grade-level proficiency while also addressing any previous learning gaps. Unduplicated students benefit from a multitude of avenues to receive assistance in reaching their academic objectives. Moreover, teacher professional development contributes additional time and resources toward tailored coaching and training, specifically designed to cater to the needs of our low-income students. This empowers educators to better address the	**1.3** CAASPP ELA: % met/exceeded standards for EL and SED **1.4** CAASPP ELA: % distance from standard for EL and SED **1.5** CAASPP Math: % met/exceeded standards for EL and SED

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	development opportunities that enable them to implement a rigorous academic curriculum while providing ample academic assistance. Notably, many of our upper-grade low-income students enroll several grades below their expected level, highlighting the urgency of tailored support initiatives.	distinct requirements of unduplicated students, encompassing academic support, culturally responsive teaching, trauma-informed approaches, and the cultivation of critical thinking skills.	**1.6** CAASPP Math: % distance from standard for EL, SED and SWD
2.2, 2.4, 2.6	Based on our review of the 2023 CA Dashboard, we find needs for English Learners and Socioeconomically disadvantaged students in the areas of attendance, engagement, and school climate. English Learners are in the orange for Chronic Absenteeism and green for Suspension Rates. Socioeconomically disadvantaged students are orange for Chronic Absenteeism and orange in Suspension rates. We find that our students need additional support in the areas of engagement, climate and culture and benefit from restorative practices and a rich and celebratory school culture in order to thrive. In order to achieve our academic growth and achievement goals, we know that parents are critical partners in the endeavor. We know that parents of our socioeconomically disadvantaged students may benefit from additional opportunities that increase their ability to support their students' learning. Parents of English Learners benefit from additional outreach to support their students in English Language Development.	These actions prioritize interventions and support tailored for English learners, and socioeconomically disadvantaged students, encompassing recruitment, enrollment, and additional services. Policies are in place to ensure equitable access and protection of rights. Emphasis is placed on fostering a positive school climate through extracurricular programs that cater to diverse interests and engagement levels, while also facilitating parent partnerships and involvement in decision-making processes. Additionally, the plan addresses various state priorities by offering extended learning opportunities to bridge achievement gaps and implementing intervention strategies, including the deployment of instructional aides for targeted support. Furthermore, initiatives such as after-school programs and sports aim to bolster student self-esteem, health, and safety, with specific programs designed to maintain academic performance and support college readiness for low-income and English learner students.	**2.1** Average Daily Attendance **2.2** Chronic Absence Rate **2.4** Suspension Rate

Insert or delete rows, as necessary.

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.10	The English Learner(EL) subgroup is in the red on the 2023 CA Dashboard for EL progress with 15% of ELs making progress or maintaining at the highest level on the ELPAC in 2023.	This action ensures English learners receive targeted ELD instruction aligned with their proficiency levels and appropriate academic support. It aims to achieve three objectives: providing professional development for teachers on ELD, fostering rapid English proficiency attainment to match native speakers, and ensuring ELs reach grade-level academic standards within a reasonable timeframe. Targeted support will be in the areas of professional development, family engagement, and EL programs. Implementation includes a Structured English Immersion program aligned with the EL Masterplan, with student progress monitored through various assessments like ELD curriculum evaluations, mastery of standards assessments, and state assessments (NWEA, ELPAC, CAASPP, CAST). To address professional development needs, we will conduct workshops for teachers and paraprofessionals, focusing on strategies for supporting ELs in classrooms. Family engagement will involve workshops and materials explaining reclassification and the ELPAC exam. Lastly, we'll collaborate with	**1.9** English Learner Progress Indicator: % of English Learners increasing a level or maintaining at the highest level on the ELPAC **1.11** Long Term English Learners: % of LTELs scoring at a Level 3 or 4 on the ELPAC

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		specialists to enhance curriculum and develop targeted EL programs, integrating research-based strategies and providing additional support resources. Through these initiatives, we aim to better equip educators, engage families, and enhance curriculum to support the academic success of English learners.	
2.9	CAASPP ELA for SED (2022-2023): 28.2%, -51 DFS CAASPP Math for SED (2022-2023): 16.2%, -78.6 DFS This initiative is aimed at addressing the educational challenges faced by low-income students. Research indicates that these students often encounter barriers to academic success due to factors such as limited access to resources, lack of personalized support, and insufficient opportunities for extracurricular engagement. Without adequate support, low-income students may struggle to fully grasp academic concepts and achieve their academic potential. Additionally, socio-economic disparities can impact students' self-esteem, health, and overall well-being, potentially leading to disengagement from school and increased vulnerability to negative influences. Therefore, it is crucial to implement targeted interventions that address the specific needs of low-income students and provide them with the necessary support and opportunities to succeed academically and thrive personally.	This action has been created to address student engagement and student outcomes. Academic research indicates that an increased understanding and academic growth can come as a result of reteaching, scaffolding, and implementation of intervention strategies where immediate feedback and instruction can occur. We will employ instructional aides to support students that are low-income helping them develop their potential and meet these needs. Research has also proven that access to after school programs and sports increase students self esteem, health, keeps them safe, and keeps them away from criminal activity. School leaders will develop an athletic program that has proven to help students that are low-income and/or English learners maintain a GPA that is above a 2.0. The school will also coordinate a senior retreat that has shown to help low income students with self esteem, empowerment, and skills that will support them to and through college.	**1.3** CAASPP ELA: % met/exceeded standards for SED **1.4** CAASPP ELA: % distance from standard for SED **1.5** CAASPP Math: % met/exceeded standards for SED **1.6** CAASPP Math: % distance from standard for SED

Insert or delete rows, as necessary.

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

Not applicable

Additional Concentration Grant Funding

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

Downtown Value is a single school LEA with a greater than 55% unduplicated pupil population that will use the additional concentration grant add-on funding to recruit and maintain the number of staff providing direct services to students through the following action(s):

Action 1.9: Additional faculty certificated in Language Arts (2) , Math(2) , Social Studies (2) and science(2) to reduce student to teacher ratio.

Additional Paraprofessionals (4) to provide students with extended support in Language Arts, Math, and Science

Action 2.9: Additional counselors to implement social emotional screeners, lessons on mental health, conduct threat assessments and address attendance.

Action 2.2, 2.4, 2.6, and 2.9: Additional staff (6) to coach after school sports to engage students, increase connectedness, and promote physical activities and mental health.

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

2024-25 Total Planned Expenditures Table

LCAP Year (Input)	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 %)
2024-25	$ 4,022,410	$ 1,552,688	38.601%	0.000%	38.601%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 5,476,360	$ 2,660,998	$ 15,500	$ 708,847	$ 8,861,705.72	$ 5,065,784	$ 3,795,921

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	Hire Certificated Faculty	All	No	LEA-wide	N/A	High School	Ongoing	$ 1,668,259	$ 4,080	$ 922,447	$ 438,316	$ 15,500	$ 296,077	$ 1,672,339	0.000%
1	1.2	Purchase Standards Based Curriculum	All	No	LEA-wide	N/A	High School	Ongoing	$ -	$ 132,600	$ 132,600	$ -		$ -	$ 132,600	0.000%
1	1.3	Provide Employee Benefits	All	No	LEA-wide	N/A	High School	Ongoing	$ 1,035,012	$ -	$ 674,165	$ 360,848		$ -	$ 1,035,012	0.000%
1	1.4	Provide Professional Development Opportunities	All	Yes	LEA-wide	All	High School	Ongoing	$ -	$ 60,267	$ 45,271	$ -		$ 14,996	$ 60,267	0.000%
1	1.5	Provide Access to Substitutes	All	No	LEA-wide	N/A	High School	Ongoing	$ -	$ 150,000	$ 150,000	$ -		$ -	$ 150,000	0.000%
1	1.6	Purchase and Maintain Technology	All	No	LEA-wide	N/A	High School	Ongoing	$ -	$ 124,458	$ 24,458	$ -		$ 100,000	$ 124,458	0.000%
1	1.7	Assessment & Student Information System	All	No	LEA-wide	N/A	High School	Ongoing	$ -	$ 21,673	$ 21,673	$ -		$ -	$ 21,673	0.000%
1	1.8	Purchase Materials, Supplies and Equipment	All	No	LEA-wide	N/A	High School	Ongoing	$ -	$ 168,670	$ 168,670	$ -		$ -	$ 168,670	0.000%
1	1.9	Implement Services for Students Who are Low Income	All	Yes	LEA-wide	All	High School	Ongoing	$ 901,090	$ -	$ 901,090	$ -		$ -	$ 901,090	0.000%
1	1.10	Implement Services for students who are English Learners	English learner (EL)	Yes	Limited	English Learners	High School	Ongoing	$ 180,586	$ -	$ 180,586	$ -		$ -	$ 180,586	0.000%
1	1.11	Implement Services for Students in Special Education	Student with Disabilities (SWD)	No	LEA-wide	N/A	High School	Ongoing	$ 72,234	$ 389,197	$ 85,455	$ 375,976		$ -	$ 461,431	0.000%
2	2.1	Deliver Homeless and Foster Youth Support Services	Foster Youth, Homeless Youth	No	LEA-wide	N/A	High School	Ongoing	$ -	$ -	$ -	$ -		$ -	$ -	0.000%
2	2.2	Implement After School and Sports Services	All	Yes	LEA-wide	All	High School	Ongoing	$ -	$ 516,066	$ 79,594	$ 436,472		$ -	$ 516,066	0.000%
2	2.3	Hire Paraprofessionals	All	No	LEA-wide	N/A	High School	Ongoing	$ 709,079	$ -	$ 709,079	$ -		$ -	$ 709,079	0.000%
2	2.4	Provide Student Activity Opportunities	All	Yes	LEA-wide	All	High School	Ongoing	$ -	$ 41,310	$ 41,310	$ -		$ -	$ 41,310	0.000%
2	2.5	Implement Nutrition Program	All	No	LEA-wide	N/A	High School	Ongoing	$ -	$ 437,903	$ 39,411	$ 100,718		$ 297,774	$ 437,903	0.000%
2	2.6	Provide Parent Engagement Opportunities	All	No	LEA-wide	N/A	High School	Ongoing	$ -	$ 5,202	$ 5,202	$ -		$ -	$ 5,202	0.000%
2	2.7	Implement Summer School	All	No	LEA-wide	N/A	High School	Ongoing	$ -	$ -	$ -	$ -		$ -	$ -	0.000%
2	2.8	Create a Safe, Healthy, and Wellness Climate	All	No	LEA-wide	N/A	High School	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
2	2.9	Provide Classified Personnel, Equipment, and Materials for Low Income Student Engagement Services	Low Income	Yes	LEA-wide	Low-Income	High School	Ongoing	$ 469,523	$ -	$ 469,523	$ -	$ -	$ -	$ 469,523	0.000%
2	2.10	Attendance Support	All	No	LEA-wide	N/A	High School	Ongoing	$ 30,000	$ -	$ 30,000	$ -	$ -	$ -	$ 30,000	0.000%
3	3.1	Maintain and Repair Facilities	All	No	LEA-wide	N/A	High School	Ongoing	$ -	$ 487,963	$ 241,993	$ 245,970	$ -	$ -	$ 487,963	0.000%
3	3.2	Maintain Memberships with Community Partners	All	No	LEA-wide	N/A	High School	Ongoing	$ -	$ 1,036,049	$ 333,350	$ 702,700	$ -	$ -	$ 1,036,049	0.000%
3	3.3	Purchase Office Supplies	All	No	LEA-wide	N/A	High School	Ongoing	$ -	$ 159,322	$ 159,322	$ -	$ -	$ -	$ 159,322	0.000%
3	3.4	Develop or Maintain Student Recruitment Strategies	All	No	LEA-wide	N/A	High School	Ongoing	$ -	$ 57,000	$ 57,000	$ -	$ -	$ -	$ 57,000	0.000%
3	3.5	Implement Personnel Appreciation Strategies	All	No	LEA-wide	N/A	High School	Ongoing	$ -	$ 4,162	$ 4,162	$ -	$ -	$ -	$ 4,162	0.000%

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year	Totals by Type	Total LCFF Funds
$ 4,022,410	$ 1,552,688	38.601%	0.000%	38.601%	$ 1,717,375	0.000%	42.695%	**Total:**	$ 1,717,375
								LEA-wide Total:	$ 1,536,789
								Limited Total:	$ 180,586
								Schoolwide	$ -

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	1.4	Provide Professional Development Opportunities	Yes	LEA-wide	All	High School	$ 45,271	0.000%
1	1.9	Implement Services for Students Who are Low Income	Yes	LEA-wide	All	High School	$ 901,090	0.000%
1	1.10	Implement Services for students who are English Learners	Yes	Limited	English Learners	High School	$ 180,586	0.000%
2	2.2	Implement After School and Sports Services	Yes	LEA-wide	All	High School	$ 79,594	0.000%
2	2.4	Provide Student Activity Opportunities	Yes	LEA-wide	All	High School	$ 41,310	0.000%
2	2.9	Provide Classified Personnel, Equipment, and Materials for Low Income Student Engagement Services	Yes	LEA-wide	Low-Income	High School	$ 469,523	0.000%

2023-24 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 9,111,805.43	$ 8,967,870.33

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	Hire Certificated Personnel	No	$ 1,612,814	$ 1,404,118
1	2	Purchase Standards Based Curriculum	No	$ 55,000	$ 6,800
1	3	Provide Employee Benefits	No	$ 1,041,974	$ 1,270,090
1	4	Provide Professional Development Opportunities	Yes	$ 57,649	$ 93,660
1	5	Provide Access to Substitutes	No	$ 130,560	$ 286,000
1	6	Purchase and Maintain Technology	No	$ 258,582	$ 225,000
1	7	Purchase and Maintain Assessments and Student Information Systems	No	$ 19,380	$ 19,380
1	8	Purchase Materials, Supplies and Equipment	No	$ 69,646	$ 66,218
1	9	Provide Personnel, Equipment, and Materials for Low Income Academic Services	Yes	$ 1,059,979	$ 1,059,979
1	10	Implement English Learner Services	Yes	$ 126,959	$ 128,012
1	11	Implement Special Education Services	No	$ 679,391	$ 679,391
2	1	Deliver Homeless and Foster Youth Services	Yes	$ 1,000	$ 1,000
2	2	Implement After School and Sports Services	Yes	$ 832,526	$ 905,855
2	3	Hire Paraprofessionals	No	$ 408,238	$ 390,025
2	4	Provide Student Activity Opportunities	Yes	$ 50,000	$ 50,000
2	5	Implement Nutrition Program	No	$ 412,925	$ 412,925
2	6	Provide Parent Engagement Opportunities	Yes	$ 60,661	$ 74,614
2	7	Implement Summer School	Yes	$ -	$ -
2	8	Create a Safe, Healthy, and Wellness Climate	Yes	$ -	$ -
2	9	Provide Classified Personnel, Equipment, and Materials for Low Income Student Engagement Services	Yes	$ 420,995	$ 421,993
3	1	Maintain and Repair Facilities	No	$ 759,911	$ 427,415
3	2	Maintain Memberships with Community Partners	No	$ 911,180	$ 866,865
3	3	Purchase Office Supplies	No	$ 84,295	$ 109,449
3	4	Develop or Maintain Student Recruitment Strategies	No	$ 54,060	$ 65,000
3	5	Implement Personnel Appreciation Strategies	No	$ 4,080	$ 4,080

2023-24 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 1,616,335	$ 1,749,556	$ 1,797,062	$ (47,506)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed 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	4	Provide Professional Development Opportunities	Yes	$ 36,149	$ 36,149.00	0.00%	0.00%
1	9	Provide Personnel, Equipment, and Materials for Low Income Academic Services	Yes	$ 1,044,979	$ 1,044,979	0.00%	0.00%
1	10	Implement English Learner Services	Yes	$ 126,959	$ 128,012.00	0.00%	0.00%
2	1	Deliver Homeless and Foster Youth Services	Yes	$ 1,000	$ 1,000.00	0.00%	0.00%
2	2	Implement After School and Sports Services	Yes	$ 41,313	$ 41,313.00	0.00%	0.00%
2	4	Provide Student Activity Opportunities	Yes	$ 20,000	$ 50,000.00	0.00%	0.00%
2	6	Provide Parent Engagement Opportunities	Yes	$ 58,161	$ 74,614.00	0.00%	0.00%
2	7	Implement Summer School	Yes	$ -		0.00%	0.00%
2	8	Create a Safe, Healthy, and Wellness Climate	Yes	$ -		0.00%	0.00%
2	9	Provide Classified Personnel, Equipment, and Materials for Low Income Student Engagement Services	Yes	$ 420,995	$ 420,995.00	0.00%	0.00%

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 4,174,903	$ 1,616,335	0.00% - No Carryover	38.72%	$ 1,797,062	0.00%	43.04%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

- Teachers,
- Principals,
- Administrators,
- Other school personnel,

- Parents, and
- Students

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

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

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

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
  - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

- **LCAP Year**: Identify the applicable LCAP Year.

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

  - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use

the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

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

LCFF Carryover Table

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

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

LCFF Carryover Table

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

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

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

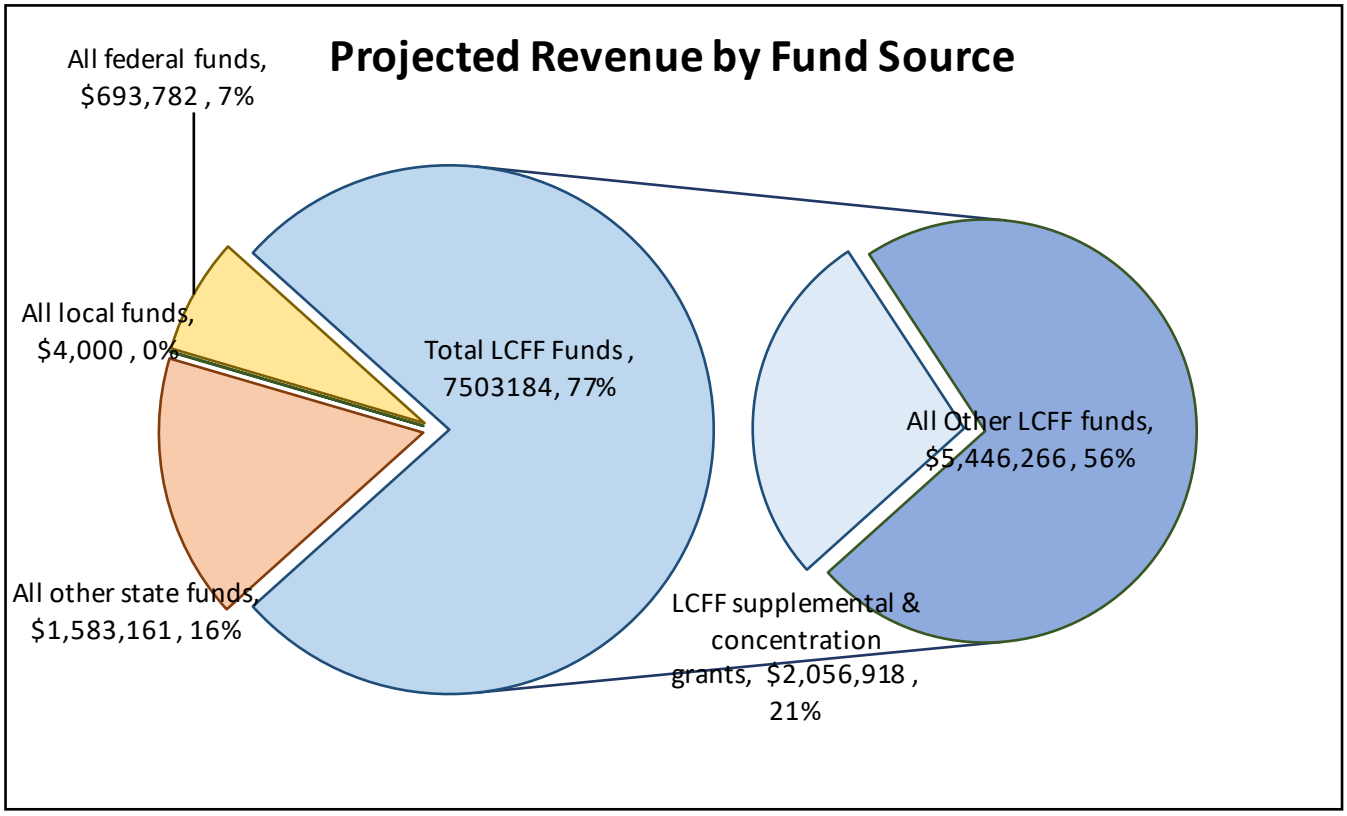
California Department of Education
November 2023

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Central City Value High School
CDS Code: 19647330100800
School Year: 2024-25
LEA contact information: Joaquin Arroyo, 213-471-4686, jarroyo@valueschools.com

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 o high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2024-25 School Year

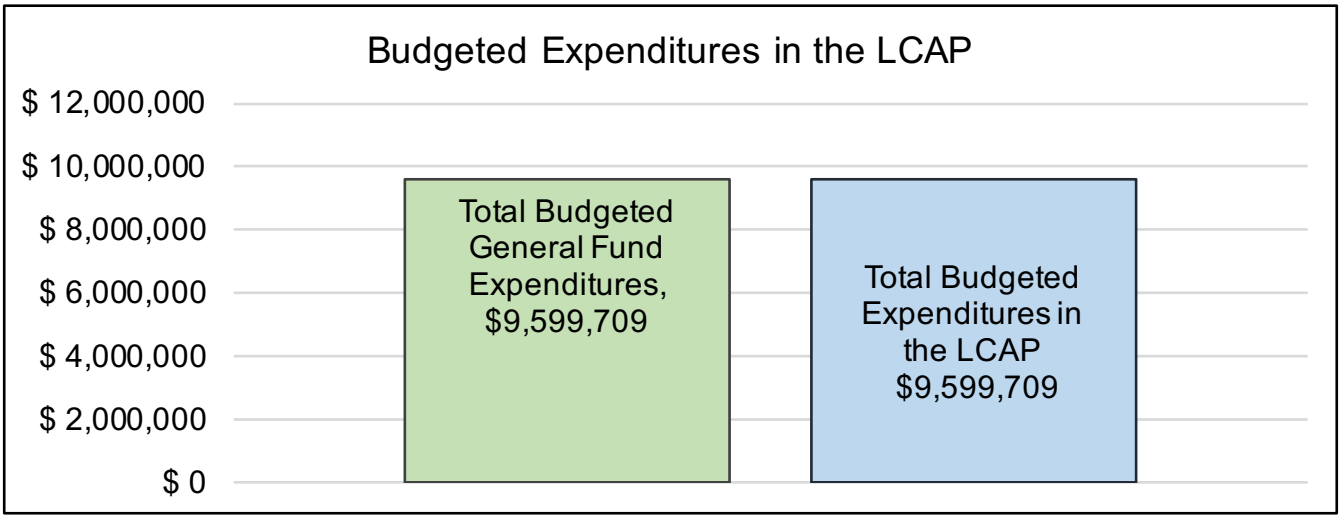


This chart shows the total general purpose revenue Central City Value High School expects to receive in th coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Central City Value High School is $9,784,127.00, of which $7,503,184.00 is Local Control Funding Formula (LCFF), $1,583,161.00 is other state funds, $4,000.00 is local funds, and $693,782.00 is federal funds. Of the $7,503,184.00 in LCFF Funds, $2,056,918.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Central City Value High School plans to spend for 2024-2
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: Central City Value High School plans to spend $9,599,709.00 for the 2024-25 school year. Of that amount, $9,599,709.00 is tied to actions/services in the LCAP and $0.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP w be used for the following:

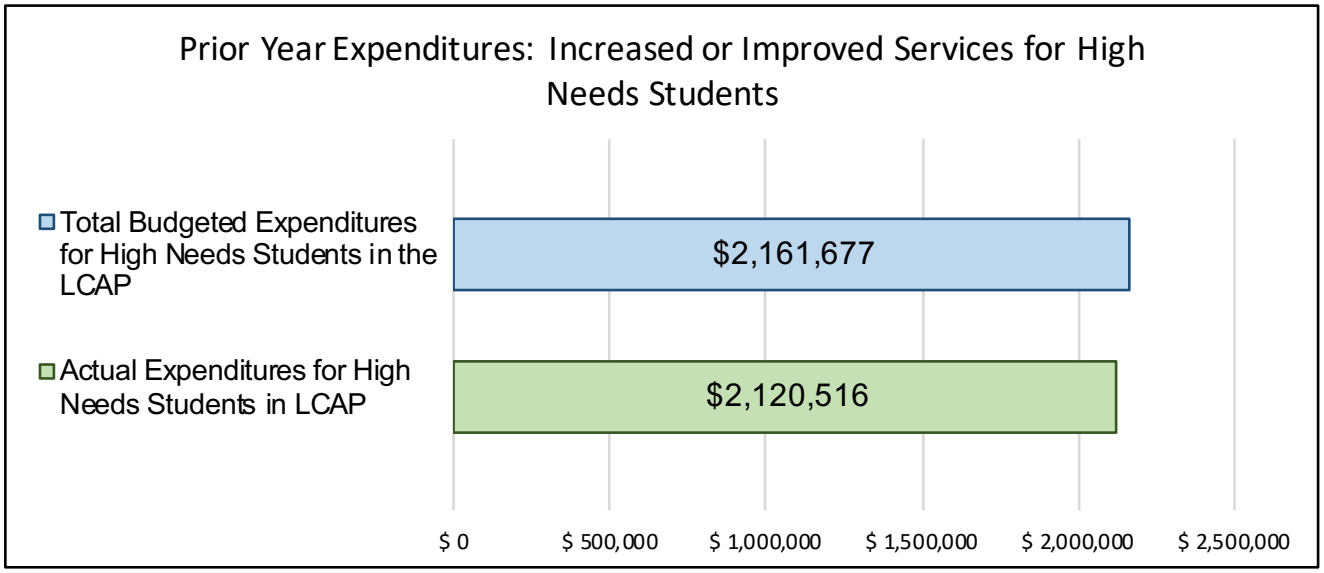
These funds will either roll over or be used in case any expenditures projected increase.

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

In 2024-25, Central City Value High School is projecting it will receive $2,056,918.00 based on the enrollmer of foster youth, English learner, and low-income students. Central City Value High School must describe how intends to increase or improve services for high needs students in the LCAP. Central City Value High School plans to spend $2,083,835.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Central City Value 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 Central City Value High School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Central City Value High School's LCAP budgeted $2,161,677.00 for planned actions to increase or improve services for high needs students. Centra City Value High School actually spent $2,120,516.00 for actions to increase or improve services for high nee students in 2023-24. The difference between the budgeted and actual expenditures of $41,161.00 had the following impact on Central City Value High School's ability to increase or improve services for high needs students:

The total actual expenditures for actions and services to increase or improve services for high needs student in 2023-24 were less than the total budgeted expenditures for those planned actions and services. Despite th discrepancy, all services were provided to high needs students as planned. The decreased expenditures we primarily due to variations in staffing costs. This variation allowed Central City Value High School to deliver th intended actions and services without compromising the quality or extent of support provided to high needs students. Consequently, the overall goal of increasing or improving services for these students in the 2023-2 academic year was successfully achieved.

2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Goals and Actions

Goal 1

Goal #	Description
1	Our school will ensure academic achievement. School leaders will recruit, hire, and develop professionals to instruct, support, and monitor students in all academic areas. Educators will offer expert instruction with high expectations for academic performance to students who are disciplined learners, with standards of accountability for both, and implement increased or targeted services for students identified in one or more of the following students groups: English Learners, Socioeconomically Disadvantaged pupils, foster youth, homeless youth, student with Disabilities, and gifted students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teachers: Fully Credentialed and Appropriately Assigned Teachers (Priority 1)	During the 2020-21 school year, 96% of teachers are fully credentialed.	During the 2021-22 school year, 100% of teachers were fully credentialed for the majority of the year.	92% of the teachers were credentialed and properly assigned per 21-22 SARC - 3 mis-assignments per CALSAAS	90% Data Year: 22-23 Data Source SARC	100% of teachers in academic core classes are fully credentialed and appropriately assigned.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Instructional Materials: Every student has standards-aligned materials. (Priority 1)	During the 2020-21 school year, all students have access to standards–aligned instructional materials.	During the 2021-22 school year, all students have access to standards–aligned instructional materials.	During the 2021-22 school year, all students have access to standards–aligned instructional materials. 100% Fall 2022 Data Year: 2021-22 Data Source: Williams Curriculum Principal Certification	100% Data Year: 2022-23 Data Source: Williams Curriculum Principal Certification	All students will have access to standards–aligned instructional materials.
State Standards Implementation: Implementation of academic content and performance standards for all students, including how English learners will access the Common Core State Standards and ELD standards. (Priority 2)	The school has completely implemented state standards.	The school has completely implemented state standards.	According to the State Tool Survey there was 100% implementation of State Standards. 100% Fall 2022 Data Year: 2021-22 Data Source: School Climate Survey	According to the State Tool Survey there was 100% implementation of State Standards. Data Year: 2022-23 Data Source: CA Dashboard	The school will completely implement state standards.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELA CAASPP: Statewide Language Arts California Assessment of Student Performance and Progress (CAASPP)(State Priority 4)	68% met/exceeded standard in ELA. The average score was 2624.	Students did not take the SBAC in 2020.	46.22% of all students Met or Exceeded ELA Standards in 21-22 ELA CAASPP State Assessment and were 5.2 points below state standard. 43.14% of Economically Disadvantaged Students Met or Exceeded ELA Standards in 21-22 ELA CAASPP State Assessment 33.33% of Students with a Disability Met or Exceeded ELA Standards in 21-22 ELA CAASPP State Assessment 43.00% of Hispanic Students Met or Exceeded ELA Standards in 21-22 ELA CAASPP State Assessment 00% of English Learners Students (13) Met or Exceeded ELA Standards in 21-22 ELA CAASPP State Assessment; however 42.71% of Ever English Language Learners (96) met or Exceeded ELA Standards in 21-22 ELA CAASPP State Assessment.	64.78% all 26.7% EL 62.1% Economically Disadvantaged 25% Disability 65.7% Hispanic 22-23 CAASPP State Assessment	100% met/exceed standard; average score 2795

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Math CAASPP: Statewide Math California Assessment of Student Performance and Progress (CAASPP) (State Priority 4)	In 2019, 17% met/exceed standard. The average score was 2548.	Students did not take the SBAC in 2020.	17.10% Met or Exceeded Math standards in 21-22 Math CAASPP State Assessment 19.00% of Economically Disadvantaged Students Met or Exceeded Math Standards in 21-22 Math CAASPP State Assessment 06.25% of Students with a Disability Met or Exceeded Math Standards in 21-22 Math CAASPP State Assessment 19.38% of Hispanic Students Met or Exceeded Math Standards in 21-22 Math CAASPP State Assessment 00% of English Learners Students (13) Met or Exceeded Math Standards in 21-22 Math CAASPP State Assessment; however 16.84% of Ever English Language Learners (96) met or Exceeded Math Standards in 21-22 Math CAASPP State Assessment.	27.5% all 7.1% EL 28.3% Economically Disadvantaged NA Disability 26% Hispanic 22-23 CAASPP State Assessment	100% met/exceed standard; average score: 2862

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Science CAST: Statewide CAST Assessments (Science SBAC) (State Priority 4)	In 2019, 8% of students met or exceeded the standard.	In 2021, 18% of students met or exceeded the standard.	22.13% of all Central City Students Met or Exceeded Science standards in the 21-22 California Science Test (CAST) State Assessment 19.61% of low income Students Met or Exceeded Science standards in the 21-22 California Science Test (CAST) State Assessment 06.25% of Students with a Disability Met or Exceeded Math Standards in 21-22 Math CAASPP State Assessment 22.03% of Hispanic Students of all Central City Students Met or Exceeded Science standards in the 21-22 California Science Test (CAST) State Assessment 00% of English Learners Students (13) Met or Exceeded Science standards in the 21-22 California Science Test (CAST) State Assessment; however 22.22% of Ever English Language Learners met or Exceeded Science standards in the 21-22 California Science Test (CAST) State Assessment	32.7% all 0% EL 33.3% Economically Disadvantaged NA Disability 32.7% Hispanic 22-23 CAASPP State Assessment	100% of students will meet or exceed the standard.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
A-G Completion: Percentage of pupils who have successfully completed a-g requirements	In 2020, 83% of the seniors completed the a- g requirements.	In 2021, 84% of the seniors completed the a-g requirements.	In 2021, 83% of the seniors completed the a-g requirements.	22-23 School Year - 73% of seniors completed A-G requirements	
CTE Courses: Percentage of pupils who have successfully completed CTE Courses from approved pathways	The school does not offer CTE courses from approved pathways	The school does not offer CTE courses from approved pathways	Not Applicable	NA	The school does not offer CTE courses from approved pathways
A -G and CTE Courses: Percentage of pupils who have successfully completed a-g and CTE Courses	In 2020, 83% of the seniors completed the a- g requirements.	In 2020, 83% of the seniors completed the a-g requirements.		22-23 School Year - 73% of seniors completed A-G requirements (School does not have CTE Pathways)	
EL Progress: Percent of English Learners who made progress toward English Proficiency as measured by the ELPAC.	55% of English learners are making progress towards English language proficiency.	60% of English learners are making progress towards English language proficiency.	45.6% of English learners are making progress towards English language proficiency per English Learner Progress Indicator in the 21-22 State Dashboard.	35.7% of English learners are making progress towards English language proficiency per English Learner Progress Indicator in the 22-23 State Dashboard.	Ideally, all students that are English Learners would be making progress towards English Language proficiency.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learner Reclassification Rate	28 % (CA Dashboard)	14% ELPAC Level 4 47% ELPAC Level 3		Data release delayed by CDE	
AP exams : Percentage of Pupils who pass AP exams with a score of 3 or higher (Priority 4) per spring report	59% in Spring 2020	33% in Spring 2021	___% in Spring 2022	53% in Spring 2023	The desired outcome is for students to pass all AP exams with a 3 or higher.
ELA EAP: Percentage of Pupils Prepared for College by the Early Assessment Program (EAP) (as measured by 11th grade CAASPP scores indicating standard exceeded or standard met in ELA)	Class of 2019, 27% were ready and 40% were conditionally ready.	Class of 2020: Data not Available	46.22% are prepared for College as measured by 11th grade students Met or Exceeded ELA Standards in 21-22 ELA CAASPP State Assessment	64.76% are prepared for College as measured by 11th grade students Met or Exceeded ELA Standards in 22-23 ELA CAASPP State Assessment	All Students will be ready for college.
Math EAP: Percent of Pupils Prepared for College by the Early Assessment Program (EAP) (as measured by 11th grade CAASPP scores indicating standard exceeded or standard met in Math)	Class of 2019, 4% were ready and 13% were conditionally ready.	Class of 2020: Data not Available	17.10% are prepared for College as measured by 11th grade students Met or Exceeded Math Standards in 21-22 Math CAASPP State Assessment	27.45% are prepared for College as measured by 11th grade students Met or Exceeded Math Standards in 22-23 Math CAASPP State Assessment	All Students will be ready for college.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Course Access: Students have access and are enrolled in a broad course of study (i.e. , social science, science, health, PE, VAPA, world language).	100% of students in 2020 -2021 have access and are enrolled in a broad course of study.	100% of students in 2020- 2021 have access and are enrolled in a broad course of study.	100% of students in 2021-2022 have access and are enrolled in a broad course of study.	100% of students in 2022- 2023 have access and are enrolled in a broad course of study.	100% of students will have access and will enroll in a broad course of study.
NWEA Reading Growth Indicator (Priority 4) Pupil Outcomes: The percentage of students that are at or above grade level on the NWEA in reading will increase by at least 16% during their first three years of high school. Moving forward, we will also measure the students making one year of growth in Reading and Math based on verified data assessment.	Class of 2021: 16% increase	Class of 2022: Scores may not have been valid due to the fact that students took the exam at home.	49% of the students are at or above grade level in the NWEA in reading Winter 2023 Benchmark. Based Math: 45% Reading: 45% Data Year: 2020-21 Data Source: NWEA MAP Year 1 Outcome Math: 59% Reading:40% Data Year: 2021-22 Data Source: NWEA MAP Year 2 Outcome Math: 60% Reading:42% Data Year: 2022-23 Data Source: NWEA MAP	52% Data Year: 2023-34 Data Source: NWEA MAP	Ideally, all students would be at or above grade level in reading by their junior year of high school. Desired Outcome for 2023-24 - Average at least one year of growth in Reading and Math schoolwide and for all significant subgroups.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
NWEA Language Growth Indicator (Priority 4)	20-21 Not Collected	21-22 Not Collected	22-23 Not Collected	52% Data Year: 2023-34 Data Source: NWEA MAP	23-24 An increase from base year.
NWEA Math Growth Indicator (Priority 4) Pupil Outcomes: The percentage of students that are at or above grade level on the NWEA in math will increase by at least 16% during their first three years of high school.	Average increase of the classes of 2020 & 2021: 16% increase	Class of 2022: Scores may not have been valid since students took the exam at home.	41% of the students are at or above grade level in the NWEA in math Winter 2023 Benchmark. Based Math: 45% Reading: 45% Data Year: 2020-21 Data Source: NWEA MAP Year 1 Outcome Math: 59% Reading:40% Data Year: 2021-22 Data Source: NWEA MAP Year 2 Outcome Math: 60% Reading:42% Data Year: 2022-23 Data Source: NWEA MAP	45% Data Year: 2023-34 Data Source: NWEA MAP	Ideally, all students would be at or above grade level in math by their junior year of high school. Desired Outcome for 2023-24 - Average at least one year of growth in Reading and Math schoolwide and for all significant subgroups.

Goal Analysis

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

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

Overall the actions designed to support achievement of goal 1 were implemented as planned.

Successes:

This year has been marked by notable successes in the implementation of Goal 1 of our LCAP. From the outset, our staffing has been robust, with a full complement of teachers, including one on permit and two Teach For America educators, alongside the remainder being credentialed. This achievement is particularly significant given the prevailing teacher shortage. Furthermore, we have successfully executed our actions related to EL/SPED and other crucial areas. The recognition of Central City as a Distinguished School highlights our commitment to excellence. Our students have excelled academically, with Green graduation rates and Blue ELA scores on the California Dashboard indicating commendable progress. Notably, our teacher retention remains strong, reflecting a positive and supportive school culture. Moreover,

our EL, Latinx, and students with disabilities have consistently outperformed their peers across the state in SBAC exams, showcasing the effectiveness of our instructional programs. Remarkably, all our students have surpassed state averages in ELA, Math, and Science SBAC assessments, underscoring our dedication to academic achievement for all. Additionally, increased professional development opportunities provided by the network office have further empowered our educators and leaders. Finally, the strategic hiring of a Chief Academic Officer and ongoing team development, funded through foundations rather than the Charter Management Organization, signifies our commitment to organizational growth and sustainability. These collective accomplishments signify significant progress towards our overarching goals and demonstrate our unwavering dedication to student success.

Challenges:

Despite the overall smoothness of this year, several challenges have emerged in the implementation of Goal 1 of our LCAP. One notable concern is the lower percentage on the College and Career Indicator, prompting a closer examination of how this metric is reported and interpreted. Additionally, while our hotspots and internet programs have been active, the cessation of COVID funding has raised questions about how to sustain these vital services going forward, particularly regarding the retrieval and reorganization of hotspots and internet provisions. Furthermore, the increase in the Special Education (SPED) population by 1% necessitates a focused effort on identifying and addressing the additional needs for services and supports within this demographic. Moreover, as we explore recruitment strategies, the establishment and development of a robust HR department are imperative, particularly in supporting teachers without credentials or interns. Navigating these challenges will require strategic planning, collaborative efforts, and a commitment to addressing the evolving needs of our school community while ensuring equitable access to resources and support services for all students.

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

1.2 Purchase Standards Based Curriculum estimated actuals ($295,000) was more than budgeted expenditures ($260,100) due to the evolving educational demands and shifting requirements of the school and its diverse student body, necessitating a broader investment in curriculum materials to meet instructional standards and support enhanced learning outcomes.

1.3 Provide Employee Benefits estimated actuals ($1,421,729) was less than budgeted expenditures ($1,149,872) because of the ongoing challenges associated with recruiting and retaining qualified educators, which may have resulted in fewer staff members needing benefits than initially projected.

1.4 Provide Professional Development Opportunities estimated actuals ($60,606) was less than budgeted expenditures ($122,746) because the school strategically leveraged a combination of cost-effective professional development options, including in-house training, online resources, and collaborative partnerships, to maximize the value of available resources while meeting the evolving needs of educators and students.

1.6 Purchase and Maintain Technology estimated actuals ($141,000) was less than budgeted expenditures ($192,820) because of the dynamic educational landscape and evolving technological requirements of both the school and its students, prompting a careful reassessment of priorities and resource allocation to ensure optimal utilization and alignment with instructional objectives.

1.7 Assessment & Student Information System estimated actuals ($1,421,729) was less than budgeted expenditures ($1,149,872) due to the dynamic nature of educational requirements and the evolving needs of both the school and its students, prompting a more targeted allocation of resources to ensure efficient management of assessments and student data while maintaining high standards of educational quality.

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

Throughout the three-year LCAP cycle for Central City Value High School, the implemented actions, including Hiring Certificated Faculty, Providing Employee Benefits, Ensuring Access to Substitutes, Implementing an Assessment & Student Information System, and Purchasing Materials, Supplies, and Equipment, have proven to be overall effective in advancing towards our goals for the following metrics: Fully Credentialed Teachers, Instructional Materials, and State Standards Implementation. As evidenced by 100% of students consistently having access to standards-aligned instructional materials and the full implementation of state standards during all LCAP years, our efforts have yielded positive outcomes. Despite encountering slight dips in the number of fully credentialed and appropriately assigned teachers to 92%, the school has proactively addressed this challenge by implementing measures to enhance teacher recruitment and retention. Consequently, we are witnessing improvements in this area, ensuring continued progress towards our objectives.

The actions Purchase Standards Based Curriculum, Provide Professional Development Opportunities, Purchase and Maintain Technology, Provide Personnel, Equipment, and Materials for Low Income Academic Services have been mostly effective with regards to ELA and Math CAASPP Data, Science CAST data, and internal NWEA MAP assessments. Despite the global pandemic causing a slight dip in overall data, students made significant improvements in ELA CAASPP, with proficiency rising nearly 20% from year 2 to year 3 outcomes, reaching 64.78%. Similarly, in math, students saw an improvement of over 10%, rising from 17.1% proficiency in 2022 to 27.5% in 2023. While the Science CAST exam showed lower achievement, there was still notable growth, increasing from 18% passing in 2021 to 32.7% meeting and exceeding standards in 2023. Additionally, internal benchmarks through NWEA MAP assessments demonstrated annual growth, with year three outcomes in ELA and math reaching 52% and 45%, respectively.

These actions have been effective for college-going metrics of A-G Completion and AP Exams. Central City Value High School saw an increase in achievement from 33% in 2021 to 53% in 2023 in AP exam pass rates. A-G Completion rates have remained competitive with a most recent rate of 73% of graduates meeting UC requirements upon graduation as reflected in DataQuest.

The action of Implement English Learner Services has been inconsistently effective. Currently, the English Learner Progress (ELPI) rate stands at 35.7%, below the state average. We are in the process of refining our strategies to yield better results for our English Learners in the upcoming year.

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

Long Term English Learners services will be added to the 2024-25 LCAP's English Language Development action in order to document the services provided to ensure the progress of this subgroup in developing English language fluency. A metric "Percent of LTELs scoring at Level 3 & 4 on the ELPAC" will be added to track the effectiveness of the new action.

Additionally, these metrics will be added: "CAASPP ELA: Distance from Standard for all students and all significant subgroups" and "CAASPP Math: Distance from Standard for all students and all significant subgroups" in order to further track achievement data and progress.

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.

Goal 2

Goal #	Description
2	School leaders, faculty, and students acknowledge that each student is gifted with talents and abilities, and each should develop to their fullest potential. Administrators, educators, staff, students and parents collaborate to identify areas of need and create programs, activities, customs, and practices to develop a positive school climate which supports and engages students, parents, and staff with their unique needs.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rates (State Priority 5)	97% based on 20-21 ADA reports	95% based on 21-22 ADA reports	94% based on 22-23 Annual Average Daily Attendance in P2 District Report.	93.94% based on 23-24 Annual Average Daily Attendance in P2 District Report	97%
Chronic Absenteeism Rate (State Priority 5).	9%	Not applicable	10.7% Chronic Absenteeism Data Year: 2021-22 Data Source: DataQuest	18.8% Data Year: 2022-23 Data Source: DataQuest	
High School Drop Out Rate (State Priority 5)	1% (From CALPADS Reports)	2.63% (From CALPADS Reports)	1% High School Drop Out Rate Data Year: 2021-22 Data Source: DataQuest (4-year cohort outcomes data)	11.50% Data Year: 2022-23 Data Source: DataQuest	
High School Graduation Rates (State Priority 5)	In 2019-20, the cohort graduation rate was 94.7%.	In 2020-21, the cohort graduation rate was 84%.	In 2021-22, the cohort graduation rate was _____ %.	87.7% Data Year: 2022-23 Data Source: DataQuest	Ideally, the cohort graduation rate would be 100%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rates as measured by the California dashboard. (State Priority 6)	During the 2019 - 2022 school year the suspension rate was 0.8% (CA Dashboard and Discipline CALPADS Reports)	During the 2020 - 2021 school year the suspension rate was 0.0%.	0% suspension rate Data Year: 2021-22 Data Source: CA State Dashboard	0% Data Year: 2022-23 Data Source: CA State Dashboard	0.0% (CA Dashboard and Discipline CALPADS Reports)
Expulsion Rates (State Priority 6)	The school did not expel any students during the 2019-2020 school year.	The school did not expel any students during the 2020-2021 school year.	0% Expulsion Rate According to CALPADS Discipline Report Data Year: 2021-22 Data Source: CA CDE DataQuest	0% Data Year: 2022-23 Data Source: DataQuest	0 expulsions
Pupils, Parents, Teachers response to sense of Safety in the Value Schools School Climate Survey . (State Priority 6)	Pupils' safety average response was 3.66 on a five point scale in the 20-21 School Climate Survey. Parents' Safety Average response was a 4.20 on a five point scale from the 20-21 School Climate Survey. Teachers' Safety Average Response was 4.10 on a five	Pupils' safety average response was 3.63 on a five point scale in the 21-22 School Climate Survey. Parents' safety average response was a 4.22 on a five point scale in the 21-22 School Climate Survey. Teachers' safety average response	55% of pupils responded feeling a sense of safety in the school in the 22-23 School Climate Survey 86% of parents responded feeling a sense of safety in the school in the 22-23 School Climate Survey 78% of Teachers responded feeling a sense of safety in the school in the 22-23 School Climate Survey	Student: 52% Teacher: 69% Parent: 79% All Average: 67% Data Year: 2023-24 Data Source: Annual Local School Climate Survey	Pupils, Parents, Teachers response to sense of Safety in the Value Schools School Climate Survey to be an average of 3.5.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	point scale from the 20-21 School Climate Survey.	was 4.17 on a five point scale in the 21-22 School Climate Survey.	Data Year: 2022-23 Data Source: Annual Local School Climate Survey		
Pupils, Parents, Teachers response to school connectedness in the Value Schools School Climate Survey . (State Priority 6)	74% of pupils responded feeling connected in the 20-21 School Climate Survey 91% of parents responded feeling connected in the 20-21 School Climate Survey 77% of Teachers responded feeling connected in the 20-21 School Climate Survey	74% of pupils responded feeling connected in the 21-22 School Climate Survey 89% of parents responded feeling connected in the 21-22 School Climate Survey. 83% of Teachers responded feeling connected in the 21-22 School Climate Survey	52% of pupils responded feeling connected in the 22-23 School Climate Survey 82% of parents responded feeling connected in the 22-23 School Climate Survey. 83% of Teachers responded feeling connected in the 22-23 School Climate Survey Data Year: 2022-23 Data Source: Annual Local School Climate Survey	Student: 50% Teacher: 72% Parent: 80% All Average: 67% Data Year: 2023-24 Data Source: Annual Local School Climate Survey	Over 75% of pupils, parents, and teachers should feel connected to the school.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Input in Decision Making : Percent of parents who feel they provide input in decision making in surveys, governance committees, or in meetings. (State Priority 2)	% of parents who feel they provide input in decision making	% of parents who feel they provide input in decision making	72% of parents who feel they provide input in decision making in surveys, governance committees, or in meetings. Data Year: 2022-23 Data Source: Annual Local School Climate Survey	70% Data Year: 23-24 Data Source: Network Survey	
Parent participation in programs for unduplicated pupils (UDPs) and individuals with exceptional needs. (State Priority 6)	98% of parents who feel they have opportunities to participate in programs , events, meetings, or academic discussions in the school. Examples: School Site Council, ELAC, Coffee with the Principal, Parent Meetings	99% of parents who feel they have opportunities to participate in programs , events, meetings, or academic discussions in the school. Examples: School Site Council, ELAC, Coffee with the Principal, Parent Meetings	82% of parents who feel they have opportunities to participate in programs , events, meetings, or academic discussions in the school. Examples: School Site Council, ELAC, Coffee with the Principal, Parent Meetings Data Year: 2022-23 Data Source: Annual Local School Climate Survey	90% Data Year: 23-24 Data Source: Network Survey	

Goal Analysis

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

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

Overall the actions designed to support achievement of goal 2 were implemented as planned.

Successes:

This year has been marked by significant successes in the implementation of Goal 2 of our LCAP, reflecting our commitment to fostering a positive and supportive school environment. Notably, achieving a "Blue" rating for suspension on the CA Dashboard highlights our school's dedication to maintaining a safe and inclusive atmosphere, with no suspension or expulsion incidents reported. Student behavior has been effectively managed and supported by our on-site team, contributing to a conducive learning environment. Additionally, we have successfully implemented all planned actions, resulting in positive feedback on the school climate survey from parents, staff, and students alike. With a robust attendance rate of 93%, our school community demonstrates a strong commitment to engagement and participation. Furthermore, our sports teams' continued dedication, along with opportunities for before and after-school tutoring, enrich the extracurricular experiences for students. The popularity of the dance team and the cooking class, initiated after COVID, further enhances student engagement and enrichment. Importantly, the percentage of foster/homeless youth has decreased significantly, underscoring our efforts in supporting vulnerable student populations. The establishment of the Wellness Policy Committee has facilitated collaboration across all sites, providing valuable feedback on nutrition programs and initiatives. Through initiatives such as the monthly nutrition newsletter, we not only spread nutrition education within the community but also provide resources to families. This strong collaboration reflects our dedication to family engagement in nutrition policies and development, ultimately contributing to a healthier and more supportive school environment.

Challenges:

Implementing Goal 2 of our LCAP this year has presented several challenges, particularly concerning off-site safety and student engagement in meal programs. While our on-site environment remains secure, ensuring student safety once they leave the premises remains a focal point, especially given the challenges posed by the unhoused population and crime in the surrounding neighborhood. Collaborating closely with the LAPD and city officials has been crucial in supporting safety measures around the campus perimeter. Although some crime rates, such as assault, burglary, and motor vehicle theft, have decreased, an increase in vehicle break-ins and larceny poses ongoing concerns. Additionally, despite our efforts, student engagement and participation in meal programs continue to be areas of focus, requiring innovative approaches to increase involvement and address barriers to access. As mentioned in our successes above, we have developed a robust Wellness Policy Committee that is collaborating across sites to further develop an engaging meal program. These challenges underscore the importance of ongoing collaboration and proactive strategies to ensure the safety and well-being of our students both on and off campus.

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.

2.2 Implement After School and Sports Services estimated actuals ($527,912) was more than budgeted expenditures ($481,119) due to the evolving requirements of both the school community and its students, necessitating additional resources to enhance and expand after-school programs and sports services to better meet the diverse needs and interests of the student body.

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

The actions of Provide Classified Personnel, Equipment and Materials for Low Income Student Engagement Services, Deliver Homeless and Foster Youth Support Services, Implement After School and Sports Services, Hire Paraprofessionals, Provide Student Activity Opportunities,

Implement Nutrition Program and Implement Summer School have been effective interventions for the metrics of attendance and chronic absenteeism, suspension and expulsion, school climate and graduation rates.

Attendance has seen a slight drop due to the pandemic, however is still maintaining better outcome rates than the state. Average Daily Attendance as of 2023 was 94% and Chronic Absenteeism at 18.8% We have added an attendance action item to focus on improving attendance and chronic absenteeism data.

Suspension and Expulsion are consistent at 0%. We have seen a slight uptick in the dropout rate, which is now at 11.5%. At the same time, our graduation rate is a consistent celebration as we have seen increasing rates year over year. Most recently in 2023, 87.7% of our students met graduation requirements.

Our student and teacher survey data is consistently positive. With regards to “sense of safety”, over half of our students (55%) feel safe and 78% of teachers feel safe on campus. Similar percentages feel “connected” to the school, with 52% of students feeling connected and 83% of teachers. We do feel there is potential growth in these areas and are working to include proactive programming in the coming year through SEL and trauma informed practices. There will be PD support for administrators and teachers as well as training for parents.

Provide Parent Engagement Opportunities has effectively impacted parent participation. Parent data on surveys is consistently high with 86% feeling a sense of safety in the school, 82% feeling connected, and 82% feel they have opportunities to participate in programs, events, meetings or academic discussions.

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

In light of the attendance challenges exacerbated by the global pandemic, our institution is witnessing increased instances of chronic absenteeism. While daily attendance remains a commendable aspect, we acknowledge the necessity to implement a new action item titled "Attendance Support." This initiative aims to directly tackle the current trends observed, with the intention of alleviating the increase in chronic absenteeism and fostering positive outcomes in the forthcoming years.

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.

Goal 3

Goal #	Description
3	This is a broad goal to address all state priorities. Each School will be fully compliant with all Local, State and Federal regulations, ensure that students have a learning environment they need to be successful, and to meet the annual growth measurements prescribed.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
LAUSD Oversight Visit Review in Governance, Operations, Fiscal, and Academic	Based on 20-21 LAUSD Oversight Report we received a 4 in Governance, no score in Academic Achievement, 3 in Operations, and 4 on Fiscal operations out a 4 point rubrics from our Authorizing District - Los Angeles Unified District. Operations 3 Fiscal 4 Fiscal	Based on 21-22 LAUSD Oversight Report we received a 4 in Governance, 3 in Academic Achievement, 3 in Operations, and 4 on Fiscal operations out a 4 point rubrics from our Authorizing District - Los Angeles Unified District.	Based on 22-23 LAUSD Oversight Report we received a 4 in Governance, 2 in Academic Achievement, 3 in Operations, and 4 on Fiscal operations out a 4 point rubrics from our Authorizing District - Los Angeles Unified District. Data Year: 2022-23 Data Source: LAUSD Oversight Report	Data has not yet been released. Data Year: 2023-24 Data Source: LAUSD Oversight Report	Receive all 3 points or higher in LAUSD Oversight Reports
School Facilities in "Good Repair": Clean, safe, and functional.	100% of building in good repair 2020-21	100% of building in good repair 2021-22	100% of building in good repair 2022-23 Data Year: 2022-23 Data Source: Local Self Report Tool	100% of building in good repair 2023-24 Data Year: 2023-24 Data Source: Local Self Report Tool	
WASC Accreditation	Received a 6 year with a 1 day Mid-Cycle Visit	Received a 6 year with a 1 day Mid-Cycle Visit	Received a 6 year with a 1 day Mid-Cycle Visit	Received a 6 year with a 1 day Mid-Cycle Visit	Receive a 6 year with 3 year mid cycle visit

Goal Analysis

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

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

Overall the actions designed to support achievement of goal 3 were implemented as planned.

Successes:

This year has seen notable successes in the implementation of Goal 3 of our LCAP, particularly in maintaining and enhancing our school facilities. Through diligent efforts, we have excelled in maintaining and repairing our facilities, ensuring a conducive learning environment for our students. Looking ahead, we have proactive plans for major upgrades scheduled over the summer, including refurbishing floors, modernizing science classrooms, and updating lockers. Additionally, to enhance safety measures, we are adding an additional door at the front of the school, providing an added layer of security for our students and staff. These accomplishments underscore our commitment to providing a safe, modern, and well-equipped learning environment that supports the academic success and well-being of all members of our school community.

Challenges:

While implementing Goal 3 of our LCAP this year, we have encountered challenges, particularly in student recruitment. Despite successfully executing our planned actions, the decreasing rates of enrollment statewide pose a significant hurdle. Intensified competition from other schools and charters in the area adds to the complexity of attracting and retaining students. While our efforts to maintain and improve facilities remain strong, the struggle to increase enrollment necessitates innovative strategies and targeted outreach initiatives to appeal to prospective students and families. Despite these challenges, our commitment to providing a high-quality learning environment remains steadfast, and we continue to explore new avenues to address enrollment concerns and ensure the vitality of our school community.

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.

3.2 Maintain Memberships with Community Partners estimated actuals ($915,219) was more than budgeted expenditures ($1,083,442) due to the evolving demands of the school community and its students, requiring increased investment in maintaining partnerships with external organizations to provide comprehensive support and enrichment opportunities aligned with the changing needs and aspirations of the student body.

3.3 Purchase of Office Supplies estimated actuals ($121,392) was more than budgeted expenditures ($299,408) due to the inclusion of depreciation, which was lower than budgeted due to delays in the completion of building improvements.

3.4 Develop or Maintain Student Recruitment Strategies estimated actuals ($80,000) was more than budgeted expenditures ($70,000) due to the enhanced investment in refining and expanding student recruitment strategies to effectively attract and retain a diverse student population aligned with the evolving needs and goals of the school community.

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

The actions of Maintain and Repair Facilities, Maintain Memberships with Community Partners, Purchase Office Supplies, Develop or Maintain Student Recruitment Strategies, and Implement Personnel Appreciation Strategies were effective in supporting the metrics of LAUSD Oversight, WASC Accreditation and School Facilities in Good Repair. While academic achievement took a slight drop to a “2” in 22-23, our remaining scores were “4”s in Governance, Operations, and Fiscal, earning the highest accolades from our local district, LAUSD. Year over year, our facilities are 100% in good repair, and we maintained our WASC Accreditation cycle of 6 year with 1 day mid-cycle visit.

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

The WASC Accreditation metric will be removed as the components of this accreditation are reflected throughout the metrics and actions of all goals.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping

actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

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

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

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

California Department of Education
November 2023

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Central City Value High School	Joaquin Arroyo Principal	jarroyo@valueschools.com 310-280-8583

Plan Summary 2024-25

General Information

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

Central City Value High School (CCVHS) is an independent charter school authorized by the Los Angeles Unified School District in 2003 and located in a 2-story building at 221 N. Westmoreland Avenue, Los Angeles, California. With an enrollment capacity of 480 students, the school offers a high school education to students, in grades 9-12. For the 2023-24 academic year, the school had 480 students enrolled with a 19:1 student to teacher ratio, and administrators, counselors, coaches, and staff providing additional support in needs as a result of the COVID 19 global pandemic, poverty, mental health, and community issues. This document serves as the Local Control Accountability Plan (LCAP) and as the School Plan for Student Achievement (SPSA) and addresses state and federal school plan requirements and state priorities.

Our Mission

The Value Schools mission is to establish and support high quality, values based elementary and secondary charter schools for populations of students who have been historically underserved by the traditional public school system.

Our academic program is driven by the five core values listed below:

1. Academic excellence is the means to a full life.

2. Each student can develop to his or her fullest potential.

3. Each individual is unique and deserves respect.

4. A safe, nurturing community is essential to academic excellence.

5. Service to others and the community is a responsibility of an educated person.

Sustained by our five core Values, our rigorous academic programs challenge our students to be part of a rich learning environment. Our school leaders, teachers, and staff work with each student to ensure academic expectations, extracurricular interests, and graduation requirements are met. Central City Value High School provides students opportunities to develop their potential in sports, art, dance, Advanced Placement classes, and an Interdisciplinary Honors Program. We foster a positive school climate and high student engagement by

providing a safe, nurturing community where students are closely monitored, conflicts are immediately addressed, and opportunities for celebrations are regularly scheduled.

As listed in the California Department of Education Data Quest, we serve a student population with the following demographics:

95% Hispanic/Latinx

88% of our students are Socioeconomically Disadvantaged

21% English Learners

15% Students with Disabilities

1% or less of students in foster placement or experiencing homelessness

Central City Value High School knows parents are the first and primary educators of their children. Highly collaborative relationships between parents and teachers ensure parents remain closely connected to their child's education. We do this by conducting regular parent meetings and scheduling updates and discussions on academic data and school initiatives. Students experience greater levels of success in university and in life when their most important advocates work together to meet their needs.

According to Innovate Public Schools Los Angeles, Central City Value High School is one of only 12% of schools in Los Angeles County that are helping successfully close the gap for low-income Latino students, and has been named one of America's best high schools by U.S. News and World Report. Students who graduate from Central City are prepared to be successful at two- and four-year universities. Over the past three years nearly 100% of Central City seniors have received their high school diploma, and 96% have gone on to higher education. We have students accepted to Harvard, Yale, N.Y.U., and U.S.C. We have students currently attending M.I.T., Brown University, U.C. Berkeley, U.C.L.A., and every university in the U.C. system. The school is accredited by the Western Association of Schools and Colleges (WASC) and has been approved for four 5-year renewal terms by the Los Angeles Unified School District.

Reflections: Annual Performance

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

Based on the State Dashboard, the Central City Value student, faculty, and parent community have experienced a number of successes during the 23-24 academic year. As indicated in the 22-23 school year California School Dashboard, Central City Value had the following successes with the hispanic and socioeconomically disadvantaged subgroups:

English Learner Progress is in the orange with 35.7% making progress towards English proficiency by moving up a level or maintaining at the highest level on the 2022-23 ELPAC. This is a decrease of 9.9% percentage points from the previous year. While we are seeing our EL learners outperforming the state in SBAC exams, we will continue to work on specific progress within levels and on the ELPAC exam in the coming year.

English Language Arts (ELA) Achievement is in the blue. Students are performing 36.6 points above standard. Central City Value High School increased 41.8 points in this area in the previous year. While our English Learners are performing 43.5 points below standard, we did see the distance from standard decrease, meaning that students moved closer to meeting standards on average by 34.6 points. Our hispanic

students are currently performing 34.5 points above standard and our socioeconomically disadvantaged students are similarly performing 34.7 points above standard. All subgroups grew, with hispanic students increasing 39.7 points and socioeconomically disadvantaged students increasing 45.6 points.

Mathematics achievement is in the yellow and students are 66.4 below standard. At the same time, the distance from standard decreased 38.4 points this year, meaning that students moved closer to meeting standards overall. While the school did not meet its targets for the percentages of students meeting/exceeding standards on ELA and Math CAASPP assessments, the growth shown in reducing the Distance from Standard in Math and growing achievement in ELA indicates the Purchase of Standards Based Curriculum, Providing Employee Benefits, Providing Professional Development Opportunities, Providing Access to Substitutes and Purchase and Maintain Technology, combined with Assessment & Student Information System, Purchase Materials, Supplies and Equipment, Provide Personnel, Equipment and Materials for Low Income Academic Services, Implementing EL Services, and Implement Special Education Services are showing effectiveness. The school will continue with these actions, continuing to strengthen implementation.

Graduation Rate is at the green level with 87.7% graduated. This commendable rate increased 1% from last year and is higher than the state average.

Suspension is at the blue level with 0% of students suspended during the school year. We are proud of our strong commitment to behavioral support on site and commitment to school culture and climate.

College/Career Indicator is low. Currently 33.8% of students are prepared for college. At the same time, our graduation rate is 87.7% and A-G completion rates are at 73%. From our internal data, we are showing high rates of college going culture and that our interventions and supports are preparing students for college and career.

All Local Indicators are Met Central City Value High School (CCVHS) excels in fostering strong relationships between school staff and families through various communication channels. These include ParentSquare, Dean’s List, and social media platforms like Instagram and Facebook, alongside traditional methods such as phone calls, emails, and mail notices. The school also facilitates numerous opportunities for family engagement, including Café Con Pan, parent workshops, meetings, Back-to-School Night, biannual student-parent-advisor meetings, and one-on-one sessions with faculty or staff. Monthly personal notices are sent to families of struggling students, and a dedicated parent/family liaison has been appointed to address specific concerns. These efforts are reflected in the School Climate Survey, with high percentages of parents acknowledging the school's commitment to building trust, creating a welcoming environment, understanding diverse cultures, providing accessible communication, offering professional learning opportunities, implementing family engagement policies, and seeking input from families. Overall, CCVHS thrives in nurturing positive relationships between staff and families.

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.

Central City Value High School is a single school LEA that is not eligible for comprehensive support and improvement.

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents	Parent feedback is essential to our work at Central City Value High School. Parent Community Meetings and Coffee with the Principal occur monthly. Additionally, School Site Council Meetings and ELAC meetings occur four times annually. Annual survey feedback provides a touchpoint for parent perception and guides major decision making. During the April parent meeting, parents had the opportunity to review the new LCAP and provide feedback on goals, metrics and actions.
Teachers, administrators, and other school personnel	Teachers, administrators, and other school personnel provide feedback during regular staff meetings and during one-on-one check-ins with their supervisors/coach. We additionally have grade level and department meetings as well as department program leads for SPED, ELD, Homeless Liaisons and SSP. In April, teachers and administrators met to review parent feedback, provide their own feedback, and propose action steps to address areas of need with regards to the proposed LCAP.
Students	Students provide feedback during School Site Council meetings, classroom meetings and 1:1 check ins with staff. Students also provide feedback through the annual school climate survey. Student leadership reviewed LCAP data/actions during their April meeting and provided feedback.

Insert or delete rows, as necessary.

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

Overall parents, teachers, administrators, and staff believe that the school is making progress with the existing plan and would like the new 2024-25 plan to stay the same with suggestions for how to strengthen support and actions for each goal.

Goal 1: Stakeholders aim to celebrate achievements and recognize areas for improvement in the coming year. They celebrate student achievements, such as receiving the California Distinguished School Award and achieving higher SBAC and CAST scores compared to other schools in the area and state. Additionally, they commend student growth in ELA and math, as well as achieving full staffing throughout the

school year. However, stakeholders identify the need for additional math support classes as an area for improvement and suggest focusing on enhancing support in this subject.

Goal 2: Stakeholders aim to acknowledge accomplishments and areas for growth in the upcoming year. They appreciate the successful implementation of all actions. However, they highlight the need for improved English learner progress and advocate for additional support tailored to students in this demographic. Specifically, stakeholders propose that all English learner students will take an English Language Development (ELD) class for a full-length period in the 2024-2025 academic year to address this concern.

Goal 3: Stakeholders express appreciation for the successful implementation of all planned actions and anticipate a significant makeover of the school's interior during the summer. However, they identify recruitment and enrollment as areas needing improvement, noting a lower than desired student population, likely due to competition in the area. Stakeholders look forward to collaborating with a recruitment coordinator from the network office to address this challenge.

Goals and Actions

Goal 1

Goal #	Description	Type of Goal
1	Central City Value High School will promote academic achievement and proficiency for all students.	Broad

State Priorities addressed by this goal.

Priority 1 Basic Services, Priority 2 Conditions of Learning, Priority 4 Pupil Outcomes, Priority 7 Course Access, Priority 8 Other Pupil Outcomes

An explanation of why the LEA has developed this goal.

Our school will ensure academic achievement. School leaders will recruit, hire, and develop professionals to instruct, support, and monitor students in all academic areas. Educators will offer expert instruction with high expectations for academic performance to students who are disciplined learners, with standards of accountability for both, and implement increased or targeted services for students identified in one or more of the following students groups: English Learners, Socioeconomically Disadvantaged pupils, foster youth, homeless youth , student with Disabilities, and gifted students.

Measuring and Reporting Results

1	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Teachers: % of Fully Credentialed and Appropriately Assigned Teachers *Source: SARC*	90% *Data Year: 2022-23*			95%	N/A for 2024

1	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	Instructional Materials: % of Students with standards-aligned Instructional Materials at home and at school. *Source: SARC*	100% *Data Year: 2023-24*			100%	N/A for 2024
1.3	CAASPP ELA: % met/exceeded standards for all students and all significant subgroups *Source: Dataquest*	All: 64.7% SED: 62.1% SWD: 25% EL: 26.7% Hispanic or Latino: 65.7% *Data Year: 2022-23*			Increase 5-7% from baseline in all subgroups	N/A for 2024
1.4	CAASPP ELA: Distance from Standard for all students and all significant subgroups *Source: CA Dashboard*	All: +36.6 SED: +34.7 SWD: -74.3 EL: -43.5 Hispanic or Latino: +34.5 *Data Year: 2022-23*			Increase 10 points from baseline in all subgroups	N/A for 2024
1.5	CAASPP Math: % met/exceeded standards for all students and all significant subgroups *Source: Dataquest*	All: 27.5% SED: 28.3% SWD: NA EL: 7.1% Hispanic or Latino: 26% *Data Year: 2022-23*			Increase 5-7% from baseline in all subgroups	N/A for 2024

1	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	CAASPP Math: Distance from Standard for all students and all significant subgroups *Source: CA Dashboard*	All: -66.4 SED: -67.9 SWD: -213.8 EL: -132.3 Hispanic or Latino: -70.6 *Data Year: 2022-23*			Increase 10 points from baseline in all subgroups	N/A for 2024
1.7	CAST Science: % met/exceeded standards for all students and all significant subgroups *Source: CA Dashboard*	All: 32.7% SED: 33.3% SWD: NA EL: 0% Hispanic or Latino: 32.7% *Data Year: 2022-23*			Increase 5-7% from baseline in all subgroups	N/A for 2024
1.8	State Standards Implementation: % of teachers with scope and sequences aligned to state adopted content standards, including ELD standards *Source: Local*	100% *Data Year: 2023-24*			100%	N/A for 2024

1	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.9	English Learner Progress Indicator: % of English Learners increasing a level or maintaining at the highest level on the ELPAC *Source: Dataquest*	35.7% *Data Year: 2022-23*			Increase 5-7% from baseline	N/A for 2024
1.10	EL Reclassification Rate *Source: Dataquest*	*Data release delayed by CDE*				N/A for 2024
1.11	Long Term English Learners: % of LTELs scoring at a Level 3 or 4 on the ELPAC *Source: Dataquest*	51.02% *Data Year: 2022-23*			Increase 5-7% from baseline	N/A for 2024
1.12	NWEA Language: % of students that are at or above grade level *Source: Local*	52% *Data Year: 2023-24*			Maintain 52% or higher	
1.13	NWEA Reading: % of students that are at or above grade level *Source: Local*	52% *Data Year: 2023-24*			Maintain 52% or higher	

1	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.14	NWEA Math: % of students that are at or above grade level *Source: Local*	45% *Data Year: 2023-24*			50%	
1.15	High School A-G: % of graduates completing A-G requirements *Source: Dataquest*	73% *Data Year: 2022-23*			Increase by 5%	
1.16	High School CTE: % of pupils who have successfully completed CTE Courses from approved pathways *Source: Dataquest*	N/A - No CTE Courses *Data Year: 2022-23*			N/A - No CTE Courses	
1.17	High School A-G & CTE: % of pupils who have successfully completed A-G and CTE courses. *Source: Dataquest*	N/A - No CTE Courses *Data Year: 2022-23*			N/A - No CTE Courses	

1	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.18	High School EAP ELA: % of students who demonstrate college preparedness pursuant to the Early Assessment Program (as measured by 11th grade CAASPP scores indicating standard exceeded or standard met in ELA). *Source: Dataquest*	64.76% *Data Year: 2022-23*			Increase by 5%	
1.19	High School EAP Math: % of students who demonstrate college preparedness pursuant to the Early Assessment Program (as measured by 11th grade CAASPP scores indicating standard exceeded or standard met in Math). *Source: Dataquest*	27.45% *Data Year: 2022-23*			Increase by 5%	

1	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.20	High School AP Exams : Percentage of Pupils who pass AP exams with a score of 3 or higher. *Source: Local*	53% *Data Year: 2022-23*			Maintain or increase by 5%	

Goal Analysis for 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.

To be completed in 2025

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.

To be completed in 2025

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

To be completed in 2025

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.

To be completed in 2025

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	Hire Certificated Faculty	This action has been created to address the conditions of student learning. The administrative team ensures to hire fully credentialed instructors who have an EL Authorization and are properly assigned to deliver instruction in CORE and elective courses. Fully credentialed teachers and certificated support services personnel address the needs of students and deliver instruction to all students and students identified in one or more of the following students groups: English Learners, Socioeconomically Disadvantaged pupils, foster youth, homeless youth , student with Disabilities, and gifted students.	$ 2,349,419	No
1.2	Purchase Standards Based Curriculum	This action has been created to address the conditions of student learning. The administrative team ensures to purchase state approved, researched based curriculum which will give students access to standards-aligned instructional materials and ensure the implementation of all CA standards, including how English Learners will access academic content standard and language objectives as dictated by their Language Acquisition status. Resources in the curriculum will also support the needs of students identified in one or more of the following student groups: English Learners, Socioeconomically Disadvantaged pupils, foster youth, homeless youth, students with Disabilities, and gifted students.	$ 240,800	No
1.3	Provide Employee Benefits	Value Schools maintain a group health insurance plan that provides benefits for medical, dental, vision, prescription medicine, and mental and behavioral health services. These competitive benefits, along with life insurance, holidays, and a positive school culture, increase retention, connectedness, and a sense of safety within our faculty.	$ 1,119,878	No

Action #	Title	Description	Total Funds	Contributing
1.4	Provide Professional Development Opportunities	Professional Development helps our administrators, specialist, teachers, and Paraprofessionals to learn skills to improve the conditions of learning and engagement to increase student outcomes. Aside from a focus on the implementation and mastery of standards, there is targeted skills development around English Learners' Language Acquisition objectives, students with special needs, homeless, and foster youth accommodations and services.	$ 63,201	Yes
1.5	Provide Access to Substitutes	This action has been created to continue to ensure the conditions of student learning. The administrative team subcontracts a vendor to get qualified substitutes to deliver instruction in CORE and elective courses and minimize learning disruption. Vendors include but are not limited to Teachers On Reserve and The Education Team, or stipends for classified staff with a substitute permit.	$ 70,000	No
1.6	Purchase and Maintain Technology	This action has been created to address student achievement and engagement. Technology equipment, hardware, and software will expand students' access to standardized curriculum, scaffolded/tiered resources at various instructional levels, and ensure accommodations for students in significant groups such as English Learners, Socioeconomically Disadvantaged pupils, foster youth, homeless youth , student with Disabilities, and gifted students. Besides implementation and access, these tools also allow for communication between various educational partners throughout the year.	$ 168,272	No
1.7	Assessment & Student Information System to this category	This is included in the above description: This action has been created to measure academic achievement by mastery of standards as captured by assessments and grade keeping records. Summative assessments recommended by the state's verified data system are administered quarterly and used as metric systems in the school's goals to measure academic progress and growth. Internal Assessment benchmark results, along with state assessment results, are used to determine intervention, progress monitor students, evaluate the effectiveness of programs and instruction, plan instruction and intervention strategies, and to determine additional needs or increased services.	$ 45,778	No

Action #	Title	Description	Total Funds	Contributing
1.8	Purchase Materials, Supplies and Equipment	This action has been created to address the conditions of student learning. The administrative team ensures to purchase state approved, researched based curriculum which will give students access to standards-aligned instructional materials and ensure the implementation of all CA standards, including how English Learners will access academic content standard and language objectives as dictated by their Language Acquisition status. Resources in the curriculum will also support the needs of students identified in one or more of the following student groups: English Learners, Socioeconomically Disadvantaged pupils, foster youth, homeless youth, students with Disabilities, and gifted students.	$ 100,747	No
1.9	Implement Services for Students Who are Low Income	This action has been created to address the conditions of student learning and engagement. Academic research indicates that lower class sizes allow for meaningful interaction between instructor and student. Our low income and English Learner students need ample opportunities to engage in oral and written academic discussion and instruction. To address this need, the school will employ additional teachers to lower class size and increase the individual attention given to students that are low-income, English learners, and/or foster youth. Furthermore, we have found that our low income students and English Learners, and foster youth need technology and curriculum materials to support them with learning in multiple homes or in after school programs as traveling with such equipment can be unsafe in low income neighborhoods. The school will purchase computers, extra curriculum, and devices to support students with access to curriculum and resources.	$ 1,152,432	Yes

Action #	Title	Description	Total Funds	Contributing
1.10	Implement Services for students who are English Learners	This action ensures English learners receive targeted ELD instruction aligned with their proficiency levels and appropriate academic support. It aims to achieve three objectives: providing professional development for teachers on ELD, fostering rapid English proficiency attainment to match native speakers, and ensuring ELs reach grade-level academic standards within a reasonable timeframe. Targeted support will be in the areas of professional development, family engagement, and EL programs. Implementation includes a Structured English Immersion program aligned with the EL Masterplan, with student progress monitored through various assessments like ELD curriculum evaluations, mastery of standards assessments, and state assessments (NWEA, LPAC, CAASPP, CAST). To address professional development needs, we will conduct workshops for teachers and paraprofessionals, focusing on strategies for supporting ELs in classrooms. Family engagement will involve workshops and materials explaining reclassification and the ELPAC exam. Lastly, we'll collaborate with specialists to enhance curriculum and develop targeted EL programs, integrating research-based strategies and providing additional support resources. Through these initiatives, we aim to better equip educators, engage families, and enhance curriculum to support the academic success of English learners.	$ 100,864	No
1.11	Implement Services for Students in Special Education	This action ensures the recruitment, enrollment, services, and retention of students with learning disabilities to address all state priorities. In order to implement services and funding as stated by law, our school has entered into partnership with various vendors to deliver assessments, counseling, occupational and speech therapy services. The school also pays for an encroachment fee for a Memorandum of Understanding with the Los Angeles Unified School District Special Education Local Plan Area (LAUSD SELPA) to consult, train, and receive oversight and support from LAUSD.	$ 543,858	No

Insert or delete rows, as necessary.

Goal 2

Goal #	Description	Type of Goal
2	Central City Value High School will have affirming, safe, and supportive school culture and climate.	Broad

State Priorities addressed by this goal.

Priority 3 Parental Involvement and Family Engagement, Priority 5 Pupil Engagement, Priority 6 School Climate

An explanation of why the LEA has developed this goal.

Central City Value High School will have affirming, safe, and supportive school culture and climate is a broad goal that addresses state priorities 3, 5, and 6. Actions ensure pupils and parents are engaged and have a positive school experience. A positive school climate is measured by high attendance, high parent participation, low chronic absenteeism, low suspension, and little to no expulsions or drop outs. Multiple Tiered Student Supports are put into place to support students with academics, sports, in school and after school student activities, and counselors and services to address social-emotional needs.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Average Daily Attendance *Source: CALPADS*	93.94% Data Year: 2023-24			95%	N/A for 2024
2.2	Chronic Absence Rate for all students *Source: Dataquest*	18.8% Data Year: 2022-23			Lower than 10%	N/A for 2024

2.3	High School Dropout Rate *Source: Dataquest (HS), CALPADS (MS)*	11.5% Data Year: 2022-23			0%	N/A for 2024
2.4	Suspension Rate for all students and all subgroups *Source: CA Dashboard*	0% Data Year: 2022-23			<1%	N/A for 2024
2.5	Expulsion Rate for all students and all subgroups *Source: Dataquest*	0% Data Year: 2022-23			0%	N/A for 2024
2.6	School Climate Survey: % of students, parents and teachers responding positively regarding school safety *Source: Local*	Student: 52% Teacher: 69% Parent: 79% All Average: 67% Data Year: 2023-24			75% or higher in all areas	N/A for 2024

2.7	School Climate Survey: % of students, parents and teachers responding positively regarding school connectedness *Source: Local*	Student: 50% Teacher: 72% Parent: 80% All Average: 67% Data Year: 2023-24			75% or higher in all areas	N/A for 2024
2.8	% parent Parent Participation in programs for unduplicated pupils (UDPs) and individuals with exceptional needs. *Source: Local*	82% Data Year: 2023-24			80%	N/A for 2024
2.9	High School Graduation Rate *Source: CA Dashboard*	87.7% Data Year: 2022-23			90%	N/A for 2024

Insert or delete rows, as necessary.

Goal Analysis for 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.

To be completed in 2025

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.

To be completed in 2025

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

To be completed in 2025

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.

To be completed in 2025

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	Deliver Homeless and Foster Youth Support Services	This action ensures the recruitment, enrollment, services, and retention of unhoused students or students in foster placement and addresses all state priorities. Policies have been developed outlining services and identifying a liaison to ensure services are delivered and rights are protected.	$ -	No
2.2	Implement After School and Sports Services	This action was created to create opportunities for engagement and connectedness. After School programs and sports are essential in keeping students physically active and cognitively engaged with the school and the academic program.	$ 335,216	Yes
2.3	Hire Paraprofessionals	This action was created to provide additional research based-targeted - in small groups or one on one academic support for students identified in one or more of the following student groups: English Learners, Socioeconomically Disadvantaged pupils, foster youth, homeless youth , student with Disabilities, and gifted students.	$ 398,450	No

2.4	Provide Student Activity Opportunities	Creating a positive school climate where students can engage and develop their interest is important. Leaders and staff will ensure the school offers extracurricular programs that taps into students' potential and interests.	$ 181,525	Yes
2.5	Implement Nutrition Program	Wellness policy and the nutrition program are essential components of the academic program. Our school participates in federal school meal programs (including the School Breakfast Program, National School Lunch Program (including after school snacks), Summer Food Service program, and Fruit and Vegetable Snack program in our K-8 Schools). The board had adopted and our school implements a Wellness policy which expands on decision making choices around activity, portion control, and self awareness of wellness as a whole.	$ 200,303	No
2.6	Provide Parent Engagement Opportunities	Partnerships with parents are essential in creating a school community of trust and learning, so it's important to ensure that the school makes it convenient and available for parents to be involved in big decisions in the operations of the school process. Additionally, Principal and Title I designee have the responsibility to ensure that the board approved Title I Parent and Family Engagement policy and program are implemented. This will include ensuring parents will be trained and involved in the development and evaluation of the LCAP and activities to improve student academic achievement and school performance. Principal will conduct School Site Council training on composition and responsibilities will be reviewed with members as dictated by the California Department of Education.	$ 7,803	No
2.7	Implement Summer School	This action was created to provide for students extended opportunities for learning with the intent to get ahead or catch up with learning that will close the achievement gap.	$ -	No

2.8	Create a Safe, Healthy, and Wellness Climate	This action was created to create opportunities for engagement and connectedness and address state priority 5 and 6. Students' mental health and emotional well being are essential in learning. Safety is of the utmost importance, so we will take all the necessary precautions to ensure that all students feel safe learning in this environment and parents feel confident sending their students to school.	$ -	No
2.9	Provide Classified Personnel, Equipment, and Materials for Low Income Student Engagement Services	This action has been created to address student engagement and student outcomes. Academic research indicates that an increased understanding and academic growth can come as a result of reteaching, scaffolding, and implementation of intervention strategies where immediate feedback and instruction can occur. We will employ instructional aides to support students that are low-income, English learners, and/or foster youth in helping them develop their potential and meet these needs. Research has also proven that access to after school programs and sports increase students self esteem, health, keeps them safe, and keeps them away from criminal activity. School leaders will develop an athletic program that has proven to help students that are low-income and/or English learners maintain a GPA that is above a 2.0. The school will also coordinate a senior retreat that has shown to help low income students with self esteem, empowerment, and skills that will support them to and through college.	$ 262,245	Yes
2.10	Attendance Support	Value Schools provides a robust system of data monitoring and communication with families to help ensure regular attendance. The school office staff monitors daily attendance and follows up with teachers to ensure the accuracy of attendance data in PowerSchool, and then Parent Square alerts the school when students are in danger of becoming chronically absent so that the school can send attendance letters or hold meetings with families. SART Hearings will be held to address chronic absenteeism with families/caregivers.	$ 30,000	No

Insert or delete rows, as necessary.

Goal 3

Goal #	Description	Type of Goal
3	Central City Value High School will be fully compliant with all Local, State and Federal regulations, ensure that students have a learning environment they need to be successful, and to meet the annual growth measurements prescribed.	Broad

State Priorities addressed by this goal.

Priority 1 Basic Services

An explanation of why the LEA has developed this goal.

Goal 3 ensures action steps in operations and compliance align with parent engagement mandates, federal and state programs requirements, and with fiscal and facility regulations. Furthermore, school facilities are clean, safe, and functional.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	% of School Facilities in "Good Repair": Clean, safe, and functional. *Source: SARC*	100% *Data Year: 2023-24*			100%	N/A for 2024
3.2	LAUSD Oversight Visit Review in Governance, Operations, Fiscal, and Academic out of a maximum score of “4” *Source: Local*	Scores have not yet been released. *Data Year: 2023-24*			Receive a score of "3" or higher in all categories	N/A for 2024

Insert or delete rows, as necessary.

Goal Analysis for 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.

To be completed in 2025

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.

To be completed in 2025

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

To be completed in 2025

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.

To be completed in 2025

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	Maintain and Repair Facilities	This action was created to address the facilities portion of state priority 1. School facilities are the forum for in-person learning and must be maintained for safety and optimal learning.	$ 877,036	No
3.2	Maintain Memberships with Community Partners	Partnerships with outside agencies allows for the school to remain compliant, competitive, and cohesive with the mission of charter schools and other public schools.	$ 1,083,184	No

Action #	Title	Description	Total Funds	Contributing
3.3	Purchase Office Supplies	While these overhead expenditures are necessary for the ongoing, smooth operations of our school, they also provide the school with a sense of security and safety.	$ 223,220	No
3.4	Develop or Maintain Student Recruitment Strategies	The recruiting team reaches out to different areas throughout Central Los Angeles to offer students opportunities to receive an education that promotes the Values and the pursuit of a college education and career plan.	$ 71,400	No
3.5	Implement Personnel Appreciation Strategies	Collaboration begins with community building, so the school will make every effort to develop trust and respect among teachers.	$ 4,080	No

Insert or delete rows, as necessary.

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$2,056,918	$250,555

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
38%	0%	$0	38%

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 school wide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4	After analyzing the 2023 CA Dashboard, it's evident that English Learners and Socioeconomically disadvantaged students require attention in ELA and Math proficiency. English Learners are in the yellow for ELA and orange in Math. Socioeconomically disadvantaged students are blue for ELA and yellow in Math. To address these challenges, our students necessitate a comprehensive framework of academic support to facilitate their progress towards academic achievement. Additionally, educators require top-tier professional	The various student support mechanisms, such as small group instruction, academic intervention, and the integration of instructional technology, synergize to aid our students in achieving grade-level proficiency while also addressing any previous learning gaps. Unduplicated students benefit from a multitude of avenues to receive assistance in reaching their academic objectives. Moreover, teacher professional development contributes additional time and resources toward tailored coaching and	**1.3** CAASPP ELA: % met/exceeded standards for EL and SED **1.4** CAASPP ELA: % distance from standard for EL and SED **1.5** CAASPP Math: % met/exceeded standards for EL and SED

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	development opportunities that enable them to implement a rigorous academic curriculum while providing ample academic assistance. Notably, many of our upper-grade low-income students enroll several grades below their expected level, highlighting the urgency of tailored support initiatives. Moreover, considering that a significant portion of our student body may be the first in their families to pursue higher education, there is a crucial need for college support programs that actively engage and guide them through the college and career preparation process.	training, specifically designed to cater to the needs of our low-income students. This empowers educators to better address the distinct requirements of unduplicated students, encompassing academic support, culturally responsive teaching, trauma-informed approaches, and the cultivation of critical thinking skills.	**1.6** CAASPP Math: % distance from standard for EL and SED
2.2, 2.4	Based on our review of the 2023 CA Dashboard, we find needs for English Learners and Socioeconomically disadvantaged students in the areas of attendance, engagement, and school climate.	We find that our students need additional support in the areas of engagement, climate and culture and benefit from restorative practices and a rich and celebratory school culture in order to thrive. In order to achieve our academic growth and achievement goals, we know that parents are critical partners in the endeavor. We know that parents of our socioeconomically disadvantaged students may benefit from additional opportunities that increase their ability to support their students' learning. Parents of English Learners benefit from additional outreach to support their students in English Language Development. These actions prioritize interventions and support tailored for English learners, and socioeconomically disadvantaged students, encompassing recruitment, enrollment, and	**2.1** Average Daily Attendance **2.2** Chronic Absence Rate **2.4** Suspension Rate

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		additional services. Policies are in place to ensure equitable access and protection of rights. Emphasis is placed on fostering a positive school climate through extracurricular programs that cater to diverse interests and engagement levels, while also facilitating parent partnerships and involvement in decision-making processes. Additionally, the plan addresses various state priorities by offering extended learning opportunities to bridge achievement gaps and implementing intervention strategies, including the deployment of instructional aides for targeted support. Furthermore, initiatives such as after-school programs and sports aim to bolster student self-esteem, health, and safety, with specific programs designed to maintain academic performance and support college readiness for low-income and English learner students.	

Insert or delete rows, as necessary.

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.9	Students who are socioeconomically disadvantaged need additional opportunities and resources that increase their access to curriculum, standards and achievement. There is a pressing need to ensure that students from disadvantaged backgrounds have sufficient access to oral and written academic discourse and instruction. Research demonstrates that smaller class sizes facilitate more meaningful interactions between educators and learners. These student groups require access to technology and curriculum materials, especially when learning across multiple environments such as different homes or after-school programs.	This action has been created to address the conditions of student learning and engagement. Academic research indicates that lower class sizes allow for meaningful interaction between instructor and student. Our low income students need ample opportunities to engage in oral and written academic discussion and instruction. To address this need, the school will employ additional teachers to lower class size and increase the individual attention given to students that are low-income, English learners, and/or foster youth. Furthermore, we have found that our low income students and English Learners, and foster youth need technology and curriculum materials to support them with learning in multiple homes or in after school programs as traveling with such equipment can be unsafe in low income neighborhoods. The school will purchase computers, extra curriculum, and devices to support students with access to curriculum and resources.	**1.3** CAASPP ELA: % met/exceeded standards for SED **1.4** CAASPP ELA: % distance from standard for SED **1.5** CAASPP Math: % met/exceeded standards for SED **1.6** CAASPP Math: % distance from standard for SED
2.9	CAASPP ELA for SED (2022-2023): 64.7%, +36.6 DFS	This action has been created to address student engagement and student outcomes. Academic research	**1.3** CAASPP ELA: % met/exceeded standards for SED

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	CAASPP Math for SED (2022-2023): 27.5%, -66.4 DFS This initiative is aimed at addressing the educational challenges faced by low-income students. Research indicates that these students often encounter barriers to academic success due to factors such as limited access to resources, lack of personalized support, and insufficient opportunities for extracurricular engagement. Without adequate support, low-income students may struggle to fully grasp academic concepts and achieve their academic potential. Additionally, socio-economic disparities can impact students' self-esteem, health, and overall well-being, potentially leading to disengagement from school and increased vulnerability to negative influences. Therefore, it is crucial to implement targeted interventions that address the specific needs of low-income students and provide them with the necessary support and opportunities to succeed academically and thrive personally.	indicates that an increased understanding and academic growth can come as a result of reteaching, scaffolding, and implementation of intervention strategies where immediate feedback and instruction can occur. We will employ instructional aides to support students that are low-income helping them develop their potential and meet these needs. Research has also proven that access to after school programs and sports increase students self esteem, health, keeps them safe, and keeps them away from criminal activity. School leaders will develop an athletic program that has proven to help students that are low- income and/or English learners maintain a GPA that is above a 2.0. The school will also coordinate a senior retreat that has shown to help low income students with self esteem, empowerment, and skills that will support them to and through college.	**1.4** CAASPP ELA: % distance from standard for SED **1.5** CAASPP Math: % met/exceeded standards for SED **1.6** CAASPP Math: % distance from standard for SED

Insert or delete rows, as necessary.

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

Not applicable

Additional Concentration Grant Funding

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

Central City Value is a single school LEA with a greater than 55% unduplicated pupil population that will use the additional concentration grant add-on funding to recruit and maintain the number of staff providing direct services to students through the following action(s):

Action 1.9: Additional faculty certificated in Language Arts (2) , Math(2) , Social Studies (2) and science(2) to reduce student to teacher ratio.

Additional Paraprofessionals (4) to provide students with extended support in Language Arts, Math, and Science

Action 2.9: Additional counselors (2) to implement social emotional screeners, lessons on mental health, conduct threat assessments.

Action 2.2, 2.4, 2.6, and 2.9: Additional staff (6) to coach after school sports to engage students, increase connectedness, and promote physical activities and mental health.

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

2024-25 Total Planned Expenditures Table

LCAP Year (Input)	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 %)
2024-25	$5,446,266	$ 2,056,918	37.767%	0.000%	37.767%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 7,318,766	$ 1,583,161	$ 4,000	$ 693,782	$ 9,599,709.0	$ 5,532,598	$ 4,067,111

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	Hire Certificated Faculty	All	No	LEA-wide	N/A	K-8 School	Ongoing	$2,337,419	$ 12,000	$1,716,168	$ 333,113	$ 4,000	$ 296,138	$2,349,419	0.000%
1	1.2	Purchase Standards Based Curriculum	All	No	LEA-wide	N/A	K-8 School	Ongoing	$ -	$ 240,800	$ 90,800	$ -		$ 150,000	$ 240,800	0.000%
1	1.3	Provide Employee Benefits	All	No	LEA-wide	N/A	K-8 School	Ongoing	$1,119,878	$ -	$ 865,756	$ 254,122		$ -	$1,119,878	0.000%
1	1.4	Provide Professional Development Opportunities	All	Yes	LEA-wide	All	K-8 School	Ongoing	$ -	$ 63,201	$ 43,751	$ -		$ 19,450	$ 63,201	0.000%
1	1.5	Provide Access to Substitutes	All	No	LEA-wide	N/A	K-8 School	Ongoing	$ -	$ 70,000	$ 70,000	$ -		$ -	$ 70,000	0.000%
1	1.6	Purchase and Maintain Technology	All	No	LEA-wide	N/A	K-8 School	Ongoing	$ -	$ 168,272	$ 68,272	$ -		$ 100,000	$ 168,272	0.000%
1	1.7	Assessment & Student Information System	All	No	LEA-wide	N/A	K-8 School	Ongoing	$ -	$ 45,778	$ 45,778	$ -		$ -	$ 45,778	0.000%
1	1.8	Purchase Materials, Supplies and Equipment	All	No	LEA-wide	N/A	K-8 School	Ongoing	$ -	$ 100,747	$ 100,747	$ -		$ -	$ 100,747	0.000%
1	1.9	Implement Services for Students Who are Low Income	All	Yes	LEA-wide	All	K-8 School	Ongoing	$1,152,432	$ -	$1,152,432	$ -		$ -	$1,152,432	0.000%
1	1.10	Implement Services for students who are English Learners	English learner (EL)	Yes	Limited	English Learners	K-8 School	Ongoing	$ 100,864	$ -	$ 100,864	$ -		$ -	$ 100,864	0.000%
1	1.11	Implement Services for Students in Special Education	Student with Disabilities (SWD)	No	LEA-wide	N/A	K-8 School	Ongoing	$ 40,345	$ 503,512	$ 107,540	$ 436,318		$ -	$ 543,858	0.000%
2	2.1	Deliver Homeless and Foster Youth Support Services	Foster Youth, Homeless Youth	No	LEA-wide	Foster Youth	K-8 School	Ongoing	$ -	$ -	$ -	$ -		$ -	$ -	0.000%
2	2.2	Implement After School and Sports Services	All	Yes	LEA-wide	All	K-8 School	Ongoing	$ 120,965	$ 214,251	$ 335,216	$ -		$ -	$ 335,216	0.000%
2	2.3	Hire Paraprofessionals	All	No	LEA-wide	N/A	K-8 School	Ongoing	$ 368,450	$ -	$ 368,450	$ -		$ -	$ 368,450	0.000%
2	2.4	Provide Student Activity Opportunities	All	Yes	LEA-wide	All	K-8 School	Ongoing	$ -	$ 181,525	$ 181,525	$ -		$ -	$ 181,525	0.000%
2	2.5	Implement Nutrition Program	All	No	LEA-wide	N/A	K-8 School	Ongoing	$ -	$ 200,303	$ 30,045	$ 42,064		$ 128,194	$ 200,303	0.000%
2	2.6	Provide Parent Engagement Opportunities	All	Yes	LEA-wide	All	K-8 School	Ongoing	$ -	$ 7,803	$ 7,803	$ -		$ -	$ 7,803	0.000%
2	2.7	Implement Summer School	All	No	LEA-wide	N/A	K-8 School	Ongoing	$ -	$ -	$ -	$ -		$ -	$ -	0.000%
2	2.8	Create a Safe, Healthy, and Wellness Climate	All	No	LEA-wide	N/A	K-8 School	Ongoing	$ -	$ -	$ -	$ -		$ -	$ -	0.000%
2	2.9	Provide Classified Personnel, Equipment, and Materials for Low Income Student Engagement Services	Low Income	Yes	LEA-wide	Low-Income	K-8 School	Ongoing	$ 262,245	$ -	$ 262,245	$ -	$ -	$ -	$ 262,245	0.000%
2	2.10	Attendance Support	All	No	LEA-wide	N/A	K-8 School	Ongoing	$ 30,000	$ -	$ 30,000	$ -	$ -	$ -	$ 30,000	0.000%
3	3.1	Maintain and Repair Facilities	All	No	LEA-wide	N/A	K-8 School	Ongoing	$ -	$ 877,036	$ 497,540	$ 379,496	$ -	$ -	$ 877,036	0.000%
3	3.2	Maintain Memberships with Community Partners	All	No	LEA-wide	N/A	K-8 School	Ongoing	$ -	$1,083,184	$ 945,135	$ 138,049	$ -	$ -	$1,083,184	0.000%
3	3.3	Purchase Office Supplies	All	No	LEA-wide	N/A	K-8 School	Ongoing	$ -	$ 223,220	$ 223,220	$ -	$ -	$ -	$ 223,220	0.000%
3	3.4	Develop or Maintain Student Recruitment Strategies	All	No	LEA-wide	N/A	K-8 School	Ongoing	$ -	$ 71,400	$ 71,400	$ -	$ -	$ -	$ 71,400	0.000%
3	3.5	Implement Personnel Appreciation Strategies	All	No	LEA-wide	N/A	K-8 School	Ongoing	$ -	$ 4,080	$ 4,080	$ -	$ -		$ 4,080	0.000%

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year	Totals by Type	Total LCFF Funds
$ 5,446,266	$ 2,056,918	37.767%	0.000%	37.767%	$ 2,083,835	0.000%	38.262%	**Total:**	$ 2,083,835
								LEA-wide Total:	$ 1,982,972
								Limited Total:	$ 100,864
								Schoolwide	$ -

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	1.4	Provide Professional Development Opportunities	Yes	LEA-wide	All	K-8 School	$ 43,751	0.000%
1	1.9	Implement Services for Students Who are Low Income	Yes	LEA-wide	All	K-8 School	$ 1,152,432	0.000%
1	1.10	Implement Services for students who are English Learners	Yes	Limited	English Learners	K-8 School	$ 100,864	0.000%
2	2.2	Implement After School and Sports Services	Yes	LEA-wide	All	K-8 School	$ 335,216	0.000%
2	2.4	Provide Student Activity Opportunities	Yes	LEA-wide	All	K-8 School	$ 181,525	0.000%
2	2.6	Provide Parent Engagement Opportunities	Yes	LEA-wide	All	K-8 School	$ 7,803	0.000%
2	2.9	Provide Classified Personnel, Equipment, and Materials for Low Income Student Engagement Services	Yes	LEA-wide	Low-Income	K-8 School	$ 262,245	0.000%

2023-24 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 10,423,773.00	$ 10,257,415.57

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	Hire Certificated Faculty	No	$ 2,226,461	$ 2,132,165
1	2	Purchase Standards Based Curriculum	No	$ 260,100	$ 295,000
1	3	Provide Employee Benefits	No	$ 1,149,872	$ 1,421,729
1	4	Provide Professional Development Opportunities	Yes	$ 122,746	**$ 60,606**
1	5	Provide Access to Substitutes	No	$ 100,000	$ 100,000
1	6	Purchase and Maintain Technology	No	$ 192,820	$ 141,000
1	7	Assessment & Student Information System	No	$ 27,900	$ 20,400
1	8	Purchase Materials, Supplies and Equipment	No	$ 215,792	$ 199,772
1	9	Provide Personnel, Equipment, and Materials for Low Income Academic Services	Yes	$ 1,358,196	$ 1,358,196
1	10	Implement English Learner Services	No	$ 287,550	$ 270,084
1	11	Implement Special Education Services	No	$ 461,934	$ 458,944
2	1	Deliver Homeless and Foster Youth Support Services	Yes	$ -	$ -
2	2	Implement After School and Sports Services	Yes	$ 481,119	$ 527,912
2	3	Hire Paraprofessionals	No	$ 486,781	$ 458,481
2	4	Provide Student Activity Opportunities	Yes	$ 114,240	$ 114,240
2	5	Implement Nutrition Program	No	$ 217,294	$ 217,294
2	6	Provide Parent Engagement Opportunities	No	$ -	$ -
2	7	Implement Summer School (repeated expenditure, Goal 2, Action 9)	Yes	$ -	$ -
2	8	Create a Safe, Healthy, and Wellness Climate (repeated expenditure, Goal 2, Action 9)	Yes	$ -	$ -
2	9	Provide Classified Personnel, Equipment, and Materials for Low Income Student Engagement Services	Yes	$ 111,376	$ 106,355
3	1	Maintain and Repair Facilities	No	$ 1,152,741	$ 1,053,860
3	2	Maintain Memberships with Community Partners	No	$ 1,083,442	$ 1,115,985
3	3	Purchase Office Supplies	No	$ 299,408	$ 121,392
3	4	Develop or Maintain Student Recruitment Strategies	No	$ 70,000	$ 80,000
3	5	Implement Personnel Appreciation Strategies	No	$ 4,000	$ 4,000

2023-24 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 2,048,511	$ 2,161,677	$ 2,120,516	$ 41,161	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed 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	4	Provide Professional Development Opportunities	Yes	$ 96,746	$ 60,606.00	0.00%	0.00%
1	9	Provide Personnel, Equipment, and Materials for Low Income Academic Services	Yes	$ 1,358,196	$ 1,358,196.00	0.00%	0.00%
2	1	Deliver Homeless and Foster Youth Support Services	Yes	$ -		0.00%	0.00%
2	2	Implement After School and Sports Services	Yes	$ 481,119	$ 481,119.00	0.00%	0.00%
2	4	Provide Student Activity Opportunities	Yes	$ 114,240	$ 114,240.00	0.00%	0.00%
2	7	Implement	Yes	$ -		0.00%	0.00%
2	8	Create a Safe,	Yes	$ -		0.00%	0.00%
2	9	Provide Classified	Yes	$ 111,376	$ 106,355.00	0.00%	0.00%

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 5,430,044	$ 2,048,511	0.00% - No Carryover	37.73%	$ 2,120,516	0.00%	39.05%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

- Teachers,
- Principals,
- Administrators,
- Other school personnel,

- Parents, and
- Students

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

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

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

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
  - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

- **LCAP Year**: Identify the applicable LCAP Year.

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

  - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use

the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

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

LCFF Carryover Table

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

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

LCFF Carryover Table

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

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

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

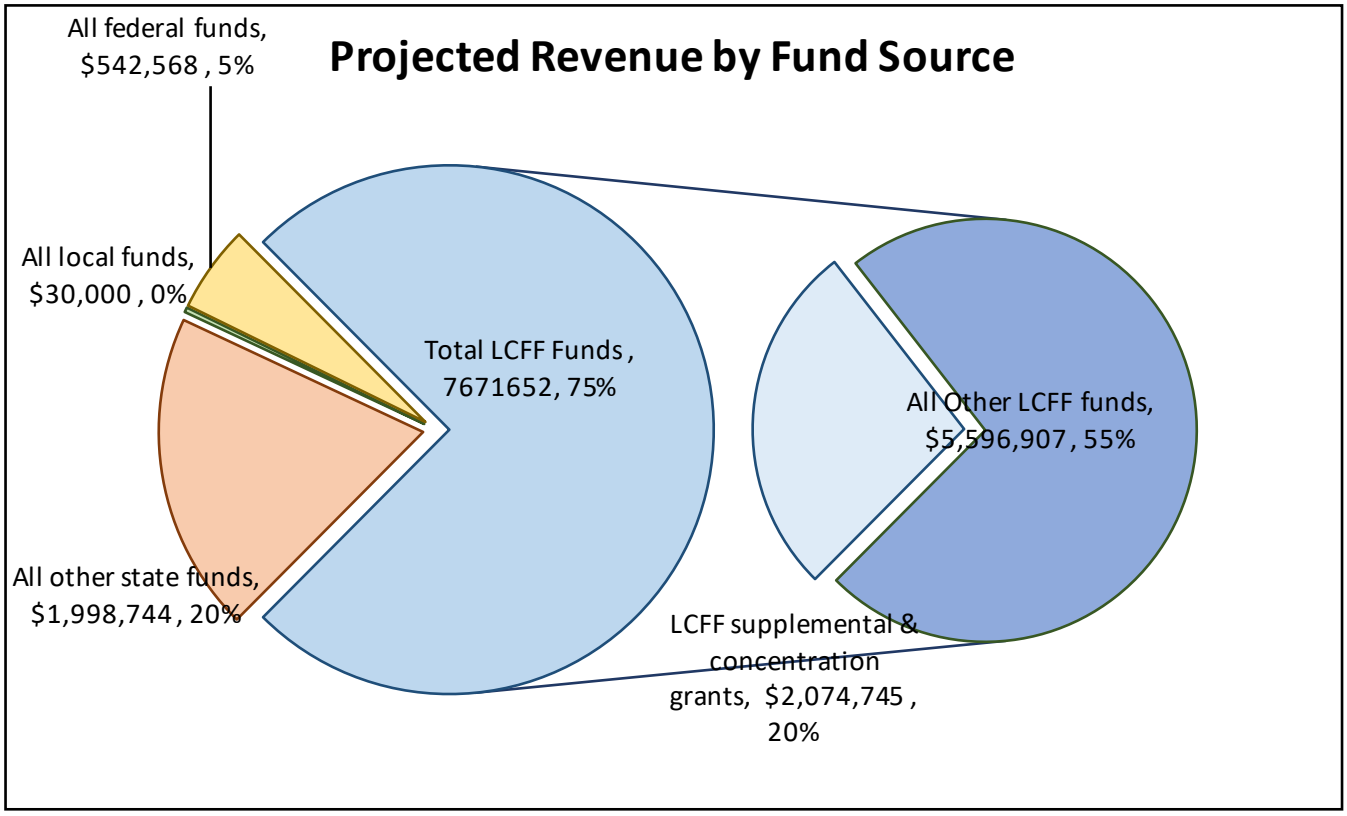
California Department of Education
November 2023

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: University Preparatory Value High
CDS Code: 19-64733-0132027
School Year: 2024-25
LEA contact information: Robert Poyer rpoyer@valueschools.com 213-382-1223

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 o high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2024-25 School Year

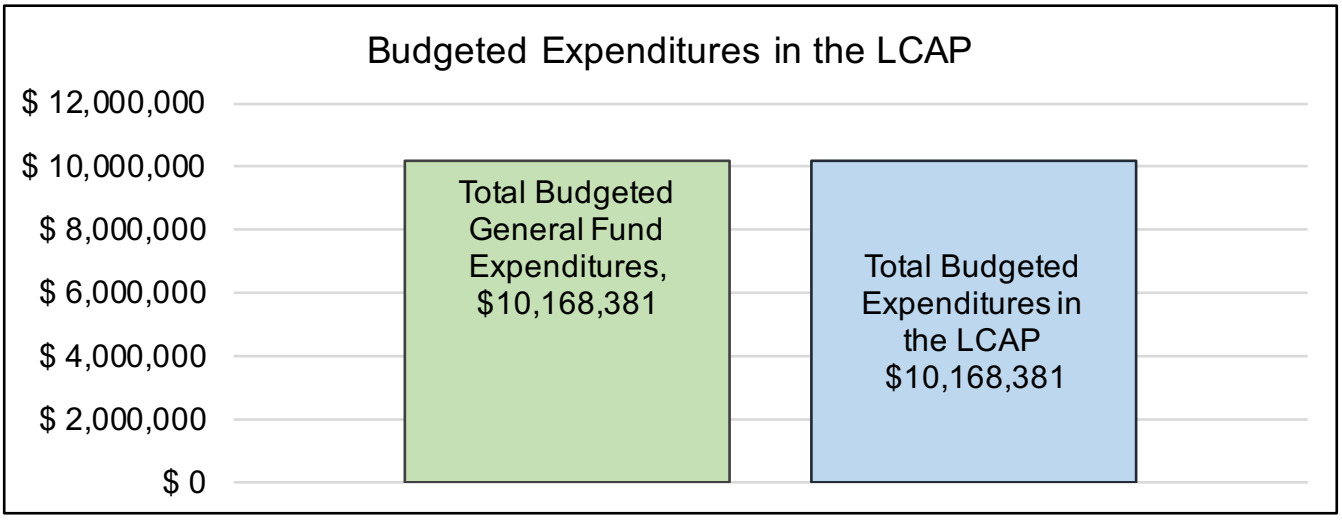


This chart shows the total general purpose revenue University Preparatory Value High expects to receive in t coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for University Preparatory Value High is $10,242,964.00, of which $7,671,652.00 is Local Control Funding Formula (LCFF), $1,998,744.00 is other state funds, $30,000.00 is local funds, and $542,568.00 is federal funds. Of the $7,671,652.00 in LCFF Funds, $2,074,745.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

LCFF Budget Overview for Parents



This chart provides a quick summary of how much University Preparatory Value High plans to spend for 202 25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: University Preparatory Value High plans to spend $10,168,381.00 for the 2024-25 school year. Of that amount, $10,168,381.00 is tied to actions/services in the LCAP and $0.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP w be used for the following:

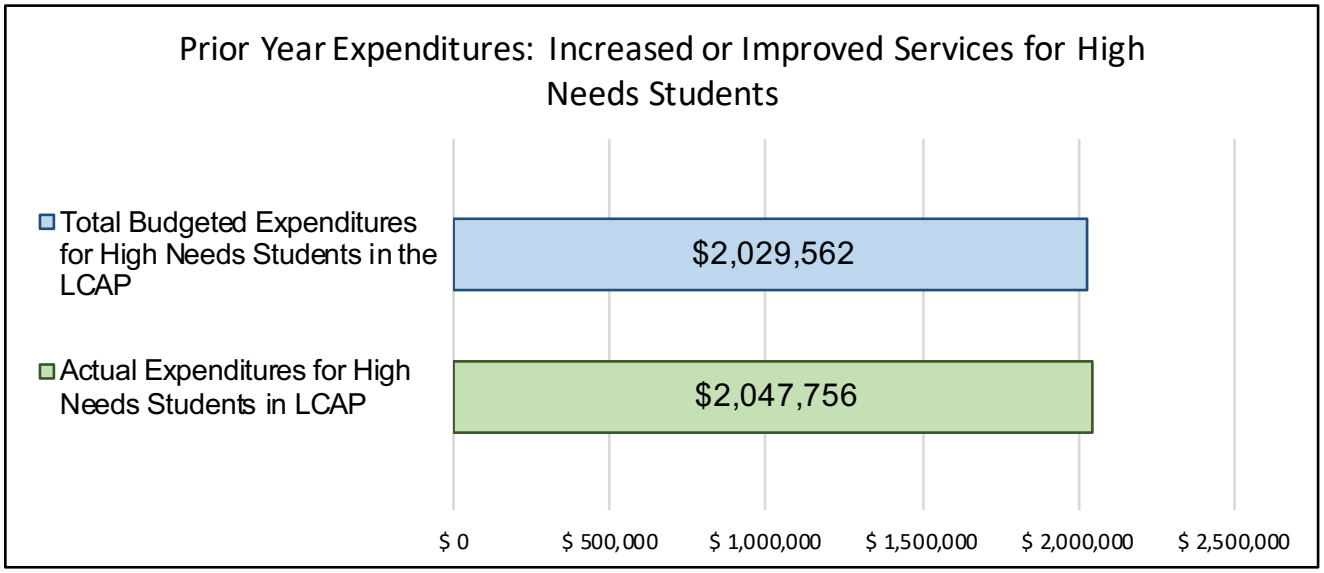
These funds will either roll over or be used in case any expenditures decrease.

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

In 2024-25, University Preparatory Value High is projecting it will receive $2,074,745.00 based on the enrollment of foster youth, English learner, and low-income students. University Preparatory Value High must describe how it intends to increase or improve services for high needs students in the LCAP. University Preparatory Value High plans to spend $2,082,170.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2023-24, University Preparatory Value High's LCAP budgeted $2,029,562.00 for planned actions to increase or improve services for high needs students. University Preparatory Value High actually spent $2,047,756.00 for actions to increase or improve services fo high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
University Preparatory Value High	Robert Poyer, Principal	rpoyer@valueschools.com213-382-1223

Goals and Actions

Goal 1

Goal #	Description
1	Our school will ensure academic achievement. School leaders will recruit, hire, and develop professionals to instruct, support, and monitor students in all academic areas. Educators will offer expert instruction with high expectations for academic performance to students who are disciplined learners, with standards of accountability for both, and implement increased or targeted services for students identified in one or more of the following students groups: English Learners, Socioeconomically Disadvantaged pupils, foster youth, homeless youth, student with Disabilities, and gifted students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teachers Fully Credentialed and appropriately assigned. (Priority 1)	14 Mis-assignments 2019 -20	28 Mis-Assignments 2020 -21	3 Mis-Assignments 2021-22 Data Year: 2021-22 Data Source: CALSAAS Report	1 Mis-assignment Data Year: 22-23 Data Source SARC	0 Mis-assignments
Instructional Materials: Every student has standards-aligned materials (Priority 1)	100% Fall 2020	100% Fall 2021	100% Fall 2022 Data Year: 2021-22 Data Source: Williams Curriculum Principal Certification	100% Fall 2023 Data Year: 2022-23 Data Source: Williams Curriculum Principal Certification	100%

Implementation of academic content and performance standards for all students, including how English learners will access the Common Core State Standards and ELD standards (Priority 2)	100% Fall 2020	100% Fall 2021	100% Fall 2022 Data Year: 2022-23 Data Source: School Climate Survey	100% Fall 2023 Data Year: 2023-24 Data Source: School Climate Survey	100%
Math Statewide CAASPP assessments (Priority 4)	-95.9 Average DFS from all students 2019 12% proficiency	2020-21 Results (not on dashboard) No scores for DFS 30% proficiency	2021-22 Results -94.7 Average DFS from all students Spring 2022 Data Year: 2021-22 Data Source: State Dashboard	2022-23 Results –61 Average DFS from all students and 38.5% proficiency. Data Year: 2022-23 Data Source: State Dashboard	-30.00 DFS for all students 20% proficiency
ELA Statewide CAASPP assessments (Priority 4)	-30.9 average DFS for all students 2019 50% proficiency	2020-21 Results (not on dashboard) No scores for DFS 61% proficiency	2021-22 Results -10.1 Average DFS for all students Spring 2022 Data Year: 2021-22 Data Source: State Dashboard	2022-23 Results -21.4 Average DFS from all students and 35% proficiency. Data Year: 2022-23 Data Source: State Dashboard	10.0 DFS for all students 60% proficiency
Science Statewide CAASPP assessments (Priority 4)	12% Met or exceeded standards 2019	8% Met or exceeded standards 2020-21	25% for Spring 2021-22 CAST Results	22.9% for Spring Data Year: 2022-23	20% Met or Exceeded Standards

Percentage of pupils who pass AP exams with a score of 3 or higher (Priority 4)	43% 2019-20 (COVID Version)	24.35% 2020-21	24.37% of students who passed the AP exam with a score of 3 or higher in Spring 2022.	23% Data Year: 2022-23	30%
ELA- Pupils prepared for college by the Early Assessment Program (EAP) (as measured by 11th grade CAASPP scores indicating standard exceeded or standard met in ELA) (Priority 4)	11.4% Ready 2019 27% Conditionally Ready 2019	32.5% Ready 2021 (Class of 2022) 38.3% Conditionally Ready 2021 (Class of 2022)	13.8 % Ready in 2022 36.6% Conditionally Ready 2022	14.68% Ready in 2023 23.85% Conditionally Ready 2023	17% Ready 33% Conditionally Ready
Math- Pupils prepared for college by the Early Assessment Program (EAP) (as measured by 11th grade CAASPP scores indicating standard exceeded or standard met in Math) (Priority 4)	4.7% Ready 2019 9.4% Conditionally ready 2019	12.5% Ready 2021 (Class of 2022) 19.2% Conditionally ready 2021 (Class of 2022)	4.1% Ready in 2022 10.6 % Conditionally Ready in 2022	12.84% Ready in 2023 15.6% Conditionally Ready 2023	7% Ready 18% Conditionally Ready
High school dropout rates (high school only): (Priority 5)	1% of 2020	0% of 2021 cohort	1.6% of 2022 Cohort Data Year: 2021-22 Data Source: Data Quest	3.9% Data Year: 2022-23	1%

High school graduation rates (Priority 5)	99% Class of 2020	96.7% Class of 2021	99% class of 2022 Data Year: 2021-22 Data Source: Principal Report	97% Data Year: 2022-23 Data Source: DataQuest	98% or above
Course Access: Students have access and are enrolled in a broad course of study (i.e., social science, science, health, PE, VAPA, world language) (Priority 7)	100% Spring 2020	100% Spring 2021	100% Spring 2022	100% Spring 2023	100%
NWEA Math Growth Indicator (Priority 4)	-.40 (2020-21 end of the year)	-.20 (2021-22 end of the year)	NWEA Reading Growth Indicator - 50% NWEA Language Usage Growth Indicator - 53% NWEA Math Growth Indicator - 52% Data Year: 22-23 Data Source: NWEA Report	55% Data Year: 23-24 Data Source: NWEA Report	NWEA Reading Growth Indicator - 60% NWEA Language Usage Growth Indicator - 60% NWEA Math Growth Indicator - 55% Data Year: 23-24 Data Source: NWEA Report
NWEA Reading Growth Indicator	.10 (2020-21 end of the year)	-.60 (2021-22 end of the year)	NWEA Reading Growth Indicator - 50%	54% Data Year: 23-24 Data Source: NWEA Report	.25

NWEA Language Growth Indicator (Priority 4)	.3 (2019-20 end of the year)	-.2 (2021-22 end of the year)	NWEA Reading Growth Indicator - 50% NWEA Language Usage Growth Indicator - 53% NWEA Math Growth Indicator - 52% Data Year: 22-23 Data Source: NWEA Report	55% Data Year: 23-24 Data Source: NWEA Report	.25
Percentage of English learners who progress in English proficiency (as measured by ELPAC) (Priority 4)	29.6% of ELs progress towards English proficiency in 2019-20 school year	7.14% of ELs progress towards English Proficiency in 2020-21 school year (7.14% Met or Exceeded Standard for ELA)	32.3 % of ELs making progress towards English Proficiency as of the 2021- 22 school year Data Year: 2021-22 Data Source: State Dashboard	29.2% Data Year: 2022-23 Data Source: State Dashboard	35% made progress. They increased their overall score by at least 1.
English learner reclassification rate (Priority 4)	9% of 2020	12% of 2021	25% of 2022 Data Year: 2021-22 Data Source: Data-quest	Data release delayed by CDE	20%
Percentage of students that meet UC/CSU entrance requirements (Priority 4)	95% of the Class of 2020 were UC/CSU eligible	95% of the Class of 2021 were UC/CSU eligible	99% of the class of 2022 were UC/CSU eligible	89.5% of the class of 2023 were UC/CSU eligible	90% of the Class of 2021 were UC/CSU eligible

ATSI Exit Metric - English Learners	ELA CAASPP 21-22 Spring 19.51% Math CAASPP 21-22 Spring 17.32% Science CAST 21-22 Spring not available English Learner Progress - Very Low English Learner Suspension Rate - Low Data Year: 2021-22 Data Source: CA Dashboard	ELA CAASPP 21-22 Spring 19.51% Math CAASPP 21-22 Spring 17.32% Science CAST 21-22 Spring not available English Learner Progress - Very Low	ELA CAASPP 21-22 Spring 19.51% Math CAASPP 21-22 Spring 17.32% Science CAST 21-22 Spring not available English Learner Progress - Very Low	ELA CAASPP 22-23 Spring N/A Math CAASPP 22-23 Spring N/A Science CAST 22-23 Spring not available English Learner Progress - Very Low	English Learner Progress - Medium English Learner Suspension Rate - Medium Data Year: 2023-24 Data Source: CA Dashboard

Goal Analysis

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

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

Overall the actions designed to support achievement of goal 1 were implemented as planned.

Successes:

This year has been marked by significant successes in implementing Goal 1 of our LCAP at University Preparatory Value High School. Notably, our NWEA winter assessments have shown high growth across all areas, including reading, math, and achievement, reflecting the effectiveness of our instructional strategies. We have implemented a schoolwide process to assess needs for the remainder of the year, incorporating data dives and needs assessments to inform targeted professional development planning. For our English Learners (ELs), the support provided by aides has resulted in increased NWEA scores and positive progress in internal assessments, with the expectation of further advancement and higher levels of reclassification. The implementation of Read 180 has facilitated progress monitoring for ELs, demonstrating tangible development in action. Additionally, our Special Education (SPED) program has witnessed increased enrollment, with parents expressing satisfaction with the services provided. With a full integration model and adherence to Individualized Education Programs (IEPs) compliance, our SPED students are on track with their educational goals. Furthermore, initiatives such as instructional coaching, and the institution of data and planning meetings within department teams have enriched our instructional practices and fostered collaboration. The establishment of scope and sequences for all classes through proficiency scales has provided clarity and structure, making learning

outcomes more tangible and enhancing student learning experiences. These successes underscore our commitment to providing high-quality education and meeting the diverse needs of our students at University Preparatory Value High School.

Challenges:

University Preparatory Value High School has encountered a few challenges in implementing Goal 1 of our LCAP this year, particularly in improving instructional practices consistently across all classrooms. With an increased number of newcomer students at the high school level, our focus has been on determining the most effective methods to support them in the classroom while ensuring they meet A-G requirements. Despite efforts to maintain compliance for English Learners (ELs) through designated English Language Development (ELD) time and continued program support and development, we still have ongoing support through the Academic and Tiered Support Interventions (ATSI) program, which we have not yet been able to exit due to continued support needed for our LTEL population. Additionally, statewide challenges have arisen in facilitating FAFSA completion and access to college applications due to adjusted protocols, resulting in a lower completion rate compared to previous years. Despite these challenges, we remain committed to addressing the needs of all students and enhancing their educational experiences at University Preparatory Value High School.

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 Hire Certificated Faculty estimated actuals ($2,422,188) was less than budgeted expenditures ($2,728,615) due to the ongoing complexities in recruitment and retention efforts amidst the current hiring landscape and evolving workforce dynamics.

1.2 Purchase Standards Based Curriculum estimated actuals ($50,000) was more than budgeted expenditures ($35,000) due to the heightened investment in curriculum resources aimed at addressing the evolving educational requirements and ensuring enhanced learning outcomes for students.

1.3 Provide Employee Benefits estimated actuals ($1,525,619) was more than budgeted expenditures ($1,254,286) due to the ongoing difficulties in recruiting and retaining qualified educators amidst the current challenges in the hiring landscape and evolving workforce dynamics.

1.4 Provide Professional Development Opportunities estimated actuals ($18,000) was more than budgeted expenditures ($13,172) due to the evolving professional development needs of both faculty and the broader school community, reflecting a commitment to enhancing instructional practices, staying abreast of educational trends, and fostering continuous growth and improvement.

1.5 Provide Access to Substitutes estimated actuals ($60,000) was more than budgeted expenditures ($30,000) due to the increased demand for substitute teachers resulting from ongoing staffing challenges and the necessity to ensure uninterrupted classroom instruction in light of fluctuating personnel availability throughout the year.

1.7 Assessment & Student Information System estimated actuals ($18,400) was less than budgeted expenditures ($26,400) due to the dynamic nature of educational requirements and the evolving needs of both the school and its students, prompting a more targeted allocation of resources to ensure efficient management of assessments and student data while maintaining high standards of educational quality.

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

Throughout the three-year LCAP cycle for University Preparatory Value High School, the implemented actions, including Hiring Certificated Faculty, Providing Employee Benefits, Ensuring Access to Substitutes, Implementing an Assessment & Student Information System, and Purchasing Materials, Supplies, and Equipment, have proven to be overall effective in advancing towards our goals for the following metrics: Fully Credentialed Teachers, Instructional Materials, and State Standards Implementation. As evidenced by 100% of students consistently having access to standards-aligned instructional materials and the full implementation of state standards during all LCAP years, our efforts have yielded positive outcomes. Despite encountering slight dips in the number of fully credentialed and appropriately assigned teachers to 3 mis-assignments, the school has proactively addressed this challenge by implementing measures to enhance teacher recruitment and retention. Consequently, we are witnessing improvements in this area, ensuring continued progress towards our objectives.

The actions Purchase Standards Based Curriculum, Provide Professional Development Opportunities, Purchase and Maintain Technology, Provide Personnel, Equipment, and Materials for Low Income Academic Services have been mostly effective with regards to ELA and Math CAASPP Data, Science CAST data, and internal NWEA MAP assessments. Despite the global pandemic, students made significant improvements in ELA CAASPP, with proficiency rising 5% from year 1 to year 3 outcomes, reaching 35%. Similarly, in math, students saw an improvement of over 30%, rising from 12% proficiency in 2022 to 38.5% in 2023. While the Science CAST exam showed lower achievement, there was still notable growth, increasing from 12% passing in 2021 to 22.9% meeting and exceeding standards in 2023. Additionally, internal benchmarks through NWEA MAP assessments demonstrated annual growth, with year three outcomes in ELA and math reaching 54% and 55%, respectively.

These actions have been somewhat effective for college-going metrics of A-G Completion and AP Exams. University Prep Value High School maintained achievement at 23% passing AP Exams. A-G Completion rates have remained competitive with a most recent rate of 89.5% of graduates meeting UC requirements upon graduation.

The action of Implement English Learner Services has been inconsistently effective. Currently, the English Learner Progress (ELPI) rate stands at 29.2%, below the state average. We are in the process of refining our strategies to yield better results for our English Learners in the upcoming year.

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

Long Term English Learners services will be added to the 2024-25 LCAP's English Language Development action in order to document the services provided to ensure the progress of this subgroup in developing English language fluency. A metric "Percent of LTELs scoring at Level 3 & 4 on the ELPAC" will be added to track the effectiveness of the new action.

Additionally, these metrics will be added: "CAASPP ELA: Distance from Standard for all students and all significant subgroups" and "CAASPP Math: Distance from Standard for all students and all significant subgroups" in order to further track achievement data and progress.

The metric "ATSI Exit Metric - English Learners" will be removed as metrics and actions are already addressing these specific issues. Summary will be added to the general information.

The Metrics for ELA and Math CAASPP as well as Science CAST will be adjusted to include percentages for all significant subgroups.

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.

Goal 2

Goal #	Description
2	School leaders, faculty, and students acknowledge that each student is gifted with talents and abilities, and each should develop to their fullest potential. Administrators, educators, staff, students and parents collaborate to identify areas of need and create programs, activities, customs, and practices to develop a positive school climate which supports and engages students, parents, and staff with their unique needs.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent input in decision-making (if it's contained or addressed in the LCAP metrics or actions) (Priority 3)	2020-21 School Year 5 Parents in SSC 15 or more parents in ELAC	2021-22 School Year 6 Parents in SSC 12 Parents in ELAC	6 parents in SSC 15 parents in ELAC	76% Data Year: 23-24 Data Source: Network Survey	8 or more parents in SSC 15 or more parents in ELAC
Parental participation in programs for unduplicated pupils (UDPs) (Priority 3)	80% attendance at Student Parent Advisor meetings for 2020-21 (2 times per year)	84% attendance at Student Parent Advisor Meetings for 2021-22 (2 times per year)	83% attendance at Student Parent Advisor Meetings for 2022-23 (2 times per year)	82% Data Year: 23-24 Data Source: Network Survey	85% or more attendance at Student Parent Advisor Meetings (2 times per year)
Percentage of pupils who have successfully completed a-g requirements (high school only) (Priority 4)	Class of 2020- 95.96%	Class of 2021- 98.28%	Class of 2022- 96% Pending	89.5% Class of 2023	98% or higher

Attendance rates (Priority 5)	95.24% 2020	95% 2021	93.94 % 21-22 Annual ADA LAUSD Report	94.45% Data Year: 23-24 Data Source: CALPADS	95% or higher
Chronic absenteeism rates (Priority 5)	15% 2021	11% 2022	20% per 21-22 CALPADS Report	24.4% Data Year: 22-23 Data Source: Dataquest	8% or lower
Suspension rates (Priority 6)	0% 2021	1.7% 2022	1.6% per 21-22 SARC	0% Data Year: 22-23 Data Source: CA Dashboard	3% or lower
Expulsion rates (Priority 6)	0% 2021	0% 2022	0% per 2021-22 SARC Report	0% Data Year: 22-23 Data Source: Dataquest	1% or lower
School Safety- Parents (Priority 6)	85% of parents agree or strongly agree for 2020- 21	81% of parents agree or strongly agree for 2021- 22	89% of parents agree or strongly agree to feeling safe per 2022-23 School Climate Survey.	83% Data Year: 23-24 Data Source: Network Survey	80% or higher
School Safety- Students (Priority 6)	80% of students agree or strongly agree for 2020- 21	68% of students agree or strongly agree for 2021- 22	65% of students agree or strongly agree to feeling safe per 2022-23 School Climate Survey.	62% Data Year: 23-24 Data Source: Network Survey	80% or higher
School Safety- Employees (priority 6)	88% of employees agree or strongly agree for 2020-21	87% of employees agree or strongly agree for 2021 -22	85% of employees agree or strongly agree to feeling safe per 2022-23 School Climate Survey.	74% Data Year: 23-24 Data Source: Network Survey	80% or higher

School Connectedness- Parents (Priority 6)	78% of parents agree or strongly agree for 2020- 21	81% of parents agree or strongly agree for 2021- 22	89% of parents agree or strongly agree to feeling connected per 2022-23 per school climate survey.	79% Data Year: 23-24 Data Source: Network Survey	80% or higher
School Connectedness- Employees (Priority 6)	94% of employees agree or strongly agree for 2020-21	86% of employees agree or strongly agree for 2021 -22	83% of employees agree or strongly agree to feeling connected per 2022-23 school climate survey.	72% Data Year: 23-24 Data Source: Network Survey	80% or higher
School Connectedness- Students (Priority 6)	67% of students agree or strongly agree for 2020- 21	57% of students agree or strongly agree for 2021- 22	51% of Students agree or strongly agree to feeling connected per 2022-23 school climate survey.	67% Data Year: 23-24 Data Source: Network Survey	80% or higher
Percentage of 10th grade students screened for vision, hearing, scoliosis, TDAP and Diabetes	98%- in 2019-20	98% in 2021-22	98% in 2021-22	100% in 2022-23	97% or higher

Goal Analysis

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

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

Overall the actions designed to support achievement of goal 2 were implemented as planned

Successes:

University Preparatory Value High School has experienced significant successes in implementing Goal 2 of our LCAP this year, focusing on creating a supportive and enriching environment for all students. With a plethora of resources provided for homeless and foster youth, including hygiene kits, tap cards, clothes, shoes, and hotspots, we ensure that students have the necessary support to succeed in school every day. The results of our safety survey are promising, with 86% of respondents feeling that University Prep is a safe environment, while crime has decreased in the surrounding neighborhood. Notably, our school boasts very low suspension and expulsion rates, thanks to the dedicated support of our discipline team and the presence of two on-campus Deans who prioritize meaningful interactions with students, parents, and teachers. Furthermore, with three counselors and one intern on site, we offer robust mental health and counseling support to

address the diverse needs of our student body. Our communication systems operate seamlessly, with 78% of parents expressing satisfaction with how the school communicates during challenges or incidents. Additionally, our school provides ample opportunities for student engagement through 21 student-created clubs, including the newly introduced Jazz Band, as well as community internships and CIF sports offerings. Collaborations with community partners such as the YMCA Red Shield and Dr. Grimes further enhance our students' experiences. Through initiatives like the Wellness Committee meetings and the dissemination of a monthly nutrition newsletter, we promote wellness and family engagement across all sites, fostering a collaborative and supportive educational community at University Preparatory Value High School.

Challenges:

University Preparatory Value High School has encountered some challenges in implementing Goal 2 of our LCAP this year, primarily centered around attendance, parent engagement, and support for our homeless population. Despite efforts to incentivize attendance with activities and rewards, chronic absenteeism remains a concern, requiring continued efforts to foster a culture of consistent attendance. Post-COVID, we have observed lower rates of parent engagement, prompting a reassessment of strategies to increase parental involvement and communication. Our University Prep class advisory program aims to strengthen parent engagement, but adjustments are necessary to enhance connection and participation. Additionally, instructional coaching has revealed a desire among teachers to increase parent engagement, highlighting the need for a systematic approach to reaching out to parents. The growing homeless population among students presents heightened needs, necessitating increased resources and support. Furthermore, the absence of a PBIS discipline tracking system poses challenges in tracking positive behaviors, hampering the effectiveness of our Deans in promoting a positive school environment. These challenges underscore the importance of developing comprehensive strategies to address attendance, parent engagement, and support for vulnerable student populations at University Preparatory Value High School.

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.

2.2 Implement After School and Sports Services estimated actuals ($414,686) was more than budgeted expenditures ($376,423) due to a strategic adjustment in spending aimed at meeting the evolving needs of both the school and its students, ensuring the provision of comprehensive after-school and sports services to enhance student engagement and support holistic development.

2.4 Provide Student Activity Opportunities estimated actuals ($147,100) was less than budgeted expenditures ($200,760) due to a deliberate reassessment of spending priorities aimed at aligning resources with the evolving needs and interests of both the school and its students, ensuring the delivery of impactful and meaningful student activity opportunities while maximizing efficiency and effectiveness.

2.8 Safety, Health, and Wellness Climate estimated actuals ($6,242) was less than budgeted expenditures ($31,521) due to a strategic reallocation of resources aimed at addressing the changing needs of the school and its students, ensuring a safe, healthy, and supportive environment while maximizing the efficiency and effectiveness of spending in this area.

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

The actions of Provide Classified Personnel, Equipment and Materials for Low Income Student Engagement Services, Deliver Homeless and Foster Youth Support Services, Implement After School and Sports Services, Hire Paraprofessionals, Provide Student Activity Opportunities,

Implement Nutrition Program and Implement Summer School have been effective interventions for the metrics of attendance and chronic absenteeism, suspension and expulsion, school climate and graduation rates.

Attendance has seen a slight drop due to the pandemic, however is still maintaining better outcome rates than the state. Average Daily Attendance as of 2023 was 94% and Chronic Absenteeism at 20% We have added an attendance action item to focus on improving attendance and chronic absenteeism data.

Suspension and Expulsion are consistent at 0%. Our A-G completion rate is a consistent celebration as we have seen high rates year over year. Most recently in 2023, 89.5% of our students met A-G requirements.

Our student and teacher survey data is consistently positive. With regards to “sense of safety”, over half of our students (65%) feel safe and 85% of teachers feel safe on campus. Similar percentages feel “connected” to the school, with 51% of students feeling connected and 83% of teachers. We do feel there is potential growth in these areas and are working to include proactive programming in the coming year through SEL and trauma informed practices. There will be PD support for administrators and teachers as well as training for parents.

Provide Parent Engagement Opportunities has effectively impacted parent participation. Parent data on surveys is consistently high with 89% feeling a sense of safety in the school, and 89% feeling connected. There is a high attendance rate of 83% at Student Parent Advisor Meetings.

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

In light of the attendance challenges exacerbated by the global pandemic, our institution is witnessing increased instances of chronic absenteeism. While daily attendance remains a commendable aspect, we acknowledge the necessity to implement a new action item titled "Attendance Support." This initiative aims to directly tackle the current trends observed, with the intention of alleviating the increase in chronic absenteeism and fostering positive outcomes in the forthcoming years.

The Metric of “Percentage of 10th grade students screened for vision, hearing, scoliosis, TDAP and Diabetes” will be removed as it is no longer relevant to include in the LCAP.

The metrics “Parent input in decision-making (Priority 3)” and “Parental participation in programs for unduplicated pupils (UDPs) (Priority 3)” will be combined to “% parent Parent participation in programs for unduplicated pupils (UDPs) and individuals with exceptional needs”.

The metric “High School Dropout Rate” will be added.

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.

Goal 3

Goal #	Description
3	This is a broad goal to address all state priorities. Each School will be fully compliant with all Local, State and Federal regulations, ensure that students have a learning environment they need to be successful, and to meet the annual growth measurements prescribed.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Facilities in *"*Good Repair*":* Clean, safe, and functional as determined by Facility Inspection Tool (FIT) or other local instrument that meets same criteria	100% of building in good repair 2020-21	100% of building in good repair- 2021-22	100% of building in good repair- 2022-23	100% Data Year: 2023-24 Data Source: Local Self Report Tool	95% of building in good repair
LAUSD Oversight Visit Scores	4,3,3,3- 2020-21	4,NA,3,4- 2021-22	Based on 22-23 LAUSD Oversight Report we received a 4 in Governance, 2 in Academic Achievement, 3 in Operations, and 4 on Fiscal operations out a 4 point rubrics from our Authorizing District - Los Angeles Unified District. Data Year: 2022-23 Data Source: LAUSD Oversight Report	Data has not yet been released. Data Year: 2023-24 Data Source: LAUSD Oversight Report	4,4,4,4

Federal Program Reviews	100% Compliance for 2020-21	100% Compliance for 2021-22	100% Compliance for 2022-23	100% Compliance for 2023-24	100% Compliance
Special Education DVR from LAUSD	DVR approved by LAUSD in 2019-20	No DVR for the 2021-22 school year	No DVR for the 2022-23 school year	No DVR for the 2023-24 school year	DVR approval from LAUSD
WASC Accreditation	6 Year Accreditation with 3 year mid-cycle in 2019-20	6 Year Accreditation with 3 year midcycle in 2021-22	6 Year Accreditation with review 25-26	6 Year Accreditation with review 25-26	6 Year Accreditation with 3 year mid cycle- up for renewal in 2025-26

Goal Analysis

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

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

Overall the actions designed to support achievement of goal 3 were implemented as planned.

Successes:

University Preparatory Value High School celebrates numerous successes in implementing Goal 3 of our LCAP this year, particularly in recruitment, partnerships, and community engagement. Our robust recruitment efforts, including partnerships with middle schools and active outreach via email reminders and school visits, have resulted in a strong interest in University Prep Value High School, with over 100 students on our waiting list. Collaborations with organizations such as the Pico Union Neighborhood Council and Sunrise and Pacific Clinics have further enhanced our community presence and engagement. At University Prep Value High School, we prioritize a student and parent-centered culture, evident in our consistent administrative team and word-of-mouth reputation for academic rigor. As a testament to our commitment to academic excellence, 92% of our students have been accepted to four-year universities, a testament to our school's legacy and appeal to families seeking quality education. Additionally, our successful Williams audit, highlighting commendable scores in facilities, curriculum, and teacher credentialing for three consecutive years, reflects our dedication to providing an optimal learning environment. Renovations, including collaborative spaces and a covered parking lot, further enhance our facilities to support student success. As we embark on a new WASC cycle for the next academic year, we look forward to building upon these successes and continuing to serve our students and community with excellence.

Challenges:

University Preparatory Value High School has faced some challenges in implementing Goal 3 of our LCAP this year. Despite ongoing recruitment efforts, diversifying our student body remains a challenge, with the majority of students identifying as Latino/Hispanic and lower representation from other subgroups. Additionally, navigating oversight from the Los Angeles Unified School District (LAUSD) poses difficulties, as academic data may still reflect lower scores despite our efforts. Moreover, while we strive to update our facilities to create effective learning spaces, resource constraints may hinder the pace of progress in this area. Despite these challenges, University Preparatory Value High School remains committed to addressing these obstacles and enhancing our learning environment for the benefit of all students.

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

3.1 Maintain and Repair Facilities estimated actuals ($1,249,875) was less than budgeted expenditures ($1,406,262) due to a change in accounting standards for the recognition of long-term assets, resulting in non-cash adjustments that reduced the reported expenses.

3.3 Purchase Office Supplies estimated actuals ($64,728) was more than budgeted expenditures ($56,602) due to increased spending aimed at meeting the evolving needs of the school, ensuring that all administrative and educational functions are adequately supported with necessary supplies.

3.4 Develop or Maintain Student Recruitment Strategies estimated actuals ($17,000) was more than budgeted expenditures ($6,367) due to increased spending aimed at meeting the evolving needs of the school, ensuring effective recruitment efforts to attract and retain a diverse and talented student body.

3.5 Implement Personnel Appreciation Strategies estimated actuals ($6,000) was more than budgeted expenditures ($4,416) due to additional funds received from donors specifically allocated for staff appreciation initiatives, allowing for enhanced recognition efforts.

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

The actions of Maintain and Repair Facilities, Maintain Memberships with Community Partners, Purchase Office Supplies, Develop or Maintain Student Recruitment Strategies, and Implement Personnel Appreciation Strategies were effective in supporting the metrics of LAUSD Oversight, WASC Accreditation, Special Education DVR, Federal Program Reviews and School Facilities in Good Repair. While academic achievement took a slight drop to a “2” in 22-23, we scored a “3” in operations and our remaining scores were “4”s in Governance, and Fiscal, earning some of the highest accolades from our local district, LAUSD. Year over year, our facilities are 100% in good repair, and we maintained our WASC Accreditation cycle of 3 years. Additionally, we are in 100% compliance for Federal Program Reviews and do not have a DVR in Special Education from LAUSD.

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

The WASC Accreditation metric will be removed as the components of this accreditation are reflected throughout the metrics and actions of all goals.

The metrics of “Federal Program Reviews” and “Special Education DVR from LAUSD” will be removed as they are no longer relevant metrics.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping

actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

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

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

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

California Department of Education
November 2023

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
University Preparatory Value High	Robert Poyer Principal	rpoyer@valueschools.com213-382-1223

Plan Summary 2024-25

General Information

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

University Preparatory Value High School (UPVHS) is an independent charter school authorized by the Los Angeles Unified School District in 2014 and located in a 2- story building at 1929 W. Pico Blvd., Los Angeles, California. With an enrollment capacity of 480 students, the school offers a high school education to students, in grades 9-12. For the 2023-2024 academic year, the school had 482 students enrolled with a 19:1 student to teacher ratio, and administrators, counselors, coaches, and staff providing additional support in needs as a result of the COVID 19 global pandemic, poverty, mental health, and community issues. This document serves as the Local Control Accountability Plan (LCAP) and as the School Plan for Student Achievement (SPSA) and addresses state and federal school plan requirements and state priorities.

Our Mission

The Value Schools mission is to establish and support high quality, values based elementary and secondary charter schools for populations of students who have been historically underserved by the traditional public school system.

Our academic program is driven by the five core values listed below:

1. Academic excellence is the means to a full life.

2. Each student can develop to his or her fullest potential.

3. Each individual is unique and deserves respect.

4. A safe, nurturing community is essential to academic excellence.

5. Service to others and the community is a responsibility of an educated person.

Sustained by our five core values, our rigorous academic programs challenge our students to be part of a rich learning environment. Our school leaders, teachers, and staff work with each student to ensure academic expectations, extracurricular interests, and graduation requirements are met. University Prep Value High School provides students opportunities to develop their potential in sports, art, dance, Advanced Placement classes, and an Interdisciplinary Honors Program. We foster a positive school climate and high student engagement by providing a safe, nurturing community where students are closely monitored, conflicts are immediately addressed, and opportunities for celebrations are regularly scheduled.

As listed in the California Department of Education DataQuest, we serve a student population with the following demographics:

95% Hispanic/Latinx

4% Asian

1% African American

85% of our students are Socioeconomically Disadvantaged

16% English Learners

14% Students with Disabilities

5% or less of students in foster placement or experiencing homelessness

University Preparatory Value High School knows parents are the first and primary educators of their children. Highly collaborative relationships between parents and teachers ensure parents remain closely connected to their child's education. We do this by conducting regular parent meetings and scheduling updates and discussions on academic data and school initiatives. Students experience greater levels of success in university and in life when their most important advocates work together to meet their needs.

According to reviews in Great Schools, University Prep Value High School has five-star reviews conveying that the school is helping successfully close the gap for low- income Latino students, and has been named one of best high schools in the community. Students who graduate from University Preparatory Value High School are prepared to be successful at two- and four-year universities. Over the past three years nearly 100% of University Prep seniors have received their high school diploma, and 96% have gone on to higher education. We have students accepted to Harvard, Yale, N.Y.U., and U.S.C. We have students currently attending M.I.T., Brown University, U.C. Berkeley, U.C.L.A., and every university in the U.C. system. The school is accredited by the Western Association of Schools and Colleges (WASC) and has been approved for two 5-year renewal terms by the Los Angeles Unified School District.

In the 2023-24 school year, UPVH was identified for Additional Targeted Support and Improvement (ATSI) for students who are Long Term English Learners (LTELs). This means that based on the data from the 2023 California School Dashboard, LTELs were in the lowest status level for all but one of the state indicators. This plan will address how these students will be supported.

Reflections: Annual Performance

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

Based on the State Dashboard, the UPVH student, faculty, and parent community have experienced a number of successes during the 23-24 academic year. As indicated in the 22-23 school year California School Dashboard, UPVH had the following successes with the hispanic and socioeconomically disadvantaged subgroups:

English Language Arts (ELA) Achievement is in the orange. Students are performing 21.4 points below standard. UPVH declined 10.7 points in this area in the previous year. While Hispanic and Socioeconomically Disadvantaged subgroups took a slight dip in data, our ELs increased 20.3 points, and Students with Disabilities increased 4 points moving both groups closer to meeting standards.

Mathematics achievement is in the yellow and students are 61 below standard. At the same time, the distance from standard decreased 33.6 points this year, meaning that students moved closer to meeting standards overall. All subgroups saw significant growth with Hispanic students increasing 33.6 points, Socioeconomically Disadvantaged students increasing 33.5 points, ELs growing 39.1 points, and Students with Disabilities growing 25.3 points. Overall our students are outperforming the state in this area.

While the school did not meet its targets for the percentages of students meeting/exceeding standards on ELA and Math CAASPP assessments, the growth shown in reducing the Distance from Standard in Math and continued maintenance of ELA development indicates the Purchase of Standards Based Curriculum, Providing Employee Benefits, Providing Professional Development Opportunities, Providing Access to Substitutes and Purchase and Maintain Technology, combined with Assessment & Student Information System, Purchase Materials, Supplies and Equipment, Provide Personnel, Equipment and Materials for Low Income Academic Services, Implementing EL Services, and Implement Special Education Services are showing effectiveness. The school will continue with these actions, continuing to strengthen implementation.

Graduation Rate is at the blue level with 96.1% graduated. This commendable rate is over 10% higher than the state average.

College/Career Indicator is medium. Currently 54.3% of students are prepared for college. At the same time, our graduation rate is 96.1% and A-G completion rates are at 89.5%. From our internal data, we are showing high rates of college going culture and that our interventions and supports are preparing students for college and career.

Suspension is at the blue level with 0% of students suspended during the school year, which is a decrease of 1.6% from the previous year. We are proud of our strong commitment to behavioral support on site and commitment to school culture and climate.

All Local Indicators are Met. Local data indicates that University Prep Value High School excels in building partnerships to support student outcomes, offering families resources for home-based learning and development. The school has established policies and programs facilitating teacher-family-student meetings, typically held 2-3 times a year or more frequently for struggling students. Parents are equipped with devices, online curriculum access, and weekend tutoring resources. Over 70% of respondents to the School Climate Survey affirm the school's success in fostering relationships between staff and families. A nurturing community is cultivated through consistent two-way communication avenues like parent conferences, coffee with the principal, and feedback opportunities via surveys. The addition of a Parent Coordinator further supports families through academic and discipline workshops, encouraging their involvement in school affairs. Regular updates on events and learning practices are communicated via platforms like Parent Square, PowerSchool, ClassDojo, and social media. The school demonstrates commitment to inclusive decision-making through channels like surveys, School Site Council, ELAC, PTA, Coffee with the Principal, and staff meetings. Additionally, educational partners participate in decision-making forums, and surveys seek parental input on matters such as reopening, safety protocols, the Local Control Accountability Plan, and student nutrition.

Based on our review of the 2023 CA Dashboard we have identified needs in the following areas:

English Learner Progress is in the red with 29.2% making progress towards English proficiency by moving up a level or maintaining at the highest level on the 2022-23 ELPAC. This is a decrease of 2% percentage points from the previous year. We will continue to work on specific progress within levels and on the ELPAC exam in the coming year and have actions below tied to EL progress and support.

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.

University Preparatory Value High is a single school LEA that is not eligible for comprehensive support and improvement.

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents	Parent feedback is essential to our work at UPVH. Parent Community Meetings and Coffee with the Principal occur monthly. Additionally, School Site Council Meetings and ELAC meetings occur four times annually. Annual survey feedback provides a touchpoint for parent perception and guides major decision making. During the April parent meeting, parents had the opportunity to review the new LCAP and provide feedback on goals, metrics and actions.
Teachers, administrators, and other school personnel	Teachers, administrators, and other school personnel provide feedback during regular staff meetings and during one-on-one check-ins with their supervisors/coach. We additionally have grade level and department meetings as well as department program leads for SPED, ELD, Homeless Liaisons and SSP. In April, teachers and administrators met to review parent feedback, provide their own feedback, and propose action steps to address areas of need with regards to the proposed LCAP.
Students	Students provide feedback during School Site Council meetings, classroom meetings and 1:1 check ins with staff. Students also provide feedback through the annual school climate survey. Student leadership reviewed LCAP data/actions during their April meeting and provided feedback.

Insert or delete rows, as necessary.

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

Overall parents, teachers, administrators, and staff believe that the school is making progress with the existing plan and would like the new 2024-25 plan to stay the same with suggestions for how to strengthen support and actions for each goal.

Goal 1: Stakeholders aim to advance academic progress outlined in LCAP Goal #1 for the upcoming year. They prioritize enhancing the ELD curriculum, ensuring Williams Act compliance, implementing a Dean's List tracking system, providing professional development for new academic coaches, and integrating Canvas. These efforts are geared towards promoting student success and educational excellence.

Goal 2: Stakeholders prioritize comprehensive support initiatives outlined in LCAP Goal #2 for the upcoming year. This includes enhancing EL supports, addressing chronic absenteeism concerns, allocating budgets for homeless and foster youth, offering blended summer school programs, continuing wellness initiatives, and streamlining the UP program by eliminating seminar classes for grades 10, 11, and 12. These efforts aim to create an inclusive and supportive learning environment for all students.

Goal 3: Stakeholders prioritize compliance and building enhancements outlined in LCAP Goal #3 for the upcoming year. This includes ongoing improvements to the school's infrastructure and space, as well as addressing student requests for lunch benches. Stakeholders are also committed to providing consistent teacher supplies and expressions of appreciation throughout the school year. These efforts aim to create a positive and conducive learning environment for all members of the school community.

Goals and Actions

Goal 1

Goal #	Description	Type of Goal
1	University Preparatory Value High will promote academic achievement and proficiency for all students.	Broad

State Priorities addressed by this goal.

Priority 1 Basic Services, Priority 2 Conditions of Learning, Priority 4 Pupil Outcomes, Priority 7 Course Access, Priority 8 Other Pupil Outcomes

An explanation of why the LEA has developed this goal.

Our school will ensure academic achievement. School leaders will recruit, hire, and develop professionals to instruct, support, and monitor students in all academic areas. Educators will offer expert instruction with high expectations for academic performance to students who are disciplined learners, with standards of accountability for both, and implement increased or targeted services for students identified in one or more of the following students groups: English Learners, Socioeconomically Disadvantaged pupils, foster youth, homeless youth , student with Disabilities, and gifted students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Teachers: % of Fully Credentialed and Appropriately Assigned Teachers *Source: SARC*	97% Data Year: 2022-23			95%	N/A for 2024
1.2	Instructional Materials: % of Students with standards-aligned Instructional Materials at home and at school. *Source: SARC*	100% Data Year: 2023-24			100%	N/A for 2024

1.3	CAASPP ELA: % met/exceeded standards for all students and all significant subgroups *Source: Dataquest*	All: 35% SED: 27.8% SWD: 0% EL: NA Hispanic or Latino: 26% Data Year: 2022-23			Increase 5-7% from baseline in all subgroups	N/A for 2024
1.4	CAASPP ELA: Distance from Standard for all students and all significant subgroups *Source: CA Dashboard*	All: -21.4 SED: -29.8 SWD: -108.6 EL: -85.4 Hispanic or Latino: -31.2 Data Year: 2022-23			Increase 10 points from baseline in all subgroups	N/A for 2024
1.5	CAASPP Math: % met/exceeded standards for all students and all significant subgroups *Source: Dataquest*	All: 38.5% SED: 36.5% SWD: 6.3% EL: NA Hispanic or Latino: 35% Data Year: 2022-23			Increase 5-7% from baseline in all subgroups	N/A for 2024
1.6	CAASPP Math: Distance from Standard for all students and all significant subgroups *Source: CA Dashboard*	All: -61 SED: -62.7 SWD: -150.1 EL: -128.7 Hispanic or Latino: -67.1 Data Year: 2022-23			Increase 10 points from baseline in all subgroups	N/A for 2024

1.7	CAST Science: % met/exceeded standards for all students and all significant subgroups *Source: CA Dashboard*	All: 22.9% SED: 23.7% SWD: 7.1% EL: NA Hispanic or Latino: 20.7% Data Year: 2022-23			Increase 5-7% from baseline in all subgroups	N/A for 2024
1.8	State Standards Implementation: % of teachers with scope and sequences aligned to state adopted content standards, including ELD standards *Source: Local*	100% Data Year: 2023-24			100%	N/A for 2024
1.9	English Learner Progress Indicator: % of English Learners increasing a level or maintaining at the highest level on the ELPAC *Source: Dataquest*	29.2% Data Year: 2022-23			Increase 5-7% from baseline	N/A for 2024
1.10	EL Reclassification Rate *Source: Dataquest*	Data release delayed by CDE				N/A for 2024
1.11	Long Term English Learners: % of LTELs scoring at a Level 3 or 4 on the ELPAC *Source: Dataquest*	51.35% Data Year: 2022-23			Increase 5-7% from baseline	N/A for 2024
1.12	NWEA Language: % of students that are at or above grade level *Source: Local*	55.% Data Year: 2023-24			50% or higher	N/A for 2024
1.13	NWEA Reading: % of students that are at or above grade level *Source: Local*	54% Data Year: 2023-24			50% or higher	N/A for 2024

1.14	NWEA Math: % of students that are at or above grade level *Source: Local*	55.% Data Year: 2023-24			50% or higher	N/A for 2024
1.15	High School A-G: % of graduates completing A-G requirements *Source: Dataquest*	89.50%			Maintain or increase by 5%	N/A for 2024
1.16	High School CTE: % of pupils who have successfully completed CTE Courses from approved pathways *Source: Dataquest*	NA - No CTE			N/A - No CTE Courses	N/A for 2024
1.17	High School A-G & CTE: % of pupils who have successfully completed A-G and CTE courses. *Source: Dataquest*	NA - No CTE			N/A - No CTE Courses	N/A for 2024
1.18	High School EAP ELA: % of students who demonstrate college preparedness pursuant to the Early Assessment Program (as measured by 11th grade CAASPP scores indicating standard exceeded or standard met in ELA). *Source: Dataquest*	38.5% Data Year: 2022-23			Increase by 5%	N/A for 2024
1.19	High School EAP Math: % of students who demonstrate college preparedness pursuant to the Early Assessment Program (as measured by 11th grade CAASPP scores indicating standard exceeded or standard met in Math). *Source: Dataquest*	35% Data Year: 2022-23			Increase by 5%	N/A for 2024

1.20	High School AP Exams : Percentage of Pupils who pass AP exams with a score of 3 or higher. *Source: Local*	23% Data Year: 2022-23			Maintain or increase by 5%	N/A for 2024

Goal Analysis for 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.

To be completed in 2025

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.

To be completed in 2025

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

To be completed in 2025

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.

To be completed in 2025

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	Hire Certificated Faculty	This action has been created to address the conditions of student learning. The administrative team ensures to hire fully credentialed instructors who have an EL Authorization and are properly assigned to deliver instruction in CORE and elective courses. Fully credentialed teachers and certificated support services personnel address the needs of students and deliver instruction to all students and students identified in one or more of the following students groups: English Learners, Socioeconomically Disadvantaged pupils, foster youth, homeless youth , student with Disabilities, and gifted students.	$ 2,295,436	No
1.2	Purchase Standards Based Curriculum	This action has been created to address the conditions of student learning. The administrative team ensures to purchase state approved, researched based curriculum which will give students access to standards-aligned instructional materials and ensure the implementation of all CA standards, including how English Learners will access academic content standard and language objectives as dictated by their Language Acquisition status. Resources in the curriculum will also support the needs of students identified in one or more of the following student groups: English Learners, Socioeconomically Disadvantaged pupils, foster youth, homeless youth, students with Disabilities, and gifted students.	$ 135,150	No
1.3	Provide Employee Benefits	Value Schools maintain a group health insurance plan that provides benefits for medical, dental, vision, prescription medicine, and mental and behavioral health services. These competitive benefits, along with life insurance, holidays, and a positive school culture, increase retention, connectedness, and a sense of safety within our faculty.	$ 1,157,711	No
1.4	Provide Professional Development Opportunities	Professional Development helps our administrators, specialist, teachers, and Paraprofessionals to learn skills to improve the conditions of learning and engagement to increase student outcomes. Aside from a focus on the implementation and mastery of standards, there is targeted skills development around English Learners' Language Acquisition objectives, students with special needs, homeless, and foster youth accommodations and services.	$ 60,563	Yes

1.5	Provide Access to Substitutes	This action has been created to continue to ensure the conditions of student learning. The administrative team subcontracts a vendor to get qualified substitutes to deliver instruction in CORE and elective courses and minimize learning disruption. Vendors include but are not limited to Teachers On Reserve and The Education Team, or stipends for classified staff with a substitute permit.	$ 61,200	No
1.6	Purchase and Maintain Technology	This action has been created to address student achievement and engagement. Technology equipment, hardware, and software will expand students' access to standardized curriculum, scaffolded/tiered resources at various instructional levels, and ensure accommodations for students in significant groups such as English Learners, Socioeconomically Disadvantaged pupils, foster youth, homeless youth , student with Disabilities, and gifted students. Besides implementation and access, these tools also allow for communication between various educational partners throughout the year.	$ 102,248	No
1.7	Assessment & Student Information System to this category	This is included in the above description: This action has been created to measure academic achievement by mastery of standards as captured by assessments and grade keeping records. Summative assessments recommended by the state's verified data system are administered quarterly and used as metric systems in the school's goals to measure academic progress and growth. Internal Assessment benchmark results, along with state assessment results, are used to determine intervention, progress monitor students, evaluate the effectiveness of programs and instruction, plan instruction and intervention strategies, and to determine additional needs or increased services.	$ 58,994	No

1.8	Purchase Materials, Supplies and Equipment	This action has been created to address the conditions of student learning. The administrative team ensures to purchase state approved, researched based curriculum which will give students access to standards-aligned instructional materials and ensure the implementation of all CA standards, including how English Learners will access academic content standard and language objectives as dictated by their Language Acquisition status. Resources in the curriculum will also support the needs of students identified in one or more of the following student groups: English Learners, Socioeconomically Disadvantaged pupils, foster youth, homeless youth, students with Disabilities, and gifted students.	$ 153,092	No
1.9	Implement Services for Students Who are Low Income	This action has been created to address the conditions of student learning and engagement. Academic research indicates that lower class sizes allow for meaningful interaction between instructor and student. Our low income and English Learner students need ample opportunities to engage in oral and written academic discussion and instruction. To address this need, the school will employ additional teachers to lower class size and increase the individual attention given to students that are low-income, English learners, and/or foster youth. Furthermore, we have found that our low income students and English Learners, and foster youth need technology and curriculum materials to support them with learning in multiple homes or in after school programs as traveling with such equipment can be unsafe in low income neighborhoods. The school will purchase computers, extra curriculum, and devices to support students with access to curriculum and resources.	$ 1,321,393	Yes

1.10	Implement Services for students who are English Learners	This action ensures English learners receive targeted ELD instruction aligned with their proficiency levels and appropriate academic support. It aims to achieve three objectives: providing professional development for teachers on ELD, fostering rapid English proficiency attainment to match native speakers, and ensuring ELs reach grade-level academic standards within a reasonable timeframe. Targeted support will be in the areas of professional development, family engagement, and EL programs. Implementation includes a Structured English Immersion program aligned with the EL Masterplan, with student progress monitored through various assessments like ELD curriculum evaluations, mastery of standards assessments, and state assessments (NWEA, LPAC, CAASPP, CAST). To address professional development needs, we will conduct workshops for teachers and paraprofessionals, focusing on strategies for supporting ELs in classrooms. Family engagement will involve workshops and materials explaining reclassification and the ELPAC exam. Lastly, we'll collaborate with specialists to enhance curriculum and develop targeted EL programs, integrating research-based strategies and providing additional support resources. Through these initiatives, we aim to better equip educators, engage families, and enhance curriculum to support the academic success of English learners.	$ 52,199	No
1.11	Implement Services for Students in Special Education	This action ensures the recruitment, enrollment, services, and retention of students with learning disabilities to address all state priorities. In order to implement services and funding as stated by law, our school has entered into partnership with various vendors to deliver assessments, counseling, occupational and speech therapy services. The school also pays for an encroachment fee for a Memorandum of Understanding with the Los Angeles Unified School District Special Education Local Plan Area (LAUSD SELPA) to consult, train, and receive oversight and support from LAUSD.	$ 392,557	No

Insert or delete rows, as necessary.

Goal 2

Goal #	Description	Type of Goal
2	University Preparatory Value High will have affirming, safe, and supportive school culture and climate.	Broad

State Priorities addressed by this goal.

Priority 3 Parental Involvement and Family Engagement, Priority 5 Pupil Engagement, Priority 6 School Climate

An explanation of why the LEA has developed this goal.

UPVH will have affirming, safe, and supportive school culture and climate is a broad goal that addresses state priorities 3, 5, and 6. Actions ensure pupils and parents are engaged and have a positive school experience. A positive school climate is measured by high attendance, high parent participation, low chronic absenteeism, low suspension, and little to no expulsions or drop outs. Multiple Tiered Student Supports are put into place to support students with academics, sports, in school and after school student activities, and counselors and services to address social-emotional needs.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Average Daily Attendance *Source: CALPADS*	93.45% Data Year: 2023-24			95%	N/A for 2024
2.2	Chronic Absence Rate for all students *Source: Dataquest*	24.4% Data Year: 2022-23			Lower than 10%	N/A for 2024
2.3	High School Dropout Rate *Source: Dataquest*	3.9% Data Year: 2022-23			0%	N/A for 2024
2.4	Suspension Rate for all students and all subgroups *Source: CA Dashboard*	0% Data Year: 2022-23			<1%	N/A for 2024

2.5	Expulsion Rate for all students and all subgroups *Source: Dataquest*	0% Data Year: 2022-23			0%	N/A for 2024
2.6	School Climate Survey: % of students, parents and teachers responding positively regarding school safety *Source: Local*	Student: 62% Teacher: 74% Parent: 83% All Average: 73% Data Year: 2023-24			75% or higher in all areas	N/A for 2024
2.7	School Climate Survey: % of students, parents and teachers responding positively regarding school connectedness *Source: Local*	Student: 67% Teacher: 72% Parent: 79% All Average: 73% Data Year: 2023-24			75% or higher in all areas	N/A for 2024
2.8	% parent Parent Participation in programs for unduplicated pupils (UDPs) and individuals with exceptional needs. *Source: Local*	83% Data Year: 2023-24			80%	N/A for 2024
2.9	High School Graduation Rate *Source: CA Dashboard*	96.1% Data Year: 2022-23			97%	N/A for 2024

Insert or delete rows, as necessary.

Goal Analysis for 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.

To be completed in 2025

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.

To be completed in 2025

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

To be completed in 2025

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.

To be completed in 2025

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	Deliver Homeless and Foster Youth Support Services	This action ensures the recruitment, enrollment, services, and retention of unhoused students or students in foster placement and addresses all state priorities. Policies have been developed outlining services and identifying a liaison to ensure services are delivered and rights are protected.	$ -	No
2.2	Implement After School and Sports Services	This action was created to create opportunities for engagement and connectedness. After School programs and sports are essential in keeping students physically active and cognitively engaged with the school and the academic program.	$ 246,908	Yes

2.3	Hire Paraprofessionals	This action was created to provide additional research based-targeted - in small groups or one on one academic support for students identified in one or more of the following student groups: English Learners, Socioeconomically Disadvantaged pupils, foster youth, homeless youth , student with Disabilities, and gifted students.	$ 754,711	No
2.4	Provide Student Activity Opportunities	Creating a positive school climate where students can engage and develop their interest is important. Leaders and staff will ensure the school offers extracurricular programs that taps into students' potential and interests.	$ 275,120	Yes
2.5	Implement Nutrition Program	Wellness policy and the nutrition program are essential components of the academic program. Our school participates in federal school meal programs (including the School Breakfast Program, National School Lunch Program (including after school snacks), Summer Food Service program, and Fruit and Vegetable Snack program in our K-8 Schools). The board had adopted and our school implements a Wellness policy which expands on decision making choices around activity, portion control, and self awareness of wellness as a whole.	$ 169,396	No
2.6	Provide Parent Engagement Opportunities	Partnerships with parents are essential in creating a school community of trust and learning, so it's important to ensure that the school makes it convenient and available for parents to be involved in big decisions in the operations of the school process. Additionally, Principal and Title I designee have the responsibility to ensure that the board approved Title I Parent and Family Engagement policy and program are implemented. This will include ensuring parents will be trained and involved in the development and evaluation of the LCAP and activities to improve student academic achievement and school performance. Principal will conduct School Site Council training on composition and responsibilities will be reviewed with members as dictated by the California Department of Education.	$ 6,367	Yes
2.7	Implement Summer School	This action was created to provide for students extended opportunities for learning with the intent to get ahead or catch up with learning that will close the achievement gap.	$ -	No

2.8	Create a Safe, Healthy, and Wellness Climate	This action was created to create opportunities for engagement and connectedness. Students' mental health and emotional well being are essential in learning. Safety is of the utmost importance, so we will take all the necessary precautions to ensure that all students feel safe learning in this environment and parents feel confident sending their students to school.	$ -	No
2.9	Provide Classified Personnel, Equipment, and Materials for Low Income Student Engagement Services	This action has been created to address student engagement and student outcomes. Academic research indicates that an increased understanding and academic growth can come as a result of reteaching, scaffolding, and implementation of intervention strategies where immediate feedback and instruction can occur. We will employ instructional aides to support students that are low-income, English learners, and/or foster youth in helping them develop their potential and meet these needs. Research has also proven that access to after school programs and sports increase students self esteem, health, keeps them safe, and keeps them away from criminal activity. School leaders will develop an athletic program that has proven to help students that are low- income and/or English learners maintain a GPA that is above a 2.0. The school will also coordinate a senior retreat that has shown to help low income students with self esteem, empowerment, and skills that will support them to and through college.	$ 135,718	Yes
2.10	Attendance Support	University Preparatory Value High School provides a robust system of data monitoring and communication with families to help ensure regular attendance. The school office staff monitors daily attendance and follows up with teachers to ensure the accuracy of attendance data in PowerSchool, and then Parent Square alerts the school when students are in danger of becoming chronically absent so that the school can send attendance letters or hold meetings with families. SART Hearings will be held to address chronic absenteeism with families/caregivers.	$ 30,000	No

Insert or delete rows, as necessary.

Goal 3

Goal #	Description	Type of Goal
3	University Preparatory Value High will be fully compliant with all Local, State and Federal regulations, ensure that students have a learning environment they need to be successful, and to meet the annual growth measurements prescribed.	Broad

State Priorities addressed by this goal.

Priority 1 Basic Services

An explanation of why the LEA has developed this goal.

Goal 3 ensures action steps in operations and compliance align with parent engagement mandates, federal and state programs requirements, and with fiscal and facility regulations. Furthermore, school facilities are clean, safe, and functional.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	% of School Facilities in "Good Repair": Clean, safe, and functional. *Source: SARC*	100% Data Year: 2023-24			100%	N/A for 2024
3.2	LAUSD Oversight Visit Review in Governance, Operations, Fiscal, and Academic out of a maximum score of “4” *Source: Local*	Scores have not yet been released. Data Year: 2023-24			Receive a score of "3" or higher in all categories	N/A for 2024

Insert or delete rows, as necessary.

Goal Analysis for 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.

To be completed in 2025

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.

To be completed in 2025

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

To be completed in 2025

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.

To be completed in 2025

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	Maintain and Repair Facilities	This action was created to address the facilities portion of state priority 1. School facilities are the forum for in-person learning and must be maintained for safety and optimal learning.	$ 1,481,981	No
3.2	Maintain Memberships with Community Partners	Partnerships with outside agencies allows for the school to remain compliant, competitive, and cohesive with the mission of charter schools and other public schools.	$ 1,126,373	No
3.3	Purchase Office Supplies	While these overhead expenditures are necessary for the ongoing, smooth operations of our school, they also provide the school with a sense of security and safety.	$ 165,144	No

Action #	Title	Description	Total Funds	Contributing
3.4	Develop or Maintain Student Recruitment Strategies	The recruiting team reaches out to different areas throughout Central Los Angeles to offer students opportunities to receive an education that promotes the Values and the pursuit of a college education and career plan.	$ 10,000	No
3.5	Implement Personnel Appreciation Strategies	Collaboration begins with community building, so the school will make every effort to develop trust and respect among teachers.	$ 6,120	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$2,074,745	$257,485

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
37%	0%	$0	37%

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 school wide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4	After analyzing the 2023 CA Dashboard, it's evident that Socioeconomically disadvantaged students require attention in ELA and Math proficiency. Socioeconomically disadvantaged students are orange for ELA and yellow in Math. English Learners did not make up a significant subgroup to report in 2022-23. Our students necessitate a comprehensive framework of academic support to facilitate their progress towards academic achievement. Additionally, educators require top-tier professional development opportunities that enable them to implement a rigorous academic	The various student support mechanisms, such as small group instruction, academic intervention, and the integration of instructional technology, synergize to aid our students in achieving grade-level proficiency while also addressing any previous learning gaps. Unduplicated students benefit from a multitude of avenues to receive assistance in reaching their academic objectives. Moreover, teacher professional development contributes additional time and resources toward tailored coaching and training, specifically designed to	**1.3** CAASPP ELA: % met/exceeded standards for EL, SED **1.4** CAASPP ELA: % distance from standard for EL, SED **1.5** CAASPP Math: % met/exceeded standards for EL, SED

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	curriculum while providing ample academic assistance. Notably, many of our upper-grade low-income students enroll several grades below their expected level, highlighting the urgency of tailored support initiatives. Moreover, considering that a significant portion of our student body may be the first in their families to pursue higher education, there is a crucial need for college support programs that actively engage and guide them through the college and career preparation process.	cater to the needs of our low-income students. This empowers educators to better address the distinct requirements of unduplicated students, encompassing academic support, culturally responsive teaching, trauma-informed approaches, and the cultivation of critical thinking skills.	**1.6** CAASPP Math: % distance from standard for EL, SED
2.2, 2.4, 2.6	Based on our review of the 2023 CA Dashboard, we find needs for English Learners and Socioeconomically disadvantaged students in the areas of attendance, engagement, and school climate. We find that our students need additional support in the areas of engagement, climate and culture and benefit from restorative practices and a rich and celebratory school culture in order to thrive. In order to achieve our academic growth and achievement goals, we know that parents are critical partners in the endeavor. We know that parents of our socioeconomically disadvantaged students may benefit from additional opportunities that increase their ability to support their students' learning. Parents of English Learners benefit from additional outreach to support their students in English Language Development.	These actions prioritize interventions and support tailored for English learners, and socioeconomically disadvantaged students, encompassing recruitment, enrollment, and additional services. Policies are in place to ensure equitable access and protection of rights. Emphasis is placed on fostering a positive school climate through extracurricular programs that cater to diverse interests and engagement levels, while also facilitating parent partnerships and involvement in decision-making processes. Additionally, the plan addresses various state priorities by offering extended learning opportunities to bridge achievement gaps and implementing intervention strategies, including the deployment of instructional aides for targeted support. Furthermore, initiatives such as after-school programs and sports aim to bolster student self-esteem, health, and safety, with specific programs designed to maintain academic performance and support college	**2.1** Average Daily Attendance **2.2** Chronic Absence Rate **2.4** Suspension Rate

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		readiness for low-income and English learner students.	

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
1.9	Students who are socioeconomically disadvantaged need additional opportunities and resources that increase their access to curriculum, standards and achievement. There is a pressing need to ensure that students from disadvantaged backgrounds have sufficient access to oral and written academic discourse and instruction. Research demonstrates that smaller class sizes facilitate more meaningful interactions between educators and learners. These student groups require access to technology and curriculum materials, especially when learning across multiple environments such as different homes or after-school programs.	This action has been created to address the conditions of student learning and engagement. Academic research indicates that lower class sizes allow for meaningful interaction between instructor and student. Our low income students need ample opportunities to engage in oral and written academic discussion and instruction. To address this need, the school will employ additional teachers to lower class size and increase the individual attention given to students that are low-income, English learners, and/or foster youth. Furthermore, we have found that our low income students and English Learners, and foster youth need technology and curriculum materials to support them with learning in multiple homes or in after school programs as traveling with such equipment can be unsafe in low income neighborhoods. The school will purchase computers, extra curriculum, and devices to support students with access to curriculum and resources.	**1.3** CAASPP ELA: % met/exceeded standards for SED **1.4** CAASPP ELA: % distance from standard for SED **1.5** CAASPP Math: % met/exceeded standards for SED **1.6** CAASPP Math: % distance from standard for SED

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.9	CAASPP ELA for SED (2022-2023): 27.8%, -29.8 DFS CAASPP Math for SED (2022-2023): 36.5%, -62.7 DFS This initiative is aimed at addressing the educational challenges faced by low-income students. Research indicates that these students often encounter barriers to academic success due to factors such as limited access to resources, lack of personalized support, and insufficient opportunities for extracurricular engagement. Without adequate support, low-income students may struggle to fully grasp academic concepts and achieve their academic potential. Additionally, socio-economic disparities can impact students' self-esteem, health, and overall well-being, potentially leading to disengagement from school and increased vulnerability to negative influences. Therefore, it is crucial to implement targeted interventions that address the specific needs of low-income students and provide them with the necessary support and opportunities to succeed academically and thrive personally.	This action has been created to address student engagement and student outcomes. Academic research indicates that an increased understanding and academic growth can come as a result of reteaching, scaffolding, and implementation of intervention strategies where immediate feedback and instruction can occur. We will employ instructional aides to support students that are low-income, helping them develop their potential and meet these needs. Research has also proven that access to after school programs and sports increase students self esteem, health, keeps them safe, and keeps them away from criminal activity. School leaders will develop an athletic program that has proven to help students that are low-income and/or English learners maintain a GPA that is above a 2.0. The school will also coordinate a senior retreat that has shown to help low income students with self esteem, empowerment, and skills that will support them to and through college.	**1.3** CAASPP ELA: % met/exceeded standards for SED **1.4** CAASPP ELA: % distance from standard for SED **1.5** CAASPP Math: % met/exceeded standards for SED **1.6** CAASPP Math: % distance from standard for SED

Insert or delete rows, as necessary.

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

Not applicable

Additional Concentration Grant Funding

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

University Preparatory Value High is a single school LEA with a greater than 55% unduplicated pupil population that will use the additional concentration grant add-on funding to recruit and maintain the number of staff providing direct services to students through the following action(s):

Action 1.9: Additional faculty certificated in Language Arts (2) , Math(2) , Social Studies (2) and science(2) to reduce student to teacher ratio. Additional Paraprofessionals (4) to provide students with extended support in Language Arts, Math, and Science

Action 2.9: Additional counselors (2) to implement social emotional screeners, lessons on mental health, conduct threat assessments.

Action 2.2, 2.4, 2.6 and 2.9: Additional staff (6) to coach after school sports to engage students, increase connectedness, and promote physical activities and mental health.

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

2024-25 Total Planned Expenditures Table

LCAP Year (Input)	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 %)
2024-25	$ 5,596,907	$ 2,074,745	37.069%	0.000%	37.069%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 7,597,069	$ 1,998,744	$ 30,000	$ 542,568	$ 10,168,381.2	$ 5,816,402	$ 4,351,979

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	Hire Certificated Faculty	All	No	LEA-wide	N/A	High School	Ongoing	$ 2,322,595	$ (27,159)	$ 1,446,219	$ 507,936	$ 30,000	$ 311,281	$ 2,295,436	0.000%
1	1.2	Purchase Standards Based Curriculum	All	No	LEA-wide	N/A	High School	Ongoing	$ -	$ 135,150	$ 135,150	$ -		$ -	$ 135,150	0.000%
1	1.3	Provide Employee Benefits	All	No	LEA-wide	N/A	High School	Ongoing	$ 1,157,712	$ (0)	$ 806,351	$ 351,360		$ -	$ 1,157,711	0.000%
1	1.4	Provide Professional Development Opportunities	All	Yes	LEA-wide	All	High School	Ongoing	$ -	$ 60,563	$ 44,465	$ -		$ 16,098	$ 60,563	0.000%
1	1.5	Provide Access to Substitutes	All	No	LEA-wide	N/A	High School	Ongoing	$ -	$ 61,200	$ 61,200	$ -		$ -	$ 61,200	0.000%
1	1.6	Purchase and Maintain Technology	All	No	LEA-wide	N/A	High School	Ongoing	$ -	$ 102,248	$ 2,248	$ -		$ 100,000	$ 102,248	0.000%
1	1.7	Assessment & Student Information System	All	No	LEA-wide	N/A	High School	Ongoing	$ -	$ 58,994	$ 58,994	$ -		$ -	$ 58,994	0.000%
1	1.8	Purchase Materials, Supplies and Equipment	All	No	LEA-wide	N/A	High School	Ongoing	$ -	$ 153,092	$ 153,092	$ -		$ -	$ 153,092	0.000%
1	1.9	Implement Services for Students Who are Low Income	All	Yes	LEA-wide	All	High School	Ongoing	$ 1,289,135	$ 32,258	$ 1,321,393	$ -		$ -	$ 1,321,393	0.000%
1	1.10	Implement Services for students who are English Learners	English learner (EL)	Yes	Limited	English Learners	High School	Ongoing	$ 52,199	$ (0)	$ 52,199	$ -		$ -	$ 52,199	0.000%
1	1.11	Implement Services for Students in Special Education	Student with Disabilities (SWD)	No	LEA-wide	N/A	High School	Ongoing	$ 20,880	$ 371,678	$ 14,171	$ 378,386		$ -	$ 392,557	0.000%
2	2.1	Deliver Homeless and Foster Youth Support Services	Foster Youth, Homeless Youth	No	LEA-wide	N/A	High School	Ongoing	$ -	$ -		$ -		$ -	$ -	0.000%
2	2.2	Implement After School and Sports Services	All	Yes	LEA-wide	All	High School	Ongoing	$ 83,453	$ 163,455	$ 246,908	$ -		$ -	$ 246,908	0.000%
2	2.3	Hire Paraprofessionals	All	No	LEA-wide	N/A	High School	Ongoing	$ 724,711	$ (0)	$ 724,711	$ -		$ -	$ 724,711	0.000%
2	2.4	Provide Student Activity Opportunities	All	Yes	LEA-wide	All	High School	Ongoing	$ -	$ 275,120	$ 275,120	$ -		$ -	$ 275,120	0.000%
2	2.5	Implement Nutrition Program	All	No	LEA-wide	N/A	High School	Ongoing	$ -	$ 169,396	$ 15,246	$ 38,961		$ 115,189	$ 169,396	0.000%
2	2.6	Provide Parent Engagement Opportunities	All	Yes	LEA-wide	All	High School	Ongoing	$ -	$ 6,367	$ 6,367	$ -		$ -	$ 6,367	0.000%
2	2.7	Implement Summer School	All	No	LEA-wide	N/A	High School	Ongoing	$ -	$ -		$ -	$ -	$ -	$ -	0.000%
2	2.8	Create a Safe, Healthy, and Wellness Climate	All	No	LEA-wide	N/A	High School	Ongoing	$ -	$ -		$ -	$ -	$ -	$ -	0.000%
2	2.9	Provide Classified Personnel, Equipment, and Materials for Low Income Student Engagement Services	Low Income	Yes	LEA-wide	Low-Income	High School	Ongoing	$ 135,718	$ 0	$ 135,718	$ -	$ -	$ -	$ 135,718	0.000%
2	2.10	Attendance Support	All	No	LEA-wide	N/A	High School	Ongoing	$ 30,000	$ -	$ 30,000	$ -	$ -	$ -	$ 30,000	0.000%
3	3.1	Maintain and Repair Facilities	All	No	LEA-wide	N/A	High School	Ongoing	$ -	$ 1,481,981	$ 901,474	$ 580,507	$ -	$ -	$ 1,481,981	0.000%
3	3.2	Maintain Memberships with Community Partners	All	No	LEA-wide	N/A	High School	Ongoing	$ -	$ 1,126,373	$ 984,779	$ 141,594	$ -	$ -	$ 1,126,373	0.000%
3	3.3	Purchase Office Supplies	All	No	LEA-wide	N/A	High School	Ongoing	$ -	$ 165,144	$ 165,144	$ -	$ -	$ -	$ 165,144	0.000%
3	3.4	Develop or Maintain Student Recruitment Strategies	All	No	LEA-wide	N/A	High School	Ongoing	$ -	$ 10,000	$ 10,000	$ -	$ -	$ -	$ 10,000	0.000%
3	3.5	Implement Personnel Appreciation Strategies	All	No	LEA-wide	N/A	High School	Ongoing	$ -	$ 6,120	$ 6,120	$ -	$ -	$ -	$ 6,120	0.000%

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year	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	Totals by Type	Total LCFF Funds
$ 5,596,907	$ 2,074,745	37.069%	0.000%	37.069%	$ 2,082,170	0.000%	37.202%	**Total:**	$ 2,082,170
								LEA-wide	$ 2,029,971
								Limited	$ 52,199
								Schoolwide	$ -

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	1.4	Provide Professional Development Opportunities	Yes	LEA-wide	All	High School	$ 44,465	0.000%
1	1.9	Implement Services for Students Who are Low Income	Yes	LEA-wide	All	High School	$ 1,321,393	0.000%
1	1.10	Implement Services for students who are English Learners	Yes	Limited	English Learners	High School	$ 52,199	0.000%
2	2.2	Implement After School and Sports Services	Yes	LEA-wide	All	High School	$ 246,908	0.000%
2	2.4	Provide Student Activity Opportunities	Yes	LEA-wide	All	High School	$ 275,120	0.000%
2	2.6	Provide Parent Engagement Opportunities	Yes	LEA-wide	All	High School	$ 6,367	0.000%
2	2.9	Provide Classified Personnel, Equipment, and Materials for Low Income Student Engagement Services	Yes	LEA-wide	Low-Income	High School	$ 135,718	0.000%

2023-24 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 10,140,357.67	$ 9,936,167.52

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	Hire Certificated Faculty (Priority 1 and 6)	No	$ 2,728,615	$ 2,422,188
1	2	Purchase Standards Based Curriculum (Priority 1 and 7)	No	$ 35,000	$ 50,000
1	3	Provide Employee Benefits (Priority 1)	No	$ 1,254,286	$ 1,525,619
1	4	Provide Professional Development Opportunities	No	$ 79,700	$ 7,500
1	5	Provide Access to Substitutes (Priority 1)	No	$ 30,000	$ 60,000
1	6	Purchase and Maintain Technology (Priority 4 and 5)	No	$ 155,323	$ 165,800
1	7	Purchase and Maintain Assessments and Student Information Systems (Priority 4)	No	$ 26,400	$ 18,400
1	8	Purchase Materials, Supplies and Equipment (Priority 1)	No	$ 134,606	$ 136,354
1	9	Deliver increased services to Low Income, English Learner, and Foster Students	Yes	$ 1,085,603	$ 1,085,603
1	10	Implement English Learner Core Services (Priority 5 and 6)	No	$ 53,559	$ 56,077
1	11	Implement Special Education Services (Priority 4,5,1,2,6)	No	$ 369,672	$ 369,672
2	1	Deliver Homeless and Foster Youth Support Services (Priority 5 and 6)	Yes	$ 5,000	$ 5,000
2	2	Implement After School and Sports Services (Priority 3 and 6)	Yes	$ 376,423	$ 414,686
2	3	Hire Paraprofessionals, Campus Aides and Home Office Support (Priority 1)	No	$ 391,205	$ 404,686
2	4	Provide Student Activity Opportunities (Priority 1)	Yes	$ 200,760	$ 147,100
2	5	Implement Nutrition Program (Priority 6)	No	$ 164,355	$ 164,355
2	6	Provide Parent Engagement Opportunities (Priority 3)	Yes	$ 6,242	$ 6,242
2	7	Implement Summer School (Priority 1,2,5 and 8)	No	$ 82,971	$ 82,971
2	8	Safety, Health, and Wellness Climate (Priority 4)	Yes	$ 31,521	$ 21,242
2	9	Low Income Student Program Support Services	Yes	$ 350,434	$ 332,146
3	1	Maintain and Repair Facilities (Priority 1)	No	$ 1,406,262	$ 1,249,875
3	2	Maintain Memberships with Community Partners (Priority 6)	No	$ 1,105,037	$ 1,122,924
3	3	Purchase Office Supplies (Priority 1)	No	$ 56,602	$ 64,728
3	4	Develop or Maintain Student Recruitment Strategies (Priority 5)	No	$ 6,367	$ 17,000
3	5	Implement Personnel Appreciation Strategies (Priority 6)	No	$ 4,416	$ 6,000

2023-24 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 2,012,718	$ 2,029,562	$ 2,047,756	$ (18,194)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed 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	9	Deliver increased services to Low Income, English Learner, and Foster Students	Yes	$ 1,085,603	$ 1,159,603.00	0.00%	0.00%
2	1	Deliver Homeless and Foster Youth Support Services (Priority 5 and 6)	Yes	$ 5,000	$ 5,000.00	0.00%	0.00%
2	2	Implement After School and Sports Services (Priority 3 and 6)	Yes	$ 376,423	$ 376,423.00	0.00%	0.00%
2	4	Provide Student Activity Opportunities (Priority 1)	Yes	$ 190,760	$ 147,100.00	0.00%	0.00%
2	6	Provide Parent Engagement Opportunities (Priority 3)	Yes	$ 6,242	$ 6,242.00	0.00%	0.00%
2	8	Safety, Health, and Wellness	Yes	$ 15,100	$ 21,242.00	0.00%	0.00%
2	9	Low Income Student Program	Yes	$ 350,434	$ 332,146.00	0.00%	0.00%

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 5,519,436	$ 2,012,718	0.00% - No Carryover	36.47%	$ 2,047,756	0.00%	37.10%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: *EC* sections 52060(g) (California Legislative Information) and 52066(g) (California Legislative Information) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) (California Legislative Information) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and

- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see Education Code Section 52062 (California Legislative Information);
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see Education Code Section 52068 (California Legislative Information); and
- For charter schools, see Education Code Section 47606.5 (California Legislative Information).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures

- Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
- Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) (California Legislative Information) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.

    - Indicate the school year to which the baseline data applies.

    - The baseline data must remain unchanged throughout the three-year LCAP.

        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its

practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
  - Professional development for teachers.
  - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
  - These required actions will be effective for the three-year LCAP cycle.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or

"MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of

unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word "input" has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

  For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

- Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
  - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
    - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
    - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

      The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
    - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2023

Coversheet

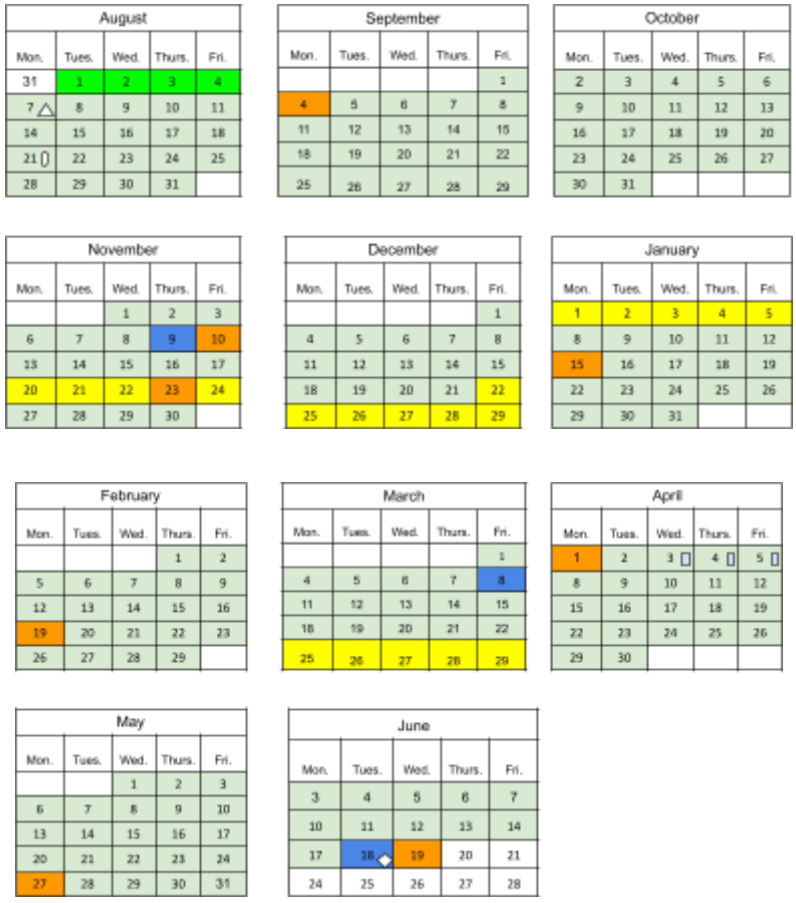
Approve Revised DVS Calendar

Section: VI. Action Items
Item: A. Approve Revised DVS Calendar
Purpose: Vote
Submitted by:
Related Material: 2023-24 DVS Calendar_ BOARD APPROVED.pdf

VALUESCHOOLS

A Free, Public, Charter School District in Los Angeles

2023-24 SY: K-8 Calendar: Downtown Value School



August				
Mon.	Tues.	Wed.	Thurs.	Fri.
31	1	2	3	4
7 △	8	9	10	11
14	15	16	17	18
21 ▯	22	23	24	25
28	29	30	31	

September				
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11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

October				
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9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

November				
Mon.	Tues.	Wed.	Thurs.	Fri.
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13	14	15	16	17
20	21	22	23	24
27	28	29	30	

December				
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January				
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29	30	31		

February				
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26	27	28	29	

March				
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April				
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29	30			

May				
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June				
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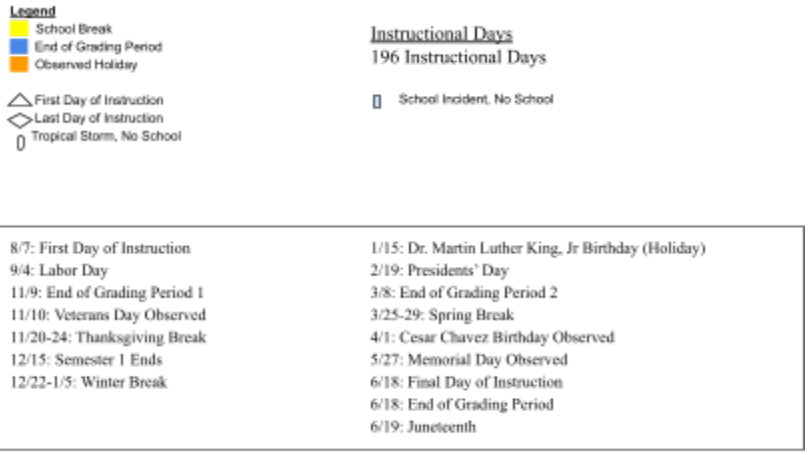
17	18 ◇	19	20	21
24	25	26	27	28

VALUESCHOOLS

A Free, Public, Charter School District in Los Angeles



NWEA Value Schools Administration

Fall 2023: August 28 to September 22
Winter 2024: January 16 to February 9
Spring 2024-HS: April 22 to May 31
Spring 2024-Elementary: April 22 to June 7

Coversheet

Approve Resolution on Charter Renewal Petition for Downtown Value School

Section:	VI. Action Items
Item:	B. Approve Resolution on Charter Renewal Petition for Downtown Value School
Purpose:	Vote
Submitted by:	
Related Material:	DVS CHARTER RENEWAL PETITION - 6-7-24.docx

RESOLUTION ON CHARTER RENEWAL PETITION FOR DOWNTOWN VALUE SCHOOL

WHEREAS Value Schools is successfully operating Downtown Value School and Everest Value School as K-8 charter schools, and Central City Value High School and University Preparatory Value High School as 9-12 schools; and

WHEREAS Value Schools desires to continue the operation of Downtown Value School;

THEREFORE BE IT RESOLVED that the Board of Directors authorizes the submission of a charter renewal petition for Downtown Value School; and

BE IT FURTHER RESOLVED that the Board of Directors appoints Loreen Riley, President and CEO of Value Schools, as Lead Petitioner, Carmen Vazquez as school administrator, and Ms. Rhonda L. Hoffarth as onsite financial manager.

Certificate of Secretary

The undersigned certifies that the undersigned is the duly appointed and acting Secretary of Value Schools (the "Corporation"), a California nonprofit public benefit corporation, and that the foregoing Resolution was duly adopted by the majority vote of the directors of the Corporation then in office at a meeting of the board of directors of the Corporation duly held on _____, 2024, in compliance with the bylaws of the Corporation and in compliance with the notice, agenda, and open meeting requirements of the Ralph M. Brown Act, and while a quorum was present.

IN WITNESS WHEREOF, I have hereunto set my hand as Secretary of the Corporation this _____ day of _____, 2024, at Los Angeles, California

_____

Name: Rhonda L. Hoffarth

Coversheet

Approve ELD Master Plan

Section: VI. Action Items
Item: D. Approve ELD Master Plan
Purpose: Vote
Submitted by:
Related Material: UPVS EL Master Plan.pdf
EVS EL Master Plan.pdf
CCVS EL Master Plan.pdf
DVS EL Master Plan.pdf
EL Master Plan Changes-2.pdf

UPVS MLL Master Pan

2425 Value Schools ML Master Plan

DRAFT

MISSION OF VALUE SCHOOLS

The mission of the Board of Directors of Value Schools, which operates Downtown Value Elementary School, Everest Value Elementary School, Central City Value HIgh School and University Prep Value High School, is to establish and support high quality, values based elementary and secondary charter schools for populations of students who have been historically underserved by the public school system.

Vision for our Multilingual Learners

At Value Schools, we envision an inclusive and nurturing educational community where every Multilingual Learner is empowered to achieve academic excellence and develop to their fullest potential. We are committed to providing rigorous, asset-based education that respects and values the unique cultural and linguistic backgrounds of our students. Through comprehensive support, strategic interventions, and collaborative efforts with families and educators, we aim to prepare all students for higher education and meaningful contributions to society.

THE FIVE CORE VALUES

Five values are the core of Value Schools' educational model, and are expressed every day by students in our Morning Ceremony:

Value 1: Academic excellence is the means to a full life.

"We believe that going to school is the most important thing we can do right now."

Academic learning develops a person's capacities to enjoy life, to live cooperatively and comfortably with others, to contribute to the economic well-being of oneself and society and to be an active citizen. Anything less than striving for excellence deprives both students and society. The fundamental means to excellence are teachers who offer expert instruction with high expectations for performance, students who are disciplined learners, and standards of accountability for both.

Value 2: Each student can develop to his or her fullest potential.

"We believe that each of us can learn and that in school we grow to become all that we can be."

Each person is unique, and each is gifted with talents and abilities. While each ought to excel in an area of special talent, each also should develop a whole range of human talents to the maximum extent possible. Schools have the responsibility of assisting parents/guardians and the students to identify areas of special talent and, at the same time, guiding so that no area of learning is neglected.

Value 3: Each individual is unique and deserves respect.

"We believe that we should respect every person."

Each person has the right to life, liberty, and the pursuit of happiness. These rights accord each with dignity that is to be respected by all. This dignity implies that in society there are rules that limit certain behavior so that all might have the fullest exercise of their rights. These rules are the laws enacted by the government, codes of conduct set by institutions, customs and practices found in civil society and the moral norms freely adapted by individuals. Good schools set high standards for student behavior.

Value 4: A safe, nurturing community is essential to academic excellLence.

"We believe that working together we can do more than we can do by ourselves."
Rules of conduct that protect each person's dignity are not enough to create community. A community grows from common ideals and shared experiences. A community is composed of persons who genuinely care for each other and seek what is good for each other. In a community, everyone belongs and feels valued by others. In a community, each feels secure and is supported in efforts to grow in every way.

Value 5: Service to others and the community is a responsibility of an educated person.

"We believe that what we learn is not just for ourselves, but to help others and make a better world."

An education completes a person by developing their talents and abilities. However, an educated person is not satisfied with only personal development. Talents and abilities perfected through an education needs to be used to make a better world for all. Community service is a benefit for the civic or economic life of society, as wMLL as for the family, social groups and voluntary organizations.

2425 Value Schools ML Master Plan

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DOCUMENT OVERVIEW

Purpose of Document and Introduction
Chapter 1: Equity and Access
Chapter 2: Identification and Assessment
Chapter 3: Instructional Program
Chapter 4: Reclassification Criteria and Exiting
Chapter 5: Staffing English Learner Programs and Teams
Chapter 6: Professional Development for All Teachers Who Work With English Learners
Chapter 7: Parent Engagement
Chapter 8: Program Evaluation
Appendix

2425 Value Schools ML Master Plan

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PURPOSE OF DOCUMENT AND INTRODUCTION

At Value Schools, we recognize that each student contributes unique assets that enhance our classrooms and community. To facilitate every student's success and foster a common understanding of our educational programming and methods, Value Schools is committed to offering comprehensive guidance, resources, training, and support to our educators, staff, and parents. This initiative aims to create an inclusive and rigorous educational environment for our Multilingual Learners (MLLs).

It is critical for Value Schools to take an active role in evaluating and improving student performance, program effectiveness, and teaching practices. The adoption of evidence based strategies to boost the academic achievements of MLLs is crucial, particularly as we strive to prepare all students at Value Schools for higher education and careers in a globalized 21st century economy.

The core guiding principles of this Master Plan, which embody crucial concepts for educating MLLs, include:

Assets Based Education: We cultivate an asset focused mindset among educators, who recognize, appreciate, and affirm the cultures and languages of themselves, their students, and their students' families. This approach promotes student empowerment and a passion for learning.

- Value 1 (Academic excellence): By recognizing and affirming the unique cultural and linguistic assets that students bring to the classroom, educators set high expectations that encourage excMLLent academic performance and foster a fulfilling academic experience.
- Value 2 (Fullest potential): This principle supports the belief that every student’s unique talents can be developed. Understanding and leveraging individual backgrounds helps tailor learning experiences that maximize students' potential.
- Value 3 (Respect for individuals): Respecting and valuing diverse cultures and languages in educational settings embody the commitment to respecting every individual, acknowledging their inherent dignity and rights.

Rigorous Academics for All: Our Multilingual Learners engage in academically demanding and age appropriate activities that enhance their proficiency in English—including academic language—and overall scholastic achievement.

- Value 1 (Academic excellence): Engaging Multilingual Learners in challenging and appropriate academic activities ensures high quality education that prepares students for personal success and active citizenship.
- Value 2 (Fullest potential): Rigorous academics help all students, regardless of their initial proficiency, to develop a wide range of talents and reach their academic potential.

Alignment and Articulation: Multilingual Learners follow a consistent, coherent educational pathway from enrollment to graduation, ensuring readiness for higher education and future careers.

- Value 1 (Academic excellence): A coherent educational pathway ensures that all learning activities are aligned towards achieving academic excellence, preparing students for higher education and future careers.
- Value 4 (Safe, nurturing community): A well articulated educational journey fosters a sense of belonging and security.

Systemic Support: We provide comprehensive professional development for all educational leaders and staff, who collectively support and assess the progress of Multilingual Learners, respond to diverse educational needs, and make equitable, research driven fiscal decisions.

- Value 1 (Academic excellence): Professional development for educators and systemic support for academic programs underscore the commitment to expert instruction and high standards of accountability.
- Value 3 (Respect for individuals) & Value 4 (Nurturing community): By providing comprehensive support and fostering accountability, Value Schools ensures that each student feels valued and supported, which is essential for maintaining a respectful and secure community.
- Value 5 (Service to others): The emphasis on equity in resources and education prepares students not just for personal success, but to contribute positively to society.

Overall, the core principles of education for Multilingual Learners at Value Schools are intricately woven with the institution's broader values, ensuring that the educational journey is not only about academic success but also about nurturing respectful, wMLL rounded individuals who are prepared to contribute to their communities and the wider world.

2425 Value Schools ML Master Plan

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CHAPTER 1: EQUITY AND ACCESS

At Value Schools, Assets Based Education underpins our commitment to inclusivity and excellence, recognizing all students' unique abilities as vital to enriching our educational community and promoting academic success. We engage parents as crucial partners and empower school personnel to address the urgent needs of Multilingual Learners (MLLs). Our rigorous academic framework includes accessible English Language Development (ELD) courses, effective alignment and articulation strategies, and systemic support measures that adhere to standards like the California English Language Development Standards and the EL Master Plan.

Assets Based Education:

- Recognize that all students bring valuable skills, knowledge, and experiences that contribute to their academic success and enrich our school culture as they advance towards English proficiency.
- Treat parents as essential partners, leveraging the languages, skills, and cultural backgrounds they bring to our educational community.
- Encourage all school personnel to feel responsible and urgent about meeting the needs of MLLs.

Rigorous Academics for All:

- Ensure the availability and effectiveness of English Language Development (ELD) courses to accommodate MLLs' varied proficiency levels.
- Place students in suitable ELD courses based on accurate proficiency assessments.
- Develop and implement teaching strategies and professional training that engage MLLs in challenging and thought provoking educational content.
- Foster an environment where all educators are equipped to integrate ELD principles through ongoing professional development and teamwork.

Alignment and Articulation:

- Offer structured guidance on course selection and academic sequencing.
- Utilize and provide data analysis tools to help educators accurately track and support MLLs throughout their educational journey.

Systemic Support:

- Facilitate the adoption of the California English Language Development Standards in preparation for the ELPAC, ensuring comprehensive assessment of English language proficiency.
- Implement the MLL Master Plan as an effective framework to support and service MLLs.
- Work in conjunction with the Special Education Department to ensure that language development goals for MLLs with Individualized Education Plans (IEPs) who have dual identification (MLL and SWD—students with disabilities) are prioritized and adequately supported.

CHAPTER 2: IDENTIFICATION AND ASSESSMENT

Proper identification of MLLs helps ensure that the school's English language development program is designed to meet the needs of its students. The following procedures are designed to ensure that the student receives an appropriate and effective education.

STAGE 1 – Identification of Students Whose Home Language Is Other Than English (Initial)

Each student is required to complete a Home Language Survey (HLS) in the language most commonly spoken at home, as available. Our students apply through PowerSchool, which allows parents to translate the document into their preferred home language. This survey is filled out by parents at the time of initial enrollment and includes four specific questions about the family's home language. The HLS is a standard part of the enrollment packet, and all questions must be completed. The survey includes these four questions:

1.What language did the student learn when he or she first began to talk?
2.What language does this student use most frequently at home?
3.What language do you use most frequently to speak to this student?
4.Which language is most often used by adults at home?

The school will ensure that ALL students have a completed HLS on file (including monolingual English speakers). If any of the four questions in the HLS indicates the use of a language other than English by the students or in the home, the students will be assessed for language proficiency.

Record Keeping
To ensure that accurate records are kept, every student identified as MLL attending Value School has an Multilingual Learner Folder (MLF). The MLF is maintained with the student's ELD teacher in grades TK/K through 8th. The MLF contains the following:

1. Home Language Survey
2. ELPAC Reports
3. Reclassification Documents
4. Parent Notifications
5. Waiver Documents
6. Other NormReferenced Standardized Test ResultsSmarter Balanced, and NWEA
7. Alternative Reclassification

Maintenance of Records
Upon completion of the assessment process in grades TK through 8th, the school will record the results into the Value School database. Results of initial assessments are entered for each student and communicated to the student's teacher(s). A copy of the Home Language Survey, original forms with assessment results in English and Primary Language, and Parent Notification forms are placed in the student's English Learner Folder (ELF).

STAGE 2 – English Language Assessments

The ELPAC (English Language Proficiency Assessments for California) is designed to identify students who have limited proficiency in English. This assessment evaluates how wMLL students speak, listen, read, and write in English when it is not their first language. The ELPAC consists of two types of exams:

- Initial ELPAC: This is used for the initial identification of students as Multilingual Learners(MLLs).
- Summative ELPAC: This is an annual assessment aimed at measuring an MLL's progress and determining their level of English proficiency.

The California Department of Education has developed the Alternate English Language Proficiency Assessments for California (Alternate ELPAC) specifically for students with significant cognitive disabilities. The Alternate ELPAC serves two primary functions:

- Initial Alternate ELPAC: Helps determine whether a student should be initially classified as an Multilingual learner (MLL) or initially fluent English proficient (IFEP).
- Summative Alternate ELPAC: Provides annual insights into students' progress in English language proficiency (ELP) and aids in decisions regarding their redesignation as fluent English proficient (RFEP).

The assessment aligns with the 2012 California English Language Development Standards, utilizing the English Language Development Connectors which simplify the depth, breadth, and complexity appropriate for this student population.

The Alternate ELPAC supersedes any locally determined alternate assessments, offering a uniform, statewide measure of English language proficiency for students with the most significant cognitive disabilities.

	Initial ELPAC	Summative ELPAC
Who takes the ELPAC?	The initial assessment is given to students grades K12 whose primary language is not English to determine their English language proficiency. The initial ELPAC is only given once.	The summative assessment is only given to students grades K12 who have been identified as MLL. MLLs will take the summative assessment every year until they are reclassified as fluent English proficient (RFEP).
What does the ELPAC assess?	• *Speaking:* Using oral language appropriately in the classroom and social interactions • *Listening*: Understanding the oral language of the teacher, extracting information	• *Speaking:* Using oral language appropriately in the classroom and social interactions • *Listening:* Understanding the oral language of the teacher, extracting

	and following the instructional discourse ● *Reading:* Comprehending and interpreting text at age and grade appropriate levels ● *Writing:* Producing written text with content and format in classroom assignments at age and grade appropriate levels	information and following the instructional discourse ● *Reading*: Comprehending and interpreting text at age and grade appropriate levels ● *Writing*: Producing written text with content and format in classroom assignments at age and grade appropriate levels
When is the ELPAC given?	● Students are given the initial assessment within 30 days of enrollment ● The initial ELPAC may be administered throughout the year	● The ELPAC summative testing window is in the Spring between February 1st and May 31st.

Alternate version of this assessment follow the same testing windows

Students will be provided with a comprehensive scale score and a performance level that encompasses oral language skills (speaking and listening) and written language skills (reading and writing). The four ELPAC performance levels outlined in the chart below illustrate the typical English language abilities of students at each level.

ELPAC Levels	What Students can Typically Do at Each Level
4	Students at this level have **wMLL developed** English skills. ● They can usually use English to learn new things in school and to interact in social situations. ● They may occasionally need help using English.
3	Students at this level have **moderately developed** English skills. ● They can sometimes use English to learn new things in school and to interact in social situations. ● They may need help using English to communicate on less familiar school topics and in less familiar social situations.

2	Students at this level have **somewhat developed** English skills. ● They usually need help using English to learn new things at school and to interact in social situations. ● They can often use English for simple communication.
1	Students at this level are at a **beginning stage** of developing English skills. ● They usually need substantial help using English to learn new things at school and to interact in social situations. ● They may know some English words and phrases.

The English Language Development (ELD) ELPAC levels categorize student proficiency in English language development across four distinct stages.

- ELD 1 Emerging: Students progress very quickly, learning to use English to meet immediate needs.
- ELD 2 Expanding: Students increase their English skills in more contexts and learn a greater variety of vocabulary and linguistic structures.
- ELD 3 & 4 Bridging: Students at these levels continue to learn and apply a range of high level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts.

STAGE 3 – Parent Notification

Prior to placing a student in an ELD program, the school must inform parents of their child's language classification and eligibility for placement in the ELD program. The school's EL Designee, with the support of the school office staff, will provide the following in writing and mailed home via USPS:

1. **Assessment Notification**: The school will notify parents/guardians of their child's results on the state's English language proficiency assessment within 30 calendar days of receipt
2. **Placement Notification:** At the beginning of each school year, parents/guardians will be informed of the placement of their child in an ELD program.

Parent notification must be communicated in a language that can be understood by them within the first 30 days of school. If the student enrolls after the first 30 days of school, parent notification must be completed within 2 weeks of enrollment.

STAGE 4 Data Reporting

Three key elements are gathered for English Language Learners within their student profiles: language background, language proficiency, and language instruction program. For all students, both MLLs and non-MLLs, a code will identify the primary home language (HLS), with 'eng' designated for native English speakers. This information is essential for state reporting and also meets the requirements of the U.S. Department of Education.

MLL Student Cumulative Records

Under the California Education Code, the cumulative record is a legally mandated document that must be perpetually maintained. State and federal regulations stipulate that Local Education Agencies (LEAs) must preserve documentation for MLLs within each student's comprehensive record. Value Schools utilizes an English Learner Folder (ELF) to organize and safeguard the necessary documents for MLLs. Once a student is identified as an English Learner through the initial ELPAC proficiency assessment, an ELF is created and used to store all pertinent documents. This folder is part of the student's overall cumulative record (CUM) and is accessible for oversight during state and federal compliance reviews. Notably, a Master Plan Folder should not be established for students identified as Initially Fluent English Proficient (IFEP); instead, their documentation is incorporated into their general cumulative records.

The ELF contains the following:

- Home Language Survey
- ELPAC Reports
- Reclassification Documents
- Parent Notifications
- Waiver Documents
- Other NormReferenced Standardized Test ResultsSmarter Balanced, and NWEA
- Alternative Reclassification

Documentation and Record Keeping

The ELF Checklist is an ongoing tool to guide and monitor the documentation requirements for each MLL. Documents listed on the checklist should be filed within the folder. Each Value Schools campus appoints a custodian of records responsible for the maintenance, content, and security of the ELF. This custodian ensures all documents are up-to date and accurate, completing a yearly checklist for each student's folder.

CHAPTER 3: INSTRUCTIONAL PROGRAM

To effectively address the academic needs of English Learners, Value Schools will implement a comprehensive instructional program schoolwide. This program is designed to provide sufficient depth and time for English language acquisition, enable students to access the curriculum fully, promote high expectations, and enhance interactions among MLLs, teachers, and their peers. English language development is a collaborative effort throughout the school, involving various stakeholders.

Understanding English Language Learners

Multilingual Learners (MLLs) are a diverse group, ranging from newly arrived students to LongTerm English Learners (LTELs). Those who arrive during adolescence from foreign countries exhibit a wide range of educational experiences, home language literacy, and acclimatization to life in the U.S. Additionally, many students come from socioeconomically challenged backgrounds. Gathering comprehensive information about these students helps the school more effectively support their success. Immigrant students often bring valuable content knowledge from their previous schooling, which can be leveraged to aid their integration and learning.

To best support these students, the designated MLL Coordinator, with assistance from the School Counselor and Parent Engagement Specialist, will undertake the following actions:

- Request and utilize academic transcripts from previous institutions to appropriately place students in courses.
- Conduct interviews with students and parents (with translator assistance) about their educational backgrounds, using this information to highlight student strengths when scheduling courses.

MLLs with varied educational histories, including those with interrupted schooling, face increased dropout risks and thus require targeted support. Frequent communication with parents is crucial to help them understand the school's programs and how they compare to previous educational experiences. Placement assessments in subjects like English Language Arts (ELA), mathematics, and foreign languages might be provided to determine suitable academic levels.

Characteristics of Diverse MLL Student Types

- Newcomers with Formal Education: These students, having arrived in the U.S. within the last three years, typically have little to no English fluency but possess adequate formal education from their native countries. They are often highly motivated, capable of transferring academic concepts with appropriate language support, and potential candidates for the Seal of Biliteracy. However, they may not meet all gradelevel standards due to language barriers and face the dual challenge of quickly learning English while mastering state content and performance standards. These students might benefit from an accelerated ELD program that is both rigorous and flexible, allowing for frequent level adjustments and focused content instruction. They may also require an additional year of high school or transition to alternative programs like adult education.

- Newcomers with Limited Formal Schooling: Recent arrivals with minimal formal education often lack basic literacy skills in their primary language and need extra time to adjust to U.S. school routines and expectations. These students, often refugees, may have endured significant trauma and require socioemotional support alongside academic assistance, especially in developing foundational literacy skills. A longterm educational plan, possibly extending their high school education or transitioning to other educational programs, is typically necessary to address their unique challenges.

- Students with Limited or Interrupted Formal Education (SLIFE): These students represent a specific group within the English language learner population. These students typically have limited academic backgrounds, including reading and writing skills in their native languages, and are generally below grade level in most academic areas. Often new to the U.S. school system, SLIFE may have faced disrupted or minimal educational opportunities due to factors like poverty, geographic isolation, societal norms, economic necessities, or crises such as natural disasters or conflicts. This group includes refugees, migrants, and potentially unaccompanied youth, among others, who have encountered barriers to continuous schooling.

- Unaccompanied children/youth: Young immigrants under age 18 who arrived at the U.S. border alone. The vast majority of these children come to the US due to poverty, unemployment, and oppressive governments. Many have come to the U.S. to reunite with family members, to escape harsh living conditions and for economic reasons. In addition, some children may have actually traveled to the U.S. with family members but are now separated from family members due to a variety of reasons.

Language Considerations

Value Schools recognizes that many recently arrived students may speak languages other than Spanish or English, including indigenous languages from their countries of origin. Schools must be sensitive to the linguistic backgrounds of these students and avoid making assumptions.. Moreover, there is often a stigma associated with speaking indigenous languages, which may lead families to underreport their primary languages, necessitating sensitive and inclusive language assessment practices.

LongTerm English Learners (LTELs)

LTELs: are students who have been enrolled in U.S. schools for six years or more without achieving English proficiency reclassification. These students typically exhibit strong basic interpersonal communication skills in English, yet they possess limited academic language, using general and imprecise vocabulary. They often read and write below grade level and struggle academically, as evidenced by low GPAs and poor performance on district and state assessments. While LTELs may have fluent social language skills in both English and their home language, they lack the academic vocabulary and language structures necessary for engaging with secondary school curricula. They require targeted instruction in academic

English, focusing on comprehension, vocabulary expansion, and advanced grammar to produce gradelevel work.

At Risk LTELs (ARLTELs): are students approaching six years in U.S. schools, facing challenges in achieving English proficiency due to persistent academic and language skill gaps. These students often face challenges in core subjects and standardized tests, necessitating targeted interventions to help improve their language skills and support their reclassification as proficient English speakers. Addressing their needs involves providing tailored academic support and strategic interventions to close specific gaps in language comprehension and usage, ensuring they receive the necessary assistance to succeed academically and avoid becoming Long-Term English Learners (LTELs).

Dually Identified English Learners with IEP/504 Plans: are students who, in addition to being English Learners, have recognized disabilities such as learning disabilities, health impairments, speech or emotional disturbances, or autism. These students may also be LTELs. They benefit from additional educational services, support, and accommodations to progress in English proficiency and meet academic standards. An English Learner with an IEP should have specifically tailored linguistic goals that address their unique educational needs. Depending on their specific IEP/504 plans, they may also require accommodations for completing assignments and taking assessments.

INSTRUCTIONAL PROGRAM DESCRIPTION

Value Schools is committed to offering asset based instructional opportunities that enhance linguistic proficiency, academic language, and academic achievement across the curriculum. To deliver the most effective services to all our students, it is essential to recognize and value the rich linguistic and cultural assets they bring from their communities and families into the classroom. The foundation of our educational approach is built on the families, communities, language, culture, and traditions that inform the valuable assets our students contribute every day.

Value Schools will implement a schoolwide Structured English Immersion (SEI) program to support Multilingual Learners (MLLs) by aligning instruction with California Common Core State Standards and the English Language Development Standards. This program emphasizes rigorous English language development tailored to the students' proficiency levels and includes specialized instruction in listening, speaking, reading, and writing. This approach promotes high expectations and enhances interactions among students, teachers, and peers. It incorporates both Designated and Integrated English Language Development (ELD) strategies in content area classes, based on the students' proficiency levels, duration in the program, and teacher recommendations, ensuring effective language acquisition practices are present in all classrooms.

Designated English Language Development (dELD):

These courses offer a designated period during the school day for teachers to address the specific language needs of students, based on their proficiency level (Emerging, Expanding, or Bridging). Instruction is tailored, implemented, and scaffolded to meet these specific levels, aligning with the CA ELD Standards (2012). These courses:

- Employ a targeted curriculum focused on English language instruction according to each student's proficiency.
- Are taught by teachers who have strong working knowledge of the English language *and* hold the required credentials: Multiple Subject Teaching (grades TK6) or Single Subject Credential (grades 7-12) with an aligned EL Authorization, including: ELA1, BA[1], R1WL/ELD, S22/S22, R3/R3B, S6/S6, and S14, as long as the prerequisite credential is not a Designated Subjects Adult Education Teaching Credential, Child Development Instructional Permit, or a Child Development Supervision Permit.

Instruction in Designated ELD reflects the California ELA/ELD Framework by:

- Integrating the four key language skills—Listening, Speaking, Reading, and Writing—into everyday teaching.
- Providing daily opportunities for meaningful speaking practice through structured classroom discussions, small groups, and presentations, utilizing tools like response frames and word banks.
- Beginning with phonemic awareness and phonics, then expanding to vocabulary, text comprehension, and fluency. Students are encouraged to engage actively in reading and writing processes.
- Focusing on extensive vocabulary development, including teaching the multiple meanings of words and encouraging the use of new vocabulary in students' own speaking and writing.
- Offering explicit instruction in reading comprehension strategies.
- Building on and activating students' existing knowledge, connecting new information to known concepts, and discussing its application to new topics.
- Delivering instruction through content and thematic units, providing a structured framework for MLLs to integrate new knowledge and apply language skills across subjects.

Integrated English Language Development (i-ELD):

Integrated English Language Development involves teachers of English Learners implementing specific ELD strategies to ensure that academic content is clear and accessible. This approach requires organizing instruction to support students as they engage with challenging, grade appropriate material. Integrated ELD instruction aligns with the Common Core State Standards and other specific standards (such as NGSS and California History Standards), and is carried out by content teachers who use targeted strategies to enhance the clarity of their teaching:

- English Learners will participate in Integrated ELD across all their content classes throughout the school day.
- Teachers involved in Integrated ELD will undergo professional development centered on the CA ELD Standards, essential aspects of Integrated ELD, the ELA/ELD Framework, and effective methods to help students improve their proficiency in reading, writing, listening, and speaking within the subject matter.

[1]

- Courses in Integrated ELD are instructed by teachers who hold the necessary state authorization.

Access to GradeLevel Core Curriculum

To enhance language use and content understanding, it is essential for teachers to establish a classroom environment that encourages academic risk taking. Instruction should aim to support both language development and the attainment of standards based content knowledge. The core of teaching involves improving language and literacy. Integrated classrooms consist of English Learners at various levels and abilities, all working towards the common objective of enhancing academic language. Effective language focused classrooms include:

- Explicit teaching of language structures and vocabulary in a way that students can understand.
- Incorporation of listening, speaking, reading, and writing skills.
- Implementation of learning supports such as response frames, word banks, and graphic organizers to help as many students as possible grasp the content.Creation of multiple chances for academic dialogue in each class through structured group roles, precision partnering, and response frames.
- Regular checks for understanding and attentive observation of students during both individual and group activities.
- Analysis of student work through formative assessments.
- Provision of literature that fits within the students' appropriate Lexile levels, accessible in both classroom and school libraries.

Scheduling Guide

Students will participate in daily Designated ELD courses, from Monday to Friday, tailored to align with the scheduling format of secondary block schools. They will have complete access to a broad spectrum of grade-level academic content across all subject areas, including the opportunity to enroll in Honors and Advanced Placement (AP) courses. Additionally, students will be registered in standard grade-level English Language Arts (ELA) courses unless they are recent arrivals (Newcomers) with less than one year of educational experience in the United States. Importantly, receiving specialized ELD instruction will not necessitate withdrawal from other essential core academic courses.

Curriculum Overview and Resources

Our curriculum plan outlines a structured educational approach, crafted to boost English proficiency across different English proficiency levels. It utilizes specialized tools and strategies, including the comprehensive resources from the National Geographic curriculum (EDGE). Each class is carefully designed to cater to the unique needs of English Learners, ensuring alignment with ELD academic standards. Additionally, the curriculum will be enriched with materials created by teachers, and student progress will be regularly assessed through unit assessments to ensure effective learning outcomes.

Dually Identified Students: English learners with IEPs

After Multilingual Learners (MLLs) have been identified using the ELPAC, the school must provide appropriate language services and programs to these students, and also special education services to those who are identified as students with disabilities under the Individuals with Disabilities Education Act (IDEA) or as qualified students with disabilities under Section 504 of the Rehabilitation Act of 1973. These services and support must continue until MLLs can participate fully in the educational program without the need for additional MLL support, including providing MLL services up to the highest levels of English proficiency until students are reclassified as Fluent English Proficient (RFEP).

Best practices for supporting MLLs with disabilities include:
Including the most recent ELPAC scores and an appropriate language goal in students' IEPs.

- Providing students with support from a Resource Specialist (RSP) in addition to, rather than replacing, dELD instructional support that is tailored to their English proficiency level.
- If students are Newcomers or at the beginning stages of English language acquisition, placing them in a Designated ELD course for Emerging students, potentially with a double block schedule for ELD. These students may or may not be enrolled in ELA courses during their first year at the school but will participate in Integrated ELD instruction in all core content classes.
- If a parent/guardian opts out of placing a student in an ELD course, they must submit an appropriate waiver and have an IEP to document this change in programming.

It is crucial to note that the requirements outlined in a student's IEP take precedence over MLL programming. If the IEP specifies instruction in the primary language, no parental exception waiver is needed for such instruction. State and federal laws mandate that MLLs with an IEP continue to receive the programs and services tailored to their special needs, including linguistically appropriate goals and objectives. The IEP must specify which services are suitable for MLLs based on their specific disabilities and English proficiency levels. Regardless of the prescribed services, MLLs must also receive MLL instruction. If a student with an IEP is enrolled in an ELD course, the ELD teacher must collaborate with the student's IEP case manager to ensure that the instruction effectively aligns with the student's IEP goals.

Request for Removal from English Language Development Program

Parents of English learners have the right to decline or opt their children out of the school's language acquisition program or specific English learner services within that program (20 U.S.C Section 6318[c][A][vii]). However, the school remains obligated to provide the student with meaningful instruction (5 CCR Section 11302) until the student is reclassified, to inform the parent when progress is not made, and to offer programs and services for consideration at that time. English Learners may be removed from the ELD program at the request of the student's parent or guardian by completing the OptOut Form. However, **all English Learners, even those who opt out of the ELD program, must take the Summative ELPAC annually until reclassified.**

Process for Requesting Removal from the ELD Program:

1. The OptOut Form must be requested by a parent/guardian via email, phone call, or in person. This request can be made at any time and applies only to the current school year.
2. The form must be signed by a parent/guardian and returned to the principal for approval.
3. The signed form must be placed in the students CUME and the MLL Coordinator or Designee must retain a digital copy in their records.
4. Upon approval, the student is removed from the Designated ELD class for the remainder of the school year.
5. The student will continue to be identified as an MLL until meeting the Value Schools reclassification criteria.
    - The student will continue to take the ELPAC summative exam in the spring, and their progress toward English proficiency will be monitored.
    - If the student does not reclassify after being removed from the ELD program by the fall (August) reclassification cycle of the next school year, they should be re enrolled in a Designated ELD course that year.

It is important to note that this process must be repeated each year. If the student does not reclassify after 2 years of opting out of the program the school team reserves the right to deny the request.

Testing Accommodations

All students deserve an equitable opportunity to demonstrate learning on high stakes assessments. Accommodations and designated supports make these assessments more accessible to English Learners (MLLs). In addition to a legal and moral obligation to ensure all students receive the support they need, this also presents a major opportunity to improve student performance. MLLs would benefit from supports for the following assessments:

- ELPAC
- CAASPP
- NWEA
- Unit Summative Assessments

On state assessments and NWEA, there is an embedded support called “Text to Speech” that is most suitable for students who have been in the country for less than 6 years. Additional non embedded supports (provided in person at the school, by school personnel) are always encouraged for students who need them. For students with IEPs, these non embedded supports should be documented in Section K of their IEP. These include:

Verbally translating test directions

- Bilingual dictionary for students who have been in the country for 3 years or less and are able to read proficiently in Spanish
- Small Group setting
- Extended time
- Read aloud in English
- Scribe (for ELA non writing items and math items)

The ELD coordinator/teacher will collaborate with the RSP for additional guidance on these non embedded testing supports.

Exemptions for the ELPAC domains

In some cases, a student's disability may prevent them from being able to take one or more of the domains. In this situation, a disability exemption may be most appropriate. The ELPAC Administration Student Accessibility Checklist will help guide Section 504 and IEP teams in determining whether a student is exempt from taking a domain of the ELPAC. It should be noted that for a student to be assigned an Overall score, the student will need to be assessed with the ELPAC in at least one domain for both the Oral and Written Language composites. A student is considered as having been assessed in Oral Language if they have been assessed in either the Speaking or Listening domain. A student is considered as having been assessed in Written Language if they have been assessed in either the Reading or Writing domain. When Section 504 plan or IEP teams determine that the entire Oral Language composite—Speaking and Listening—or the Written Language composite are to be exempted, the teams should consider the use of an alternate assessment to the ELPAC.

MLL Progress Monitoring

University Prep Value School (UPVS) regularly monitors and assesses the progress of all English Learners, including those who have opted out of the MLL program, in both English language proficiency and content knowledge throughout the school year. Monitoring student progress helps to identify students who are not making appropriate progress and enables the school to provide additional support. This support aims to help MLLs reach English proficiency while ensuring they have meaningful access to grade level core content instruction and addressing any academic deficits in a timely manner.

CHAPTER 4: RECLASSIFICATION CRITERIA AND EXITING

Reclassification Overview

Reclassification is the process through which a student's English language proficiency status is changed from English Learner to Reclassified Fluent English Proficient (RFEP) (EC Section 313(f)). The objective is to prepare students for reclassification as swiftly as possible and to continue monitoring their progress for four years following reclassification (20 U.S.C. § 6841[a][4][5]; 5 CCR § 11304).

Reclassification Criteria for General Education and Dually Identified Students

English Learners are reclassified to fluent English proficient based on the following multiple criteria, in alignment with California EC and the State Board of Education recommendations:

1. Assessment of language proficiency, using an objective assessment instrument, including but not limited to, the state test of English language development (ELPAC)
2. Teacher evaluation, including but not limited to, a review of the student's curriculum mastery
3. Comparison of the student's performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient scholars of the same age
4. Parent/guardian opinion and consultation

Reclassification Measures	Reclassification Criteria
English Proficiency (ELPAC)	The student has demonstrated English Proficiency by achieving the following score on the ELPAC: **Overall proficiency level 4**
Teacher Evaluation	Once students are recommended for reclassification by the ELD Coordinator, the following criteria must be met for approval: In grades K2, the teacher's recommendation must indicate that the student is meeting standards; in grades 38, the student must be passing English Language Arts with a grade of C or better. If a teacher disagrees with the reclassification recommendation, they must present a preponderance of evidence, such as work samples and test scores, demonstrating that the student is not yet ready

	to be reclassified. If the evidence supports that the student should not be reclassified, the student retains their English Learner status. General education teachers are responsible for signing off on the Notice of Reclassification of English Language Proficiency if they agree with the reclassification.
Basic Skills Assessment	The student has demonstrated basic gradelevel skills in English as evidenced by the adopted, gradelevel basic skills assessment: ● Students in grades K2 must score approaching grade level or above on the NWEA English Language Arts benchmark to meet reclassification criteria. ● For students in grades 38, either a score of approaching grade level of the national norm on the NWEA ELA benchmark (at or above the 40th percentile) or an overall score of 3 on the SBAC ELA assessment is also acceptable.
Parent Opinion and Consultation	Once the ELD Coordinator and general education teacher agree on a recommendation to reclassify a student, the ELD Coordinator schedules a meeting with the parents to discuss the implications of the proposed reclassification. If the parents consent, they sign the Notice of Reclassification, which is then filed in the student's cumulative record along with the performance data supporting the reclassification. If the parents do not consent, a followup meeting is arranged to review the evidence demonstrating the student's readiness for reclassification.

Steps for Reclassification of Students with IEPs on Alternate Curriculum

For students with Individualized Education Plans (IEPs), the reclassification criteria and process include some specific adjustments to accommodate their unique educational needs. Here are the detailed criteria and process for these students:

Reclassification Criteria for Students with IEPs

1. Assessment of English Language Proficiency:
   - Achieve an Overall Alternate Summative ELPAC Performance Level of 3.

2. Teacher Evaluation:
   - Elementary (K5/6): Composite mark of 3 or 4 in English Language Arts.

- Secondary (612): Grade of C or better in the grade level ELA/ELD course.

3. Parent Consultation:
   - Involve and consult parents during the IEP meeting about reclassification.

4. Performance in Basic Skills:
   - Score at the basic or benchmark level or above using alternate assessments like the California Alternate Assessment.

Process for Reclassification

Initial Review:
- The IEP team evaluates the student's academic and language progress.

Documentation and Parent Consultation:
- Document all team findings and recommendations.
- Conduct a detailed consultation with parents during the IEP meeting.

Decision Making:
- If criteria are met, proceed with recommending reclassification.
- If not met, consider further assessments or IEP adjustments.

Completion of Reclassification:
- Complete and update necessary documentation.
- Notify parents formally and develop a transition plan.

This process ensures that the reclassification of students with IEPs is thorough, considering both their educational needs and accommodations.

Monitoring Reclassified Students

After students are reclassified as Reclassified Fluent English Proficient (RFEP), the school will maintain oversight of their academic progress for four years. Should monitoring indicate that a reclassified English Learner is not making satisfactory academic progress due to ongoing language barriers, the school will offer further assistance. This support may include, but is not limited to, tutoring, accommodations, and supplemental classes such as ELD courses.

CHAPTER 5: STAFFING ENGLISH LANGUAGE PROGRAMS

Securing, nurturing, and retaining effective educators is crucial for the success of English Learners at UPVS. The school commits to employing teachers who are not only highly qualified in their subject areas but also possess the necessary qualifications to support English Learner students. This involves meeting state standards and possessing the skills required for effective instruction in the MLL program.

Certification and Staffing Overview

According to the California Commission on Teacher Credentialing, every teacher instructing English Learners must have an authorization specifically for teaching these students. To ensure teachers are appropriately certified, the school actively seeks candidates who are fully authorized to teach English Learners. If such candidates are unavailable, the school's staffing team will facilitate the acquisition of an Emergency EL Authorization Permit for qualified candidates. Those with permits must either maintain their permit status or achieve full EL Authorization to continue their roles. New teachers must sign an EL Authorization Agreement committing to obtain this certification, with their progress monitored annually by the Credential Manager.

Credential Information

All California prepared credentials currently include a basic EL Authorization. Teachers with older credentials like the Ryan or Standard teaching credentials, which did not initially include EL Authorization, must acquire it.

Out-of-State Credentials

Teachers with credentials based on out-of-state training that did not include EL authorization must obtain an EL Authorization such as CLAD or BCLAD.

Specific Teaching Settings

Departmentalized ELD: Teachers must have a specific EL Authorization suitable for teaching ELD in departmentalized settings.

SDAIE (Specially Designed Academic Instruction in English): Instructors need an EL Authorization to teach in these settings, which includes certifications applicable to departmentalized ELD instruction.

This structured approach ensures that all teachers have the necessary authorizations to provide highly effective, compliant education to English Learners.

English Language Development Coordinator (ELD Coordinator)

The English Language Development (ELD) Coordinator plays a key role in the school's instructional leadership team, spearheading ELD strategies at their school. With a deep understanding of ELD instruction, the coordinator ensures that all Multilingual Learner (MLL) students receive academic and socio-emotional support. They work closely with counselors, teachers, and families to foster the success of MLL students. The coordinator is responsible for developing and executing the school's ELD program and mentors teachers in employing effective strategies for strong student outcomes. Additionally, the Coordinator may also teach ELD classes directly.

1. Program Development and Implementation:
   - Design, implement, and evaluate the ELD program to meet the diverse needs of English Learners.
   - Accommodate curriculum and instructional materials tailored to ELD and aligned with state standards.

2. Instructional Leadership and Support:
   - Provide professional development and coaching to teachers on effective ELD strategies and best practices.
   - Model effective ELD teaching techniques and strategies for classroom teachers.
   - Assist in the integration of ELD strategies across different content areas.

3. Assessment and Monitoring:
   - Oversee and coordinate the administration of English language proficiency assessments, such as the ELPAC.
   - Monitor and analyze data on MLL students' progress in acquiring English proficiency and academic achievement.
   - Use data to refine and adapt ELD programs and instruction.

4. Collaboration and Coordination:
   - Work closely with teachers, administrators, and reading specialists to ensure a cohesive approach to MLL education.
   - Work closely with the school's parent liaison to effectively engage with parents and families, providing necessary resources and strengthening support for English Learners.
   - Participate in IEP meetings for English Learners with IEPs to ensure that their language development needs are being met.

5. Compliance and Reporting:
   - Ensure that the school's ELD program complies with federal, state, and district regulations concerning English Learners.
   - Prepare and maintain necessary documentation and reports related to ELD program effectiveness and compliance.
   - Stay informed on current laws and educational policies affecting English Learners.

6. Direct Instruction:
   - For upper grade levels, directly teach ELD classes or specific interventions designed to accelerate English language acquisition.
   - Provide targeted support to students with varying levels of English proficiency.

7. Resource Management:
   - Manage resources allocated for the ELD program, including materials, technology, and staffing.
   - Advocate for additional resources and support to enhance the ELD program.

8. Parent and Community Engagement:
   - Organize and lead ELAC meetings and MLL focused workshops for parents of English Learners.
   - Foster community partnerships to support the educational needs and cultural integration of MLL students.

These responsibilities make the MLLD Coordinator a pivotal figure in ensuring that English Learners receive effective and equitable educational opportunities.

CHAPTER 6: PROFESSIONAL DEVELOPMENT FOR ALL TEACHERS WHO WORK WITH ENGLISH LEARNERS

UPVS is committed to fostering a school environment that values the diverse linguistic, cultural, and experiential backgrounds of its students. The school implements structures and processes tailored to meet the needs of all students. School leaders collaborate with guidance counselors, teachers, and staff to offer professional development that supports a culturally aware and instructionally robust, schoolwide support system.

ELD-Specific Professional Development

UPVS will conduct a series of professional development sessions specifically for English Learners, aligned with our ELD objectives to effectively implement the school's MLL program (Castaneda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1011-1013). This professional development, provided to classroom teachers, administrators, and staff, includes:

- Training to enhance the instruction and assessment of English Learners in all content areas;
- Courses designed to improve the ability of teachers, principals, and other school leaders to understand and apply effective curricula, assessment practices, and instructional strategies for English Learners;
- Programs proven effective in boosting students' English proficiency and significantly enhancing teachers' subject matter expertise, teaching knowledge, and skills, as evidenced by classroom observations; and
- Training of sufficient intensity and duration to produce a lasting positive effect on teachers' classroom performance, beyond the scope of one-day or short-term workshops and conferences. (20 U.S.C. Section 6825[c][2][A–D])

CHAPTER 7: PARENT ENGAGEMENT

At UPVS, fostering a safe, nurturing community is essential to academic excMLLence and is deeply embedded in our approach to parent engagement. We empower parents with the necessary information to effectively advocate for and participate in their children's education. Collaboration between parents and school staff is crucial to enhance student achievement and expand college and career opportunities for our students. To ensure active participation from parents of English Learners, we commit to the following actions:

- Creating a Welcoming Environment: We strive to make our school a welcoming place by establishing a safe and inviting culture.
- Maintaining Open Communication: Regular, two-way communication between home and school is vital.
- Involving Parents in Decision-Making: Parents are integral partners in decisions affecting their children, especially those related to the English Learner program.

Welcoming Parents

Creating a welcoming environment for MLL families is crucial. Many of our staff members are bilingual, and we have a Parent Liaison dedicated to supporting families during the enrollment process and beyond. Building trusting relationships with MLL families sets a foundation for student success. Key practices include:

- Enrollment Assistance: The enrollment process is supported by the Parent Engagement Specialist and bilingual office staff, who help with applications, documentation, and any questions parents may have.
- Reclassification Consultation: Reclassification is a significant milestone for MLL students. It's important that parents understand and are involved in this process.
- Parent Orientation: Held at the start of the school year, this orientation is crucial for parents of MLL students. It covers academic programs, extracurricular activities, the MLL program, and more. Bilingual staff provide translation and support..
- Parent Workshops: We offer workshops on topics like Health and Nutrition and Mental Health, with translations available in English and Spanish.

- School Website: Our website serves as a comprehensive resource, featuring MLL contact information, translated parent handbooks, and School Board of Directors agendas and minutes.
- Phone Calls Home: Using systems like ParentSquare, or through dedicated staff, we keep parents informed about attendance, events, and more.
- Flyers and Progress Reports: Bilingual flyers and regular academic progress reports keep parents informed about school activities and their child's academic progress.
- Progress Monitoring: We also send updates on students' EL/RFEP progress towards academic success.
- MLL Parent Letters: Translated letters keep parents informed about EL assessments, annual notifications, placements, and RFEP monitoring.

These initiatives are part of our commitment to ensuring that parents are wMLL-supported and actively involved in their children's education at UPVS.

Partners in Decision-Making

English Learner Advisory Committees (E): The primary role of the ELAC is to provide advice and written recommendations to the school principal and the School Site Council (SSC) regarding the implementation and evaluation of the school's services for English Learners. Below is a sample timeline of topics of discussion for the school year:

Date	Action/Activity	Goal/Commitment
Aug/September	ELAC meeting #1	The following topics must be covered in the first meeting: ● School Priority Plan (based on Needs assessment) ● CAASPP data in ELA and Math ● ELPAC and reclassification data ● School attendance policy/plan and data ● Parent involvement opportunities and data ● MLL Master Plan Training ● Officer elections announced for meeting #2
October/November	ELAC meeting #2	The following topics must be covered in the second meeting: ● MLL achievement data (NWEA Fall administration) ● California Dashboard

		• Chronic Absenteeism • LCAP • Election of Officers (if needed) *officers serve a term of 2 years*
January	ELAC meeting #3	The following topics must be covered during the third meeting: • MLL Students' Promotion progress • LCAP update • Social Emotional Learning • Reclassification criteria • ELPAC Summative Assessment overview
February	ELAC meeting #4	The following topics must be covered during the fourth meeting: • MLL Graduation/Promotion progress • School Emergency Plan • Chronic Absenteeism • LCAP review and feedback • Scholar attendance data
April	ELAC meeting #5	The following topics must be covered during the fifth meeting: • MLL achievement data (NWEA Spring) • LCAP for next school year • MLL Promotion progress update • SBAC Testing Overview
May/June	ELAC meeting #6	The following topics must be covered during the sixth meeting: • LCAP for next school year • MLL Promotion progress • Student attendance data • Complete needs assessment for next school year • Plan for reporting of Needs Assessment to SSC

Process for Parent Request for Language Acquisition Program

Under Proposition 58 (Global CA 2030), an initiative by Governor Brown, schools and districts are required to have a procedure in place for processing requests from parents for a language acquisition program. A program request can be initiated if at least 20 parents from a specific grade level or 30 parents from across the school submit a request.

Receiving and Documenting Parent Requests:

Schools must keep written records of all parent requests, even if initially made verbally. These records should include:

- Date of the request
- Names of the parent and student
- Description of the request
- Grade level involved

Action Process:

Once the threshold of 20 requests at a grade level or 30 school-wide is met, the school has 60 days to respond. The steps are as follows:

1. Communication: Within the first 10 days (included in the 60-day period) after meeting the request threshold, the school, in collaboration with the central office, will inform parents, teachers, administrators, the English Learner Parent Committee, and the School Site Advisory Council in writing about the request.

2. Cost and Resource Analysis: The site administrator and the Chief Executive Officer in collaboration with the Chief Financial Officer will conduct a cost and resource analysis to assess the feasibility of implementing the requested program. Considerations include:

- Certified teachers with appropriate credentials
- Space availability
- Curriculum and instructional resources
- Necessary professional development
- Infrastructure needs
- Implementation timeline
- Parent and community engagement

3. Determination: After the cost and resource analysis, the site administrator and the Director of MLL Strategy will decide whether the language acquisition program can be implemented.

- If feasible, a detailed plan and timeline for implementation will be shared with the school community.
- If not feasible, the school will provide a written explanation detailing why the program cannot be implemented and may suggest alternative options.

The decision, along with any plans for implementation or explanations for non-implementation, will be communicated in writing to all relevant parties within 60 days of reaching the threshold.

Legal References:
EC Sections 305 and 310; 5CCR Section 11311 and 11312.

CHAPTER 8: PROGRAM EVALUATION OVERVIEW

The evaluation of the English Learner program encompasses a systematic approach to planning, data collection, and analysis to assess the effectiveness of practices and procedures. This involves both formative and summative evaluations to continuously improve and assess the program's outcomes.

Incorporating Academic Performance Data:

- Reviewing NWEA EL Academic Performance: Reviewing the NWEA academic performance of English Learners is a crucial step in capturing and analyzing trends in student achievement.
- Adjusting Program Based on Data Trends: Utilizing insights from the NWEA performance data helps make informed adjustments to the program, ensuring that teaching strategies and resources are tailored to the needs of English Learners.

Ongoing Evaluation and Team Collaboration:

- Formative Evaluation: Conducted during the first semester in collaboration with the school principal, reading specialist, cluster leads, and the Chief Academic Officer (CAO). This team works together to identify trends and implement immediate changes to improve the program.
- Summative Evaluation: At the end of the academic year, the same team leads the summative assessment, analyzing the program's overall success and areas that require improvement. Based on these findings, they will make necessary adjustments for the upcoming year.

Together, these evaluations, informed by NWEA data and led by a collaborative team, serve as fundamental tools for making educational decisions and setting policies for Multilingual Learner programs. This dynamic approach allows for continuous refinement and responsiveness to the evolving educational needs of students.

CHAPTER 9: FUNDING

University Prep Value School (UPVS) funds their Multilingual Learner (MLL) programs primarily through state and federal funding sources:

1. Local Control Funding Formula (LCFF): UPVS receives funding through the LCFF, which is the primary funding mechanism for all public schools in California. This formula provides a base grant per student and additional grants that are allocated based on the percentage of English learners, low-income students, and foster youth enrolled. These additional funds are specifically designated to improve services for these student groups, including English learners at UPVS.

2. Title III Funds: On the federal level, UPVS benefits from Title III of the Elementary and Secondary Education Act, targeted specifically to help English learners achieve English proficiency. UPVS can use these funds for professional development, instructional materials, and other programs aimed at enhancing the educational experiences of English learners.

UPVS is accountable for the outcomes of its English learner programs and must demonstrate how these funds are being effectively used to support the academic progress of English learners.

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APPENDIX:

1. Worksheet: EL Proficiency Assessment Participation ConsiderationOpt Out of ELD Parent Form
2. Checklist:Master Plan Folder
3. Opt-Out Form
4. MLL Progress Monitoring Report
5. Form: Reclassification Eligibility
6. Form: IEP Meeting Reclassification
7. Letter: Reclassification Parent Notification
8. RFEP Progress Monitoring Report

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EVS MLL Master Plan

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MISSION OF VALUE SCHOOLS

The mission of the Board of Directors of Value Schools, which operates Downtown Value Elementary School, Everest Value Elementary School, Central City Value HIgh School and University Prep Value High School, is to establish and support high quality, values based elementary and secondary charter schools for populations of students who have been historically underserved by the public school system.

Vision for our Multilingual Learners

At Value Schools, we envision an inclusive and nurturing educational community where every Multilingual Learner is empowered to achieve academic excellence and develop to their fullest potential. We are committed to providing rigorous, asset-based education that respects and values the unique cultural and linguistic backgrounds of our students. Through comprehensive support, strategic interventions, and collaborative efforts with families and educators, we aim to prepare all students for higher education and meaningful contributions to society.

THE FIVE CORE VALUES

Five values are the core of Value Schools' educational model, and are expressed every day by students in our Morning Ceremony:

Value 1: Academic excellence is the means to a full life.

"We believe that going to school is the most important thing we can do right now."

Academic learning develops a person's capacities to enjoy life, to live cooperatively and comfortably with others, to contribute to the economic wellbeing of oneself and society and to be an active citizen. Anything less than striving for excellence deprives both students and society. The fundamental means to excellence are teachers who offer expert instruction with high expectations for performance, students who are disciplined learners, and standards of accountability for both.

Value 2: Each student can develop to his or her fullest potential.

"We believe that each of us can learn and that in school we grow to become all that we can be."

Each person is unique, and each is gifted with talents and abilities. While each ought to excel in an area of special talent, each also should develop a whole range of human talents to the maximum extent possible. Schools have the responsibility of assisting parents/guardians and the students to identify areas of special talent and, at the same time, guiding so that no area of learning is neglected.

Value 3: Each individual is unique and deserves respect.

"We believe that we should respect every person."

Each person has the right to life, liberty, and the pursuit of happiness. These rights accord each with dignity that is to be respected by all. This dignity implies that in society there are rules that limit certain behavior so that all might have the fullest exercise of their rights. These rules are the laws enacted by the government, codes of conduct set by institutions, customs and practices found in civil society and the moral norms freely adapted by individuals. Good schools set high standards for student behavior.

Value 4: A safe, nurturing community is essential to academic excellence.

"We believe that working together we can do more than we can do by ourselves."
Rules of conduct that protect each person's dignity are not enough to create community. A community grows from common ideals and shared experiences. A community is composed of persons who genuinely care for each other and seek what is good for each other. In a community, everyone belongs and feels valued by others. In a community, each feels secure and is supported in efforts to grow in every way.

Value 5: Service to others and the community is a responsibility of an educated person.

"We believe that what we learn is not just for ourselves, but to help others and make a better world."

An education completes a person by developing their talents and abilities. However, an educated person is not satisfied with only personal development. Talents and abilities perfected through an education needs to be used to make a better world for all. Community service is a benefit for the civic or economic life of society, as well as for the family, social groups and voluntary organizations.

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DOCUMENT OVERVIEW

Purpose of Document and Introduction
Chapter 1: Equity and Access
Chapter 2: Identification and Assessment
Chapter 3: Instructional Program
Chapter 4: Reclassification Criteria and Exiting
Chapter 5: Staffing English Learner Programs and Teams
Chapter 6: Professional Development for All Teachers Who Work With English Learners
Chapter 7: Parent Engagement
Chapter 8: Program Evaluation
Appendix

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PURPOSE OF DOCUMENT AND INTRODUCTION

At Value Schools, we recognize that each student contributes unique assets that enhance our classrooms and community. To facilitate every student's success and foster a common understanding of our educational programming and methods, Value Schools is committed to offering comprehensive guidance, resources, training, and support to our educators, staff, and parents. This initiative aims to create an inclusive and rigorous educational environment for our Multilingual Learners (MLLs).

It is critical for Value Schools to take an active role in evaluating and improving student performance, program effectiveness, and teaching practices. The adoption of evidencebased strategies to boost the academic achievements of MLLs is crucial, particularly as we strive to prepare all students at Value Schools for higher education and careers in a globalized 21stcentury economy.

The core guiding principles of this Master Plan, which embody crucial concepts for educating MLLs, include:

Assets Based Education: We cultivate an asset focused mindset among educators, who recognize, appreciate, and affirm the cultures and languages of themselves, their students, and their students' families. This approach promotes student empowerment and a passion for learning.

- Value 1 (Academic excellence): By recognizing and affirming the unique cultural and linguistic assets that students bring to the classroom, educators set high expectations that encourage excellent academic performance and foster a fulfilling academic experience.
- Value 2 (Fullest potential): This principle supports the belief that every student’s unique talents can be developed. Understanding and leveraging individual backgrounds helps tailor learning experiences that maximize students' potential.
- Value 3 (Respect for individuals): Respecting and valuing diverse cultures and languages in educational settings embody the commitment to respecting every individual, acknowledging their inherent dignity and rights.

Rigorous Academics for All: Our Multilingual Learners engage in academically demanding and ageappropriate activities that enhance their proficiency in English—including academic language—and overall scholastic achievement.

- Value 1 (Academic excellence): Engaging Multilingual Learners in challenging and appropriate academic activities ensures high-quality education that prepares students for personal success and active citizenship.
- Value 2 (Fullest potential): Rigorous academics help all students, regardless of their initial proficiency, to develop a wide range of talents and reach their academic potential.

Alignment and Articulation: Multilingual Learners follow a consistent, coherent educational pathway from enrollment to graduation, ensuring readiness for higher education and future careers.

- Value 1 (Academic excellence): A coherent educational pathway ensures that all learning activities are aligned towards achieving academic excellence, preparing students for higher education and future careers.
- Value 4 (Safe, nurturing community): A well-articulated educational journey fosters a sense of belonging and security, crucial elem

Systemic Support: We provide comprehensive professional development for all educational leaders and staff, who collectively support and assess the progress of Multilingual Learners, respond to diverse educational needs, and make equitable, research driven fiscal decisions.

- Value 1 (Academic excellence): Professional development for educators and systemic support for academic programs underscore the commitment to expert instruction and high standards of accountability.
- Value 3 (Respect for individuals) & Value 4 (Nurturing community): By providing comprehensive support and fostering accountability, Value Schools ensures that each student feels valued and supported, which is essential for maintaining a respectful and secure community.
- Value 5 (Service to others): The emphasis on equity in resources and education prepares students not just for personal success, but to contribute positively to society.

Overall, the core principles of education for Multilingual Learners at Value Schools are intricately woven with the institution's broader values, ensuring that the educational journey is not only about academic success but also about nurturing respectful, well rounded individuals who are prepared to contribute to their communities and the wider world.

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CHAPTER 1: EQUITY AND ACCESS

At Value Schools, AssetsBased Education underpins our commitment to inclusivity and excellence, recognizing all students' unique abilities as vital to enriching our educational community and promoting academic success. We engage parents as crucial partners and empower school personnel to address the urgent needs of Multilingual Learners (MLLs). Our rigorous academic framework includes accessible English Language Development (ELD) courses, effective alignment and articulation strategies, and systemic support measures that adhere to standards like the California English Language Development Standards and the EL Master Plan.

Assets Based Education:

- Recognize that all students bring valuable skills, knowledge, and experiences that contribute to their academic success and enrich our school culture as they advance towards English proficiency.
- Treat parents as essential partners, leveraging the languages, skills, and cultural backgrounds they bring to our educational community.
- Encourage all school personnel to feel responsible and urgent about meeting the needs of MLLs.

Rigorous Academics for All:

- Ensure the availability and effectiveness of English Language Development (ELD) courses to accommodate MLLs' varied proficiency levels.
- Place students in suitable ELD courses based on accurate proficiency assessments.
- Develop and implement teaching strategies and professional training that engage MLLs in challenging and thought provoking educational content.
- Foster an environment where all educators are equipped to integrate ELD principles through ongoing professional development and teamwork.

Alignment and Articulation:

- Offer structured guidance on course selection and academic sequencing.
- Utilize and provide data analysis tools to help educators accurately track and support MLLs throughout their educational journey.

Systemic Support:

- Facilitate the adoption of the California English Language Development Standards in preparation for the ELPAC, ensuring comprehensive assessment of English language proficiency.
- Implement the EL Master Plan as an effective framework to support and service MLLs.
- Work in conjunction with the Special Education Department to ensure that language development goals for MLLs with Individualized Education Plans (IEPs) who have dual identification (MLL and SWD—students with disabilities) are prioritized and adequately supported.

CHAPTER 2: IDENTIFICATION AND ASSESSMENT

Proper identification of ELs helps ensure that the school's English language development program is designed to meet the needs of its students. The following procedures are designed to ensure that the student receives an appropriate and effective education.

STAGE 1 – Identification of Students Whose Home Language Is Other Than English (Initial)

Each student is required to complete a Home Language Survey (HLS) in the language most commonly spoken at home, as available. Our students apply through PowerSchool, which allows parents to translate the document into their preferred home language. This survey is filled out by parents at the time of initial enrollment and includes four specific questions about the family's home language. The HLS is a standard part of the enrollment packet, and all questions must be completed. The survey includes these four questions:

1.What language did the student learn when he or she first began to talk?
2.What language does this student use most frequently at home?
3.What language do you use most frequently to speak to this student?
4.Which language is most often used by adults at home?

The school will ensure that ALL students have a completed HLS on file (including monolingual English speakers). If any of the four questions in the HLS indicates the use of a language other than English by the students or in the home, the students will be assessed for language proficiency.

Record Keeping
To ensure that accurate records are kept, every student identified as EL attending Value School has an English Learner Folder (ELF). The ELF is maintained with the student's ELD teacher in grades TK/K through 8th. The ELF contains the following:

1. Home Language Survey
2. ELPAC Reports
3. Reclassification Documents
4. Parent Notifications
5. Waiver Documents
6. Other NormReferenced Standardized Test ResultsSmarter Balanced, and NWEA
7. Alternative Reclassification

Maintenance of Records
Upon completion of the assessment process in grades TK through 8th, the school will record the results. Results of initial assessments are entered for each student and communicated to the student's teacher(s). A digital copy of the Home Language Survey, original forms with

assessment results in English and Primary Language, and Parent Notification forms are placed in the student's English Learner Folder (ELF).

STAGE 2 – English Language Assessments

The ELPAC (English Language Proficiency Assessments for California) is designed to identify students who have limited proficiency in English. This assessment evaluates how well students speak, listen, read, and write in English when it is not their first language. The ELPAC consists of two types of exams:

- Initial ELPAC: This is used for the initial identification of students as English Learners (ELs).
- Summative ELPAC: This is an annual assessment aimed at measuring an EL's progress and determining their level of English proficiency.

The California Department of Education has developed the Alternate English Language Proficiency Assessments for California (Alternate ELPAC) specifically for students with significant cognitive disabilities. The Alternate ELPAC serves two primary functions:

- Initial Alternate ELPAC: Helps determine whether a student should be initially classified as an English learner (EL) or initially fluent English proficient (IFEP).
- Summative Alternate ELPAC: Provides annual insights into students' progress in English language proficiency (ELP) and aids in decisions regarding their redesignation as fluent English proficient (RFEP).

The assessment aligns with the 2012 California English Language Development Standards, utilizing the English Language Development Connectors which simplify the depth, breadth, and complexity appropriate for this student population.

The Alternate ELPAC supersedes any locally determined alternate assessments, offering a uniform, statewide measure of English language proficiency for students with the most significant cognitive disabilities.

	Initial ELPAC	Summative ELPAC
Who takes the ELPAC?	The initial assessment is given to students grades K12 whose primary language is not English to determine their English language proficiency. The initial ELPAC is only given once.	The summative assessment is only given to students grades K12 who have been identified as EL. ELs will take the summative assessment every year until they are reclassified as fluent English proficient (RFEP).
What does the ELPAC assess?	• *Speaking:* Using oral language appropriately in the classroom and social interactions	• *Speaking:* Using oral language appropriately in the classroom and social interactions

	• *Listening*: Understanding the oral language of the teacher, extracting information and following the instructional discourse • *Reading:* Comprehending and interpreting text at age and grade appropriate levels • *Writing:* Producing written text with content and format in classroom assignments at age and grade appropriate levels	• *Listening:* Understanding the oral language of the teacher, extracting information and following the instructional discourse • *Reading*: Comprehending and interpreting text at age and grade appropriate levels • *Writing*: Producing written text with content and format in classroom assignments at age and grade appropriate levels
When is the ELPAC given?	• Students are given the initial assessment within 30 days of enrollment • The initial ELPAC may be administered throughout the year	• The ELPAC summative testing window is in the Spring between February 1st and May 31st.

Alternate version of this assessment follow the same testing windows

Students will be provided with a comprehensive scale score and a performance level that encompasses oral language skills (speaking and listening) and written language skills (reading and writing). The four ELPAC performance levels outlined in the chart below illustrate the typical English language abilities of students at each level.

ELPAC Levels	What Students can Typically Do at Each Level
4	Students at this level have **well developed** English skills. • They can usually use English to learn new things in school and to interact in social situations. • They may occasionally need help using English.
3	Students at this level have **moderately developed** English skills. • They can sometimes use English to learn new things in school and to interact in social situations.

	• They may need help using English to communicate on less familiar school topics and in less familiar social situations.
2	Students at this level have **somewhat developed** English skills. • They usually need help using English to learn new things at school and to interact in social situations. • They can often use English for simple communication.
1	Students at this level are at a **beginning stage** of developing English skills. • They usually need substantial help using English to learn new things at school and to interact in social situations. • They may know some English words and phrases.

The English Language Development (ELD) ELPAC levels categorize student proficiency in English language development across four distinct stages.

- ELD 1 Emerging: Students progress very quickly, learning to use English to meet immediate needs.
- ELD 2 Expanding: Students increase their English skills in more contexts and learn a greater variety of vocabulary and linguistic structures.
- ELD 3 & 4 Bridging: Students at these levels continue to learn and apply a range of high level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts.

STAGE 3 – Parent Notification

Prior to placing a student in an ELD program, the school must inform parents of their child's language classification and eligibility for placement in the ELD program. The school's EL Designee, with the support of the school office staff, will provide the following in writing and mailed home via USPS:

1. **Assessment Notification**: The school will notify parents/guardians of their child's results on the state's English language proficiency assessment within 30 calendar days of receipt
2. **Placement Notification:** At the beginning of each school year, parents/guardians will be informed of the placement of their child in an ELD program.

Parent notification must be communicated in a language that can be understood by them within the first 30 days of school. If the student enrolls after the first 30 days of school, parent notification must be completed within 2 weeks of enrollment.

STAGE 4 Data Reporting

Three key elements are gathered for English Language Learners within their student profiles: language background, language proficiency, and language instruction program. For all students, both ELs and nonELs, a code will identify the primary home language (HLS), with 'eng' designated for native English speakers. This information is essential for state reporting and also meets the requirements of the U.S. Department of Education.

EL Student Cumulative Records

Under the California Education Code, the cumulative record is a legally mandated document that must be perpetually maintained. State and federal regulations stipulate that Local Education Agencies (LEAs) must preserve documentation for ELs within each student's comprehensive record. Value Schools utilizes an English Learner Folder (ELF) to organize and safeguard the necessary documents for ELs. Once a student is identified as an English Learner through the initial ELPAC proficiency assessment, an ELF is created and used to store all pertinent documents. This folder is part of the student's overall cumulative record (CUM) and is accessible for oversight during state and federal compliance reviews. Notably, a Master Plan Folder should not be established for students identified as Initially Fluent English Proficient (IFEP); instead, their documentation is incorporated into their general cumulative records.

The ELF contains the following:

- Home Language Survey
- ELPAC Reports
- Reclassification Documents
- Parent Notifications
- Waiver Documents
- Other NormReferenced Standardized Test ResultsSmarter Balanced, and NWEA
- Alternative Reclassification

Documentation and RecordKeeping

The ELF Checklist is an ongoing tool to guide and monitor the documentation requirements for each EL. Documents listed on the checklist should be filed within the folder. Each Value Schools campus appoints a custodian of records responsible for the maintenance, content, and security of the ELF. This custodian ensures all documents are uptodate and accurate, completing a yearly checklist for each student's folder.

CHAPTER 3: INSTRUCTIONAL PROGRAM

To effectively address the academic needs of English Learners, Value Schools will implement a comprehensive instructional program schoolwide. This program is designed to provide sufficient depth and time for English language acquisition, enable students to access the curriculum fully, promote high expectations, and enhance interactions among ELs, teachers, and their peers. English language development is a collaborative effort throughout the school, involving various stakeholders.

Understanding English Language Learners

English Learners (ELs) are a diverse group, ranging from newly arrived students to LongTerm English Learners (LTELs). Those who arrive during adolescence from foreign countries exhibit a wide range of educational experiences, home language literacy, and acclimatization to life in the U.S. Additionally, many students come from socioeconomically challenged backgrounds. Gathering comprehensive information about these students helps the school more effectively support their success. Immigrant students often bring valuable content knowledge from their previous schooling, which can be leveraged to aid their integration and learning.

To best support these students, the designated EL Coordinator, with assistance from the School Counselor and Parent Engagement Specialist, will undertake the following actions when possible:

- Request and utilize academic transcripts from previous institutions to appropriately place students in courses.
- Conduct interviews with students and parents (with translator assistance) about their educational backgrounds, using this information to highlight student strengths when scheduling courses.

ELs with varied educational histories, including those with interrupted schooling, face increased dropout risks and thus require targeted support. Frequent communication with parents is crucial to help them understand the school's programs and how they compare to previous educational experiences. Placement assessments in subjects like English Language Arts (ELA), mathematics, and foreign languages might be provided to determine suitable academic levels.

Characteristics of Diverse EL Student Types

- Newcomers with Formal Education: These students, having arrived in the U.S. within the last three years, typically have little to no English fluency but possess adequate formal education from their native countries. They are often highly motivated, capable of transferring academic concepts with appropriate language support, and potential candidates for the Seal of Biliteracy. However, they may not meet all gradelevel standards due to language barriers and face the dual challenge of quickly learning English while mastering state content and performance standards. These students might benefit from an accelerated ELD program that is both rigorous and flexible, allowing for frequent level adjustments and focused content instruction. They may also require an additional year of high school or transition to alternative programs like adult education.

- Newcomers with Limited Formal Schooling: Recent arrivals with minimal formal education often lack basic literacy skills in their primary language and need extra time to adjust to U.S. school routines and expectations. These students, often refugees, may have endured significant trauma and require socioemotional support alongside academic assistance, especially in developing foundational literacy skills. A longterm educational plan, possibly extending their high school education or transitioning to other educational programs, is typically necessary to address their unique challenges.

- Students with Limited or Interrupted Formal Education (SLIFE): These students represent a specific group within the English language learner population. These students typically have limited academic backgrounds, including reading and writing skills in their native languages, and are generally below grade level in most academic areas. Often new to the U.S. school system, SLIFE may have faced disrupted or minimal educational opportunities due to factors like poverty, geographic isolation, societal norms, economic necessities, or crises such as natural disasters or conflicts. This group includes refugees, migrants, and potentially unaccompanied youth, among others, who have encountered barriers to continuous schooling.

- Unaccompanied children/youth: Young immigrants under age 18 who arrived at the U.S. border alone. The vast majority of these children come to the US due to poverty, unemployment, and oppressive governments. Many have come to the U.S. to reunite with family members, to escape harsh living conditions and for economic reasons. In addition, some children may have actually traveled to the U.S. with family members but are now separated from family members due to a variety of reasons.

Language Considerations

Value Schools recognizes that many recently arrived students may speak languages other than Spanish or English, including indigenous languages from their countries of origin. Schools must be sensitive to the linguistic backgrounds of these students and avoid making assumptions.. Moreover, there is often a stigma associated with speaking indigenous languages, which may lead families to underreport their primary languages, necessitating sensitive and inclusive language assessment practices.

LongTerm English Learners (LTELs)

LTELs: are students who have been enrolled in U.S. schools for six years or more without achieving English proficiency reclassification. These students typically exhibit strong basic interpersonal communication skills in English, yet they possess limited academic language, using general and imprecise vocabulary. They often read and write below grade level and struggle academically, as evidenced by low GPAs and poor performance on district and state assessments. While LTELs may have fluent social language skills in both English and their home language, they lack the academic vocabulary and language structures necessary for engaging with secondary school curricula. They require targeted instruction in academic English, focusing on comprehension, vocabulary expansion, and advanced grammar to produce grade level work.

At Risk LTELs (ARLTELs): are students approaching six years in U.S. schools, facing challenges in achieving English proficiency due to persistent academic and language skill gaps. Typically underperforming in core subjects and standardized tests, these students require targeted interventions to bridge their language deficiencies and support their reclassification as proficient English speakers. Addressing their needs involves tailored academic support and strategic interventions that focus on closing specific gaps in language comprehension and usage, ensuring they receive the necessary assistance to succeed academically and avoid becoming LTELs.

Dually Identified English Learners with IEP/504 Plans: are students who, in addition to being English Learners, have recognized disabilities such as learning disabilities, health impairments, speech or emotional disturbances, or autism. These students may also be LTELs. They benefit from additional educational services, support, and accommodations to progress in English proficiency and meet academic standards. An English Learner with an IEP should have specifically tailored linguistic goals that address their unique educational needs. Depending on their specific IEP/504 plans, they may also require accommodations for completing assignments and taking assessments.

INSTRUCTIONAL PROGRAM DESCRIPTION

Value Schools is committed to offering asset based instructional opportunities that enhance linguistic proficiency, academic language, and academic achievement across the curriculum. To deliver the most effective services to all our students, it is essential to recognize and value the rich linguistic and cultural assets they bring from their communities and families into the classroom. The foundation of our educational approach is built on the families, communities, language, culture, and traditions that inform the valuable assets our students contribute every day.

Value Schools will implement a schoolwide Structured English Immersion (SEI) program to support English Learners (ELs) by aligning instruction with California Common Core State Standards and the English Language Development Standards. This program emphasizes rigorous English language development tailored to the students' proficiency levels and includes specialized instruction in listening, speaking, reading, and writing. This approach promotes high expectations and enhances interactions among students, teachers, and peers. It incorporates both Designated and Integrated English Language Development (ELD) strategies in content area classes, based on the students' proficiency levels, duration in the program, and teacher recommendations, ensuring effective language acquisition practices are present in all classrooms.

Designated English Language Development (dELD):

These courses offer a designated period during the school day for teachers to address the specific language needs of students, based on their proficiency level (Emerging, Expanding, or Bridging). Instruction is tailored, implemented, and scaffolded to meet these specific levels, aligning with the CA ELD Standards (2012). These courses:

- Employ a targeted curriculum focused on English language instruction according to each student's proficiency.

- Are taught by teachers who have strong working knowledge of the English language *and* hold the required credentials: Multiple Subject Teaching (grades TK6) or Single Subject Credential (grades 78) with an aligned EL Authorization, including: ELA1, BA[1], R1WL/ELD, S22/S22, R3/R3B, S6/S6, and S14, as long as the prerequisite credential is not a Designated Subjects Adult Education Teaching Credential, Child Development Instructional Permit, or a Child Development Supervision Permit.

Instruction in Designated ELD reflects the California ELA/ELD Framework by:

- Integrating the four key language skills—Listening, Speaking, Reading, and Writing—into everyday teaching.
- Providing daily opportunities for meaningful speaking practice through structured classroom discussions, small groups, and presentations, utilizing tools like response frames and word banks.
- Beginning with phonemic awareness and phonics, then expanding to vocabulary, text comprehension, and fluency. Students are encouraged to engage actively in reading and writing processes.
- Focusing on extensive vocabulary development, including teaching the multiple meanings of words and encouraging the use of new vocabulary in students' own speaking and writing.
- Offering explicit instruction in reading comprehension strategies.
- Building on and activating students' existing knowledge, connecting new information to known concepts, and discussing its application to new topics.
- Delivering instruction through content and thematic units, providing a structured framework for ELs to integrate new knowledge and apply language skills across subjects.

Integrated English Language Development (iELD):

Integrated English Language Development involves teachers of English Learners implementing specific ELD strategies to ensure that academic content is clear and accessible. This approach requires organizing instruction to support students as they engage with challenging, grade appropriate material. Integrated ELD instruction aligns with the Common Core State Standards and other specific standards (such as NGSS and California History Standards), and is carried out by content teachers who use targeted strategies to enhance the clarity of their teaching:

- English Learners will participate in Integrated ELD across all their content classes throughout the school day.
- Teachers involved in Integrated ELD will undergo professional development centered on the CA ELD Standards, essential aspects of Integrated ELD, the ELA/ELD Framework, and effective methods to help students improve their proficiency in reading, writing, listening, and speaking within the subject matter.
- Courses in Integrated ELD are instructed by teachers who hold the necessary state authorization.

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Access to GradeLevel Core Curriculum

To enhance language use and content understanding, it is essential for teachers to establish a classroom environment that encourages academic risk taking. Instruction should aim to support both language development and the attainment of standards based content knowledge. The core of teaching involves improving language and literacy. Integrated classrooms consist of English Learners at various levels and abilities, all working towards the common objective of enhancing academic language. Effective language focused classrooms include:

- Explicit teaching of language structures and vocabulary in a way that students can understand.
- Incorporation of listening, speaking, reading, and writing skills.
- Implementation of learning supports such as response frames, word banks, and graphic organizers to help as many students as possible grasp the content.Creation of multiple chances for academic dialogue in each class through structured group roles, precision partnering, and response frames.
- Regular checks for understanding and attentive observation of students during both individual and group activities.
- Analysis of student work through formative assessments.
- Provision of literature that fits within the students' appropriate Lexile levels, accessible in both classroom and school libraries.

Scheduling Guide

As a combination elementary and middle school, our program requires differentiation based on grade levels, which could be sustained by having multiple instructional aides assist in the program.

The following faculty and staff are responsible for delivering the EL program:

Part of the Program	Staff Responsible	Certification/ Requirements	Duration of Session
Integrated ELD (TK – 8th for all ELs)	Classroom Teachers	Must have the CA EL authorization	All Day
	Resource Specialist Teachers for Dually Identified students		
	ELD Aides (as applicable)	Must receive training on the needs of ELs and instructional strategies	
Designated ELD (TK – 2)	Classroom Teachers	Must have the CA EL authorization	30 minutes, twice a week (minimum)

	Teacher Aides ELD Aides (as applicable)	Must receive training on the needs of ELs and instructional strategies	
Designated ELD (3rd–5th)	Classroom Teachers	Must have the CA EL authorization	45 minutes, twice a week (minimum)
	ELD Aides (as applicable)	Must receive training on the needs of ELs and instructional strategies	
Designated ELD (Middle School)	General Education Teacher (Level 3s and 4s)	Must have the CA EL authorization	55-60 minutes, twice times a week (minimum)
	ELD Teacher (Level 1s and 2s, and low LTELs)		
	ELD Aides (when applicable)	Must receive training on the needs of ELs and instructional strategies	

We also provide additional support for newcomer students, as indicated by the following table:

Part of the Program	Staff Responsible	Certification/ Requirements	Duration of Session
Newcomers with limited or interrupted schooling (3rd through 8th grade)	ELD Teacher	Must have the CA EL authorization; bilingual teacher credential highly encouraged	45-60 minutes, 3 times a week (minimum)
	ELD Aides (as applicable)	Must receive training on the needs of newcomer ELs and instructional strategies	
Newcomers with formal schooling	ELD Teacher	Must have the CA EL authorization; bilingual teacher credential highly encouraged	45-60 minutes, 3 times a week (minimum)

	ELD Aides (as applicable)	Must receive training on the needs of newcomer ELs and instructional strategies	

Newcomers also participate in the corresponding parts of the program applicable to their peers who have been in the program for three or more years.

Curriculum Overview and Resources

Currently, we do not work with a specific ELD curriculum. Instead, we use tools like Rosetta Stone, which significantly aids newcomers by providing immersive language learning tailored to their initial needs. We also incorporate Reading A-Z, a versatile resource that offers a wide range of leveled reading materials designed to improve literacy skills across various grades and learning levels. This program is instrumental in providing personalized reading experiences that cater to the diverse abilities of our students.

To tailor our instruction to the specific needs of our students, ELD teachers actively create and adapt lessons. They assess student progress and adaptivity, ensuring that each lesson not only meets the educational standards but also addresses the unique challenges and strengths of the students. Through this personalized approach, we aim to optimize learning outcomes for every student.

Furthermore, to ensure these resources effectively meet our educational goals, we work closely with teacher cluster leads to align our lessons. This collaboration helps maintain consistency and coherence in our teaching methods and materials, ensuring that they are coordinated and progressively build upon each other. This alignment is crucial for providing a structured yet flexible learning environment that supports the continuous development of language skills in our ELD students.

Dually Identified Students: English learners with IEPs

After English Learners (ELs) have been identified using the ELPAC, the school must provide appropriate language services and programs to these students, and also special education services to those who are identified as students with disabilities under the Individuals with Disabilities Education Act (IDEA) or as qualified students with disabilities under Section 504 of the Rehabilitation Act of 1973. These services and support must continue until ELs can participate fully in the educational program without the need for additional EL support, including providing EL services up to the highest levels of English proficiency until students are reclassified as Fluent English Proficient (RFEP).

Best practices for supporting ELs with disabilities include:
Including the most recent ELPAC scores and an appropriate language goal in students' IEPs.

- Providing students with support from a Resource Specialist (RSP) in addition to, rather than replacing, dELD instructional support that is tailored to their English proficiency level.
- If students are Newcomers or at the beginning stages of English language acquisition, placing them in a Designated ELD course for Emerging students, potentially with a double block schedule for ELD. These students may or may not be enrolled in ELA courses during their first year at the school but will participate in Integrated ELD instruction in all core content classes.
- If a parent/guardian opts out of placing a student in an ELD course, they must submit an appropriate waiver and have an IEP to document this change in programming.

It is crucial to note that the requirements outlined in a student's IEP take precedence over EL programming. If the IEP specifies instruction in the primary language, no parental exception waiver is needed for such instruction. State and federal laws mandate that ELs with an IEP continue to receive the programs and services tailored to their special needs, including linguistically appropriate goals and objectives. The IEP must specify which services are suitable for ELs based on their specific disabilities and English proficiency levels. Regardless of the prescribed services, ELs must also receive EL instruction. If a student with an IEP is enrolled in an ELD course, the ELD teacher must collaborate with the student's IEP case manager to ensure that the instruction effectively aligns with the student's IEP goals.

Request for Removal from English Language Development Program

Parents of English learners have the right to decline or opt their children out of the school's language acquisition program or specific English learner services within that program (20 U.S.C Section 6318[c][A][vii]). However, the school remains obligated to provide the student with meaningful instruction (5 CCR Section 11302) until the student is reclassified, to inform the parent when progress is not made, and to offer programs and services for consideration at that time. English Learners may be removed from the ELD program at the request of the student's parent or guardian by completing the OptOut Form. However, **all English Learners, even those who opt out of the ELD program, must take the Summative ELPAC annually until reclassified.**

Process for Requesting Removal from the ELD Program:

1. The OptOut Form must be requested by a parent/guardian via email, phone call, or in person. This request can be made at any time and applies only to the current school year.
2. The form must be signed by a parent/guardian and returned to the principal for approval.
3. The signed form must be placed in the students CUME and the EL Coordinator or Designee must retain a digital copy in their records.
4. Upon approval, the student is removed from the Designated ELD class for the remainder of the school year.
5. The student will continue to be identified as an EL until meeting the Value Schools reclassification criteria.
    - The student will continue to take the ELPAC summative exam in the spring, and their progress toward English proficiency will be monitored.
    - If the student does not reclassify after being removed from the ELD program by the fall (August) reclassification cycle of the next school year, they should be re enrolled in a Designated ELD course that year.

It is important to note that this process must be repeated each year. If the student does not reclassify after 2 years of opting out of the program the school team reserve the right to deny the request.

Testing Accommodations

All students deserve an equitable opportunity to demonstrate learning on high stakes assessments. Accommodations and designated supports make these assessments more accessible to English Learners (ELs). In addition to a legal and moral obligation to ensure all students receive the support they need, this also presents a major opportunity to improve student performance. ELs would benefit from supports for the following assessments:

- ELPAC
- CAASPP
- NWEA
- Unit Summative Assessments

On state assessments and NWEA, there is an embedded support called “Text to Speech” that is most suitable for students who have been in the country for less than 6 years. Additional non embedded supports (provided in person at the school, by school personnel) are always encouraged for students who need them. For students with IEPs, these non embedded supports should be documented in Section K of their IEP. These include:

Verbally translating test directions

- Bilingual dictionary for students who have been in the country for 3 years or less and are able to read proficiently in Spanish
- Small Group setting
- Extended time
- Read aloud in English
- Scribe (for ELA non writing items and math items)

The ELD coordinator/teacher will collaborate with the RSP for additional guidance on these non embedded testing supports.

Exemptions for the ELPAC domains

In some cases, a student’s disability may prevent them from being able to take one or more of the domains. In this situation, a disability exemption may be most appropriate. The ELPAC Administration Student Accessibility Checklist will help guide Section 504 and IEP teams in determining whether a student is exempt from taking a domain of the ELPAC. It should be noted that for a student to be assigned an Overall score, the student will need to be assessed with the ELPAC in at least one domain for both the Oral and Written Language composites. A student is considered as having been assessed in Oral Language if they have been assessed in either the Speaking or Listening domain. A student is considered as having been assessed in Written

Language if they have been assessed in either the Reading or Writing domain. When Section 504 plan or IEP teams determine that the entire Oral Language composite—Speaking and Listening—or the Written Language composite are to be exempted, the teams should consider the use of an alternate assessment to the ELPAC.

EL Progress Monitoring

EverestValue School (EVS) consistently monitors and assesses the progress of all English Learners (ELs), including those not participating in the EL program, in both English language proficiency and content knowledge throughout the academic year. This ongoing evaluation is crucial in identifying students who are not progressing adequately, enabling the provision of additional support to help ELs achieve English proficiency and access grade-level core content instruction effectively.

A student is classified as a struggling English learner if they meet any of the following criteria:

- They are, or are at risk of becoming, a long-term English learner in grades 4-8.
- They do not advance at least one proficiency level per year.
- NWEA MAP assessments indicate consistent underperformance in English/Language Arts below grade level.
- Report cards and progress reports show inadequate progress, with multiple Ds and Fs in core subjects.

Upon identifying a struggling student, the general education teacher refers them to the Student Success Team. This team conducts a comprehensive review of the student's profile and devises a targeted plan to enhance their academic performance. The intervention plan may include:

- Targeted group instruction within the general education setting.
- Supplemental one-on-one support to address gaps in foundational skills.
- Recommendations for after-school programs or community services that provide free or low-cost tutoring.
- Resources for parents to use at home to support their child's learning.

If, after three months, the interventions do not lead to noticeable progress, the team evaluates whether the student requires additional time or if they should be assessed for an individualized education plan (IEP). This systematic approach ensures that each student receives the necessary support to overcome academic challenges and succeed in their educational journey.

Support for Students with IEPs

Students with an Individualized Education Program (IEP) require more specialized interventions, tailored to their unique needs which vary across different groups.

For those students with IEPs who consistently struggle with language development, a collaborative approach is essential. The special education and English language development teams work in close conjunction to monitor these students' progress. Where applicable, the ELD team offers targeted support to dually identified students either one-on-one or in small groups to address specific needs. Additionally, the ELD coordinator, or a designated representative, assists in IEP meetings, which includes helping to formulate appropriate IEP goals among other supports.

CHAPTER 4: RECLASSIFICATION CRITERIA AND EXITING

Reclassification Overview

Reclassification is the process through which a student's English language proficiency status is changed from English Learner to Reclassified Fluent English Proficient (RFEP) (EC Section 313(f)). The objective is to prepare students for reclassification as swiftly as possible and to continue monitoring their progress for four years following reclassification (20 U.S.C. § 6841[a][4][5]; 5 CCR § 11304).

Reclassification Criteria for General Education and Dually Identified Students

English Learners are reclassified to fluentEnglish proficient based on the following multiple criteria, in alignment with California EC and the State Board of Education recommendations:

1. Assessment of language proficiency, using an objective assessment instrument, including but not limited to, the state test of English language development (ELPAC)
2. Teacher evaluation, including but not limited to, a review of the student's curriculum mastery
3. Comparison of the student's performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient scholars of the same age
4. Parent/guardian opinion and consultation

Reclassification Measures	Reclassification Criteria
English Proficiency (ELPAC)	The student has demonstrated English Proficiency by achieving the following score on the ELPAC: **Overall proficiency level 4**
Teacher Evaluation	Once students are recommended for reclassification by the ELD Coordinator, the following criteria must be met for approval: In grades K2, the teacher's recommendation must indicate that the student is meeting standards; in grades 38, the student must be passing English Language Arts with a grade of C or better. If a teacher disagrees with the reclassification recommendation, they must present a preponderance of evidence, such as work samples and test scores, demonstrating that the student is not yet ready to be reclassified. If the evidence supports that the student should not be reclassified, the student retains their English Learner status. General education teachers are responsible for signing off on the Notice of Reclassification of English Language Proficiency if they agree with the

	reclassification.
Basic Skills Assessment	The student has demonstrated basic gradelevel skills in English as evidenced by the adopted, gradelevel basic skills assessment: ● Students in grades K2 must score approaching grade level or above on the NWEA English Language Arts benchmark to meet reclassification criteria. ● For students in grades 38, either a score of approaching grade level of the national norm on the NWEA ELA benchmark (at or above the 40th percentile) or an overall score of 3 on the SBAC ELA assessment is also acceptable.
Parent Opinion and Consultation	Once the ELD Coordinator and general education teacher agree on a recommendation to reclassify a student, the ELD Coordinator schedules a meeting with the parents to discuss the implications of the proposed reclassification. If the parents consent, they sign the Notice of Reclassification, which is then filed in the student's cumulative record along with the performance data supporting the reclassification. If the parents do not consent, a followup meeting is arranged to review the evidence demonstrating the student's readiness for reclassification.

Steps for Reclassification of Students with IEPs on Alternate Curriculum

For students with Individualized Education Plans (IEPs), the reclassification criteria and process include some specific adjustments to accommodate their unique educational needs. Here are the detailed criteria and process for these students:

Reclassification Criteria for Students with IEPs

1. Assessment of English Language Proficiency:
    - Achieve an Overall Alternate Summative ELPAC Performance Level of 3.

2. Teacher Evaluation:
    - Elementary (K5/6): Composite mark of 3 or 4 in English Language Arts.
    - Secondary (612): Grade of C or better in the grade level ELA/ELD course.

3. Parent Consultation:
    - Involve and consult parents during the IEP meeting about reclassification.

4. Performance in Basic Skills:
   - Score at the basic or benchmark level or above using alternate assessments like the California Alternate Assessment.

Process for Reclassification

Initial Review:
- The IEP team evaluates the student's academic and language progress.

Documentation and Parent Consultation:
- Document all team findings and recommendations.
- Conduct a detailed consultation with parents during the IEP meeting.

Decision Making:
- If criteria are met, proceed with recommending reclassification.
- If not met, consider further assessments or IEP adjustments.

Completion of Reclassification:
- Complete and update necessary documentation.
- Notify parents formally and develop a transition plan.

This process ensures that the reclassification of students with IEPs is thorough, considering both their educational needs and accommodations.

Monitoring Reclassified Students

After students are reclassified as Reclassified Fluent English Proficient (RFEP), the school will maintain oversight of their academic progress for four years. Should monitoring indicate that a reclassified English Learner is not making satisfactory academic progress due to ongoing language barriers, the school will offer further assistance. This support may include, but is not limited to, tutoring, accommodations, and supplemental classes such as ELD courses.

CHAPTER 5: STAFFING ENGLISH LANGUAGE PROGRAMS

Securing, nurturing, and retaining effective educators is crucial for the success of English Learners at EVS. The school commits to employing teachers who are not only highly qualified in their subject areas but also possess the necessary qualifications to support English Learner students. This involves meeting state standards and possessing the skills required for effective instruction in the EL program.

Certification and Staffing Overview

According to the California Commission on Teacher Credentialing, every teacher instructing English Learners must have an authorization specifically for teaching these students. To ensure teachers are appropriately certified, the school actively seeks candidates who are fully authorized to teach English Learners. If such candidates are unavailable, the school's staffing team will facilitate the acquisition of an Emergency EL Authorization Permit for qualified candidates. Those with permits must either maintain their permit status or achieve full EL Authorization to continue their roles. New teachers must sign an EL Authorization Agreement committing to obtain this certification, with their progress monitored annually by the Credential Manager.

Credential Information

All California prepared credentials currently include a basic EL Authorization. Teachers with older credentials like the Ryan or Standard teaching credentials, which did not initially include EL Authorization, must acquire it.

Out-of-State Credentials

Teachers with credentials based on out-of-state training that did not include EL authorization must obtain an EL Authorization such as CLAD or BCLAD.

Specific Teaching Settings

Departmentalized ELD: Teachers must have a specific EL Authorization suitable for teaching ELD in departmentalized settings.
SDAIE (Specially Designed Academic Instruction in English): Instructors need an EL Authorization to teach in these settings, which includes certifications applicable to departmentalized ELD instruction.

This structured approach ensures that all teachers have the necessary authorizations to provide highly effective, compliant education to English Learners.

English Language Development Coordinator (ELD Coordinator)

The English Language Development (ELD) Coordinator plays a key role in the school's instructional leadership team, spearheading ELD strategies at their school. With a deep understanding of ELD instruction, the coordinator ensures that all English Learner (EL) students receive academic and socio-emotional support. They work closely with counselors, teachers, and families to foster the success of EL students. The coordinator is responsible for developing and executing the school's ELD program and mentors teachers in employing effective strategies for strong student outcomes. Additionally, the Coordinator may also teach ELD classes directly.

1. Program Development and Implementation:
   - Design, implement, and evaluate the ELD program to meet the diverse needs of English Learners.
   - Accommodate curriculum and instructional materials tailored to ELD and aligned with state standards.

2. Instructional Leadership and Support:
   - Provide professional development and coaching to teachers on effective ELD strategies and best practices.
   - Model effective ELD teaching techniques and strategies for classroom teachers.
   - Assist in the integration of ELD strategies across different content areas.

3. Assessment and Monitoring:
   - Oversee and coordinate the administration of English language proficiency assessments, such as the ELPAC.
   - Monitor and analyze data on EL students' progress in acquiring English proficiency and academic achievement.
   - Use data to refine and adapt ELD programs and instruction.

4. Collaboration and Coordination:
   - Work closely with teachers, administrators, and reading specialists to ensure a cohesive approach to EL education.
   - Work closely with the school's parent liaison to effectively engage with parents and families, providing necessary resources and strengthening support for English Learners.
   - Participate in IEP meetings for English Learners with IEPs to ensure that their language development needs are being met.

5. Compliance and Reporting:
   - Ensure that the school's ELD program complies with federal, state, and district regulations concerning English Learners.
   - Prepare and maintain necessary documentation and reports related to ELD program effectiveness and compliance.
   - Stay informed on current laws and educational policies affecting English Learners.

6. Direct Instruction:
   - For upper grade levels, directly teach ELD classes or specific interventions designed to accelerate English language acquisition.
   - Provide targeted support to students with varying levels of English proficiency.

7. Resource Management:
   - Manage resources allocated for the ELD program, including materials, technology, and staffing.
   - Advocate for additional resources and support to enhance the ELD program.

8. Parent and Community Engagement:
   - Organize and lead ELAC meetings and EL focused workshops for parents of English Learners.
   - Foster community partnerships to support the educational needs and cultural integration of EL students.

These responsibilities make the ELD Coordinator a pivotal figure in ensuring that English Learners receive effective and equitable educational opportunities.

CHAPTER 6: PROFESSIONAL DEVELOPMENT FOR ALL TEACHERS WHO WORK WITH ENGLISH LEARNERS

EVS is committed to fostering a school environment that values the diverse linguistic, cultural, and experiential backgrounds of its students. The school implements structures and processes tailored to meet the needs of all students. School leaders collaborate with guidance counselors, teachers, and staff to offer professional development that supports a culturally aware and instructionally robust, schoolwide support system.

EL-Specific Professional Development

EVS will conduct a series of professional development sessions specifically for English Learners, aligned with our ELD objectives to effectively implement the school's EL program (Castaneda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1011-1013). This professional development, provided to classroom teachers, administrators, and staff, includes:

- Training to enhance the instruction and assessment of English Learners in all content areas;
- Courses designed to improve the ability of teachers, principals, and other school leaders to understand and apply effective curricula, assessment practices, and instructional strategies for English Learners;
- Programs proven effective in boosting students' English proficiency and significantly enhancing teachers' subject matter expertise, teaching knowledge, and skills, as evidenced by classroom observations; and
- Training of sufficient intensity and duration to produce a lasting positive effect on teachers' classroom performance, beyond the scope of one-day or short-term workshops and conferences. (20 U.S.C. Section 6825[c][2][A–D])

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CHAPTER 7: PARENT ENGAGEMENT

At EVS, fostering a safe, nurturing community is essential to academic excellence and is deeply embedded in our approach to parent engagement. We empower parents with the necessary information to effectively advocate for and participate in their children's education. Collaboration between parents and school staff is crucial to enhance student achievement and expand college and career opportunities for our students. To ensure active participation from parents of English Learners, we commit to the following actions:

- Creating a Welcoming Environment: We strive to make our school a welcoming place by establishing a safe and inviting culture.
- Maintaining Open Communication: Regular, two-way communication between home and school is vital.
- Involving Parents in Decision-Making: Parents are integral partners in decisions affecting their children, especially those related to the English Learner program.

Welcoming Parents

Creating a welcoming environment for EL families is crucial. Many of our staff members are bilingual, and we are committed to supporting families during the enrollment process and beyond. Building trusting relationships with EL families sets a foundation for student success. Key practices include:

- Enrollment Assistance: The enrollment process is supported by the Parent Engagement Specialist and bilingual office staff, who help with applications, documentation, and any questions parents may have.
- Reclassification Consultation: Reclassification is a significant milestone for EL students. It's important that parents understand and are involved in this process.
- Parent Orientation: Held at the start of the school year, this orientation is crucial for parents of EL students. It covers academic programs, extracurricular activities, the EL program, and more. Bilingual staff provide translation and support..
- Parent Workshops: We offer workshops on topics like Health and Nutrition and Mental Health, with translations available in English and Spanish.
- School Website: Our website serves as a comprehensive resource, featuring EL contact information, translated parent handbooks, and School Board of Directors agendas and minutes.

- Phone Calls Home: Using systems like ParentSquare, or through dedicated staff, we keep parents informed about attendance, events, and more.
- Flyers and Progress Reports: Bilingual flyers and regular academic progress reports keep parents informed about school activities and their child's academic progress.
- Progress Monitoring: We also send updates on students' EL/RFEP progress towards academic success.
- EL Parent Letters: Translated letters keep parents informed about EL assessments, annual notifications, placements, and RFEP monitoring.

These initiatives are part of our commitment to ensuring that parents are well-supported and actively involved in their children's education at EVS.

Partners in Decision-Making

English Learner Advisory Committees (E): The primary role of the ELAC is to provide advice and written recommendations to the school principal and the School Site Council (SSC) regarding the implementation and evaluation of the school's services for English Learners. Below is a sample timeline of topics of discussion for the school year:

Date	Action/Activity	Goal/Commitment
Aug/September	ELAC meeting #1	The following topics must be covered in the first meeting: ● School Priority Plan (based on Needs assessment) ● CAASPP data in ELA and Math ● ELPAC and reclassification data ● School attendance policy/plan and data ● Parent involvement opportunities and data ● EL Master Plan Training ● Officer elections announced for meeting #2
October/November	ELAC meeting #2	The following topics must be covered in the second meeting: ● ELL achievement data (NWEA Fall administration) ● California Dashboard ● Chronic Absenteeism ● LCAP ● Election of Officers (if needed)

		officers serve a term of 2 years
January	ELAC meeting #3	The following topics must be covered during the third meeting: ● EL Students' Promotion progress ● LCAP update ● Social Emotional Learning ● Reclassification criteria ● ELPAC Summative Assessment overview
February	ELAC meeting #4	The following topics must be covered during the fourth meeting: ● EL Graduation/Promotion progress ● School Emergency Plan ● Chronic Absenteeism ● LCAP review and feedback ● Scholar attendance data
April	ELAC meeting #5	The following topics must be covered during the fifth meeting: ● EL achievement data (NWEA Spring) ● LCAP for next school year ● EL Promotion progress update ● SBAC Testing Overview
May/June	ELAC meeting #6	The following topics must be covered during the sixth meeting: ● LCAP for next school year ● EL Promotion progress ● Student attendance data ● Complete needs assessment for next school year ● Plan for reporting of Needs Assessment to SSC

Process for Parent Request for Language Acquisition Program

Under Proposition 58 (Global CA 2030), an initiative by Governor Brown, schools and districts are required to have a procedure in place for processing requests from parents for a language acquisition program. A program request can be initiated if at least 20 parents from a specific grade level or 30 parents from across the school submit a request.

Receiving and Documenting Parent Requests:
Schools must keep written records of all parent requests, even if initially made verbally. These records should include:

- Date of the request
- Names of the parent and student
- Description of the request
- Grade level involved

Action Process:
Once the threshold of 20 requests at a grade level or 30 school-wide is met, the school has 60 days to respond. The steps are as follows:

1. Communication: Within the first 10 days (included in the 60-day period) after meeting the request threshold, the school, in collaboration with the central office, will inform parents, teachers, administrators, the English Learner Parent Committee, and the School Site Advisory Council in writing about the request.

2. Cost and Resource Analysis: The site administrator and the Chief Executive Officer in collaboration with the Chief Financial Officer will conduct a cost and resource analysis to assess the feasibility of implementing the requested program. Considerations include:

- Certified teachers with appropriate credentials
- Space availability
- Curriculum and instructional resources
- Necessary professional development
- Infrastructure needs
- Implementation timeline
- Parent and community engagement

3. Determination: After the cost and resource analysis, the site administrator and the Director of ELL Strategy will decide whether the language acquisition program can be implemented.

- If feasible, a detailed plan and timeline for implementation will be shared with the school community.
- If not feasible, the school will provide a written explanation detailing why the program cannot be implemented and may suggest alternative options.

The decision, along with any plans for implementation or explanations for non-implementation, will be communicated in writing to all relevant parties within 60 days of reaching the threshold.

Legal References:
EC Sections 305 and 310; 5CCR Section 11311 and 11312.

CHAPTER 8: PROGRAM EVALUATION OVERVIEW

The evaluation of the English Learner program encompasses a systematic approach to planning, data collection, and analysis to assess the effectiveness of practices and procedures. This involves both formative and summative evaluations to continuously improve and assess the program's outcomes.

Incorporating Academic Performance Data:

- Reviewing NWEA EL Academic Performance: Reviewing the NWEA academic performance of English Learners is a crucial step in capturing and analyzing trends in student achievement.
- Adjusting Program Based on Data Trends: Utilizing insights from the NWEA performance data helps make informed adjustments to the program, ensuring that teaching strategies and resources are tailored to the needs of English Learners.

Ongoing Evaluation and Team Collaboration:

- Formative Evaluation: Conducted during the first semester in collaboration with the school principal, reading specialist, cluster leads, and the Chief Academic Officer (CAO). This team works together to identify trends and implement immediate changes to improve the program.
- Summative Evaluation: At the end of the academic year, the same team leads the summative assessment, analyzing the program's overall success and areas that require improvement. Based on these findings, they will make necessary adjustments for the upcoming year.

Together, these evaluations, informed by NWEA data and led by a collaborative team, serve as fundamental tools for making educational decisions and setting policies for English Learner programs. This dynamic approach allows for continuous refinement and responsiveness to the evolving educational needs of students.

CHAPTER 9: FUNDING

EverestValue School (EVS) funds their English Learner (EL) programs primarily through state and federal funding sources:

1. Local Control Funding Formula (LCFF): EVS receives funding through the LCFF, which is the primary funding mechanism for all public schools in California. This formula provides a base grant per student and additional grants that are allocated based on the percentage of English learners, low-income students, and foster youth enrolled. These additional funds are specifically designated to improve services for these student groups, including English learners at EVS.

2. Title III Funds: On the federal level, EVS benefits from Title III of the Elementary and Secondary Education Act, targeted specifically to help English learners achieve English proficiency. EVS can use these funds for professional development, instructional materials, and other programs aimed at enhancing the educational experiences of English learners.

EVS is accountable for the outcomes of its English learner programs and must demonstrate how these funds are being effectively used to support the academic progress of English learners.

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APPENDIX:

1. Worksheet: EL Proficiency Assessment Participation ConsiderationOpt Out of ELD Parent Form
2. Checklist:Master Plan Folder
3. Opt-Out Form
4. EL Progress Monitoring Report
5. Form: Reclassification Eligibility
6. Form: IEP Meeting Reclassification
7. Letter: Reclassification Parent Notification
8. RFEP Progress Monitoring Report

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MISSION OF VALUE SCHOOLS

The mission of the Board of Directors of Value Schools, which operates Downtown Value Elementary School, Everest Value Elementary School, Central City Value HIgh School and University Prep Value High School, is to establish and support high quality, values based elementary and secondary charter schools for populations of students who have been historically underserved by the public school system.

THE FIVE CORE VALUES

Five values are the core of Value Schools' educational model, and are expressed every day by students in our Morning Ceremony:

Value 1: Academic excellence is the means to a full life.

"We believe that going to school is the most important thing we can do right now."

Academic learning develops a person's capacities to enjoy life, to live cooperatively and comfortably with others, to contribute to the economic wellbeing of oneself and society and to be an active citizen. Anything less than striving for excellence deprives both students and society. The fundamental means to excellence are teachers who offer expert instruction with high expectations for performance, students who are disciplined learners, and standards of accountability for both.

Value 2: Each student can develop to his or her fullest potential.

"We believe that each of us can learn and that in school we grow to become all that we can be."

Each person is unique, and each is gifted with talents and abilities. While each ought to excel in an area of special talent, each also should develop a whole range of human talents to the maximum extent possible. Schools have the responsibility of assisting parents/guardians and the students to identify areas of special talent and, at the same time, guiding so that no area of learning is neglected.

Value 3: Each individual is unique and deserves respect.

"We believe that we should respect every person."

Each person has the right to life, liberty, and the pursuit of happiness. These rights accord each with dignity that is to be respected by all. This dignity implies that in society there are rules that limit certain behavior so that all might have the fullest exercise of their rights. These rules are the laws enacted by the government, codes of conduct set by institutions, customs and practices found in civil society and the moral norms freely adapted by individuals. Good schools set high standards for student behavior.

Value 4: A safe, nurturing community is essential to academic excellence.

"We believe that working together we can do more than we can do by ourselves."

Rules of conduct that protect each person's dignity are not enough to create community. A community grows from common ideals and shared experiences. A community is composed of persons who genuinely care for each other and seek what is good for each other. In a community, everyone belongs and feels valued by others. In a community, each feels secure and is supported in efforts to grow in every way.

Value 5: Service to others and the community is a responsibility of an educated person.

"We believe that what we learn is not just for ourselves, but to help others and make a better

world."

An education completes a person by developing their talents and abilities. However, an educated person is not satisfied with only personal development. Talents and abilities perfected through an education needs to be used to make a better world for all. Community service is a benefit for the civic or economic life of society, as well as for the family, social groups and voluntary organizations.

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DOCUMENT OVERVIEW

Purpose of Document and Introduction
Chapter 1: Equity and Access
Chapter 2: Identification and Assessment
Chapter 3: Instructional Program
Chapter 4: Reclassification Criteria and Exiting
Chapter 5: Staffing English Learner Programs and Teams
Chapter 6: Professional Development for All Teachers Who Work With English Learners
Chapter 7: Parent Engagement
Chapter 8: Program Evaluation
Appendix

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PURPOSE OF DOCUMENT AND INTRODUCTION

At Value Schools, we recognize that each student contributes unique assets that enhance our classrooms and community. To facilitate every student's success and foster a common understanding of our educational programming and methods, Value Schools is committed to offering comprehensive guidance, resources, training, and support to our educators, staff, and parents. This initiative aims to create an inclusive and rigorous educational environment for our Multilingual Learners (MLLs).

It is critical for Value Schools to take an active role in evaluating and improving student performance, program effectiveness, and teaching practices. The adoption of evidence based strategies to boost the academic achievements of MLLs is crucial, particularly as we strive to prepare all students at Value Schools for higher education and careers in a globalized 21st century economy.

The core guiding principles of this Master Plan, which embody crucial concepts for educating MLLs, include:

Assets Based Education: We cultivate asset-based pedagogies among educators, who recognize, appreciate, and affirm the cultures and languages of themselves, their students, and their students' families. This approach promotes student empowerment and a passion for learning.

- Value 1 (Academic excellence): By recognizing and affirming the unique cultural and linguistic assets that students bring to the classroom, educators set high expectations that encourage excellent academic performance and foster a fulfilling academic experience.
- Value 2 (Fullest potential): This principle supports the belief that every student's unique talents can be developed. Understanding and leveraging individual backgrounds helps tailor learning experiences that maximize students' potential.
- Value 3 (Respect for individuals): Respecting and valuing diverse cultures and languages in educational settings embody the commitment to respecting every individual, acknowledging their inherent dignity and rights.

Rigorous Academics for All: Our Multilingual Learners engage in academically demanding and age appropriate activities that enhance their proficiency in English—including academic language—and overall scholastic achievement.

- Value 1 (Academic excellence): Engaging Multilingual Learners in challenging and appropriate academic activities ensures high quality education that prepares students for personal success and active citizenship.
- Value 2 (Fullest potential): Rigorous academics help all students, regardless of their initial proficiency, to develop a wide range of talents and reach their academic potential.

Alignment and Articulation: Multilingual Learners follow a consistent, coherent educational pathway from enrollment to graduation, ensuring readiness for higher education and future careers.

- Value 1 (Academic excellence): A coherent educational pathway ensures that all learning activities are aligned towards achieving academic excellence, preparing students for higher education and future careers.
- Value 4 (Safe, nurturing community): A well articulated educational journey fosters a sense of belonging and security.

Systemic Support: We provide comprehensive professional development for all educational leaders and staff, who collectively support and assess the progress of Multilingual Learners, respond to diverse educational needs, and make equitable, research driven fiscal decisions.

- Value 1 (Academic excellence): Professional development for educators and systemic support for academic programs underscore the commitment to expert instruction and high standards of accountability.
- Value 3 (Respect for individuals) & Value 4 (Nurturing community): By providing comprehensive support and fostering accountability, Value Schools ensures that each student feels valued and supported, which is essential for maintaining a respectful and secure community.
- Value 5 (Service to others): The emphasis on equity in resources and education prepares students not just for personal success, but to contribute positively to society.

Overall, the core principles of education for Multilingual Learners at Value Schools are intricately woven with the institution's broader values, ensuring that the educational journey is not only about academic success but also about nurturing respectful, well rounded individuals who are prepared to contribute to their communities and the wider world.

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CHAPTER 1: EQUITY AND ACCESS

At Value Schools, Assets Based Education underpins our commitment to inclusivity and excellence, recognizing all students' unique abilities as vital to enriching our educational community and promoting academic success. We engage parents as crucial partners and empower school personnel to address the urgent needs of Multilingual Learners (MLLs). Our rigorous academic framework includes accessible English Language Development (ELD) courses, effective alignment and articulation strategies, and systemic support measures that adhere to standards like the California English Language Development Standards and the EL Master Plan.

Assets Based Education:

- Recognize that all students bring valuable skills, knowledge, and experiences that contribute to their academic success and enrich our school culture as they advance towards English proficiency.
- Treat parents as essential partners, leveraging the languages, skills, and cultural backgrounds they bring to our educational community.
- Encourage all school personnel to feel responsible and urgent about meeting the needs of MLLs.

Rigorous Academics for All:

- Ensure the availability and effectiveness of English Language Development (ELD) courses to accommodate MLLs' varied proficiency levels.
- Place students in suitable ELD courses based on accurate proficiency assessments.
- Develop and implement teaching strategies and professional training that engage MLLs in challenging and thought provoking educational content.
- Foster an environment where all educators are equipped to integrate ELD principles through ongoing professional development and teamwork.

Alignment and Articulation:

- Offer structured guidance on course selection and academic sequencing.
- Utilize and provide data analysis tools to help educators accurately track and support MLLs throughout their educational journey.

Systemic Support:

- Facilitate the adoption of the California English Language Development Standards in preparation for the ELPAC, ensuring comprehensive assessment of English language proficiency.
- Implement the EL Master Plan as an effective framework to support and service MLLs.
- Work in conjunction with the Special Education Department to ensure that language development goals for MLLs with Individualized Education Plans (IEPs) who have dual identification (MLL and SWD—students with disabilities) are prioritized and adequately supported.

CHAPTER 2: IDENTIFICATION AND ASSESSMENT

Proper identification of ELs helps ensure that the school's English language development program is designed to meet the needs of its students. The following procedures are designed to ensure that the student receives an appropriate and effective education.

STAGE 1 – Identification of Students Whose Home Language Is Other Than English (Initial)

Each student is required to complete a Home Language Survey (HLS), which is provided in the most commonly spoken language in the local community, such as Spanish. This survey is filled out by parents at the time of initial enrollment and includes four specific questions about the family's home language. The HLS is a standard part of the enrollment packet, and all questions must be completed. The survey includes these four questions:

1.What language did the student learn when he or she first began to talk?
2.What language does this student use most frequently at home?
3.What language do you use most frequently to speak to this student?
4.Which language is most often used by adults at home?

The school will ensure that ALL students have a completed HLS on file (including monolingual English speakers). If any of the four questions in the HLS indicates the use of a language other than English by the students or in the home, the students will be assessed for language proficiency.

Record Keeping
To ensure that accurate records are kept, every student identified as EL attending Value School has an English Learner Folder (ELF). The ELF is maintained with the student's ELD teacher in grades TK/K through 8th. The ELF contains the following:

1. Home Language Survey
2. ELPAC Reports
3. Reclassification Documents
4. Parent Notifications
5. Waiver Documents
6. Other NormReferenced Standardized Test ResultsSmarter Balanced, and NWEA
7. Alternative Reclassification

Maintenance of Records
Upon completion of the assessment process in grades TK through 8th, the school will record the results into the Value School database. Results of initial assessments are entered for each student and communicated to the student's teacher(s). A copy of the Home Language Survey, original forms with assessment results in English and Primary Language, and Parent Notification forms are placed in the student's English Learner Folder (ELF).

STAGE 2 – English Language Assessments

The ELPAC (English Language Proficiency Assessments for California) is designed to identify students who have limited proficiency in English. This assessment evaluates how well students speak, listen, read, and write in English when it is not their first language. The ELPAC consists of two types of exams:

- Initial ELPAC: This is used for the initial identification of students as English Learners (ELs).
- Summative ELPAC: This is an annual assessment aimed at measuring an EL's progress and determining their level of English proficiency.

The California Department of Education has developed the Alternate English Language Proficiency Assessments for California (Alternate ELPAC) specifically for students with significant cognitive disabilities. The Alternate ELPAC serves two primary functions:

- Initial Alternate ELPAC: Helps determine whether a student should be initially classified as an English learner (EL) or initially fluent English proficient (IFEP).
- Summative Alternate ELPAC: Provides annual insights into students' progress in English language proficiency (ELP) and aids in decisions regarding their redesignation as fluent English proficient (RFEP).

The assessment aligns with the 2012 California English Language Development Standards, utilizing the English Language Development Connectors which simplify the depth, breadth, and complexity appropriate for this student population.

The Alternate ELPAC supersedes any locally determined alternate assessments, offering a uniform, statewide measure of English language proficiency for students with the most significant cognitive disabilities.

	Initial ELPAC	Summative ELPAC
Who takes the ELPAC?	The initial assessment is given to students grades K12 whose primary language is not English to determine their English language proficiency. The initial ELPAC is only given once.	The summative assessment is only given to students grades K12 who have been identified as EL. ELs will take the summative assessment every year until they are reclassified as fluent English proficient (RFEP).
What does the ELPAC assess?	• *Speaking:* Using oral language appropriately in the classroom and social interactions • *Listening*: Understanding the oral language of the teacher, extracting information	• *Speaking:* Using oral language appropriately in the classroom and social interactions • *Listening:* Understanding the oral language of the teacher, extracting information and following the instructional discourse

	and following the instructional discourse ● *Reading:* Comprehending and interpreting text at age and grade appropriate levels ● *Writing:* Producing written text with content and format in classroom assignments at age and grade appropriate levels	● *Reading*: Comprehending and interpreting text at age and grade appropriate levels ● *Writing*: Producing written text with content and format in classroom assignments at age and grade appropriate levels
When is the ELPAC given?	● Students are given the initial assessment within 30 days of enrollment ● The initial ELPAC may be administered throughout the year	● The ELPAC summative testing window is in the Spring between February 1st and May 31st.

Alternate version of this assessment follow the same testing windows

Students will be provided with a comprehensive scale score and a performance level that encompasses oral language skills (speaking and listening) and written language skills (reading and writing). The four ELPAC performance levels outlined in the chart below illustrate the typical English language abilities of students at each level.

ELPAC Levels	What Students can Typically Do at Each Level
4	Students at this level have **well developed** English skills. ● They can usually use English to learn new things in school and to interact in social situations. ● They may occasionally need help using English.
3	Students at this level have **moderately developed** English skills. ● They can sometimes use English to learn new things in school and to interact in social situations. ● They may need help using English to communicate on less familiar school topics and in less familiar social situations.

2	Students at this level have **somewhat developed** English skills. ● They usually need help using English to learn new things at school and to interact in social situations. ● They can often use English for simple communication.
1	Students at this level are at a **beginning stage** of developing English skills. ● They usually need substantial help using English to learn new things at school and to interact in social situations. ● They may know some English words and phrases.

The English Language Development (ELD) ELPAC levels categorize student proficiency in English language development across four distinct stages.

- ELD 1 Emerging: Students progress very quickly, learning to use English to meet immediate needs.
- ELD 2 Expanding: Students increase their English skills in more contexts and learn a greater variety of vocabulary and linguistic structures.
- ELD 3 & 4 Bridging: Students at these levels continue to learn and apply a range of high level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts.

STAGE 3 – Parent Notification

Prior to placing a student in an ELD program, the school must inform parents of their child's language classification and eligibility for placement in the ELD program. The school's EL Designee, with the support of the school office staff, will provide the following in writing and mailed home via USPS:

1. **Assessment Notification**: The school will notify parents/guardians of their child's results on the state's English language proficiency assessment within 30 calendar days of receipt
2. **Placement Notification:** At the beginning of each school year, parents/guardians will be informed of the placement of their child in an ELD program.

Parent notification must be communicated in a language that can be understood by them within the first 30 days of school. If the student enrolls after the first 30 days of school, parent notification must be completed within 2 weeks of enrollment.

STAGE 4 Data Reporting

Three key elements are gathered for English Language Learners within their student profiles: language background, language proficiency, and language instruction program. For all students, both ELs and nonELs, a code will identify the primary home language (HLS), with 'eng' designated for native English speakers. This information is essential for state reporting and also meets the requirements of the U.S. Department of Education.

EL Student Cumulative Records

Under the California Education Code, the cumulative record is a legally mandated document that must be perpetually maintained. State and federal regulations stipulate that Local Education Agencies (LEAs) must preserve documentation for ELs within each student's comprehensive record. Value Schools utilizes an English Learner Folder (ELF) to organize and safeguard the necessary documents for ELs. Once a student is identified as an English Learner through the initial ELPAC proficiency assessment, an ELF is created and used to store all pertinent documents. This folder is part of the student's overall cumulative record (CUM) and is accessible for oversight during state and federal compliance reviews. Notably, a Master Plan Folder should not be established for students identified as Initially Fluent English Proficient (IFEP); instead, their documentation is incorporated into their general cumulative records.

The ELF contains the following:

- Home Language Survey
- ELPAC Reports
- Reclassification Documents
- Parent Notifications
- Waiver Documents
- Other NormReferenced Standardized Test ResultsSmarter Balanced, and NWEA
- Alternative Reclassification

Documentation and Record Keeping

The ELF Checklist is an ongoing tool to guide and monitor the documentation requirements for each EL. Documents listed on the checklist should be filed within the folder. Each Value Schools campus appoints a custodian of records responsible for the maintenance, content, and security of the ELF. This custodian ensures all documents are up-to date and accurate, completing a yearly checklist for each student's folder.

CHAPTER 3: INSTRUCTIONAL PROGRAM

To effectively address the academic needs of English Learners, Value Schools will implement a comprehensive instructional program schoolwide. This program is designed to provide sufficient depth and time for English language acquisition, enable students to access the curriculum fully, promote high expectations, and enhance interactions among ELs, teachers, and their peers. English language development is a collaborative effort throughout the school, involving various stakeholders.

Understanding English Language Learners

English Learners (ELs) are a diverse group, ranging from newly arrived students to LongTerm English Learners (LTELs). Those who arrive during adolescence from foreign countries exhibit a wide range of educational experiences, home language literacy, and acclimatization to life in the U.S. Additionally, many students come from socioeconomically challenged backgrounds. Gathering comprehensive information about these students helps the school more effectively support their success. Immigrant students often bring valuable content knowledge from their previous schooling, which can be leveraged to aid their integration and learning.

To best support these students, the designated EL Coordinator, with assistance from the School Counselor and Parent Engagement Specialist, will undertake the following actions:

- Request and utilize academic transcripts from previous institutions to appropriately place students in courses.
- Conduct interviews with students and parents (with translator assistance) about their educational backgrounds, using this information to highlight student strengths when scheduling courses.

ELs with varied educational histories, including those with interrupted schooling, face increased dropout risks and thus require targeted support. Frequent communication with parents is crucial to help them understand the school's programs and how they compare to previous educational experiences. Placement assessments in subjects like English Language Arts (ELA), mathematics, and foreign languages might be provided to determine suitable academic levels.

Characteristics of Diverse EL Student Types

- Newcomers with Formal Education: These students, having arrived in the U.S. within the last three years, typically have little to no English fluency but possess adequate formal education from their native countries. They are often highly motivated, capable of transferring academic concepts with appropriate language support, and potential candidates for the Seal of Biliteracy. However, they may not meet all gradelevel standards due to language barriers and face the dual challenge of quickly learning English while mastering state content and performance standards. These students might benefit from an accelerated ELD program that is both rigorous and flexible, allowing for frequent level adjustments and focused content instruction. They may also require an additional year of high school or transition to alternative programs like adult education.

- Newcomers with Limited Formal Schooling: Recent arrivals with minimal formal education often lack basic literacy skills in their primary language and need extra time to adjust to U.S. school routines and expectations. These students, often refugees, may have endured significant trauma and require socioemotional support alongside academic assistance, especially in developing foundational literacy skills. A longterm educational plan, possibly extending their high school education or transitioning to other educational programs, is typically necessary to address their unique challenges.

- Students with Limited or Interrupted Formal Education (SLIFE): These students represent a specific group within the English language learner population. These students typically have limited academic backgrounds, including reading and writing skills in their native languages, and are generally below grade level in most academic areas. Often new to the U.S. school system, SLIFE may have faced disrupted or minimal educational opportunities due to factors like poverty, geographic isolation, societal norms, economic necessities, or crises such as natural disasters or conflicts. This group includes refugees, migrants, and potentially unaccompanied youth, among others, who have encountered barriers to continuous schooling.

- Unaccompanied children/youth: Young immigrants under age 18 who arrived at the U.S. border alone. The vast majority of these children come to the US due to poverty, unemployment, and oppressive governments. Many have come to the U.S. to reunite with family members, to escape harsh living conditions and for economic reasons. In addition, some children may have actually traveled to the U.S. with family members but are now separated from family members due to a variety of reasons.

Language Considerations

Value Schools recognizes that many recently arrived students may speak languages other than Spanish or English, including indigenous languages from their countries of origin. Schools must be sensitive to the linguistic backgrounds of these students and avoid making assumptions.. Moreover, there is often a stigma associated with speaking indigenous languages, which may lead families to underreport their primary languages, necessitating sensitive and inclusive language assessment practices.

LongTerm English Learners (LTELs)

LTELs: are students who have been enrolled in U.S. schools for six years or more without achieving English proficiency reclassification. These students typically exhibit strong basic interpersonal communication skills in English, yet they possess limited academic language, using general and imprecise vocabulary. They often read and write below grade level and struggle academically, as evidenced by low GPAs and poor performance on district and state assessments. While LTELs may have fluent social language skills in both English and their home language, they lack the academic vocabulary and language structures necessary for engaging with secondary school curricula. They require targeted instruction in academic English, focusing on comprehension, vocabulary expansion, and advanced grammar to produce gradelevel work.

At Risk LTELs (ARLTELs): are students approaching six years in U.S. schools, facing challenges in achieving English proficiency due to persistent academic and language skill gaps. Typically underperforming in core subjects and standardized tests, these students require targeted interventions to bridge their language deficiencies and support their reclassification as proficient English speakers. Addressing their needs involves tailored academic support and strategic interventions that focus on closing specific gaps in language comprehension and usage, ensuring they receive the necessary assistance to succeed academically and avoid becoming LTELs.

Dually Identified English Learners with IEP/504 Plans: are students who, in addition to being English Learners, have recognized disabilities such as learning disabilities, health impairments, speech or emotional disturbances, or autism. These students may also be LTELs. They benefit from additional educational services, support, and accommodations to progress in English proficiency and meet academic standards. An English Learner with an IEP should have specifically tailored linguistic goals that address their unique educational needs. Depending on their specific IEP/504 plans, they may also require accommodations for completing assignments and taking assessments.

INSTRUCTIONAL PROGRAM DESCRIPTION

Central City Value School is committed to offering asset based instructional opportunities that enhance linguistic proficiency, academic language, and academic achievement across the curriculum. To deliver the most effective services to all our students, it is essential to recognize and value the rich linguistic and cultural assets they bring from their communities and families into the classroom. The foundation of our educational approach is built on the families, communities, language, culture, and traditions that inform the valuable assets our students contribute every day.

Value Schools will implement a schoolwide Structured English Immersion (SEI) program to support English Learners (ELs) by aligning instruction with California Common Core State Standards and the English Language Development Standards. This program emphasizes rigorous English language development tailored to the students' proficiency levels and includes specialized instruction in listening, speaking, reading, and writing. This approach promotes high expectations and enhances interactions among students, teachers, and peers. It incorporates both Designated and Integrated English Language Development (ELD) strategies in content area classes, based on the students' proficiency levels, duration in the program, and teacher recommendations, ensuring effective language acquisition practices are present in all classrooms.

Designated English Language Development (dELD):

These courses offer a designated period during the school day for teachers to address the specific language needs of students, based on their proficiency level (Emerging, Expanding, or Bridging). Instruction is tailored, implemented, and scaffolded to meet these specific levels, aligning with the CA ELD Standards (2012). These courses:

- Employ a targeted curriculum focused on English language instruction according to each student's proficiency.

- Are taught by teachers who have strong working knowledge of the English language *and* hold the required credentials: Multiple Subject Teaching (grades TK6) or Single Subject Credential (grades 78) with an aligned EL Authorization, including: ELA1, BA[1], R1WL/ELD, S22/S22, R3/R3B, S6/S6, and S14, as long as the prerequisite credential is not a Designated Subjects Adult Education Teaching Credential, Child Development Instructional Permit, or a Child Development Supervision Permit.

Instruction in Designated ELD reflects the California ELA/ELD Framework by:

- Integrating the four key language skills—Listening, Speaking, Reading, and Writing—into everyday teaching.
- Providing daily opportunities for meaningful speaking practice through structured classroom discussions, small groups, and presentations, utilizing tools like response frames and word banks.
- Beginning with phonemic awareness and phonics, then expanding to vocabulary, text comprehension, and fluency. Students are encouraged to engage actively in reading and writing processes.
- Focusing on extensive vocabulary development, including teaching the multiple meanings of words and encouraging the use of new vocabulary in students' own speaking and writing.
- Offering explicit instruction in reading comprehension strategies.
- Building on and activating students' existing knowledge, connecting new information to known concepts, and discussing its application to new topics.
- Delivering instruction through content and thematic units, providing a structured framework for ELs to integrate new knowledge and apply language skills across subjects.

Integrated English Language Development (iELD):

Integrated English Language Development involves teachers of English Learners implementing specific ELD strategies to ensure that academic content is clear and accessible. This approach requires organizing instruction to support students as they engage with challenging, grade appropriate material. Integrated ELD instruction aligns with the Common Core State Standards and other specific standards (such as NGSS and California History Standards), and is carried out by content teachers who use targeted strategies to enhance the clarity of their teaching:

- English Learners will participate in Integrated ELD across all their content classes throughout the school day.
- Teachers involved in Integrated ELD will undergo professional development centered on the CA ELD Standards, essential aspects of Integrated ELD, the ELA/ELD Framework, and effective methods to help students improve their proficiency in reading, writing, listening, and speaking within the subject matter.
- Courses in Integrated ELD are instructed by teachers who hold the necessary state authorization.

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Access to GradeLevel Core Curriculum

To enhance language use and content understanding, it is essential for teachers to establish a classroom environment that encourages academic risk taking. Instruction should aim to support both language development and the attainment of standards based content knowledge. The core of teaching involves improving language and literacy. Integrated classrooms consist of English Learners at various levels and abilities, all working towards the common objective of enhancing academic language. Effective language focused classrooms include:

- Explicit teaching of language structures and vocabulary in a way that students can understand.
- Incorporation of listening, speaking, reading, and writing skills.
- Implementation of learning supports such as response frames, word banks, and graphic organizers to help as many students as possible grasp the content.Creation of multiple chances for academic dialogue in each class through structured group roles, precision partnering, and response frames.
- Regular checks for understanding and attentive observation of students during both individual and group activities.
- Analysis of student work through formative assessments.
- Provision of literature that fits within the students' appropriate Lexile levels, accessible in both classroom and school libraries.

Scheduling and Curriculum Guide

The chart below provides a brief overview of recommended ELD courses, which are intended to provide greater flexibility in order to better serve all scholars.

ELD Course Overview				
Course Name:	**Target Scholars:**	**Curriculum**	**Credential*:** *[Pending Approval]*	**Motivational Art+Culture Immersion**
ELD I	Newcomers, scholars who need to develop comprehension and academic vocabulary (ELPAC lvl 1; Lexile below 924;)	• SEL component • Language Tree Online • High Point • Adopted material from Clear Grammar 1 by Folse • English,Yes!Learning English Through Literature. Level 1 and 2	Single Subject, Multiple Subject or Education Specialist Credential **with the appropriate EL Authorization**: ELA1, BA**, R1WL/ELD, S22/S-22, R-3/R3B, S6/S-6, S14	School field trips (after school, weekend and/or during vacation) to the museums (The Getty Villa and Center, Museum of Tolerance, Science Museum) and diverse cultural neighborhoods of Los Angeles, such as Little Tokyo,

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		• Inside the USA		Chinatown, Farmers' Market
ELD II	Scholars who need to develop English language proficiency (ELPAC lvl 1-2)	• SEL • Language Tree Online • High Point • Clear Grammar 1 and 2 by Folse • English,Yes!Learning English Through Literature. Levels 2,3,4 • Audiobook: Seedfolks • Edge Curriculu	Single Subject, Multiple Subject or Education Specialist Credential **with the appropriate EL Authorization**: ELA1, BA**, R1WL/ELD, S22/S-22, R-3/R3B, S6/S-6, S14	Inspirational meetings with former MLL students from CCVHS who are currently in college or college graduates

ELD III	Scholars who need to develop English language proficiency (ELPAC lvl 2-3)	• SEL
		• Language Tree Online
		• High Point
		• Clear Grammar 2,3, and 4 by Folse
		• English,Yes!Learning English Through Literature. Levels, 5,6
		• Aduiobooks:
		  ○ Maus
		  ○ The Red Pyramid
		  ○ The Little Prince
		• Inside the USA
			Single Subject, Multiple Subject or Education Specialist Credential **with the appropriate EL Authorization**: ELA1, BA**, R1WL/ELD, S22/S-22, R-3/R3B, S6/S-6, S14	School field trips to the Universities and colleges

In addition, CCVHS recognizes the unique needs of scholars arriving from foreign countries during adolescence. These scholars vary widely in educational experience, home language literacy and acculturation. They need an accelerated ELD program that is rigorous, yet flexible, that allows scholars to progress in their acquisition of English at their own pace. Opportunities to move between levels must be frequent (at the semester, if appropriate). In some cases, Newcomers require an additional year of high school or the opportunity to transition to other programs, such as an adult school. In all cases, it is important that these scholars are counseled correctly, provided supports for the challenges ahead of them, and provided a personalized learning plan that enables them to successfully complete high school and post-secondary studies (AB 2121).

Newcomers With Formal Education: In their first year at the school, they may receive a double block of ELD, utilizing curriculum such as Language Tree Online and or Edge or English 3D, with supplemental support from another resource; enroll in grade-level ELA and a rigorous native-level language course (i.e., Native Speaker Spanish, AP Spanish Lang, AP Spanish Lit); as well as taking content courses appropriate for grade level.

Newcomers With Limited Formal Education: In their first year at the school, they may receive a double block of ELD (Emerging), utilizing curriculum such as Language Tree Online or Edge, with supplemental support from another resource; a phonics intervention class, such as Wilson Reading Just Words (if scholar qualifies via the WIST); and PE; as well as content course. Schools should assess scholars' Spanish level to determine if placement in the course is appropriate.

The chart below provides a brief overview of recommended ELD course sequences for Newcomers , which are intended to provide greater flexibility and acceleration (AB 2121)**.**

Newcomer Program Courses (Entering grades 9-11, less than 1 year in US school)				
Entering **Grade**	**Year 1 in US School** *Two ELD courses - no core ELA (not applicable to all newcomers)*		**Year 2 in US School** *One ELD course (ELD 2 for ELPAC scores of 1-low 2; CC HS Success for ELPAC scores of high 2-4) AND core ELA*	
	Course	**Curriculum**	**Course**	**Curriculum**
Entering in 9	ELD 1	Language Tree Online Clear Grammar English, Yes! Learning English through Literature. Level 1 and 2 **Coming in 2024-2025:** Inside the USA	ELD 2	Possibly Edge and/**or** SpringBoard ELD
	ELD 1	EDGE or English 3D + Adaptation of Clear Grammar by Folse.	English 9	*Core ELA Curriculum with differentiated instruction*

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		Level 1 + English, Yes! learning English through Literature. Level 1 and 2.		
Entering in 10	ELD 1	Language Tree Online + Clear Grammar by Folse 1 + English, Yes! learning English through Literature. Level 1 and 2.	ELD 2 **or** ELD 11	Edge **or** SpringBoard ELD
	ELD 1	Edge	CC English 11	*Core ELA Curriculum*
Entering in 11	ELD 1	Language Tree Online	ELD 2 **or** CC High School Success - ELD 12	Edge **or** SpringBoard ELD
	ELD 1	Edge	CC English 12	*Core ELA Curriculum*

*All EL scholars must be enrolled in the appropriate ELD course, including those with IEPs.
**All courses with English Learners require the appropriate authorization to teach ELs (CLAD, BA, BCLAD, BCC, LDS,etc.) The following authorizations are not considered full EL Authorizations: CCSD (including SB 1949/SB395/AB2913) and the newly embedded EL authorizations with the following codes: ELAM, ELAS, ELAE, or ELA3.

Dually Identified Students: English learners with IEPs

After English Learners (ELs) have been identified using the ELPAC, the school must provide appropriate language services and programs to these students, and also special education services to those who are identified as students with disabilities under the Individuals with Disabilities Education Act (IDEA) or as qualified students with disabilities under Section 504 of the Rehabilitation Act of 1973. These services and support must continue until ELs can participate fully in the educational program without the need for additional EL support, including providing EL services up to the highest levels of English proficiency until students are reclassified as Fluent English Proficient (RFEP).

Best practices for supporting ELs with disabilities include:
Including the most recent ELPAC scores and an appropriate language goal in students' IEPs.

- Providing students with support from a Resource Specialist (RSP) in addition to, rather than replacing, dELD instructional support that is tailored to their English proficiency level.
- If students are Newcomers or at the beginning stages of English language acquisition, placing them in a Designated ELD course for Emerging students, potentially with a double block schedule for ELD. These students may or may not be enrolled in ELA courses during their first year at the school but will participate in Integrated ELD instruction in all core content classes.
- If a parent/guardian opts out of placing a student in an ELD course, they must submit an appropriate waiver and have an IEP to document this change in programming.

It is crucial to note that the requirements outlined in a student's IEP take precedence over EL programming. If the IEP specifies instruction in the primary language, no parental exception waiver is needed for such instruction. State and federal laws mandate that ELs with an IEP continue to receive the programs and services tailored to their special needs, including linguistically appropriate goals and objectives. The IEP must specify which services are suitable for ELs based on their specific disabilities and English proficiency levels. Regardless of the prescribed services, ELs must also receive EL instruction. If a student with an IEP is enrolled in an ELD course, the ELD teacher must collaborate with the student's IEP case manager to ensure that the instruction effectively aligns with the student's IEP goals.

Request for Removal from English Language Development Program

Parents of English learners have the right to decline or opt their children out of the school's language acquisition program or specific English learner services within that program (20 U.S.C Section 6318[c][A][vii]). However, the school remains obligated to provide the student with meaningful instruction (5 CCR Section 11302) until the student is reclassified, to inform the parent when progress is not made, and to offer programs and services for consideration at that time. English Learners may be removed from the ELD program at the request of the student's parent or guardian by completing the OptOut Form. However, **all English Learners, even those who opt out of the ELD program, must take the Summative ELPAC annually until reclassified.**

Process for Requesting Removal from the ELD Program:

1. The OptOut Form must be requested by a parent/guardian via email, phone call, or in person. This request can be made at any time and applies only to the current school year.
2. The form must be signed by a parent/guardian and returned to the principal for approval.
3. The signed form must placed in the students CUME and the EL Coordinator or Designee must retain a digital copy in their records.
4. Upon approval, the student is removed from the Designated ELD class for the remainder of the school year.
5. The student will continue to be identified as an EL until meeting the Value Schools reclassification criteria.
    - The student will continue to take the ELPAC summative exam in the spring, and their progress toward English proficiency will be monitored.
    - If the student does not reclassify after being removed from the ELD program by the fall (August) reclassification cycle of the next school year, they should be re enrolled in a Designated ELD course that year.

It is important to note that this process must be repeated each year. If the student does not reclassify after 2 years of opting out of the program the school team reserve the right to deny the request.

Testing Accommodations

All students deserve an equitable opportunity to demonstrate learning on high stakes assessments. Accommodations and designated supports make these assessments more accessible to English Learners (ELs). In addition to a legal and moral obligation to ensure all students receive the support they need, this also presents a major opportunity to improve student performance. ELs would benefit from supports for the following assessments:

- ELPAC
- CAASPP
- NWEA
- Unit Summative Assessments

On state assessments and NWEA, there is an embedded support called “Text to Speech” that is most suitable for students who have been in the country for less than 6 years. Additional non embedded supports (provided in person at the school, by school personnel) are always encouraged for students who need them. For students with IEPs, these non embedded supports should be documented in Section K of their IEP. These include:

Verbally translating test directions

- Bilingual dictionary for students who have been in the country for 3 years or less and are able to read proficiently in Spanish
- Small Group setting
- Extended time
- Read aloud in English
- Scribe (for ELA non writing items and math items)

The ELD coordinator/teacher will collaborate with the RSP for additional guidance on these non embedded testing supports.

Exemptions for the ELPAC domains

In some cases, a student's disability may prevent them from being able to take one or more of the domains. In this situation, a disability exemption may be most appropriate. The ELPAC Administration Student Accessibility Checklist will help guide Section 504 and IEP teams in determining whether a student is exempt from taking a domain of the ELPAC. It should be noted that for a student to be assigned an Overall score, the student will need to be assessed with the ELPAC in at least one domain for both the Oral and Written Language composites. A student is considered as having been assessed in Oral Language if they have been assessed in either the Speaking or Listening domain. A student is considered as having been assessed in Written Language if they have been assessed in either the Reading or Writing domain. When Section 504 plan or IEP teams determine that the entire Oral Language composite—Speaking and Listening—or the Written Language composite are to be exempted, the teams should consider the use of an alternate assessment to the ELPAC.

EL Progress Monitoring

Central City Value School (CCVS) regularly monitors and assesses the progress of all English Learners, including those who have opted out of the EL program, in both English language proficiency and content knowledge throughout the school year. Monitoring student progress helps to identify students who are not making appropriate progress and enables the school to provide additional support. This support aims to help ELs reach English proficiency while ensuring they have meaningful access to grade level core content instruction and addressing any academic deficits in a timely manner.

CHAPTER 4: RECLASSIFICATION CRITERIA AND EXITING

Reclassification Overview

Reclassification is the process through which a student's English language proficiency status is changed from English Learner to Reclassified Fluent English Proficient (RFEP) (EC Section 313(f)). The objective is to prepare students for reclassification as swiftly as possible and to continue monitoring their progress for four years following reclassification (20 U.S.C. § 6841[a][4][5]; 5 CCR § 11304).

Reclassification Criteria for General Education and Dually Identified Students

English Learners are reclassified to fluentEnglish proficient based on the following multiple criteria, in alignment with California EC and the State Board of Education recommendations:

1. Assessment of language proficiency, using an objective assessment instrument, including but not limited to, the state test of English language development (ELPAC)
2. Teacher evaluation, including but not limited to, a review of the student's curriculum mastery
3. Comparison of the student's performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient scholars of the same age
4. Parent/guardian opinion and consultation

Reclassification Measures	Reclassification Criteria
English Proficiency (ELPAC)	The student has demonstrated English Proficiency by achieving the following score on the ELPAC: **Overall proficiency level 4**
Teacher Evaluation	Once students are recommended for reclassification by the ELD Coordinator, the following criteria must be met for approval: In grades K2, the teacher's recommendation must indicate that the student is meeting standards; in grades 38, the student must be passing English Language Arts with a grade of C or better. If a teacher disagrees with the reclassification recommendation, they must present a preponderance of evidence, such as work samples and test scores, demonstrating that the student is not yet ready to be reclassified. If the evidence supports that the student should not be reclassified, the student retains their English Learner status. General education teachers are responsible for signing off on the Notice of Reclassification of English Language Proficiency if they agree with the

	reclassification.
Basic Skills Assessment	The student has demonstrated basic gradelevel skills in English as evidenced by the adopted, gradelevel basic skills assessment: ● Students in grades K2 must score approaching grade level or above on the NWEA English Language Arts benchmark to meet reclassification criteria. ● For students in grades 38, either a score of approaching grade level of the national norm on the NWEA ELA benchmark (at or above the 40th percentile) or an overall score of 3 on the SBAC ELA assessment is also acceptable.
Parent Opinion and Consultation	Once the ELD Coordinator and general education teacher agree on a recommendation to reclassify a student, the ELD Coordinator schedules a meeting with the parents to discuss the implications of the proposed reclassification. If the parents consent, they sign the Notice of Reclassification, which is then filed in the student's cumulative record along with the performance data supporting the reclassification. If the parents do not consent, a followup meeting is arranged to review the evidence demonstrating the student's readiness for reclassification.

Steps for Reclassification of Students with IEPs on Alternate Curriculum

For students with Individualized Education Plans (IEPs), the reclassification criteria and process include some specific adjustments to accommodate their unique educational needs. Here are the detailed criteria and process for these students:

Reclassification Criteria for Students with IEPs

1. Assessment of English Language Proficiency:
    - Achieve an Overall Alternate Summative ELPAC Performance Level of 3.

2. Teacher Evaluation:
    - Elementary (K5/6): Composite mark of 3 or 4 in English Language Arts.
    - Secondary (612): Grade of C or better in the grade level ELA/ELD course.

3. Parent Consultation:
    - Involve and consult parents during the IEP meeting about reclassification.

4. Performance in Basic Skills:
   - Score at the basic or benchmark level or above using alternate assessments like the California Alternate Assessment.

Process for Reclassification

Initial Review:
- The IEP team evaluates the student's academic and language progress.

Documentation and Parent Consultation:
- Document all team findings and recommendations.
- Conduct a detailed consultation with parents during the IEP meeting.

Decision Making:
- If criteria are met, proceed with recommending reclassification.
- If not met, consider further assessments or IEP adjustments.

Completion of Reclassification:
- Complete and update necessary documentation.
- Notify parents formally and develop a transition plan.

This process ensures that the reclassification of students with IEPs is thorough, considering both their educational needs and accommodations.

Monitoring Reclassified Students

After students are reclassified as Reclassified Fluent English Proficient (RFEP), the school will maintain oversight of their academic progress for four years. Should monitoring indicate that a reclassified English Learner is not making satisfactory academic progress due to ongoing language barriers, the school will offer further assistance. This support may include, but is not limited to, tutoring, accommodations, and supplemental classes such as ELD courses.

CHAPTER 5: STAFFING ENGLISH LANGUAGE PROGRAMS

Securing, nurturing, and retaining effective educators is crucial for the success of English Learners at CCVS. The school commits to employing teachers who are not only highly qualified in their subject areas but also possess the necessary qualifications to support English Learner students. This involves meeting state standards and possessing the skills required for effective instruction in the EL program.

Certification and Staffing Overview

According to the California Commission on Teacher Credentialing, every teacher instructing English Learners must have an authorization specifically for teaching these students. To ensure teachers are appropriately certified, the school actively seeks candidates who are fully authorized to teach English Learners. If such candidates are unavailable, the school's staffing team will facilitate the acquisition of an Emergency EL Authorization Permit for qualified candidates. Those with permits must either maintain their permit status or achieve full EL Authorization to continue their roles. New teachers must sign an EL Authorization Agreement committing to obtain this certification, with their progress monitored annually by the Credential Manager.

Credential Information

All California prepared credentials currently include a basic EL Authorization. Teachers with older credentials like the Ryan or Standard teaching credentials, which did not initially include EL Authorization, must acquire it.

Out-of-State Credentials

Teachers with credentials based on out-of-state training that did not include EL authorization must obtain an EL Authorization such as CLAD or BCLAD.

Specific Teaching Settings

Departmentalized ELD: Teachers must have a specific EL Authorization suitable for teaching ELD in departmentalized settings.
SDAIE (Specially Designed Academic Instruction in English): Instructors need an EL Authorization to teach in these settings, which includes certifications applicable to departmentalized ELD instruction.

This structured approach ensures that all teachers have the necessary authorizations to provide highly effective, compliant education to English Learners.

English Language Development Coordinator (ELD Coordinator)

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The English Language Development (ELD) Coordinator plays a key role in the school's instructional leadership team, spearheading ELD strategies at their school. With a deep understanding of ELD instruction, the coordinator ensures that all English Learner (EL) students receive academic and socio-emotional support. They work closely with counselors, teachers, and families to foster the success of EL students. The coordinator is responsible for developing and executing the school's ELD program and mentors teachers in employing effective strategies for strong student outcomes. Additionally, the Coordinator may also teach ELD classes directly.

1. Program Development and Implementation:
   - Design, implement, and evaluate the ELD program to meet the diverse needs of English Learners.
   - Accommodate curriculum and instructional materials tailored to ELD and aligned with state standards.

2. Instructional Leadership and Support:
   - Provide professional development and coaching to teachers on effective ELD strategies and best practices.
   - Model effective ELD teaching techniques and strategies for classroom teachers.
   - Assist in the integration of ELD strategies across different content areas.

3. Assessment and Monitoring:
   - Oversee and coordinate the administration of English language proficiency assessments, such as the ELPAC.
   - Monitor and analyze data on EL students' progress in acquiring English proficiency and academic achievement.
   - Use data to refine and adapt ELD programs and instruction.

4. Collaboration and Coordination:
   - Work closely with teachers, administrators, and reading specialists to ensure a cohesive approach to EL education.
   - Work closely with the school's parent liaison to effectively engage with parents and families, providing necessary resources and strengthening support for English Learners.
   - Participate in IEP meetings for English Learners with IEPs to ensure that their language development needs are being met.

5. Compliance and Reporting:
- Ensure that the school's ELD program complies with federal, state, and district regulations concerning English Learners.
- Prepare and maintain necessary documentation and reports related to ELD program effectiveness and compliance.
- Stay informed on current laws and educational policies affecting English Learners.

6. Direct Instruction:
- For upper grade levels, directly teach ELD classes or specific interventions designed to accelerate English language acquisition.
- Provide targeted support to students with varying levels of English proficiency.

7. Resource Management:
- Manage resources allocated for the ELD program, including materials, technology, and staffing.
- Advocate for additional resources and support to enhance the ELD program.

8. Parent and Community Engagement:
- Organize and lead ELAC meetings and EL focused workshops for parents of English Learners.
- Foster community partnerships to support the educational needs and cultural integration of EL students.

These responsibilities make the ELD Coordinator a pivotal figure in ensuring that English Learners receive effective and equitable educational opportunities.

CHAPTER 6: PROFESSIONAL DEVELOPMENT FOR ALL TEACHERS WHO WORK WITH ENGLISH LEARNERS

CCVS is committed to fostering a school environment that values the diverse linguistic, cultural, and experiential backgrounds of its students. The school implements structures and processes tailored to meet the needs of all students. School leaders collaborate with guidance counselors,

teachers, and staff to offer professional development that supports a culturally aware and instructionally robust, schoolwide support system.

EL-Specific Professional Development

CCVS will conduct a series of professional development sessions specifically for English Learners, aligned with our ELD objectives to effectively implement the school's EL program (Castaneda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1011-1013). This professional development, provided to classroom teachers, administrators, and staff, includes:

- Training to enhance the instruction and assessment of English Learners in all content areas;
- Courses designed to improve the ability of teachers, principals, and other school leaders to understand and apply effective curricula, assessment practices, and instructional strategies for English Learners;
- Programs proven effective in boosting students' English proficiency and significantly enhancing teachers' subject matter expertise, teaching knowledge, and skills, as evidenced by classroom observations; and
- Training of sufficient intensity and duration to produce a lasting positive effect on teachers' classroom performance, beyond the scope of one-day or short-term workshops and conferences. (20 U.S.C. Section 6825[c][2][A–D])

CHAPTER 7: PARENT ENGAGEMENT

At CCVS, fostering a safe, nurturing community is essential to academic excellence and is deeply embedded in our approach to parent engagement. We empower parents with the necessary information to effectively advocate for and participate in their children's education. Collaboration between parents and school staff is crucial to enhance student achievement and

expand college and career opportunities for our students. To ensure active participation from parents of English Learners, we commit to the following actions:

- Creating a Welcoming Environment: We strive to make our school a welcoming place by establishing a safe and inviting culture.
- Maintaining Open Communication: Regular, two-way communication between home and school is vital.
- Involving Parents in Decision-Making: Parents are integral partners in decisions affecting their children, especially those related to the English Learner program.

Welcoming Parents

Creating a welcoming environment for EL families is crucial. Many of our staff members are bilingual, and we have a Parent Liaison dedicated to supporting families during the enrollment process and beyond. Building trusting relationships with EL families sets a foundation for student success. Key practices include:

- Enrollment Assistance: The enrollment process is supported by the Parent Engagement Specialist and bilingual office staff, who help with applications, documentation, and any questions parents may have.
- Reclassification Consultation: Reclassification is a significant milestone for EL students. It's important that parents understand and are involved in this process.
- Parent Orientation: Held at the start of the school year, this orientation is crucial for parents of EL students. It covers academic programs, extracurricular activities, the EL program, and more. Bilingual staff provide translation and support..
- Parent Workshops: We offer workshops on topics like Health and Nutrition and Mental Health, with translations available in English and Spanish.
- School Website: Our website serves as a comprehensive resource, featuring EL contact information, translated parent handbooks, and School Board of Directors agendas and minutes.
- Phone Calls Home: Using systems like ParentSquare, or through dedicated staff, we keep parents informed about attendance, events, and more.
- Flyers and Progress Reports: Bilingual flyers and regular academic progress reports keep parents informed about school activities and their child’s academic progress.
- Progress Monitoring: We also send updates on students’ EL/RFEP progress towards academic success.

- EL Parent Letters: Translated letters keep parents informed about EL assessments, annual notifications, placements, and RFEP monitoring.

These initiatives are part of our commitment to ensuring that parents are well-supported and actively involved in their children's education at CCVS.

Partners in Decision-Making

English Learner Advisory Committees (E): The primary role of the ELAC is to provide advice and written recommendations to the school principal and the School Site Council (SSC) regarding the implementation and evaluation of the school's services for English Learners. Below is a sample timeline of topics of discussion for the school year:

Date	Action/Activity	Goal/Commitment
Aug/September	ELAC meeting #1	The following topics must be covered in the first meeting: ● School Priority Plan (based on Needs assessment) ● CAASPP data in ELA and Math ● ELPAC and reclassification data ● School attendance policy/plan and data ● Parent involvement opportunities and data ● EL Master Plan Training ● Officer elections announced for meeting #2
October/November	ELAC meeting #2	The following topics must be covered in the second meeting: ● ELL achievement data (NWEA Fall administration) ● California Dashboard ● Chronic Absenteeism ● LCAP ● Election of Officers (if needed) *officers serve a term of 2 years*
January	ELAC meeting #3	The following topics must be covered during the third meeting: ● EL Students' Promotion progress ● LCAP update

		• Social Emotional Learning • Reclassification criteria • ELPAC Summative Assessment overview
February	ELAC meeting #4	The following topics must be covered during the fourth meeting: • EL Graduation/Promotion progress • School Emergency Plan • Chronic Absenteeism • LCAP review and feedback • Scholar attendance data
April	ELAC meeting #5	The following topics must be covered during the fifth meeting: • EL achievement data (NWEA Spring) • LCAP for next school year • EL Promotion progress update • SBAC Testing Overview
May/June	ELAC meeting #6	The following topics must be covered during the sixth meeting: • LCAP for next school year • EL Promotion progress • Student attendance data • Complete needs assessment for next school year • Plan for reporting of Needs Assessment to SSC

Process for Parent Request for Language Acquisition Program

Under Proposition 58 (Global CA 2030), an initiative by Governor Brown, schools and districts are required to have a procedure in place for processing requests from parents for a language acquisition program. A program request can be initiated if at least 20 parents from a specific grade level or 30 parents from across the school submit a request.

Receiving and Documenting Parent Requests:

Schools must keep written records of all parent requests, even if initially made verbally. These records should include:

- Date of the request
- Names of the parent and student
- Description of the request
- Grade level involved

Action Process:
Once the threshold of 20 requests at a grade level or 30 school-wide is met, the school has 60 days to respond. The steps are as follows:

1. Communication: Within the first 10 days (included in the 60-day period) after meeting the request threshold, the school, in collaboration with the central office, will inform parents, teachers, administrators, the English Learner Parent Committee, and the School Site Advisory Council in writing about the request.

2. Cost and Resource Analysis: The site administrator and the Chief Executive Officer in collaboration with the Chief Financial Officer will conduct a cost and resource analysis to assess the feasibility of implementing the requested program. Considerations include:

- Certified teachers with appropriate credentials
- Space availability
- Curriculum and instructional resources
- Necessary professional development
- Infrastructure needs
- Implementation timeline
- Parent and community engagement

3. Determination: After the cost and resource analysis, the site administrator and the Director of ELL Strategy will decide whether the language acquisition program can be implemented.

- If feasible, a detailed plan and timeline for implementation will be shared with the school community.
- If not feasible, the school will provide a written explanation detailing why the program cannot be implemented and may suggest alternative options.

The decision, along with any plans for implementation or explanations for non-implementation, will be communicated in writing to all relevant parties within 60 days of reaching the threshold.

Legal References:
EC Sections 305 and 310; 5CCR Section 11311 and 11312.

CHAPTER 8: PROGRAM EVALUATION OVERVIEW

The evaluation of the English Learner program encompasses a systematic approach to planning, data collection, and analysis to assess the effectiveness of practices and procedures. This involves both formative and summative evaluations to continuously improve and assess the program's outcomes.

Incorporating Academic Performance Data:

- Reviewing NWEA EL Academic Performance: Reviewing the NWEA academic performance of English Learners is a crucial step in capturing and analyzing trends in student achievement.
- Adjusting Program Based on Data Trends: Utilizing insights from the NWEA performance data helps make informed adjustments to the program, ensuring that teaching strategies and resources are tailored to the needs of English Learners.

Ongoing Evaluation and Team Collaboration:

- Formative Evaluation: Conducted during the first semester in collaboration with the school principal, reading specialist, cluster leads, and the Chief Academic Officer (CAO). This team works together to identify trends and implement immediate changes to improve the program.
- Summative Evaluation: At the end of the academic year, the same team leads the summative assessment, analyzing the program's overall success and areas that require improvement. Based on these findings, they will make necessary adjustments for the upcoming year.

Together, these evaluations, informed by NWEA data and led by a collaborative team, serve as fundamental tools for making educational decisions and setting policies for English Learner programs. This dynamic approach allows for continuous refinement and responsiveness to the evolving educational needs of students.

CHAPTER 9: FUNDING

Central City Value School (CCVS) funds their English Learner (EL) programs primarily through state and federal funding sources:

1. Local Control Funding Formula (LCFF): CCVS receives funding through the LCFF, which is the primary funding mechanism for all public schools in California. This formula provides a base

grant per student and additional grants that are allocated based on the percentage of English learners, low-income students, and foster youth enrolled. These additional funds are specifically designated to improve services for these student groups, including English learners at CCVS.

2. Title III Funds: On the federal level, CCVS benefits from Title III of the Elementary and Secondary Education Act, targeted specifically to help English learners achieve English proficiency. CCVS can use these funds for professional development, instructional materials, and other programs aimed at enhancing the educational experiences of English learners.

CCVS is accountable for the outcomes of its English learner programs and must demonstrate how these funds are being effectively used to support the academic progress of English learners.

APPENDIX:

1. Worksheet: EL Proficiency Assessment Participation ConsiderationOpt Out of ELD Parent Form
2. Checklist:Master Plan Folder
3. Opt-Out Form
4. EL Progress Monitoring Report

5. Form: Reclassification Eligibility
6. Form: IEP Meeting Reclassification
7. Letter: Reclassification Parent Notification
8. RFEP Progress Monitoring Report

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MISSION OF VALUE SCHOOLS

The mission of the Board of Directors of Value Schools, which operates Downtown Value Elementary School, Everest Value Elementary School, Central City Value HIgh School and University Prep Value High School, is to establish and support high quality, values based elementary and secondary charter schools for populations of students who have been historically underserved by the public school system.

Vision for our Multilingual Learners

At Value Schools, we envision an inclusive and nurturing educational community where every Multilingual Learner is empowered to achieve academic excellence and develop to their fullest potential. We are committed to providing rigorous, asset-based education that respects and values the unique cultural and linguistic backgrounds of our students. Through comprehensive support, strategic interventions, and collaborative efforts with families and educators, we aim to prepare all students for higher education and meaningful contributions to society.

THE FIVE CORE VALUES

Five values are the core of Value Schools' educational model, and are expressed every day by students in our Morning Ceremony:

Value 1: Academic excellence is the means to a full life.

"We believe that going to school is the most important thing we can do right now."

Academic learning develops a person's capacities to enjoy life, to live cooperatively and comfortably with others, to contribute to the economic wellbeing of oneself and society and to be an active citizen. Anything less than striving for excellence deprives both students and society. The fundamental means to excellence are teachers who offer expert instruction with high expectations for performance, students who are disciplined learners, and standards of accountability for both.

Value 2: Each student can develop to his or her fullest potential.

"We believe that each of us can learn and that in school we grow to become all that we can be."

Each person is unique, and each is gifted with talents and abilities. While each ought to excel in an area of special talent, each also should develop a whole range of human talents to the maximum extent possible. Schools have the responsibility of assisting parents/guardians and the students to identify areas of special talent and, at the same time, guiding so that no area of learning is neglected.

Value 3: Each individual is unique and deserves respect.

"We believe that we should respect every person."

Each person has the right to life, liberty, and the pursuit of happiness. These rights accord each with dignity that is to be respected by all. This dignity implies that in society there are rules that limit certain behavior so that all might have the fullest exercise of their rights. These rules are the laws enacted by the government, codes of conduct set by institutions, customs and practices found in civil society and the moral norms freely adapted by individuals. Good schools set high standards for student behavior.

Value 4: A safe, nurturing community is essential to academic excellence.

"We believe that working together we can do more than we can do by ourselves."
Rules of conduct that protect each person's dignity are not enough to create community. A community grows from common ideals and shared experiences. A community is composed of persons who genuinely care for each other and seek what is good for each other. In a community, everyone belongs and feels valued by others. In a community, each feels secure and is supported in efforts to grow in every way.

Value 5: Service to others and the community is a responsibility of an educated person.

"We believe that what we learn is not just for ourselves, but to help others and make a better world."

An education completes a person by developing their talents and abilities. However, an educated person is not satisfied with only personal development. Talents and abilities perfected through an education needs to be used to make a better world for all. Community service is a benefit for the civic or economic life of society, as well as for the family, social groups and voluntary organizations.

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DOCUMENT OVERVIEW

Purpose of Document and Introduction
Chapter 1: Equity and Access
Chapter 2: Identification and Assessment
Chapter 3: Instructional Program
Chapter 4: Reclassification Criteria and Exiting
Chapter 5: Staffing English Learner Programs and Teams
Chapter 6: Professional Development for All Teachers Who Work With English Learners
Chapter 7: Parent Engagement
Chapter 8: Program Evaluation
Appendix

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PURPOSE OF DOCUMENT AND INTRODUCTION

At Value Schools, we recognize that each student contributes unique assets that enhance our classrooms and community. To facilitate every student's success and foster a common understanding of our educational programming and methods, Value Schools is committed to offering comprehensive guidance, resources, training, and support to our educators, staff, and parents. This initiative aims to create an inclusive and rigorous educational environment for our Multilingual Learners (MLLs).

It is critical for Value Schools to take an active role in evaluating and improving student performance, program effectiveness, and teaching practices. The adoption of evidencebased strategies to boost the academic achievements of MLLs is crucial, particularly as we strive to prepare all students at Value Schools for higher education and careers in a globalized 21st century economy.

The core guiding principles of this Master Plan, which embody crucial concepts for educating MLLs, include:

Assets Based Education: We cultivate an asset focused mindset among educators, who recognize, appreciate, and affirm the cultures and languages of themselves, their students, and their students' families. This approach promotes student empowerment and a passion for learning.

- Value 1 (Academic excellence): By recognizing and affirming the unique cultural and linguistic assets that students bring to the classroom, educators set high expectations that encourage excellent academic performance and foster a fulfilling academic experience.
- Value 2 (Fullest potential): This principle supports the belief that every student’s unique talents can be developed. Understanding and leveraging individual backgrounds helps tailor learning experiences that maximize students' potential.
- Value 3 (Respect for individuals): Respecting and valuing diverse cultures and languages in educational settings embody the commitment to respecting every individual, acknowledging their inherent dignity and rights.

Rigorous Academics for All: Our Multilingual Learners engage in academically demanding and age appropriate activities that enhance their proficiency in English—including academic language—and overall scholastic achievement.

- Value 1 (Academic excellence): Engaging Multilingual Learners in challenging and appropriate academic activities ensures high quality education that prepares students for personal success and active citizenship.
- Value 2 (Fullest potential): Rigorous academics help all students, regardless of their initial proficiency, to develop a wide range of talents and reach their academic potential.

Alignment and Articulation: Multilingual Learners follow a consistent, coherent educational pathway from enrollment to graduation, ensuring readiness for higher education and future careers.

- Value 1 (Academic excellence): A coherent educational pathway ensures that all learning activities are aligned towards achieving academic excellence, preparing students for higher education and future careers.
- Value 4 (Safe, nurturing community): A well articulated educational journey fosters a sense of belonging and security.

Systemic Support: We provide comprehensive professional development for all educational leaders and staff, who collectively support and assess the progress of Multilingual Learners, respond to diverse educational needs, and make equitable, research driven fiscal decisions.

- Value 1 (Academic excellence): Professional development for educators and systemic support for academic programs underscore the commitment to expert instruction and high standards of accountability.
- Value 3 (Respect for individuals) & Value 4 (Nurturing community): By providing comprehensive support and fostering accountability, Value Schools ensures that each student feels valued and supported, which is essential for maintaining a respectful and secure community.
- Value 5 (Service to others): The emphasis on equity in resources and education prepares students not just for personal success, but to contribute positively to society.

Overall, the core principles of education for Multilingual Learners at Value Schools are intricately woven with the institution's broader values, ensuring that the educational journey is not only about academic success but also about nurturing respectful, well rounded individuals who are prepared to contribute to their communities and the wider world.

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CHAPTER 1: EQUITY AND ACCESS

At Value Schools, AssetsBased Education underpins our commitment to inclusivity and excellence, recognizing all students' unique abilities as vital to enriching our educational community and promoting academic success. We engage parents as crucial partners and empower school personnel to address the urgent needs of Multilingual Learners (MLLs). Our rigorous academic framework includes accessible English Language Development (ELD) courses, effective alignment and articulation strategies, and systemic support measures that adhere to standards like the California English Language Development Standards and the EL Master Plan.

Assets Based Education:

- Recognize that all students bring valuable skills, knowledge, and experiences that contribute to their academic success and enrich our school culture as they advance towards English proficiency.
- Treat parents as essential partners, leveraging the languages, skills, and cultural backgrounds they bring to our educational community.
- Encourage all school personnel to feel responsible and urgent about meeting the needs of MLLs.

Rigorous Academics for All:

- Ensure the availability and effectiveness of English Language Development (ELD) courses to accommodate MLLs' varied proficiency levels.
- Place students in suitable ELD courses based on accurate proficiency assessments.
- Develop and implement teaching strategies and professional training that engage MLLs in challenging and thought provoking educational content.
- Foster an environment where all educators are equipped to integrate ELD principles through ongoing professional development and teamwork.

Alignment and Articulation:

- Offer structured guidance on course selection and academic sequencing.
- Utilize and provide data analysis tools to help educators accurately track and support MLLs throughout their educational journey.

Systemic Support:

- Facilitate the adoption of the California English Language Development Standards in preparation for the ELPAC, ensuring comprehensive assessment of English language proficiency.
- Implement the EL Master Plan as an effective framework to support and service MLLs.
- Work in conjunction with the Special Education Department to ensure that language development goals for MLLs with Individualized Education Plans (IEPs) who have dual identification (MLL and SWD—students with disabilities) are prioritized and adequately supported.

CHAPTER 2: IDENTIFICATION AND ASSESSMENT

Proper identification of ELs helps ensure that the school's English language development program is designed to meet the needs of its students. The following procedures are designed to ensure that the student receives an appropriate and effective education.

STAGE 1 – Identification of Students Whose Home Language Is Other Than English (Initial)

Each student is required to complete a Home Language Survey (HLS), which is provided in the most commonly spoken language in the local community, such as Spanish. This survey is filled out by parents at the time of initial enrollment and includes four specific questions about the family's home language. The HLS is a standard part of the enrollment packet, and all questions must be completed. The survey includes these four questions:

1.What language did the student learn when he or she first began to talk?
2.What language does this student use most frequently at home?
3.What language do you use most frequently to speak to this student?
4.Which language is most often used by adults at home?

The school will ensure that ALL students have a completed HLS on file (including monolingual English speakers). If any of the four questions in the HLS indicates the use of a language other than English by the students or in the home, the students will be assessed for language proficiency.

Record Keeping
To ensure that accurate records are kept, every student identified as EL attending Value School has an English Learner Folder (ELF). The ELF is maintained with the student's ELD teacher in grades TK/K through 8th. The ELF contains the following:

1. Home Language Survey
2. ELPAC Reports
3. Reclassification Documents
4. Parent Notifications
5. Waiver Documents
6. Other NormReferenced Standardized Test ResultsSmarter Balanced, and NWEA
7. Alternative Reclassification

Maintenance of Records
Upon completion of the assessment process in grades TK through 8th, the school will record the results into the Value School database. Results of initial assessments are entered for each student and communicated to the student's teacher(s). A copy of the Home Language Survey, original forms with assessment results in English and Primary Language, and Parent Notification forms are placed in the student's English Learner Folder (ELF).

STAGE 2 – English Language Assessments

The ELPAC (English Language Proficiency Assessments for California) is designed to identify students who have limited proficiency in English. This assessment evaluates how well students speak, listen, read, and write in English when it is not their first language. The ELPAC consists of two types of exams:

- Initial ELPAC: This is used for the initial identification of students as English Learners (ELs).
- Summative ELPAC: This is an annual assessment aimed at measuring an EL's progress and determining their level of English proficiency.

The California Department of Education has developed the Alternate English Language Proficiency Assessments for California (Alternate ELPAC) specifically for students with significant cognitive disabilities. The Alternate ELPAC serves two primary functions:

- Initial Alternate ELPAC: Helps determine whether a student should be initially classified as an English learner (EL) or initially fluent English proficient (IFEP).
- Summative Alternate ELPAC: Provides annual insights into students' progress in English language proficiency (ELP) and aids in decisions regarding their redesignation as fluent English proficient (RFEP).

The assessment aligns with the 2012 California English Language Development Standards, utilizing the English Language Development Connectors which simplify the depth, breadth, and complexity appropriate for this student population.

The Alternate ELPAC supersedes any locally determined alternate assessments, offering a uniform, statewide measure of English language proficiency for students with the most significant cognitive disabilities.

	Initial ELPAC	Summative ELPAC
Who takes the ELPAC?	The initial assessment is given to students grades K12 whose primary language is not English to determine their English language proficiency. The initial ELPAC is only given once.	The summative assessment is only given to students grades K12 who have been identified as EL. ELs will take the summative assessment every year until they are reclassified as fluent English proficient (RFEP).
What does the ELPAC assess?	• *Speaking:* Using oral language appropriately in the classroom and social interactions • *Listening*: Understanding the oral language of the teacher, extracting information	• *Speaking:* Using oral language appropriately in the classroom and social interactions • *Listening:* Understanding the oral language of the teacher, extracting information and following the instructional discourse

	and following the instructional discourse ● *Reading:* Comprehending and interpreting text at age and grade appropriate levels ● *Writing:* Producing written text with content and format in classroom assignments at age and grade appropriate levels	● *Reading*: Comprehending and interpreting text at age and grade appropriate levels ● *Writing*: Producing written text with content and format in classroom assignments at age and grade appropriate levels
When is the ELPAC given?	● Students are given the initial assessment within 30 days of enrollment ● The initial ELPAC may be administered throughout the year	● The ELPAC summative testing window is in the Spring between February 1st and May 31st.

Alternate version of this assessment follow the same testing windows

Students will be provided with a comprehensive scale score and a performance level that encompasses oral language skills (speaking and listening) and written language skills (reading and writing). The four ELPAC performance levels outlined in the chart below illustrate the typical English language abilities of students at each level.

ELPAC Levels	What Students can Typically Do at Each Level
4	Students at this level have **well developed** English skills. ● They can usually use English to learn new things in school and to interact in social situations. ● They may occasionally need help using English.
3	Students at this level have **moderately developed** English skills. ● They can sometimes use English to learn new things in school and to interact in social situations. ● They may need help using English to communicate on less familiar school topics and in less familiar social situations.

2	Students at this level have **somewhat developed** English skills. ● They usually need help using English to learn new things at school and to interact in social situations. ● They can often use English for simple communication.
1	Students at this level are at a **beginning stage** of developing English skills. ● They usually need substantial help using English to learn new things at school and to interact in social situations. ● They may know some English words and phrases.

The English Language Development (ELD) ELPAC levels categorize student proficiency in English language development across four distinct stages.

- ELD 1 Emerging: Students progress very quickly, learning to use English to meet immediate needs.
- ELD 2 Expanding: Students increase their English skills in more contexts and learn a greater variety of vocabulary and linguistic structures.
- ELD 3 & 4 Bridging: Students at these levels continue to learn and apply a range of high level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts.

STAGE 3 – Parent Notification

Prior to placing a student in an ELD program, the school must inform parents of their child's language classification and eligibility for placement in the ELD program. The school's EL Designee, with the support of the school office staff, will provide the following in writing and mailed home via USPS:

1. **Assessment Notification**: The school will notify parents/guardians of their child's results on the state's English language proficiency assessment within 30 calendar days of receipt
2. **Placement Notification:** At the beginning of each school year, parents/guardians will be informed of the placement of their child in an ELD program.

Parent notification must be communicated in a language that can be understood by them within the first 30 days of school. If the student enrolls after the first 30 days of school, parent notification must be completed within 2 weeks of enrollment.

STAGE 4 Data Reporting

Three key elements are gathered for English Language Learners within their student profiles: language background, language proficiency, and language instruction program. For all students, both ELs and nonELs, a code will identify the primary home language (HLS), with 'eng' designated for native English speakers. This information is essential for state reporting and also meets the requirements of the U.S. Department of Education.

EL Student Cumulative Records

Under the California Education Code, the cumulative record is a legally mandated document that must be perpetually maintained. State and federal regulations stipulate that Local Education Agencies (LEAs) must preserve documentation for ELs within each student's comprehensive record. Value Schools utilizes an English Learner Folder (ELF) to organize and safeguard the necessary documents for ELs. Once a student is identified as an English Learner through the initial ELPAC proficiency assessment, an ELF is created and used to store all pertinent documents. This folder is part of the student's overall cumulative record (CUM) and is accessible for oversight during state and federal compliance reviews. Notably, a Master Plan Folder should not be established for students identified as Initially Fluent English Proficient (IFEP); instead, their documentation is incorporated into their general cumulative records.

The ELF contains the following:

- Home Language Survey
- ELPAC Reports
- Reclassification Documents
- Parent Notifications
- Waiver Documents
- Other NormReferenced Standardized Test ResultsSmarter Balanced, and NWEA
- Alternative Reclassification

Documentation and RecordKeeping

The ELF Checklist is an ongoing tool to guide and monitor the documentation requirements for each EL. Documents listed on the checklist should be filed within the folder. Each Value Schools campus appoints a custodian of records responsible for the maintenance, content, and security of the ELF. This custodian ensures all documents are uptodate and accurate, completing a yearly checklist for each student's folder.

CHAPTER 3: INSTRUCTIONAL PROGRAM

To effectively address the academic needs of English Learners, Value Schools will implement a comprehensive instructional program schoolwide. This program is designed to provide sufficient depth and time for English language acquisition, enable students to access the curriculum fully, promote high expectations, and enhance interactions among ELs, teachers, and their peers. English language development is a collaborative effort throughout the school, involving various stakeholders.

Understanding English Language Learners

English Learners (ELs) are a diverse group, ranging from newly arrived students to LongTerm English Learners (LTELs). Those who arrive during adolescence from foreign countries exhibit a wide range of educational experiences, home language literacy, and acclimatization to life in the U.S. Additionally, many students come from socioeconomically challenged backgrounds. Gathering comprehensive information about these students helps the school more effectively support their success. Immigrant students often bring valuable content knowledge from their previous schooling, which can be leveraged to aid their integration and learning.

To best support these students, the designated EL Coordinator, with assistance from the School Counselor and Parent Engagement Specialist, will undertake the following actions:

- Request and utilize academic transcripts from previous institutions to appropriately place students in courses.
- Conduct interviews with students and parents (with translator assistance) about their educational backgrounds, using this information to highlight student strengths when scheduling courses.

ELs with varied educational histories, including those with interrupted schooling, face increased dropout risks and thus require targeted support. Frequent communication with parents is crucial to help them understand the school's programs and how they compare to previous educational experiences. Placement assessments in subjects like English Language Arts (ELA), mathematics, and foreign languages might be provided to determine suitable academic levels.

Characteristics of Diverse EL Student Types

- Newcomers with Formal Education: These students, having arrived in the U.S. within the last three years, typically have little to no English fluency but possess adequate formal education from their native countries. They are often highly motivated, capable of transferring academic concepts with appropriate language support, and potential candidates for the Seal of Biliteracy. However, they may not meet all gradelevel standards due to language barriers and face the dual challenge of quickly learning English while mastering state content and performance standards. These students might benefit from an accelerated ELD program that is both rigorous and flexible, allowing for frequent level adjustments and focused content instruction. They may also require an additional year of high school or transition to alternative programs like adult education.

- Newcomers with Limited Formal Schooling: Recent arrivals with minimal formal education often lack basic literacy skills in their primary language and need extra time to adjust to U.S. school routines and expectations. These students, often refugees, may

have endured significant trauma and require socioemotional support alongside academic assistance, especially in developing foundational literacy skills. A longterm educational plan, possibly extending their high school education or transitioning to other educational programs, is typically necessary to address their unique challenges.

- Students with Limited or Interrupted Formal Education (SLIFE): These students represent a specific group within the English language learner population. These students typically have limited academic backgrounds, including reading and writing skills in their native languages, and are generally below grade level in most academic areas. Often new to the U.S. school system, SLIFE may have faced disrupted or minimal educational opportunities due to factors like poverty, geographic isolation, societal norms, economic necessities, or crises such as natural disasters or conflicts. This group includes refugees, migrants, and potentially unaccompanied youth, among others, who have encountered barriers to continuous schooling.

- Unaccompanied children/youth: Young immigrants under age 18 who arrived at the U.S. border alone. The vast majority of these children come to the US due to poverty, unemployment, and oppressive governments. Many have come to the U.S. to reunite with family members, to escape harsh living conditions and for economic reasons. In addition, some children may have actually traveled to the U.S. with family members but are now separated from family members due to a variety of reasons.

Language Considerations

Value Schools recognizes that many recently arrived students may speak languages other than Spanish or English, including indigenous languages from their countries of origin. Schools must be sensitive to the linguistic backgrounds of these students and avoid making assumptions.. Moreover, there is often a stigma associated with speaking indigenous languages, which may lead families to underreport their primary languages, necessitating sensitive and inclusive language assessment practices.

LongTerm English Learners (LTELs)

LTELs: are students who have been enrolled in U.S. schools for six years or more without achieving English proficiency reclassification. These students typically exhibit strong basic interpersonal communication skills in English, yet they possess limited academic language, using general and imprecise vocabulary. They often read and write below grade level and struggle academically, as evidenced by low GPAs and poor performance on district and state assessments. While LTELs may have fluent social language skills in both English and their home language, they lack the academic vocabulary and language structures necessary for engaging with secondary school curricula. They require targeted instruction in academic English, focusing on comprehension, vocabulary expansion, and advanced grammar to produce gradelevel work.

At Risk LTELs (ARLTELs): are students approaching six years in U.S. schools, facing challenges in achieving English proficiency due to persistent academic and language skill gaps.

Typically underperforming in core subjects and standardized tests, these students require targeted interventions to bridge their language deficiencies and support their reclassification as proficient English speakers. Addressing their needs involves tailored academic support and strategic interventions that focus on closing specific gaps in language comprehension and usage, ensuring they receive the necessary assistance to succeed academically and avoid becoming LTELs.

Dually Identified English Learners with IEP/504 Plans: are students who, in addition to being English Learners, have recognized disabilities such as learning disabilities, health impairments, speech or emotional disturbances, or autism. These students may also be LTELs. They benefit from additional educational services, support, and accommodations to progress in English proficiency and meet academic standards. An English Learner with an IEP should have specifically tailored linguistic goals that address their unique educational needs. Depending on their specific IEP/504 plans, they may also require accommodations for completing assignments and taking assessments.

INSTRUCTIONAL PROGRAM DESCRIPTION

Value Schools is committed to offering asset based instructional opportunities that enhance linguistic proficiency, academic language, and academic achievement across the curriculum. To deliver the most effective services to all our students, it is essential to recognize and value the rich linguistic and cultural assets they bring from their communities and families into the classroom. The foundation of our educational approach is built on the families, communities, language, culture, and traditions that inform the valuable assets our students contribute every day.

Value Schools will implement a schoolwide Structured English Immersion (SEI) program to support English Learners (ELs) by aligning instruction with California Common Core State Standards and the English Language Development Standards. This program emphasizes rigorous English language development tailored to the students' proficiency levels and includes specialized instruction in listening, speaking, reading, and writing. This approach promotes high expectations and enhances interactions among students, teachers, and peers. It incorporates both Designated and Integrated English Language Development (ELD) strategies in content area classes, based on the students' proficiency levels, duration in the program, and teacher recommendations, ensuring effective language acquisition practices are present in all classrooms.

Designated English Language Development (d-ELD):

These courses offer a designated period during the school day for teachers to address the specific language needs of students, based on their proficiency level (Emerging, Expanding, or Bridging). Instruction is tailored, implemented, and scaffolded to meet these specific levels, aligning with the CA ELD Standards (2012). These courses:

- Employ a targeted curriculum focused on English language instruction according to each student's proficiency.
- Are taught by teachers who have strong working knowledge of the English language *and* hold the required credentials: Multiple Subject Teaching (grades

TK6) or Single Subject Credential (grades 78) with an aligned EL Authorization, including: ELA1, BA[1], R1WL/ELD, S22/S22, R3/R3B, S6/S6, and S14, as long as the prerequisite credential is not a Designated Subjects Adult Education Teaching Credential, Child Development Instructional Permit, or a Child Development Supervision Permit.

Instruction in Designated ELD reflects the California ELA/ELD Framework by:

- Integrating the four key language skills—Listening, Speaking, Reading, and Writing—into everyday teaching.
- Providing daily opportunities for meaningful speaking practice through structured classroom discussions, small groups, and presentations, utilizing tools like response frames and word banks.
- Beginning with phonemic awareness and phonics, then expanding to vocabulary, text comprehension, and fluency. Students are encouraged to engage actively in reading and writing processes.
- Focusing on extensive vocabulary development, including teaching the multiple meanings of words and encouraging the use of new vocabulary in students' own speaking and writing.
- Offering explicit instruction in reading comprehension strategies.
- Building on and activating students' existing knowledge, connecting new information to known concepts, and discussing its application to new topics.
- Delivering instruction through content and thematic units, providing a structured framework for ELs to integrate new knowledge and apply language skills across subjects.

Integrated English Language Development (iELD):

Integrated English Language Development involves teachers of English Learners implementing specific ELD strategies to ensure that academic content is clear and accessible. This approach requires organizing instruction to support students as they engage with challenging, grade appropriate material. Integrated ELD instruction aligns with the Common Core State Standards and other specific standards (such as NGSS and California History Standards), and is carried out by content teachers who use targeted strategies to enhance the clarity of their teaching:

- English Learners will participate in Integrated ELD across all their content classes throughout the school day.
- Teachers involved in Integrated ELD will undergo professional development centered on the CA ELD Standards, essential aspects of Integrated ELD, the ELA/ELD Framework, and effective methods to help students improve their proficiency in reading, writing, listening, and speaking within the subject matter.
- Courses in Integrated ELD are instructed by teachers who hold the necessary state authorization.

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Access to GradeLevel Core Curriculum

To enhance language use and content understanding, it is essential for teachers to establish a classroom environment that encourages academic risk taking. Instruction should aim to support both language development and the attainment of standards based content knowledge. The core of teaching involves improving language and literacy. Integrated classrooms consist of English Learners at various levels and abilities, all working towards the common objective of enhancing academic language. Effective language focused classrooms include:

- Explicit teaching of language structures and vocabulary in a way that students can understand.
- Incorporation of listening, speaking, reading, and writing skills.
- Implementation of learning supports such as response frames, word banks, and graphic organizers to help as many students as possible grasp the content.Creation of multiple chances for academic dialogue in each class through structured group roles, precision partnering, and response frames.
- Regular checks for understanding and attentive observation of students during both individual and group activities.
- Analysis of student work through formative assessments.
- Provision of literature that fits within the students' appropriate Lexile levels, accessible in both classroom and school libraries.

Scheduling Guide

In the educational setting, Designated English Language Development (d-ELD) is strategically implemented to enhance language acquisition among English Learners (ELs) through small group instruction. This tailored approach focuses on direct foundational skills and literacy instruction across various grade levels.

TK/K: At the start of the academic year, Instructional Aides and Kinder teachers are trained to craft and implement d-ELD lessons. This training equips them with the necessary skills to effectively manage small groups of EL students, enabling focused learning within these groups while other students engage in independent activities for periods of 15-20 minutes.

1st-5th Grades: d-ELD instruction is primarily administered by designated d-ELD teachers who work closely with Reading Specialists and classroom teachers. This collaborative method ensures that multilingual students are grouped and taught according to their specific language proficiency levels. Instructional sessions vary from 15 to 30 minutes, increasing in duration as students advance through the grades, thereby supporting progressive language development.

6th-8th Grade: For middle school students, d-ELD is integrated as a structured standalone class within their daily schedules, occurring during flex periods at the end of the school day. These classes are treated as core content courses, similar in duration to other core subjects, thereby ensuring that EL students receive consistent and focused language development support aligned with their overall educational needs.

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Curriculum Overview and Resources

The curriculum section of our plan delineates a structured educational approach tailored to enhance English proficiency across various grade levels, leveraging specially designed tools and strategies. From the Wonders curriculum's comprehensive resources for K5th grades, through the multisensory techniques of the IMSE Curriculum in TK2nd grades, to the adaptive and integrated StudySync for 6th8th grades, each program is meticulously crafted to meet the unique needs of English Learners while aligning with rigorous academic standards.

Wonders Curriculum for K5th Grades:
The Wonders curriculum provides a robust set of tools specifically designed for English Learners, including:

- A Teacher ELL Manual featuring daily lesson plans.
- Visual Vocabulary Cards.
- Online Scaffolded Shared reads which can be printed and include glossaries, sentence frames, word banks, and guided questions.
- Differentiated objectives, questions, and guidance tailored to varied learning levels.
- Quick formative assessments such as exit tickets, primarily observational.
- Writing lessons with differentiated writing frames.
- Digital tools and activities for use during independent work periods.

IMSE Curriculum for TK-2nd Grades:
In the earliest grades, teachers use the Institute of MultiSensory Education (IMSE)'s OrtonGillingham program as part of the IMSE curriculum and pacing guide. This program enables children to deconstruct the sounds and reasons behind the formation of letters and words by engaging multiple senses, enhancing their understanding of the English language's rules. This multisensory approach is particularly effective as it allows educators to tailor their teaching strategies to the individual learning styles of each child. These materials and strategies are specifically adjusted to meet the diverse needs of English Learners, ensuring that instruction is both effective and inclusive.

StudySync for 6th8th Grades:
This curriculum offers extensive resources aligned with middle school needs:

- An online Teacher Manual with flexible, time based lesson plans.
- A variety of lessons that integrate with core class content.
- All d-ELD materials are leveled and available online with printable scaffolds like speaking sentence frames and word banks.
- Each ELD text covers skills aligned with ELD standards for each grade, including vocabulary, pre-reading, close reading, speaking/listening, and grammar/spelling.
- Quick formative assessments similar to those in the Wonders curriculum, emphasizing observational over quantitative data.

Additional Assessments:
Beyond these curricular elements, assessment includes NWEA data, unit assessments, and SBAC to comprehensively evaluate student progress and proficiency.

Dually Identified Students: English learners with IEPs

After English Learners (ELs) have been identified using the ELPAC, the school must provide appropriate language services and programs to these students, and also special education services to those who are identified as students with disabilities under the Individuals with Disabilities Education Act (IDEA) or as qualified students with disabilities under Section 504 of the Rehabilitation Act of 1973. These services and support must continue until ELs can participate fully in the educational program without the need for additional EL support, including providing EL services up to the highest levels of English proficiency until students are reclassified as Fluent English Proficient (RFEP).

Best practices for supporting ELs with disabilities include:
Including the most recent ELPAC scores and an appropriate language goal in students' IEPs.

- Include an ELD goal and provide RSP minutes to support this goal
- Providing students with support from a Resource Specialist (RSP) in addition to, rather than replacing, d-ELD instructional support that is tailored to their English proficiency level.
- If students are Newcomers or at the beginning stages of English language acquisition, placing them in a Designated ELD course for Emerging students, potentially with a double block schedule for ELD. These students may or may not be enrolled in ELA courses during their first year at the school but will participate in Integrated ELD instruction in all core content classes.
- If a parent/guardian opts out of placing a student in an ELD course, they must submit an appropriate waiver and have an IEP to document this change in programming.

It is crucial to note that the requirements outlined in a student's IEP take precedence over EL programming. If the IEP specifies instruction in the primary language, no parental exception waiver is needed for such instruction. State and federal laws mandate that ELs with an IEP continue to receive the programs and services tailored to their special needs, including linguistically appropriate goals and objectives. The IEP must specify which services are suitable for ELs based on their specific disabilities and English proficiency levels. Regardless of the prescribed services, ELs must also receive EL instruction. If a student with an IEP is enrolled in an ELD course, the ELD teacher must collaborate with the student's IEP case manager to ensure that the instruction effectively aligns with the student's IEP goals.

Request for Removal from English Language Development Program

Parents of English learners have the right to decline or opt their children out of the school's language acquisition program or specific English learner services within that program (20 U.S.C Section 6318[c][A][vii]). However, the school remains obligated to provide the student with meaningful instruction (5 CCR Section 11302) until the student is reclassified, to inform the parent when progress is not made, and to offer programs and services for consideration at that time. English Learners may be removed from the ELD program at the request of the student's parent or guardian by completing the OptOut Form. However, **all English Learners, even those who opt out of the ELD program, must take the Summative ELPAC annually until reclassified.**

Process for Requesting Removal from the ELD Program:

1. The OptOut Form must be requested by a parent/guardian via email, phone call, or in person. This request can be made at any time and applies only to the current school year.
2. The form must be signed by a parent/guardian and returned to the principal for approval.
3. The signed form must be placed in the students CUME and the EL Coordinator or Designee must retain a digital copy in their records.
4. Upon approval, the student is removed from the Designated ELD class for the remainder of the school year.
5. The student will continue to be identified as an EL until meeting the Value Schools reclassification criteria.
    - The student will continue to take the ELPAC summative exam in the spring, and their progress toward English proficiency will be monitored.
    - If the student does not reclassify after being removed from the ELD program by the fall (August) reclassification cycle of the next school year, they should be re enrolled in a Designated ELD course that year.

It is important to note that this process must be repeated each year. If the student does not reclassify after 2 years of opting out of the program the school team reserve the right to deny the request.

Testing Accommodations

All students deserve an equitable opportunity to demonstrate learning on high stakes assessments. Accommodations and designated supports make these assessments more accessible to English Learners (ELs). In addition to a legal and moral obligation to ensure all students receive the support they need, this also presents a major opportunity to improve student performance. ELs would benefit from supports for the following assessments:

- ELPAC
- CAASPP
- NWEA
- Unit Summative Assessments

On state assessments and NWEA, there is an embedded support called “Text to Speech” that is most suitable for students who have been in the country for less than 6 years. Additional non embedded supports (provided in person at the school, by school personnel) are always encouraged for students who need them. For students with IEPs, these non embedded supports should be documented in Section K of their IEP. These include:

Verbally translating test directions

- Bilingual dictionary for students who have been in the country for 3 years or less and are able to read proficiently in Spanish
- Small Group setting
- Extended time
- Read aloud in English
- Scribe (for ELA non writing items and math items)

The ELD coordinator/teacher will collaborate with the RSP for additional guidance on these non embedded testing supports.

Exemptions for the ELPAC domains

In some cases, a student's disability may prevent them from being able to take one or more of the domains. In this situation, a disability exemption may be most appropriate. The ELPAC Administration Student Accessibility Checklist will help guide Section 504 and IEP teams in determining whether a student is exempt from taking a domain of the ELPAC. It should be noted that for a student to be assigned an Overall score, the student will need to be assessed with the ELPAC in at least one domain for both the Oral and Written Language composites. A student is considered as having been assessed in Oral Language if they have been assessed in either the Speaking or Listening domain. A student is considered as having been assessed in Written Language if they have been assessed in either the Reading or Writing domain. When Section 504 plan or IEP teams determine that the entire Oral Language composite—Speaking and Listening—or the Written Language composite are to be exempted, the teams should consider the use of an alternate assessment to the ELPAC.

EL Progress Monitoring

Downtown Value School (DVS) regularly monitors and assesses the progress of all English Learners, including those who have opted out of the EL program, in both English language proficiency and content knowledge throughout the school year. Monitoring student progress helps to identify students who are not making appropriate progress and enables the school to provide additional support. This support aims to help ELs reach English proficiency while ensuring they have meaningful access to grade level core content instruction and addressing any academic deficits in a timely manner.

CHAPTER 4: RECLASSIFICATION CRITERIA AND EXITING

Reclassification Overview

Reclassification is the process through which a student's English language proficiency status is changed from English Learner to Reclassified Fluent English Proficient (RFEP) (EC Section 313(f)). The objective is to prepare students for reclassification as swiftly as possible and to continue monitoring their progress for four years following reclassification (20 U.S.C. § 6841[a][4][5]; 5 CCR § 11304).

Reclassification Criteria for General Education and Dually Identified Students

English Learners are reclassified to fluentEnglish proficient based on the following multiple criteria, in alignment with California EC and the State Board of Education recommendations:

1. Assessment of language proficiency, using an objective assessment instrument, including but not limited to, the state test of English language development (ELPAC)
2. Teacher evaluation, including but not limited to, a review of the student's curriculum mastery
3. Comparison of the student's performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient scholars of the same age
4. Parent/guardian opinion and consultation

Reclassification Measures	Reclassification Criteria
English Proficiency (ELPAC)	The student has demonstrated English Proficiency by achieving the following score on the ELPAC: **Overall proficiency level 4**
Teacher Evaluation	Once students are recommended for reclassification by the ELD Coordinator, the following criteria must be met for approval: In grades K-2, the teacher's recommendation must indicate that the student is meeting standards; in grades 3-8, the student must be passing English Language Arts with a grade of C or better. If a teacher disagrees with the reclassification recommendation, they must present a preponderance of evidence, such as work samples and test scores, demonstrating that the student is not yet ready to be reclassified. If the evidence supports that the student should not be reclassified, the student retains their English Learner status. General education teachers are responsible for signing off on the Notice of Reclassification of English Language Proficiency if they

	agree with the reclassification.
Basic Skills Assessment	The student has demonstrated basic grade level skills in English as evidenced by the adopted, grade level basic skills assessment: ● Students in grades K-2 must score at or above the 40th percentile on the NWEA English Language Arts benchmark to meet reclassification criteria. ● For students in grades 3-8, either a score of approaching grade level of the national norm on the NWEA ELA benchmark (at or above the 40th percentile) or an overall score of 3 on the SBAC ELA assessment is also acceptable.
Parent Opinion and Consultation	Once the ELD Coordinator and general education teacher agree on a recommendation to reclassify a student, the ELD Coordinator schedules a meeting with the parents to discuss the implications of the proposed reclassification. If the parents consent, they sign the Notice of Reclassification, which is then filed in the student's cumulative record along with the performance data supporting the reclassification. If the parents do not consent, a followup meeting is arranged to review the evidence demonstrating the student's readiness for reclassification.

Steps for Reclassification of Students with IEPs on Alternate Curriculum

For students with Individualized Education Plans (IEPs), the reclassification criteria and process include some specific adjustments to accommodate their unique educational needs. Here are the detailed criteria and process for these students:

Reclassification Criteria for Students with IEPs

1. Assessment of English Language Proficiency:
   - Achieve an Overall Alternate Summative ELPAC Performance Level of 3.

2. Teacher Evaluation:
   - Elementary (K-5/6): Composite mark of 3 or 4 in English Language Arts.
   - Secondary (6-12): Grade of C or better in the grade level ELA/ELD course.

3. Parent Consultation:
   - Involve and consult parents during the IEP meeting about reclassification.

4. Performance in Basic Skills:
    - Score at the basic or benchmark level or above using alternate assessments like the California Alternate Assessment. (level 3)

Process for Reclassification

Initial Review:

- The IEP team evaluates the student's academic and language progress.

Documentation and Parent Consultation:

- Document all team findings and recommendations.
- Conduct a detailed consultation with parents during the IEP meeting.

Decision Making:

- If criteria are met, proceed with recommending reclassification.
- If not met, consider further assessments or IEP adjustments.

Completion of Reclassification:

- Complete and update necessary documentation.
- Notify parents formally and develop a transition plan.

This process ensures that the reclassification of students with IEPs is thorough, considering both their educational needs and accommodations.

Monitoring Reclassified Students

After students are reclassified as Reclassified Fluent English Proficient (RFEP), the school will maintain oversight of their academic progress for four years. Should monitoring indicate that a reclassified English Learner is not making satisfactory academic progress due to ongoing language barriers, the school will offer further assistance. This support may include, but is not limited to, tutoring, accommodations, and supplemental classes such as ELD courses.

CHAPTER 5: STAFFING ENGLISH LANGUAGE PROGRAMS

Securing, nurturing, and retaining effective educators is crucial for the success of English Learners at DVS. The school commits to employing teachers who are not only highly qualified in their subject areas but also possess the necessary qualifications to support English Learner students. This involves meeting state standards and possessing the skills required for effective instruction in the EL program.

Certification and Staffing Overview

According to the California Commission on Teacher Credentialing, every teacher instructing English Learners must have an authorization specifically for teaching these students. To ensure teachers are appropriately certified, the school actively seeks candidates who are fully authorized to teach English Learners. If such candidates are unavailable, the school's staffing team will facilitate the acquisition of an Emergency EL Authorization Permit for qualified candidates. Those with permits must either maintain their permit status or achieve full EL Authorization to continue their roles. New teachers must sign an EL Authorization Agreement committing to obtain this certification, with their progress monitored annually by the Credential Manager.

Credential Information

All California prepared credentials currently include a basic EL Authorization. Teachers with older credentials like the Ryan or Standard teaching credentials, which did not initially include EL Authorization, must acquire it.

Out-of-State Credentials

Teachers with credentials based on out-of-state training that did not include EL authorization must obtain an EL Authorization such as CLAD or BCLAD.

Specific Teaching Settings

Departmentalized ELD: Teachers must have a specific EL Authorization suitable for teaching ELD in departmentalized settings.
SDAIE (Specially Designed Academic Instruction in English): Instructors need an EL Authorization to teach in these settings, which includes certifications applicable to departmentalized ELD instruction.

This structured approach ensures that all teachers have the necessary authorizations to provide highly effective, compliant education to English Learners.

English Language Development Coordinator (ELD Coordinator)

The English Language Development (ELD) Coordinator plays a key role in the school's instructional leadership team, spearheading ELD strategies at their school. With a deep understanding of ELD instruction, the coordinator ensures that all English Learner (EL) students receive academic and socio-emotional support. They work closely with counselors, teachers, and families to foster the success of EL students. The coordinator is responsible for developing and executing the school's ELD program and mentors teachers in employing effective strategies for strong student outcomes. Additionally, the Coordinator may also teach ELD classes directly.

1. Program Development and Implementation:
   - Design, implement, and evaluate the ELD program to meet the diverse needs of English Learners.
   - Accommodate curriculum and instructional materials tailored to ELD and aligned with state standards.

2. Instructional Leadership and Support:
   - Provide professional development and coaching to teachers on effective ELD strategies and best practices.
   - Model effective ELD teaching techniques and strategies for classroom teachers.
   - Assist in the integration of ELD strategies across different content areas.

3. Assessment and Monitoring:
   - Oversee and coordinate the administration of English language proficiency assessments, such as the ELPAC.
   - Monitor and analyze data on EL students' progress in acquiring English proficiency and academic achievement.
   - Use data to refine and adapt ELD programs and instruction.

4. Collaboration and Coordination:
   - Work closely with teachers, administrators, and reading specialists to ensure a cohesive approach to EL education.
   - Work closely with the school's parent liaison to effectively engage with parents and families, providing necessary resources and strengthening support for English Learners.

- Participate in IEP meetings for English Learners with IEPs to ensure that their language development needs are being met.

5. Compliance and Reporting:
   - Ensure that the school's ELD program complies with federal, state, and district regulations concerning English Learners.
   - Prepare and maintain necessary documentation and reports related to ELD program effectiveness and compliance.
   - Stay informed on current laws and educational policies affecting English Learners.

6. Direct Instruction:
   - For upper grade levels, directly teach ELD classes or specific interventions designed to accelerate English language acquisition.
   - Provide targeted support to students with varying levels of English proficiency.

7. Resource Management:
   - Manage resources allocated for the ELD program, including materials, technology, and staffing.
   - Advocate for additional resources and support to enhance the ELD program.

8. Parent and Community Engagement:
   - Organize and lead ELAC meetings and EL focused workshops for parents of English Learners.
   - Foster community partnerships to support the educational needs and cultural integration of EL students.

These responsibilities make the ELD Coordinator a pivotal figure in ensuring that English Learners receive effective and equitable educational opportunities.

CHAPTER 6: PROFESSIONAL DEVELOPMENT FOR ALL TEACHERS WHO WORK WITH ENGLISH LEARNERS

DVS is committed to fostering a school environment that values the diverse linguistic, cultural, and experiential backgrounds of its students. The school implements structures and processes tailored to meet the needs of all students. School leaders collaborate with guidance counselors, teachers, and staff to offer professional development that supports a culturally aware and instructionally robust, schoolwide support system.

EL-Specific Professional Development

DVS will conduct a series of professional development sessions specifically for English Learners, aligned with our ELD objectives to effectively implement the school's EL program (Castaneda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1011-1013). This professional development, provided to classroom teachers, administrators, and staff, includes:

- Training to enhance the instruction and assessment of English Learners in all content areas;
- Courses designed to improve the ability of teachers, principals, and other school leaders to understand and apply effective curricula, assessment practices, and instructional strategies for English Learners;
- Programs proven effective in boosting students' English proficiency and significantly enhancing teachers' subject matter expertise, teaching knowledge, and skills, as evidenced by classroom observations; and
- Training of sufficient intensity and duration to produce a lasting positive effect on teachers' classroom performance, beyond the scope of one-day or short-term workshops and conferences. (20 U.S.C. Section 6825[c][2][A–D])

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CHAPTER 7: PARENT ENGAGEMENT

At DVS, fostering a safe, nurturing community is essential to academic excellence and is deeply embedded in our approach to parent engagement. We empower parents with the necessary information to effectively advocate for and participate in their children's education. Collaboration between parents and school staff is crucial to enhance student achievement and expand college and career opportunities for our students. To ensure active participation from parents of English Learners, we commit to the following actions:

- Creating a Welcoming Environment: We strive to make our school a welcoming place by establishing a safe and inviting culture.
- Maintaining Open Communication: Regular, two-way communication between home and school is vital.
- Involving Parents in Decision-Making: Parents are integral partners in decisions affecting their children, especially those related to the English Learner program.

Welcoming Parents

Creating a welcoming environment for EL families is crucial. Many of our staff members are bilingual, and we have a Parent Liaison dedicated to supporting families during the enrollment process and beyond. Building trusting relationships with EL families sets a foundation for student success. Key practices include:

- Enrollment Assistance: The enrollment process is supported by the Parent Engagement Specialist and bilingual office staff, who help with applications, documentation, and any questions parents may have.
- Reclassification Consultation: Reclassification is a significant milestone for EL students. It's important that parents understand and are involved in this process.
- Parent Orientation: Held at the start of the school year, this orientation is crucial for parents of EL students. It covers academic programs, extracurricular activities, the EL program, and more. Bilingual staff provide translation and support..
- Parent Workshops: We offer workshops on topics like Health and Nutrition and Mental Health, with translations available in English and Spanish.
- School Website: Our website serves as a comprehensive resource, featuring EL contact information, translated parent handbooks, and School Board of Directors agendas and minutes.

- Phone Calls Home: Using systems like ParentSquare, or through dedicated staff, we keep parents informed about attendance, events, and more.
- Flyers and Progress Reports: Bilingual flyers and regular academic progress reports keep parents informed about school activities and their child's academic progress.
- Progress Monitoring: We also send updates on students' EL/RFEP progress towards academic success.
- EL Parent Letters: Translated letters keep parents informed about EL assessments, annual notifications, placements, and RFEP monitoring.

These initiatives are part of our commitment to ensuring that parents are well-supported and actively involved in their children's education at DVS.

Partners in Decision-Making

English Learner Advisory Committees (E): The primary role of the ELAC is to provide advice and written recommendations to the school principal and the School Site Council (SSC) regarding the implementation and evaluation of the school's services for English Learners. Below is a sample timeline of topics of discussion for the school year:

Date	Action/Activity	Goal/Commitment
Aug/September	ELAC meeting #1	The following topics must be covered in the first meeting: ● School Priority Plan (based on Needs assessment) ● CAASPP data in ELA and Math ● ELPAC and reclassification data ● School attendance policy/plan and data ● Parent involvement opportunities and data ● EL Master Plan Training ● Officer elections announced for meeting #2
October/November	ELAC meeting #2	The following topics must be covered in the second meeting: ● ELL achievement data (NWEA Fall administration) ● California Dashboard ● Chronic Absenteeism ● LCAP ● Election of Officers (if needed)

		officers serve a term of 2 years
January	ELAC meeting #3	The following topics must be covered during the third meeting: ● EL Students' Promotion progress ● LCAP update ● Social Emotional Learning ● Reclassification criteria ● ELPAC Summative Assessment overview
February	ELAC meeting #4	The following topics must be covered during the fourth meeting: ● EL Graduation/Promotion progress ● School Emergency Plan ● Chronic Absenteeism ● LCAP review and feedback ● Scholar attendance data
April	ELAC meeting #5	The following topics must be covered during the fifth meeting: ● EL achievement data (NWEA Jan/Feb administration) ● LCAP for next school year ● EL Promotion progress update ● SBAC Testing Overview
May/June	ELAC meeting #6	The following topics must be covered during the sixth meeting: ● LCAP for next school year ● EL Promotion progress ● Student attendance data ● Complete needs assessment for next school year ● Plan for reporting of Needs Assessment to SSC

Process for Parent Request for Language Acquisition Program

Under Proposition 58 (Global CA 2030), an initiative by Governor Brown, schools and districts are required to have a procedure in place for processing requests from parents for a language acquisition program. A program request can be initiated if at least 20 parents from a specific grade level or 30 parents from across the school submit a request.

Receiving and Documenting Parent Requests:

Schools must keep written records of all parent requests, even if initially made verbally. These records should include:

- Date of the request
- Names of the parent and student
- Description of the request
- Grade level involved

Action Process:

Once the threshold of 20 requests at a grade level or 30 school-wide is met, the school has 60 days to respond. The steps are as follows:

1. Communication: Within the first 10 days (included in the 60-day period) after meeting the request threshold, the school, in collaboration with the central office, will inform parents, teachers, administrators, the English Learner Parent Committee, and the School Site Advisory Council in writing about the request.

2. Cost and Resource Analysis: The site administrator and the Chief Executive Officer in collaboration with the Chief Financial Officer will conduct a cost and resource analysis to assess the feasibility of implementing the requested program. Considerations include:

- Certified teachers with appropriate credentials
- Space availability
- Curriculum and instructional resources
- Necessary professional development
- Infrastructure needs
- Implementation timeline
- Parent and community engagement

3. Determination: After the cost and resource analysis, the site administrator and the Director of ELL Strategy will decide whether the language acquisition program can be implemented.

- If feasible, a detailed plan and timeline for implementation will be shared with the school community.
- If not feasible, the school will provide a written explanation detailing why the program cannot be implemented and may suggest alternative options.

The decision, along with any plans for implementation or explanations for non-implementation, will be communicated in writing to all relevant parties within 60 days of reaching the threshold.

Legal References:
EC Sections 305 and 310; 5CCR Section 11311 and 11312.

CHAPTER 8: PROGRAM EVALUATION OVERVIEW

The evaluation of the English Learner program encompasses a systematic approach to planning, data collection, and analysis to assess the effectiveness of practices and procedures. This involves both formative and summative evaluations to continuously improve and assess the program's outcomes.

Incorporating Academic Performance Data:

- Reviewing NWEA EL Academic Performance: Reviewing the NWEA academic performance of English Learners is a crucial step in capturing and analyzing trends in student achievement.
- Adjusting Program Based on Data Trends: Utilizing insights from the NWEA performance data helps make informed adjustments to the program, ensuring that teaching strategies and resources are tailored to the needs of English Learners.

Ongoing Evaluation and Team Collaboration:

- Formative Evaluation: Conducted during the first semester in collaboration with the school principal, reading specialist, cluster leads, and the Chief Academic Officer (CAO). This team works together to identify trends and implement immediate changes to improve the program.
- Summative Evaluation: At the end of the academic year, the same team leads the summative assessment, analyzing the program's overall success and areas that require improvement. Based on these findings, they will make necessary adjustments for the upcoming year.

Together, these evaluations, informed by NWEA data and led by a collaborative team, serve as fundamental tools for making educational decisions and setting policies for English Learner programs. This dynamic approach allows for continuous refinement and responsiveness to the evolving educational needs of students.

CHAPTER 9: FUNDING

Downtown Value School (DVS) funds their English Learner (EL) programs primarily through state and federal funding sources:

1. Local Control Funding Formula (LCFF): DVS receives funding through the LCFF, which is the primary funding mechanism for all public schools in California. This formula provides a base grant per student and additional grants that are allocated based on the percentage of English learners, low-income students, and foster youth enrolled. These additional funds are specifically designated to improve services for these student groups, including English learners at DVS.

2. Title III Funds: On the federal level, DVS benefits from Title III of the Elementary and Secondary Education Act, targeted specifically to help English learners achieve English proficiency. DVS can use these funds for professional development, instructional materials, and other programs aimed at enhancing the educational experiences of English learners.

DVS is accountable for the outcomes of its English learner programs and must demonstrate how these funds are being effectively used to support the academic progress of English learners.

2425 Value Schools EL Master Plan

DRAFT

APPENDIX:

1. Worksheet: EL Proficiency Assessment Participation ConsiderationOpt Out of ELD Parent Form
2. Checklist:Master Plan Folder
3. Opt-Out Form
4. EL Progress Monitoring Report
5. Form: Reclassification Eligibility
6. Form: IEP Meeting Reclassification
7. Letter: Reclassification Parent Notification
8. RFEP Progress Monitoring Report

English Learner Program at VS

English Learners Populations

ELs:

DVS - 38.4%

EVS - 36.9%

CCVS - 18.3%

UPVS - 16.3%

RFEP:

DVS - 21.6%

EVS - 23.3%

CCVS - 64.9%

UPVS - 60.1%

California EL Master Plan: A Comprehensive Framework

What is the California EL Master Plan? The California EL Master Plan addresses the diverse needs of English Learners by outlining a strategic framework for equitable and inclusive education. It emphasizes academic success, multilingual proficiency, and holistic well-being, ensuring EL students receive the necessary support to thrive.

Who created these plans? In March 2024, an EL Master Plan work group was formed, comprising school leaders and ELA and ELD teachers from each school. The group's purpose is to address the needs of the ELD program by fully revising the EL Master Plan and aligning their practices.

What was the process? Through observations of best-practices, consultations with successful programs, and deep conversations, the team developed their school plans. Stakeholders, including parents and teachers, reviewed the plans and provided feedback, which was then incorporated.

What Areas Does the EL Master Plan Address?

- Equity and Access
- Identification and Assessment
- Instructional Programming
- Family and Community Engagement
- Staffing and Professional Development
- Assessment and Accountability
- Reclassification Criteria
- Multilingual Education and Programs
- Resource Allocation and Funding

Board Approval

We are asking APAC to review and recommend the plans for each school to the Board for approval as a consent item. While we are still finalizing some supporting documents, the core plans are solid. This is a living document that can be amended as needed.

UPVS
CCVS
DVS
EVS

Coversheet

Review and Approval of the 2024-27 Local Control Accountability Plan for Central City Value High School, Downtown Value School, Everest Value School, and University Preparatory Value High School

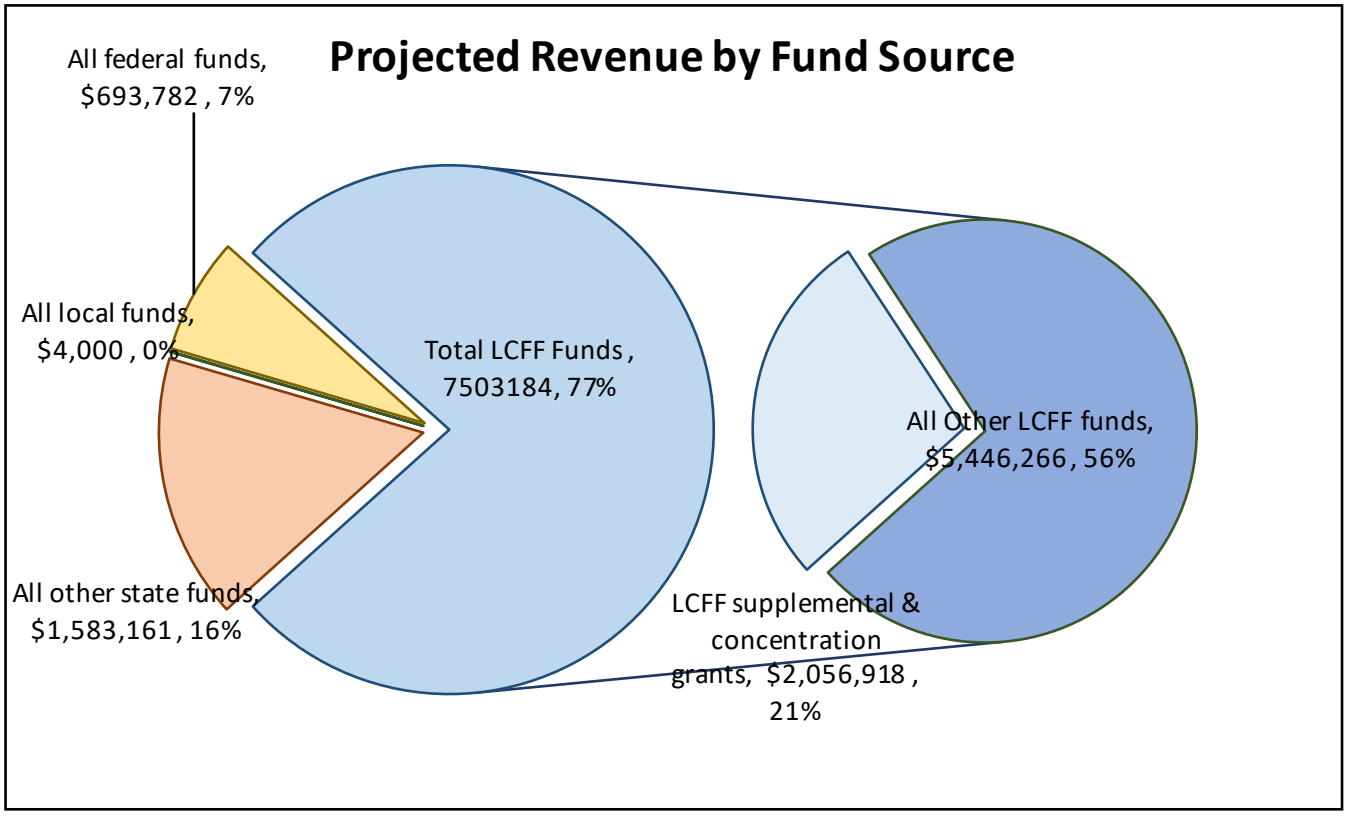
Section: VI. Action Items
Item: E. Review and Approval of the 2024-27 Local Control Accountability Plan for Central City Value High School, Downtown Value School, Everest Value School, and University Preparatory Value High School
Purpose: Vote
Submitted by:
Related Material: 24-25 CCVHS LCAP.pdf .pdf
24-25 EVS LCAP.pdf
24-25 DVS LCAP.pdf
24-25 UPVHS LCAP.pdf

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Central City Value High School
CDS Code: 19647330100800
School Year: 2024-25
LEA contact information: Joaquin Arroyo, 213-471-4686, jarroyo@valueschools.com

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 o high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2024-25 School Year

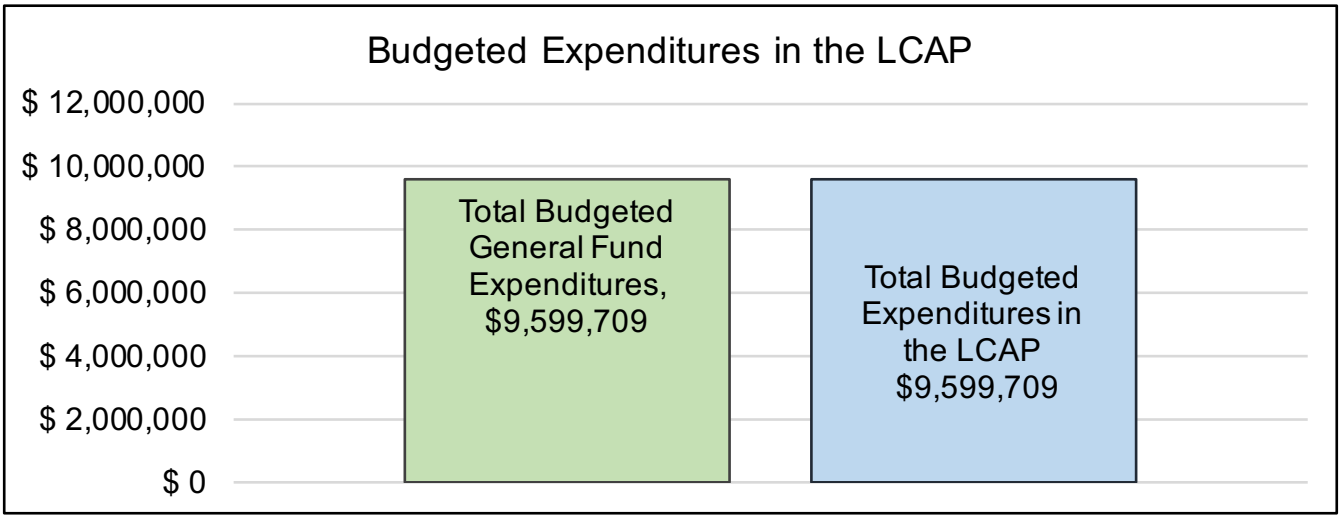


This chart shows the total general purpose revenue Central City Value High School expects to receive in th coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Central City Value High School is $9,784,127.00, of which $7,503,184.00 is Local Control Funding Formula (LCFF), $1,583,161.00 is other state funds, $4,000.00 is local funds, and $693,782.00 is federal funds. Of the $7,503,184.00 in LCFF Funds, $2,056,918.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school distric must work with parents, educators, students, and the community to develop a Local Control and Accountabili Plan (LCAP) that shows how they will use these funds to serve students.

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Central City Value High School plans to spend for 2024-2
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: Central City Value High School plans to spend $9,599,709.00 for the 2024-25 school year. Of that amount, $9,599,709.00 is tied to actions/services in the LCAP and $0.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP w be used for the following:

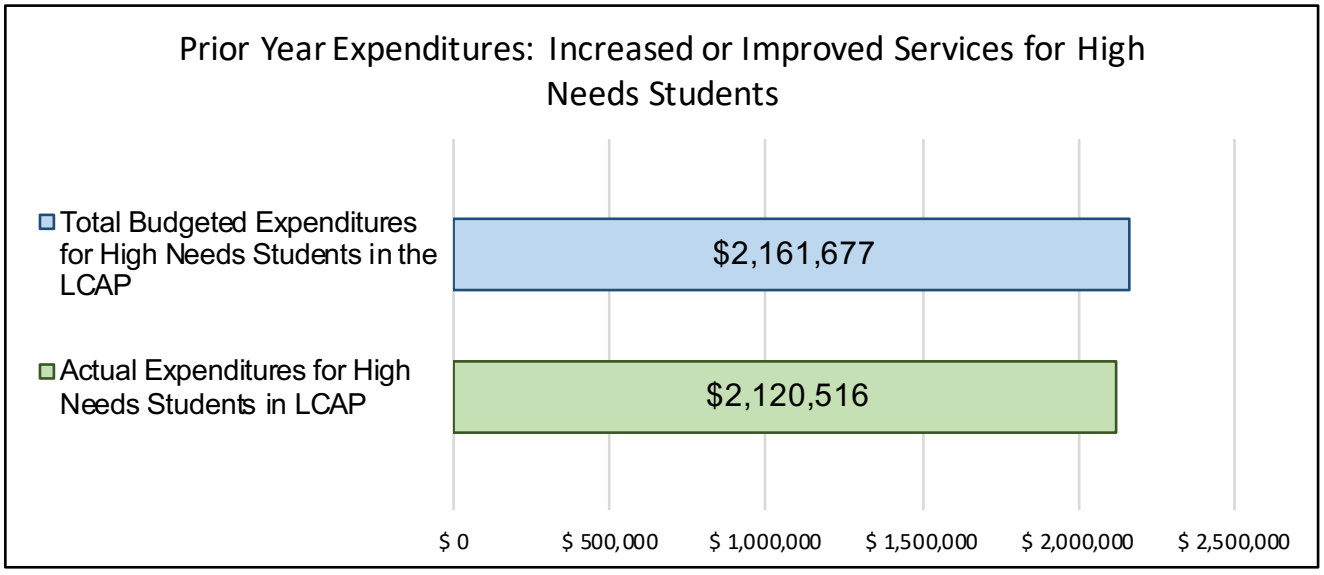
These funds will either roll over or be used in case any expenditures projected increase.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 Schoo Year

In 2024-25, Central City Value High School is projecting it will receive $2,056,918.00 based on the enrollmer of foster youth, English learner, and low-income students. Central City Value High School must describe how intends to increase or improve services for high needs students in the LCAP. Central City Value High School plans to spend $2,083,835.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



This chart compares what Central City Value 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 Central City Value High School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Central City Value High School's LCAP budgeted $2,161,677.00 for planned actions to increase or improve services for high needs students. Centra City Value High School actually spent $2,120,516.00 for actions to increase or improve services for high nee students in 2023-24. The difference between the budgeted and actual expenditures of $41,161.00 had the following impact on Central City Value High School's ability to increase or improve services for high needs students:

The total actual expenditures for actions and services to increase or improve services for high needs student in 2023-24 were less than the total budgeted expenditures for those planned actions and services. Despite th discrepancy, all services were provided to high needs students as planned. The decreased expenditures we primarily due to variations in staffing costs. This variation allowed Central City Value High School to deliver th intended actions and services without compromising the quality or extent of support provided to high needs students. Consequently, the overall goal of increasing or improving services for these students in the 2023-2 academic year was successfully achieved.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Central City Value High School CDS	Joaquin Arroyo, Principal	213-471-4686, jarroyo@valueschools.com

Goals and Actions

Goal 1

Goal #	Description
1	Our school will ensure academic achievement. School leaders will recruit, hire, and develop professionals to instruct, support, and monitor students in all academic areas. Educators will offer expert instruction with high expectations for academic performance to students who are disciplined learners, with standards of accountability for both, and implement increased or targeted services for students identified in one or more of the following students groups: English Learners, Socioeconomically Disadvantaged pupils, foster youth, homeless youth, student with Disabilities, and gifted students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teachers: Fully Credentialed and Appropriately Assigned Teachers (Priority 1)	During the 2020-21 school year, 96% of teachers are fully credentialed.	During the 2021-22 school year, 100% of teachers were fully credentialed for the majority of the year.	92% of the teachers were credentialed and properly assigned per 21-22 SARC - 3 mis-assignments per CALSAAS	90% Data Year: 22-23 Data Source SARC	100% of teachers in academic core classes are fully credentialed and appropriately assigned.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Instructional Materials: Every student has standards-aligned materials. (Priority 1)	During the 2020-21 school year, all students have access to standards–aligned instructional materials.	During the 2021-22 school year, all students have access to standards–aligned instructional materials.	During the 2021-22 school year, all students have access to standards–aligned instructional materials. 100% Fall 2022 Data Year: 2021-22 Data Source: Williams Curriculum Principal Certification	100% Data Year: 2022-23 Data Source: Williams Curriculum Principal Certification	All students will have access to standards–aligned instructional materials.
State Standards Implementation: Implementation of academic content and performance standards for all students, including how English learners will access the Common Core State Standards and ELD standards. (Priority 2)	The school has completely implemented state standards.	The school has completely implemented state standards.	According to the State Tool Survey there was 100% implementation of State Standards. 100% Fall 2022 Data Year: 2021-22 Data Source: School Climate Survey	According to the State Tool Survey there was 100% implementation of State Standards. Data Year: 2022-23 Data Source: CA Dashboard	The school will completely implement state standards.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELA CAASPP: Statewide Language Arts California Assessment of Student Performance and Progress (CAASPP)(State Priority 4)	68% met/exceeded standard in ELA. The average score was 2624.	Students did not take the SBAC in 2020.	46.22% of all students Met or Exceeded ELA Standards in 21-22 ELA CAASPP State Assessment and were 5.2 points below state standard. 43.14% of Economically Disadvantaged Students Met or Exceeded ELA Standards in 21-22 ELA CAASPP State Assessment 33.33% of Students with a Disability Met or Exceeded ELA Standards in 21-22 ELA CAASPP State Assessment 43.00% of Hispanic Students Met or Exceeded ELA Standards in 21-22 ELA CAASPP State Assessment 00% of English Learners Students (13) Met or Exceeded ELA Standards in 21-22 ELA CAASPP State Assessment; however 42.71% of Ever English Language Learners (96) met or Exceeded ELA Standards in 21-22 ELA CAASPP State Assessment.	64.78% all 26.7% EL 62.1% Economically Disadvantaged 25% Disability 65.7% Hispanic 22-23 CAASPP State Assessment	100% met/exceed standard; average score 2795

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Math CAASPP: Statewide Math California Assessment of Student Performance and Progress (CAASPP) (State Priority 4)	In 2019, 17% met/exceed standard. The average score was 2548.	Students did not take the SBAC in 2020.	17.10% Met or Exceeded Math standards in 21-22 Math CAASPP State Assessment 19.00% of Economically Disadvantaged Students Met or Exceeded Math Standards in 21-22 Math CAASPP State Assessment 06.25% of Students with a Disability Met or Exceeded Math Standards in 21-22 Math CAASPP State Assessment 19.38% of Hispanic Students Met or Exceeded Math Standards in 21-22 Math CAASPP State Assessment 00% of English Learners Students (13) Met or Exceeded Math Standards in 21-22 Math CAASPP State Assessment; however 16.84% of Ever English Language Learners (96) met or Exceeded Math Standards in 21-22 Math CAASPP State Assessment.	27.5% all 7.1% EL 28.3% Economically Disadvantaged NA Disability 26% Hispanic 22-23 CAASPP State Assessment	100% met/exceed standard; average score: 2862

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Science CAST: Statewide CAST Assessments (Science SBAC) (State Priority 4)	In 2019, 8% of students met or exceeded the standard.	In 2021, 18% of students met or exceeded the standard.	22.13% of all Central City Students Met or Exceeded Science standards in the 21-22 California Science Test (CAST) State Assessment 19.61% of low income Students Met or Exceeded Science standards in the 21-22 California Science Test (CAST) State Assessment 06.25% of Students with a Disability Met or Exceeded Math Standards in 21-22 Math CAASPP State Assessment 22.03% of Hispanic Students of all Central City Students Met or Exceeded Science standards in the 21-22 California Science Test (CAST) State Assessment 00% of English Learners Students (13) Met or Exceeded Science standards in the 21-22 California Science Test (CAST) State Assessment; however 22.22% of Ever English Language Learners met or Exceeded Science standards in the 21-22 California Science Test (CAST) State Assessment	32.7% all 0% EL 33.3% Economically Disadvantaged NA Disability 32.7% Hispanic 22-23 CAASPP State Assessment	100% of students will meet or exceed the standard.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
A-G Completion: Percentage of pupils who have successfully completed a-g requirements	In 2020, 83% of the seniors completed the a- g requirements.	In 2021, 84% of the seniors completed the a-g requirements.	In 2021, 83% of the seniors completed the a-g requirements.	22-23 School Year - 73% of seniors completed A-G requirements	
CTE Courses: Percentage of pupils who have successfully completed CTE Courses from approved pathways	The school does not offer CTE courses from approved pathways	The school does not offer CTE courses from approved pathways	Not Applicable	NA	The school does not offer CTE courses from approved pathways
A -G and CTE Courses: Percentage of pupils who have successfully completed a-g and CTE Courses	In 2020, 83% of the seniors completed the a- g requirements.	In 2020, 83% of the seniors completed the a-g requirements.		22-23 School Year - 73% of seniors completed A-G requirements (School does not have CTE Pathways)	
EL Progress: Percent of English Learners who made progress toward English Proficiency as measured by the ELPAC.	55% of English learners are making progress towards English language proficiency.	60% of English learners are making progress towards English language proficiency.	45.6% of English learners are making progress towards English language proficiency per English Learner Progress Indicator in the 21-22 State Dashboard.	35.7% of English learners are making progress towards English language proficiency per English Learner Progress Indicator in the 22-23 State Dashboard.	Ideally, all students that are English Learners would be making progress towards English Language proficiency.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learner Reclassification Rate	28 % (CA Dashboard)	14% ELPAC Level 4 47% ELPAC Level 3		Data release delayed by CDE	
AP exams : Percentage of Pupils who pass AP exams with a score of 3 or higher (Priority 4) per spring report	59% in Spring 2020	33% in Spring 2021	___% in Spring 2022	53% in Spring 2023	The desired outcome is for students to pass all AP exams with a 3 or higher.
ELA EAP: Percentage of Pupils Prepared for College by the Early Assessment Program (EAP) (as measured by 11th grade CAASPP scores indicating standard exceeded or standard met in ELA)	Class of 2019, 27% were ready and 40% were conditionally ready.	Class of 2020: Data not Available	46.22% are prepared for College as measured by 11th grade students Met or Exceeded ELA Standards in 21-22 ELA CAASPP State Assessment	64.76% are prepared for College as measured by 11th grade students Met or Exceeded ELA Standards in 22-23 ELA CAASPP State Assessment	All Students will be ready for college.
Math EAP: Percent of Pupils Prepared for College by the Early Assessment Program (EAP) (as measured by 11th grade CAASPP scores indicating standard exceeded or standard met in Math)	Class of 2019, 4% were ready and 13% were conditionally ready.	Class of 2020: Data not Available	17.10% are prepared for College as measured by 11th grade students Met or Exceeded Math Standards in 21-22 Math CAASPP State Assessment	27.45% are prepared for College as measured by 11th grade students Met or Exceeded Math Standards in 22-23 Math CAASPP State Assessment	All Students will be ready for college.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Course Access: Students have access and are enrolled in a broad course of study (i.e. , social science, science, health, PE, VAPA, world language).	100% of students in 2020 -2021 have access and are enrolled in a broad course of study.	100% of students in 2020- 2021 have access and are enrolled in a broad course of study.	100% of students in 2021-2022 have access and are enrolled in a broad course of study.	100% of students in 2022- 2023 have access and are enrolled in a broad course of study.	100% of students will have access and will enroll in a broad course of study.
NWEA Reading Growth Indicator (Priority 4) Pupil Outcomes: The percentage of students that are at or above grade level on the NWEA in reading will increase by at least 16% during their first three years of high school. Moving forward, we will also measure the students making one year of growth in Reading and Math based on verified data assessment.	Class of 2021: 16% increase	Class of 2022: Scores may not have been valid due to the fact that students took the exam at home.	49% of the students are at or above grade level in the NWEA in reading Winter 2023 Benchmark. Based Math: 45% Reading: 45% Data Year: 2020-21 Data Source: NWEA MAP Year 1 Outcome Math: 59% Reading:40% Data Year: 2021-22 Data Source: NWEA MAP Year 2 Outcome Math: 60% Reading:42% Data Year: 2022-23 Data Source: NWEA MAP	52% Data Year: 2023-34 Data Source: NWEA MAP	Ideally, all students would be at or above grade level in reading by their junior year of high school. Desired Outcome for 2023-24 - Average at least one year of growth in Reading and Math schoolwide and for all significant subgroups.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
NWEA Language Growth Indicator (Priority 4)	20-21 Not Collected	21-22 Not Collected	22-23 Not Collected	52% Data Year: 2023-34 Data Source: NWEA MAP	23-24 An increase from base year.
NWEA Math Growth Indicator (Priority 4) Pupil Outcomes: The percentage of students that are at or above grade level on the NWEA in math will increase by at least 16% during their first three years of high school.	Average increase of the classes of 2020 & 2021: 16% increase	Class of 2022: Scores may not have been valid since students took the exam at home.	41% of the students are at or above grade level in the NWEA in math Winter 2023 Benchmark. Based Math: 45% Reading: 45% Data Year: 2020-21 Data Source: NWEA MAP Year 1 Outcome Math: 59% Reading:40% Data Year: 2021-22 Data Source: NWEA MAP Year 2 Outcome Math: 60% Reading:42% Data Year: 2022-23 Data Source: NWEA MAP	45% Data Year: 2023-34 Data Source: NWEA MAP	Ideally, all students would be at or above grade level in math by their junior year of high school. Desired Outcome for 2023-24 - Average at least one year of growth in Reading and Math schoolwide and for all significant subgroups.

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Overall the actions designed to support achievement of goal 1 were implemented as planned.

Successes:

This year has been marked by notable successes in the implementation of Goal 1 of our LCAP. From the outset, our staffing has been robust, with a full complement of teachers, including one on permit and two Teach For America educators, alongside the remainder being credentialed. This achievement is particularly significant given the prevailing teacher shortage. Furthermore, we have successfully executed our actions related to EL/SPED and other crucial areas. The recognition of Central City as a Distinguished School highlights our commitment to excellence. Our students have excelled academically, with Green graduation rates and Blue ELA scores on the California Dashboard indicating commendable progress. Notably, our teacher retention remains strong, reflecting a positive and supportive school culture. Moreover,

our EL, Latinx, and students with disabilities have consistently outperformed their peers across the state in SBAC exams, showcasing the effectiveness of our instructional programs. Remarkably, all our students have surpassed state averages in ELA, Math, and Science SBAC assessments, underscoring our dedication to academic achievement for all. Additionally, increased professional development opportunities provided by the network office have further empowered our educators and leaders. Finally, the strategic hiring of a Chief Academic Officer and ongoing team development, funded through foundations rather than the Charter Management Organization, signifies our commitment to organizational growth and sustainability. These collective accomplishments signify significant progress towards our overarching goals and demonstrate our unwavering dedication to student success.

Challenges:

Despite the overall smoothness of this year, several challenges have emerged in the implementation of Goal 1 of our LCAP. One notable concern is the lower percentage on the College and Career Indicator, prompting a closer examination of how this metric is reported and interpreted. Additionally, while our hotspots and internet programs have been active, the cessation of COVID funding has raised questions about how to sustain these vital services going forward, particularly regarding the retrieval and reorganization of hotspots and internet provisions. Furthermore, the increase in the Special Education (SPED) population by 1% necessitates a focused effort on identifying and addressing the additional needs for services and supports within this demographic. Moreover, as we explore recruitment strategies, the establishment and development of a robust HR department are imperative, particularly in supporting teachers without credentials or interns. Navigating these challenges will require strategic planning, collaborative efforts, and a commitment to addressing the evolving needs of our school community while ensuring equitable access to resources and support services for all students.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

1.2 Purchase Standards Based Curriculum estimated actuals ($295,000) was more than budgeted expenditures ($260,100) due to the evolving educational demands and shifting requirements of the school and its diverse student body, necessitating a broader investment in curriculum materials to meet instructional standards and support enhanced learning outcomes.

1.3 Provide Employee Benefits estimated actuals ($1,421,729) was less than budgeted expenditures ($1,149,872) because of the ongoing challenges associated with recruiting and retaining qualified educators, which may have resulted in fewer staff members needing benefits than initially projected.

1.4 Provide Professional Development Opportunities estimated actuals ($60,606) was less than budgeted expenditures ($122,746) because the school strategically leveraged a combination of cost-effective professional development options, including in-house training, online resources, and collaborative partnerships, to maximize the value of available resources while meeting the evolving needs of educators and students.

1.6 Purchase and Maintain Technology estimated actuals ($141,000) was less than budgeted expenditures ($192,820) because of the dynamic educational landscape and evolving technological requirements of both the school and its students, prompting a careful reassessment of priorities and resource allocation to ensure optimal utilization and alignment with instructional objectives.

1.7 Assessment & Student Information System estimated actuals ($1,421,729) was less than budgeted expenditures ($1,149,872) due to the dynamic nature of educational requirements and the evolving needs of both the school and its students, prompting a more targeted allocation of resources to ensure efficient management of assessments and student data while maintaining high standards of educational quality.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Throughout the three-year LCAP cycle for Central City Value High School, the implemented actions, including Hiring Certificated Faculty, Providing Employee Benefits, Ensuring Access to Substitutes, Implementing an Assessment & Student Information System, and Purchasing Materials, Supplies, and Equipment, have proven to be overall effective in advancing towards our goals for the following metrics: Fully Credentialed Teachers, Instructional Materials, and State Standards Implementation. As evidenced by 100% of students consistently having access to standards-aligned instructional materials and the full implementation of state standards during all LCAP years, our efforts have yielded positive outcomes. Despite encountering slight dips in the number of fully credentialed and appropriately assigned teachers to 92%, the school has proactively addressed this challenge by implementing measures to enhance teacher recruitment and retention. Consequently, we are witnessing improvements in this area, ensuring continued progress towards our objectives.

The actions Purchase Standards Based Curriculum, Provide Professional Development Opportunities, Purchase and Maintain Technology, Provide Personnel, Equipment, and Materials for Low Income Academic Services have been mostly effective with regards to ELA and Math CAASPP Data, Science CAST data, and internal NWEA MAP assessments. Despite the global pandemic causing a slight dip in overall data, students made significant improvements in ELA CAASPP, with proficiency rising nearly 20% from year 2 to year 3 outcomes, reaching 64.78%. Similarly, in math, students saw an improvement of over 10%, rising from 17.1% proficiency in 2022 to 27.5% in 2023. While the Science CAST exam showed lower achievement, there was still notable growth, increasing from 18% passing in 2021 to 32.7% meeting and exceeding standards in 2023. Additionally, internal benchmarks through NWEA MAP assessments demonstrated annual growth, with year three outcomes in ELA and math reaching 52% and 45%, respectively.

These actions have been effective for college-going metrics of A-G Completion and AP Exams. Central City Value High School saw an increase in achievement from 33% in 2021 to 53% in 2023 in AP exam pass rates. A-G Completion rates have remained competitive with a most recent rate of 73% of graduates meeting UC requirements upon graduation as reflected in DataQuest.

The action of Implement English Learner Services has been inconsistently effective. Currently, the English Learner Progress (ELPI) rate stands at 35.7%, below the state average. We are in the process of refining our strategies to yield better results for our English Learners in the upcoming year.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Long Term English Learners services will be added to the 2024-25 LCAP's English Language Development action in order to document the services provided to ensure the progress of this subgroup in developing English language fluency. A metric "Percent of LTELs scoring at Level 3 & 4 on the ELPAC" will be added to track the effectiveness of the new action.

Additionally, these metrics will be added: "CAASPP ELA: Distance from Standard for all students and all significant subgroups" and "CAASPP Math: Distance from Standard for all students and all significant subgroups" in order to further track achievement data and progress.

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.

Goal 2

Goal #	Description
2	School leaders, faculty, and students acknowledge that each student is gifted with talents and abilities, and each should develop to their fullest potential. Administrators, educators, staff, students and parents collaborate to identify areas of need and create programs, activities, customs, and practices to develop a positive school climate which supports and engages students, parents, and staff with their unique needs.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rates (State Priority 5)	97% based on 20-21 ADA reports	95% based on 21-22 ADA reports	94% based on 22-23 Annual Average Daily Attendance in P2 District Report.	93.94% based on 23-24 Annual Average Daily Attendance in P2 District Report	97%
Chronic Absenteeism Rate (State Priority 5).	9%	Not applicable	10.7% Chronic Absenteeism Data Year: 2021-22 Data Source: DataQuest	18.8% Data Year: 2022-23 Data Source: DataQuest	
High School Drop Out Rate (State Priority 5)	1% (From CALPADS Reports)	2.63% (From CALPADS Reports)	1% High School Drop Out Rate Data Year: 2021-22 Data Source: DataQuest (4-year cohort outcomes data)	11.50% Data Year: 2022-23 Data Source: DataQuest	
High School Graduation Rates (State Priority 5)	In 2019-20, the cohort graduation rate was 94.7%.	In 2020-21, the cohort graduation rate was 84%.	In 2021-22, the cohort graduation rate was _____ %.	87.7% Data Year: 2022-23 Data Source: DataQuest	Ideally, the cohort graduation rate would be 100%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rates as measured by the California dashboard. (State Priority 6)	During the 2019 - 2022 school year the suspension rate was 0.8% (CA Dashboard and Discipline CALPADS Reports)	During the 2020 - 2021 school year the suspension rate was 0.0%.	0% suspension rate Data Year: 2021-22 Data Source: CA State Dashboard	0% Data Year: 2022-23 Data Source: CA State Dashboard	0.0% (CA Dashboard and Discipline CALPADS Reports)
Expulsion Rates (State Priority 6)	The school did not expel any students during the 2019-2020 school year.	The school did not expel any students during the 2020-2021 school year.	0% Expulsion Rate According to CALPADS Discipline Report Data Year: 2021-22 Data Source: CA CDE DataQuest	0% Data Year: 2022-23 Data Source: DataQuest	0 expulsions
Pupils, Parents, Teachers response to sense of Safety in the Value Schools School Climate Survey . (State Priority 6)	Pupils' safety average response was 3.66 on a five point scale in the 20-21 School Climate Survey. Parents' Safety Average response was a 4.20 on a five point scale from the 20-21 School Climate Survey. Teachers' Safety Average Response was 4.10 on a five	Pupils' safety average response was 3.63 on a five point scale in the 21-22 School Climate Survey. Parents' safety average response was a 4.22 on a five point scale in the 21-22 School Climate Survey. Teachers' safety average response	55% of pupils responded feeling a sense of safety in the school in the 22-23 School Climate Survey 86% of parents responded feeling a sense of safety in the school in the 22-23 School Climate Survey 78% of Teachers responded feeling a sense of safety in the school in the 22-23 School Climate Survey	Student: 52% Teacher: 69% Parent: 79% All Average: 67% Data Year: 2023-24 Data Source: Annual Local School Climate Survey	Pupils, Parents, Teachers response to sense of Safety in the Value Schools School Climate Survey to be an average of 3.5.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	point scale from the 20-21 School Climate Survey.	was 4.17 on a five point scale in the 21-22 School Climate Survey.	Data Year: 2022-23 Data Source: Annual Local School Climate Survey		
Pupils, Parents, Teachers response to school connectedness in the Value Schools School Climate Survey . (State Priority 6)	74% of pupils responded feeling connected in the 20-21 School Climate Survey 91% of parents responded feeling connected in the 20-21 School Climate Survey 77% of Teachers responded feeling connected in the 20-21 School Climate Survey	74% of pupils responded feeling connected in the 21-22 School Climate Survey 89% of parents responded feeling connected in the 21-22 School Climate Survey. 83% of Teachers responded feeling connected in the 21-22 School Climate Survey	52% of pupils responded feeling connected in the 22-23 School Climate Survey 82% of parents responded feeling connected in the 22-23 School Climate Survey. 83% of Teachers responded feeling connected in the 22-23 School Climate Survey Data Year: 2022-23 Data Source: Annual Local School Climate Survey	Student: 50% Teacher: 72% Parent: 80% All Average: 67% Data Year: 2023-24 Data Source: Annual Local School Climate Survey	Over 75% of pupils, parents, and teachers should feel connected to the school.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Input in Decision Making : Percent of parents who feel they provide input in decision making in surveys, governance committees, or in meetings. (State Priority 2)	% of parents who feel they provide input in decision making	% of parents who feel they provide input in decision making	72% of parents who feel they provide input in decision making in surveys, governance committees, or in meetings. Data Year: 2022-23 Data Source: Annual Local School Climate Survey	70% Data Year: 23-24 Data Source: Network Survey	
Parent participation in programs for unduplicated pupils (UDPs) and individuals with exceptional needs. (State Priority 6)	98% of parents who feel they have opportunities to participate in programs , events, meetings, or academic discussions in the school. Examples: School Site Council, ELAC, Coffee with the Principal, Parent Meetings	99% of parents who feel they have opportunities to participate in programs , events, meetings, or academic discussions in the school. Examples: School Site Council, ELAC, Coffee with the Principal, Parent Meetings	82% of parents who feel they have opportunities to participate in programs , events, meetings, or academic discussions in the school. Examples: School Site Council, ELAC, Coffee with the Principal, Parent Meetings Data Year: 2022-23 Data Source: Annual Local School Climate Survey	90% Data Year: 23-24 Data Source: Network Survey	

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Overall the actions designed to support achievement of goal 2 were implemented as planned.

Successes:

This year has been marked by significant successes in the implementation of Goal 2 of our LCAP, reflecting our commitment to fostering a positive and supportive school environment. Notably, achieving a "Blue" rating for suspension on the CA Dashboard highlights our school's dedication to maintaining a safe and inclusive atmosphere, with no suspension or expulsion incidents reported. Student behavior has been effectively managed and supported by our on-site team, contributing to a conducive learning environment. Additionally, we have successfully implemented all planned actions, resulting in positive feedback on the school climate survey from parents, staff, and students alike. With a robust attendance rate of 93%, our school community demonstrates a strong commitment to engagement and participation. Furthermore, our sports teams' continued dedication, along with opportunities for before and after-school tutoring, enrich the extracurricular experiences for students. The popularity of the dance team and the cooking class, initiated after COVID, further enhances student engagement and enrichment. Importantly, the percentage of foster/homeless youth has decreased significantly, underscoring our efforts in supporting vulnerable student populations. The establishment of the Wellness Policy Committee has facilitated collaboration across all sites, providing valuable feedback on nutrition programs and initiatives. Through initiatives such as the monthly nutrition newsletter, we not only spread nutrition education within the community but also provide resources to families. This strong collaboration reflects our dedication to family engagement in nutrition policies and development, ultimately contributing to a healthier and more supportive school environment.

Challenges:

Implementing Goal 2 of our LCAP this year has presented several challenges, particularly concerning off-site safety and student engagement in meal programs. While our on-site environment remains secure, ensuring student safety once they leave the premises remains a focal point, especially given the challenges posed by the unhoused population and crime in the surrounding neighborhood. Collaborating closely with the LAPD and city officials has been crucial in supporting safety measures around the campus perimeter. Although some crime rates, such as assault, burglary, and motor vehicle theft, have decreased, an increase in vehicle break-ins and larceny poses ongoing concerns. Additionally, despite our efforts, student engagement and participation in meal programs continue to be areas of focus, requiring innovative approaches to increase involvement and address barriers to access. As mentioned in our successes above, we have developed a robust Wellness Policy Committee that is collaborating across sites to further develop an engaging meal program. These challenges underscore the importance of ongoing collaboration and proactive strategies to ensure the safety and well-being of our students both on and off campus.

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.

2.2 Implement After School and Sports Services estimated actuals ($527,912) was more than budgeted expenditures ($481,119) due to the evolving requirements of both the school community and its students, necessitating additional resources to enhance and expand after-school programs and sports services to better meet the diverse needs and interests of the student body.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The actions of Provide Classified Personnel, Equipment and Materials for Low Income Student Engagement Services, Deliver Homeless and Foster Youth Support Services, Implement After School and Sports Services, Hire Paraprofessionals, Provide Student Activity Opportunities,

Implement Nutrition Program and Implement Summer School have been effective interventions for the metrics of attendance and chronic absenteeism, suspension and expulsion, school climate and graduation rates.

Attendance has seen a slight drop due to the pandemic, however is still maintaining better outcome rates than the state. Average Daily Attendance as of 2023 was 94% and Chronic Absenteeism at 18.8% We have added an attendance action item to focus on improving attendance and chronic absenteeism data.

Suspension and Expulsion are consistent at 0%. We have seen a slight uptick in the dropout rate, which is now at 11.5%. At the same time, our graduation rate is a consistent celebration as we have seen increasing rates year over year. Most recently in 2023, 87.7% of our students met graduation requirements.

Our student and teacher survey data is consistently positive. With regards to “sense of safety”, over half of our students (55%) feel safe and 78% of teachers feel safe on campus. Similar percentages feel “connected” to the school, with 52% of students feeling connected and 83% of teachers. We do feel there is potential growth in these areas and are working to include proactive programming in the coming year through SEL and trauma informed practices. There will be PD support for administrators and teachers as well as training for parents.

Provide Parent Engagement Opportunities has effectively impacted parent participation. Parent data on surveys is consistently high with 86% feeling a sense of safety in the school, 82% feeling connected, and 82% feel they have opportunities to participate in programs, events, meetings or academic discussions.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

In light of the attendance challenges exacerbated by the global pandemic, our institution is witnessing increased instances of chronic absenteeism. While daily attendance remains a commendable aspect, we acknowledge the necessity to implement a new action item titled "Attendance Support." This initiative aims to directly tackle the current trends observed, with the intention of alleviating the increase in chronic absenteeism and fostering positive outcomes in the forthcoming years.

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.

Goal 3

Goal #	Description
3	This is a broad goal to address all state priorities. Each School will be fully compliant with all Local, State and Federal regulations, ensure that students have a learning environment they need to be successful, and to meet the annual growth measurements prescribed.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
LAUSD Oversight Visit Review in Governance, Operations, Fiscal, and Academic	Based on 20-21 LAUSD Oversight Report we received a 4 in Governance, no score in Academic Achievement, 3 in Operations, and 4 on Fiscal operations out a 4 point rubrics from our Authorizing District - Los Angeles Unified District. Operations 3 Fiscal 4 Fiscal	Based on 21-22 LAUSD Oversight Report we received a 4 in Governance, 3 in Academic Achievement, 3 in Operations, and 4 on Fiscal operations out a 4 point rubrics from our Authorizing District - Los Angeles Unified District.	Based on 22-23 LAUSD Oversight Report we received a 4 in Governance, 2 in Academic Achievement, 3 in Operations, and 4 on Fiscal operations out a 4 point rubrics from our Authorizing District - Los Angeles Unified District. Data Year: 2022-23 Data Source: LAUSD Oversight Report	Data has not yet been released. Data Year: 2023-24 Data Source: LAUSD Oversight Report	Receive all 3 points or higher in LAUSD Oversight Reports
School Facilities in "Good Repair": Clean, safe, and functional.	100% of building in good repair 2020-21	100% of building in good repair 2021-22	100% of building in good repair 2022-23 Data Year: 2022-23 Data Source: Local Self Report Tool	100% of building in good repair 2023-24 Data Year: 2023-24 Data Source: Local Self Report Tool	
WASC Accreditation	Received a 6 year with a 1 day Mid-Cycle Visit	Received a 6 year with a 1 day Mid-Cycle Visit	Received a 6 year with a 1 day Mid-Cycle Visit	Received a 6 year with a 1 day Mid-Cycle Visit	Receive a 6 year with 3 year mid cycle visit

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Overall the actions designed to support achievement of goal 3 were implemented as planned.

Successes:

This year has seen notable successes in the implementation of Goal 3 of our LCAP, particularly in maintaining and enhancing our school facilities. Through diligent efforts, we have excelled in maintaining and repairing our facilities, ensuring a conducive learning environment for our students. Looking ahead, we have proactive plans for major upgrades scheduled over the summer, including refurbishing floors, modernizing science classrooms, and updating lockers. Additionally, to enhance safety measures, we are adding an additional door at the front of the school, providing an added layer of security for our students and staff. These accomplishments underscore our commitment to providing a safe, modern, and well-equipped learning environment that supports the academic success and well-being of all members of our school community.

Challenges:

While implementing Goal 3 of our LCAP this year, we have encountered challenges, particularly in student recruitment. Despite successfully executing our planned actions, the decreasing rates of enrollment statewide pose a significant hurdle. Intensified competition from other schools and charters in the area adds to the complexity of attracting and retaining students. While our efforts to maintain and improve facilities remain strong, the struggle to increase enrollment necessitates innovative strategies and targeted outreach initiatives to appeal to prospective students and families. Despite these challenges, our commitment to providing a high-quality learning environment remains steadfast, and we continue to explore new avenues to address enrollment concerns and ensure the vitality of our school community.

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.

3.2 Maintain Memberships with Community Partners estimated actuals ($915,219) was more than budgeted expenditures ($1,083,442) due to the evolving demands of the school community and its students, requiring increased investment in maintaining partnerships with external organizations to provide comprehensive support and enrichment opportunities aligned with the changing needs and aspirations of the student body.

3.3 Purchase of Office Supplies estimated actuals ($121,392) was more than budgeted expenditures ($299,408) due to the inclusion of depreciation, which was lower than budgeted due to delays in the completion of building improvements.

3.4 Develop or Maintain Student Recruitment Strategies estimated actuals ($80,000) was more than budgeted expenditures ($70,000) due to the enhanced investment in refining and expanding student recruitment strategies to effectively attract and retain a diverse student population aligned with the evolving needs and goals of the school community.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The actions of Maintain and Repair Facilities, Maintain Memberships with Community Partners, Purchase Office Supplies, Develop or Maintain Student Recruitment Strategies, and Implement Personnel Appreciation Strategies were effective in supporting the metrics of LAUSD Oversight, WASC Accreditation and School Facilities in Good Repair. While academic achievement took a slight drop to a “2” in 22-23, our remaining scores were “4”s in Governance, Operations, and Fiscal, earning the highest accolades from our local district, LAUSD. Year over year, our facilities are 100% in good repair, and we maintained our WASC Accreditation cycle of 6 year with 1 day mid-cycle visit.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The WASC Accreditation metric will be removed as the components of this accreditation are reflected throughout the metrics and actions of all goals.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Instructions

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping

actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Central City Value High School	Joaquin Arroyo Principal	jarroyo@valueschools.com 310-280-8583

Plan Summary 2024-25

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Central City Value High School (CCVHS) is an independent charter school authorized by the Los Angeles Unified School District in 2003 and located in a 2-story building at 221 N. Westmoreland Avenue, Los Angeles, California. With an enrollment capacity of 480 students, the school offers a high school education to students, in grades 9-12. For the 2023-24 academic year, the school had 480 students enrolled with a 19:1 student to teacher ratio, and administrators, counselors, coaches, and staff providing additional support in needs as a result of the COVID 19 global pandemic, poverty, mental health, and community issues. This document serves as the Local Control Accountability Plan (LCAP) and as the School Plan for Student Achievement (SPSA) and addresses state and federal school plan requirements and state priorities.

Our Mission

The Value Schools mission is to establish and support high quality, values based elementary and secondary charter schools for populations of students who have been historically underserved by the traditional public school system.

Our academic program is driven by the five core values listed below:

1. Academic excellence is the means to a full life.

2. Each student can develop to his or her fullest potential.

3. Each individual is unique and deserves respect.

4. A safe, nurturing community is essential to academic excellence.

5. Service to others and the community is a responsibility of an educated person.

Sustained by our five core Values, our rigorous academic programs challenge our students to be part of a rich learning environment. Our school leaders, teachers, and staff work with each student to ensure academic expectations, extracurricular interests, and graduation requirements are met. Central City Value High School provides students opportunities to develop their potential in sports, art, dance, Advanced Placement classes, and an Interdisciplinary Honors Program. We foster a positive school climate and high student engagement by

providing a safe, nurturing community where students are closely monitored, conflicts are immediately addressed, and opportunities for celebrations are regularly scheduled.

As listed in the California Department of Education Data Quest, we serve a student population with the following demographics:

95% Hispanic/Latinx

88% of our students are Socioeconomically Disadvantaged

21% English Learners

15% Students with Disabilities

1% or less of students in foster placement or experiencing homelessness

Central City Value High School knows parents are the first and primary educators of their children. Highly collaborative relationships between parents and teachers ensure parents remain closely connected to their child's education. We do this by conducting regular parent meetings and scheduling updates and discussions on academic data and school initiatives. Students experience greater levels of success in university and in life when their most important advocates work together to meet their needs.

According to Innovate Public Schools Los Angeles, Central City Value High School is one of only 12% of schools in Los Angeles County that are helping successfully close the gap for low-income Latino students, and has been named one of America's best high schools by U.S. News and World Report. Students who graduate from Central City are prepared to be successful at two- and four-year universities. Over the past three years nearly 100% of Central City seniors have received their high school diploma, and 96% have gone on to higher education. We have students accepted to Harvard, Yale, N.Y.U., and U.S.C. We have students currently attending M.I.T., Brown University, U.C. Berkeley, U.C.L.A., and every university in the U.C. system. The school is accredited by the Western Association of Schools and Colleges (WASC) and has been approved for four 5-year renewal terms by the Los Angeles Unified School District.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Based on the State Dashboard, the Central City Value student, faculty, and parent community have experienced a number of successes during the 23-24 academic year. As indicated in the 22-23 school year California School Dashboard, Central City Value had the following successes with the hispanic and socioeconomically disadvantaged subgroups:

English Learner Progress is in the orange with 35.7% making progress towards English proficiency by moving up a level or maintaining at the highest level on the 2022-23 ELPAC. This is a decrease of 9.9% percentage points from the previous year. While we are seeing our EL learners outperforming the state in SBAC exams, we will continue to work on specific progress within levels and on the ELPAC exam in the coming year.

English Language Arts (ELA) Achievement is in the blue. Students are performing 36.6 points above standard. Central City Value High School increased 41.8 points in this area in the previous year. While our English Learners are performing 43.5 points below standard, we did see the distance from standard decrease, meaning that students moved closer to meeting standards on average by 34.6 points. Our hispanic

students are currently performing 34.5 points above standard and our socioeconomically disadvantaged students are similarly performing 34.7 points above standard. All subgroups grew, with hispanic students increasing 39.7 points and socioeconomically disadvantaged students increasing 45.6 points.

Mathematics achievement is in the yellow and students are 66.4 below standard. At the same time, the distance from standard decreased 38.4 points this year, meaning that students moved closer to meeting standards overall. While the school did not meet its targets for the percentages of students meeting/exceeding standards on ELA and Math CAASPP assessments, the growth shown in reducing the Distance from Standard in Math and growing achievement in ELA indicates the Purchase of Standards Based Curriculum, Providing Employee Benefits, Providing Professional Development Opportunities, Providing Access to Substitutes and Purchase and Maintain Technology, combined with Assessment & Student Information System, Purchase Materials, Supplies and Equipment, Provide Personnel, Equipment and Materials for Low Income Academic Services, Implementing EL Services, and Implement Special Education Services are showing effectiveness. The school will continue with these actions, continuing to strengthen implementation.

Graduation Rate is at the green level with 87.7% graduated. This commendable rate increased 1% from last year and is higher than the state average.

Suspension is at the blue level with 0% of students suspended during the school year. We are proud of our strong commitment to behavioral support on site and commitment to school culture and climate.

College/Career Indicator is low. Currently 33.8% of students are prepared for college. At the same time, our graduation rate is 87.7% and A-G completion rates are at 73%. From our internal data, we are showing high rates of college going culture and that our interventions and supports are preparing students for college and career.

All Local Indicators are Met Central City Value High School (CCVHS) excels in fostering strong relationships between school staff and families through various communication channels. These include ParentSquare, Dean’s List, and social media platforms like Instagram and Facebook, alongside traditional methods such as phone calls, emails, and mail notices. The school also facilitates numerous opportunities for family engagement, including Café Con Pan, parent workshops, meetings, Back-to-School Night, biannual student-parent-advisor meetings, and one-on-one sessions with faculty or staff. Monthly personal notices are sent to families of struggling students, and a dedicated parent/family liaison has been appointed to address specific concerns. These efforts are reflected in the School Climate Survey, with high percentages of parents acknowledging the school's commitment to building trust, creating a welcoming environment, understanding diverse cultures, providing accessible communication, offering professional learning opportunities, implementing family engagement policies, and seeking input from families. Overall, CCVHS thrives in nurturing positive relationships between staff and families.

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.

Central City Value High School is a single school LEA that is not eligible for comprehensive support and improvement.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Parents	Parent feedback is essential to our work at Central City Value High School. Parent Community Meetings and Coffee with the Principal occur monthly. Additionally, School Site Council Meetings and ELAC meetings occur four times annually. Annual survey feedback provides a touchpoint for parent perception and guides major decision making. During the April parent meeting, parents had the opportunity to review the new LCAP and provide feedback on goals, metrics and actions.
Teachers, administrators, and other school personnel	Teachers, administrators, and other school personnel provide feedback during regular staff meetings and during one-on-one check-ins with their supervisors/coach. We additionally have grade level and department meetings as well as department program leads for SPED, ELD, Homeless Liaisons and SSP. In April, teachers and administrators met to review parent feedback, provide their own feedback, and propose action steps to address areas of need with regards to the proposed LCAP.
Students	Students provide feedback during School Site Council meetings, classroom meetings and 1:1 check ins with staff. Students also provide feedback through the annual school climate survey. Student leadership reviewed LCAP data/actions during their April meeting and provided feedback.

Insert or delete rows, as necessary.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Overall parents, teachers, administrators, and staff believe that the school is making progress with the existing plan and would like the new 2024-25 plan to stay the same with suggestions for how to strengthen support and actions for each goal.

Goal 1: Stakeholders aim to celebrate achievements and recognize areas for improvement in the coming year. They celebrate student achievements, such as receiving the California Distinguished School Award and achieving higher SBAC and CAST scores compared to other schools in the area and state. Additionally, they commend student growth in ELA and math, as well as achieving full staffing throughout the

school year. However, stakeholders identify the need for additional math support classes as an area for improvement and suggest focusing on enhancing support in this subject.

Goal 2: Stakeholders aim to acknowledge accomplishments and areas for growth in the upcoming year. They appreciate the successful implementation of all actions. However, they highlight the need for improved English learner progress and advocate for additional support tailored to students in this demographic. Specifically, stakeholders propose that all English learner students will take an English Language Development (ELD) class for a full-length period in the 2024-2025 academic year to address this concern.

Goal 3: Stakeholders express appreciation for the successful implementation of all planned actions and anticipate a significant makeover of the school's interior during the summer. However, they identify recruitment and enrollment as areas needing improvement, noting a lower than desired student population, likely due to competition in the area. Stakeholders look forward to collaborating with a recruitment coordinator from the network office to address this challenge.

Goals and Actions

Goal 1

Goal #	Description	Type of Goal
1	Central City Value High School will promote academic achievement and proficiency for all students.	Broad

State Priorities addressed by this goal.

Priority 1 Basic Services, Priority 2 Conditions of Learning, Priority 4 Pupil Outcomes, Priority 7 Course Access, Priority 8 Other Pupil Outcomes

An explanation of why the LEA has developed this goal.

Our school will ensure academic achievement. School leaders will recruit, hire, and develop professionals to instruct, support, and monitor students in all academic areas. Educators will offer expert instruction with high expectations for academic performance to students who are disciplined learners, with standards of accountability for both, and implement increased or targeted services for students identified in one or more of the following students groups: English Learners, Socioeconomically Disadvantaged pupils, foster youth, homeless youth , student with Disabilities, and gifted students.

Measuring and Reporting Results

1	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Teachers: % of Fully Credentialed and Appropriately Assigned Teachers *Source: SARC*	90% *Data Year: 2022-23*			95%	N/A for 2024

1	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	Instructional Materials: % of Students with standards-aligned Instructional Materials at home and at school. *Source: SARC*	100% *Data Year: 2023-24*			100%	N/A for 2024
1.3	CAASPP ELA: % met/exceeded standards for all students and all significant subgroups *Source: Dataquest*	All: 64.7% SED: 62.1% SWD: 25% EL: 26.7% Hispanic or Latino: 65.7% *Data Year: 2022-23*			Increase 5-7% from baseline in all subgroups	N/A for 2024
1.4	CAASPP ELA: Distance from Standard for all students and all significant subgroups *Source: CA Dashboard*	All: +36.6 SED: +34.7 SWD: -74.3 EL: -43.5 Hispanic or Latino: +34.5 *Data Year: 2022-23*			Increase 10 points from baseline in all subgroups	N/A for 2024
1.5	CAASPP Math: % met/exceeded standards for all students and all significant subgroups *Source: Dataquest*	All: 27.5% SED: 28.3% SWD: NA EL: 7.1% Hispanic or Latino: 26% *Data Year: 2022-23*			Increase 5-7% from baseline in all subgroups	N/A for 2024

1	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	CAASPP Math: Distance from Standard for all students and all significant subgroups *Source: CA Dashboard*	All: -66.4 SED: -67.9 SWD: -213.8 EL: -132.3 Hispanic or Latino: -70.6 *Data Year: 2022-23*			Increase 10 points from baseline in all subgroups	N/A for 2024
1.7	CAST Science: % met/exceeded standards for all students and all significant subgroups *Source: CA Dashboard*	All: 32.7% SED: 33.3% SWD: NA EL: 0% Hispanic or Latino: 32.7% *Data Year: 2022-23*			Increase 5-7% from baseline in all subgroups	N/A for 2024
1.8	State Standards Implementation: % of teachers with scope and sequences aligned to state adopted content standards, including ELD standards *Source: Local*	100% *Data Year: 2023-24*			100%	N/A for 2024

1	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.9	English Learner Progress Indicator: % of English Learners increasing a level or maintaining at the highest level on the ELPAC *Source: Dataquest*	35.7% *Data Year: 2022-23*			Increase 5-7% from baseline	N/A for 2024
1.10	EL Reclassification Rate *Source: Dataquest*	*Data release delayed by CDE*				N/A for 2024
1.11	Long Term English Learners: % of LTELs scoring at a Level 3 or 4 on the ELPAC *Source: Dataquest*	51.02% *Data Year: 2022-23*			Increase 5-7% from baseline	N/A for 2024
1.12	NWEA Language: % of students that are at or above grade level *Source: Local*	52% *Data Year: 2023-24*			Maintain 52% or higher	
1.13	NWEA Reading: % of students that are at or above grade level *Source: Local*	52% *Data Year: 2023-24*			Maintain 52% or higher	

1	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.14	NWEA Math: % of students that are at or above grade level *Source: Local*	45% *Data Year: 2023-24*			50%	
1.15	High School A-G: % of graduates completing A-G requirements *Source: Dataquest*	73% *Data Year: 2022-23*			Increase by 5%	
1.16	High School CTE: % of pupils who have successfully completed CTE Courses from approved pathways *Source: Dataquest*	N/A - No CTE Courses *Data Year: 2022-23*			N/A - No CTE Courses	
1.17	High School A-G & CTE: % of pupils who have successfully completed A-G and CTE courses. *Source: Dataquest*	N/A - No CTE Courses *Data Year: 2022-23*			N/A - No CTE Courses	

1	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.18	High School EAP ELA: % of students who demonstrate college preparedness pursuant to the Early Assessment Program (as measured by 11th grade CAASPP scores indicating standard exceeded or standard met in ELA). *Source: Dataquest*	64.76% *Data Year: 2022-23*			Increase by 5%	
1.19	High School EAP Math: % of students who demonstrate college preparedness pursuant to the Early Assessment Program (as measured by 11th grade CAASPP scores indicating standard exceeded or standard met in Math). *Source: Dataquest*	27.45% *Data Year: 2022-23*			Increase by 5%	

1	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.20	High School AP Exams : Percentage of Pupils who pass AP exams with a score of 3 or higher. *Source: Local*	53% *Data Year: 2022-23*			Maintain or increase by 5%	

Goal Analysis for 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.

To be completed in 2025

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.

To be completed in 2025

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

To be completed in 2025

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.

To be completed in 2025

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	Hire Certificated Faculty	This action has been created to address the conditions of student learning. The administrative team ensures to hire fully credentialed instructors who have an EL Authorization and are properly assigned to deliver instruction in CORE and elective courses. Fully credentialed teachers and certificated support services personnel address the needs of students and deliver instruction to all students and students identified in one or more of the following students groups: English Learners, Socioeconomically Disadvantaged pupils, foster youth, homeless youth , student with Disabilities, and gifted students.	$ 2,349,419	No
1.2	Purchase Standards Based Curriculum	This action has been created to address the conditions of student learning. The administrative team ensures to purchase state approved, researched based curriculum which will give students access to standards-aligned instructional materials and ensure the implementation of all CA standards, including how English Learners will access academic content standard and language objectives as dictated by their Language Acquisition status. Resources in the curriculum will also support the needs of students identified in one or more of the following student groups: English Learners, Socioeconomically Disadvantaged pupils, foster youth, homeless youth, students with Disabilities, and gifted students.	$ 240,800	No
1.3	Provide Employee Benefits	Value Schools maintain a group health insurance plan that provides benefits for medical, dental, vision, prescription medicine, and mental and behavioral health services. These competitive benefits, along with life insurance, holidays, and a positive school culture, increase retention, connectedness, and a sense of safety within our faculty.	$ 1,119,878	No

Action #	Title	Description	Total Funds	Contributing
1.4	Provide Professional Development Opportunities	Professional Development helps our administrators, specialist, teachers, and Paraprofessionals to learn skills to improve the conditions of learning and engagement to increase student outcomes. Aside from a focus on the implementation and mastery of standards, there is targeted skills development around English Learners' Language Acquisition objectives, students with special needs, homeless, and foster youth accommodations and services.	$ 63,201	Yes
1.5	Provide Access to Substitutes	This action has been created to continue to ensure the conditions of student learning. The administrative team subcontracts a vendor to get qualified substitutes to deliver instruction in CORE and elective courses and minimize learning disruption. Vendors include but are not limited to Teachers On Reserve and The Education Team, or stipends for classified staff with a substitute permit.	$ 70,000	No
1.6	Purchase and Maintain Technology	This action has been created to address student achievement and engagement. Technology equipment, hardware, and software will expand students' access to standardized curriculum, scaffolded/tiered resources at various instructional levels, and ensure accommodations for students in significant groups such as English Learners, Socioeconomically Disadvantaged pupils, foster youth, homeless youth , student with Disabilities, and gifted students. Besides implementation and access, these tools also allow for communication between various educational partners throughout the year.	$ 168,272	No
1.7	Assessment & Student Information System to this category	This is included in the above description: This action has been created to measure academic achievement by mastery of standards as captured by assessments and grade keeping records. Summative assessments recommended by the state's verified data system are administered quarterly and used as metric systems in the school's goals to measure academic progress and growth. Internal Assessment benchmark results, along with state assessment results, are used to determine intervention, progress monitor students, evaluate the effectiveness of programs and instruction, plan instruction and intervention strategies, and to determine additional needs or increased services.	$ 45,778	No

Action #	Title	Description	Total Funds	Contributing
1.8	Purchase Materials, Supplies and Equipment	This action has been created to address the conditions of student learning. The administrative team ensures to purchase state approved, researched based curriculum which will give students access to standards-aligned instructional materials and ensure the implementation of all CA standards, including how English Learners will access academic content standard and language objectives as dictated by their Language Acquisition status. Resources in the curriculum will also support the needs of students identified in one or more of the following student groups: English Learners, Socioeconomically Disadvantaged pupils, foster youth, homeless youth, students with Disabilities, and gifted students.	$ 100,747	No
1.9	Implement Services for Students Who are Low Income	This action has been created to address the conditions of student learning and engagement. Academic research indicates that lower class sizes allow for meaningful interaction between instructor and student. Our low income and English Learner students need ample opportunities to engage in oral and written academic discussion and instruction. To address this need, the school will employ additional teachers to lower class size and increase the individual attention given to students that are low-income, English learners, and/or foster youth. Furthermore, we have found that our low income students and English Learners, and foster youth need technology and curriculum materials to support them with learning in multiple homes or in after school programs as traveling with such equipment can be unsafe in low income neighborhoods. The school will purchase computers, extra curriculum, and devices to support students with access to curriculum and resources.	$ 1,152,432	Yes

Action #	Title	Description	Total Funds	Contributing
1.10	Implement Services for students who are English Learners	This action ensures English learners receive targeted ELD instruction aligned with their proficiency levels and appropriate academic support. It aims to achieve three objectives: providing professional development for teachers on ELD, fostering rapid English proficiency attainment to match native speakers, and ensuring ELs reach grade-level academic standards within a reasonable timeframe. Targeted support will be in the areas of professional development, family engagement, and EL programs. Implementation includes a Structured English Immersion program aligned with the EL Masterplan, with student progress monitored through various assessments like ELD curriculum evaluations, mastery of standards assessments, and state assessments (NWEA, LPAC, CAASPP, CAST). To address professional development needs, we will conduct workshops for teachers and paraprofessionals, focusing on strategies for supporting ELs in classrooms. Family engagement will involve workshops and materials explaining reclassification and the ELPAC exam. Lastly, we'll collaborate with specialists to enhance curriculum and develop targeted EL programs, integrating research-based strategies and providing additional support resources. Through these initiatives, we aim to better equip educators, engage families, and enhance curriculum to support the academic success of English learners.	$ 100,864	No
1.11	Implement Services for Students in Special Education	This action ensures the recruitment, enrollment, services, and retention of students with learning disabilities to address all state priorities. In order to implement services and funding as stated by law, our school has entered into partnership with various vendors to deliver assessments, counseling, occupational and speech therapy services. The school also pays for an encroachment fee for a Memorandum of Understanding with the Los Angeles Unified School District Special Education Local Plan Area (LAUSD SELPA) to consult, train, and receive oversight and support from LAUSD.	$ 543,858	No

Insert or delete rows, as necessary.

Goal 2

Goal #	Description	Type of Goal
2	Central City Value High School will have affirming, safe, and supportive school culture and climate.	Broad

State Priorities addressed by this goal.

Priority 3 Parental Involvement and Family Engagement, Priority 5 Pupil Engagement, Priority 6 School Climate

An explanation of why the LEA has developed this goal.

Central City Value High School will have affirming, safe, and supportive school culture and climate is a broad goal that addresses state priorities 3, 5, and 6. Actions ensure pupils and parents are engaged and have a positive school experience. A positive school climate is measured by high attendance, high parent participation, low chronic absenteeism, low suspension, and little to no expulsions or drop outs. Multiple Tiered Student Supports are put into place to support students with academics, sports, in school and after school student activities, and counselors and services to address social-emotional needs.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Average Daily Attendance *Source: CALPADS*	93.94% Data Year: 2023-24			95%	N/A for 2024
2.2	Chronic Absence Rate for all students *Source: Dataquest*	18.8% Data Year: 2022-23			Lower than 10%	N/A for 2024

2.3	High School Dropout Rate *Source: Dataquest (HS), CALPADS (MS)*	11.5% Data Year: 2022-23			0%	N/A for 2024
2.4	Suspension Rate for all students and all subgroups *Source: CA Dashboard*	0% Data Year: 2022-23			<1%	N/A for 2024
2.5	Expulsion Rate for all students and all subgroups *Source: Dataquest*	0% Data Year: 2022-23			0%	N/A for 2024
2.6	School Climate Survey: % of students, parents and teachers responding positively regarding school safety *Source: Local*	Student: 52% Teacher: 69% Parent: 79% All Average: 67% Data Year: 2023-24			75% or higher in all areas	N/A for 2024

2.7	School Climate Survey: % of students, parents and teachers responding positively regarding school connectedness *Source: Local*	Student: 50% Teacher: 72% Parent: 80% All Average: 67% Data Year: 2023-24			75% or higher in all areas	N/A for 2024
2.8	% parent Parent Participation in programs for unduplicated pupils (UDPs) and individuals with exceptional needs. *Source: Local*	82% Data Year: 2023-24			80%	N/A for 2024
2.9	High School Graduation Rate *Source: CA Dashboard*	87.7% Data Year: 2022-23			90%	N/A for 2024

Insert or delete rows, as necessary.

Goal Analysis for 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.

To be completed in 2025

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.

To be completed in 2025

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

To be completed in 2025

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.

To be completed in 2025

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	Deliver Homeless and Foster Youth Support Services	This action ensures the recruitment, enrollment, services, and retention of unhoused students or students in foster placement and addresses all state priorities. Policies have been developed outlining services and identifying a liaison to ensure services are delivered and rights are protected.	$ -	No
2.2	Implement After School and Sports Services	This action was created to create opportunities for engagement and connectedness. After School programs and sports are essential in keeping students physically active and cognitively engaged with the school and the academic program.	$ 335,216	Yes
2.3	Hire Paraprofessionals	This action was created to provide additional research based-targeted - in small groups or one on one academic support for students identified in one or more of the following student groups: English Learners, Socioeconomically Disadvantaged pupils, foster youth, homeless youth , student with Disabilities, and gifted students.	$ 398,450	No

2.4	Provide Student Activity Opportunities	Creating a positive school climate where students can engage and develop their interest is important. Leaders and staff will ensure the school offers extracurricular programs that taps into students' potential and interests.	$ 181,525	Yes
2.5	Implement Nutrition Program	Wellness policy and the nutrition program are essential components of the academic program. Our school participates in federal school meal programs (including the School Breakfast Program, National School Lunch Program (including after school snacks), Summer Food Service program, and Fruit and Vegetable Snack program in our K-8 Schools). The board had adopted and our school implements a Wellness policy which expands on decision making choices around activity, portion control, and self awareness of wellness as a whole.	$ 200,303	No
2.6	Provide Parent Engagement Opportunities	Partnerships with parents are essential in creating a school community of trust and learning, so it's important to ensure that the school makes it convenient and available for parents to be involved in big decisions in the operations of the school process. Additionally, Principal and Title I designee have the responsibility to ensure that the board approved Title I Parent and Family Engagement policy and program are implemented. This will include ensuring parents will be trained and involved in the development and evaluation of the LCAP and activities to improve student academic achievement and school performance. Principal will conduct School Site Council training on composition and responsibilities will be reviewed with members as dictated by the California Department of Education.	$ 7,803	No
2.7	Implement Summer School	This action was created to provide for students extended opportunities for learning with the intent to get ahead or catch up with learning that will close the achievement gap.	$ -	No

2.8	Create a Safe, Healthy, and Wellness Climate	This action was created to create opportunities for engagement and connectedness and address state priority 5 and 6. Students' mental health and emotional well being are essential in learning. Safety is of the utmost importance, so we will take all the necessary precautions to ensure that all students feel safe learning in this environment and parents feel confident sending their students to school.	$ -	No
2.9	Provide Classified Personnel, Equipment, and Materials for Low Income Student Engagement Services	This action has been created to address student engagement and student outcomes. Academic research indicates that an increased understanding and academic growth can come as a result of reteaching, scaffolding, and implementation of intervention strategies where immediate feedback and instruction can occur. We will employ instructional aides to support students that are low-income, English learners, and/or foster youth in helping them develop their potential and meet these needs. Research has also proven that access to after school programs and sports increase students self esteem, health, keeps them safe, and keeps them away from criminal activity. School leaders will develop an athletic program that has proven to help students that are low-income and/or English learners maintain a GPA that is above a 2.0. The school will also coordinate a senior retreat that has shown to help low income students with self esteem, empowerment, and skills that will support them to and through college.	$ 262,245	Yes
2.10	Attendance Support	Value Schools provides a robust system of data monitoring and communication with families to help ensure regular attendance. The school office staff monitors daily attendance and follows up with teachers to ensure the accuracy of attendance data in PowerSchool, and then Parent Square alerts the school when students are in danger of becoming chronically absent so that the school can send attendance letters or hold meetings with families. SART Hearings will be held to address chronic absenteeism with families/caregivers.	$ 30,000	No

Insert or delete rows, as necessary.

Goal 3

Goal #	Description	Type of Goal
3	Central City Value High School will be fully compliant with all Local, State and Federal regulations, ensure that students have a learning environment they need to be successful, and to meet the annual growth measurements prescribed.	Broad

State Priorities addressed by this goal.

Priority 1 Basic Services

An explanation of why the LEA has developed this goal.

Goal 3 ensures action steps in operations and compliance align with parent engagement mandates, federal and state programs requirements, and with fiscal and facility regulations. Furthermore, school facilities are clean, safe, and functional.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	% of School Facilities in "Good Repair": Clean, safe, and functional. *Source: SARC*	100% *Data Year: 2023-24*			100%	N/A for 2024
3.2	LAUSD Oversight Visit Review in Governance, Operations, Fiscal, and Academic out of a maximum score of “4” *Source: Local*	Scores have not yet been released. *Data Year: 2023-24*			Receive a score of "3" or higher in all categories	N/A for 2024

Insert or delete rows, as necessary.

Goal Analysis for 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.

To be completed in 2025

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.

To be completed in 2025

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

To be completed in 2025

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.

To be completed in 2025

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	Maintain and Repair Facilities	This action was created to address the facilities portion of state priority 1. School facilities are the forum for in-person learning and must be maintained for safety and optimal learning.	$ 877,036	No
3.2	Maintain Memberships with Community Partners	Partnerships with outside agencies allows for the school to remain compliant, competitive, and cohesive with the mission of charter schools and other public schools.	$ 1,083,184	No

Action #	Title	Description	Total Funds	Contributing
3.3	Purchase Office Supplies	While these overhead expenditures are necessary for the ongoing, smooth operations of our school, they also provide the school with a sense of security and safety.	$ 223,220	No
3.4	Develop or Maintain Student Recruitment Strategies	The recruiting team reaches out to different areas throughout Central Los Angeles to offer students opportunities to receive an education that promotes the Values and the pursuit of a college education and career plan.	$ 71,400	No
3.5	Implement Personnel Appreciation Strategies	Collaboration begins with community building, so the school will make every effort to develop trust and respect among teachers.	$ 4,080	No

Insert or delete rows, as necessary.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2024-25

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$2,056,918	$250,555

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
38%	0%	$0	38%

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 school wide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4	After analyzing the 2023 CA Dashboard, it's evident that English Learners and Socioeconomically disadvantaged students require attention in ELA and Math proficiency. English Learners are in the yellow for ELA and orange in Math. Socioeconomically disadvantaged students are blue for ELA and yellow in Math. To address these challenges, our students necessitate a comprehensive framework of academic support to facilitate their progress towards academic achievement. Additionally, educators require top-tier professional	The various student support mechanisms, such as small group instruction, academic intervention, and the integration of instructional technology, synergize to aid our students in achieving grade-level proficiency while also addressing any previous learning gaps. Unduplicated students benefit from a multitude of avenues to receive assistance in reaching their academic objectives. Moreover, teacher professional development contributes additional time and resources toward tailored coaching and	**1.3** CAASPP ELA: % met/exceeded standards for EL and SED **1.4** CAASPP ELA: % distance from standard for EL and SED **1.5** CAASPP Math: % met/exceeded standards for EL and SED

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	development opportunities that enable them to implement a rigorous academic curriculum while providing ample academic assistance. Notably, many of our upper-grade low-income students enroll several grades below their expected level, highlighting the urgency of tailored support initiatives. Moreover, considering that a significant portion of our student body may be the first in their families to pursue higher education, there is a crucial need for college support programs that actively engage and guide them through the college and career preparation process.	training, specifically designed to cater to the needs of our low-income students. This empowers educators to better address the distinct requirements of unduplicated students, encompassing academic support, culturally responsive teaching, trauma-informed approaches, and the cultivation of critical thinking skills.	**1.6** CAASPP Math: % distance from standard for EL and SED
2.2, 2.4	Based on our review of the 2023 CA Dashboard, we find needs for English Learners and Socioeconomically disadvantaged students in the areas of attendance, engagement, and school climate.	We find that our students need additional support in the areas of engagement, climate and culture and benefit from restorative practices and a rich and celebratory school culture in order to thrive. In order to achieve our academic growth and achievement goals, we know that parents are critical partners in the endeavor. We know that parents of our socioeconomically disadvantaged students may benefit from additional opportunities that increase their ability to support their students' learning. Parents of English Learners benefit from additional outreach to support their students in English Language Development. These actions prioritize interventions and support tailored for English learners, and socioeconomically disadvantaged students, encompassing recruitment, enrollment, and	**2.1** Average Daily Attendance **2.2** Chronic Absence Rate **2.4** Suspension Rate

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		additional services. Policies are in place to ensure equitable access and protection of rights. Emphasis is placed on fostering a positive school climate through extracurricular programs that cater to diverse interests and engagement levels, while also facilitating parent partnerships and involvement in decision-making processes. Additionally, the plan addresses various state priorities by offering extended learning opportunities to bridge achievement gaps and implementing intervention strategies, including the deployment of instructional aides for targeted support. Furthermore, initiatives such as after-school programs and sports aim to bolster student self-esteem, health, and safety, with specific programs designed to maintain academic performance and support college readiness for low-income and English learner students.	

Insert or delete rows, as necessary.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.9	Students who are socioeconomically disadvantaged need additional opportunities and resources that increase their access to curriculum, standards and achievement. There is a pressing need to ensure that students from disadvantaged backgrounds have sufficient access to oral and written academic discourse and instruction. Research demonstrates that smaller class sizes facilitate more meaningful interactions between educators and learners. These student groups require access to technology and curriculum materials, especially when learning across multiple environments such as different homes or after-school programs.	This action has been created to address the conditions of student learning and engagement. Academic research indicates that lower class sizes allow for meaningful interaction between instructor and student. Our low income students need ample opportunities to engage in oral and written academic discussion and instruction. To address this need, the school will employ additional teachers to lower class size and increase the individual attention given to students that are low-income, English learners, and/or foster youth. Furthermore, we have found that our low income students and English Learners, and foster youth need technology and curriculum materials to support them with learning in multiple homes or in after school programs as traveling with such equipment can be unsafe in low income neighborhoods. The school will purchase computers, extra curriculum, and devices to support students with access to curriculum and resources.	**1.3** CAASPP ELA: % met/exceeded standards for SED **1.4** CAASPP ELA: % distance from standard for SED **1.5** CAASPP Math: % met/exceeded standards for SED **1.6** CAASPP Math: % distance from standard for SED
2.9	CAASPP ELA for SED (2022-2023): 64.7%, +36.6 DFS	This action has been created to address student engagement and student outcomes. Academic research	**1.3** CAASPP ELA: % met/exceeded standards for SED

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	CAASPP Math for SED (2022-2023): 27.5%, -66.4 DFS This initiative is aimed at addressing the educational challenges faced by low-income students. Research indicates that these students often encounter barriers to academic success due to factors such as limited access to resources, lack of personalized support, and insufficient opportunities for extracurricular engagement. Without adequate support, low-income students may struggle to fully grasp academic concepts and achieve their academic potential. Additionally, socio-economic disparities can impact students' self-esteem, health, and overall well-being, potentially leading to disengagement from school and increased vulnerability to negative influences. Therefore, it is crucial to implement targeted interventions that address the specific needs of low-income students and provide them with the necessary support and opportunities to succeed academically and thrive personally.	indicates that an increased understanding and academic growth can come as a result of reteaching, scaffolding, and implementation of intervention strategies where immediate feedback and instruction can occur. We will employ instructional aides to support students that are low-income helping them develop their potential and meet these needs. Research has also proven that access to after school programs and sports increase students self esteem, health, keeps them safe, and keeps them away from criminal activity. School leaders will develop an athletic program that has proven to help students that are low- income and/or English learners maintain a GPA that is above a 2.0. The school will also coordinate a senior retreat that has shown to help low income students with self esteem, empowerment, and skills that will support them to and through college.	**1.4** CAASPP ELA: % distance from standard for SED **1.5** CAASPP Math: % met/exceeded standards for SED **1.6** CAASPP Math: % distance from standard for SED

Insert or delete rows, as necessary.

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Not applicable

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Central City Value is a single school LEA with a greater than 55% unduplicated pupil population that will use the additional concentration grant add-on funding to recruit and maintain the number of staff providing direct services to students through the following action(s):

Action 1.9: Additional faculty certificated in Language Arts (2) , Math(2) , Social Studies (2) and science(2) to reduce student to teacher ratio.

Additional Paraprofessionals (4) to provide students with extended support in Language Arts, Math, and Science

Action 2.9: Additional counselors (2) to implement social emotional screeners, lessons on mental health, conduct threat assessments.

Action 2.2, 2.4, 2.6, and 2.9: Additional staff (6) to coach after school sports to engage students, increase connectedness, and promote physical activities and mental health.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2024-25 Total Planned Expenditures Table

LCAP Year (Input)	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 %)
2024-25	$5,446,266	$ 2,056,918	37.767%	0.000%	37.767%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 7,318,766	$ 1,583,161	$ 4,000	$ 693,782	$ 9,599,709.0	$ 5,532,598	$ 4,067,111

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	Hire Certificated Faculty	All	No	LEA-wide	N/A	K-8 School	Ongoing	$2,337,419	$ 12,000	$1,716,168	$ 333,113	$ 4,000	$ 296,138	$2,349,419	0.000%
1	1.2	Purchase Standards Based Curriculum	All	No	LEA-wide	N/A	K-8 School	Ongoing	$ -	$ 240,800	$ 90,800	$ -		$ 150,000	$ 240,800	0.000%
1	1.3	Provide Employee Benefits	All	No	LEA-wide	N/A	K-8 School	Ongoing	$1,119,878	$ -	$ 865,756	$ 254,122		$ -	$1,119,878	0.000%
1	1.4	Provide Professional Development Opportunities	All	Yes	LEA-wide	All	K-8 School	Ongoing	$ -	$ 63,201	$ 43,751	$ -		$ 19,450	$ 63,201	0.000%
1	1.5	Provide Access to Substitutes	All	No	LEA-wide	N/A	K-8 School	Ongoing	$ -	$ 70,000	$ 70,000	$ -		$ -	$ 70,000	0.000%
1	1.6	Purchase and Maintain Technology	All	No	LEA-wide	N/A	K-8 School	Ongoing	$ -	$ 168,272	$ 68,272	$ -		$ 100,000	$ 168,272	0.000%
1	1.7	Assessment & Student Information System	All	No	LEA-wide	N/A	K-8 School	Ongoing	$ -	$ 45,778	$ 45,778	$ -		$ -	$ 45,778	0.000%
1	1.8	Purchase Materials, Supplies and Equipment	All	No	LEA-wide	N/A	K-8 School	Ongoing	$ -	$ 100,747	$ 100,747	$ -		$ -	$ 100,747	0.000%
1	1.9	Implement Services for Students Who are Low Income	All	Yes	LEA-wide	All	K-8 School	Ongoing	$1,152,432	$ -	$1,152,432	$ -		$ -	$1,152,432	0.000%
1	1.10	Implement Services for students who are English Learners	English learner (EL)	Yes	Limited	English Learners	K-8 School	Ongoing	$ 100,864	$ -	$ 100,864	$ -		$ -	$ 100,864	0.000%
1	1.11	Implement Services for Students in Special Education	Student with Disabilities (SWD)	No	LEA-wide	N/A	K-8 School	Ongoing	$ 40,345	$ 503,512	$ 107,540	$ 436,318		$ -	$ 543,858	0.000%
2	2.1	Deliver Homeless and Foster Youth Support Services	Foster Youth, Homeless Youth	No	LEA-wide	Foster Youth	K-8 School	Ongoing	$ -	$ -	$ -	$ -		$ -	$ -	0.000%
2	2.2	Implement After School and Sports Services	All	Yes	LEA-wide	All	K-8 School	Ongoing	$ 120,965	$ 214,251	$ 335,216	$ -		$ -	$ 335,216	0.000%
2	2.3	Hire Paraprofessionals	All	No	LEA-wide	N/A	K-8 School	Ongoing	$ 368,450	$ -	$ 368,450	$ -		$ -	$ 368,450	0.000%
2	2.4	Provide Student Activity Opportunities	All	Yes	LEA-wide	All	K-8 School	Ongoing	$ -	$ 181,525	$ 181,525	$ -		$ -	$ 181,525	0.000%
2	2.5	Implement Nutrition Program	All	No	LEA-wide	N/A	K-8 School	Ongoing	$ -	$ 200,303	$ 30,045	$ 42,064		$ 128,194	$ 200,303	0.000%
2	2.6	Provide Parent Engagement Opportunities	All	Yes	LEA-wide	All	K-8 School	Ongoing	$ -	$ 7,803	$ 7,803	$ -		$ -	$ 7,803	0.000%
2	2.7	Implement Summer School	All	No	LEA-wide	N/A	K-8 School	Ongoing	$ -	$ -	$ -	$ -		$ -	$ -	0.000%
2	2.8	Create a Safe, Healthy, and Wellness Climate	All	No	LEA-wide	N/A	K-8 School	Ongoing	$ -	$ -	$ -	$ -		$ -	$ -	0.000%
2	2.9	Provide Classified Personnel, Equipment, and Materials for Low Income Student Engagement Services	Low Income	Yes	LEA-wide	Low-Income	K-8 School	Ongoing	$ 262,245	$ -	$ 262,245	$ -	$ -	$ -	$ 262,245	0.000%
2	2.10	Attendance Support	All	No	LEA-wide	N/A	K-8 School	Ongoing	$ 30,000	$ -	$ 30,000	$ -	$ -	$ -	$ 30,000	0.000%
3	3.1	Maintain and Repair Facilities	All	No	LEA-wide	N/A	K-8 School	Ongoing	$ -	$ 877,036	$ 497,540	$ 379,496	$ -	$ -	$ 877,036	0.000%
3	3.2	Maintain Memberships with Community Partners	All	No	LEA-wide	N/A	K-8 School	Ongoing	$ -	$1,083,184	$ 945,135	$ 138,049	$ -	$ -	$1,083,184	0.000%
3	3.3	Purchase Office Supplies	All	No	LEA-wide	N/A	K-8 School	Ongoing	$ -	$ 223,220	$ 223,220	$ -	$ -	$ -	$ 223,220	0.000%
3	3.4	Develop or Maintain Student Recruitment Strategies	All	No	LEA-wide	N/A	K-8 School	Ongoing	$ -	$ 71,400	$ 71,400	$ -	$ -	$ -	$ 71,400	0.000%
3	3.5	Implement Personnel Appreciation Strategies	All	No	LEA-wide	N/A	K-8 School	Ongoing	$ -	$ 4,080	$ 4,080	$ -	$ -		$ 4,080	0.000%

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year	Totals by Type	Total LCFF Funds
$ 5,446,266	$ 2,056,918	37.767%	0.000%	37.767%	$ 2,083,835	0.000%	38.262%	**Total:**	$ 2,083,835
								LEA-wide Total:	$ 1,982,972
								Limited Total:	$ 100,864
								Schoolwide	$ -

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	1.4	Provide Professional Development Opportunities	Yes	LEA-wide	All	K-8 School	$ 43,751	0.000%
1	1.9	Implement Services for Students Who are Low Income	Yes	LEA-wide	All	K-8 School	$ 1,152,432	0.000%
1	1.10	Implement Services for students who are English Learners	Yes	Limited	English Learners	K-8 School	$ 100,864	0.000%
2	2.2	Implement After School and Sports Services	Yes	LEA-wide	All	K-8 School	$ 335,216	0.000%
2	2.4	Provide Student Activity Opportunities	Yes	LEA-wide	All	K-8 School	$ 181,525	0.000%
2	2.6	Provide Parent Engagement Opportunities	Yes	LEA-wide	All	K-8 School	$ 7,803	0.000%
2	2.9	Provide Classified Personnel, Equipment, and Materials for Low Income Student Engagement Services	Yes	LEA-wide	Low-Income	K-8 School	$ 262,245	0.000%

2023-24 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 10,423,773.00	$ 10,257,415.57

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	Hire Certificated Faculty	No	$ 2,226,461	$ 2,132,165
1	2	Purchase Standards Based Curriculum	No	$ 260,100	$ 295,000
1	3	Provide Employee Benefits	No	$ 1,149,872	$ 1,421,729
1	4	Provide Professional Development Opportunities	Yes	$ 122,746	**$ 60,606**
1	5	Provide Access to Substitutes	No	$ 100,000	$ 100,000
1	6	Purchase and Maintain Technology	No	$ 192,820	$ 141,000
1	7	Assessment & Student Information System	No	$ 27,900	$ 20,400
1	8	Purchase Materials, Supplies and Equipment	No	$ 215,792	$ 199,772
1	9	Provide Personnel, Equipment, and Materials for Low Income Academic Services	Yes	$ 1,358,196	$ 1,358,196
1	10	Implement English Learner Services	No	$ 287,550	$ 270,084
1	11	Implement Special Education Services	No	$ 461,934	$ 458,944
2	1	Deliver Homeless and Foster Youth Support Services	Yes	$ -	$ -
2	2	Implement After School and Sports Services	Yes	$ 481,119	$ 527,912
2	3	Hire Paraprofessionals	No	$ 486,781	$ 458,481
2	4	Provide Student Activity Opportunities	Yes	$ 114,240	$ 114,240
2	5	Implement Nutrition Program	No	$ 217,294	$ 217,294
2	6	Provide Parent Engagement Opportunities	No	$ -	$ -
2	7	Implement Summer School (repeated expenditure, Goal 2, Action 9)	Yes	$ -	$ -
2	8	Create a Safe, Healthy, and Wellness Climate (repeated expenditure, Goal 2, Action 9)	Yes	$ -	$ -
2	9	Provide Classified Personnel, Equipment, and Materials for Low Income Student Engagement Services	Yes	$ 111,376	$ 106,355
3	1	Maintain and Repair Facilities	No	$ 1,152,741	$ 1,053,860
3	2	Maintain Memberships with Community Partners	No	$ 1,083,442	$ 1,115,985
3	3	Purchase Office Supplies	No	$ 299,408	$ 121,392
3	4	Develop or Maintain Student Recruitment Strategies	No	$ 70,000	$ 80,000
3	5	Implement Personnel Appreciation Strategies	No	$ 4,000	$ 4,000

2023-24 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 2,048,511	$ 2,161,677	$ 2,120,516	$ 41,161	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed 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	4	Provide Professional Development Opportunities	Yes	$ 96,746	$ 60,606.00	0.00%	0.00%
1	9	Provide Personnel, Equipment, and Materials for Low Income Academic Services	Yes	$ 1,358,196	$ 1,358,196.00	0.00%	0.00%
2	1	Deliver Homeless and Foster Youth Support Services	Yes	$ -		0.00%	0.00%
2	2	Implement After School and Sports Services	Yes	$ 481,119	$ 481,119.00	0.00%	0.00%
2	4	Provide Student Activity Opportunities	Yes	$ 114,240	$ 114,240.00	0.00%	0.00%
2	7	Implement	Yes	$ -		0.00%	0.00%
2	8	Create a Safe,	Yes	$ -		0.00%	0.00%
2	9	Provide Classified	Yes	$ 111,376	$ 106,355.00	0.00%	0.00%

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 5,430,044	$ 2,048,511	0.00% - No Carryover	37.73%	$ 2,120,516	0.00%	39.05%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: *EC* sections 52060(g) (California Legislative Information) and 52066(g) (California Legislative Information) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) (California Legislative Information) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,

- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see Education Code Section 52062 (California Legislative Information);
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see Education Code Section 52068 (California Legislative Information); and
- For charter schools, see Education Code Section 47606.5 (California Legislative Information).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions

- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated students
- Analysis of effectiveness of the specific actions to achieve the goal
- Analysis of material differences in expenditures
- Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
- Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) (California Legislative Information) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

- Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
- Indicate the school year to which the baseline data applies.
- The baseline data must remain unchanged throughout the three-year LCAP.
  - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
  - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.

- Include a discussion of relevant challenges and successes experienced with the implementation process.
- This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - *Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.*

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - *As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:*
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA’s percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional

assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
  - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
  - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

  - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use

the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
    - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
    - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
    - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
    - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

      The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**

- This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

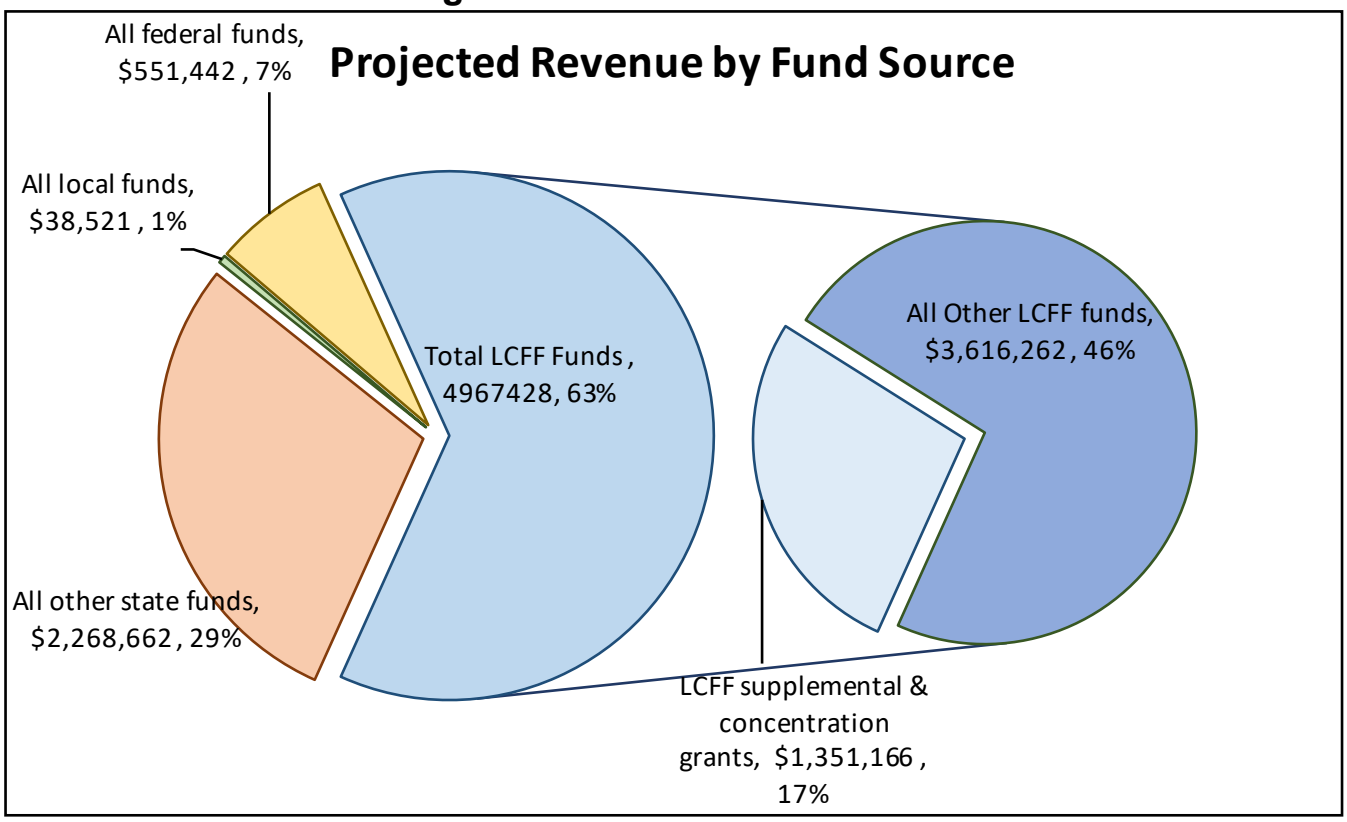
California Department of Education
November 2023

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Everest Value School
CDS Code: 19-64733-0129858
School Year: 2024-25
LEA contact information: Michelle Cornejo, mcornejo@valueschools.com, (213) 487-7741

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 o high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2024-25 School Year

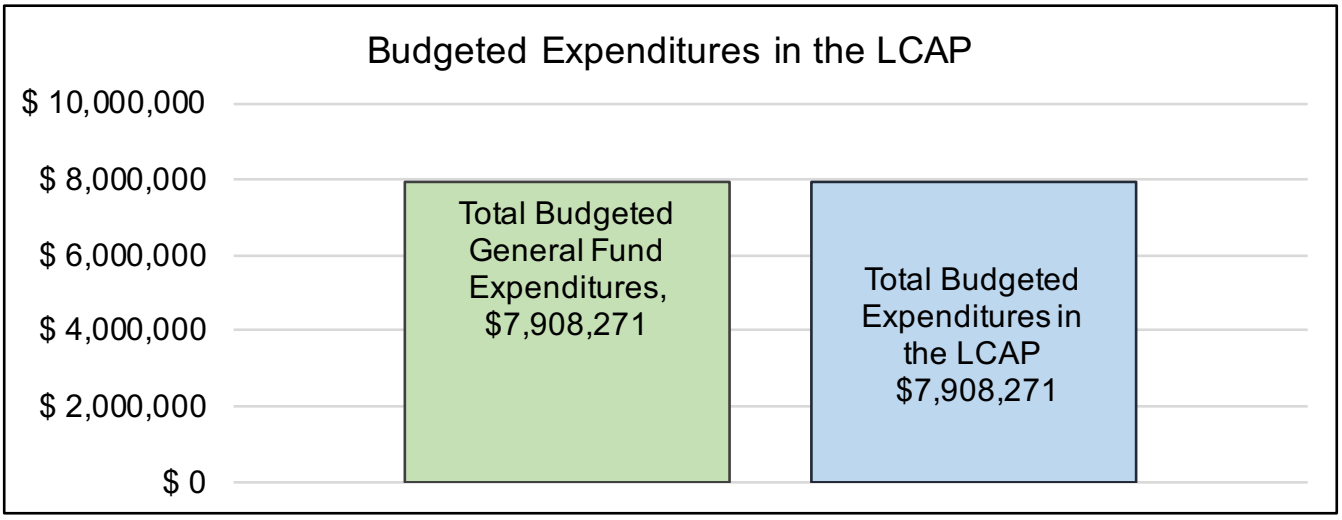


This chart shows the total general purpose revenue Everest Value School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Everest Value School is $7,826,053.00, of which $4,967,428.00 is Local Control Funding Formula (LCFF), $2,268,662.00 is other stat funds, $38,521.00 is local funds, and $551,442.00 is federal funds. Of the $4,967,428.00 in LCFF Funds, $1,351,166.00 is generated based on the enrollment of high needs students (foster youth, English learner, ar low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school distric must work with parents, educators, students, and the community to develop a Local Control and Accountabili Plan (LCAP) that shows how they will use these funds to serve students.

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Everest Value School plans to spend for 2024-25. It show 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: Everest Value School plans to spend $7,908,271.00 for t 2024-25 school year. Of that amount, $7,908,271.00 is tied to actions/services in the LCAP and $0.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

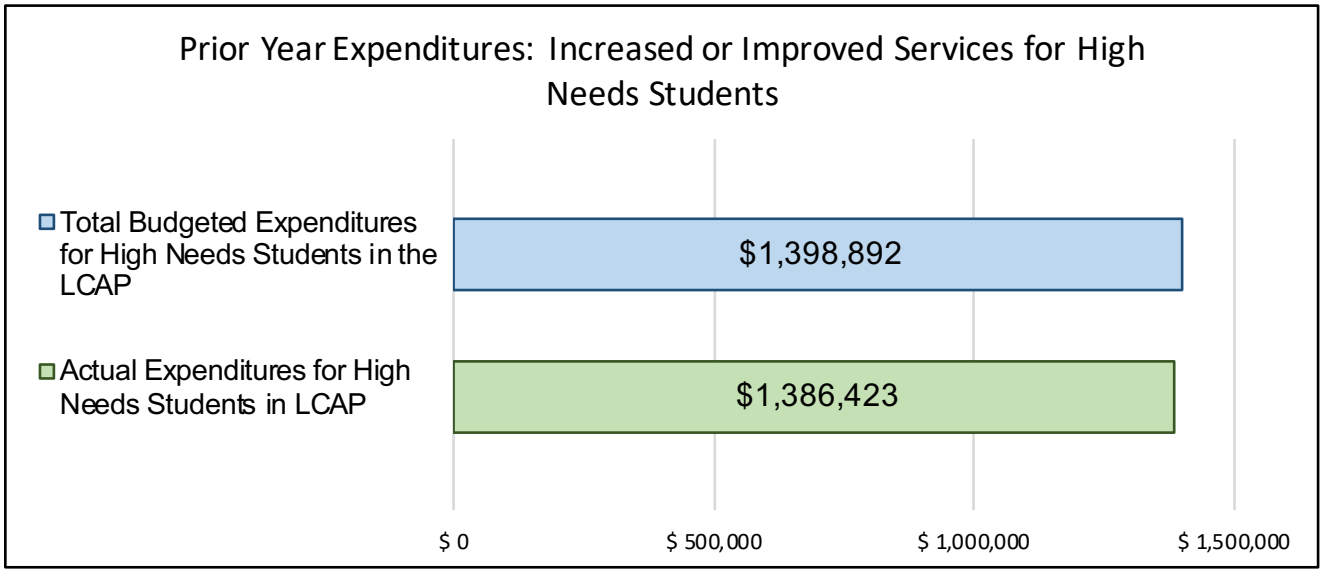
These funds will either roll over or be used in case any expenditure projected increases.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 Schoo Year

In 2024-25, Everest Value School is projecting it will receive $1,351,166.00 based on the enrollment of foster youth, English learner, and low-income students. Everest Value School must describe how it intends to increase or improve services for high needs students in the LCAP. Everest Value School plans to spend $1,370,663.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



This chart compares what Everest Value School budgeted last year in the LCAP for actions and services tha contribute to increasing or improving services for high needs students with what Everest Value School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Everest Value School's LCAP budgeted $1,398,892.00 for planned actions to increase or improve services for high needs students. Everest Value School actually spent $1,386,423.00 for actions to increase or improve services for high needs students in 2023-24. The difference between the budgeted and actual expenditures of $12,469.00 had the following impact on Everest Value School's ability to increase or improve services for high needs students:

The total actual expenditures for actions and services to increase or improve services for high needs students in 2023-24 were less than the total budgeted expenditures for those planned actions and services. Despite th discrepancy, all services were provided to high needs students as planned. The decreased expenditures wer primarily due to variations in staffing costs. This variation allowed Everest Value School to deliver the intende actions and services without compromising the quality or extent of support provided to high needs students. Consequently, the overall goal of increasing or improving services for these students in the 2023-24 academ year was successfully achieved.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Everest Value	Michelle Cornejo, Principal	mcornejo@valueschools.com, (213) 487-7741

Goals and Actions

Goal 1

Goal #	Description
1	Everest Value School will ensure academic achievement for all students. School leaders will recruit, hire, and develop professionals to instruct, support, and monitor students in all academic areas. Educators will offer expert instruction with high expectations for academic performance to students who are disciplined learners, with standards of accountability for both, and implement increased or targeted services for students identified in one or more of the following students groups: English Learners, Socioeconomically Disadvantaged pupils, foster youth, homeless youth, student with Disabilities, and gifted students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teachers: Fully credentialed & appropriately assigned. (State Priority 1)	100% based on CALSAAS Report Data Year - 20-21 Data Source -CALSAAS report	100% based on CALSAAS Report Data Year - 20-21 Data Source -CALSAAS report	100% based on CALSAAS Report Data Year - 21-22 Data Source -CALSAAS report	96% Data Year: 22-23 Data Source CALSAAS	100% based on CALSAAS Report Data Year - 23-24 Data Source -CALSAAS report
Instructional Materials: Every student has standards-aligned materials (State Priority 1)	100% According to Fall 2020 Inventory Local Indicator Tool 100% Fall 2021 Data Year: 2021-22 Data Source: Williams Curriculum Principal Certification	100% According to Fall 2021 Inventory Local Indicator Tool 100% Fall 2021 Data Year: 2021-22 Data Source: Williams Curriculum Principal Certification	100% According to Fall 2022 Inventory Local Indicator Tool 100% Fall 2022 Data Year: 2022-23 Data Source: Williams Curriculum Principal Certification	100% Fall 2023 Data Year: 2022-23 Data Source: Williams Curriculum Principal Certification	100% According to Fall 2023 Inventory Local Indicator Tool

Implementation of academic content and performance standards for all students, including how English learners will access the Common Core State Standards and ELD standards	100% According to Fall 2020 Classroom Observations	100% According to Fall 2021 Classroom Observations	According to the State Tool Survey there was 100% implementation of State Standards. 100% Fall 2022 Data Year: 2021-22 Data Source: School Climate Survey	100% Fall 2023 Data Year: 2023-24 Data Source: School Climate Survey	According to the State Tool Survey there was 100% implementation of State Standards. 100%
CAASPP Statewide Assessments (ELA & Math-SBAC /CAA, Science-CAST/CAA)	45% met or exceeded standards per 20-21 Spring ELA CAASPP 40% met or exceeded standards per 20-21 Spring Math CAASPP ??% met or exceeded standards per 20-21 Spring Science CAST	ELA CAASPP 20-21 Spring 45.22% Math CAASPP 20-21 Spring 40.13% Science CAST 20-21 Spring 28.72% Data Year: 2020-21 Data Source: CA State Dashboard	ELA CAASPP 21-22 Spring 62.98% Math CAASPP 21-22 Spring 42.93% Science CAST 21-22 Spring 29.45% Data Year: 2021-22 Data Source: CA State Dashboard	ELA CAASPP: 53.2% Math CAASPP: 46.6% Science CAST: 10.3% Data Year: 2022-23 Data Source: CA Dashboard	Everest Value should have student proficiency percentages in both Math and ELA at/or above the California state average. The goal should be for the program to build toward this by increasing this percentage by 2 points per school year.
Middle school dropout rates (middle school only)	0% Middle School Drop Out Rate	0% Middle School Drop Out Rate	0% Middle School Drop Out Rate	0% Data year: 22-23 Data Source: CALPADS	% Middle School Drop Out Rate Data year - 21-22 Data Source- Data Quest

Course Access: Students have access and are enrolled in a broad course of study (i.e., social science, science, health, PE, VAPA, world language)	20/21 - 100% according fall CALPADS report	21/22 - 100% according fall CALPADS report	22/23 - 100% according fall CALPADS report	100% Data Year: 2023-24 Data Source: CALPADS Report	100% as reported by CALPADS
NWEA Growth Indicator	NWEA Reading Growth Indicator 60th NWEA Language Usage Growth Indicator Not Applicable NWEA Math Growth Indicator 60th	NWEA Reading Growth Indicator - 61st NWEA Language Usage Growth Indicator - Not Applicable NWEA Math Growth Indicator - 56th Data Year: 21-22 Data Source: NWEA Report	NWEA Reading Growth Indicator - 65% NWEA Language Usage Growth Indicator - Not Applicable NWEA Math Growth Indicator - 69% Data Year: 22-23 Data Source: NWEA Report	NWEA Reading: 50% NWEA Language: NA NWEA Math: 43% Data Year: 2023-24	The median growth percentile data report allows Everest to compare how fast its students are learning relative to the national data from NWEA. Everest would like its student to maintain a growth rate at the median 70th percentile in the nation for both subjects.
Percentage of English learners who progress in English proficiency (as measured by ELPAC)	20-21 Summative ELPAC 45% - This data reflects the growth of students that took the ELPAC in 18/19 and stayed at DVS through the 20/21 administration of the ELPAC. ELPAC was not administered during the 20/21 school year.	21-22 Summative ELPAC Results are not yet available	ELA CAASPP 21-22 12% Math CAASPP 21-22 Spring 4% Data Year: 2021-22 Data Source: CA State Dashboard	44.8% Data Year: 2022-23 Data Source: CA Dashboard	15% 23-24 Fall ELPAC

English learner reclassification rate	19% 20-21 ELPAC	21-22 ELPAC Pending release of 21/22 Summative ELPAC	21-22 % Reclassification Data year: 21-22 Data Source- Data Quest	Data release delayed by CDE	Everest would like to reclassify the maximum amount of English Learners each year and reduce its population of LTEL students. However, the school also wants to set rigorous criteria so that students who reclassify are on track for proficiency.

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Overall, the actions designed to support achievement of goal 1 were implemented as planned except for “Hire Certificated Personnel”. Addressing the challenge of finding permanent teachers for all classrooms has been a significant hurdle for our school. Despite diligent efforts to advertise the positions, the search for strong candidates did not yield the desired results.

Successes:

This year, the implementation of Goal 1 of our LCAP has yielded significant successes across various metrics. Nearly all actions have been fully implemented, demonstrating our commitment to providing comprehensive support to our students. With the addition of three full-time Special Education teachers, an EL coordinator, three EL instructional aides, and seven Behavior Interventionists (BIIs), our school has ensured robust support for students with diverse needs, maintaining full compliance with program requirements. Notably, our NWEA scores have shown substantial growth between Fall and Winter, reflecting significant progress in both Reading and Math proficiency. Furthermore, a comparison of Winter 2023 to Winter 2024 reveals remarkable growth in Reading and Math proficiency, indicating the effectiveness of our instructional strategies. Moreover, our enrollment has increased, reflecting growing confidence in our school community. With Everest similar school rating in the top 10% based on 2023 SBAC results, we continue to uphold high academic standards. Despite facing challenges, our students' performance on the 22-23 CAASPP State Assessments demonstrates notable improvement across all demographics, including overall, EL, Economically Disadvantaged, Disability, and Hispanic student groups, in both ELA and Math. These achievements underscore our unwavering commitment to academic excellence and equitable opportunities for all students.

Challenges:

Implementing Goal 1 of our LCAP at Everest Value School this year has presented notable challenges, particularly in addressing the needs of our growing population of students with special needs. With a significant increase of over 22% in this demographic, fulfilling their unique requirements has become a priority. Despite efforts to bolster our SPED team and supports, there is still a need for additional hires to adequately support the caseload. Moreover, providing adequate support for general education teachers dealing with students exhibiting more extreme behaviors has proven challenging, especially those supported by Behavior Interventionists (BIIs), in the general education environment. While we strive to hire permanent staff to meet these demands, temporary solutions, such as substitutes, have been utilized to ensure continuity in classroom instruction. However, these interim measures highlight the ongoing need for additional support in management and instruction. In response to these challenges, Everest Value School is actively implementing strategies to address staffing vacancies. Adopting a policy for hiring credentialed teachers and exploring options such as special permits and teacher improvement plans are among the approaches being pursued. Additionally, tightening monitoring procedures through HR aims to ensure compliance with established protocols for intern candidates and preliminary hires. These initiatives underscore our commitment to effectively address staffing shortages while maintaining the quality of education for all students.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

1.2 Purchase Standards Based Curriculum estimated actuals ($39,721) was more than budgeted expenditures ($31,721) due to the evolving educational demands and shifting requirements of the school and its diverse student body, necessitating a broader investment in curriculum materials to meet instructional standards and support enhanced learning outcomes.

1.3 Provide Employee Benefits estimated actuals ($1,230,416) was more than budgeted expenditures ($940,971) due to the ongoing complexities related to staffing, including recruitment difficulties and retention efforts amidst the current hiring landscape and evolving workforce dynamics.

1.4 Provide Professional Development Opportunities estimated actuals ($18,000) was more than budgeted expenditures ($13,172) due to the evolving professional development needs of both faculty and the broader school community, reflecting a commitment to enhancing instructional practices, staying abreast of educational trends, and fostering continuous growth and improvement.

1.5 Provide Access to Substitutes estimated actuals ($130,000) was more than budgeted expenditures ($63,000) due to the increased demand for substitute teachers, driven by ongoing staffing challenges and the need to ensure seamless continuity of instruction despite fluctuations in personnel availability throughout the academic year.

1.6 Purchase and Maintain Technology estimated actuals ($91,450) was less than budgeted expenditures ($143,310) because of the dynamic educational landscape and evolving technological requirements of both the school and its students, prompting a careful reassessment of priorities and resource allocation to ensure optimal utilization and alignment with instructional objectives.

1.7 Assessment & Student Information System estimated actuals ($11,652) was less than budgeted expenditures ($17,560) due to the dynamic nature of educational requirements and the evolving needs of both the school and its students, prompting a more targeted allocation of resources to ensure efficient management of assessments and student data while maintaining high standards of educational quality.

1.8 Purchase Materials, Supplies and Equipment estimated actuals ($34,000) was less than budgeted expenditures ($39,580) due to a careful assessment of the evolving requirements of both the school and its students, resulting in a more targeted allocation of resources to acquire essential materials, supplies, and equipment while optimizing cost-effectiveness and operational efficiency.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Throughout the three-year LCAP cycle for Everest Value, the implemented actions, including Hiring Certificated Faculty, Providing Employee Benefits, Ensuring Access to Substitutes, Implementing an Assessment & Student Information System, and Purchasing Materials, Supplies, and Equipment, have proven to be overall effective in advancing towards our goals for the following metrics: Fully Credentialed Teachers, Instructional Materials, and State Standards Implementation. As evidenced by 100% of students consistently having access to standards-aligned instructional materials and the full implementation of state standards during all LCAP years, our efforts have yielded positive outcomes. Annually the number of fully credentialed and appropriately assigned teachers is 100%, showing how the school has proactively addressed teacher shortages statewide by implementing measures to enhance teacher recruitment and retention. Consequently, we are witnessing improvements in this area, ensuring continued progress towards our objectives.

The actions Purchase Standards Based Curriculum, Provide Professional Development Opportunities, Purchase and Maintain Technology, Provide Personnel, Equipment, and Materials for Low Income Academic Services have been mostly effective with regards to ELA and Math CAASPP Data, Science CAST data, and internal NWEA MAP assessments. Despite the global pandemic causing a slight dip in overall data, students made significant improvements in ELA CAASPP, with proficiency rising nearly 20% from year 1 to year 3 outcomes, reaching 62.98%. Similarly, in math, students saw an improvement rising from 40% proficiency in 2021 to 42.93% in 2023. While the Science CAST exam showed lower achievement, there was still notable growth, increasing from 6% passing in 2021 to 10.3% meeting and exceeding standards in 2023. Additionally, internal benchmarks through NWEA MAP assessments demonstrated annual growth, with year three outcomes in ELA and math reaching 65% and 69%, respectively.

The action of Implement English Learner Services has been inconsistently effective. Currently, the English Learner Progress (ELPI) rate stands at 44.8%, just below the state average. We are in the process of refining our strategies to yield better results for our English Learners in the upcoming year.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Long Term English Learners services will be added to the 2024-25 LCAP's English Language Development action in order to document the services provided to ensure the progress of this subgroup in developing English language fluency. A metric "Percent of LTELs scoring at Level 3 & 4 on the ELPAC" will be added to track the effectiveness of the new action.

Additionally, these metrics will be added: "CAASPP ELA: Distance from Standard for all students and all significant subgroups" and "CAASPP Math: Distance from Standard for all students and all significant subgroups" in order to further track achievement data and progress.

The Metrics for ELA and Math CAASPP as well as Science CAST will be adjusted to include percentages for all significant subgroups.

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.

Goal 2

Goal #	Description
2	School leaders, faculty, and students acknowledge that each student is gifted with talents and abilities, and each should develop to their fullest potential. Administrators, educators, staff, students and parents collaborate to identify areas of need and create programs, activities, customs, and practices to develop a positive school climate which supports and engages students, parents, and staff with their unique needs.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent input in decision-making (if it's contained or addressed in the LCAP metrics or actions)	54% of parents feel they have input in decision making per 20-21 Spring Network-wide Survey	72 % of parents feel they have input in decision making per 21-22 Spring Network-wide Survey	65 % of parents feel they have input in decision making per 22-23 Spring Network-wide Survey	70% Data Year: 23-24 Data Source: Network Survey	80 % of parents feel they have input in decision making per 23- 24 Spring Network-wide Survey
Parental participation in programs for unduplicated pupils (UDPs)	90% of parent participation in one or more events during the year as indicated by 20- 21 network wide climate survey	85% of parent participation in one or more events during the year as indicated by 21-22 network wide climate survey	69% of parent participation in one or more events during the year as indicated by 22-23 network wide climate survey	82% Data Year: 23-24 Data Source: Network Survey	96% of parent participation in one or more events during the year as indicated by 23-24 network wide climate survey
Attendance rates	95% Attendance Rate as indicated by 20-21 P1, P2, Annual Report	94% Attendance Rate as indicated by 21-22 P1, P2, Annual Report	90% Attendance Rate as indicated by 22-23 P1, P2, Annual Report	92.05% Data Year: 23-24 Data Source: CALPADS	97% Attendance Rate as indicated by 23-24 P1, P2, Annual Report

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic absenteeism (State Priority 5 Pupil Engagement)	17% of Fall 2020 will decrease to 5% or lower during the charter term as reported on the CDE Dashboard or CALPADS- EOY Report 14.1 14.2 (Fall of 2020)	Not Available	26% Chronic Absenteeism Data Year: 2021-22 Data Source: DataQuest	12.7% Data Year: 2022-23 Data Source: DataQuest	8% as reported on the 23-24 CDE Dashboard or CALPADS- EOY Report 14.1 14.2 (Fall of 2020)
Suspension rates	1% out-of-school suspension rate as reported to 20-21 LAUSD Suspension Rate and 7.1 7.3 7.4 CALPADS Reports.	1% out-of-school suspension rate as reported to 21-22 LAUSD Suspension Rate and 7.1 7.3 7.4 CALPADS Reports.	0% out-of-school suspension rate as reported to 22-23 LAUSD Suspension Rate and 7.1 7.3 7.4 CALPADS Reports.	0% Data Year: 23-24 Data Source: CA Dashboard	1% out-of-school suspension rate as reported to 20-21 LAUSD Suspension Rate and 7.1 7.3 7.4 CALPADS Reports.
Expulsion Rates (Priority 6 School School Climate)	1 % of Expulsions rate as reported to 20-21 LAUSD Reports and 7.6 and 8.1 CALPADS Reports.	0 % of Expulsions rate as reported to 21-22 LAUSD Reports and 7.6 and 8.1 CALPADS Reports.	0 % of Expulsions rate as reported to 22-23 LAUSD Reports and 7.6 and 8.1 CALPADS Reports.	0% Data Year: 23-24 Data Source: Dataquest	.5% of Expulsions rate as reported to 23-24 LAUSD Reports and 7.6 and 8.1 CALPADS Reports.
School Safety- for Students, Teachers, and Parents (State Priority 6 School Climate)	60% of Students expressed feeling safe at school and having safe facilities in 20-21 school-wide survey. 70% of Teachers	65% of Students expressed feeling safe at school and having safe facilities in 21-22 school- wide survey.	51% of Students expressed feeling safe at school and having safe facilities in 22-23 school-wide survey. 80% of Teachers expressed feeling safe at school and	Student: 46% Teacher: 61% Parent: 87% All Average=65% Data Year: 23-24 Data Source: Network Survey	80% of Students expressed feeling safe at school and having safe facilities in 23-24 school- wide survey. 80% of Teachers expressed feeling safe at school and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	expressed feeling safe at school and having safe facilities in 20-21 school-wide survey 50% of Parents expressed feeling safe at school and having safe facilities in 20 -21 school-wide survey.	75% of Teachers expressed feeling safe at school and having safe facilities in 21-22 school- wide survey 82% of Parents expressed feeling safe at school and having safe facilities in 21- 22 school-wide survey.	having safe facilities in 22-23 school-wide survey 83% of Parents expressed feeling safe at school and having safe facilities in 22- 23 school-wide survey.		having safe facilities in 23-24 school- wide survey 70% of Parents expressed feeling safe at school and having safe facilities in 23-24 school-wide survey.
School Connectedness- for Students, Teachers, and Parents (State Priority 6 School Climate)	60% of students expressed having a positive relationship with faculty and staff and feeling their social, emotional, academic, and physical well being needs met in 20-21 school-wide survey. 70% of Teachers expressed having a positive relationship with administration, students, and parents, and feeling their social, emotional,	60% of students expressed having a positive relationship with faculty and staff and feeling their social, emotional, academic, and physical well being needs met in 21-22 school-wide survey. 70% of Teachers expressed having a positive relationship with administration, students, and parents, and feeling their social, emotional, academic,	48% of students responded feeling connected to the school community in the 22-23 School-wide Climate Survey. 76% of parents responded feeling connected to the school community in the 22-23 School-wide Climate Survey. 69% of teachers responded feeling connected to the school community in the 22-23 School-wide Climate Survey.	Student: 48% Teacher: 59% Parent: 76% All Average=61% Data Year: 23-24 Data Source: Network Survey	Percentage to increase by 5%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	academic, and physical well being needs met in 20-21 school-wide survey. 75% of Parents expressed having a positive relationship with faculty and staff and feeling their social, emotional, academic, and physical well being needs met in 20-21 school-wide survey.	and physical well being needs met in 21-22 school-wide survey. 75% of Parents expressed having a positive relationship with faculty and staff and feeling their social, emotional, academic, and physical well being needs met in 21-22 school-wide survey.			

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Overall the actions designed to support achievement of goal 2 were implemented as planned.

Successes:

This year, Everest Value School has achieved significant successes in implementing Goal 2 of our LCAP, fostering a vibrant and engaged school community. Our parent group has been instrumental, exhibiting high levels of involvement in school decision-making and organizing events that enhance the school experience. This active participation has contributed to an increase in enrollment and a positive school culture, characterized by a growth mindset, reflection, and supportiveness aligned with our school values. Clear guidelines and expectations have been firmly implemented for all students, fostering a conducive learning environment. Despite vacancies, our teaching staff remains consistent, ensuring continuity in instruction. Celebrations, ceremonies, and events such as spirit weeks have been abundant, providing opportunities to recognize individuals, groups, and the wider community. Additionally, the collaborative efforts of leaders from other Value school sites have supported our school while a new principal is sought. Notably, our collaborative discipline and support system, coupled with a positive school climate, have contributed to a sense of safety and well-being among students and families. Crime rates have decreased, and efforts to address homelessness in the vicinity have enhanced community safety. Our nutrition program has thrived, with a tri-annual assessment completed and plans to qualify for additional support at the state level, ensuring access to resources for all students. The

establishment of the Wellness Committee has facilitated collaboration across all sites, with regular meetings and the dissemination of a nutrition newsletter furthering community engagement. Looking ahead, we eagerly anticipate our summer school program, funded through ELOP, which will provide continued support and enrichment opportunities for our students.

Challenges:

This year has presented several challenges in implementing Goal 2 of our LCAP at Everest Value School, particularly concerning the tracking of positive behaviors and managing incidents. While we currently lack a formal program to track positive behaviors, we are in the process of implementing a PBIS program through Dean's List to recognize and reinforce positive actions. Although there is a temporary absence of a dedicated dean, the principal is effectively managing incidents with interim support from other Value sites.

Moreover, a decline in attendance rates, from a previous high of 98% to low 90s, has emerged as a pressing issue. With the absence of a dedicated PSA role to address chronic absenteeism, staff members are stretched thin, assuming additional responsibilities to tackle this challenge. The aspiration to achieve less than 12% chronic absenteeism this year serves as a motivating target as we navigate through these challenges.

Additionally, a significant number of students are not participating in school meals, potentially impacting their academic performance and behavior. Efforts to address this issue include the development of a wellness committee, comprising representatives from each Value site, to provide feedback on strategies to increase student meal participation. Despite these challenges, Everest Value School remains committed to fostering a supportive and nourishing environment for all students.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

2.3 Hire Classified Staff estimated actuals ($293,118) was more than budgeted expenditures ($218,568) due to a strategic increase in spending aimed at meeting the diverse needs and operational requirements of the school, reflecting a proactive approach to staffing to support the efficient functioning of various departments and services.

2.4 Provide Student Activity Opportunities estimated actuals ($9,000) was less than budgeted expenditures ($12,084) due to a thoughtful reassessment of the evolving needs and interests of both the school and its students, resulting in a more targeted allocation of resources to ensure the delivery of impactful and meaningful student activities aligned with current educational objectives and priorities.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The actions of Provide Classified Personnel, Equipment and Materials for Low Income Student Engagement Services, Deliver Homeless and Foster Youth Support Services, Implement After School and Sports Services, Hire Paraprofessionals, Provide Student Activity Opportunities, Implement Nutrition Program and Implement Summer School have been effective interventions for the metrics of attendance and chronic absenteeism, suspension and expulsion, and school climate.

Attendance saw a slight drop due to the pandemic, however is still maintaining better outcome rates than the state. Average Daily Attendance as of 2023 was 93.1% and Chronic Absenteeism at 12.7% We have added an attendance action item to focus on improving attendance and chronic absenteeism data.

Expulsion and suspension rates are consistent at 0% year over year.

Our student and teacher survey data is consistently positive. With regards to “sense of safety”, over half of our students (51%) feel safe and 80% of teachers feel safe on campus. Similar percentages feel “connected” to the school, with 48% of students feeling connected and 69% of teachers. We do feel there is potential growth in these areas and are working to include proactive programming in the coming year through SEL and trauma informed practices. There will be PD support for administrators and teachers as well as training for parents.

Provide Parent Engagement Opportunities has effectively impacted parent participation. Parent data on surveys is consistently high with 83% feeling a sense of safety in the school, 76% feeling connected, and 65% feeling they have an input in decision making as well as 69% participating in one or more events during the year.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

In light of the attendance challenges exacerbated by the global pandemic, our institution is witnessing increased instances of chronic absenteeism. While daily attendance remains a commendable aspect, we acknowledge the necessity to implement a new action item titled "Attendance Support." This initiative aims to directly tackle the current trends observed, with the intention of alleviating the increase in chronic absenteeism and fostering positive outcomes in the forthcoming years.

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.

Goal 3

Goal #	Description
3	This is a broad goal to address all state priorities. Each School will be fully compliant with all Local, State and Federal regulations, ensure that students have a learning environment they need to be successful, and to meet the annual growth measurements prescribed.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
LAUSD Oversight Visit Scores	LAUSD Oversight Visit Scores 20-21 Governance 3 20-21 Operations 1 20-21 Fiscal 3 20-21 Academic 2	LAUSD Oversight Visit Scores 21-22 Governance 4 21-22 Operations 3 21-22 Fiscal 4 21-22 Academic N/A	Based on 22-23 LAUSD Oversight Report we received a 4 in Governance, 2 in Academic Achievement, 3 in Operations, and 2 on Fiscal operations out a 4 point rubrics from our Authorizing District - Los Angeles Unified District. Data Year: 2022-23 Data Source: LAUSD Oversight Report	Data has not yet been released. Data Year: 2023-24 Data Source: LAUSD Oversight Report	LAUSD Oversight Visit Scores 23-24 Governance 3 23-24 Operations 3 23-24 Fiscal 3 23-24 Academic 3
WASC Accreditation	WASC Accreditation 3 years	WASC Accreditation 3 years	WASC Accreditation 3 years	WASC Accreditation 3 years	WASC Accreditation 3 years
School Facilities in *"*Good Repair*":* Clean, safe, and functional as determined by Facility Inspection Tool (FIT) or other local instrument that meets same criteria	School Facilities in *"*Good Repair*":* Clean, safe, and functional as determined by Facility Inspection Tool (FIT) or other local instrument that meets same criteria	School Facilities in *"*Good Repair*":* Clean, safe, and functional as determined by Facility Inspection Tool (FIT) or other local instrument that meets same criteria	100% of building in good repair 2022-23 Data Year: 2022-23 Data Source: Local Self Report Tool	100% Data Year: 2023-24 Data Source: Local Self Report Tool	School Facilities in "Good Repair": Clean, safe, and functional as determined by Facility Inspection Tool (FIT) or other local instrument that meets same criteria

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Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Overall the actions designed to support achievement of goal 3 were implemented as planned.

Successes:

This year, Everest Value School has experienced notable successes in implementing Goal 3 of our LCAP, particularly in the maintenance and improvement of our facilities. We have excelled in ensuring that our school buildings are well-maintained and repaired as needed. Looking ahead, we have comprehensive plans for major upgrades scheduled over the summer, including addressing challenges with roofing and drainage to maintain our infrastructure's integrity. Additionally, our PowerSchool enrollment has seen a significant increase overall, reflecting growing confidence in our school community. To ensure that our facilities and programs run smoothly, we have designated an individual to oversee purchases and inspections, contributing to the efficient and effective operation of our school. These achievements underscore our commitment to providing a safe, functional, and conducive learning environment for all students at Everest Value School.

Challenges:

While implementing Goal 3 of our LCAP, Everest Value School has faced challenges primarily related to student recruitment. Despite there being no specific challenges noted with regards to actions, student enrollment remains a significant hurdle, with decreasing rates observed statewide and competition from other schools and charters in the area. We continue to experience lower levels of enrollment than we are accustomed to seeing annually, coupled with challenges in retaining students. The lower enrollment directly affects staffing levels and funding, preventing us from robustly staffed. Consequently, being in a fairly new facility adds to the financial strain, as maintenance costs remain high. These challenges highlight the need for proactive strategies to enhance student recruitment efforts, improve retention rates, and ensure sufficient staffing to meet the needs of our school community while managing financial constraints effectively.

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.

3.2 Maintain Memberships with Community Partners estimated actuals ($403,710) was less than budgeted expenditures ($538,075) due to a strategic realignment of resources to better address the evolving needs of both the school and its students, ensuring that partnerships with community organizations remain effective and impactful in supporting educational initiatives and student success.

3.3 Purchase Office Materials and Supplies estimated actuals ($136,812) was more than budgeted expenditures ($117,261) due to a comprehensive review of the changing needs of both the school and its students, resulting in increased spending to acquire essential materials and supplies necessary to support administrative functions and facilitate effective teaching and learning environments.

3.4 Develop or Maintain Student Recruitment Strategies estimated actuals ($66,100) was more than budgeted expenditures ($56,100) due to an increased allocation of funds aimed at effectively meeting the evolving needs and objectives of the school, reflecting a proactive approach to recruitment strategies to attract and retain a diverse and talented student body.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The actions of Maintain and Repair Facilities, Maintain Memberships with Community Partners, Purchase Office Supplies, Develop or Maintain Student Recruitment Strategies, and Implement Personnel Appreciation Strategies were effective in supporting the metrics of LAUSD Oversight, WASC Accreditation and School Facilities in Good Repair. While academic achievement and Fiscal took a slight drop to a “2” in 22-23, we scored a “3” in operations and 4 in Governance, earning solid accolades from our local district, LAUSD. Year over year, our facilities are 100% in good repair, and we maintained our WASC Accreditation cycle of 3 years.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The WASC Accreditation metric will be removed as the components of this accreditation are reflected throughout the metrics and actions of all goals.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Instructions

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping

actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Everest Value	Michelle Cornejo, Principal	mcornejo@valueschools.com (213) 487-7741

Plan Summary 2024-25

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Everest Value School (EVS) is a TK-8th grade independent charter school founded in 2014 on its second renewal term approved by the Los Angeles Unified School District in October 2018 and accredited by the Western Association ofSchools and Colleges (WASC). The school's culture is derived from the core "Values" of its organization, which encompass academic success, a motivation to learn, and a desire to give back to their community. The school has continued to enhance its professional development by linking staff members to mentors, who provide weekly feedback in "action step" meetings. This consistent collaboration between staff has strengthened Everest's professional community and has developed as a nurturing environment for both educators and students. This document serves as the Local Control Accountability Plan (LCAP) and as the School Plan for Student Achievement (SPSA) and addresses state and federal school plan requirements and state priorities.

Our Mission

The Value Schools mission is to establish and support high quality, values based elementary and secondary charter schools for populations of students who have been historically underserved by the traditional public school system.

Our academic program is driven by the five core values listed below:

1. Academic excellence is the means to a full life.

2. Each student can develop to his or her fullest potential.

3. Each individual is unique and deserves respect.

4. A safe, nurturing community is essential to academic excellence.

5. Service to others and the community is a responsibility of an educated person.

Sustained by our five core Values, our rigorous academic programs challenge our students to be part of a rich learning environment. Our school leaders, teachers, and staff work with each student to ensure academic expectations, extracurricular interests, and promotion requirements are met. Everest Value School provides students opportunities to develop their potential in Language Arts, Math, Science,

Social Studies, sports, art, Physical Education. We foster a positive school climate and high student engagement by providing a safe, nurturing community where students are closely monitored, conflicts are immediately addressed, an opportunities for celebrations are regularly scheduled.

Everest is located in a predominantly Latino populated community where residents rent a home/ apartment and are impacted by gang and drug criminal activity. As of Census Day, October 4, 2023, Everest Value School had an enrollment of 340 students. The student population is as follows:

83% are Socioeconomically Disadvantaged

45% are English Learners

18% are in a Special Education Program

1% or less are unhoused or in foster placement

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Based on the State Dashboard, the Everest Value student, faculty, and parent community have experienced a number of successes during the 23-24 academic year. As indicated in the 22-23 school year California School Dashboard, Everest Value had the following successes with the hispanic and socioeconomically disadvantaged subgroups:

English Learner Progress is in the orange with 48.4% making progress towards English proficiency by moving up a level or maintaining at the highest level on the 2022-23 ELPAC. This is a decrease of 10.6% percentage points from the previous year. While we are seeing our EL learners outperforming the state in SBAC exams, we will continue to work on specific progress within levels and on the ELPAC exam in the coming year.

English Language Arts (ELA) and Math Achievement is in the green. Students are performing 10.6 points above standard in ELA and 13.4 points below standard in Math. While Everest Value declined 12.7 points in ELA in the previous year, we saw an increase of 12.2 points in Math. While the school did not meet its targets for the percentages of students meeting/exceeding standards on ELA and Math CAASPP assessments, we are outperforming the state by 7% in ELA and 12% in Math. The overall achievement in ELA and the growth shown in reducing the Distance from Standard in math and high achievement levels in ELA indicates the Purchase of Standards Based Curriculum, Providing Employee Benefits, Providing Professional Development Opportunities, Providing Access to Substitutes and Purchase and Maintain Technology, combined with Assessment & Student Information System, Purchase Materials, Supplies and Equipment, Provide Personnel, Equipment and Materials for Low Income Academic Services, Implementing EL Services, and Implement Special Education Services are showing effectiveness. The school will continue with these actions, continuing to strengthen implementation.

Chronic Absenteeism is currently in the yellow with 12.7% chronically absent. While we would like to see continued decline in this area, we are already down 11.6% from the previous year and 12% lower than the state average. The interventions and support we have in place for Chronic Absenteeism are paying off and we plan to continue to implement similar interventions in the coming year.

Suspension is at the blue level with 0% of students suspended during the school year. We are proud of our strong commitment to behavioral support on site and commitment to school culture and climate.

All Local Indicators are Met Local data indicates Everest Value School supports student outcomes by providing families with resources for learning at home and facilitating teacher-family meetings 2-3 times per year, or more if needed. Parents receive devices, online curriculum access, and tutoring resources.

The school has made progress in:

1. Building trusting relationships with families (65% initial implementation).
2. Creating welcoming environments (75% full implementation).
3. Supporting staff to learn about families' strengths and goals (71% full implementation).
4. Ensuring two-way communication with families in accessible language (81% full implementation).

The school seeks input for decision-making through surveys, School Site Council, ELAC, PTA, Coffee with the Principal, and staff meetings, and engages educational partners and parents on various topics including re-opening, safety protocols, the Local Control Accountability Plan, and student nutrition.

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.

Everest Value is a single school LEA that is not eligible for comprehensive support and improvement.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Parents	Parent feedback is essential to our work at Everest Value. Parent Community Meetings and Coffee with the Principal occur monthly. Additionally, School Site Council Meetings and ELAC meetings occur four times annually. Annual survey feedback provides a touchpoint for parent perception and guides major decision making. During the April parent meeting, parents had the opportunity to review the new LCAP and provide feedback on goals, metrics and actions.
Teachers, administrators, and other school personnel	Teachers, administrators, and other school personnel provide feedback during regular staff meetings and during one-on-one check-ins with their supervisors/coach. We additionally have grade level and department meetings as well as department program leads for SPED, ELD, Homeless Liaisons and SSP. In April, teachers and administrators met to review parent feedback, provide their own feedback, and propose action steps to address areas of need with regards to the proposed LCAP.
Students	Students provide feedback during School Site Council meetings, classroom meetings and 1:1 check ins with staff. Students also provide feedback through the annual school climate survey. Student leadership reviewed LCAP data/actions during their April meeting and provided feedback.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Overall parents, teachers, administrators, and staff believe that the school is making progress with the existing plan and would like the new 2024-25 plan to stay the same with suggestions for how to strengthen support and actions for each goal.

Goal 1: Stakeholders are advocating for improvements in academic progress, focusing on key initiatives for the upcoming year. These include enhancing the curriculum, providing Chromebooks, addressing substitute needs, implementing a Dean's List tracking system, and offering professional development for new leaders. These efforts aim to advance learning and support effective leadership.

Goal 2: Stakeholders are advocating for comprehensive support initiatives outlined in LCAP Goal #2 for the upcoming year. They emphasize assistance and resources for English Learners (EL) and Special Education (SPED) students, indicating a commitment to meeting diverse learning needs. The appointment of an ELOP Coordinator signifies a strategic focus on enhancing language proficiency outcomes. Additionally, stakeholders are prioritizing the provision of summer school programs, aiming to bolster learning opportunities beyond the regular academic year. Trauma-informed training for teachers reflects a proactive approach to addressing students' socio-emotional needs. Finally, stakeholders are actively engaging with concerns surrounding chronic absenteeism among SSC members, highlighting a commitment to fostering a supportive and inclusive school environment.

Goal 3: Stakeholders are prioritizing compliance and building enhancements outlined in LCAP Goal #3 for the coming year. This includes ongoing improvements to school facilities, such as adding a nighttime cleaning service for classrooms. Discussions also focus on optimizing Schola use, providing consistent teacher supplies, and expressing appreciation for educators throughout the year. Gratitude is expressed for the robust discussion, highlighting a commitment to creating a positive learning environment.

Goals and Actions

Goal 1

Goal #	Description	Type of Goal
1	Everest Value will promote academic achievement and proficiency for all students.	Broad

State Priorities addressed by this goal.

Priority 1 Basic Services, Priority 2 Conditions of Learning, Priority 4 Pupil Outcomes, Priority 7 Course Access, Priority 8 Other Pupil Outcomes

An explanation of why the LEA has developed this goal.

Our school will ensure academic achievement. School leaders will recruit, hire, and develop professionals to instruct, support, and monitor students in all academic areas. Educators will offer expert instruction with high expectations for academic performance to students who are disciplined learners, with standards of accountability for both, and implement increased or targeted services for students identified in one or more of the following students groups: English Learners, Socioeconomically Disadvantaged pupils, foster youth, homeless youth , student with Disabilities, and gifted students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Teachers: % of Fully Credentialed and Appropriately Assigned Teachers *Source: SARC*	96% Data Year: 2022-23			100%	N/A for 2024

1.2	Instructional Materials: % of Students with standards-aligned Instructional Materials at home and at school. *Source: SARC*	100% Data Year: 2023-24			100%	N/A for 2024
1.3	CAASPP ELA: % met/exceeded standards for all students and all significant subgroups *Source: Dataquest*	All: 53.2% SED: 53.1% SWD: 40.5% EL: 22.9% Hispanic or Latino: 43% Data Year: 2022-23			Increase 5-7% from baseline in all subgroups	N/A for 2024
1.4	CAASPP ELA: Distance from Standard for all students and all significant subgroups *Source: CA Dashboard*	All: +10.6 SED: +10.1 SWD: -11.9 EL: -18.3 Hispanic or Latino: +11.4 Data Year: 2022-23			Increase 10 points from baseline in all subgroups	N/A for 2024
1.5	CAASPP Math: % met/exceeded standards for all students and all significant subgroups *Source: Dataquest*	All: 46.6% SED: 47.7% SWD: 35.1% EL: 25% Hispanic or Latino: 53.8% Data Year: 2022-23			Increase 5-7% from baseline in all subgroups	N/A for 2024

1.6	CAASPP Math: Distance from Standard for all students and all significant subgroups *Source: CA Dashboard*	All: -13.4 SED: -12.7 SWD: -53.3 EL: -48 Hispanic or Latino: -13.6 Data Year: 2022-23			Increase 10 points from baseline in all subgroups	N/A for 2024
1.7	CAST Science: % met/exceeded standards for all students and all significant subgroups *Source: CA Dashboard*	All: 10.3% SED: 11.4% SWD: NA EL: 0% Hispanic or Latino: 10.5% Data Year: 2022-23			Increase 5-7% from baseline in all subgroups	N/A for 2024
1.8	State Standards Implementation: % of teachers with scope and sequences aligned to state adopted content standards, including ELD standards *Source: Local*	100% Data Year: 2023-24			100%	N/A for 2024

1.9	English Learner Progress Indicator: % of English Learners increasing a level or maintaining at the highest level on the ELPAC *Source: Dataquest*	44.8% Data Year: 2022-23			Increase 5-7% from baseline	N/A for 2024
1.10	EL Reclassification Rate *Source: Dataquest*	Data release delayed by CDE			Increase 5-7% from baseline	
1.11	Long Term English Learners: % of LTELs scoring at a Level 3 or 4 on the ELPAC *Source: Dataquest*	57.14% Data Year: 2022-23			Increase 5-7% from baseline	
1.12	NWEA Language: % of students that are at or above grade level *Source: Local*	NA Data Year: 2023-24			50%	
1.13	NWEA Reading: % of students that are at or above grade level *Source: Local*	50% Data Year: 2023-24			50%	

1.14	NWEA Math: % of students that are at or above grade level *Source: Local*	43% Data Year: 2023-24			50%	

Goal Analysis for 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.

To be completed in 2025

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.

To be completed in 2025

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

To be completed in 2025

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.

To be completed in 2025

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	Hire Certificated Faculty	This action has been created to address the conditions of student learning and part of State Priority 1 and 6. The administrative team ensures to hire fully credentialed instructors who have an EL Authorization and are properly assigned to deliver instruction in CORE and elective courses. Fully credentialed teachers and certificated support services personnel address the needs of students and deliver instruction to all students and students identified in one or more of the following students groups: English Learners, Socioeconomically Disadvantaged pupils, foster youth, homeless youth , student with Disabilities, and gifted students.	$ 1,667,358	No
1.2	Purchase Standards Based Curriculum	This action has been created to address the conditions of student learning and part of State Priority 1 and 6. The administrative team ensures to purchase state approved, researched based curriculum which will give students access to standards-aligned instructional materials and ensure the implementation of all CA standards, including how English Learners will access academic content standard and language objectives as dictated by their Language Acquisition status. Resources in the curriculum will also support the needs of students identified in one or more of the following student groups: English Learners, Socioeconomically Disadvantaged pupils, foster youth, homeless youth, students with Disabilities, and gifted students.	$ 59,015	No
1.3	Provide Employee Benefits	Everest Value maintains a group health insurance plan that provides benefits for medical, dental, vision, prescription medicine, and mental and behavioral health services. These competitive benefits, along with life insurance, holidays, and a positive school culture, increase retention, connectedness, and a sense of safety within our faculty.	$ 915,728	No
1.4	Provide Professional Development Opportunities	Professional Development helps our administrators, specialist, teachers, and Paraprofessionals to learn skills to improve the conditions of learning and engagement to increase student outcomes. Aside from a focus on the implementation and mastery of standards, there is targeted skills development around English Learners' Language Acquisition objectives, students with special needs, homeless, and foster youth accommodations and services.	$ 7,520	Yes

1.5	Provide Access to Substitutes	This action has been created to continue to ensure the conditions of student learning and part of State Priority 1 and 6. The administrative team subcontracts a vendor to get qualified substitutes to deliver instruction in CORE and elective courses and minimize learning disruption. Vendors include but are not limited to Teachers On Reserve and The Education Team, or stipends for classified staff with a substitute permit.	$ 100,000	No
1.6	Purchase and Maintain Technology	This action has been created to address state priority 4 and 5: student achievement and engagement. Technology equipment, hardware, and software will expand students' access to standardized curriculum, scaffolded/tiered resources at various instructional levels, and ensure accommodations for students in significant groups such as English Learners, Socioeconomically Disadvantaged pupils, foster youth, homeless youth , student with Disabilities, and gifted students. Besides implementation and access, these tools also allow for communication between various educational partners throughout the year.	$ 72,383	No
1.7	Assessment & Student Information System to this category	This is included in the above description: This action has been created to address state priority 4 or measure academic achievement by mastery of standards as captured by assessments and grade keeping records. Summative assessments recommended by the state's verified data system are administered quarterly and used as metric systems in the school's goals to measure academic progress and growth. Internal Assessment benchmark results, along with state assessment results, are used to determine intervention, progress monitor students, evaluate the effectiveness of programs and instruction, plan instruction and intervention strategies, and to determine additional needs or increased services.	$ 18,639	No

1.8	Purchase Materials, Supplies and Equipment	This action has been created to address the conditions of student learning and part of State Priority 1 and 6. The administrative team ensures to purchase state approved, researched based curriculum which will give students access to standards-aligned instructional materials and ensure the implementation of all CA standards, including how English Learners will access academic content standard and language objectives as dictated by their Language Acquisition status. Resources in the curriculum will also support the needs of students identified in one or more of the following student groups: English Learners, Socioeconomically Disadvantaged pupils, foster youth, homeless youth, students with Disabilities, and gifted students.	$ 94,160	No
1.9	Implement Services for Students Who are Low Income	This action has been created to address the conditions of student learning and engagement. Academic research indicates that lower class sizes allow for meaningful interaction between instructor and student. Our low income and English Learner students need ample opportunities to engage in oral and written academic discussion and instruction. To address this need, the school will employ additional teachers to lower class size and increase the individual attention given to students that are low-income, English learners, and/or foster youth. Furthermore, we have found that our low income students and English Learners, and foster youth need technology and curriculum materials to support them with learning in multiple homes or in after school programs as traveling with such equipment can be unsafe in low income neighborhoods. The school will purchase computers, extra curriculum, and devices to support students with access to curriculum and resources.	$ 920,457	Yes

1.10	Implement Services for students who are English Learners	This action ensures English learners receive targeted ELD instruction aligned with their proficiency levels and appropriate academic support. It aims to achieve three objectives: providing professional development for teachers on ELD, fostering rapid English proficiency attainment to match native speakers, and ensuring ELs reach grade-level academic standards within a reasonable timeframe. Targeted support will be in the areas of professional development, family engagement, and EL programs. Implementation includes a Structured English Immersion program aligned with the EL Masterplan, with student progress monitored through various assessments like ELD curriculum evaluations, mastery of standards assessments, and state assessments (NWEA, LPAC, CAASPP, CAST). To address professional development needs, we will conduct workshops for teachers and paraprofessionals, focusing on strategies for supporting ELs in classrooms. Family engagement will involve workshops and materials explaining reclassification and the ELPAC exam. Lastly, we'll collaborate with specialists to enhance curriculum and develop targeted EL programs, integrating research-based strategies and providing additional support resources. Through these initiatives, we aim to better equip educators, engage families, and enhance curriculum to support the academic success of English learners.	$ 108,433	Yes
1.11	Implement Services for Students in Special Education	This action ensures the recruitment, enrollment, services, and retention of students with learning disabilities to address all state priorities. In order to implement services and funding as stated by law, our school has entered into partnership with various vendors to deliver assessments, counseling, occupational and speech therapy services. The school also pays for an encroachment fee for a Memorandum of Understanding with the Los Angeles Unified School District Special Education Local Plan Area (LAUSD SELPA) to consult, train, and receive oversight and support from LAUSD.	$ 434,137	No

Insert or delete rows, as necessary.

Goal 2

Goal #	Description	Type of Goal
2	Everest Value will have affirming, safe, and supportive school culture and climate.	Broad

State Priorities addressed by this goal.

Priority 3 Parental Involvement and Family Engagement, Priority 5 Pupil Engagement, Priority 6 School Climate

An explanation of why the LEA has developed this goal.

Everest Value will have affirming, safe, and supportive school culture and climate is a broad goal that addresses state priorities 3, 5, and 6. Actions ensure pupils and parents are engaged and have a positive school experience. A positive school climate is measured by high attendance, high parent participation, low chronic absenteeism, low suspension, and little to no expulsions or drop outs. Multiple Tiered Student Supports are put into place to support students with academics, sports, in school and after school student activities, and counselors and services to address social-emotional needs.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Average Daily Attendance *Source: CALPADS*	92.05% Data Year: 2023-24			95%	N/A for 2024
2.2	Chronic Absence Rate for all students *Source: Dataquest*	12.7% Data Year: 2022-23			Lower than 10%	N/A for 2024
2.3	Middle School Dropout Rate *Source: CALPADS*	0% Data Year: 2022-23			0%	N/A for 2024

2.4	Suspension Rate for all students and all subgroups *Source: CA Dashboard*	0% Data Year: 2022-23			<1%	N/A for 2024
2.5	Expulsion Rate for all students and all subgroups *Source: Dataquest*	0% Data Year: 2022-23			0%	N/A for 2024
2.6	School Climate Survey: % of students, parents and teachers responding positively regarding school safety *Source: Local*	Student: 46% Teacher: 61% Parent: 87% All Average: 65% Data Year: 2023-24			75% or higher in all areas	N/A for 2024
2.7	School Climate Survey: % of students, parents and teachers responding positively regarding school connectedness *Source: Local*	Student: 48% Teacher: 59% Parent: 76% All Average: 61% Data Year: 2023-24			75% or higher in all areas	N/A for 2024

2.8	% parent Parent Participation in programs for unduplicated pupils (UDPs) and individuals with exceptional needs. *Source: Local*	69% Data Year: 2023-24			80%	N/A for 2024

Insert or delete rows, as necessary.

Goal Analysis for 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.

To be completed in 2025

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.

To be completed in 2025

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

To be completed in 2025

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.

To be completed in 2025

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	Deliver Homeless and Foster Youth Support Services	This action ensures the recruitment, enrollment, services, and retention of unhoused students or students in foster placement and addresses all state priorities. Policies have been developed outlining services and identifying a liaison to ensure services are delivered and rights are protected.	$ -	No
2.2	Implement After School and Sports Services	This action was created to create opportunities for engagement and connectedness. After School programs and sports are essential in keeping students physically active and cognitively engaged with the school and the academic program.	$ 217,482	Yes
2.3	Hire Paraprofessionals	This action was created to provide additional research based-targeted - in small groups or one on one academic support for students identified in one or more of the following student groups: English Learners, Socioeconomically Disadvantaged pupils, foster youth, homeless youth , student with Disabilities, and gifted students.	$ 513,139	No
2.4	Provide Student Activity Opportunities	Creating a positive school climate where students can engage and develop their interest is important. Leaders and staff will ensure the school offers extracurricular programs that taps into students' potential and interests.	$ 20,131	Yes
2.5	Implement Nutrition Program	Wellness policy and the nutrition program are essential components of the academic program. Our school participates in federal school meal programs (including the School Breakfast Program, National School Lunch Program (including after school snacks), Summer Food Service program, and Fruit and Vegetable Snack program in our K-8 Schools). The board had adopted and our school implements a Wellness policy which expands on decision making choices around activity, portion control, and self awareness of wellness as a whole.	$ 364,753	No

Action #	Title	Description	Total Funds	Contributing
2.6	Provide Parent Engagement Opportunities	Partnerships with parents are essential in creating a school community of trust and learning, so it's important to ensure that the school makes it convenient and available for parents to be involved in big decisions in the operations of the school process. Additionally, Principal and Title I designee have the responsibility to ensure that the board approved Title I Parent and Family Engagement policy and program are implemented. This will include ensuring parents will be trained and involved in the development and evaluation of the LCAP and activities to improve student academic achievement and school performance. Principal will conduct School Site Council training on composition and responsibilities will be reviewed with members as dictated by the California Department of Education.	$ 4,027	Yes
2.7	Implement Summer School	This action was created to provide for students extended opportunities for learning with the intent to get ahead or catch up with learning that will close the achievement gap.	$ -	No
2.8	Create a Safe, Healthy, and Wellness Climate	This action was created to create opportunities for engagement and connectedness. Students' mental health and emotional well being are essential in learning. Safety is of the utmost importance, so we will take all the necessary precautions to ensure that all students feel safe learning in this environment and parents feel confident sending their students to school.	$-	No
2.9	Provide Classified Personnel, Equipment, and Materials for Low Income Student Engagement Services	This action has been created to address student engagement and student outcomes. Academic research indicates that an increased understanding and academic growth can come as a result of reteaching, scaffolding, and implementation of intervention strategies where immediate feedback and instruction can occur. We will employ instructional aides to support students that are low-income, English learners, and/or foster youth in helping them develop their potential and meet these needs.	$ 303,614	Yes

Action #	Title	Description	Total Funds	Contributing
		Research has also proven that access to after school programs and sports increase students self esteem, health, keeps them safe, and keeps them away from criminal activity. School leaders will develop an athletic program that has proven to help students that are low-income and/or English learners maintain a GPA that is above a 2.0.		
2.10	Attendance Support	Everest Value provides a robust system of data monitoring and communication with families to help ensure regular attendance. The school office staff monitors daily attendance and follows up with teachers to ensure the accuracy of attendance data in PowerSchool, and then Parent Square alerts the school when students are in danger of becoming chronically absent so that the school can send attendance letters or hold meetings with families. SART Hearings will be held to address chronic absenteeism with families/caregivers.	$ 30,000	No

Insert or delete rows, as necessary.

Goal 3

Goal #	Description	Type of Goal
3	Everest Value will be fully compliant with all Local, State and Federal regulations, ensure that students have a learning environment they need to be successful, and to meet the annual growth measurements prescribed.	Broad

State Priorities addressed by this goal.

Priority 1 Basic Services

An explanation of why the LEA has developed this goal.

Goal 3 ensures action steps in operations and compliance align with parent engagement mandates, federal and state programs requirements, and with fiscal and facility regulations. Furthermore, school facilities are clean, safe, and functional.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	% of School Facilities in "Good Repair": Clean, safe, and functional. *Source: SARC*	100% *Data Year: 2023-24*			100%	N/A for 2024
3.2	LAUSD Oversight Visit Review in Governance, Operations, Fiscal, and Academic out of a maximum score of “4” *Source: Local*	Scores have not yet been released. *Data Year: 2023-24*			Receive a score of "3" or higher in all categories	N/A for 2024

Insert or delete rows, as necessary.

Goal Analysis for 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.

To be completed in 2025

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.

To be completed in 2025

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

To be completed in 2025

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.

To be completed in 2025

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	Maintain and Repair Facilities	This action was created to address the facilities portion of state priority 1. School facilities are the forum for in-person learning and must be maintained for safety and optimal learning.	$ 1,441,058	No
3.2	Maintain Memberships with Community Partners	Partnerships with outside agencies allows for the school to remain compliant, competitive, and cohesive with the mission of charter schools and other public schools.	$ 538,286	No
3.3	Purchase Office Supplies	While these overhead expenditures are necessary for the ongoing, smooth operations of our school, they also provide the school with a sense of security and safety.	$ 93,947	No
3.4	Develop or Maintain Student Recruitment Strategies	The recruiting team reaches out to different areas throughout Central Los Angeles to offer students opportunities to receive an education that promotes the Values and the pursuit of a college education and career plan.	$ 10,000	No
3.5	Implement Personnel Appreciation Strategies	Collaboration begins with community building, so the school will make every effort to develop trust and respect among teachers.	$ 4,000	No

Insert or delete rows, as necessary.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2024-25

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,351,166	$164,412

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
38%	0%	$0	38%

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 school wide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4, 1.9	After analyzing the 2023 CA Dashboard, it's evident that English Learners and Socioeconomically disadvantaged students require attention in ELA and Math proficiency. English Learners are in the orange for ELA and Math. While Socioeconomically disadvantaged students are green for ELA and Math, they are still underperforming their peers overall. To address these challenges, our students necessitate a comprehensive framework of academic support to facilitate their progress towards academic achievement. Additionally, educators require top-tier professional development opportunities that enable them to	The various student support mechanisms, such as small group instruction, academic intervention, and the integration of instructional technology, synergize to aid our students in achieving grade-level proficiency while also addressing any previous learning gaps. Unduplicated students benefit from a multitude of avenues to receive assistance in reaching their academic objectives. Moreover, teacher professional development contributes additional time and resources toward tailored coaching and training, specifically designed to cater to the needs of our low-income students. This empowers educators to better address the distinct requirements of unduplicated students,	**1.3** CAASPP ELA: % met/exceeded standards for EL and SED **1.4** CAASPP ELA: % distance from standard for EL and SED **1.5** CAASPP Math: % met/exceeded standards for EL and SED **1.6** CAASPP Math: % distance from standard for EL and SED

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	implement a rigorous academic curriculum while providing ample academic assistance. Notably, many of our upper-grade low-income students enroll several grades below their expected level, highlighting the urgency of tailored support initiatives.	encompassing academic support, culturally responsive teaching, trauma-informed approaches, and the cultivation of critical thinking skills.	
2.2, 2.4, 2.6	Based on our review of the 2023 CA Dashboard, we find needs for English Learners, and Socioeconomically disadvantaged students in the areas of attendance, engagement, and school climate. English Learners, and Socioeconomically disadvantaged students, are yellow for Chronic Absenteeism. We find that our students need additional support in the areas of engagement, climate and culture and benefit from restorative practices and a rich and celebratory school culture in order to thrive. In order to achieve our academic growth and achievement goals, we know that parents are critical partners in the endeavor. We know that parents of our socioeconomically disadvantaged students may benefit from additional opportunities that increase their ability to support their students' learning. Parents of English Learners benefit from additional outreach to support their students in English Language Development.	These actions prioritize interventions and support tailored for English learners, and socioeconomically disadvantaged students, encompassing recruitment, enrollment, and additional services. Policies are in place to ensure equitable access and protection of rights. Emphasis is placed on fostering a positive school climate through extracurricular programs that cater to diverse interests and engagement levels, while also facilitating parent partnerships and involvement in decision-making processes. Additionally, the plan addresses various state priorities by offering extended learning opportunities to bridge achievement gaps and implementing intervention strategies, including the deployment of instructional aides for targeted support. Furthermore, initiatives such as after-school programs and sports aim to bolster student self-esteem, health, and safety, with specific programs designed to maintain academic performance and support college readiness for low-income and English learner students.	**2.1** Average Daily Attendance **2.2** Chronic Absence Rate **2.4** Suspension Rate

Insert or delete rows, as necessary.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.10	The English Learner(EL) subgroup is in the orange on the 2023 CA Dashboard for EL progress with 44.8% of ELs making progress or maintaining at the highest level on the ELPAC in 2023.	This action ensures English learners receive targeted ELD instruction aligned with their proficiency levels and appropriate academic support. It aims to achieve three objectives: providing professional development for teachers on ELD, fostering rapid English proficiency attainment to match native speakers, and ensuring ELs reach grade-level academic standards within a reasonable timeframe. Targeted support will be in the areas of professional development, family engagement, and EL programs. Implementation includes a Structured English Immersion program aligned with the EL Masterplan, with student progress monitored through various assessments like ELD curriculum evaluations, mastery of standards assessments, and state assessments (NWEA, ELPAC, CAASPP, CAST). To address professional development needs, we will conduct workshops for teachers and paraprofessionals, focusing on strategies for supporting ELs in classrooms. Family engagement will involve workshops and materials explaining reclassification and the ELPAC exam. Lastly, we'll collaborate with specialists to enhance curriculum and develop targeted EL programs, integrating research-based strategies and providing	**1.9** English Learner Progress Indicator: % of English Learners increasing a level or maintaining at the highest level on the ELPAC **1.11** Long Term English Learners: % of LTELs scoring at a Level 3 or 4 on the ELPAC

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		additional support resources. Through these initiatives, we aim to better equip educators, engage families, and enhance curriculum to support the academic success of English learners.	
2.9	CAASPP ELA for SED (2022-2023): 53.2%, +10.1 DFS CAASPP Math for SED (2022-2023): 46.6%, -12.7 DFS This initiative is aimed at addressing the educational challenges faced by low-income students. Research indicates that these students often encounter barriers to academic success due to factors such as limited access to resources, lack of personalized support, and insufficient opportunities for extracurricular engagement. Without adequate support, low-income students may struggle to fully grasp academic concepts and achieve their academic potential. Additionally, socio-economic disparities can impact students' self-esteem, health, and overall well-being, potentially leading to disengagement from school and increased vulnerability to negative influences. Therefore, it is crucial to implement targeted interventions that address the specific needs of low-income students and provide them with the necessary support and opportunities to succeed academically and thrive personally.	This action has been created to address student engagement and student outcomes. Academic research indicates that an increased understanding and academic growth can come as a result of reteaching, scaffolding, and implementation of intervention strategies where immediate feedback and instruction can occur. We will employ instructional aides to support students that are low-income helping them develop their potential and meet these needs. Research has also proven that access to after school programs and sports increase students self esteem, health, keeps them safe, and keeps them away from criminal activity. School leaders will develop an athletic program that has proven to help students that are low-income and/or English learners maintain a GPA that is above a 2.0. The school will also coordinate a senior retreat that has shown to help low income students with self esteem, empowerment, and skills that will support them to and through college.	**1.3** CAASPP ELA: % met/exceeded standards for SED **1.4** CAASPP ELA: % distance from standard for SED **1.5** CAASPP Math: % met/exceeded standards for SED **1.6** CAASPP Math: % distance from standard for SED

Insert or delete rows, as necessary.

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Not applicable

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Everest Value is a single school LEA with a greater than 55% unduplicated pupil population that will use the additional concentration grant add-on funding to recruit and maintain the number of staff providing direct services to students through the following action(s):

Action 1.9: Additional faculty certificated in Language Arts (2) , Math(2) , Social Studies (2) and science(2) to reduce student to teacher ratio. Additional Paraprofessionals (4) to provide students with extended support in Language Arts, Math, and Science

Action 2.9: Additional counselors to implement social emotional screeners, lessons on mental health, conduct threat assessments and address attendance.

Action 2.2, 2.4, 2.6, and 2.9: Additional staff (6) to coach after school sports to engage students, increase connectedness, and promote physical activities and mental health.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2024-25 Total Planned Expenditures Table

LCAP Year (Input)	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 %)
2024-25	$ 3,616,262	$ 1,351,166	37.364%	0.000%	37.364%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 5,049,646	$ 2,268,662	$ 38,521	$ 551,442	$ 7,908,271.18	$ 4,446,417	$ 3,461,854

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	Hire Certificated Faculty	All	No	LEA-wide	N/A	K-8 School	Ongoing	$ 1,663,358	$ 4,000	$ 1,040,192	$ 299,474	$ 38,521	$ 289,171	$ 1,667,358	0.000%
1	1.2	Purchase Standards Based Curriculum	All	No	LEA-wide	N/A	K-8 School	Ongoing	$ -	$ 59,015	$ 59,015	$ -		$ -	$ 59,015	0.000%
1	1.3	Provide Employee Benefits	All	No	LEA-wide	N/A	K-8 School	Ongoing	$ 915,728	$ -	$ 678,833	$ 236,895		$ -	$ 915,728	0.000%
1	1.4	Provide Professional Development Opportunities	All	No	LEA-wide	All	K-8 School	Ongoing	$ -	$ 7,520	$ 722	$ -		$ 6,798	$ 7,520	0.000%
1	1.5	Provide Access to Substitutes	All	No	LEA-wide	N/A	K-8 School	Ongoing	$ -	$ 100,000	$ 100,000	$ -		$ -	$ 100,000	0.000%
1	1.6	Purchase and Maintain Technology	All	No	LEA-wide	N/A	K-8 School	Ongoing	$ -	$ 72,383	$ 72,383	$ -		$ -	$ 72,383	0.000%
1	1.7	Assessment & Student Information System	All	No	LEA-wide	N/A	K-8 School	Ongoing	$ -	$ 18,639	$ 18,639	$ -		$ -	$ 18,639	0.000%
1	1.8	Purchase Materials, Supplies and Equipment	All	No	LEA-wide	N/A	K-8 School	Ongoing	$ -	$ 94,160	$ 94,160	$ -		$ -	$ 94,160	0.000%
1	1.9	Implement Services for Students Who are Low Income	All	Yes	LEA-wide	All	K-8 School	Ongoing	$ 920,457	$ -	$ 920,457	$ -		$ -	$ 920,457	0.000%
1	1.10	Implement Services for students who are English Learners	English learner (EL)	Yes	Limited	English Learners	K-8 School	Ongoing	$ 108,433	$ -	$ 108,433	$ -		$ -	$ 108,433	0.000%
1	1.11	Implement Services for Students in Special Education	Student with Disabilities (SWD)	No	LEA-wide	N/A	K-8 School	Ongoing	$ 21,687	$ 412,451	$ 98,938	$ 335,199		$ -	$ 434,137	0.000%
2	2.1	Deliver Homeless and Foster Youth Support Services	Foster Youth, Homeless Youth	No	LEA-wide	N/A	K-8 School	Ongoing	$ -	$ -	$ -	$ -		$ -	$ -	0.000%
2	2.2	Implement After School and Sports Services	All	Yes	LEA-wide	All	K-8 School	Ongoing	$ -	$ 217,482	$ 14,000	$ 203,482		$ -	$ 217,482	0.000%
2	2.3	Hire Paraprofessionals	All	No	LEA-wide	N/A	K-8 School	Ongoing	$ 483,139	$ -	$ 483,139	$ -		$ -	$ 483,139	0.000%
2	2.4	Provide Student Activity Opportunities	All	Yes	LEA-wide	All	K-8 School	Ongoing	$ -	$ 20,131	$ 20,131	$ -		$ -	$ 20,131	0.000%
2	2.5	Implement Nutrition Program	All	No	LEA-wide	N/A	K-8 School	Ongoing	$ -	$ 364,753	$ 23,709	$ 85,571		$ 255,473	$ 364,753	0.000%
2	2.6	Provide Parent Engagement Opportunities	All	Yes	LEA-wide	All	K-8 School	Ongoing	$ -	$ 4,027	$ 4,027	$ -	$ -	$ -	$ 4,027	0.000%
2	2.7	Implement Summer School	All	No	LEA-wide	N/A	K-8 School	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
2	2.8	Create a Safe, Healthy, and Wellness Climate	All	No	LEA-wide	N/A	K-8 School	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
2	2.9	Provide Classified Personnel, Equipment, and Materials for Low Income Student Engagement Services	Low Income	Yes	LEA-wide	Low-Income	K-8 School	Ongoing	$ 303,614	$ -	$ 303,614	$ -	$ -	$ -	$ 303,614	0.000%
2	2.10	Attendance Support	All	No	LEA-wide	N/A	K-8 School	Ongoing	$ 30,000	$ -	$ 30,000	$ -	$ -	$ -	$ 30,000	0.000%
3	3.1	Maintain and Repair Facilities	All	No	LEA-wide	N/A	K-8 School	Ongoing	$ -	$ 1,441,058	$ 793,753	$ 647,305	$ -	$ -	$ 1,441,058	0.000%
3	3.2	Maintain Memberships with Community Partners	All	No	LEA-wide	N/A	K-8 School	Ongoing	$ -	$ 538,286	$ 77,550	$ 460,736	$ -	$ -	$ 538,286	0.000%
3	3.3	Purchase Office Supplies	All	No	LEA-wide	N/A	K-8 School	Ongoing	$ -	$ 93,947	$ 93,947	$ -	$ -	$ -	$ 93,947	0.000%
3	3.4	Develop or Maintain Student Recruitment Strategies	All	No	LEA-wide	N/A	K-8 School	Ongoing	$ -	$ 10,000	$ 10,000	$ -	$ -	$ -	$ 10,000	0.000%
3	3.5	Implement Personnel Appreciation Strategies	All	No	LEA-wide	N/A	K-8 School	Ongoing	$ -	$ 4,000	$ 4,000	$ -	$ -	$ -	$ 4,000	0.000%

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year	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	Totals by Type	Total LCFF Funds
$ 3,616,262	$ 1,351,166	37.364%	0.000%	37.364%	$ 1,370,663	0.000%	37.903%	**Total:**	$ 1,370,663
								LEA-wide	$ 1,262,229
								Limited Total:	$ 108,433
								Schoolwide	$ -

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	1.9	Implement Services for Students Who are Low Income	Yes	LEA-wide	All	K-8 School	$ 920,457	0.000%
1	1.10	Implement Services for students who are English Learners	Yes	Limited	English Learners	K-8 School	$ 108,433	0.000%
2	2.2	Implement After School and Sports Services	Yes	LEA-wide	All	K-8 School	$ 14,000	0.000%
2	2.4	Provide Student Activity Opportunities	Yes	LEA-wide	All	K-8 School	$ 20,131	0.000%
2	2.6	Provide Parent Engagement	Yes	LEA-wide	All	K-8 School	$ 4,027	0.000%
2	2.9	Provide Classified Personnel, Equipment, and Materials for Low Income Student Engagement Services	Yes	LEA-wide	Low-Income	K-8 School	$ 303,614	0.000%

2023-24 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 8,083,966.05	$ 8,272,730.14

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	Hire Certificated Faculty	No	$ 1,570,781	$ 1,533,555
1	2	Purchase Standards Based Curriculum	No	$ 31,721	$ 39,721
1	3	Provide Employee Benefits	No	$ 940,971	$ 1,230,416
1	4	Provide Professional Development Opportunities	No	$ 13,172	$ 18,000
1	5	Provide Access to Substitutes	No	$ 63,000	$ 130,000
1	6	Purchase and Maintain Technology	No	$ 143,310	$ 91,450
1	7	Purchase and Maintain Assessments and Student Information Systems	No	$ 17,560	$ 11,652
1	8	Purchase Materials, Supplies and Equipment	No	$ 39,580	$ 34,000
1	9	Deliver services to Low Income , Foster Youth, and English Learner Students	Yes	$ 1,202,918	$ 1,202,918
1	10	Implement English Learner Services	No	$ 196,546	$ 203,677
1	11	Implement Special Education Services	No	$ 491,498	$ 491,498
2	1	Deliver Homeless and Foster Youth Support Services	Yes	$ 5,000	$ 5,000
2	2	Implement After School and Sports Services	Yes	$ 535,847	$ 554,938
2	3	Hire Classified Staff	No	$ 218,568	$ 293,118
2	4	Provide Student Activity Opportunities	Yes	$ 12,084	$ 19,913
2	5	Implement Nutrition Program	No	$ 349,763	$ 349,763
2	6	Provide Parent Engagement Opportunities	Yes	$ 4,061	$ 3,948
2	7	Implement Summer School	No	$ -	$ -
2	8	Create a Safe, Healthy, and Wellness Climate	No	$ 3,594	$ 3,594
2	9	Deliver Low Income Student Support Services? (May be combines with Goal 1 Action 9.	Yes	$ 137,237	$ 124,881
3	1	Maintain and Repair Facilities	No	$ 1,391,319	$ 1,320,066
3	2	Maintain Memberships with Community Partners	No	$ 538,075	$ 403,710
3	3	Purchase Office Materials and Supplies	No	$ 117,261	$ 136,812
3	4	Develop or Maintain Student Recruitment Strategies	No	$ 56,100	$ 66,100
3	5	Implement Personnel Appreciation Strategies	No	$ 4,000	$ 4,000

2023-24 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 1,316,446	$ 1,398,892	$ 1,386,423	$ 12,469	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed 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	9	Deliver services to Low Income , Foster Youth, and English Learner Students	Yes	$ 1,202,918	$ 1,202,918.00	0.00%	0.00%
2	1	Deliver Homeless and Foster Youth Support Services	Yes	$ 5,000	$ 5,000.00	0.00%	0.00%
2	2	Implement After School and Sports Services	Yes	$ 37,592	$ 37,592.00	0.00%	0.00%
2	4	Provide Student Activity Opportunities	Yes	$ 12,084	$ 12,084.00	0.00%	0.00%
2	6	Provide Parent Engagement Opportunities	Yes	$ 4,061	$ 3,948.00	0.00%	0.00%
2	9	Deliver Low Income Student Support Services? (May be combines with Goal 1 Action 9.	Yes	$ 137,237	$ 124,881.00	0.00%	0.00%

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 3,469,493	$ 1,316,446	0.00% - No Carryover	37.94%	$ 1,386,423	0.00%	39.96%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: *EC* sections 52060(g) (California Legislative Information) and 52066(g) (California Legislative Information) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) (California Legislative Information) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,

- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see Education Code Section 52062 (California Legislative Information);
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see Education Code Section 52068 (California Legislative Information); and
- For charter schools, see Education Code Section 47606.5 (California Legislative Information).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions

- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated students
- Analysis of effectiveness of the specific actions to achieve the goal
- Analysis of material differences in expenditures
- Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
- Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) (California Legislative Information) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

- Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
- Indicate the school year to which the baseline data applies.
- The baseline data must remain unchanged throughout the three-year LCAP.
  - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
  - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.

- Include a discussion of relevant challenges and successes experienced with the implementation process.
- This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - *Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.*

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - *As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:*
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA’s percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional

assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
  - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
  - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

  - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use

the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
    - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
    - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
    - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
    - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

      The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**

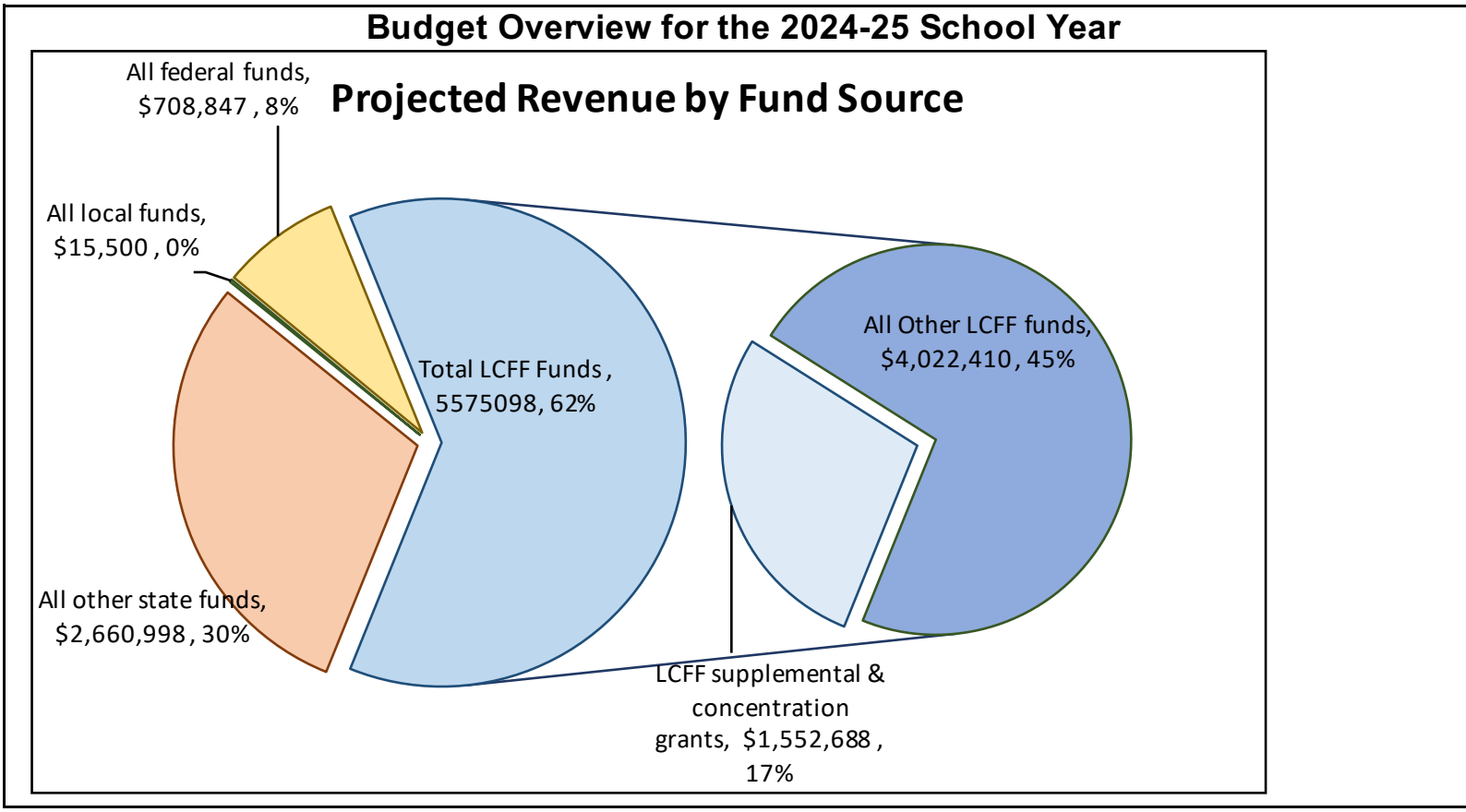
- This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2023

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Downtown Value School
CDS Code: 19-64733-611903
School Year: 2024-25
LEA contact information: Carmen Vazquez, CarmenV@ValueSchools.com, (213) 748-8868

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 o high needs students (foster youth, English learners, and low-income students).

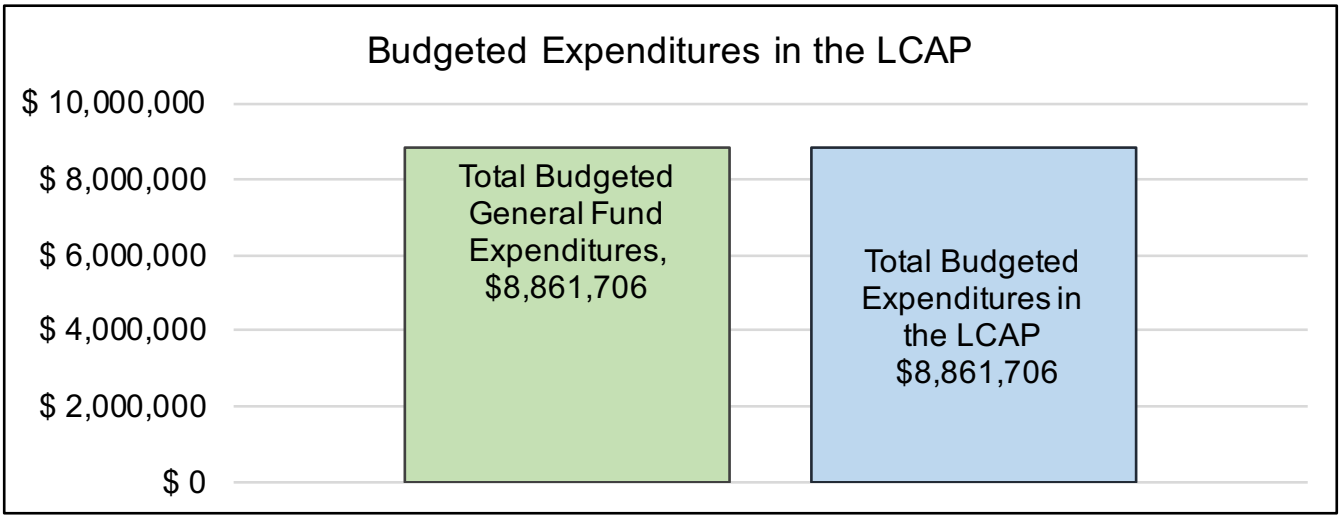


This chart shows the total general purpose revenue Downtown Value School expects to receive in the comir year from all sources.

The text description for the above chart is as follows: The total revenue projected for Downtown Value School $8,960,443.00, of which $5,575,098.00 is Local Control Funding Formula (LCFF), $2,660,998.00 is other stat funds, $15,500.00 is local funds, and $708,847.00 is federal funds. Of the $5,575,098.00 in LCFF Funds, $1,552,688.00 is generated based on the enrollment of high needs students (foster youth, English learner, ar low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school distric must work with parents, educators, students, and the community to develop a Local Control and Accountabili Plan (LCAP) that shows how they will use these funds to serve students.

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Downtown Value School plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Downtown Value School plans to spend $8,861,706.00 f the 2024-25 school year. Of that amount, $8,861,706.00 is tied to actions/services in the LCAP and $0.00 is n included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

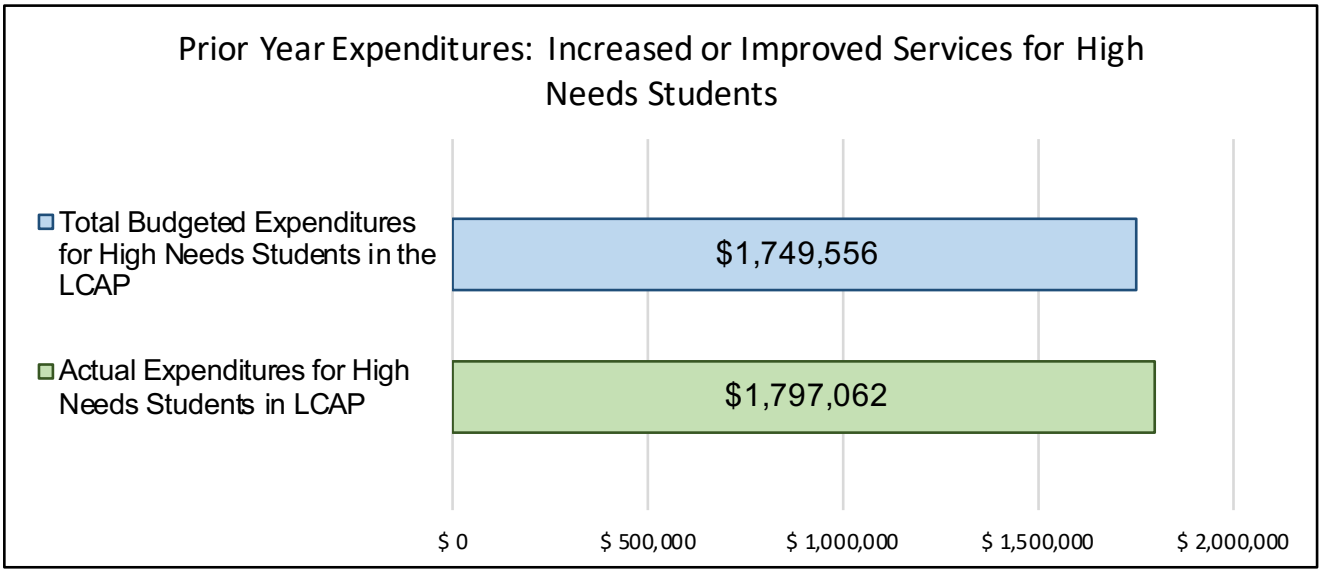
These funds wll either roll over or be used in case any expenduture projected increases.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 Schoo Year

In 2024-25, Downtown Value School is projecting it will receive $1,552,688.00 based on the enrollment of foster youth, English learner, and low-income students. Downtown Value School must describe how it intends to increase or improve services for high needs students in the LCAP. Downtown Value School plans to spend $1,717,375.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



This chart compares what Downtown Value School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Downtown Value Scho estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Downtown Value School's LCAP budgeted $1,749,556.00 for planned actions to increase or improve services for high needs students. Downtown Value School actually spent $1,797,062.00 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Downtown Value School	Carmen Vazquez, Interim Principal	CarmenV@ValueSchools.com, (213) 748-8868

Goals and Actions

Goal 1

Goal #	Description
1	Our school will ensure academic achievement. School leaders will recruit, hire, and develop professionals to instruct, support, and monitor students in all academic areas. Educators will offer expert instruction with high expectations for academic performance to students who are disciplined learners, with standards of accountability for both, and implement increased or targeted services for students identified in one or more of the following students groups: English Learners, Socioeconomically Disadvantaged pupils, foster youth, homeless youth, student with Disabilities, and gifted students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teachers: Fully credentialed & appropriately assigned. (State Priority 1)	91% of Fall 2020	95% based on CALSAAS Report	100% based on CALSAAS Report Data Year - 21-22 Data Source -Calsaas report	60% Data Year: 22-23 Data Source SARC	100%
Instructional Materials: Every student has standards-aligned materials (State Priority 1)	100% According to Fall 2020 Inventory Local Indicator Tool	100% According to Fall 2021 Inventory Local Indicator Tool	100% According to Fall 2022 Inventory Local Indicator Tool 100% Fall 2022 Data Year: 2021-22 Data Source: Williams Curriculum Principal Certification	100% Data Year: 2022-23 Data Source: Williams Curriculum Principal Certification	100% According to Fall 2023 Inventory Local Indicator Tool

Implementation of academic content and performance standards for all students, including how English learners will access the Common Core State Standards and ELD standards (State Priority 2)	100% According to Fall 2020 Classroom Observations	100% According to Fall 2021 Classroom Observations	According to the State Tool Survey there was 100% implementation of State Standards. 100% Fall 2022 Data Year: 2021-22 Data Source: School Climate Survey	100% Data Year: 2022-23 Data Source: School Climate Survey	100% According to Fall 2023 Classroom Observations
ELA, Math, and science Statewide CAASPP assessments (ELA & Math-SBAC /CAA, Science-CAST/CAA)- State Priority 4	41% met or exceeded standards per 20-21 Spring ELA CAASPP 28% met or exceeded standards per 20-21 Spring Math CAASPP ??% met or exceeded standards per 20-21 Spring Science CAST	ELA CAASPP 20-21 Spring 30.67% Math CAASPP 20-21 Spring 12.11% Science CAST 20-21 Spring 7% Data Year: 2021-22 Data Source: CA State Dashboard	ELA CAASPP 21-22 Spring 33.86% Math CAASPP 21-22 Spring 14.33% Science CAST 21-22 Spring 14% Data Year: 2021-22 Data Source: CA State Dashboard	ELA 29.6% all Math 17.1% all Science 10.1% all Data Year: 2022-23 Data Source: CA State Dashboard	ELA CAASPP 22-23 Spring 40% Math CAASPP 22-23 Spring 20% Science CAST 22-23 Spring 15% Data Year: 2022-23 Data Source: CA State Dashboard

English learners who met their annual growth (as measured by ELPAC) (State Priority 4)	20-21 Summative ELPAC 45% - This data reflects the growth of students that took the ELPAC in 18/19 and stayed at DVS through the 20/21 administration of the ELPAC. ELPAC was not administered during the 20/21 school year.	21-22 Summative ELPAC Results are not yet available	ELA CAASPP 21-22 12% Math CAASPP 21-22 Spring 4% Data Year: 2021-22 Data Source: CA State Dashboard	31.8% of English learners are making progress towards English language proficiency per English Learner Progress Indicator in the 22-23 State Dashboard.	15% 23-24 Fall ELPAC
English learner reclassification rate (State Priority 4)	10% 20-21 ELPAC	21-22 ELPAC Pending release of 21/22 Summative ELPAC	21-22 15% Reclassification Data year: 21-22 Data Source- Data Quest	Data release delayed by CDE	9% 23-24 Fall ELPAC
NWEA Growth Indicator	NWEA Reading Growth Indicator 30% NWEA Language Usage Growth Indicator 30% NWEA Math Growth Indicator 30%	NWEA Reading Growth Indicator - 39% NWEA Language Usage Growth Indicator - 40% NWEA Math Growth Indicator - 36% Data Year: 21-22 Data Source: NWEA Report	NWEA Reading Growth Indicator - 42% NWEA Language Usage Growth Indicator - 42% NWEA Math Growth Indicator - 34% Data Year: 22-23 Data Source: NWEA Report	Reading 38% Language 46% Math 38% Data Year: 23-24 Data Source: NWEA Report	NWEA Reading Growth Indicator 70% NWEA Language Usage Growth Indicator 70% NWEA Math Growth Indicator 70%

Percentage of Students that have access to and are enrolled in broad course of study	20/21 - 100% according fall CALPADS report	21/22 - 100% according fall CALPADS report	22/23 - 100% according fall CALPADS report	100% Data Year: 2023-24 Data Source: CALPADS Report	100% as reported by CALPADS
Middle School Drop Out Rate	0% Middle School Drop Out Rate	0% Middle School Drop Out Rate	0% Middle School Drop Out Rate Data year - 21-22 Data Source- DataQuest	0% Data year: 22-23 Data Source: CALPADS	0% Middle School Drop Out Rate
ATSI Metric for Students with Disabilities	ELA CAASPP 21-22 Spring 19.51% Math CAASPP 21-22 Spring 17.32% Science CAST 21-22 Spring not available Data Year: 2021-22 Data Source: CA State Dashboard	ELA CAASPP 20-21 Spring 14.29% Math CAASPP 20-21 Spring 2.78% Science CAST 20-21 Spring not available	ELA CAASPP 21-22 Spring 19.51% Math CAASPP 21-22 Spring 17.32% Science CAST 21-22 Spring not available	ELA 63.8% MATH 3.1% Science 0% Data Year: 2022-23 Data Source: CAASPP and CAST Assessment Data	ELA CAASPP 21-22 Spring 25% Math CAASPP 21-22 Spring 25%% Science CAST 21-22 Spring 20%

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Overall, the actions designed to support achievement of goal 1 were implemented as planned except for “Hire Certificated Personnel”. Addressing the challenge of finding permanent teachers for all classrooms has been a significant hurdle for our school. Despite diligent efforts to advertise the positions, the search for strong candidates did not yield the desired results.

Successes:

The actions taken by Downtown Value School have led to significant strides in enhancing the educational experience and outcomes for its diverse student body. By purchasing state-approved, research-based curricula, the school has ensured access to standards-aligned instructional materials for all students, including those with special needs, fostering an inclusive learning environment. Employee benefits and a positive school culture have successfully increased staff retention and engagement, contributing to a stable and supportive educational setting. Professional development opportunities have equipped educators with the skills necessary to improve student learning conditions and engagement, thereby boosting academic outcomes. Additionally, ensuring access to substitutes, maintaining technology, and implementing robust assessment systems have minimized disruptions and supported comprehensive educational delivery. We increased

support services for English language learners and students with special needs. As a result, we have seen progressive increases in student achievement and at this time our subgroups are outperforming their peers at the state level.Through these strategic actions, Downtown Value School has not only addressed immediate academic and operational needs but also laid a solid foundation for sustained improvement and success.

Challenges:

This year, implementing Goal 1 of our LCAP has presented challenges, particularly in addressing staffing vacancies. In the previous academic year 22-23, several teaching positions were vacant, though many have since been filled. However, finding permanent teachers for two of our grade level classrooms has proven to be a significant challenge. Despite diligent efforts to advertise the positions, securing strong candidates has been difficult. As a temporary measure, we have successfully utilized substitutes to ensure continuity and maintain the quality of education for our students. While this interim solution has enabled us to sustain classroom instruction, newer filled positions require additional support in management and instruction.

In response to these challenges, we are actively working to fill vacancies by implementing various strategies. The Board has adopted a policy regarding the hiring of credentialed teachers, underscoring our commitment to maintaining high standards in education. Furthermore, we are collaborating with legal experts to explore the utilization of special permits and teacher improvement plans, aiming to broaden our pool of qualified candidates. Additionally, we are tightening monitoring procedures through HR to ensure that intern candidates and preliminary hires adhere to established protocols. These measures reflect our dedication to addressing staffing shortages effectively while upholding the quality of education for our students.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

1.1 Hire Certificated Personnel estimated actuals ($1,404,118) was less than budgeted expenditures ($1,612,814) due to the persistent challenges associated with recruiting and retaining qualified educators amidst a competitive hiring landscape and evolving demands within the educational sector.

1.2 Purchase Standards Based Curriculum estimated actuals ($6,800) was less than budgeted expenditures ($55,000) due to a reassessment of the educational priorities and evolving requirements of our school and our student body, leading to a more streamlined and targeted approach in acquiring curriculum resources to meet instructional standards effectively.

1.3 Provide Employee Benefits estimated actuals ($1,270,090) was greater than budgeted expenditures ($1,041,974) due to the ongoing complexities associated with staffing, including recruitment, retention, and competitive compensation packages amidst the current hiring landscape and evolving workforce needs.

1.4 Provide Professional Development Opportunities estimated actuals ($93,660) was greater than budgeted expenditures ($57,649) due to the heightened investment in enhancing faculty expertise and instructional practices, reflecting the school's commitment to continuous improvement and meeting the evolving demands of education.

1.5 Provide Access to Substitutes estimated actuals ($286,000) was greater than budgeted expenditures ($130,560) due to the increased demand for substitute teachers, driven by ongoing staffing challenges and the need to maintain continuity in classroom instruction amidst fluctuating personnel availability.

1.6 Purchase and Maintain Technology estimated actuals ($225,000) was less than budgeted expenditures ($258,582) due to the strategic assessment of technological requirements and the evolving educational landscape, which allowed for a more targeted allocation of resources to meet the dynamic needs of both the school and its student body while ensuring effective utilization of available funds.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Throughout the three-year LCAP cycle for Downtown Value, the implemented actions, including Hiring Certificated Faculty, Providing Employee Benefits, Ensuring Access to Substitutes, Implementing an Assessment & Student Information System, and Purchasing Materials, Supplies, and Equipment, have proven to be overall effective in advancing towards our goals for the following metrics: Fully Credentialed Teachers, Instructional Materials, and State Standards Implementation. As evidenced by 100% of students consistently having access to standards-aligned instructional materials and the full implementation of state standards during all LCAP years, our efforts have yielded positive outcomes. Despite encountering slight dips in the number of fully credentialed and appropriately assigned teachers to 95%, the school has proactively addressed this challenge by implementing measures to enhance teacher recruitment and retention. Consequently, we are witnessing improvements in this area, ensuring continued progress towards our objectives.

The actions Purchase Standards Based Curriculum, Provide Professional Development Opportunities, Purchase and Maintain Technology, Provide Personnel, Equipment, and Materials for Low Income Academic Services have been mostly effective with regards to ELA and Math CAASPP Data, Science CAST data, and internal NWEA MAP assessments. Despite the global pandemic causing a slight dip in overall data, students maintained ELA proficiencies at 30% across the three years. In math, students saw a significant improvement from Year 1 to Year 3 rising from 12.11% to 17.1. While the Science CAST exam showed lower achievement, there was still notable growth, increasing from 6% passing in 2021 to 10.1% meeting and exceeding standards in 2023. Additionally, internal benchmarks through NWEA MAP assessments demonstrated annual consistency, with year three outcomes in ELA and math reaching 38% for both subjects.

The action of Implement English Learner Services has been inconsistently effective. Currently, the English Learner Progress (ELPI) rate stands at 31.8%, below the state average. We are in the process of refining our strategies to yield better results for our English Learners in the upcoming year.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Long Term English Learners services will be added to the 2024-25 LCAP’s English Language Development action in order to document the services provided to ensure the progress of this subgroup in developing English language fluency. A metric “Percent of LTELs scoring at Level 3 & 4 on the ELPAC” will be added to track the effectiveness of the new action.

Additionally, these metrics will be added: “CAASPP ELA: Distance from Standard for all students and all significant subgroups” and “CAASPP Math: Distance from Standard for all students and all significant subgroups” in order to further track achievement data and progress.

The Metrics for ELA and Math CAASPP as well as Science CAST will be adjusted to include percentages for all significant subgroups. In the new LCAP we will break down all reporting by subgroup to see trends across the years and to target specific supports for all subgroups.

“ATSI Metric for Students with Disabilities” will be removed as it is no longer being tracked. Data for this metric will also be reflected in subgroup data tracking for CAASPP and CAST metrics.

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.

Goal 2

Goal #	Description
2	School leaders, faculty, and students acknowledge that each student is gifted with talents and abilities, and each should develop to their fullest potential. Administrators, educators, staff, students and parents collaborate to identify areas of need and create programs, activities, customs, and practices to develop a positive school climate which supports and engages students, parents, and staff with their unique needs.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent input in decision-making (State Priority 3)	90% of parents feel they have input in decision making per 20-21 Spring Network-wide Survey	72 % of parents feel they have input in decision making per 21-22 Spring Network-wide Survey	88 % of parents feel they have input in decision making per 22-23 Spring Network-wide Survey	62% Data Year: 23-24 Data Source: Network Survey	80 % of parents feel they have input in decision making per 23- 24 Spring Network-wide Survey
Parental participation in programs for unduplicated pupils (UDPs)	90% of parent participation in one or more events during the year as indicated by 20- 21 network wide climate survey	79% of parent participation in one or more events during the year as indicated by 21-22 network wide climate survey	90% of parent participation in one or more events during the year as indicated by 22-23 network wide climate survey	78% Data Year: 23-24 Data Source: Network Survey	96% of parent participation in one or more events during the year as indicated by 23-24 network wide climate survey

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate	95% Attendance Rate as indicated by 20-21 P1, P2, Annual Report	94% Attendance Rate as indicated by 21-22 P1, P2, Annual Report	93% Attendance Rate as indicated by 21-22 P1, P2, Annual Report	93.4% Data Year: 23-24 Data Source: CALPADS	97% Attendance Rate as indicated by 23-24 P1, P2, Annual Report
Chronic absenteeism (State Priority 5 Pupil Engagement)	17% of Fall 2020 will decrease to 5% or lower during the charter term as reported on the CDE Dashboard or CALPADS- EOY Report 14.1 14.2 (Fall of 2020)	Not Available	18.9% Chronic Absenteei sm Data Year: 2021-22 Data Source: DataQuest	18.2% Data Year: 22-23 Data Source: Dataquest	8% as reported on the 23-24 CDE Dashboard or CALPADS- EOY Report 14.1 14.2 (Fall of 2020)
Suspension rates (State Priority 6 School Climate) - Positive behavior supports and restorative justice will keep out-of-school suspensions extremely rare events. Metric/Method for Measuring:	7% out-of-school suspension rate as reported to 20-21 LAUSD Suspension Rate and 7.1 7.3 7.4 CALPADS Reports.	7% out-of-school suspension rate as reported to 21-22 LAUSD Suspension Rate and 7.1 7.3 7.4 CALPADS Reports.	7% out-of-school suspension rate as reported to 22-23 LAUSD Suspension Rate and 7.1 7.3 7.4 CALPADS Reports.	14% Data Year: 23-24 Data Source: CA Dashboard	3% out-of-school suspension rate as reported to 20-21 LAUSD Suspension Rate and 7.1 7.3 7.4 CALPADS Reports.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Expulsion Rates (Priority 6 School School Climate)	1 % of Expulsions rate as reported to 20-21 LAUSD Reports and 7.6 and 8.1 CALPADS Reports.	0 % of Expulsions rate as reported to 21-22 LAUSD Reports and 7.6 and 8.1 CALPADS Reports.	0 % of Expulsions rate as reported to 22-23 LAUSD Reports and 7.6 and 8.1 CALPADS Reports.	0% Data Year: 23-24 Data Source: Dataquest	.5% of Expulsions rate as reported to 23-24 LAUSD Reports and 7.6 and 8.1 CALPADS Reports.
School Safety- for Students, Teachers, and Parents (State Priority 6 School Climate)	60% of Students expressed feeling safe at school and having safe facilities in 20-21 school-wide survey. 70% of Teachers expressed feeling safe at school and having safe facilities in 20-21 school-wide survey 50% of Parents expressed feeling safe at school and having safe facilities in 20 -21 school-wide survey.	65% of Students expressed feeling safe at school and having safe facilities in 21-22 school- wide survey. 75% of Teachers expressed feeling safe at school and having safe facilities in 21-22 school- wide survey 82% of Parents expressed feeling safe at school and having safe facilities in 21- 22 school-wide survey.	54% of Students expressed feeling safe at school and having safe facilities in 22-23 school-wide survey. 90% of Teachers expressed feeling safe at school and having safe facilities in 22-23 school-wide survey 61% of Parents expressed feeling safe at school and having safe facilities in 22- 23 school-wide survey.	Student: 34% Teacher: 42% Parent: 65% All Average: 47% Data Year: 23-24 Data Source: Network Survey	80% of Students expressed feeling safe at school and having safe facilities in 23-24 school- wide survey. 80% of Teachers expressed feeling safe at school and having safe facilities in 23-24 school- wide survey 70% of Parents expressed feeling safe at school and having safe facilities in 23-24 school-wide survey.

School Connectedness- for Students, Teachers, and Parents (State Priority 6 School Climate)	60% of students expressed having a positive relationship with faculty and staff and feeling their social, emotional, academic, and physical well being needs met in 20-21 school-wide survey. 70% of Teachers expressed having a positive relationship with administration, students, and parents, and feeling their social, emotional, academic, and physical well being needs met in 20-21 school-wide survey. 75% of Parents expressed having a positive relationship with faculty and staff and feeling their social, emotional, academic, and physical well being needs met in 20-21 school-wide survey.	60% of students expressed having a positive relationship with faculty and staff and feeling their social, emotional, academic, and physical well being needs met in 21-22 school-wide survey. 70% of Teachers expressed having a positive relationship with administration, students, and parents, and feeling their social, emotional, academic, and physical well being needs met in 21-22 school-wide survey. 75% of Parents expressed having a positive relationship with faculty and staff and feeling their social, emotional, academic, and physical well being needs met in 21-22 school-wide survey.	42% of students responded feeling connected to the school community in the 22-23 School-wide Climate Survey. 90% of parents responded feeling connected to the school community in the 22-23 School-wide Climate Survey. 49% of teachers responded feeling connected to the school community in the 22-23 School-wide Climate Survey.	Student: 40% Teacher: 45% Parent: 68% All Average: 51% Data Year: 23-24 Data Source: Network Survey	80% of students expressed having a positive relationship with faculty and staff and feeling their social, emotional, academic, and physical well being needs met in 23-24 school-wide survey. 80% of Teachers expressed having a positive relationship with administration, students, and parents, and feeling their social, emotional, academic, and physical well being needs met in 23-24 school-wide survey. 80% of Parents expressed having a positive relationship with faculty and staff and feeling their social, emotional, academic, and physical well being needs met in 23-24 school-wide survey.

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Overall the actions designed to support achievement of goal 2 were implemented as planned.

Successes:

We have many successes to report for Goal 2. Our dean with the support and training from the home office has been successful in serving the needs of our foster and unhoused youth. The After School All-Stars program has been a remarkable addition, enriching students' education with a variety of activities, enjoyable field trips, and a comprehensive Saturday school program. The introduction of Art Trek has further enhanced our educational offerings, bringing creative art experiences to students in grades K-5. Furthermore, the full implementation of our nutrition program ensures that all students receive healthy meals and snacks, with the added benefit of providing fruits and vegetables for students and their families to take home, promoting wellness beyond the school environment. The establishment of the Wellness Policy Committee has facilitated collaboration across all sites, providing valuable feedback on nutrition programs and initiatives. Through initiatives such as the monthly nutrition newsletter, we not only spread nutrition education within the community but also provide resources to families. This strong collaboration reflects our dedication to family engagement in nutrition policies and development, ultimately contributing to a healthier and more supportive school environment.

Challenges:

Implementing Goal 2 of our LCAP this year has posed challenges, notably regarding off-site safety and student meal program engagement. While our on-site environment remains secure, ensuring student safety beyond the premises remains a priority, particularly given concerns with the surrounding neighborhood's unhoused population and crime. Close collaboration with the LAPD and city officials has been crucial in bolstering safety measures around the campus perimeter, despite ongoing worries about increased vehicle break-ins and larceny.

Additionally, despite our efforts, student engagement and participation in meal programs continue to be areas of focus, requiring innovative approaches to increase involvement and address barriers to access. As mentioned in our successes above, we have developed a robust Wellness Policy Committee that is collaborating across sites to further develop an engaging meal program.

Training and retaining classified staff has presented a significant challenge, impacting the consistency and quality of support provided to students. Additionally, engaging parents in school activities and decision-making processes has been difficult, as most parents are occupied with work commitments, limiting their availability and participation. These challenges underscore the need for innovative strategies to ensure stable support staff and to foster stronger parent-school engagement.

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.

2.6 Provide Parent Engagement Opportunities estimated actuals ($33,641) was less than budgeted expenditures ($60,661) due to the salary and benefits for the Parent Coordinator not yet being fully paid out. By the end of the year, there will not be a variance as her salary and benefits will be fully disbursed.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The actions of Provide Classified Personnel, Equipment and Materials for Low Income Student Engagement Services, Deliver Homeless and Foster Youth Support Services, Implement After School and Sports Services, Hire Paraprofessionals, Provide Student Activity Opportunities, Implement Nutrition Program and Implement Summer School have been effective interventions for the metrics of attendance and chronic absenteeism, suspension and expulsion, and school climate.

Attendance saw a slight drop due to the pandemic, however is still maintaining better outcome rates than the state, and is currently trending higher than our LCAP baseline data. Average Daily Attendance as of 2023 was 95.1% and Chronic Absenteeism at 19.4% We have added an attendance action item to focus on improving attendance and chronic absenteeism data.

Expulsion rates are consistent at 0% and suspension is still low at 7% year over year.

Our student and teacher survey data is consistently positive. With regards to “sense of safety”, over half of our students (54%) feel safe and 90% of teachers feel safe on campus. Similar percentages feel “connected” to the school, with 42% of students feeling connected and 49% of teachers. We do feel there is potential growth in these areas and are working to include proactive programming in the coming year through SEL and trauma informed practices. There will be PD support for administrators and teachers as well as training for parents.

Provide Parent Engagement Opportunities has effectively impacted parent participation. Parent data on surveys is consistently high with 61% feeling a sense of safety in the school, 90% feeling connected, and 88% feeling they have an input in decision making as well as 90% participating in one or more events during the year.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

In light of the attendance challenges exacerbated by the global pandemic, our institution is witnessing increased instances of chronic absenteeism. While daily attendance remains a commendable aspect, we acknowledge the necessity to implement a new action item titled "Attendance Support." This initiative aims to directly tackle the current trends observed, with the intention of alleviating the increase in chronic absenteeism and fostering positive outcomes in the forthcoming years.

The metrics “Parent input in decision-making (Priority 3)” and “Parental participation in programs for unduplicated pupils (UDPs) (Priority 3)” will be combined to “% parent Parent participation in programs for unduplicated pupils (UDPs) and individuals with exceptional needs”.

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.

Goal 3

Goal #	Description
3	This is a broad goal to address all state priorities. Each School will be fully compliant with all Local, State and Federal regulations, ensure that students have a learning environment they need to be successful, and to meet the annual growth measurements prescribed.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Facilities in *"*Good Repair*":* Clean, safe, and functional as determined by Facility Inspection Tool (FIT) or other local instrument that meets same criteria	School Facilities in *"*Good Repair*":* Clean, safe, and functional as determined by Facility Inspection Tool (FIT) or other local instrument that meets same criteria	School Facilities in *"*Good Repair*":* Clean, safe, and functional as determined by Facility Inspection Tool (FIT) or other local instrument that meets same criteria	100% of building in good repair 2022-23 Data Year: 2022-23 Data Source: Local Self Report Tool	100% Data Year: 2023-24 Data Source: Local Self Report Tool	School Facilities in "Good Repair": Clean, safe, and functional as determined by Facility Inspection Tool (FIT) or other local instrument that meets same criteria
LAUSD Oversight Visit Scores	LAUSD Oversight Visit Scores 20-21 Governance 3 20-21 Operations 1 20-21 Fiscal 3 20-21 Academic 2	LAUSD Oversight Visit Scores 21-22 Governance 4 21-22 Operations 3 21-22 Fiscal 4 21-22 Academic N/A	Based on 22-23 LAUSD Oversight Report we received a 4 in Governance, 2 in Academic Achievement, 3 in Operations, and 4 on Fiscal operations out a 4 point rubrics from our Authorizing District - Los Angeles Unified District. Data Year: 2022-23 Data Source: LAUSD Oversight Report	Data has not yet been released. Data Year: 2023-24 Data Source: LAUSD Oversight Report	LAUSD Oversight Visit Scores 23-24 Governance 3 23-24 Operations 3 23-24 Fiscal 3 23-24 Academic 3
WASC Accreditation	WASC Accreditation 3 years	WASC Accreditation 3 years	WASC Accreditation 3 years	WASC Accreditation 3 years	WASC Accreditation 3 years

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Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Overall the actions designed to support achievement of goal 3 were implemented as planned.

Successes:

The proactive maintenance and repair of school facilities have ensured a safe learning environment, addressing the critical need for well-maintained spaces for education. Establishing and maintaining memberships with community partners such as Wellnest, Brezee Foundation, All Stars, and Art Trek have strengthened the school's alignment with the broader educational mission, enhancing its compliance and competitiveness. Moreover, the engagement of consultants to assist with literacy, math instruction, and special education, coupled with an increased focus on professional development for teachers with an emphasis on culture, demonstrates a comprehensive approach to improving educational outcomes and fostering a supportive, respectful school environment.

Challenges:

One of the significant challenges we face stems from our school being housed in a historic building, which necessitates constant upgrades and maintenance to preserve its structural integrity and suitability for modern educational needs, given its age. Additionally, student recruitment has proven to be a considerable hurdle; despite having a parent liaison dedicated to this task, the gentrification of the neighborhood and declining birth rates have significantly impacted our ability to attract new students. Intensified competition from other schools and charters in the area adds to the complexity of attracting and retaining students. Despite these challenges, our commitment to providing a high-quality learning environment remains steadfast, and we continue to explore new avenues to address enrollment concerns and ensure the vitality of our school community.

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.

3.1 Maintain and Repair Facilities estimated actuals ($427,415) was less than budgeted expenditures ($759,911) due to the implementation of a new lease this year, with costs set to be adjusted for future years, resulting in more efficient allocation of funds for facility maintenance and repairs.

3.3 Purchase Office Supplies estimated actuals ($109,449) was more than budgeted expenditures ($84,295) due to the evolving requirements of the school and its students, necessitating additional resources to support administrative functions and meet the growing demands of a dynamic educational environment.

3.4 Develop or Maintain Student Recruitment Strategies estimated actuals ($65,000) was more than budgeted expenditures ($54,060) due to a heightened investment in refining and expanding recruitment strategies, reflecting increased spending aimed at effectively meeting the evolving needs and objectives of the school community

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The actions of Maintain and Repair Facilities, Maintain Memberships with Community Partners, Purchase Office Supplies, Develop or Maintain Student Recruitment Strategies, and Implement Personnel Appreciation Strategies were effective in supporting the metrics of LAUSD Oversight, WASC Accreditation and School Facilities in Good Repair. While academic achievement took a slight drop to a “2” in 22-23, we scored a “3” in operations and our remaining scores were “4”s in Governance, and Fiscal, earning some of the highest accolades from our local district, LAUSD. Year over year, our facilities are 100% in good repair, and we maintained our WASC Accreditation cycle of 3 years.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The WASC Accreditation metric will be removed as the components of this accreditation are reflected throughout the metrics and actions of all goals.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Instructions

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping

actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Downtown Value	Carmen Vazquez, Interim Principal	CarmenV@ValueSchools.com (213) 748-8868

Plan Summary 2024-25

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Downtown Value School (DVS) is an independent charter school authorized by the Los Angeles Unified School District in 2002 and located in a 2-story building at 950 W. Washington Blvd. Los Angeles, California. With an enrollment capacity of 456 students, the school offers an elementary and middle school education to students, in grades TK-8th. For the 2022-2023 academic year, the school had 426 students enrolled with a 10:1 student to teacher ratio in TK-2, and 25:1 ratio in 3rd-5th, and 30:1 ratio in middle school with administrators, counselors, coaches, and staff providing additional support in needs as a result of the COVID 19 global pandemic, poverty, mental health, and community issues. This document serves as the Local Control Accountability Plan (LCAP) and as the School Plan for Student Achievement (SPSA) and addresses state and federal school plan requirements and state priorities.

Our Mission

The Value Schools mission is to establish and support high quality, values based elementary and secondary charter schools for populations of students who have been historically underserved by the traditional public school system.

Our academic program is driven by the five core values listed below:

1. Academic excellence is the means to a full life.

2. Each student can develop to his or her fullest potential.

3. Each individual is unique and deserves respect.

4. A safe, nurturing community is essential to academic excellence.

5. Service to others and the community is a responsibility of an educated person.

Sustained by our five core Values, our rigorous academic programs challenge our students to be part of a rich learning environment. Our school leaders, teachers, and staff work with each student to ensure academic expectations, extracurricular interests, and promotion requirements are met. Downtown Value School provides students opportunities to develop their potential in Language Arts, Math, Science, Social Studies, sports, art, Physical Education. We foster a positive school climate and high student engagement by providing a safe,

nurturing community where students are closely monitored, conflicts are immediately addressed, an opportunities for celebrations are regularly scheduled.

As listed in the California Department of Education Data Quest, we serve a student population with the following demographics:

99% Hispanic/Latinx

1% African American

92% of our students are Socioeconomically Disadvantaged

34% English Learners

13% Students with Disabilities

1% or less of students in foster placement or experiencing homelessness

Downtown Value School knows parents are the first and primary educators of their children. Highly collaborative relationships between parents and teachers ensure parents remain closely connected to their child's education. We do this by conducting regular parent meetings and scheduling updates and discussions on academic data and school initiatives. Students experience greater levels of success in high schools and university and in life when their most important advocates work together to meet their needs.

According to reviews in Great Schools, Downtown Value School has four-star reviews conveying that the school is helping successfully close the gap for low-income Latino students, and has been named one of best K-8 schools in the community. Students who graduate from Downtown Value School are prepared to be successful at high school. Over the past three years nearly 100% of our 8th graders have been promoted to a high school and over 70% choose one of our high schools: Central City Value or University Prep Value High School to pursue a higher education. We have had Downtown Value School students accepted to Harvard, Yale, N.Y.U., and U.S.C., M.I.T., Brown University, U.C. Berkeley, U.C.L.A., and every university in the U.C. system. Downtown Value School is accredited by the Western Association of Schools and Colleges (WASC) and has been approved for four 5-year renewal terms by the Los Angeles Unified School District.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Based on the State Dashboard, the Downtown Value student, faculty, and parent community have experienced a number of successes during the 23-24 academic year. As indicated in the 22-23 school year California School Dashboard, Downtown Value had the following successes with the hispanic and socioeconomically disadvantaged subgroups:

English Language Arts (ELA) Achievement is in the orange. Students are performing 48.2 points below standard. Downtown Value declined 6.3 points in this area in the previous year. While some subgroups declined in performance, we saw our students with disabilities increase 14.3 points, moving closer overall to proficiency.

Mathematics achievement is in the yellow and students are 76.3 below standard. At the same time, the distance from standard decreased 5.3 points this year, meaning that students moved closer to meeting standards overall. While the school did not meet its targets for the percentages of students meeting/exceeding standards on ELA and Math CAASPP assessments, the growth shown in reducing the Distance

from Standard in Math combined with maintaining student performance in ELA indicates the Purchase of Standards Based Curriculum, Providing Employee Benefits, Providing Professional Development Opportunities, Providing Access to Substitutes and Purchase and Maintain Technology, combined with Assessment & Student Information System, Purchase Materials, Supplies and Equipment, Provide Personnel, Equipment and Materials for Low Income Academic Services, and Implement Special Education Services are showing effectiveness. The school will continue with these actions, continuing to strengthen implementation.

Graduation Rate is at the green level with 87.7% graduated. This commendable rate increased 1% from last year and is higher than the state average.

Chronic Absenteeism is in the orange with 19.4% chronically absent. While we saw a slight increase of 0.5% in the previous year, we are lower than the state in this area by 5%. We will continue focused interventions in the coming year to work on decreasing this percentage overall.

Suspension is at the blue level with 0% of students suspended during the school year. We are proud of our strong commitment to behavioral support on site and commitment to school culture and climate.

All Local Indicators are Met Local data indicates that Downtown Value School is fostering student success by partnering with families to support learning at home. The school has implemented policies for teachers to meet with families 2-3 times a year, or more if needed, to discuss student progress and collaboration strategies. Parents are provided with devices, online curriculum access, and tutoring resources. Despite offering weekend services, many families did not utilize them. Over 90% of survey respondents believe the school builds strong relationships between staff and families. The school creates a safe, nurturing community through parent conferences, coffee with the principal, and feedback opportunities. Parents are supported with workshops and resources, and kept informed via Parent Square, PowerSchool, ClassDojo, and social media. The school seeks input through surveys, the School Site Council, ELAC, PTA, and other meetings, inviting educational partners and soliciting opinions on various topics including re-opening, safety protocols, the Local Control Accountability Plan, and student nutrition.

Based on our review of the 2023 CA Dashboard we have identified needs in the following areas:

English Learner Progress is in the red with 31.8% making progress towards English proficiency by moving up a level or maintaining at the highest level on the 2022-23 ELPAC. This is a decrease of 25.2% percentage points from the previous year. While we are seeing our EL learners performing similarly to the state in SBAC exams, we will continue to work on specific progress within levels and on the ELPAC exam in the coming year.

English Learner ELA Achievement is in the red with a decline of 10.4 points overall and a total of 74.9 points below standard. We have made amendments to our Implement Services for Students Who Are English Learners in this LCAP cycle to place additional attention and intervention on this subgroup of students.

Students with disabilities Chronic Absenteeism is in the red with 25% chronically absent. This is an increase of 4.7% last year. On our end we are evaluating the overall interventions we have in place to implement additional attention specifically on this subgroup. We have added an Attendance Support action to focus on this subgroup and overall improvement that we hope to see in chronic absenteeism. We hope with continued interventions that we will see a decline in chronic absenteeism and improved attendance in coming years.

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.

Downtown Value is a single school LEA that is not eligible for comprehensive support and improvement.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Parents	Parent feedback is essential to our work at Downtown Value. Parent Community Meetings and Coffee with the Principal occur monthly. Additionally, School Site Council Meetings and ELAC meetings occur four times annually. Annual survey feedback provides a touchpoint for parent perception and guides major decision making. During the April parent meeting, parents had the opportunity to review the new LCAP and provide feedback on goals, metrics and actions.
Teachers, administrators, and other school personnel	Teachers, administrators, and other school personnel provide feedback during regular staff meetings and during one-on-one check-ins with their supervisors/coach. We additionally have grade level and department meetings as well as department program leads for SPED, ELD, Homeless Liaisons and SSP. In April, teachers and administrators met to review parent feedback, provide their own feedback, and propose action steps to address areas of need with regards to the proposed LCAP.
Students	Students provide feedback during School Site Council meetings, classroom meetings and 1:1 check ins with staff. Students also provide feedback through the annual school climate survey. Student leadership reviewed LCAP data/actions during their April meeting and provided feedback.

Insert or delete rows, as necessary.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Overall parents, teachers, administrators, and staff believe that the school is making progress with the existing plan and would like the new 2024-25 plan to stay the same with suggestions for how to strengthen support and actions for each goal.

Goal 1: Stakeholders are pleased with the progress made under LCAP Goal 1, expressing satisfaction with the new curriculum, access to technology, and the addition of the Director of Instruction. Parents appreciate these changes, students enjoy the supplemental online curriculum, and teachers value the digital resources and professional development provided. However, stakeholders see a need for

additional support for students during and after school, hiring more qualified teachers to avoid long-term substitutes, and more consistent coaching and support for managing student behavior.

Goal 2: Stakeholders have observed increased support for English Learners (ELs) and Special Education (SPED) students under LCAP Goal 2. Parents, students, and teachers all acknowledge these efforts, including initiatives to address chronic absenteeism. However, parents feel that behavioral support has been lacking, students desire more rewards and celebrations, and teachers seek additional training and coaching for EL and SPED support beyond the new curriculum. Teachers also want more support for student behavior through Positive Behavioral Interventions and Supports (PBIS) and coaching.

Goal 3: Stakeholders are focused on compliance and building improvements under LCAP Goal 3 for the upcoming year. Parents appreciate the administration's quick response to the building closure and the options provided, as well as the opportunity to participate in committees and workshops. Students look forward to returning to their campus, enjoying after school activities and field trips. Teachers value the chance to provide input on initiatives but acknowledge the challenges posed by the mid-year move. Moving forward, parents hope for a remodel with new desks and furnishings, and more volunteering opportunities. Students want more influence over campus food options, while teachers seek new desks and bookshelves, along with more celebrations and meaningful connections beyond teacher appreciation week and holidays.

Goals and Actions

Goal 1

Goal #	Description	Type of Goal
1	Downtown Value will promote academic achievement and proficiency for all students.	Broad

State Priorities addressed by this goal.

Priority 1 Basic Services, Priority 2 Conditions of Learning, Priority 4 Pupil Outcomes, Priority 7 Course Access, Priority 8 Other Pupil Outcomes

An explanation of why the LEA has developed this goal.

Our school will ensure academic achievement. School leaders will recruit, hire, and develop professionals to instruct, support, and monitor students in all academic areas. Educators will offer expert instruction with high expectations for academic performance to students who are disciplined learners, with standards of accountability for both, and implement increased or targeted services for students identified in one or more of the following students groups: English Learners, Socioeconomically Disadvantaged pupils, foster youth, homeless youth , student with Disabilities, and gifted students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Teachers: % of Fully Credentialed and Appropriately Assigned Teachers *Source: SARC*	60% *Data Year: 2022-23*			100%	N/A for 2024

1.2	Instructional Materials: % of Students with standards-aligned Instructional Materials at home and at school. *Source: SARC*	100% Data Year: 2023-24			100%	N/A for 2024
1.3	CAASPP ELA: % met/exceeded standards for all students and all significant subgroups *Source: Dataquest*	All: 29.6% SED: 28.2% SWD: 11.1% EL: 6.8% Hispanic or Latino: 29.4% Data Year: 2022-23			Increase 5-7% from baseline in all subgroups	N/A for 2024
1.4	CAASPP ELA: Distance from Standard for all students and all significant subgroups *Source: CA Dashboard*	All: -48.2 SED: -51 SWD: -81.4 EL: -74.9 Hispanic or Latino: -47.9 Data Year: 2022-23			Increase 10 points from baseline in all subgroups	N/A for 2024
1.5	CAASPP Math: % met/exceeded standards for all students and all significant subgroups *Source: Dataquest*	All: 17.1% SED: 16.2% SWD: 6.7% EL: 3.1% Hispanic or Latino: 17.3% Data Year: 2022-23			Increase 5-7% from baseline in all subgroups	N/A for 2024

1.6	CAASPP Math: Distance from Standard for all students and all significant subgroups *Source: CA Dashboard*	All: -76.3 SED: -78.6 SWD: -103.7 EL: -92.3 Hispanic or Latino: -75.6 Data Year: 2022-23			Increase 10 points from baseline in all subgroups	N/A for 2024
1.7	CAST Science: % met/exceeded standards for all students and all significant subgroups *Source: CA Dashboard*	All: 10.1% SED: 8.7% SWD: 0% EL: 0% Hispanic or Latino: 9.3% Data Year: 2022-23			Increase 5-7% from baseline in all subgroups	N/A for 2024
1.8	State Standards Implementation: % of teachers with scope and sequences aligned to state adopted content standards, including ELD standards *Source: Local*	100% Data Year: 2023-24			100%	N/A for 2024

1.9	English Learner Progress Indicator: % of English Learners increasing a level or maintaining at the highest level on the ELPAC *Source: Dataquest*	15% Data Year: 2022-23			Increase 5-7% from baseline	N/A for 2024
1.10	EL Reclassification Rate *Source: Dataquest*	Data release delayed by CDE			Increase 5-7% from baseline	
1.11	Long Term English Learners: % of LTELs scoring at a Level 3 or 4 on the ELPAC *Source: Dataquest*	31.8% Data Year: 2022-23			Increase 5-7% from baseline	
1.12	NWEA Language: % of students that are at or above grade level *Source: Local*	46% Data Year: 2023-24			50%	
1.13	NWEA Reading: % of students that are at or above grade level *Source: Local*	38% Data Year: 2023-24			50%	

1.14	NWEA Math: % of students that are at or above grade level *Source: Local*	38% Data Year: 2023-24			50%	

Goal Analysis for 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.

To be completed in 2025

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.

To be completed in 2025

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

To be completed in 2025

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.

To be completed in 2025

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	Hire Certificated Faculty	This action has been created to address the conditions of student learning. The administrative team ensures to hire fully credentialed instructors who have an EL Authorization and are properly assigned to deliver instruction in CORE and elective courses. Fully credentialed teachers and certificated support services personnel address the needs of students and deliver instruction to all students and students identified in one or more of the following students groups: English Learners, Socioeconomically Disadvantaged pupils, foster youth, homeless youth , student with Disabilities, and gifted students.	$1,672,339	No
1.2	Purchase Standards Based Curriculum	This action has been created to address the conditions of student learning. The administrative team ensures to purchase state approved, researched based curriculum which will give students access to standards-aligned instructional materials and ensure the implementation of all CA standards, including how English Learners will access academic content standard and language objectives as dictated by their Language Acquisition status. Resources in the curriculum will also support the needs of students identified in one or more of the following student groups: English Learners, Socioeconomically Disadvantaged pupils, foster youth, homeless youth, students with Disabilities, and gifted students.	$132,600	No
1.3	Provide Employee Benefits	Value Schools maintain a group health insurance plan that provides benefits for medical, dental, vision, prescription medicine, and mental and behavioral health services. These competitive benefits, along with life insurance, holidays, and a positive school culture, increase retention, connectedness, and a sense of safety within our faculty.	$1,035,012	No

1.4	Provide Professional Development Opportunities	Professional Development helps our administrators, specialist, teachers, and Paraprofessionals to learn skills to improve the conditions of learning and engagement to increase student outcomes. Aside from a focus on the implementation and mastery of standards, there is targeted skills development around English Learners' Language Acquisition objectives, students with special needs, homeless, and foster youth accommodations and services.	$60,267	Yes
1.5	Provide Access to Substitutes	This action has been created to continue to ensure the conditions of student learning. The administrative team subcontracts a vendor to get qualified substitutes to deliver instruction in CORE and elective courses and minimize learning disruption. Vendors include but are not limited to Teachers On Reserve and The Education Team, or stipends for classified staff with a substitute permit.	$150,000	No
1.6	Purchase and Maintain Technology	This action has been created to address student achievement and engagement. Technology equipment, hardware, and software will expand students' access to standardized curriculum, scaffolded/tiered resources at various instructional levels, and ensure accommodations for students in significant groups such as English Learners, Socioeconomically Disadvantaged pupils, foster youth, homeless youth , student with Disabilities, and gifted students. Besides implementation and access, these tools also allow for communication between various educational partners throughout the year.	$124,458	No
1.7	Assessment & Student Information System to this category	This is included in the above description: This action has been created to measure academic achievement by mastery of standards as captured by assessments and grade keeping records. Summative assessments recommended by the state's verified data system are administered quarterly and used as metric systems in the school's goals to measure academic progress and growth. Internal Assessment benchmark results, along with state assessment results, are used to determine intervention, progress monitor students, evaluate the effectiveness of programs and instruction, plan instruction and intervention strategies, and to determine additional needs or increased services.	$21,673	No

1.8	Purchase Materials, Supplies and Equipment	This action has been created to address the conditions of student learning. The administrative team ensures to purchase state approved, researched based curriculum which will give students access to standards-aligned instructional materials and ensure the implementation of all CA standards, including how English Learners will access academic content standard and language objectives as dictated by their Language Acquisition status. Resources in the curriculum will also support the needs of students identified in one or more of the following student groups: English Learners, Socioeconomically Disadvantaged pupils, foster youth, homeless youth, students with Disabilities, and gifted students.	$168,670	No
1.9	Implement Services for Students Who are Low Income	This action has been created to address the conditions of student learning and engagement. Academic research indicates that lower class sizes allow for meaningful interaction between instructor and student. Our low income and English Learner students need ample opportunities to engage in oral and written academic discussion and instruction. To address this need, the school will employ additional teachers to lower class size and increase the individual attention given to students that are low-income, English learners, and/or foster youth. Furthermore, we have found that our low income students and English Learners, and foster youth need technology and curriculum materials to support them with learning in multiple homes or in after school programs as traveling with such equipment can be unsafe in low income neighborhoods. The school will purchase computers, extra curriculum, and devices to support students with access to curriculum and resources.	$901,090	Yes

1.10	Implement Services for students who are English Learners	This action ensures English learners receive targeted ELD instruction aligned with their proficiency levels and appropriate academic support. It aims to achieve three objectives: providing professional development for teachers on ELD, fostering rapid English proficiency attainment to match native speakers, and ensuring ELs reach grade-level academic standards within a reasonable timeframe. Targeted support will be in the areas of professional development, family engagement, and EL programs. Implementation includes a Structured English Immersion program aligned with the EL Masterplan, with student progress monitored through various assessments like ELD curriculum evaluations, mastery of standards assessments, and state assessments (NWEA, LPAC, CAASPP, CAST). To address professional development needs, we will conduct workshops for teachers and paraprofessionals, focusing on strategies for supporting ELs in classrooms. Family engagement will involve workshops and materials explaining reclassification and the ELPAC exam. Lastly, we'll collaborate with specialists to enhance curriculum and develop targeted EL programs, integrating research-based strategies and providing additional support resources. Through these initiatives, we aim to better equip educators, engage families, and enhance curriculum to support the academic success of English learners.	$180,586	Yes
1.11	Implement Services for Students in Special Education	This action ensures the recruitment, enrollment, services, and retention of students with learning disabilities to address all state priorities. In order to implement services and funding as stated by law, our school has entered into partnership with various vendors to deliver assessments, counseling, occupational and speech therapy services. The school also pays for an encroachment fee for a Memorandum of Understanding with the Los Angeles Unified School District Special Education Local Plan Area (LAUSD SELPA) to consult, train, and receive oversight and support from LAUSD.	$461,431	No

Insert or delete rows, as necessary.

Goal 2

Goal #	Description	Type of Goal
2	Downtown Value will have affirming, safe, and supportive school culture and climate.	Broad

State Priorities addressed by this goal.

Priority 3 Parental Involvement and Family Engagement, Priority 5 Pupil Engagement, Priority 6 School Climate

An explanation of why the LEA has developed this goal.

Downtown Value will have affirming, safe, and supportive school culture and climate is a broad goal that addresses state priorities 3, 5, and 6. Actions ensure pupils and parents are engaged and have a positive school experience. A positive school climate is measured by high attendance, high parent participation, low chronic absenteeism, low suspension, and little to no expulsions or drop outs. Multiple Tiered Student Supports are put into place to support students with academics, sports, in school and after school student activities, and counselors and services to address social-emotional needs.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Average Daily Attendance *Source: CALPADS*	93.4% (mid year) Data Year: 2023-24			96%	N/A for 2024
2.2	Chronic Absence Rate for all students *Source: Dataquest*	19.4% Data Year: 2022-23			Lower than 10%	N/A for 2024
2.3	Middle School Dropout Rate *Source: CALPADS*	0% Data Year: 2022-23			0%	N/A for 2024

2.4	Suspension Rate for all students and all subgroups *Source: CA Dashboard*	18.2% Data Year: 2022-23			<1%	N/A for 2024
2.5	Expulsion Rate for all students and all subgroups *Source: Dataquest*	0% Data Year: 2022-23			0%	N/A for 2024
2.6	School Climate Survey: % of students, parents and teachers responding positively regarding school safety *Source: Local*	Student: 34% Teacher: 42% Parent: 65% All Average: 47% Data Year: 2023-24			75% or higher in all areas	N/A for 2024
2.7	School Climate Survey: % of students, parents and teachers responding positively regarding school connectedness *Source: Local*	Student: 40% Teacher: 45% Parent: 68% All Average: 51% Data Year: 2023-24			75% or higher in all areas	N/A for 2024

2.8	% parent Parent Participation in programs for unduplicated pupils (UDPs) and individuals with exceptional needs. *Source: Local*	90% 2022 Data Year: 2023-24			80%	N/A for 2024

Insert or delete rows, as necessary.

Goal Analysis for 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.

To be completed in 2025

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.

To be completed in 2025

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

To be completed in 2025

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.

To be completed in 2025

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	Deliver Homeless and Foster Youth Support Services	This action ensures the recruitment, enrollment, services, and retention of unhoused students or students in foster placement and addresses all state priorities. Policies have been developed outlining services and identifying a liaison to ensure services are delivered and rights are protected.	[$ 0.00]	No
2.2	Implement After School and Sports Services	This action was created to create opportunities for engagement and connectedness. After School programs and sports are essential in keeping students physically active and cognitively engaged with the school and the academic program.	$516,066	Yes
2.3	Hire Paraprofessionals	This action was created to provide additional research based-targeted - in small groups or one on one academic support for students identified in one or more of the following student groups: English Learners, Socioeconomically Disadvantaged pupils, foster youth, homeless youth , student with Disabilities, and gifted students.	$739,079	No
2.4	Provide Student Activity Opportunities	Creating a positive school climate where students can engage and develop their interest is important. Leaders and staff will ensure the school offers extracurricular programs that taps into students' potential and interests.	$41,310	Yes
2.5	Implement Nutrition Program	Wellness policy and the nutrition program are essential components of the academic program. Our school participates in federal school meal programs (including the School Breakfast Program, National School Lunch Program (including after school snacks), Summer Food Service program, and Fruit and Vegetable Snack program in our K-8 Schools). The board had adopted and our school implements a Wellness policy which expands on decision making choices around activity, portion control, and self awareness of wellness as a whole.	$437,903	No

Action #	Title	Description	Total Funds	Contributing
2.6	Provide Parent Engagement Opportunities	Partnerships with parents are essential in creating a school community of trust and learning, so it's important to ensure that the school makes it convenient and available for parents to be involved in big decisions in the operations of the school process. Additionally, Principal and Title I designee have the responsibility to ensure that the board approved Title I Parent and Family Engagement policy and program are implemented. This will include ensuring parents will be trained and involved in the development and evaluation of the LCAP and activities to improve student academic achievement and school performance. Principal will conduct School Site Council training on composition and responsibilities will be reviewed with members as dictated by the California Department of Education.	$5,202	Yes
2.7	Implement Summer School	This action was created to provide for students extended opportunities for learning with the intent to get ahead or catch up with learning that will close the achievement gap.	$0	No
2.8	Create a Safe, Healthy, and Wellness Climate	This action was created to create opportunities for engagement and connectedness. Students' mental health and emotional well being are essential in learning. Safety is of the utmost importance, so we will take all the necessary precautions to ensure that all students feel safe learning in this environment and parents feel confident sending their students to school.	$0	No
2.9	Provide Classified Personnel, Equipment, and Materials for Low Income Student Engagement Services	This action has been created to address student engagement and student outcomes. Academic research indicates that an increased understanding and academic growth can come as a result of reteaching, scaffolding, and implementation of intervention strategies where immediate feedback and instruction can occur. We will employ instructional aides to support students that are low-income, English learners, and/or foster youth in helping them develop their potential and meet these needs.	$469,523	Yes

Action #	Title	Description	Total Funds	Contributing
		Research has also proven that access to after school programs and sports increase students self esteem, health, keeps them safe, and keeps them away from criminal activity. School leaders will develop an athletic program that has proven to help students that are low-income and/or English learners maintain a GPA that is above a 2.0. The school will also coordinate a senior retreat that has shown to help low income students with self esteem, empowerment, and skills that will support them to and through college.		
2.10	Attendance Support	Value Schools provides a robust system of data monitoring and communication with families to help ensure regular attendance. The school office staff monitors daily attendance and follows up with teachers to ensure the accuracy of attendance data in PowerSchool, and then Parent Square alerts the school when students are in danger of becoming chronically absent so that the school can send attendance letters or hold meetings with families. SART Hearings will be held to address chronic absenteeism with families/caregivers.	$30,000	No

Insert or delete rows, as necessary.

Goal 3

Goal #	Description	Type of Goal
3	Downtown Value will be fully compliant with all Local, State and Federal regulations, ensure that students have a learning environment they need to be successful, and to meet the annual growth measurements prescribed.	Broad

State Priorities addressed by this goal.

Priority 1 Basic Services

An explanation of why the LEA has developed this goal.

Goal 3 ensures action steps in operations and compliance align with parent engagement mandates, federal and state programs requirements, and with fiscal and facility regulations. Furthermore, school facilities are clean, safe, and functional.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	% of School Facilities in "Good Repair": Clean, safe, and functional. *Source: SARC*	100% Data Year: 2023-24			100%	N/A for 2024
3.2	LAUSD Oversight Visit Review in Governance, Operations, Fiscal, and Academic out of a maximum score of “4” *Source: Local*	Scores have not yet been released. Data Year: 2023-24			Receive a score of "3" or higher in all categories	N/A for 2024

Insert or delete rows, as necessary.

Goal Analysis for 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.

To be completed in 2025

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.

To be completed in 2025

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

To be completed in 2025

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.

To be completed in 2025

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	Maintain and Repair Facilities	This action was created to address the facilities portion of state priority 1. School facilities are the forum for in-person learning and must be maintained for safety and optimal learning.	$487,963	No
3.2	Maintain Memberships with Community Partners	Partnerships with outside agencies allows for the school to remain compliant, competitive, and cohesive with the mission of charter schools and other public schools.	$1,036,049	No
3.3	Purchase Office Supplies	While these overhead expenditures are necessary for the ongoing, smooth operations of our school, they also provide the school with a sense of security and safety.	$159,322	No
3.4	Develop or Maintain Student Recruitment Strategies	The recruiting team reaches out to different areas throughout Central Los Angeles to offer students opportunities to receive an education that promotes the Values and the pursuit of a college education and career plan.	$57,000	No
3.5	Implement Personnel Appreciation Strategies	Collaboration begins with community building, so the school will make every effort to develop trust and respect among teachers.	$4,162	No

Insert or delete rows, as necessary.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2024-25

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,552,688	$183,734

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
39%	0%	$0	38.601%

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 school wide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4, 1.9	After analyzing the 2023 CA Dashboard, it's evident that English Learners and Socioeconomically disadvantaged students require attention in ELA and Math proficiency. English Learners are in the red for ELA and yellow in Math. Socioeconomically disadvantaged students are orange for ELA and yellow in Math. To address these challenges, our students necessitate a comprehensive framework of academic support to facilitate their progress towards academic achievement. Additionally, educators require top-tier professional	The various student support mechanisms, such as small group instruction, academic intervention, and the integration of instructional technology, synergize to aid our students in achieving grade-level proficiency while also addressing any previous learning gaps. Unduplicated students benefit from a multitude of avenues to receive assistance in reaching their academic objectives. Moreover, teacher professional development contributes additional time and resources toward tailored coaching and training, specifically designed to cater to the needs of our low-income students. This empowers educators to better address the	**1.3** CAASPP ELA: % met/exceeded standards for EL and SED **1.4** CAASPP ELA: % distance from standard for EL and SED **1.5** CAASPP Math: % met/exceeded standards for EL and SED

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	development opportunities that enable them to implement a rigorous academic curriculum while providing ample academic assistance. Notably, many of our upper-grade low-income students enroll several grades below their expected level, highlighting the urgency of tailored support initiatives.	distinct requirements of unduplicated students, encompassing academic support, culturally responsive teaching, trauma-informed approaches, and the cultivation of critical thinking skills.	**1.6** CAASPP Math: % distance from standard for EL, SED and SWD
2.2, 2.4, 2.6	Based on our review of the 2023 CA Dashboard, we find needs for English Learners and Socioeconomically disadvantaged students in the areas of attendance, engagement, and school climate. English Learners are in the orange for Chronic Absenteeism and green for Suspension Rates. Socioeconomically disadvantaged students are orange for Chronic Absenteeism and orange in Suspension rates. We find that our students need additional support in the areas of engagement, climate and culture and benefit from restorative practices and a rich and celebratory school culture in order to thrive. In order to achieve our academic growth and achievement goals, we know that parents are critical partners in the endeavor. We know that parents of our socioeconomically disadvantaged students may benefit from additional opportunities that increase their ability to support their students' learning. Parents of English Learners benefit from additional outreach to support their students in English Language Development.	These actions prioritize interventions and support tailored for English learners, and socioeconomically disadvantaged students, encompassing recruitment, enrollment, and additional services. Policies are in place to ensure equitable access and protection of rights. Emphasis is placed on fostering a positive school climate through extracurricular programs that cater to diverse interests and engagement levels, while also facilitating parent partnerships and involvement in decision-making processes. Additionally, the plan addresses various state priorities by offering extended learning opportunities to bridge achievement gaps and implementing intervention strategies, including the deployment of instructional aides for targeted support. Furthermore, initiatives such as after-school programs and sports aim to bolster student self-esteem, health, and safety, with specific programs designed to maintain academic performance and support college readiness for low-income and English learner students.	**2.1** Average Daily Attendance **2.2** Chronic Absence Rate **2.4** Suspension Rate

Insert or delete rows, as necessary.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.10	The English Learner(EL) subgroup is in the red on the 2023 CA Dashboard for EL progress with 15% of ELs making progress or maintaining at the highest level on the ELPAC in 2023.	This action ensures English learners receive targeted ELD instruction aligned with their proficiency levels and appropriate academic support. It aims to achieve three objectives: providing professional development for teachers on ELD, fostering rapid English proficiency attainment to match native speakers, and ensuring ELs reach grade-level academic standards within a reasonable timeframe. Targeted support will be in the areas of professional development, family engagement, and EL programs. Implementation includes a Structured English Immersion program aligned with the EL Masterplan, with student progress monitored through various assessments like ELD curriculum evaluations, mastery of standards assessments, and state assessments (NWEA, ELPAC, CAASPP, CAST). To address professional development needs, we will conduct workshops for teachers and paraprofessionals, focusing on strategies for supporting ELs in classrooms. Family engagement will involve workshops and materials explaining reclassification and the ELPAC exam. Lastly, we'll collaborate with	**1.9** English Learner Progress Indicator: % of English Learners increasing a level or maintaining at the highest level on the ELPAC **1.11** Long Term English Learners: % of LTELs scoring at a Level 3 or 4 on the ELPAC

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		specialists to enhance curriculum and develop targeted EL programs, integrating research-based strategies and providing additional support resources. Through these initiatives, we aim to better equip educators, engage families, and enhance curriculum to support the academic success of English learners.	
2.9	CAASPP ELA for SED (2022-2023): 28.2%, -51 DFS CAASPP Math for SED (2022-2023): 16.2%, -78.6 DFS This initiative is aimed at addressing the educational challenges faced by low-income students. Research indicates that these students often encounter barriers to academic success due to factors such as limited access to resources, lack of personalized support, and insufficient opportunities for extracurricular engagement. Without adequate support, low-income students may struggle to fully grasp academic concepts and achieve their academic potential. Additionally, socio-economic disparities can impact students' self-esteem, health, and overall well-being, potentially leading to disengagement from school and increased vulnerability to negative influences. Therefore, it is crucial to implement targeted interventions that address the specific needs of low-income students and provide them with the necessary support and opportunities to succeed academically and thrive personally.	This action has been created to address student engagement and student outcomes. Academic research indicates that an increased understanding and academic growth can come as a result of reteaching, scaffolding, and implementation of intervention strategies where immediate feedback and instruction can occur. We will employ instructional aides to support students that are low-income helping them develop their potential and meet these needs. Research has also proven that access to after school programs and sports increase students self esteem, health, keeps them safe, and keeps them away from criminal activity. School leaders will develop an athletic program that has proven to help students that are low-income and/or English learners maintain a GPA that is above a 2.0. The school will also coordinate a senior retreat that has shown to help low income students with self esteem, empowerment, and skills that will support them to and through college.	**1.3** CAASPP ELA: % met/exceeded standards for SED **1.4** CAASPP ELA: % distance from standard for SED **1.5** CAASPP Math: % met/exceeded standards for SED **1.6** CAASPP Math: % distance from standard for SED

Insert or delete rows, as necessary.

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Not applicable

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Downtown Value is a single school LEA with a greater than 55% unduplicated pupil population that will use the additional concentration grant add-on funding to recruit and maintain the number of staff providing direct services to students through the following action(s):

Action 1.9: Additional faculty certificated in Language Arts (2) , Math(2) , Social Studies (2) and science(2) to reduce student to teacher ratio.

Additional Paraprofessionals (4) to provide students with extended support in Language Arts, Math, and Science

Action 2.9: Additional counselors to implement social emotional screeners, lessons on mental health, conduct threat assessments and address attendance.

Action 2.2, 2.4, 2.6, and 2.9: Additional staff (6) to coach after school sports to engage students, increase connectedness, and promote physical activities and mental health.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2024-25 Total Planned Expenditures Table

LCAP Year (Input)	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 %)
2024-25	$ 4,022,410	$ 1,552,688	38.601%	0.000%	38.601%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 5,476,360	$ 2,660,998	$ 15,500	$ 708,847	$ 8,861,705.72	$ 5,065,784	$ 3,795,921

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	Hire Certificated Faculty	All	No	LEA-wide	N/A	High School	Ongoing	$ 1,668,259	$ 4,080	$ 922,447	$ 438,316	$ 15,500	$ 296,077	$ 1,672,339	0.000%
1	1.2	Purchase Standards Based Curriculum	All	No	LEA-wide	N/A	High School	Ongoing	$ -	$ 132,600	$ 132,600	$ -		$ -	$ 132,600	0.000%
1	1.3	Provide Employee Benefits	All	No	LEA-wide	N/A	High School	Ongoing	$ 1,035,012	$ -	$ 674,165	$ 360,848		$ -	$ 1,035,012	0.000%
1	1.4	Provide Professional Development Opportunities	All	Yes	LEA-wide	All	High School	Ongoing	$ -	$ 60,267	$ 45,271	$ -		$ 14,996	$ 60,267	0.000%
1	1.5	Provide Access to Substitutes	All	No	LEA-wide	N/A	High School	Ongoing	$ -	$ 150,000	$ 150,000	$ -		$ -	$ 150,000	0.000%
1	1.6	Purchase and Maintain Technology	All	No	LEA-wide	N/A	High School	Ongoing	$ -	$ 124,458	$ 24,458	$ -		$ 100,000	$ 124,458	0.000%
1	1.7	Assessment & Student Information System	All	No	LEA-wide	N/A	High School	Ongoing	$ -	$ 21,673	$ 21,673	$ -		$ -	$ 21,673	0.000%
1	1.8	Purchase Materials, Supplies and Equipment	All	No	LEA-wide	N/A	High School	Ongoing	$ -	$ 168,670	$ 168,670	$ -		$ -	$ 168,670	0.000%
1	1.9	Implement Services for Students Who are Low Income	All	Yes	LEA-wide	All	High School	Ongoing	$ 901,090	$ -	$ 901,090	$ -		$ -	$ 901,090	0.000%
1	1.10	Implement Services for students who are English Learners	English learner (EL)	Yes	Limited	English Learners	High School	Ongoing	$ 180,586	$ -	$ 180,586	$ -		$ -	$ 180,586	0.000%
1	1.11	Implement Services for Students in Special Education	Student with Disabilities (SWD)	No	LEA-wide	N/A	High School	Ongoing	$ 72,234	$ 389,197	$ 85,455	$ 375,976		$ -	$ 461,431	0.000%
2	2.1	Deliver Homeless and Foster Youth Support Services	Foster Youth, Homeless Youth	No	LEA-wide	N/A	High School	Ongoing	$ -	$ -	$ -	$ -		$ -	$ -	0.000%
2	2.2	Implement After School and Sports Services	All	Yes	LEA-wide	All	High School	Ongoing	$ -	$ 516,066	$ 79,594	$ 436,472		$ -	$ 516,066	0.000%
2	2.3	Hire Paraprofessionals	All	No	LEA-wide	N/A	High School	Ongoing	$ 709,079	$ -	$ 709,079	$ -		$ -	$ 709,079	0.000%
2	2.4	Provide Student Activity Opportunities	All	Yes	LEA-wide	All	High School	Ongoing	$ -	$ 41,310	$ 41,310	$ -		$ -	$ 41,310	0.000%
2	2.5	Implement Nutrition Program	All	No	LEA-wide	N/A	High School	Ongoing	$ -	$ 437,903	$ 39,411	$ 100,718		$ 297,774	$ 437,903	0.000%
2	2.6	Provide Parent Engagement Opportunities	All	No	LEA-wide	N/A	High School	Ongoing	$ -	$ 5,202	$ 5,202	$ -		$ -	$ 5,202	0.000%
2	2.7	Implement Summer School	All	No	LEA-wide	N/A	High School	Ongoing	$ -	$ -	$ -	$ -		$ -	$ -	0.000%
2	2.8	Create a Safe, Healthy, and Wellness Climate	All	No	LEA-wide	N/A	High School	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
2	2.9	Provide Classified Personnel, Equipment, and Materials for Low Income Student Engagement Services	Low Income	Yes	LEA-wide	Low-Income	High School	Ongoing	$ 469,523	$ -	$ 469,523	$ -	$ -	$ -	$ 469,523	0.000%
2	2.10	Attendance Support	All	No	LEA-wide	N/A	High School	Ongoing	$ 30,000	$ -	$ 30,000	$ -	$ -	$ -	$ 30,000	0.000%
3	3.1	Maintain and Repair Facilities	All	No	LEA-wide	N/A	High School	Ongoing	$ -	$ 487,963	$ 241,993	$ 245,970	$ -	$ -	$ 487,963	0.000%
3	3.2	Maintain Memberships with Community Partners	All	No	LEA-wide	N/A	High School	Ongoing	$ -	$ 1,036,049	$ 333,350	$ 702,700	$ -	$ -	$ 1,036,049	0.000%
3	3.3	Purchase Office Supplies	All	No	LEA-wide	N/A	High School	Ongoing	$ -	$ 159,322	$ 159,322	$ -	$ -	$ -	$ 159,322	0.000%
3	3.4	Develop or Maintain Student Recruitment Strategies	All	No	LEA-wide	N/A	High School	Ongoing	$ -	$ 57,000	$ 57,000	$ -	$ -	$ -	$ 57,000	0.000%
3	3.5	Implement Personnel Appreciation Strategies	All	No	LEA-wide	N/A	High School	Ongoing	$ -	$ 4,162	$ 4,162	$ -	$ -	$ -	$ 4,162	0.000%

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year	Totals by Type	Total LCFF Funds
$ 4,022,410	$ 1,552,688	38.601%	0.000%	38.601%	$ 1,717,375	0.000%	42.695%	**Total:**	$ 1,717,375
								LEA-wide Total:	$ 1,536,789
								Limited Total:	$ 180,586
								Schoolwide	$ -

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	1.4	Provide Professional Development Opportunities	Yes	LEA-wide	All	High School	$ 45,271	0.000%
1	1.9	Implement Services for Students Who are Low Income	Yes	LEA-wide	All	High School	$ 901,090	0.000%
1	1.10	Implement Services for students who are English Learners	Yes	Limited	English Learners	High School	$ 180,586	0.000%
2	2.2	Implement After School and Sports Services	Yes	LEA-wide	All	High School	$ 79,594	0.000%
2	2.4	Provide Student Activity Opportunities	Yes	LEA-wide	All	High School	$ 41,310	0.000%
2	2.9	Provide Classified Personnel, Equipment, and Materials for Low Income Student Engagement Services	Yes	LEA-wide	Low-Income	High School	$ 469,523	0.000%

2023-24 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 9,111,805.43	$ 8,967,870.33

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	Hire Certificated Personnel	No	$ 1,612,814	$ 1,404,118
1	2	Purchase Standards Based Curriculum	No	$ 55,000	$ 6,800
1	3	Provide Employee Benefits	No	$ 1,041,974	$ 1,270,090
1	4	Provide Professional Development Opportunities	Yes	$ 57,649	$ 93,660
1	5	Provide Access to Substitutes	No	$ 130,560	$ 286,000
1	6	Purchase and Maintain Technology	No	$ 258,582	$ 225,000
1	7	Purchase and Maintain Assessments and Student Information Systems	No	$ 19,380	$ 19,380
1	8	Purchase Materials, Supplies and Equipment	No	$ 69,646	$ 66,218
1	9	Provide Personnel, Equipment, and Materials for Low Income Academic Services	Yes	$ 1,059,979	$ 1,059,979
1	10	Implement English Learner Services	Yes	$ 126,959	$ 128,012
1	11	Implement Special Education Services	No	$ 679,391	$ 679,391
2	1	Deliver Homeless and Foster Youth Services	Yes	$ 1,000	$ 1,000
2	2	Implement After School and Sports Services	Yes	$ 832,526	$ 905,855
2	3	Hire Paraprofessionals	No	$ 408,238	$ 390,025
2	4	Provide Student Activity Opportunities	Yes	$ 50,000	$ 50,000
2	5	Implement Nutrition Program	No	$ 412,925	$ 412,925
2	6	Provide Parent Engagement Opportunities	Yes	$ 60,661	$ 74,614
2	7	Implement Summer School	Yes	$ -	$ -
2	8	Create a Safe, Healthy, and Wellness Climate	Yes	$ -	$ -
2	9	Provide Classified Personnel, Equipment, and Materials for Low Income Student Engagement Services	Yes	$ 420,995	$ 421,993
3	1	Maintain and Repair Facilities	No	$ 759,911	$ 427,415
3	2	Maintain Memberships with Community Partners	No	$ 911,180	$ 866,865
3	3	Purchase Office Supplies	No	$ 84,295	$ 109,449
3	4	Develop or Maintain Student Recruitment Strategies	No	$ 54,060	$ 65,000
3	5	Implement Personnel Appreciation Strategies	No	$ 4,080	$ 4,080

2023-24 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 1,616,335	$ 1,749,556	$ 1,797,062	$ (47,506)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed 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	4	Provide Professional Development Opportunities	Yes	$ 36,149	$ 36,149.00	0.00%	0.00%
1	9	Provide Personnel, Equipment, and Materials for Low Income Academic Services	Yes	$ 1,044,979	$ 1,044,979	0.00%	0.00%
1	10	Implement English Learner Services	Yes	$ 126,959	$ 128,012.00	0.00%	0.00%
2	1	Deliver Homeless and Foster Youth Services	Yes	$ 1,000	$ 1,000.00	0.00%	0.00%
2	2	Implement After School and Sports Services	Yes	$ 41,313	$ 41,313.00	0.00%	0.00%
2	4	Provide Student Activity Opportunities	Yes	$ 20,000	$ 50,000.00	0.00%	0.00%
2	6	Provide Parent Engagement Opportunities	Yes	$ 58,161	$ 74,614.00	0.00%	0.00%
2	7	Implement Summer School	Yes	$ -		0.00%	0.00%
2	8	Create a Safe, Healthy, and Wellness Climate	Yes	$ -		0.00%	0.00%
2	9	Provide Classified Personnel, Equipment, and Materials for Low Income Student Engagement Services	Yes	$ 420,995	$ 420,995.00	0.00%	0.00%

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 4,174,903	$ 1,616,335	0.00% - No Carryover	38.72%	$ 1,797,062	0.00%	43.04%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: *EC* sections 52060(g) (California Legislative Information) and 52066(g) (California Legislative Information) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) (California Legislative Information) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,

- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see Education Code Section 52062 (California Legislative Information);
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see Education Code Section 52068 (California Legislative Information); and
- For charter schools, see Education Code Section 47606.5 (California Legislative Information).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions

- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated students
- Analysis of effectiveness of the specific actions to achieve the goal
- Analysis of material differences in expenditures
- Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
- Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) (California Legislative Information) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

- Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
- Indicate the school year to which the baseline data applies.
- The baseline data must remain unchanged throughout the three-year LCAP.
  - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
  - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.

- Include a discussion of relevant challenges and successes experienced with the implementation process.
- This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - *Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.*

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - *As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:*
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA’s percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional

assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
  - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
  - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

  - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use

the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
    - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
    - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
    - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
    - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

      The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**

- This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

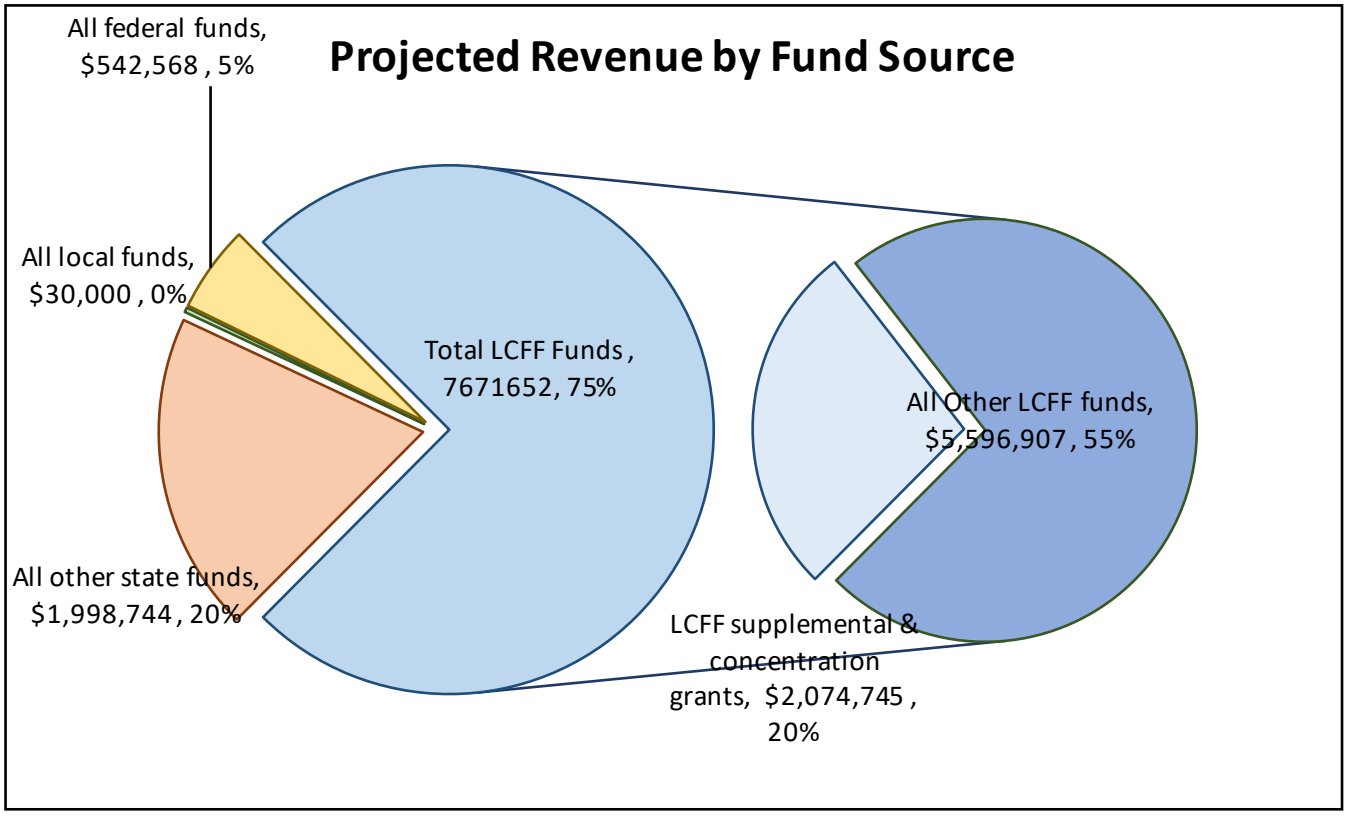
California Department of Education
November 2023

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: University Preparatory Value High
CDS Code: 19-64733-0132027
School Year: 2024-25
LEA contact information: Robert Poyer rpoyer@valueschools.com 213-382-1223

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 o high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2024-25 School Year

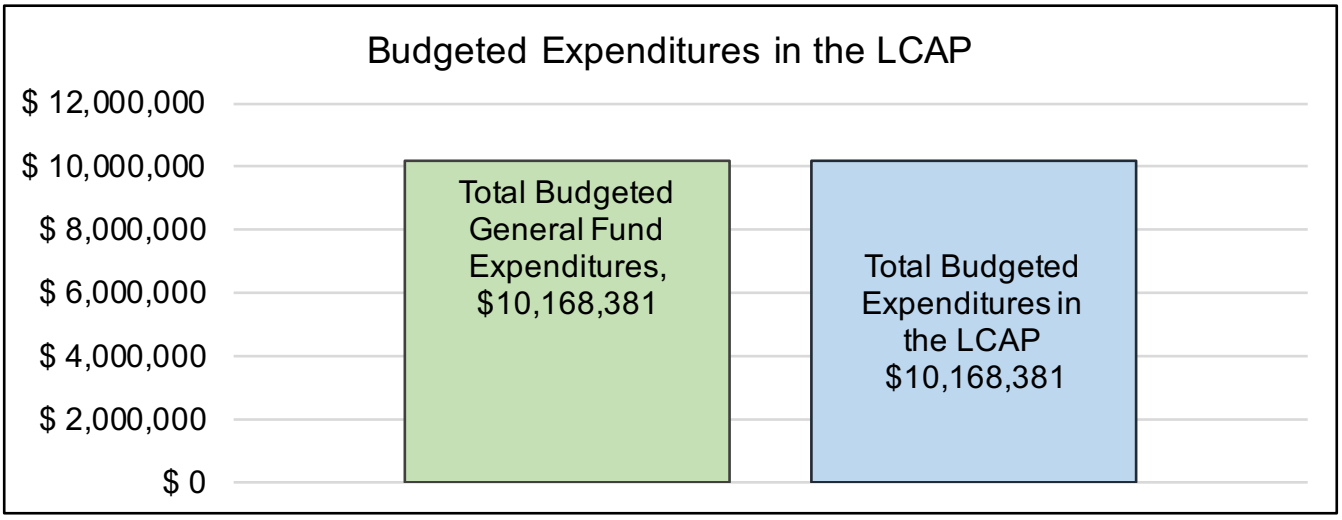


This chart shows the total general purpose revenue University Preparatory Value High expects to receive in t coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for University Preparatory Value High is $10,242,964.00, of which $7,671,652.00 is Local Control Funding Formula (LCFF), $1,998,744.00 is other state funds, $30,000.00 is local funds, and $542,568.00 is federal funds. Of the $7,671,652.00 in LCFF Funds, $2,074,745.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school distric must work with parents, educators, students, and the community to develop a Local Control and Accountabili Plan (LCAP) that shows how they will use these funds to serve students.

LCFF Budget Overview for Parents



This chart provides a quick summary of how much University Preparatory Value High plans to spend for 202 25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: University Preparatory Value High plans to spend $10,168,381.00 for the 2024-25 school year. Of that amount, $10,168,381.00 is tied to actions/services in the LCAP and $0.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP w be used for the following:

These funds will either roll over or be used in case any expenditures decrease.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 Schoo Year

In 2024-25, University Preparatory Value High is projecting it will receive $2,074,745.00 based on the enrollment of foster youth, English learner, and low-income students. University Preparatory Value High must describe how it intends to increase or improve services for high needs students in the LCAP. University Preparatory Value High plans to spend $2,082,170.00 towards meeting this requirement, as described in the LCAP.

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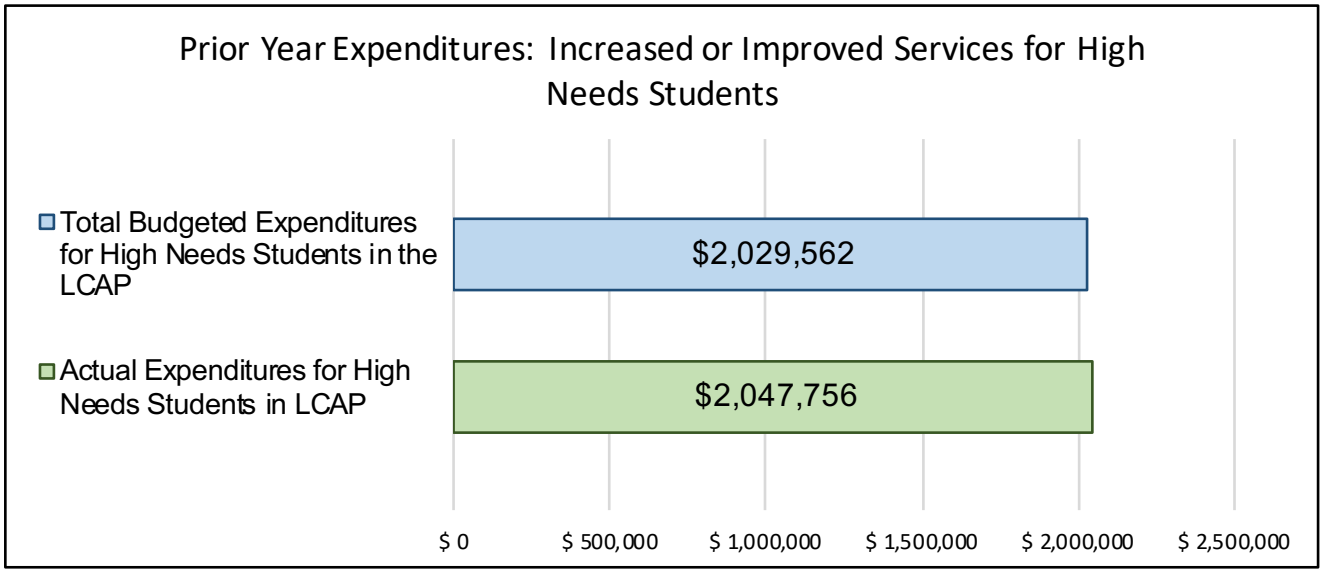
LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



This chart compares what University Preparatory Value High budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what University Preparatory Value High estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, University Preparatory Value High's LCAP budgeted $2,029,562.00 for planned actions to increase or improve services for high needs students. University Preparatory Value High actually spent $2,047,756.00 for actions to increase or improve services fo high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
University Preparatory Value High	Robert Poyer, Principal	rpoyer@valueschools.com213-382-1223

Goals and Actions

Goal 1

Goal #	Description
1	Our school will ensure academic achievement. School leaders will recruit, hire, and develop professionals to instruct, support, and monitor students in all academic areas. Educators will offer expert instruction with high expectations for academic performance to students who are disciplined learners, with standards of accountability for both, and implement increased or targeted services for students identified in one or more of the following students groups: English Learners, Socioeconomically Disadvantaged pupils, foster youth, homeless youth, student with Disabilities, and gifted students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teachers Fully Credentialed and appropriately assigned. (Priority 1)	14 Mis-assignments 2019 -20	28 Mis-Assignments 2020 -21	3 Mis-Assignments 2021-22 Data Year: 2021-22 Data Source: CALSAAS Report	1 Mis-assignment Data Year: 22-23 Data Source SARC	0 Mis-assignments
Instructional Materials: Every student has standards-aligned materials (Priority 1)	100% Fall 2020	100% Fall 2021	100% Fall 2022 Data Year: 2021-22 Data Source: Williams Curriculum Principal Certification	100% Fall 2023 Data Year: 2022-23 Data Source: Williams Curriculum Principal Certification	100%

Implementation of academic content and performance standards for all students, including how English learners will access the Common Core State Standards and ELD standards (Priority 2)	100% Fall 2020	100% Fall 2021	100% Fall 2022 Data Year: 2022-23 Data Source: School Climate Survey	100% Fall 2023 Data Year: 2023-24 Data Source: School Climate Survey	100%
Math Statewide CAASPP assessments (Priority 4)	-95.9 Average DFS from all students 2019 12% proficiency	2020-21 Results (not on dashboard) No scores for DFS 30% proficiency	2021-22 Results -94.7 Average DFS from all students Spring 2022 Data Year: 2021-22 Data Source: State Dashboard	2022-23 Results –61 Average DFS from all students and 38.5% proficiency. Data Year: 2022-23 Data Source: State Dashboard	-30.00 DFS for all students 20% proficiency
ELA Statewide CAASPP assessments (Priority 4)	-30.9 average DFS for all students 2019 50% proficiency	2020-21 Results (not on dashboard) No scores for DFS 61% proficiency	2021-22 Results -10.1 Average DFS for all students Spring 2022 Data Year: 2021-22 Data Source: State Dashboard	2022-23 Results -21.4 Average DFS from all students and 35% proficiency. Data Year: 2022-23 Data Source: State Dashboard	10.0 DFS for all students 60% proficiency
Science Statewide CAASPP assessments (Priority 4)	12% Met or exceeded standards 2019	8% Met or exceeded standards 2020-21	25% for Spring 2021-22 CAST Results	22.9% for Spring Data Year: 2022-23	20% Met or Exceeded Standards

Percentage of pupils who pass AP exams with a score of 3 or higher (Priority 4)	43% 2019-20 (COVID Version)	24.35% 2020-21	24.37% of students who passed the AP exam with a score of 3 or higher in Spring 2022.	23% Data Year: 2022-23	30%
ELA- Pupils prepared for college by the Early Assessment Program (EAP) (as measured by 11th grade CAASPP scores indicating standard exceeded or standard met in ELA) (Priority 4)	11.4% Ready 2019 27% Conditionally Ready 2019	32.5% Ready 2021 (Class of 2022) 38.3% Conditionally Ready 2021 (Class of 2022)	13.8 % Ready in 2022 36.6% Conditionally Ready 2022	14.68% Ready in 2023 23.85% Conditionally Ready 2023	17% Ready 33% Conditionally Ready
Math- Pupils prepared for college by the Early Assessment Program (EAP) (as measured by 11th grade CAASPP scores indicating standard exceeded or standard met in Math) (Priority 4)	4.7% Ready 2019 9.4% Conditionally ready 2019	12.5% Ready 2021 (Class of 2022) 19.2% Conditionally ready 2021 (Class of 2022)	4.1% Ready in 2022 10.6 % Conditionally Ready in 2022	12.84% Ready in 2023 15.6% Conditionally Ready 2023	7% Ready 18% Conditionally Ready
High school dropout rates (high school only): (Priority 5)	1% of 2020	0% of 2021 cohort	1.6% of 2022 Cohort Data Year: 2021-22 Data Source: Data Quest	3.9% Data Year: 2022-23	1%

High school graduation rates (Priority 5)	99% Class of 2020	96.7% Class of 2021	99% class of 2022 Data Year: 2021-22 Data Source: Principal Report	97% Data Year: 2022-23 Data Source: DataQuest	98% or above
Course Access: Students have access and are enrolled in a broad course of study (i.e., social science, science, health, PE, VAPA, world language) (Priority 7)	100% Spring 2020	100% Spring 2021	100% Spring 2022	100% Spring 2023	100%
NWEA Math Growth Indicator (Priority 4)	-.40 (2020-21 end of the year)	-.20 (2021-22 end of the year)	NWEA Reading Growth Indicator - 50% NWEA Language Usage Growth Indicator - 53% NWEA Math Growth Indicator - 52% Data Year: 22-23 Data Source: NWEA Report	55% Data Year: 23-24 Data Source: NWEA Report	NWEA Reading Growth Indicator - 60% NWEA Language Usage Growth Indicator - 60% NWEA Math Growth Indicator - 55% Data Year: 23-24 Data Source: NWEA Report
NWEA Reading Growth Indicator	.10 (2020-21 end of the year)	-.60 (2021-22 end of the year)	NWEA Reading Growth Indicator - 50%	54% Data Year: 23-24 Data Source: NWEA Report	.25

NWEA Language Growth Indicator (Priority 4)	.3 (2019-20 end of the year)	-.2 (2021-22 end of the year)	NWEA Reading Growth Indicator - 50% NWEA Language Usage Growth Indicator - 53% NWEA Math Growth Indicator - 52% Data Year: 22-23 Data Source: NWEA Report	55% Data Year: 23-24 Data Source: NWEA Report	.25
Percentage of English learners who progress in English proficiency (as measured by ELPAC) (Priority 4)	29.6% of ELs progress towards English proficiency in 2019-20 school year	7.14% of ELs progress towards English Proficiency in 2020-21 school year (7.14% Met or Exceeded Standard for ELA)	32.3 % of ELs making progress towards English Proficiency as of the 2021- 22 school year Data Year: 2021-22 Data Source: State Dashboard	29.2% Data Year: 2022-23 Data Source: State Dashboard	35% made progress. They increased their overall score by at least 1.
English learner reclassification rate (Priority 4)	9% of 2020	12% of 2021	25% of 2022 Data Year: 2021-22 Data Source: Data-quest	Data release delayed by CDE	20%
Percentage of students that meet UC/CSU entrance requirements (Priority 4)	95% of the Class of 2020 were UC/CSU eligible	95% of the Class of 2021 were UC/CSU eligible	99% of the class of 2022 were UC/CSU eligible	89.5% of the class of 2023 were UC/CSU eligible	90% of the Class of 2021 were UC/CSU eligible

ATSI Exit Metric - English Learners	ELA CAASPP 21-22 Spring 19.51% Math CAASPP 21-22 Spring 17.32% Science CAST 21-22 Spring not available English Learner Progress - Very Low English Learner Suspension Rate - Low Data Year: 2021-22 Data Source: CA Dashboard	ELA CAASPP 21-22 Spring 19.51% Math CAASPP 21-22 Spring 17.32% Science CAST 21-22 Spring not available English Learner Progress - Very Low	ELA CAASPP 21-22 Spring 19.51% Math CAASPP 21-22 Spring 17.32% Science CAST 21-22 Spring not available English Learner Progress - Very Low	ELA CAASPP 22-23 Spring N/A Math CAASPP 22-23 Spring N/A Science CAST 22-23 Spring not available English Learner Progress - Very Low	English Learner Progress - Medium English Learner Suspension Rate - Medium Data Year: 2023-24 Data Source: CA Dashboard

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Overall the actions designed to support achievement of goal 1 were implemented as planned.

Successes:

This year has been marked by significant successes in implementing Goal 1 of our LCAP at University Preparatory Value High School. Notably, our NWEA winter assessments have shown high growth across all areas, including reading, math, and achievement, reflecting the effectiveness of our instructional strategies. We have implemented a schoolwide process to assess needs for the remainder of the year, incorporating data dives and needs assessments to inform targeted professional development planning. For our English Learners (ELs), the support provided by aides has resulted in increased NWEA scores and positive progress in internal assessments, with the expectation of further advancement and higher levels of reclassification. The implementation of Read 180 has facilitated progress monitoring for ELs, demonstrating tangible development in action. Additionally, our Special Education (SPED) program has witnessed increased enrollment, with parents expressing satisfaction with the services provided. With a full integration model and adherence to Individualized Education Programs (IEPs) compliance, our SPED students are on track with their educational goals. Furthermore, initiatives such as instructional coaching, and the institution of data and planning meetings within department teams have enriched our instructional practices and fostered collaboration. The establishment of scope and sequences for all classes through proficiency scales has provided clarity and structure, making learning

outcomes more tangible and enhancing student learning experiences. These successes underscore our commitment to providing high-quality education and meeting the diverse needs of our students at University Preparatory Value High School.

Challenges:

University Preparatory Value High School has encountered a few challenges in implementing Goal 1 of our LCAP this year, particularly in improving instructional practices consistently across all classrooms. With an increased number of newcomer students at the high school level, our focus has been on determining the most effective methods to support them in the classroom while ensuring they meet A-G requirements. Despite efforts to maintain compliance for English Learners (ELs) through designated English Language Development (ELD) time and continued program support and development, we still have ongoing support through the Academic and Tiered Support Interventions (ATSI) program, which we have not yet been able to exit due to continued support needed for our LTEL population. Additionally, statewide challenges have arisen in facilitating FAFSA completion and access to college applications due to adjusted protocols, resulting in a lower completion rate compared to previous years. Despite these challenges, we remain committed to addressing the needs of all students and enhancing their educational experiences at University Preparatory Value High School.

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 Hire Certificated Faculty estimated actuals ($2,422,188) was less than budgeted expenditures ($2,728,615) due to the ongoing complexities in recruitment and retention efforts amidst the current hiring landscape and evolving workforce dynamics.

1.2 Purchase Standards Based Curriculum estimated actuals ($50,000) was more than budgeted expenditures ($35,000) due to the heightened investment in curriculum resources aimed at addressing the evolving educational requirements and ensuring enhanced learning outcomes for students.

1.3 Provide Employee Benefits estimated actuals ($1,525,619) was more than budgeted expenditures ($1,254,286) due to the ongoing difficulties in recruiting and retaining qualified educators amidst the current challenges in the hiring landscape and evolving workforce dynamics.

1.4 Provide Professional Development Opportunities estimated actuals ($18,000) was more than budgeted expenditures ($13,172) due to the evolving professional development needs of both faculty and the broader school community, reflecting a commitment to enhancing instructional practices, staying abreast of educational trends, and fostering continuous growth and improvement.

1.5 Provide Access to Substitutes estimated actuals ($60,000) was more than budgeted expenditures ($30,000) due to the increased demand for substitute teachers resulting from ongoing staffing challenges and the necessity to ensure uninterrupted classroom instruction in light of fluctuating personnel availability throughout the year.

1.7 Assessment & Student Information System estimated actuals ($18,400) was less than budgeted expenditures ($26,400) due to the dynamic nature of educational requirements and the evolving needs of both the school and its students, prompting a more targeted allocation of resources to ensure efficient management of assessments and student data while maintaining high standards of educational quality.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Throughout the three-year LCAP cycle for University Preparatory Value High School, the implemented actions, including Hiring Certificated Faculty, Providing Employee Benefits, Ensuring Access to Substitutes, Implementing an Assessment & Student Information System, and Purchasing Materials, Supplies, and Equipment, have proven to be overall effective in advancing towards our goals for the following metrics: Fully Credentialed Teachers, Instructional Materials, and State Standards Implementation. As evidenced by 100% of students consistently having access to standards-aligned instructional materials and the full implementation of state standards during all LCAP years, our efforts have yielded positive outcomes. Despite encountering slight dips in the number of fully credentialed and appropriately assigned teachers to 3 mis-assignments, the school has proactively addressed this challenge by implementing measures to enhance teacher recruitment and retention. Consequently, we are witnessing improvements in this area, ensuring continued progress towards our objectives.

The actions Purchase Standards Based Curriculum, Provide Professional Development Opportunities, Purchase and Maintain Technology, Provide Personnel, Equipment, and Materials for Low Income Academic Services have been mostly effective with regards to ELA and Math CAASPP Data, Science CAST data, and internal NWEA MAP assessments. Despite the global pandemic, students made significant improvements in ELA CAASPP, with proficiency rising 5% from year 1 to year 3 outcomes, reaching 35%. Similarly, in math, students saw an improvement of over 30%, rising from 12% proficiency in 2022 to 38.5% in 2023. While the Science CAST exam showed lower achievement, there was still notable growth, increasing from 12% passing in 2021 to 22.9% meeting and exceeding standards in 2023. Additionally, internal benchmarks through NWEA MAP assessments demonstrated annual growth, with year three outcomes in ELA and math reaching 54% and 55%, respectively.

These actions have been somewhat effective for college-going metrics of A-G Completion and AP Exams. University Prep Value High School maintained achievement at 23% passing AP Exams. A-G Completion rates have remained competitive with a most recent rate of 89.5% of graduates meeting UC requirements upon graduation.

The action of Implement English Learner Services has been inconsistently effective. Currently, the English Learner Progress (ELPI) rate stands at 29.2%, below the state average. We are in the process of refining our strategies to yield better results for our English Learners in the upcoming year.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Long Term English Learners services will be added to the 2024-25 LCAP's English Language Development action in order to document the services provided to ensure the progress of this subgroup in developing English language fluency. A metric "Percent of LTELs scoring at Level 3 & 4 on the ELPAC" will be added to track the effectiveness of the new action.

Additionally, these metrics will be added: "CAASPP ELA: Distance from Standard for all students and all significant subgroups" and "CAASPP Math: Distance from Standard for all students and all significant subgroups" in order to further track achievement data and progress.

The metric "ATSI Exit Metric - English Learners" will be removed as metrics and actions are already addressing these specific issues. Summary will be added to the general information.

The Metrics for ELA and Math CAASPP as well as Science CAST will be adjusted to include percentages for all significant subgroups.

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.

Goal 2

Goal #	Description
2	School leaders, faculty, and students acknowledge that each student is gifted with talents and abilities, and each should develop to their fullest potential. Administrators, educators, staff, students and parents collaborate to identify areas of need and create programs, activities, customs, and practices to develop a positive school climate which supports and engages students, parents, and staff with their unique needs.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent input in decision-making (if it's contained or addressed in the LCAP metrics or actions) (Priority 3)	2020-21 School Year 5 Parents in SSC 15 or more parents in ELAC	2021-22 School Year 6 Parents in SSC 12 Parents in ELAC	6 parents in SSC 15 parents in ELAC	76% Data Year: 23-24 Data Source: Network Survey	8 or more parents in SSC 15 or more parents in ELAC
Parental participation in programs for unduplicated pupils (UDPs) (Priority 3)	80% attendance at Student Parent Advisor meetings for 2020-21 (2 times per year)	84% attendance at Student Parent Advisor Meetings for 2021-22 (2 times per year)	83% attendance at Student Parent Advisor Meetings for 2022-23 (2 times per year)	82% Data Year: 23-24 Data Source: Network Survey	85% or more attendance at Student Parent Advisor Meetings (2 times per year)
Percentage of pupils who have successfully completed a-g requirements (high school only) (Priority 4)	Class of 2020- 95.96%	Class of 2021- 98.28%	Class of 2022- 96% Pending	89.5% Class of 2023	98% or higher

Attendance rates (Priority 5)	95.24% 2020	95% 2021	93.94 % 21-22 Annual ADA LAUSD Report	94.45% Data Year: 23-24 Data Source: CALPADS	95% or higher
Chronic absenteeism rates (Priority 5)	15% 2021	11% 2022	20% per 21-22 CALPADS Report	24.4% Data Year: 22-23 Data Source: Dataquest	8% or lower
Suspension rates (Priority 6)	0% 2021	1.7% 2022	1.6% per 21-22 SARC	0% Data Year: 22-23 Data Source: CA Dashboard	3% or lower
Expulsion rates (Priority 6)	0% 2021	0% 2022	0% per 2021-22 SARC Report	0% Data Year: 22-23 Data Source: Dataquest	1% or lower
School Safety-Parents (Priority 6)	85% of parents agree or strongly agree for 2020- 21	81% of parents agree or strongly agree for 2021- 22	89% of parents agree or strongly agree to feeling safe per 2022-23 School Climate Survey.	83% Data Year: 23-24 Data Source: Network Survey	80% or higher
School Safety-Students (Priority 6)	80% of students agree or strongly agree for 2020- 21	68% of students agree or strongly agree for 2021- 22	65% of students agree or strongly agree to feeling safe per 2022-23 School Climate Survey.	62% Data Year: 23-24 Data Source: Network Survey	80% or higher
School Safety-Employees (priority 6)	88% of employees agree or strongly agree for 2020-21	87% of employees agree or strongly agree for 2021 -22	85% of employees agree or strongly agree to feeling safe per 2022-23 School Climate Survey.	74% Data Year: 23-24 Data Source: Network Survey	80% or higher

School Connectedness- Parents (Priority 6)	78% of parents agree or strongly agree for 2020- 21	81% of parents agree or strongly agree for 2021- 22	89% of parents agree or strongly agree to feeling connected per 2022-23 per school climate survey.	79% Data Year: 23-24 Data Source: Network Survey	80% or higher
School Connectedness- Employees (Priority 6)	94% of employees agree or strongly agree for 2020-21	86% of employees agree or strongly agree for 2021 -22	83% of employees agree or strongly agree to feeling connected per 2022-23 school climate survey.	72% Data Year: 23-24 Data Source: Network Survey	80% or higher
School Connectedness- Students (Priority 6)	67% of students agree or strongly agree for 2020- 21	57% of students agree or strongly agree for 2021- 22	51% of Students agree or strongly agree to feeling connected per 2022-23 school climate survey.	67% Data Year: 23-24 Data Source: Network Survey	80% or higher
Percentage of 10th grade students screened for vision, hearing, scoliosis, TDAP and Diabetes	98%- in 2019-20	98% in 2021-22	98% in 2021-22	100% in 2022-23	97% or higher

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Overall the actions designed to support achievement of goal 2 were implemented as planned

Successes:

University Preparatory Value High School has experienced significant successes in implementing Goal 2 of our LCAP this year, focusing on creating a supportive and enriching environment for all students. With a plethora of resources provided for homeless and foster youth, including hygiene kits, tap cards, clothes, shoes, and hotspots, we ensure that students have the necessary support to succeed in school every day. The results of our safety survey are promising, with 86% of respondents feeling that University Prep is a safe environment, while crime has decreased in the surrounding neighborhood. Notably, our school boasts very low suspension and expulsion rates, thanks to the dedicated support of our discipline team and the presence of two on-campus Deans who prioritize meaningful interactions with students, parents, and teachers. Furthermore, with three counselors and one intern on site, we offer robust mental health and counseling support to

address the diverse needs of our student body. Our communication systems operate seamlessly, with 78% of parents expressing satisfaction with how the school communicates during challenges or incidents. Additionally, our school provides ample opportunities for student engagement through 21 student-created clubs, including the newly introduced Jazz Band, as well as community internships and CIF sports offerings. Collaborations with community partners such as the YMCA Red Shield and Dr. Grimes further enhance our students' experiences. Through initiatives like the Wellness Committee meetings and the dissemination of a monthly nutrition newsletter, we promote wellness and family engagement across all sites, fostering a collaborative and supportive educational community at University Preparatory Value High School.

Challenges:

University Preparatory Value High School has encountered some challenges in implementing Goal 2 of our LCAP this year, primarily centered around attendance, parent engagement, and support for our homeless population. Despite efforts to incentivize attendance with activities and rewards, chronic absenteeism remains a concern, requiring continued efforts to foster a culture of consistent attendance. Post-COVID, we have observed lower rates of parent engagement, prompting a reassessment of strategies to increase parental involvement and communication. Our University Prep class advisory program aims to strengthen parent engagement, but adjustments are necessary to enhance connection and participation. Additionally, instructional coaching has revealed a desire among teachers to increase parent engagement, highlighting the need for a systematic approach to reaching out to parents. The growing homeless population among students presents heightened needs, necessitating increased resources and support. Furthermore, the absence of a PBIS discipline tracking system poses challenges in tracking positive behaviors, hampering the effectiveness of our Deans in promoting a positive school environment. These challenges underscore the importance of developing comprehensive strategies to address attendance, parent engagement, and support for vulnerable student populations at University Preparatory Value High School.

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.

2.2 Implement After School and Sports Services estimated actuals ($414,686) was more than budgeted expenditures ($376,423) due to a strategic adjustment in spending aimed at meeting the evolving needs of both the school and its students, ensuring the provision of comprehensive after-school and sports services to enhance student engagement and support holistic development.

2.4 Provide Student Activity Opportunities estimated actuals ($147,100) was less than budgeted expenditures ($200,760) due to a deliberate reassessment of spending priorities aimed at aligning resources with the evolving needs and interests of both the school and its students, ensuring the delivery of impactful and meaningful student activity opportunities while maximizing efficiency and effectiveness.

2.8 Safety, Health, and Wellness Climate estimated actuals ($6,242) was less than budgeted expenditures ($31,521) due to a strategic reallocation of resources aimed at addressing the changing needs of the school and its students, ensuring a safe, healthy, and supportive environment while maximizing the efficiency and effectiveness of spending in this area.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The actions of Provide Classified Personnel, Equipment and Materials for Low Income Student Engagement Services, Deliver Homeless and Foster Youth Support Services, Implement After School and Sports Services, Hire Paraprofessionals, Provide Student Activity Opportunities,

Implement Nutrition Program and Implement Summer School have been effective interventions for the metrics of attendance and chronic absenteeism, suspension and expulsion, school climate and graduation rates.

Attendance has seen a slight drop due to the pandemic, however is still maintaining better outcome rates than the state. Average Daily Attendance as of 2023 was 94% and Chronic Absenteeism at 20% We have added an attendance action item to focus on improving attendance and chronic absenteeism data.

Suspension and Expulsion are consistent at 0%. Our A-G completion rate is a consistent celebration as we have seen high rates year over year. Most recently in 2023, 89.5% of our students met A-G requirements.

Our student and teacher survey data is consistently positive. With regards to “sense of safety”, over half of our students (65%) feel safe and 85% of teachers feel safe on campus. Similar percentages feel “connected” to the school, with 51% of students feeling connected and 83% of teachers. We do feel there is potential growth in these areas and are working to include proactive programming in the coming year through SEL and trauma informed practices. There will be PD support for administrators and teachers as well as training for parents.

Provide Parent Engagement Opportunities has effectively impacted parent participation. Parent data on surveys is consistently high with 89% feeling a sense of safety in the school, and 89% feeling connected. There is a high attendance rate of 83% at Student Parent Advisor Meetings.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

In light of the attendance challenges exacerbated by the global pandemic, our institution is witnessing increased instances of chronic absenteeism. While daily attendance remains a commendable aspect, we acknowledge the necessity to implement a new action item titled "Attendance Support." This initiative aims to directly tackle the current trends observed, with the intention of alleviating the increase in chronic absenteeism and fostering positive outcomes in the forthcoming years.

The Metric of “Percentage of 10th grade students screened for vision, hearing, scoliosis, TDAP and Diabetes” will be removed as it is no longer relevant to include in the LCAP.

The metrics “Parent input in decision-making (Priority 3)” and “Parental participation in programs for unduplicated pupils (UDPs) (Priority 3)” will be combined to “% parent Parent participation in programs for unduplicated pupils (UDPs) and individuals with exceptional needs”.

The metric “High School Dropout Rate” will be added.

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.

Goal 3

Goal #	Description
3	This is a broad goal to address all state priorities. Each School will be fully compliant with all Local, State and Federal regulations, ensure that students have a learning environment they need to be successful, and to meet the annual growth measurements prescribed.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Facilities in *"*Good Repair*":* Clean, safe, and functional as determined by Facility Inspection Tool (FIT) or other local instrument that meets same criteria	100% of building in good repair 2020-21	100% of building in good repair- 2021-22	100% of building in good repair- 2022-23	100% Data Year: 2023-24 Data Source: Local Self Report Tool	95% of building in good repair
LAUSD Oversight Visit Scores	4,3,3,3- 2020-21	4,NA,3,4- 2021-22	Based on 22-23 LAUSD Oversight Report we received a 4 in Governance, 2 in Academic Achievement, 3 in Operations, and 4 on Fiscal operations out a 4 point rubrics from our Authorizing District - Los Angeles Unified District. Data Year: 2022-23 Data Source: LAUSD Oversight Report	Data has not yet been released. Data Year: 2023-24 Data Source: LAUSD Oversight Report	4,4,4,4

Federal Program Reviews	100% Compliance for 2020-21	100% Compliance for 2021-22	100% Compliance for 2022-23	100% Compliance for 2023-24	100% Compliance
Special Education DVR from LAUSD	DVR approved by LAUSD in 2019-20	No DVR for the 2021-22 school year	No DVR for the 2022-23 school year	No DVR for the 2023-24 school year	DVR approval from LAUSD
WASC Accreditation	6 Year Accreditation with 3 year mid-cycle in 2019-20	6 Year Accreditation with 3 year midcycle in 2021-22	6 Year Accreditation with review 25-26	6 Year Accreditation with review 25-26	6 Year Accreditation with 3 year mid cycle- up for renewal in 2025-26

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Overall the actions designed to support achievement of goal 3 were implemented as planned.

Successes:

University Preparatory Value High School celebrates numerous successes in implementing Goal 3 of our LCAP this year, particularly in recruitment, partnerships, and community engagement. Our robust recruitment efforts, including partnerships with middle schools and active outreach via email reminders and school visits, have resulted in a strong interest in University Prep Value High School, with over 100 students on our waiting list. Collaborations with organizations such as the Pico Union Neighborhood Council and Sunrise and Pacific Clinics have further enhanced our community presence and engagement. At University Prep Value High School, we prioritize a student and parent-centered culture, evident in our consistent administrative team and word-of-mouth reputation for academic rigor. As a testament to our commitment to academic excellence, 92% of our students have been accepted to four-year universities, a testament to our school's legacy and appeal to families seeking quality education. Additionally, our successful Williams audit, highlighting commendable scores in facilities, curriculum, and teacher credentialing for three consecutive years, reflects our dedication to providing an optimal learning environment. Renovations, including collaborative spaces and a covered parking lot, further enhance our facilities to support student success. As we embark on a new WASC cycle for the next academic year, we look forward to building upon these successes and continuing to serve our students and community with excellence.

Challenges:

University Preparatory Value High School has faced some challenges in implementing Goal 3 of our LCAP this year. Despite ongoing recruitment efforts, diversifying our student body remains a challenge, with the majority of students identifying as Latino/Hispanic and lower representation from other subgroups. Additionally, navigating oversight from the Los Angeles Unified School District (LAUSD) poses difficulties, as academic data may still reflect lower scores despite our efforts. Moreover, while we strive to update our facilities to create effective learning spaces, resource constraints may hinder the pace of progress in this area. Despite these challenges, University Preparatory Value High School remains committed to addressing these obstacles and enhancing our learning environment for the benefit of all students.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

3.1 Maintain and Repair Facilities estimated actuals ($1,249,875) was less than budgeted expenditures ($1,406,262) due to a change in accounting standards for the recognition of long-term assets, resulting in non-cash adjustments that reduced the reported expenses.

3.3 Purchase Office Supplies estimated actuals ($64,728) was more than budgeted expenditures ($56,602) due to increased spending aimed at meeting the evolving needs of the school, ensuring that all administrative and educational functions are adequately supported with necessary supplies.

3.4 Develop or Maintain Student Recruitment Strategies estimated actuals ($17,000) was more than budgeted expenditures ($6,367) due to increased spending aimed at meeting the evolving needs of the school, ensuring effective recruitment efforts to attract and retain a diverse and talented student body.

3.5 Implement Personnel Appreciation Strategies estimated actuals ($6,000) was more than budgeted expenditures ($4,416) due to additional funds received from donors specifically allocated for staff appreciation initiatives, allowing for enhanced recognition efforts.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The actions of Maintain and Repair Facilities, Maintain Memberships with Community Partners, Purchase Office Supplies, Develop or Maintain Student Recruitment Strategies, and Implement Personnel Appreciation Strategies were effective in supporting the metrics of LAUSD Oversight, WASC Accreditation, Special Education DVR, Federal Program Reviews and School Facilities in Good Repair. While academic achievement took a slight drop to a “2” in 22-23, we scored a “3” in operations and our remaining scores were “4”s in Governance, and Fiscal, earning some of the highest accolades from our local district, LAUSD. Year over year, our facilities are 100% in good repair, and we maintained our WASC Accreditation cycle of 3 years. Additionally, we are in 100% compliance for Federal Program Reviews and do not have a DVR in Special Education from LAUSD.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The WASC Accreditation metric will be removed as the components of this accreditation are reflected throughout the metrics and actions of all goals.

The metrics of “Federal Program Reviews” and “Special Education DVR from LAUSD” will be removed as they are no longer relevant metrics.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Instructions

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping

actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
University Preparatory Value High	Robert Poyer Principal	rpoyer@valueschools.com213-382-1223

Plan Summary 2024-25

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

University Preparatory Value High School (UPVHS) is an independent charter school authorized by the Los Angeles Unified School District in 2014 and located in a 2- story building at 1929 W. Pico Blvd., Los Angeles, California. With an enrollment capacity of 480 students, the school offers a high school education to students, in grades 9-12. For the 2023-2024 academic year, the school had 482 students enrolled with a 19:1 student to teacher ratio, and administrators, counselors, coaches, and staff providing additional support in needs as a result of the COVID 19 global pandemic, poverty, mental health, and community issues. This document serves as the Local Control Accountability Plan (LCAP) and as the School Plan for Student Achievement (SPSA) and addresses state and federal school plan requirements and state priorities.

Our Mission

The Value Schools mission is to establish and support high quality, values based elementary and secondary charter schools for populations of students who have been historically underserved by the traditional public school system.

Our academic program is driven by the five core values listed below:

1. Academic excellence is the means to a full life.

2. Each student can develop to his or her fullest potential.

3. Each individual is unique and deserves respect.

4. A safe, nurturing community is essential to academic excellence.

5. Service to others and the community is a responsibility of an educated person.

Sustained by our five core values, our rigorous academic programs challenge our students to be part of a rich learning environment. Our school leaders, teachers, and staff work with each student to ensure academic expectations, extracurricular interests, and graduation requirements are met. University Prep Value High School provides students opportunities to develop their potential in sports, art, dance, Advanced Placement classes, and an Interdisciplinary Honors Program. We foster a positive school climate and high student engagement by providing a safe, nurturing community where students are closely monitored, conflicts are immediately addressed, and opportunities for celebrations are regularly scheduled.

As listed in the California Department of Education DataQuest, we serve a student population with the following demographics:

95% Hispanic/Latinx

4% Asian

1% African American

85% of our students are Socioeconomically Disadvantaged

16% English Learners

14% Students with Disabilities

5% or less of students in foster placement or experiencing homelessness

University Preparatory Value High School knows parents are the first and primary educators of their children. Highly collaborative relationships between parents and teachers ensure parents remain closely connected to their child's education. We do this by conducting regular parent meetings and scheduling updates and discussions on academic data and school initiatives. Students experience greater levels of success in university and in life when their most important advocates work together to meet their needs.

According to reviews in Great Schools, University Prep Value High School has five-star reviews conveying that the school is helping successfully close the gap for low- income Latino students, and has been named one of best high schools in the community. Students who graduate from University Preparatory Value High School are prepared to be successful at two- and four-year universities. Over the past three years nearly 100% of University Prep seniors have received their high school diploma, and 96% have gone on to higher education. We have students accepted to Harvard, Yale, N.Y.U., and U.S.C. We have students currently attending M.I.T., Brown University, U.C. Berkeley, U.C.L.A., and every university in the U.C. system. The school is accredited by the Western Association of Schools and Colleges (WASC) and has been approved for two 5-year renewal terms by the Los Angeles Unified School District.

In the 2023-24 school year, UPVH was identified for Additional Targeted Support and Improvement (ATSI) for students who are Long Term English Learners (LTELs). This means that based on the data from the 2023 California School Dashboard, LTELs were in the lowest status level for all but one of the state indicators. This plan will address how these students will be supported.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Based on the State Dashboard, the UPVH student, faculty, and parent community have experienced a number of successes during the 23-24 academic year. As indicated in the 22-23 school year California School Dashboard, UPVH had the following successes with the hispanic and socioeconomically disadvantaged subgroups:

English Language Arts (ELA) Achievement is in the orange. Students are performing 21.4 points below standard. UPVH declined 10.7 points in this area in the previous year. While Hispanic and Socioeconomically Disadvantaged subgroups took a slight dip in data, our ELs increased 20.3 points, and Students with Disabilities increased 4 points moving both groups closer to meeting standards.

Mathematics achievement is in the yellow and students are 61 below standard. At the same time, the distance from standard decreased 33.6 points this year, meaning that students moved closer to meeting standards overall. All subgroups saw significant growth with Hispanic students increasing 33.6 points, Socioeconomically Disadvantaged students increasing 33.5 points, ELs growing 39.1 points, and Students with Disabilities growing 25.3 points. Overall our students are outperforming the state in this area.

While the school did not meet its targets for the percentages of students meeting/exceeding standards on ELA and Math CAASPP assessments, the growth shown in reducing the Distance from Standard in Math and continued maintenance of ELA development indicates the Purchase of Standards Based Curriculum, Providing Employee Benefits, Providing Professional Development Opportunities, Providing Access to Substitutes and Purchase and Maintain Technology, combined with Assessment & Student Information System, Purchase Materials, Supplies and Equipment, Provide Personnel, Equipment and Materials for Low Income Academic Services, Implementing EL Services, and Implement Special Education Services are showing effectiveness. The school will continue with these actions, continuing to strengthen implementation.

Graduation Rate is at the blue level with 96.1% graduated. This commendable rate is over 10% higher than the state average.

College/Career Indicator is medium. Currently 54.3% of students are prepared for college. At the same time, our graduation rate is 96.1% and A-G completion rates are at 89.5%. From our internal data, we are showing high rates of college going culture and that our interventions and supports are preparing students for college and career.

Suspension is at the blue level with 0% of students suspended during the school year, which is a decrease of 1.6% from the previous year. We are proud of our strong commitment to behavioral support on site and commitment to school culture and climate.

All Local Indicators are Met. Local data indicates that University Prep Value High School excels in building partnerships to support student outcomes, offering families resources for home-based learning and development. The school has established policies and programs facilitating teacher-family-student meetings, typically held 2-3 times a year or more frequently for struggling students. Parents are equipped with devices, online curriculum access, and weekend tutoring resources. Over 70% of respondents to the School Climate Survey affirm the school's success in fostering relationships between staff and families. A nurturing community is cultivated through consistent two-way communication avenues like parent conferences, coffee with the principal, and feedback opportunities via surveys. The addition of a Parent Coordinator further supports families through academic and discipline workshops, encouraging their involvement in school affairs. Regular updates on events and learning practices are communicated via platforms like Parent Square, PowerSchool, ClassDojo, and social media. The school demonstrates commitment to inclusive decision-making through channels like surveys, School Site Council, ELAC, PTA, Coffee with the Principal, and staff meetings. Additionally, educational partners participate in decision-making forums, and surveys seek parental input on matters such as reopening, safety protocols, the Local Control Accountability Plan, and student nutrition.

Based on our review of the 2023 CA Dashboard we have identified needs in the following areas:

English Learner Progress is in the red with 29.2% making progress towards English proficiency by moving up a level or maintaining at the highest level on the 2022-23 ELPAC. This is a decrease of 2% percentage points from the previous year. We will continue to work on specific progress within levels and on the ELPAC exam in the coming year and have actions below tied to EL progress and support.

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.

University Preparatory Value High is a single school LEA that is not eligible for comprehensive support and improvement.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Parents	Parent feedback is essential to our work at UPVH. Parent Community Meetings and Coffee with the Principal occur monthly. Additionally, School Site Council Meetings and ELAC meetings occur four times annually. Annual survey feedback provides a touchpoint for parent perception and guides major decision making. During the April parent meeting, parents had the opportunity to review the new LCAP and provide feedback on goals, metrics and actions.
Teachers, administrators, and other school personnel	Teachers, administrators, and other school personnel provide feedback during regular staff meetings and during one-on-one check-ins with their supervisors/coach. We additionally have grade level and department meetings as well as department program leads for SPED, ELD, Homeless Liaisons and SSP. In April, teachers and administrators met to review parent feedback, provide their own feedback, and propose action steps to address areas of need with regards to the proposed LCAP.
Students	Students provide feedback during School Site Council meetings, classroom meetings and 1:1 check ins with staff. Students also provide feedback through the annual school climate survey. Student leadership reviewed LCAP data/actions during their April meeting and provided feedback.

Insert or delete rows, as necessary.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Overall parents, teachers, administrators, and staff believe that the school is making progress with the existing plan and would like the new 2024-25 plan to stay the same with suggestions for how to strengthen support and actions for each goal.

Goal 1: Stakeholders aim to advance academic progress outlined in LCAP Goal #1 for the upcoming year. They prioritize enhancing the ELD curriculum, ensuring Williams Act compliance, implementing a Dean's List tracking system, providing professional development for new academic coaches, and integrating Canvas. These efforts are geared towards promoting student success and educational excellence.

Goal 2: Stakeholders prioritize comprehensive support initiatives outlined in LCAP Goal #2 for the upcoming year. This includes enhancing EL supports, addressing chronic absenteeism concerns, allocating budgets for homeless and foster youth, offering blended summer school programs, continuing wellness initiatives, and streamlining the UP program by eliminating seminar classes for grades 10, 11, and 12. These efforts aim to create an inclusive and supportive learning environment for all students.

Goal 3: Stakeholders prioritize compliance and building enhancements outlined in LCAP Goal #3 for the upcoming year. This includes ongoing improvements to the school's infrastructure and space, as well as addressing student requests for lunch benches. Stakeholders are also committed to providing consistent teacher supplies and expressions of appreciation throughout the school year. These efforts aim to create a positive and conducive learning environment for all members of the school community.

Goals and Actions

Goal 1

Goal #	Description	Type of Goal
1	University Preparatory Value High will promote academic achievement and proficiency for all students.	Broad

State Priorities addressed by this goal.

Priority 1 Basic Services, Priority 2 Conditions of Learning, Priority 4 Pupil Outcomes, Priority 7 Course Access, Priority 8 Other Pupil Outcomes

An explanation of why the LEA has developed this goal.

Our school will ensure academic achievement. School leaders will recruit, hire, and develop professionals to instruct, support, and monitor students in all academic areas. Educators will offer expert instruction with high expectations for academic performance to students who are disciplined learners, with standards of accountability for both, and implement increased or targeted services for students identified in one or more of the following students groups: English Learners, Socioeconomically Disadvantaged pupils, foster youth, homeless youth , student with Disabilities, and gifted students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Teachers: % of Fully Credentialed and Appropriately Assigned Teachers *Source: SARC*	97% Data Year: 2022-23			95%	N/A for 2024
1.2	Instructional Materials: % of Students with standards-aligned Instructional Materials at home and at school. *Source: SARC*	100% Data Year: 2023-24			100%	N/A for 2024

1.3	CAASPP ELA: % met/exceeded standards for all students and all significant subgroups *Source: Dataquest*	All: 35% SED: 27.8% SWD: 0% EL: NA Hispanic or Latino: 26% Data Year: 2022-23			Increase 5-7% from baseline in all subgroups	N/A for 2024
1.4	CAASPP ELA: Distance from Standard for all students and all significant subgroups *Source: CA Dashboard*	All: -21.4 SED: -29.8 SWD: -108.6 EL: -85.4 Hispanic or Latino: -31.2 Data Year: 2022-23			Increase 10 points from baseline in all subgroups	N/A for 2024
1.5	CAASPP Math: % met/exceeded standards for all students and all significant subgroups *Source: Dataquest*	All: 38.5% SED: 36.5% SWD: 6.3% EL: NA Hispanic or Latino: 35% Data Year: 2022-23			Increase 5-7% from baseline in all subgroups	N/A for 2024
1.6	CAASPP Math: Distance from Standard for all students and all significant subgroups *Source: CA Dashboard*	All: -61 SED: -62.7 SWD: -150.1 EL: -128.7 Hispanic or Latino: -67.1 Data Year: 2022-23			Increase 10 points from baseline in all subgroups	N/A for 2024

1.7	CAST Science: % met/exceeded standards for all students and all significant subgroups *Source: CA Dashboard*	All: 22.9% SED: 23.7% SWD: 7.1% EL: NA Hispanic or Latino: 20.7% Data Year: 2022-23			Increase 5-7% from baseline in all subgroups	N/A for 2024
1.8	State Standards Implementation: % of teachers with scope and sequences aligned to state adopted content standards, including ELD standards *Source: Local*	100% Data Year: 2023-24			100%	N/A for 2024
1.9	English Learner Progress Indicator: % of English Learners increasing a level or maintaining at the highest level on the ELPAC *Source: Dataquest*	29.2% Data Year: 2022-23			Increase 5-7% from baseline	N/A for 2024
1.10	EL Reclassification Rate *Source: Dataquest*	Data release delayed by CDE				N/A for 2024
1.11	Long Term English Learners: % of LTELs scoring at a Level 3 or 4 on the ELPAC *Source: Dataquest*	51.35% Data Year: 2022-23			Increase 5-7% from baseline	N/A for 2024
1.12	NWEA Language: % of students that are at or above grade level *Source: Local*	55.% Data Year: 2023-24			50% or higher	N/A for 2024
1.13	NWEA Reading: % of students that are at or above grade level *Source: Local*	54% Data Year: 2023-24			50% or higher	N/A for 2024

1.14	NWEA Math: % of students that are at or above grade level *Source: Local*	55.% Data Year: 2023-24			50% or higher	N/A for 2024
1.15	High School A-G: % of graduates completing A-G requirements *Source: Dataquest*	89.50%			Maintain or increase by 5%	N/A for 2024
1.16	High School CTE: % of pupils who have successfully completed CTE Courses from approved pathways *Source: Dataquest*	NA - No CTE			N/A - No CTE Courses	N/A for 2024
1.17	High School A-G & CTE: % of pupils who have successfully completed A-G and CTE courses. *Source: Dataquest*	NA - No CTE			N/A - No CTE Courses	N/A for 2024
1.18	High School EAP ELA: % of students who demonstrate college preparedness pursuant to the Early Assessment Program (as measured by 11th grade CAASPP scores indicating standard exceeded or standard met in ELA). *Source: Dataquest*	38.5% Data Year: 2022-23			Increase by 5%	N/A for 2024
1.19	High School EAP Math: % of students who demonstrate college preparedness pursuant to the Early Assessment Program (as measured by 11th grade CAASPP scores indicating standard exceeded or standard met in Math). *Source: Dataquest*	35% Data Year: 2022-23			Increase by 5%	N/A for 2024

1.20	High School AP Exams : Percentage of Pupils who pass AP exams with a score of 3 or higher. *Source: Local*	23% Data Year: 2022-23			Maintain or increase by 5%	N/A for 2024

Goal Analysis for 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.

To be completed in 2025

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.

To be completed in 2025

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

To be completed in 2025

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.

To be completed in 2025

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	Hire Certificated Faculty	This action has been created to address the conditions of student learning. The administrative team ensures to hire fully credentialed instructors who have an EL Authorization and are properly assigned to deliver instruction in CORE and elective courses. Fully credentialed teachers and certificated support services personnel address the needs of students and deliver instruction to all students and students identified in one or more of the following students groups: English Learners, Socioeconomically Disadvantaged pupils, foster youth, homeless youth , student with Disabilities, and gifted students.	$ 2,295,436	No
1.2	Purchase Standards Based Curriculum	This action has been created to address the conditions of student learning. The administrative team ensures to purchase state approved, researched based curriculum which will give students access to standards-aligned instructional materials and ensure the implementation of all CA standards, including how English Learners will access academic content standard and language objectives as dictated by their Language Acquisition status. Resources in the curriculum will also support the needs of students identified in one or more of the following student groups: English Learners, Socioeconomically Disadvantaged pupils, foster youth, homeless youth, students with Disabilities, and gifted students.	$ 135,150	No
1.3	Provide Employee Benefits	Value Schools maintain a group health insurance plan that provides benefits for medical, dental, vision, prescription medicine, and mental and behavioral health services. These competitive benefits, along with life insurance, holidays, and a positive school culture, increase retention, connectedness, and a sense of safety within our faculty.	$ 1,157,711	No
1.4	Provide Professional Development Opportunities	Professional Development helps our administrators, specialist, teachers, and Paraprofessionals to learn skills to improve the conditions of learning and engagement to increase student outcomes. Aside from a focus on the implementation and mastery of standards, there is targeted skills development around English Learners' Language Acquisition objectives, students with special needs, homeless, and foster youth accommodations and services.	$ 60,563	Yes

1.5	Provide Access to Substitutes	This action has been created to continue to ensure the conditions of student learning. The administrative team subcontracts a vendor to get qualified substitutes to deliver instruction in CORE and elective courses and minimize learning disruption. Vendors include but are not limited to Teachers On Reserve and The Education Team, or stipends for classified staff with a substitute permit.	$ 61,200	No
1.6	Purchase and Maintain Technology	This action has been created to address student achievement and engagement. Technology equipment, hardware, and software will expand students' access to standardized curriculum, scaffolded/tiered resources at various instructional levels, and ensure accommodations for students in significant groups such as English Learners, Socioeconomically Disadvantaged pupils, foster youth, homeless youth , student with Disabilities, and gifted students. Besides implementation and access, these tools also allow for communication between various educational partners throughout the year.	$ 102,248	No
1.7	Assessment & Student Information System to this category	This is included in the above description: This action has been created to measure academic achievement by mastery of standards as captured by assessments and grade keeping records. Summative assessments recommended by the state's verified data system are administered quarterly and used as metric systems in the school's goals to measure academic progress and growth. Internal Assessment benchmark results, along with state assessment results, are used to determine intervention, progress monitor students, evaluate the effectiveness of programs and instruction, plan instruction and intervention strategies, and to determine additional needs or increased services.	$ 58,994	No

1.8	Purchase Materials, Supplies and Equipment	This action has been created to address the conditions of student learning. The administrative team ensures to purchase state approved, researched based curriculum which will give students access to standards-aligned instructional materials and ensure the implementation of all CA standards, including how English Learners will access academic content standard and language objectives as dictated by their Language Acquisition status. Resources in the curriculum will also support the needs of students identified in one or more of the following student groups: English Learners, Socioeconomically Disadvantaged pupils, foster youth, homeless youth, students with Disabilities, and gifted students.	$ 153,092	No
1.9	Implement Services for Students Who are Low Income	This action has been created to address the conditions of student learning and engagement. Academic research indicates that lower class sizes allow for meaningful interaction between instructor and student. Our low income and English Learner students need ample opportunities to engage in oral and written academic discussion and instruction. To address this need, the school will employ additional teachers to lower class size and increase the individual attention given to students that are low-income, English learners, and/or foster youth. Furthermore, we have found that our low income students and English Learners, and foster youth need technology and curriculum materials to support them with learning in multiple homes or in after school programs as traveling with such equipment can be unsafe in low income neighborhoods. The school will purchase computers, extra curriculum, and devices to support students with access to curriculum and resources.	$ 1,321,393	Yes

1.10	Implement Services for students who are English Learners	This action ensures English learners receive targeted ELD instruction aligned with their proficiency levels and appropriate academic support. It aims to achieve three objectives: providing professional development for teachers on ELD, fostering rapid English proficiency attainment to match native speakers, and ensuring ELs reach grade-level academic standards within a reasonable timeframe. Targeted support will be in the areas of professional development, family engagement, and EL programs. Implementation includes a Structured English Immersion program aligned with the EL Masterplan, with student progress monitored through various assessments like ELD curriculum evaluations, mastery of standards assessments, and state assessments (NWEA, LPAC, CAASPP, CAST). To address professional development needs, we will conduct workshops for teachers and paraprofessionals, focusing on strategies for supporting ELs in classrooms. Family engagement will involve workshops and materials explaining reclassification and the ELPAC exam. Lastly, we'll collaborate with specialists to enhance curriculum and develop targeted EL programs, integrating research-based strategies and providing additional support resources. Through these initiatives, we aim to better equip educators, engage families, and enhance curriculum to support the academic success of English learners.	$ 52,199	No
1.11	Implement Services for Students in Special Education	This action ensures the recruitment, enrollment, services, and retention of students with learning disabilities to address all state priorities. In order to implement services and funding as stated by law, our school has entered into partnership with various vendors to deliver assessments, counseling, occupational and speech therapy services. The school also pays for an encroachment fee for a Memorandum of Understanding with the Los Angeles Unified School District Special Education Local Plan Area (LAUSD SELPA) to consult, train, and receive oversight and support from LAUSD.	$ 392,557	No

Insert or delete rows, as necessary.

Goal 2

Goal #	Description	Type of Goal
2	University Preparatory Value High will have affirming, safe, and supportive school culture and climate.	Broad

State Priorities addressed by this goal.

Priority 3 Parental Involvement and Family Engagement, Priority 5 Pupil Engagement, Priority 6 School Climate

An explanation of why the LEA has developed this goal.

UPVH will have affirming, safe, and supportive school culture and climate is a broad goal that addresses state priorities 3, 5, and 6. Actions ensure pupils and parents are engaged and have a positive school experience. A positive school climate is measured by high attendance, high parent participation, low chronic absenteeism, low suspension, and little to no expulsions or drop outs. Multiple Tiered Student Supports are put into place to support students with academics, sports, in school and after school student activities, and counselors and services to address social-emotional needs.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Average Daily Attendance *Source: CALPADS*	93.45% Data Year: 2023-24			95%	N/A for 2024
2.2	Chronic Absence Rate for all students *Source: Dataquest*	24.4% Data Year: 2022-23			Lower than 10%	N/A for 2024
2.3	High School Dropout Rate *Source: Dataquest*	3.9% Data Year: 2022-23			0%	N/A for 2024
2.4	Suspension Rate for all students and all subgroups *Source: CA Dashboard*	0% Data Year: 2022-23			<1%	N/A for 2024

2.5	Expulsion Rate for all students and all subgroups *Source: Dataquest*	0% Data Year: 2022-23			0%	N/A for 2024
2.6	School Climate Survey: % of students, parents and teachers responding positively regarding school safety *Source: Local*	Student: 62% Teacher: 74% Parent: 83% All Average: 73% Data Year: 2023-24			75% or higher in all areas	N/A for 2024
2.7	School Climate Survey: % of students, parents and teachers responding positively regarding school connectedness *Source: Local*	Student: 67% Teacher: 72% Parent: 79% All Average: 73% Data Year: 2023-24			75% or higher in all areas	N/A for 2024
2.8	% parent Parent Participation in programs for unduplicated pupils (UDPs) and individuals with exceptional needs. *Source: Local*	83% Data Year: 2023-24			80%	N/A for 2024
2.9	High School Graduation Rate *Source: CA Dashboard*	96.1% Data Year: 2022-23			97%	N/A for 2024

Insert or delete rows, as necessary.

Goal Analysis for 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.

To be completed in 2025

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.

To be completed in 2025

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

To be completed in 2025

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.

To be completed in 2025

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	Deliver Homeless and Foster Youth Support Services	This action ensures the recruitment, enrollment, services, and retention of unhoused students or students in foster placement and addresses all state priorities. Policies have been developed outlining services and identifying a liaison to ensure services are delivered and rights are protected.	$ -	No
2.2	Implement After School and Sports Services	This action was created to create opportunities for engagement and connectedness. After School programs and sports are essential in keeping students physically active and cognitively engaged with the school and the academic program.	$ 246,908	Yes

2.3	Hire Paraprofessionals	This action was created to provide additional research based-targeted - in small groups or one on one academic support for students identified in one or more of the following student groups: English Learners, Socioeconomically Disadvantaged pupils, foster youth, homeless youth , student with Disabilities, and gifted students.	$ 754,711	No
2.4	Provide Student Activity Opportunities	Creating a positive school climate where students can engage and develop their interest is important. Leaders and staff will ensure the school offers extracurricular programs that taps into students' potential and interests.	$ 275,120	Yes
2.5	Implement Nutrition Program	Wellness policy and the nutrition program are essential components of the academic program. Our school participates in federal school meal programs (including the School Breakfast Program, National School Lunch Program (including after school snacks), Summer Food Service program, and Fruit and Vegetable Snack program in our K-8 Schools). The board had adopted and our school implements a Wellness policy which expands on decision making choices around activity, portion control, and self awareness of wellness as a whole.	$ 169,396	No
2.6	Provide Parent Engagement Opportunities	Partnerships with parents are essential in creating a school community of trust and learning, so it's important to ensure that the school makes it convenient and available for parents to be involved in big decisions in the operations of the school process. Additionally, Principal and Title I designee have the responsibility to ensure that the board approved Title I Parent and Family Engagement policy and program are implemented. This will include ensuring parents will be trained and involved in the development and evaluation of the LCAP and activities to improve student academic achievement and school performance. Principal will conduct School Site Council training on composition and responsibilities will be reviewed with members as dictated by the California Department of Education.	$ 6,367	Yes
2.7	Implement Summer School	This action was created to provide for students extended opportunities for learning with the intent to get ahead or catch up with learning that will close the achievement gap.	$ -	No

2.8	Create a Safe, Healthy, and Wellness Climate	This action was created to create opportunities for engagement and connectedness. Students' mental health and emotional well being are essential in learning. Safety is of the utmost importance, so we will take all the necessary precautions to ensure that all students feel safe learning in this environment and parents feel confident sending their students to school.	$ -	No
2.9	Provide Classified Personnel, Equipment, and Materials for Low Income Student Engagement Services	This action has been created to address student engagement and student outcomes. Academic research indicates that an increased understanding and academic growth can come as a result of reteaching, scaffolding, and implementation of intervention strategies where immediate feedback and instruction can occur. We will employ instructional aides to support students that are low-income, English learners, and/or foster youth in helping them develop their potential and meet these needs. Research has also proven that access to after school programs and sports increase students self esteem, health, keeps them safe, and keeps them away from criminal activity. School leaders will develop an athletic program that has proven to help students that are low- income and/or English learners maintain a GPA that is above a 2.0. The school will also coordinate a senior retreat that has shown to help low income students with self esteem, empowerment, and skills that will support them to and through college.	$ 135,718	Yes
2.10	Attendance Support	University Preparatory Value High School provides a robust system of data monitoring and communication with families to help ensure regular attendance. The school office staff monitors daily attendance and follows up with teachers to ensure the accuracy of attendance data in PowerSchool, and then Parent Square alerts the school when students are in danger of becoming chronically absent so that the school can send attendance letters or hold meetings with families. SART Hearings will be held to address chronic absenteeism with families/caregivers.	$ 30,000	No

Insert or delete rows, as necessary.

Goal 3

Goal #	Description	Type of Goal
3	University Preparatory Value High will be fully compliant with all Local, State and Federal regulations, ensure that students have a learning environment they need to be successful, and to meet the annual growth measurements prescribed.	Broad

State Priorities addressed by this goal.

Priority 1 Basic Services

An explanation of why the LEA has developed this goal.

Goal 3 ensures action steps in operations and compliance align with parent engagement mandates, federal and state programs requirements, and with fiscal and facility regulations. Furthermore, school facilities are clean, safe, and functional.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	% of School Facilities in "Good Repair": Clean, safe, and functional. *Source: SARC*	100% Data Year: 2023-24			100%	N/A for 2024
3.2	LAUSD Oversight Visit Review in Governance, Operations, Fiscal, and Academic out of a maximum score of “4” *Source: Local*	Scores have not yet been released. Data Year: 2023-24			Receive a score of "3" or higher in all categories	N/A for 2024

Insert or delete rows, as necessary.

Goal Analysis for 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.

To be completed in 2025

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.

To be completed in 2025

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

To be completed in 2025

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.

To be completed in 2025

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	Maintain and Repair Facilities	This action was created to address the facilities portion of state priority 1. School facilities are the forum for in-person learning and must be maintained for safety and optimal learning.	$ 1,481,981	No
3.2	Maintain Memberships with Community Partners	Partnerships with outside agencies allows for the school to remain compliant, competitive, and cohesive with the mission of charter schools and other public schools.	$ 1,126,373	No
3.3	Purchase Office Supplies	While these overhead expenditures are necessary for the ongoing, smooth operations of our school, they also provide the school with a sense of security and safety.	$ 165,144	No

Action #	Title	Description	Total Funds	Contributing
3.4	Develop or Maintain Student Recruitment Strategies	The recruiting team reaches out to different areas throughout Central Los Angeles to offer students opportunities to receive an education that promotes the Values and the pursuit of a college education and career plan.	$ 10,000	No
3.5	Implement Personnel Appreciation Strategies	Collaboration begins with community building, so the school will make every effort to develop trust and respect among teachers.	$ 6,120	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2024-25

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$2,074,745	$257,485

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
37%	0%	$0	37%

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 school wide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4	After analyzing the 2023 CA Dashboard, it's evident that Socioeconomically disadvantaged students require attention in ELA and Math proficiency. Socioeconomically disadvantaged students are orange for ELA and yellow in Math. English Learners did not make up a significant subgroup to report in 2022-23. Our students necessitate a comprehensive framework of academic support to facilitate their progress towards academic achievement. Additionally, educators require top-tier professional development opportunities that enable them to implement a rigorous academic	The various student support mechanisms, such as small group instruction, academic intervention, and the integration of instructional technology, synergize to aid our students in achieving grade-level proficiency while also addressing any previous learning gaps. Unduplicated students benefit from a multitude of avenues to receive assistance in reaching their academic objectives. Moreover, teacher professional development contributes additional time and resources toward tailored coaching and training, specifically designed to	**1.3** CAASPP ELA: % met/exceeded standards for EL, SED **1.4** CAASPP ELA: % distance from standard for EL, SED **1.5** CAASPP Math: % met/exceeded standards for EL, SED

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	curriculum while providing ample academic assistance. Notably, many of our upper-grade low-income students enroll several grades below their expected level, highlighting the urgency of tailored support initiatives. Moreover, considering that a significant portion of our student body may be the first in their families to pursue higher education, there is a crucial need for college support programs that actively engage and guide them through the college and career preparation process.	cater to the needs of our low-income students. This empowers educators to better address the distinct requirements of unduplicated students, encompassing academic support, culturally responsive teaching, trauma-informed approaches, and the cultivation of critical thinking skills.	**1.6** CAASPP Math: % distance from standard for EL, SED
2.2, 2.4, 2.6	Based on our review of the 2023 CA Dashboard, we find needs for English Learners and Socioeconomically disadvantaged students in the areas of attendance, engagement, and school climate. We find that our students need additional support in the areas of engagement, climate and culture and benefit from restorative practices and a rich and celebratory school culture in order to thrive. In order to achieve our academic growth and achievement goals, we know that parents are critical partners in the endeavor. We know that parents of our socioeconomically disadvantaged students may benefit from additional opportunities that increase their ability to support their students' learning. Parents of English Learners benefit from additional outreach to support their students in English Language Development.	These actions prioritize interventions and support tailored for English learners, and socioeconomically disadvantaged students, encompassing recruitment, enrollment, and additional services. Policies are in place to ensure equitable access and protection of rights. Emphasis is placed on fostering a positive school climate through extracurricular programs that cater to diverse interests and engagement levels, while also facilitating parent partnerships and involvement in decision-making processes. Additionally, the plan addresses various state priorities by offering extended learning opportunities to bridge achievement gaps and implementing intervention strategies, including the deployment of instructional aides for targeted support. Furthermore, initiatives such as after-school programs and sports aim to bolster student self-esteem, health, and safety, with specific programs designed to maintain academic performance and support college	**2.1** Average Daily Attendance **2.2** Chronic Absence Rate **2.4** Suspension Rate

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		readiness for low-income and English learner students.	

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
1.9	Students who are socioeconomically disadvantaged need additional opportunities and resources that increase their access to curriculum, standards and achievement. There is a pressing need to ensure that students from disadvantaged backgrounds have sufficient access to oral and written academic discourse and instruction. Research demonstrates that smaller class sizes facilitate more meaningful interactions between educators and learners. These student groups require access to technology and curriculum materials, especially when learning across multiple environments such as different homes or after-school programs.	This action has been created to address the conditions of student learning and engagement. Academic research indicates that lower class sizes allow for meaningful interaction between instructor and student. Our low income students need ample opportunities to engage in oral and written academic discussion and instruction. To address this need, the school will employ additional teachers to lower class size and increase the individual attention given to students that are low-income, English learners, and/or foster youth. Furthermore, we have found that our low income students and English Learners, and foster youth need technology and curriculum materials to support them with learning in multiple homes or in after school programs as traveling with such equipment can be unsafe in low income neighborhoods. The school will purchase computers, extra curriculum, and devices to support students with access to curriculum and resources.	**1.3** CAASPP ELA: % met/exceeded standards for SED **1.4** CAASPP ELA: % distance from standard for SED **1.5** CAASPP Math: % met/exceeded standards for SED **1.6** CAASPP Math: % distance from standard for SED

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.9	CAASPP ELA for SED (2022-2023): 27.8%, -29.8 DFS CAASPP Math for SED (2022-2023): 36.5%, -62.7 DFS This initiative is aimed at addressing the educational challenges faced by low-income students. Research indicates that these students often encounter barriers to academic success due to factors such as limited access to resources, lack of personalized support, and insufficient opportunities for extracurricular engagement. Without adequate support, low-income students may struggle to fully grasp academic concepts and achieve their academic potential. Additionally, socio-economic disparities can impact students' self-esteem, health, and overall well-being, potentially leading to disengagement from school and increased vulnerability to negative influences. Therefore, it is crucial to implement targeted interventions that address the specific needs of low-income students and provide them with the necessary support and opportunities to succeed academically and thrive personally.	This action has been created to address student engagement and student outcomes. Academic research indicates that an increased understanding and academic growth can come as a result of reteaching, scaffolding, and implementation of intervention strategies where immediate feedback and instruction can occur. We will employ instructional aides to support students that are low-income, helping them develop their potential and meet these needs. Research has also proven that access to after school programs and sports increase students self esteem, health, keeps them safe, and keeps them away from criminal activity. School leaders will develop an athletic program that has proven to help students that are low-income and/or English learners maintain a GPA that is above a 2.0. The school will also coordinate a senior retreat that has shown to help low income students with self esteem, empowerment, and skills that will support them to and through college.	**1.3** CAASPP ELA: % met/exceeded standards for SED **1.4** CAASPP ELA: % distance from standard for SED **1.5** CAASPP Math: % met/exceeded standards for SED **1.6** CAASPP Math: % distance from standard for SED

Insert or delete rows, as necessary.

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Not applicable

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

University Preparatory Value High is a single school LEA with a greater than 55% unduplicated pupil population that will use the additional concentration grant add-on funding to recruit and maintain the number of staff providing direct services to students through the following action(s):

Action 1.9: Additional faculty certificated in Language Arts (2) , Math(2) , Social Studies (2) and science(2) to reduce student to teacher ratio. Additional Paraprofessionals (4) to provide students with extended support in Language Arts, Math, and Science

Action 2.9: Additional counselors (2) to implement social emotional screeners, lessons on mental health, conduct threat assessments.

Action 2.2, 2.4, 2.6 and 2.9: Additional staff (6) to coach after school sports to engage students, increase connectedness, and promote physical activities and mental health.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2024-25 Total Planned Expenditures Table

LCAP Year (Input)	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 %)
2024-25	$ 5,596,907	$ 2,074,745	37.069%	0.000%	37.069%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 7,597,069	$ 1,998,744	$ 30,000	$ 542,568	$ 10,168,381.2	$ 5,816,402	$ 4,351,979

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	Hire Certificated Faculty	All	No	LEA-wide	N/A	High School	Ongoing	$ 2,322,595	$ (27,159)	$ 1,446,219	$ 507,936	$ 30,000	$ 311,281	$ 2,295,436	0.000%
1	1.2	Purchase Standards Based Curriculum	All	No	LEA-wide	N/A	High School	Ongoing	$ -	$ 135,150	$ 135,150	$ -		$ -	$ 135,150	0.000%
1	1.3	Provide Employee Benefits	All	No	LEA-wide	N/A	High School	Ongoing	$ 1,157,712	$ (0)	$ 806,351	$ 351,360		$ -	$ 1,157,711	0.000%
1	1.4	Provide Professional Development Opportunities	All	Yes	LEA-wide	All	High School	Ongoing	$ -	$ 60,563	$ 44,465	$ -		$ 16,098	$ 60,563	0.000%
1	1.5	Provide Access to Substitutes	All	No	LEA-wide	N/A	High School	Ongoing	$ -	$ 61,200	$ 61,200	$ -		$ -	$ 61,200	0.000%
1	1.6	Purchase and Maintain Technology	All	No	LEA-wide	N/A	High School	Ongoing	$ -	$ 102,248	$ 2,248	$ -		$ 100,000	$ 102,248	0.000%
1	1.7	Assessment & Student Information System	All	No	LEA-wide	N/A	High School	Ongoing	$ -	$ 58,994	$ 58,994	$ -		$ -	$ 58,994	0.000%
1	1.8	Purchase Materials, Supplies and Equipment	All	No	LEA-wide	N/A	High School	Ongoing	$ -	$ 153,092	$ 153,092	$ -		$ -	$ 153,092	0.000%
1	1.9	Implement Services for Students Who are Low Income	All	Yes	LEA-wide	All	High School	Ongoing	$ 1,289,135	$ 32,258	$ 1,321,393	$ -		$ -	$ 1,321,393	0.000%
1	1.10	Implement Services for students who are English Learners	English learner (EL)	Yes	Limited	English Learners	High School	Ongoing	$ 52,199	$ (0)	$ 52,199	$ -		$ -	$ 52,199	0.000%
1	1.11	Implement Services for Students in Special Education	Student with Disabilities (SWD)	No	LEA-wide	N/A	High School	Ongoing	$ 20,880	$ 371,678	$ 14,171	$ 378,386		$ -	$ 392,557	0.000%
2	2.1	Deliver Homeless and Foster Youth Support Services	Foster Youth, Homeless Youth	No	LEA-wide	N/A	High School	Ongoing	$ -	$ -		$ -		$ -	$ -	0.000%
2	2.2	Implement After School and Sports Services	All	Yes	LEA-wide	All	High School	Ongoing	$ 83,453	$ 163,455	$ 246,908	$ -		$ -	$ 246,908	0.000%
2	2.3	Hire Paraprofessionals	All	No	LEA-wide	N/A	High School	Ongoing	$ 724,711	$ (0)	$ 724,711	$ -		$ -	$ 724,711	0.000%
2	2.4	Provide Student Activity Opportunities	All	Yes	LEA-wide	All	High School	Ongoing	$ -	$ 275,120	$ 275,120	$ -		$ -	$ 275,120	0.000%
2	2.5	Implement Nutrition Program	All	No	LEA-wide	N/A	High School	Ongoing	$ -	$ 169,396	$ 15,246	$ 38,961		$ 115,189	$ 169,396	0.000%
2	2.6	Provide Parent Engagement Opportunities	All	Yes	LEA-wide	All	High School	Ongoing	$ -	$ 6,367	$ 6,367	$ -		$ -	$ 6,367	0.000%
2	2.7	Implement Summer School	All	No	LEA-wide	N/A	High School	Ongoing	$ -	$ -		$ -	$ -	$ -	$ -	0.000%
2	2.8	Create a Safe, Healthy, and Wellness Climate	All	No	LEA-wide	N/A	High School	Ongoing	$ -	$ -		$ -	$ -	$ -	$ -	0.000%
2	2.9	Provide Classified Personnel, Equipment, and Materials for Low Income Student Engagement Services	Low Income	Yes	LEA-wide	Low-Income	High School	Ongoing	$ 135,718	$ 0	$ 135,718	$ -	$ -	$ -	$ 135,718	0.000%
2	2.10	Attendance Support	All	No	LEA-wide	N/A	High School	Ongoing	$ 30,000	$ -	$ 30,000	$ -	$ -	$ -	$ 30,000	0.000%
3	3.1	Maintain and Repair Facilities	All	No	LEA-wide	N/A	High School	Ongoing	$ -	$ 1,481,981	$ 901,474	$ 580,507	$ -	$ -	$ 1,481,981	0.000%
3	3.2	Maintain Memberships with Community Partners	All	No	LEA-wide	N/A	High School	Ongoing	$ -	$ 1,126,373	$ 984,779	$ 141,594	$ -	$ -	$ 1,126,373	0.000%
3	3.3	Purchase Office Supplies	All	No	LEA-wide	N/A	High School	Ongoing	$ -	$ 165,144	$ 165,144	$ -	$ -	$ -	$ 165,144	0.000%
3	3.4	Develop or Maintain Student Recruitment Strategies	All	No	LEA-wide	N/A	High School	Ongoing	$ -	$ 10,000	$ 10,000	$ -	$ -	$ -	$ 10,000	0.000%
3	3.5	Implement Personnel Appreciation Strategies	All	No	LEA-wide	N/A	High School	Ongoing	$ -	$ 6,120	$ 6,120	$ -	$ -	$ -	$ 6,120	0.000%

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year	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	Totals by Type	Total LCFF Funds
$ 5,596,907	$ 2,074,745	37.069%	0.000%	37.069%	$ 2,082,170	0.000%	37.202%	**Total:**	$ 2,082,170
								LEA-wide	$ 2,029,971
								Limited	$ 52,199
								Schoolwide	$ -

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	1.4	Provide Professional Development Opportunities	Yes	LEA-wide	All	High School	$ 44,465	0.000%
1	1.9	Implement Services for Students Who are Low Income	Yes	LEA-wide	All	High School	$ 1,321,393	0.000%
1	1.10	Implement Services for students who are English Learners	Yes	Limited	English Learners	High School	$ 52,199	0.000%
2	2.2	Implement After School and Sports Services	Yes	LEA-wide	All	High School	$ 246,908	0.000%
2	2.4	Provide Student Activity Opportunities	Yes	LEA-wide	All	High School	$ 275,120	0.000%
2	2.6	Provide Parent Engagement Opportunities	Yes	LEA-wide	All	High School	$ 6,367	0.000%
2	2.9	Provide Classified Personnel, Equipment, and Materials for Low Income Student Engagement Services	Yes	LEA-wide	Low-Income	High School	$ 135,718	0.000%

2023-24 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 10,140,357.67	$ 9,936,167.52

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	Hire Certificated Faculty (Priority 1 and 6)	No	$ 2,728,615	$ 2,422,188
1	2	Purchase Standards Based Curriculum (Priority 1 and 7)	No	$ 35,000	$ 50,000
1	3	Provide Employee Benefits (Priority 1)	No	$ 1,254,286	$ 1,525,619
1	4	Provide Professional Development Opportunities	No	$ 79,700	$ 7,500
1	5	Provide Access to Substitutes (Priority 1)	No	$ 30,000	$ 60,000
1	6	Purchase and Maintain Technology (Priority 4 and 5)	No	$ 155,323	$ 165,800
1	7	Purchase and Maintain Assessments and Student Information Systems (Priority 4)	No	$ 26,400	$ 18,400
1	8	Purchase Materials, Supplies and Equipment (Priority 1)	No	$ 134,606	$ 136,354
1	9	Deliver increased services to Low Income, English Learner, and Foster Students	Yes	$ 1,085,603	$ 1,085,603
1	10	Implement English Learner Core Services (Priority 5 and 6)	No	$ 53,559	$ 56,077
1	11	Implement Special Education Services (Priority 4,5,1,2,6)	No	$ 369,672	$ 369,672
2	1	Deliver Homeless and Foster Youth Support Services (Priority 5 and 6)	Yes	$ 5,000	$ 5,000
2	2	Implement After School and Sports Services (Priority 3 and 6)	Yes	$ 376,423	$ 414,686
2	3	Hire Paraprofessionals, Campus Aides and Home Office Support (Priority 1)	No	$ 391,205	$ 404,686
2	4	Provide Student Activity Opportunities (Priority 1)	Yes	$ 200,760	$ 147,100
2	5	Implement Nutrition Program (Priority 6)	No	$ 164,355	$ 164,355
2	6	Provide Parent Engagement Opportunities (Priority 3)	Yes	$ 6,242	$ 6,242
2	7	Implement Summer School (Priority 1,2,5 and 8)	No	$ 82,971	$ 82,971
2	8	Safety, Health, and Wellness Climate (Priority 4)	Yes	$ 31,521	$ 21,242
2	9	Low Income Student Program Support Services	Yes	$ 350,434	$ 332,146
3	1	Maintain and Repair Facilities (Priority 1)	No	$ 1,406,262	$ 1,249,875
3	2	Maintain Memberships with Community Partners (Priority 6)	No	$ 1,105,037	$ 1,122,924
3	3	Purchase Office Supplies (Priority 1)	No	$ 56,602	$ 64,728
3	4	Develop or Maintain Student Recruitment Strategies (Priority 5)	No	$ 6,367	$ 17,000
3	5	Implement Personnel Appreciation Strategies (Priority 6)	No	$ 4,416	$ 6,000

2023-24 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 2,012,718	$ 2,029,562	$ 2,047,756	$ (18,194)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed 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	9	Deliver increased services to Low Income, English Learner, and Foster Students	Yes	$ 1,085,603	$ 1,159,603.00	0.00%	0.00%
2	1	Deliver Homeless and Foster Youth Support Services (Priority 5 and 6)	Yes	$ 5,000	$ 5,000.00	0.00%	0.00%
2	2	Implement After School and Sports Services (Priority 3 and 6)	Yes	$ 376,423	$ 376,423.00	0.00%	0.00%
2	4	Provide Student Activity Opportunities (Priority 1)	Yes	$ 190,760	$ 147,100.00	0.00%	0.00%
2	6	Provide Parent Engagement Opportunities (Priority 3)	Yes	$ 6,242	$ 6,242.00	0.00%	0.00%
2	8	Safety, Health, and Wellness	Yes	$ 15,100	$ 21,242.00	0.00%	0.00%
2	9	Low Income Student Program	Yes	$ 350,434	$ 332,146.00	0.00%	0.00%

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 5,519,436	$ 2,012,718	0.00% - No Carryover	36.47%	$ 2,047,756	0.00%	37.10%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: *EC* sections 52060(g) (California Legislative Information) and 52066(g) (California Legislative Information) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) (California Legislative Information) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and

- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see Education Code Section 52062 (California Legislative Information);
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see Education Code Section 52068 (California Legislative Information); and
- For charter schools, see Education Code Section 47606.5 (California Legislative Information).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures

- Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
- Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) (California Legislative Information) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.

    - Indicate the school year to which the baseline data applies.

    - The baseline data must remain unchanged throughout the three-year LCAP.

        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its

practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
  - Professional development for teachers.
  - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
  - These required actions will be effective for the three-year LCAP cycle.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or

"MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of

unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word "input" has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
  - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

  For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

- Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
  - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
    - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
    - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

      The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
    - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2023

Coversheet

Approve 2024-2025 Budgets for Downtown Value, Central City Value, Everest Value and University Prep Value schools

Section: VI. Action Items
Item: G. Approve 2024-2025 Budgets for Downtown Value, Central City Value, Everest Value and University Prep Value schools
Purpose: Vote
Submitted by:
Related Material: Value FY25 Budgets - To be approved.pdf

Central City Value High School
Multi-year Projection
As of Apr FY2024

	Year 2 2024-25					
	Apr MR Forecast					
	Central City Value High School	Downtown Value School	Everest Value School	University Prep Value School	Value Home Office	Total
SUMMARY						
Revenue						
LCFF Entitlement	7,503,184	5,575,098	4,967,428	7,671,652	-	25,717,362
Federal Revenue	693,782	708,847	551,442	542,568	-	2,496,638
Other State Revenues	1,583,161	2,660,998	2,268,662	1,998,744	-	8,511,566
Local Revenues	-	-	8,713	-	2,995,039	3,003,752
Fundraising and Grants	4,000	15,500	29,808	30,000	847,000	926,308
Total Revenue	**9,784,127**	**8,960,444**	**7,826,053**	**10,242,964**	**3,842,038.70**	**40,655,626**
Expenses						
Compensation and Benefits	5,532,598	5,065,784	4,446,417	5,816,402	2,649,738	23,510,940
Books and Supplies	889,863	913,067	589,038	655,163	36,200	3,083,330
Services and Other Operating Expenditures	3,043,059	2,752,200	2,872,816	3,562,480	1,145,691	13,376,245
Depreciation	134,189	130,655	-	134,337	-	399,181
Other Outflows	-	-	-	-	-	-
Total Expenses	**9,599,709**	**8,861,706**	**7,908,271**	**10,168,381**	**3,831,629.26**	**40,369,696**
Operating Income	**184,418**	**98,738**	**(82,218)**	**74,583**	**10,409**	**285,930**
Operating Income less Non-cash	**37,803**	**25,840**	**51,062**	**176,335**	**10,409**	**301,449**
Fund Balance						
Beginning Balance (Unaudited)	5,749,563	9,348,675	(333,886)	4,398,322	190,357	19,353,030
Operating Income	184,418	98,738	(82,218)	74,583	10,409	285,930
Ending Fund Balance	**5,933,981**	**9,447,413**	**(416,104)**	**4,472,905**	**200,767**	**19,638,960**
Total Revenue Per ADA	22,384	23,790	23,306	22,803		25,430
Total Expenses Per ADA	21,962	23,528	23,551	22,637		25,251
Operating Income Per ADA	422	262	(245)	166		179
Fund Balance as a % of Expenses	62%	107%	-5%	44%	5%	49%

Central City Value High School
Multi-year Projection
As of Apr FY2024

	Year 2 2024-25					
	Apr MR Forecast					
	Central City Value High School	Downtown Value School	Everest Value School	University Prep Value School	Value Home Office	Total
Key Assumptions						
Enrollment Breakdown						
TK	-	10	15	-	-	25
K	-	30	30	-	-	60
1	-	35	40	-	-	75
2	-	40	40	-	-	80
3	-	40	34	-	-	74
4	-	40	32	-	-	72
5	-	40	34	-	-	74
6	-	55	46	-	-	101
7	-	55	52	-	-	107
8	-	60	42	-	-	102
9	130	-	-	120	-	250
10	120	-	-	120	-	240
11	114	-	-	123	-	237
12	106	-	-	120	-	226
Total Enrolled	**470**	**405**	**365**	**483**	**-**	**1,723**
ADA %						
K-3		93.0%	92.0%			92.5%
4-6		93.0%	92.0%			92.5%
7-8		93.0%	92.0%			92.6%
9-12	93.0%			93.0%		93.0%
Average ADA %	**93.0%**	**93.0%**	**92.0%**	**93.0%**		**92.8%**
ADA						
K-3	-	144.2	146.3	-	-	290.4
4-6	-	125.6	103.0	-	-	228.6
7-8	-	107.0	86.5	-	-	193.4
9-12	437.1	-	-	449.2	-	886.3
Total ADA	**437.1**	**376.7**	**335.8**	**449.2**	**-**	**1,598.7**

Central City Value High School
Multi-year Projection
As of Apr FY2024

	Year 2 2024-25					
	Apr MR Forecast					
	Central City Value High School	Downtown Value School	Everest Value School	University Prep Value School	Value Home Office	Total
Demographic Information						
CALPADS Enrollment (for unduplicated % calc)	470	405	365	483	-	1,723
# Unduplicated (CALPADS)	415	382	324	433	-	1,554
# Free & Reduced Lunch (CALPADS)	345	371	313	421	-	1,450
# ELL (CALPADS)	86	155	135	79	-	455
New Students	-	-	13	-	-	13
School Information						
FTE's	55.9	54.9	46.9	56.9	14.4	229.0
Teachers	27	24	22	31	1	105
Certificated Pay Increases					3%	
Classified Pay Increases					2%	
# of school days	-	-	-	-	-	
Default Expense Inflation Rate	2%	2%	2%	2%	0%	

Central City Value High School
Multi-year Projection
As of Apr FY2024

		Year 2 2024-25					
		Apr MR Forecast					
		Central City Value High School	Downtown Value School	Everest Value School	University Prep Value School	Value Home Office	Total
REVENUE							
LCFF Entitlement							
8011	Charter Schools General Purpose Entitlement - State Aid	4,073,752	2,927,821	3,634,483	5,888,610	-	16,524,667
8012	Education Protection Account Entitlement	1,781,801	1,227,510	67,160	89,838	-	3,166,309
8096	Charter Schools in Lieu of Property Taxes	1,647,631	1,419,767	1,265,785	1,693,204	-	6,026,386
	SUBTOTAL - LCFF Entitlement	**7,503,184**	**5,575,098**	**4,967,428**	**7,671,652**	**-**	**25,717,362**
Federal Revenue							
8181	Special Education - Entitlement	116,085	100,031	89,182	119,296	-	424,593
8220	Child Nutrition Programs	128,194	297,774	255,473	115,189	-	796,630
8291	Title I	165,869	162,000	164,001	177,014	-	668,884
8292	Title II	19,450	14,996	11,798	16,098	-	62,342
8293	Title III	-	20,188	18,624	-	-	38,812
8294	Title IV	14,184	13,858	12,364	14,971	-	55,377
8299	All Other Federal Revenue	250,000	100,000	-	100,000	-	450,000
	SUBTOTAL - Federal Revenue	**693,782**	**708,847**	**551,442**	**542,568**	**-**	**2,496,638**
Other State Revenue							
8319	Other State Apportionments - Prior Years	-	-	-	-	-	-
8381	Special Education - Entitlement (State	401,476	345,953	308,432	412,581	-	1,468,443
8382	Special Education Reimbursement (State	34,841	30,023	26,767	35,805	-	127,436
8520	Child Nutrition - State	42,064	100,718	85,571	38,961	-	267,313
8545	School Facilities Apportionments	379,496	189,748	433,968	580,507	-	1,583,719
8550	Mandated Cost Reimbursements	24,372	7,925	6,567	24,773	-	63,637
8560	State Lottery Revenue	113,677	97,956	87,332	116,821	-	415,785
8590	All Other State Revenue	508,245	721,695	473,789	702,721	-	2,406,450
8591	Prop 28 Arts & Music in Schools	78,990	77,468	62,579	86,576	-	305,613
8593	ELO-Program (2600)	-	886,030	580,175	-	-	1,466,205
8596	ASES	-	203,482	203,482	-	-	406,964
	SUBTOTAL - Other State Revenue	**1,583,161**	**2,660,998**	**2,268,662**	**1,998,744**	**-**	**8,511,566**
Local Revenue							

Central City Value High School
Multi-year Projection
As of Apr FY2024

		Year 2 2024-25 Apr MR Forecast					
		Central City Value High School	Downtown Value School	Everest Value School	University Prep Value School	Value Home Office	Total
8634	Food Service Sales	-	-	4,924	-	-	4,924
8699	All Other Local Revenue	-	-	3,790	-	1,239	5,029
8721	CMO Fees Revenue	-	-	-	-	2,993,800	2,993,800
	SUBTOTAL - Local Revenue	**-**	**-**	**8,713**	**-**	**2,995,039**	**3,003,752**
Fundraising and Grants							
8802	Donations - Private	4,000	4,000	24,808	-	847,000	879,808
8803	Fundraising	-	11,500	5,000	30,000	-	46,500
	SUBTOTAL - Fundraising and Grants	**4,000**	**15,500**	**29,808**	**30,000**	**847,000**	**926,308**
TOTAL REVENUE		**9,784,127**	**8,960,444**	**7,826,053**	**10,242,964**	**3,842,039**	**40,655,626**

Central City Value High School
Multi-year Projection
As of Apr FY2024

		Year 2 2024-25					
		Apr MR Forecast					
		Central City Value High School	Downtown Value School	Everest Value School	University Prep Value School	Value Home Office	Total
EXPENSES							
Compensation & Benefits							
Certificated Salaries							
1100	Teachers Salaries	2,240,137	1,690,271	1,509,450	2,045,686	1	7,485,545
1103	Teacher - Substitute Pay	-	-	-	78,168	-	78,168
1148	Teacher - Special Ed	224,754	159,294	260,850	372,924	-	1,017,822
1200	Certificated Pupil Support Salaries	261,093	147,280	250,524	247,396	-	906,294
1300	Certificated Supervisor & Administrator Salaries	390,573	227,500	257,748	481,653	193,800	1,551,274
	SUBTOTAL - Certificated Salaries	**3,116,558**	**2,224,345**	**2,278,573**	**3,225,826**	**193,801**	**11,039,103**
Classified Salaries							
2100	Classified Instructional Aide Salaries	403,454	722,344	433,734	208,796	-	1,768,328
2101	Classified - Electives	120,965	-	-	83,453	-	204,418
2200	Classified Support Salaries	99,523	364,280	37,393	469,943	16,619	987,758
2300	Classified Supervisor & Administrator Salaries	-	179,718	60,479	-	901,788	1,141,985
2400	Classified Clerical & Office Salaries	270,289	118,237	320,219	284,768	634,502	1,628,015
2904	Other Classified - Security/yard duty	-	-	51,528	-	-	51,528
2930	Other Classified - Maintenance/grounds	28,639	76,844	43,520	-	-	149,004
	SUBTOTAL - Classified Salaries	**922,869**	**1,461,423**	**946,873**	**1,046,961**	**1,552,910**	**5,931,035**
Employee Benefits							
3100	STRS	511,297	480,535	408,897	568,880	81,781	2,051,391
3200	PERS	368,551	316,451	267,679	298,478	356,664	1,607,823
3300	OASDI-Medicare-Alternative	143,046	125,976	114,016	142,206	99,822	625,064
3400	Health & Welfare Benefits	448,664	436,872	412,592	510,436	155,394	1,963,958
3500	Unemployment Insurance	21,613	20,182	17,786	23,617	9,701	92,898
3900	Other Employee Benefits	-	-	-	-	199,666	199,666
	SUBTOTAL - Employee Benefits	**1,493,171**	**1,380,016**	**1,220,971**	**1,543,616**	**903,028**	**6,540,801**
Books & Supplies							
4100	Approved Textbooks & Core Curricula Materials	40,800	51,000	40,515	58,000	-	190,315

Central City Value High School
Multi-year Projection
As of Apr FY2024

		Year 2 2024-25					
		Apr MR Forecast					
		Central City Value High School	Downtown Value School	Everest Value School	University Prep Value School	Value Home Office	Total
4200	Books & Other Reference Materials	10,200	18,360	12,000	3,121	-	43,681
4300	Materials & Supplies	51,000	41,616	22,000	21,500	1,000	137,116
4315	Custodial Supplies	-	30,600	-	5,100	-	35,700
4320	Educational Software	200,000	81,600	18,500	77,150	-	377,250
4325	Instructional Materials & Supplies	5,100	63,827	44,160	11,406	-	124,493
4326	Art & Music Supplies	25,500	20,000	2,000	98,865	-	146,365
4330	Office Supplies	30,600	10,612	10,200	15,918	6,000	73,330
4335	PE Supplies	6,763	19,768	6,000	3,000	-	35,530
4345	Non Instructional Student Materials & Supplies	2,185	5,100	8,000	15,200	-	30,485
4350	Uniforms	81,600	36,414	10,000	35,700	-	163,714
4351	Yearbook	-	-	-	6,120	-	6,120
4352	Retreat	54,101	-	-	50,000	-	104,101
4400	Noncapitalized Equipment	-	563	6,783	-	-	7,346
4410	Classroom Furniture, Equipment & Supplies	30,000	15,300	10,000	4,000	-	59,300
4420	Computers: individual items less than $5k	120,000	70,000	20,000	57,000	12,000	279,000
4423	Classroom Noncapitalized items 1	1,020	-	5,100	7,000	-	13,120
4430	Non Classroom Related Furniture, Equipment & Supplies	22,889	5,202	5,000	10,320	2,000	45,411
4710	Student Food Services	200,303	437,903	364,753	169,396	200	1,172,555
4720	Other Food	7,803	5,202	4,027	6,367	15,000	38,399
	SUBTOTAL - Books and Supplies	**889,863**	**913,067**	**589,038**	**655,163**	**36,200**	**3,083,330**
	Services & Other Operating Expenses						
5210	Conference Fees	6,242	3,121	-	5,141	6,000	20,504
5215	Travel - Mileage, Parking, Tolls	7,283	5,202	1,020	10,200	4,000	27,705
5220	Travel and Lodging	8,115	5,202	-	4,162	3,000	20,479
5223	Facility & Staff Parking	1,040	63,672	18,360	96,237	100	179,410
5225	Travel - Meals & Entertainment	1,561	-	-	1,561	750	3,871
5300	Dues & Memberships	12,240	8,037	6,120	16,236	7,000	49,634
5450	Insurance - Other	-	-	-	-	349,161	349,161
5515	Janitorial, Gardening Services & Supplies	122,400	7,200	81,000	115,000	-	325,600
5520	Security	50,145	5,732	57,635	2,081	-	115,593
5535	Utilities - All Utilities	112,200	67,626	83,232	112,200	-	375,258
5605	Equipment Leases	9,364	15,720	10,000	7,428	4,000	46,512

Central City Value High School
Multi-year Projection
As of Apr FY2024

		Year 2 2024-25					
		Apr MR Forecast					
		Central City Value High School	Downtown Value School	Everest Value School	University Prep Value School	Value Home Office	Total
5610	Rent	562,217	281,108	1,066,686	962,591	71,000	2,943,603
5612	Non-Cash (Deferred Rent)	(146,615)	(72,898)	133,280	101,752	-	15,519
5615	Repairs and Maintenance - Building	150,000	76,500	38,500	75,000	-	340,000
5616	Repairs and Maintenance - Computers	-	-	-	6,500	-	6,500
5617	Repairs and Maintenance - Other Equipment	31,840	8,242	8,000	5,100	1,000	54,182
5618	Repairs & Maintenance - Auto	4,162	-	-	5,000	-	9,162
5619	Non-Cash Lease Adjustment	-	-	-	-	-	-
5625	Storage	9,792	10,612	-	-	3,600	24,004
5631	Field Rentals	31,212	-	-	47,754	-	78,966
5632	PE & Meeting Space Rentals	7,803	38,180	-	20,000	-	65,983
5634	Other Rentals, Leases and Repairs 4	-	-	2,000	-	-	2,000
5800	Other Services & Operating Expenses	-	901	-	-	-	901
5803	Accounting Fees	4,162	2,275	6,838	4,505	130,000	147,778
5804	Service 1	6,360	61,200	10,404	36,560	21,000	135,524
5805	Administrative Fees	2,550	5,100	-	3,121	-	10,771
5809	Banking Fees	52	531	380	800	5,500	7,263
5812	Business Services	-	-	-	-	269,000	269,000
5814	Professional Services	541	637	-	1,407	-	2,585
5815	Consultants - Instructional	27,800	30,600	-	18,360	10,000	86,760
5820	Consultants - Non Instructional - Custom 1	19,273	20,400	12,240	20,808	87,500	160,221
5824	District Oversight Fees	75,032	55,751	51,691	76,717	-	259,191
5827	Other Service Contracts	12,000	4,080	4,000	5,100	1,000	26,180
5833	Fines and Penalties	4,162	563	868	1,126	4,000	10,718
5836	Fingerprinting	1,248	2,122	1,592	563	2,000	7,526
5839	Fundraising Expenses	1,020	3,714	1,000	212	6,000	11,946
5842	Grant Writer	-	-	-	-	-	-
5843	Interest - Loans Less than 1 Year	-	-	-	453	-	453
5845	Legal Fees	5,202	23,961	20,808	5,202	20,000	75,173
5851	Marketing and Student Recruiting	71,400	57,000	10,000	10,000	5,000	153,400
5857	Payroll Fees	6,367	5,631	7,613	5,631	2,000	27,242
5858	CMO Fees Expense	880,211	805,045	389,377	919,167	-	2,993,800
5860	Printing and Reproduction	2,122	2,316	1,624	5,306	-	11,369
5861	Prior Yr Exp (not accrued	30,600	5,100	18,519	10,200	5,000	69,419

Central City Value High School
Multi-year Projection
As of Apr FY2024

		Year 2 2024-25					
		Apr MR Forecast					
		Central City Value High School	Downtown Value School	Everest Value School	University Prep Value School	Value Home Office	Total
5863	Professional Development	40,000	46,742	6,500	39,500	40,960	173,702
5865	Staff Recognition	4,080	4,162	4,000	6,120	4,000	22,362
5869	Special Education Contract Instructors	400,000	300,000	332,928	265,302	-	1,298,230
5872	Special Education Encroachment	103,512	89,197	79,523	106,375	-	378,607
5874	Sports & Referees	93,636	5,000	4,000	60,000	-	162,636
5877	Student Activities	62,424	30,600	9,000	89,000	-	191,024
5878	Student Assessment	24,970	8,148	6,754	36,292	-	76,163
5880	Student Health Services	-	-	4,112	5,202	-	9,314
5881	Student Information System	20,808	13,525	11,885	17,500	25,000	88,718
5883	After School Contracts	-	436,472	203,482	-	-	639,954
5884	Substitutes	70,000	150,000	100,000	61,200	-	381,200
5887	Technology Services	15,000	32,972	25,500	14,000	40,520	127,992
5893	Transportation - Student	65,000	10,710	11,131	130,000	5,000	221,841
5898	Bad Debt Expense	-	-	-	-	-	-
5899	Miscellaneous Operating Expenses	4,241	2,165	5,100	-	-	11,506
5915	Postage and Delivery	2,165	2,122	2,183	4,648	600	11,718
5920	Communications - Telephone & Fax	6,120	10,200	23,929	8,160	12,000	60,409
	SUBTOTAL - Services & Other Operating Exp.	**3,043,059**	**2,752,200**	**2,872,816**	**3,562,480**	**1,145,691**	**13,376,245**
Depreciation Expense							
6900	Depreciation	134,189	130,655	-	134,337	-	399,181
	SUBTOTAL - Depreciation Expense	**134,189**	**130,655**	**-**	**134,337**	**-**	**399,181**
Other Outflows							
	SUBTOTAL - Other Outflows	**-**	**-**	**-**	**-**	**-**	**-**
TOTAL EXPENSES		**9,599,709**	**8,861,706**	**7,908,271**	**10,168,381**	**3,831,629**	**40,369,696**

Value Schools
2024-25 Budget
As of Apr FY2024

	Year 1 2023-24	Year 2 2024-25	Driver/ Rate Type
Revenues and related expenses			
Statewide LCFF Assumptions			
LCFF COLA	8.22%	1.07%	
TK-3 LCFF Base	9,919	10,025	
4-6 LCFF Base	10,069	10,177	
7-8 LCFF Base	10,367	10,478	
9-12 LCFF Base	12,015	12,144	
TK-3 Gr Span Adj	1,032	1,043	
9-12 Gr Span Adj	312	316	
School LCFF Assumptions			
LCFF per ADA	16,977	17,166	
ILPT per ADA	3,769	3,769	
Supplemental & Concentration Funding	2,048,511	2,056,918	
Unduplicated Pupil % (3 year avg)	88.95%	89.16%	
District UPP	85.67%	85.67%	
Other Federal and State Revenues			
LAUSD SPED Federal Rate	265.58	265.58	ADA
LAUSD SPED State Rate	918.50	918.50	ADA
SPED Mental Health State Rate	80	79.71	
Mandated Cost Reimbursements: K-8	19.76	19.91	Prior Year Enrollment
Mandated Cost Reimbursements: 9-12	54.91	55.33	Prior Year Enrollment
One Time Funding	0.00	0.00	Prior Year Enrollment
State Lottery Unrestricted	177.00	177.00	P-A ADA
State Lottery Restricted	72.00	72.00	P-A ADA
Absence Factor	1.04	1.04	Multiplier to state lottery rates
SB740 maximum per ADA	1,420.73	1,435.93	ADA
SB740 Lease & ADA Default Proration	95%	90%	
SB740 Other Costs Default Proration	0%	0%	
ELOP Rate 1	2,750	2,750	
AMS Enrollment Rate	111	111	
AMS FRPM Rate	78	78	
Fees			
Authorizer Fees	1.00%	1.00%	% of LCFF
Special Education Encroachment Fees	0.20	0.20	% of Sped Revenue

Payroll			
Benefits			
STRS	19.10%	19.10%	% of eligible payroll
PERS	26.68%	27.05%	% of eligible payroll
PARS	3.75%	3.75%	% of eligible payroll
Social Security	6.20%	6.20%	% of eligible payroll
Medicare	1.45%	1.45%	% of total payroll

Coversheet

Approve FY25 EPA Expenditure Plan

Section:	VI. Action Items
Item:	H. Approve FY25 EPA Expenditure Plan
Purpose:	Vote
Submitted by:	
Related Material:	Value FY25 EPA Expenditure Plan - To be approved.pdf

Value Schools

Estimated Expenditures July 1, 2024 - June 30, 2025

Education Protection Account (Object Code 8012, Resource Code 1400-0)

	Object Codes	CCVS	DVS	EVS	UPVS
Amount Available for this Fiscal Year					
Education Protection Account	8012	$1,781,801	$1,227,510	$67,160	$89,838
Expenditures					
Certificated Salaries	1000s				
Teacher Salaries	1100	$1,781,801	$1,227,510	$67,160	$89,838
Administrator Salaries	1300	$0	$0	$0	$0
Classified Salaries	2000s	$0	$0	$0	$0
Employee Benefits	3000s	$0	$0	$0	$0
Books and Supplies	4000s	$0	$0	$0	$0
Services and Other Operating Expenses	5000s	$0	$0	$0	$0
Capital Outlay	6000s	$0	$0	$0	$0
Total Expenditures		**$1,781,801**	**$1,227,510**	**$67,160**	**$89,838**

*Estimated EPA Spending based on FCMAT LCFF assumptions per the May Revision to the Governor's Proposed State Budget. Actual amount and expenses may be different than stated. Per Proposition 30 and as extended by Proposition 55, EPA funds may not be used for salaries or benefits of administrators or any other administrative costs.

Coversheet

Approve the updated 23-24 Declaration of Need CL 500 Form for Central City Value High School, Downtown Value School, Everest Value School, and University Preparatory Value High School

Section: VI. Action Items
Item: I. Approve the updated 23-24 Declaration of Need CL 500 Form for Central City Value High School, Downtown Value School, Everest Value School, and University Preparatory Value High School
Purpose: Vote
Submitted by:
Related Material: CL 500 Value Schools 2023-24.pdf
ATTACHMENT CL 500 Value Schools List.docx

State of California
Commission on Teacher Credentialing
Certification Division
651 Bannon Street, Suite 601
Sacramento, CA 95811

Email: credentials@ctc.ca.gov
Website: www.ctc.ca.gov

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: 2023-2024

Revised Declaration of Need for year: _____

FOR SERVICE IN A SCHOOL DISTRICT OR DISTRICT/COUNTY AUTHORIZED CHARTER SCHOOL

Name of District or Charter: Value Schools District CDS Code: 64733

Name of County: Los Angeles County CDS Code: 19

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board/body of the school district or charter school specified above adopted a declaration at a regularly scheduled public meeting held on 6/7/2024 certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

▶ ***Enclose a copy of the board agenda item***

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 24.

Submitted by (Superintendent, Board Secretary, or Designee):

Ana Chavez		Chief of Operations and Compliance
Name	*Signature*	*Title*
	213 388 8676	
Fax Number	*Telephone Number*	*Date*

680 Wilshire Place, Suite 308, Los Angeles CA 90005
Mailing Address

achavez@valueschools.com
EMail Address

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY OR NONPUBLIC SCHOOL AGENCY

Name of County _____ County CDS Code _____

Name of State Agency _____

Name of NPS/NPA _____ County of Location _____

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ____/____/____, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, _____.

▶ ***Enclose a copy of the public announcement***

Submitted by Superintendent, Director, or Designee:

_____	_____	_____
Name	*Signature*	*Title*
_____	_____	_____
Fax Number	*Telephone Number*	*Date*

_____

Mailing Address

_____

EMail Address

▶ *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit	**Estimated Number Needed**
CLAD/English Learner Authorization (applicant already holds teaching credential)	4
Bilingual Authorization (applicant already holds teaching credential)	_____
List target language(s) for bilingual authorization: _____	
Resource Specialist	_____
Teacher Librarian Services	_____
Emergency Transitional Kindergarten (ETK)	_____

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas. Additionally, for the Single Subject Limited Assignment Permits estimated, please include the authorization(s) which will be requested:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	3
Single Subject	5
Special Education	
TOTAL	8

Authorizations for Single Subject Limited Assignment Permits

SUBJECT	ESTIMATED NUMBER NEEDED	SUBJECT	ESTIMATED NUMBER NEEDED
Agriculture		Mathematics	1
Art		Music	
Business		Physical Education	
Dance		Science: Biological Sciences	1
English	1	Science: Chemistry	1
Foundational-Level Math		Science: Geoscience	
Foundational-Level Science		Science: Physics	1
Health		Social Science	
Home Economics		Theater	
Industrial & Technology Education		World Languages (specify)	

Powered by BoardOnTrack

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to **www.cde.ca.gov** for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program? ○ Yes ◉ No

If no, explain. We are a charter and do not have capacity and funds to run an intern program.

Does your agency participate in a Commission-approved college or university internship program? ◉ Yes ○ No

If yes, how many interns do you expect to have this year? 4

If yes, list each college or university with which you participate in an internship program.

Loyola Marymount University

Claremont Graduate College

Teach for America

If no, explain why you do not participate in an internship program.

ATTACHMENT-
LIST OF LA COUNTY VALUE SCHOOLS WITH CDS CODE

CENTRAL CITY VALUE	19	64733	0100800
DOWNTOWN VALUE	19	64733	6119903
EVEREST VALUE	19	64733	0129858
UNIVERSITY PREPARATORY VALUE HS	19	64733	0132027

Coversheet

Approve the 24-25 Declaration of Need CL 500 Form for Central City Value High School, Downtown Value School, Everest Value School, and University Preparatory Value High School

Section: VI. Action Items
Item: J. Approve the 24-25 Declaration of Need CL 500 Form for Central City Value High School, Downtown Value School, Everest Value School, and University Preparatory Value High School
Purpose:
Submitted by:
Related Material: ATTACHMENT CL 500 Value Schools List.docx
CL 500 Value Schools 2024-25.pdf

ATTACHMENT-
LIST OF LA COUNTY VALUE SCHOOLS WITH CDS CODE

CENTRAL CITY VALUE	19	64733	0100800
DOWNTOWN VALUE	19	64733	6119903
EVEREST VALUE	19	64733	0129858
UNIVERSITY PREPARATORY VALUE HS	19	64733	0132027

State of California
Commission on Teacher Credentialing
Certification Division
651 Bannon Street, Suite 601
Sacramento, CA 95811

Email: credentials@ctc.ca.gov
Website: www.ctc.ca.gov

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: 2024-2025

Revised Declaration of Need for year: _____

FOR SERVICE IN A SCHOOL DISTRICT OR DISTRICT/COUNTY AUTHORIZED CHARTER SCHOOL

Name of District or Charter: Value Schools District CDS Code: 64733

Name of County: Los Angeles County CDS Code: 19

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board/body of the school district or charter school specified above adopted a declaration at a regularly scheduled public meeting held on 6/7/2024 certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

▶ ***Enclose a copy of the board agenda item***

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 25.

Submitted by (Superintendent, Board Secretary, or Designee):

Ana Chavez		Chief of Operations and Compliance
Name	*Signature*	*Title*
	213 388 8676	
Fax Number	*Telephone Number*	*Date*

680 Wilshire Place, Suite 308, Los Angeles CA 90005
Mailing Address

achavez@valueschools.com
EMail Address

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY OR NONPUBLIC SCHOOL AGENCY

Name of County _____ County CDS Code _____

Name of State Agency _____

Name of NPS/NPA _____ County of Location _____

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ____/____/____, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, _____.

▶ ***Enclose a copy of the public announcement***

Submitted by Superintendent, Director, or Designee:

_____	_____	_____
Name	*Signature*	*Title*
_____	_____	_____
Fax Number	*Telephone Number*	*Date*

_____

Mailing Address

_____

EMail Address

▶ *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit	**Estimated Number Needed**
CLAD/English Learner Authorization (applicant already holds teaching credential)	4
Bilingual Authorization (applicant already holds teaching credential)	_____
List target language(s) for bilingual authorization: _____	
Resource Specialist	_____
Teacher Librarian Services	_____
Emergency Transitional Kindergarten (ETK)	_____

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas. Additionally, for the Single Subject Limited Assignment Permits estimated, please include the authorization(s) which will be requested:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	3
Single Subject	6
Special Education	
TOTAL	9

Authorizations for Single Subject Limited Assignment Permits

SUBJECT	ESTIMATED NUMBER NEEDED	SUBJECT	ESTIMATED NUMBER NEEDED
Agriculture		Mathematics	1
Art		Music	
Business		Physical Education	
Dance		Science: Biological Sciences	1
English	1	Science: Chemistry	1
Foundational-Level Math	1	Science: Geoscience	
Foundational-Level Science		Science: Physics	1
Health		Social Science	
Home Economics		Theater	
Industrial & Technology Education		World Languages (specify)	

Powered by BoardOnTrack

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to **www.cde.ca.gov** for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program? ○ Yes ◉ No

If no, explain. We are a charter and do not have capacity and funds to run an intern program.

Does your agency participate in a Commission-approved college or university internship program? ◉ Yes ○ No

If yes, how many interns do you expect to have this year? 4

If yes, list each college or university with which you participate in an internship program.

Loyola Marymount University

Claremont Graduate College

Teach for America

If no, explain why you do not participate in an internship program.

Coversheet

Approve the 2024-2025 Consolidate Application for Title Funding for Downtown Value, Central City Value, Everest Value and University Prep Value schools

Section: VI. Action Items
Item: K. Approve the 2024-2025 Consolidate Application for Title Funding for Downtown Value, Central City Value, Everest Value and University Prep Value schools
Purpose: Vote
Submitted by:
Related Material: Value FY25 Consolidated Application for Funding (Title).pdf

California Department of Education **Consolidated Application**

Central City Value (19 64733 0100800)

Status: Certified
Saved by: Dorothy Lee
Date: 5/28/2024 10:48 AM

2024–25 Application for Funding

CDE Program Contact:
Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	No

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	No
Title III Immigrant ESEA Sec. 3102 SACS 4201	No
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes

*****Warning*****
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

California Department of Education **Consolidated Application**

Downtown Value (19 64733 6119903)

Status: Certified
Saved by: Dorothy Lee
Date: 5/28/2024 10:31 AM

2024–25 Application for Funding

CDE Program Contact:
Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	No

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	No
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes

*****Warning*****
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Downtown Value (19 64733 6119903)

Status: Certified
Saved by: Dorothy Lee
Date: 5/28/2024 10:31 AM

2024–25 Title III English Learner Student Program Subgrant Budget

The purpose of this data collection form is to provide a proposed budget for English learner (EL) Student Program Subgrant funds only per the Title III English Learner Students Program requirements (ESSA, Sections 3114, 3115, & 3116).

CDE Program Contact:

Annie Abreu Park, Language Policy and Leadership Office, AAbreuPark@cde.ca.gov, 916-319-9620
Geoffrey Ndirangu, Language Policy and Leadership Office, GNdirang@cde.ca.gov, 916-323-5831

Estimated Allocation Calculation

Estimated English learner per student allocation	$130.25
Estimated English learner student count	163
Estimated English learner student program allocation	$21,231

Note: $10,000 minimum program eligibility criteria

If the local educational agency's estimated English learner student program allocation is less than $10,000, then it does not meet the minimum program eligibility criteria for direct funding status and requires further action. To receive instructions regarding the consortium application process, please go to the California Department of Education Title III EL Consortium Details web page at https://www.cde.ca.gov/sp/el/t3/elconsortium.asp.

Budget

Professional development activities	$0
Program and other authorized activities	$21,231
English Proficiency and Academic Achievement	$0
Parent, family, and community engagement	$0
Direct administrative costs (Amount cannot exceed 2% of the estimated English learner student program allocation)	$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	$0
Total budget	$21,231

Warning
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California Department of Education **Consolidated Application**

Everest Value (19 64733 0129858)

Status: Certified
Saved by: Dorothy Lee
Date: 5/28/2024 10:38 AM

2024–25 Application for Funding

CDE Program Contact:
Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	No

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	No
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes

*****Warning*****
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California Department of Education **Consolidated Application**

Everest Value (19 64733 0129858)

Status: Certified
Saved by: Dorothy Lee
Date: 5/28/2024 10:38 AM

2024–25 Title III English Learner Student Program Subgrant Budget

The purpose of this data collection form is to provide a proposed budget for English learner (EL) Student Program Subgrant funds only per the Title III English Learner Students Program requirements (ESSA, Sections 3114, 3115, & 3116).

CDE Program Contact:

Annie Abreu Park, Language Policy and Leadership Office, AAbreuPark@cde.ca.gov, 916-319-9620
Geoffrey Ndirangu, Language Policy and Leadership Office, GNdirang@cde.ca.gov, 916-323-5831

Estimated Allocation Calculation

Estimated English learner per student allocation	$130.25
Estimated English learner student count	130
Estimated English learner student program allocation	$16,933

Note: $10,000 minimum program eligibility criteria

If the local educational agency's estimated English learner student program allocation is less than $10,000, then it does not meet the minimum program eligibility criteria for direct funding status and requires further action. To receive instructions regarding the consortium application process, please go to the California Department of Education Title III EL Consortium Details web page at https://www.cde.ca.gov/sp/el/t3/elconsortium.asp.

Budget

Professional development activities	$0
Program and other authorized activities	$16,933
English Proficiency and Academic Achievement	$0
Parent, family, and community engagement	$0
Direct administrative costs (Amount cannot exceed 2% of the estimated English learner student program allocation)	$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	$0
Total budget	$16,933

Warning
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California Department of Education **Consolidated Application**

University Preparatory Value High (19 64733 0132027)

Status: Certified
Saved by: Dorothy Lee
Date: 5/28/2024 10:41 AM

2024–25 Application for Funding

CDE Program Contact:
Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	No

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	No
Title III Immigrant ESEA Sec. 3102 SACS 4201	No
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes

*****Warning*****
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

Coversheet

Approve Prop 28 Arts and Music Annual Report for Downtown Value, Central City Value, Everest Value and University Prep Value schools

Section: VI. Action Items
Item: L. Approve Prop 28 Arts and Music Annual Report for Downtown Value, Central City Value, Everest Value and University Prep Value schools
Purpose: Vote
Submitted by:
Related Material: Value FY24 Prop28 Annual Report 5.2.24.pdf

Annual Report

LEA	Central City Value	Downtown Value	Everest Value	University Prep Value
Fiscal Year	FY24	FY24	FY24	FY24
Total Allocation	$ 85,149	$ 71,817	$ 54,532	$ 78,533
Enrollment > 500? (Y/N)	N	N	N	N

Narrative description of the Prop 28 art education program(s) funded.

	Provides a 2nd Art teacher, allowing a first and seond level art program	Provide weekly music instruction to all TK-5 students; and offer weekly music classes as an elective to all 6-8 students	Provide weekly music instruction to all TK-5 students; and offer weekly music classes as an elective to all 6-8 students	Provide Jazz Club for all interested students
Number of full time equivalent teachers (certificated):	1	1	1	0.125
Number of full-time equivalent personnel (classifed):				
Number of full-time equivalent teaching aides:				
Number of students served:	150	425	375	15
Number of school sites providing arts education:	1	1	1	1
Link to Reporting Portal				
Date Board Approved:	6/7/2024	6/7/2024	6/7/2024	6/7/2024
Posted on Website? (Y/N)	Y	Y	Y	Y

Coversheet

Approval of Fiscal Policies and Procedures

Section:	VI. Action Items
Item:	N. Approval of Fiscal Policies and Procedures
Purpose:	Vote
Submitted by:	
Related Material:	DRAFT Financial Policies and Procedures - June 2024.docx

Value Schools Financial Policies and Procedures

Approved by VS Board 2-19-16
Approved by VS Board 9-9-16
Approved by VS Board 9-8-17
Approved by VS Board 11-13-17
Approved by VS Board 1-19-18
Approved by VS Board 3-9-18
Approved by VS Board 7-8-19
Approved by VS Board 6-4-21
Approved by VS Board 9-3-21
Approved by VS Board 6-24-22
Approved by VS Board 6-9-23
Approved by VS Board 1-19-24
Approved by VS Board 6-7-24

VALUE SCHOOLS FINANCIAL POLICIES AND PROCEDURES

It is the intent of these Financial Policies and Procedures to implement both the letter and spirit of all applicable state and federal regulations regarding the expenditure of and accounting for public funds. All Value Schools employees are expected to be good stewards of public funds and to ensure that all such funds are spent only to benefit the mission of Value Schools.

I. FINANCIAL OVERSIGHT

A. Budget Approval: A budget shall be approved by the Board no later than the June 30 preceding each new fiscal year, or earlier if required by the authorizing entity. During the course of the year, the Board may approve an amended budget as expenses and revenue projections change.

B. Audits

1. Each year, Value Schools and each of the schools it operates shall submit to an audit of the prior year's books, to be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of California Education Code sections 47605(b)(5)(I) and 41020 as they may be amended from time to time. The audit shall be performed in advance of the December 15 statutory audit deadline. The audit shall follow the applicable governmental standards issued by the Comptroller of the U.S. and shall include at minimum: (a) an audit of the accuracy of financial statements, (b) an audit of school attendance accounting and revenue claims practices, and (c) an audit of internal controls practices.
2. If Value Schools receives over $750,000 from federal sources, the audit shall be prepared in accordance with any relevant audit circulars of the U.S. Office of Management and Budget.
3. The audit shall be conducted by an outside audit firm selected by the Value Schools Board of Directors upon recommendation of its Audit Committee. In accordance with the requirements of the charter authorizer, the audit firm will be selected from the list of approved K-12 Local Education Agency auditors maintained by the California State Controller's office.
4. Upon completion, the audit firm shall submit its report to the Audit Committee. The Audit Committee shall review the report for any deficiencies, findings,

material weaknesses, or audit exceptions. With participation of the audit firm as appropriate, the Audit Committee shall report such issues to the entire Board and propose any changes to Value Schools' operating procedures needed to respond to the audit findings.

5. The Audit Committee shall supervise the CEO and CFO/ in the correction of issues identified in the audit and provides such support as may be needed.
6. Form 990 Federal Tax Return: The selected audit firm shall draft the Form 990 tax return and send a copy to the CFO. After review, the CFO shall send a copy to the Board of Directors for its review before filing. Once the Board has approved the return, the CFO shall instruct the audit firm to prepare the final return and file it.

C. Board Meetings: The Board shall review financial statements at periodic Board meetings. The Board shall also review and approve the monthly check registers and bank reconciliations from the General Checking Accounts of the Home Office and each school.

D. Conflicts of Interest: Consistent with Value Schools' bylaws and its Conflict of Interest Policy, any Board member with a financial interest in a matter presented to the Board shall fully disclose such interest before the Board discusses or votes on the matter. The conflicted Board member shall be recused from any discussion of the matter and shall not vote on it.

II. PURCHASES/EXPENDITURES

A. Authorization of Expenditures: All purchases of goods and services shall be consistent with the Board-approved budget and shall not require Board-approved/executed contracts. Proposed expenditures greater than $10,000 must be approved by the Principal, CEO or CFO/ who will review the proposed expenditure to determine whether it is consistent with the Board-approved budget and sign the check request and purchase order forms (if applicable).

B. Contracts

1. All professional consulting services shall be provided for under a contract. A copy of the contract must be sent to the Home Office.
2. An independent contractor may be engaged under the following conditions:
    a. The terms of the engagement are documented in a contract.
    b. The terms of the engagement and the performance of the work are consistent with IRS rules governing non-employee independent contractor status.
    c. The expense is within the approved budget or separately approved by the Board.
    d. The contractor provides proof of any required insurance and submits a completed IRS form W-9.
3. Contracts for other goods and services exceeding $10,000 on an annual basis shall be presented to the CEO for approval before the contract is executed. Contract duration shall be at the discretion of the CEO. In general, contracts exceeding $10,000 shall be require three (3) competitive bids/quotes. However,

the CEO is authorized to approve a sole-source contract exceeding $10,000 if the Principal or CFO recommends such a contract based on factors such as time/urgency; the absence of competitors; or high quality of service from a particular contractor. The CEO may approve the selected contractor retroactively.

4. Bid/Quote tabulations shall be presented to the CEO along with a recommendation for action. The CEO is authorized to select whichever vendor he or she deems best prepared to provide the required goods/services; the CEO shall consider the total cost of services but is not required to select the lowest bid.
5. Final, execution copies of all contracts entered into by Value Schools will be retained for at least ten (10) years beyond the life of the agreement.
6. For contracts or agreements that apply to more than one school site, expenses will be allocated as precisely as possible to reflect the benefits or services each site receives (e.g., by using inventory/packing slips or contractor time records to assess per-site benefits or efforts); absent such evidence, expenses will be allocated according to each site's ADA.

C. Purchase Orders

1. Purchase orders under $10,000 must be approved by one of the following authorized positions: Principal, CEO, CFO.
2. Purchase orders of $10,000 or more must be approved by two of the following authorized positions: Principal, CEO, CFO, Board Chair.

D. Invoices

1. Invoices under $10,000 must be approved by one of the following authorized positions: Principal, CEO, CFO.
2. Invoices for $10,000 or more must be approved by two of the following authorized positions: Principal, CEO, CFO, Board Chair.
3. Accounts Payable: Value Schools and its schools shall follow any separately described accounts payable policies and procedures that Value Schools has agreed to with its back-office service provider, if any (currently EdTec).

E. Credit and Debit Card Use

1. Value Schools may, but need not, obtain credit or debit cards to facilitate purchases by or for individual schools. Such cards may be used only for Value Schools purchases, and only with specific permission from the Board Chair, the CEO, or the CFO. Value Schools credit or debit cards shall not be used for personal purchases or expenses under any circumstances.
2. If the use of a Value Schools credit or debit card has been approved, a list of authorized user(s) and credit/debit limit(s) will be maintained at the Home Office.
3. Authorized users will be required to submit itemized receipts for all purchases. Failure to do so may result in disciplinary measures and may include cancellation of the credit/debit card or revocation of authorization to use it.

4. The school credit/debit card will be disabled immediately upon the termination or resignation of the credit/debit card holder.

F. Other Electronic Payments: Other electronic payment methods (wire, ACH, transfer between bank accounts, etc.) shall not be permitted for any expenses or reimbursements without the express written consent of the CEO or CFO and one of the following authorized positions: CEO, CFO, Board Chair.

G. Gift Cards are highly discouraged and should only be used in extreme circumstances. The purchase/use of gift cards require prior authorization from the CEO or CFO. Pre-authorization requires that the requestor demonstrate that there will be expense verification documents and evidence of the distribution of the gift cards to recipients.

H. Employee Reimbursements

1. Written/Electronic pre-approvals prior to any purchase or travel is required.
2. CEO, CFO/Business Manager, COC, principals do not need prior pre-approvals as long as expenses are consistent with Board-approved budgets and are less than the following caps:

Position	Authorized Limit	Approval over Limit
CEO	$5,000	Board Chair
CFO	$3,000	CEO
EVP/VP/Director	$2,500	CEO/CFO
Principal	$2,000	CEO/CFO

3. Reimbursements should be limited to no more than fifteen (15) per year and should not contain more than twenty (20) transactions per reimbursement.
4. Any total reimbursement for greater than $10,000 will require a second approval, either manually or electronically, by either the CEO, CFO or the Board Chair.
5. Business meals shall be reimbursed using standard applicable IRS guidelines. Under no circumstances shall purchases of alcohol be reimbursed.
6. Food/Meal purchases submitted for reimbursement must include itemized receipts, along with names of all personnel and/or guests, description of the business purpose of the meal(s) or event. If applicable, a meeting agenda and sign-in sheet must be included.
7. All expenses for reimbursement must be accompanied by valid receipts along with documentation of pre-approval(s)
8. Before payment, reimbursement forms from the principals must be approved by the CEO, CFO or Board Chair. The CFO’s reimbursement must be approved by either the CEO or Board Chair. The CEO’s reimbursement must

be approved by the CFO or Board Chair if under $500. If over $500, it must be approved by the Board Chair. The Board of Directors will review the check register each quarter to monitor all reimbursements.

I. Personal Expenses: Use of public funds (whether Value Schools or an individual school) for personal expenses is prohibited. Violation of this policy shall result in discipline up to and including dismissal or removal, including from the Board.

III. BANKING

A. General Checking Accounts

1. The Board authorizes the establishment of commercial bank accounts for the purposes of Home Office and school operations. Funds shall be held in non-speculative accounts such as federally-insured savings, checking, or standard money market accounts or shall be invested in non-speculative federally-backed instruments.
2. There will be a General Checking Account established as the primary account for the needs of each school and the Home Office. Authorized signatories on these accounts shall be the CEO, CFO, Board Chair, and Board Vice Chair (should there be one) for all accounts. Checks above $10,000 must be signed by two authorized people. Authorized signatories for checks above $10,000 shall be the CEO, CFO, Board Chair and Board Vice Chair.
3. The General Checking Account shall be reconciled monthly by accounting staff members of the back-office service provider who do not have the ability to approve expenses or disburse funds from the account.
    a. Monthly Reconciliations will show reconciled balances to both the bank statements and the general ledger Cash in Bank accounts
    b. The completed Monthly Reconciliations will be submitted to the Home Office finance department for review/approval.
    c. EdTec will provide a list of stale checks (outstanding for 90 days or more) to Value Schools on a monthly basis.

B. Deposits of Receipts: The Home Office will deposit all funds as soon as practical after receipt.

1. Checks received by Home Office: The Office Manager, and/or Finance department will open and sort all mail each day. All checks will be given promptly to the CFO, who will immediately endorse each check to the appropriate account. The Office Manager or Finance department will prepare appropriate deposits as soon as practical, ideally the same day and with only rare exceptions, not later than three working days.
2. Money received at school sites: Funds received at the schools will be processed according to the procedures detailed in the Value Schools Procedures for On-Campus Funds Collection. Once the Office Manager has collected the funds, either the Office Manager or Finance department staff will verify the funds and prepare the appropriate deposits as soon as practical, ideally the same day and with only rare exceptions, not later than three working days.

IV. TRAVEL REIMBURSEMENT

A. Policy: Employees who use their own vehicle for business-related travel pre-approved by their supervisor will be reimbursed at the standard mileage rate as determined by the Internal Revenue Service. Parking fees and tolls paid are reimbursable if supported by receipts.

B. Procedure: Employees requesting mileage reimbursement must, within one month of the travel date, furnish an Expense Report that lists the destination and purpose of each trip, miles driven, and parking fees and tolls incurred. Supporting receipts should be attached to the Expense Report.

V. OTHER PRACTICES

A. Payroll

1. New Employees: Requests for new employees shall be initiated by the Principal or CEO and shall be consistent with the approved annual personnel budget. New employees shall complete an Application for Employment and all necessary paperwork for payroll. New employees shall be fingerprinted and TB tested consistent with State law. Fingerprint clearance must be received by the School before any employee may start work.
2. Employees shall accrue vacation and sick leave time based on the personnel policies of the School.
3. Timekeeping (for hourly staff): The Principal, CEO and/or CFO shall develop procedures to ensure accurate and timely preparation of timesheets for hourly employees.
4. Value Schools and any back-office service provider it may retain shall separately set forth and follow an agreed set of procedures by which Value Schools sends the provider authorized timesheets and the provider delivers payroll processing and payment services.

B. Record keeping for federal programs

Value Schools will train school personnel on procedures to ensure that all record keeping for time and effort expended on activities funded under federal grant programs complies with Title 2, Code of Federal Regulations (2 CFR), sections 200.403 and 200.430. Value Schools will maintain appropriate records and cost documentation as required by 2 CFR sections 200.302 (financial management), 200.430(i) (standards for documenting personnel expenses), and 200.333 (retention requirements for records) to substantiate compensation costs charged to federal programs. To ensure that charges to federal awards for salaries and wages are based on records that accurately reflect the work performed, each school’s time and effort records must:

1. Be supported by a system of internal controls which provides reasonable assurance charges are accurate, allowable, and properly allocated;
2. Be incorporated into official records;

3. Reasonably reflect total activity for which employee is compensated;
4. Encompass all activities (federal and non-federal);
5. Comply with established accounting policies and practices; and
6. Support distribution among specific activities or cost objectives.

C. Capitalization and Depreciation

1. Value Schools will capitalize and depreciate all assets costing $5,000 or more. All other assets are charged to expense in the year incurred.
2. Capitalized assets are recorded at cost and depreciated under the straight-line method over their estimated useful lives which can range from:
    - Leasehold Improvement – Lease term or 5 years, whichever is shorter
    - Equipment – 3 years
    - Furniture – 5 years
3. Repair and maintenance costs that do not extend the useful lives of the assets are charged to expense. The cost of assets sold or retired and related amounts of accumulated depreciation are eliminated from the asset accounts, and any resulting gain or loss is included in the earnings in the year.

D. Disposal of Surplus Property and Donations

1. Surplus property shall mean property that is no longer in use, is damaged beyond repair, or that Value Schools believes will have no future value to its program, and that is declared to be surplus property by the CEO or designee. If Value Schools or any school wishes to dispose of equipment or other surplus property, the CEO or designee shall declare the property surplus and shall direct the staff on the actual means of disposal of the property, such as sale, donation, or destruction and disposal.
2. If Value Schools or any school wishes to sell equipment or other surplus property, the CEO or designee shall direct the staff by giving specific guidance regarding the manner in which such property is to be sold.
3. If Value Schools or any school wishes to donate equipment or other surplus property, the CEO or designee shall declare the property surplus and authorize the donation. Requirements for potential recipient organizations shall include: (1) the recipient organization is fully independent of the Value Schools, with no Value Schools Board member or key personnel involved in the recipient organization; and (2) the recipient organization shall be a non-profit or a governmental entity related to education. Value Schools shall secure a receipt from the recipient organization for the donated property, shall remove the asset from its books, and shall record the donation as required by state and federal audit guidelines.
4. Note special requirement for property acquired with federal grant funds: If the property in question cost $5,000 or more at the time of acquisition and was

acquired with federal grant funds, Value Schools shall notify the federal contract administrator before donating or disposing of such property as provided above.

VI. Procedures for Accounts Payable Processing

This section outlines the procedures Value Schools has agreed to with its current back-office service provider (EdTec) to ensure proper payment for all goods and services. These procedures not only facilitate timely, accurate and secure payments for goods and services, but serve as the foundation for accurate financial statements and decision-making. In this section, “site” means an individual school site or the Home Office as appropriate in the context.

A. Weekly Invoice Submission – Step 1: School Site Duties

1. Verify goods and/or services are legitimate and have been received.
2. For invoices for goods, include documentation showing the receipt of each item, preferably by checking off each item on the shipment packing slip. In lieu of a packing list, the invoice can be used for this purpose.
3. Code each invoice to include the following (a stamp is provided to assist):
    a. Site Code
    b. Account code (should mirror most current Budget)
    c. Resource Code (if appropriate)
    d. Function Code (if appropriate)
    e. LCAP Code
    f. Amount to be Paid
4. Ensure each invoice includes proper approval signature. Signatures may either be in ink or via an electronic signature or, in RARE instances email approval from the principal will constitute proper approval.
5. Submit Expense Reimbursements using appropriate forms (provided separately) and include all receipts and pre-approval documentation.
6. For meals, provide full, detailed receipt showing items purchased, people included and purpose.
7. Whenever possible, have personal items and reimbursable items tallied on separate receipts so that non-reimbursable personal items, including alcoholic beverages, are not included in submission.
8. Scan invoices to the Home Office.

B. Weekly Invoice Submission – Step 2: Home Office Duties

1. Review each invoice for proper coding, approval, backup documentation and validity (no payments can be made from statements or purchase orders).
2. Consolidate and scan to EdTec.

C. Weekly Invoice Submission – Step 3: EdTec Duties

1. Review and enter all invoices into EdTec’s accounting system.
2. Email the link to the Invoice and Check Approval Report in BOX, which shows all invoices to be paid, to the Home Office for approval.

3. For those invoices where the amount to be paid meets the threshold requiring two signatures for checks, EdTec will also send the link to the Invoice and Check Approval Report to both signers.

D. Weekly Invoice Submission – Step 4: Home Office Duties

1. Review the Invoice and Check Approval Report and indicate their approval through BOX.
2. Request for changes to the invoices are still allowed at this point in the process.

E. Weekly Invoice Submission – Step 5: EdTec Duties

1. Issue checks, stamp the signature(s) on the checks and mail the checks to the vendors via USPS upon receipt of the approved Invoice and Check Approval Report assuming there are no changes.
2. Email the Home Office a Check Register Report with a list of checks by check number matched to invoices.
3. Generate check runs on a weekly basis (assuming schools make weekly submittals).
4. Work with Value Schools to ensure up-to-date Chart of Accounts for all codes needed.

F. Emergency Invoice Payments

1. For emergency checks that need to be mailed immediately, the Site should email the Emergency Check Request Form (provided separately) along with either a scanned invoice or appropriate backup to the Home Office. Such backup can be a spreadsheet detailing date, name and reason for check along with appropriate approval. The Home Office will upload the Emergency Check Request Form and backup into BOX. The Home Office should also email the AP representative to let them know of the request. This process should only be used for urgent, unexpected matters. If overnight delivery is required, EdTec will bill the delivery charge to the requesting Site.
2. For emergency checks that need to be manually issued the same day by the Home Office, the Site should provide the Home Office (by email, scan, hand delivery or otherwise) appropriate documentation to support the request, such as a completed Emergency Check Request Form and an invoice. The Home Office (CEO or CFO) will issue the check. The Home Office (CEO, CFO/Finance Department) will complete the Manual Check Form, including the appropriate signature or emailed evidence of approval, and scan it with a copy of the check and all backup documentation to EdTec's AP representative.

DOCUMENT RETENTION POLICY

VALUE SCHOOLS

ARTICLE I

PURPOSE

The Board of Value Schools adopts this document retention policy to codify the principles and practices by which Value Schools will comply with the retention and destruction requirements and generally accepted practices concerning Value Schools' corporate records.

ARTICLE II

POLICY

Section 1. General Guidelines. Records should be kept in readily accessible and, if necessary, secured files if they are needed for the operation of Value Schools' business or if they are required by charter, grant agreement, law, or regulation to be available for inspection. Records that are not needed should be removed and stored or destroyed in accordance with the guidelines in this Document Retention Policy and any schedules Value Schools may from time to time establish to ensure legal compliance or accomplish other management objectives.

Value Schools expects all officers, directors, and employees to comply fully with these guidelines and with any published records retention and destruction policies and schedules, unless compliance would conflict with the Exception for Litigation-Relevant Documents set forth in Section 2.

Section 2. Exception for Litigation-Relevant Documents. All Value Schools personnel will be instructed annually, by copy of this Document Retention Policy or otherwise:

> Notwithstanding any generally applicable document retention/destruction schedule, if you believe or are informed by the management of Value Schools or of any of its schools, that Value Schools records in your possession or control are relevant to litigation or potential litigation (i.e., a dispute that could result in litigation), you MUST PRESERVE THOSE RECORDS until it is determined by the CEO or the CEO's designee that the records are no longer needed.

Section 3. Minimum Retention Periods for Specific Categories.

a) Organizational Documents. Organizational records including Value Schools' articles of incorporation, by-laws and amendments, licenses, permits and IRS Form 1023 (Application for Exemption) will be retained permanently and made available for public inspection upon request.

b) Tax Records. Tax records including, but not limited to, expense distribution schedules, proof of donor contributions, accounting procedures, and other documents concerning Value Schools' revenues will be retained for at least ten years from the date of filing the applicable return.
c) Employment Records/Personnel Records.
    i. Unsuccessful employment applications will be retained for four (4) years after receipt.
    ii. Employment and personnel records will be retained for seven years after termination of employment. These records will include initial employment application, payroll, annual employment agreements, all final memoranda and correspondence reflecting performance reviews and actions taken by or against personnel. As required by any applicable state or federal statute, Value Schools will retain any complaints brought against Value Schools or any of its schools or employees.
    iii. Retirement and pension records will be kept permanently.
d) Board and Board Committee Materials.
    i. Meeting minutes will be retained permanently in Value Schools' minute book.
    ii. A clean copy of all other Board and Board Committee materials will be kept for no less than three years.
e) Litigation Files. Legal counsel should be consulted to determine the retention period of particular documents; however Litigation Files should generally be maintained for a period of ten years.
f) Contracts. Final, execution copies of all contracts entered into by Value Schools will be retained for at least ten (10) years beyond the life of the agreement.
g) Correspondence. Correspondence that is not covered under another provision of this policy will be retained for four years.
h) Banking and Accounting. Accounts payable ledgers and schedules will be retained for seven years. Bank reconciliations, bank statements, deposit slips and checks will be retained for ten years. Inventories of products, materials and supplies and any invoices will be retained for ten years.
i) Insurance. Expired insurance policies, insurance records, accident reports, claims, and related correspondence will be kept permanently.
j) Audit Reports. External audit reports will be retained permanently. Internal audit reports will be kept for three years.

Section 4. Electronic Mail. E-mail that needs to be saved should be either:

a. printed in hard copy and kept in the appropriate file, kept per the schedules above: or

b. downloaded to a computer file and kept electronically or on disk as a separate file.

The retention period depends upon the subject matter of the e-mail, as covered elsewhere in this policy.