

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Elevate School

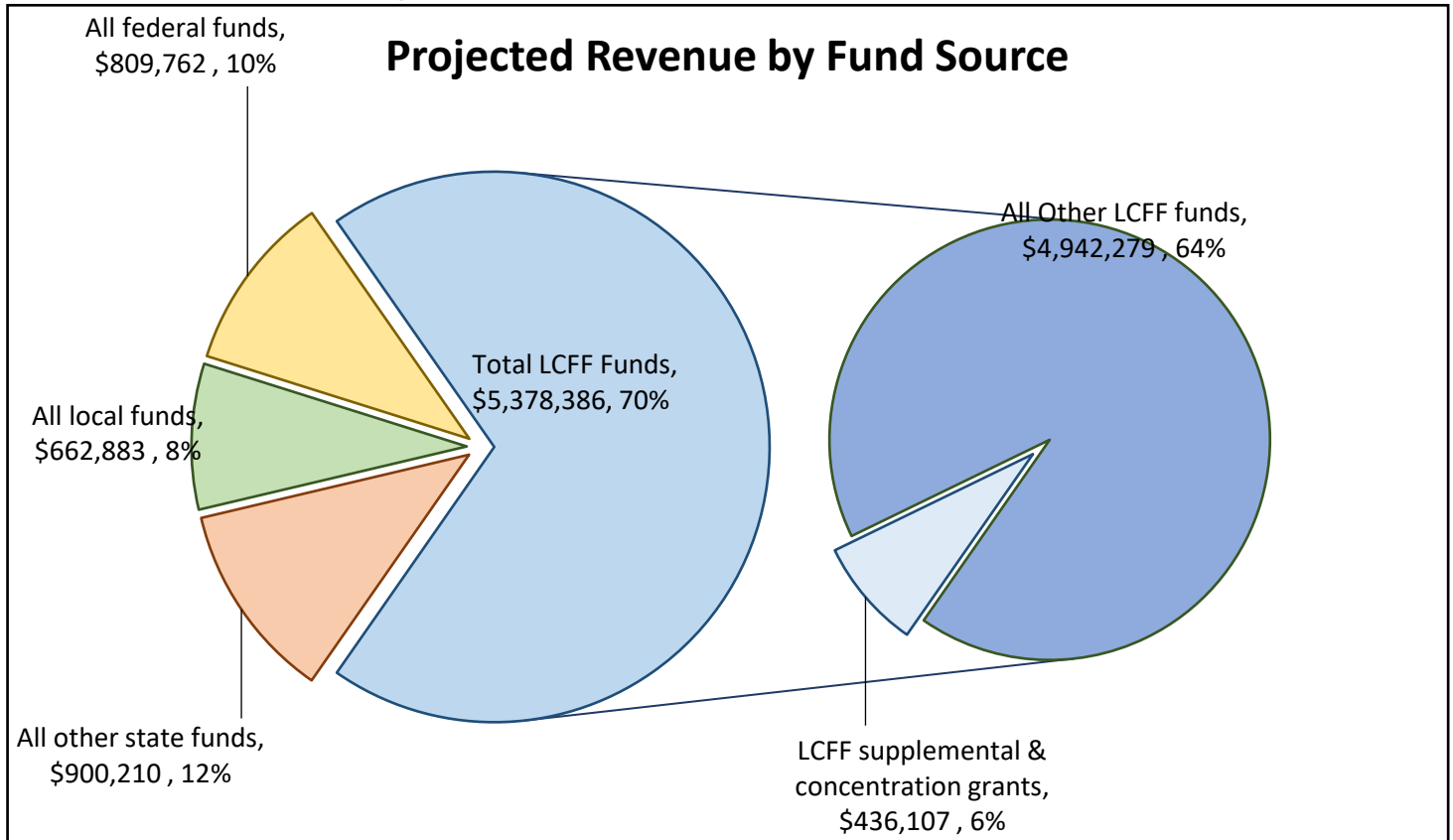
CDS Code: 37-68338-0129395

School Year: 2024 - 25

LEA contact information: Ryan Elliott, relliott@elevateschool.org

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

Budget Overview for the 2024 - 25 School Year

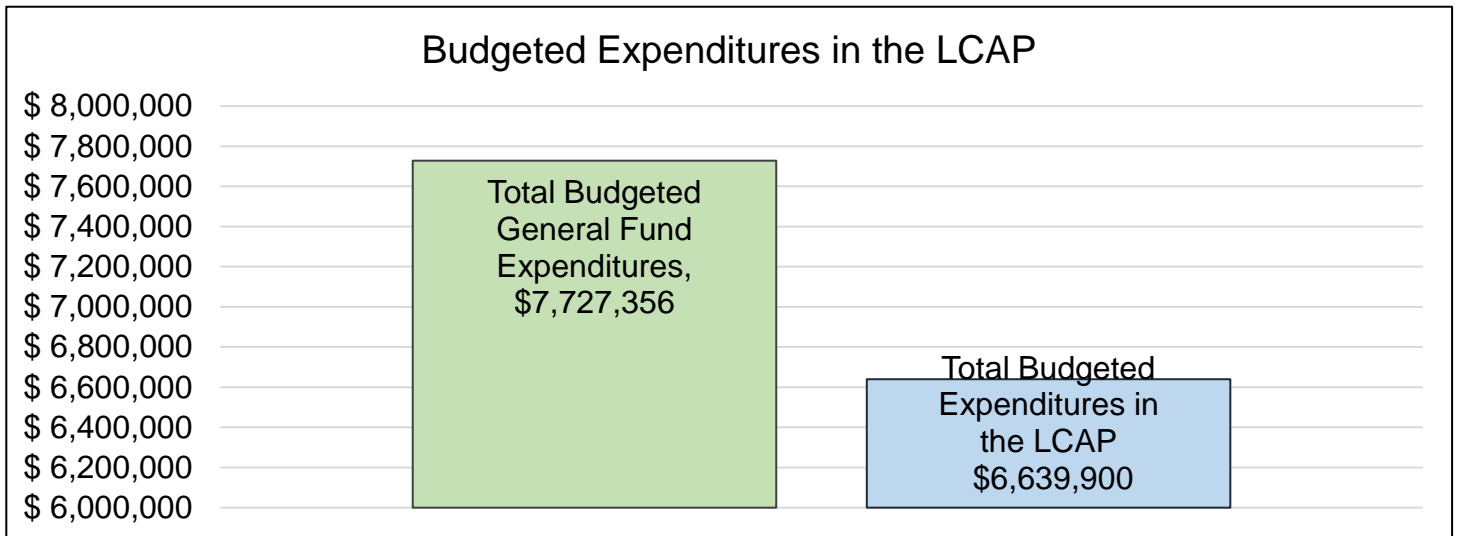


This chart shows the total general purpose revenue Elevate School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Elevate School is \$7,751,241.00, of which \$5,378,386.00 is Local Control Funding Formula (LCFF), \$900,210.00 is other state funds, \$662,883.00 is local funds, and \$809,762.00 is federal funds. Of the \$5,378,386.00 in LCFF Funds, \$436,107.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Elevate 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: Elevate School plans to spend \$7,727,356.00 for the 2024 - 25 school year. Of that amount, \$6,639,900.00 is tied to actions/services in the LCAP and \$1,087,456.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

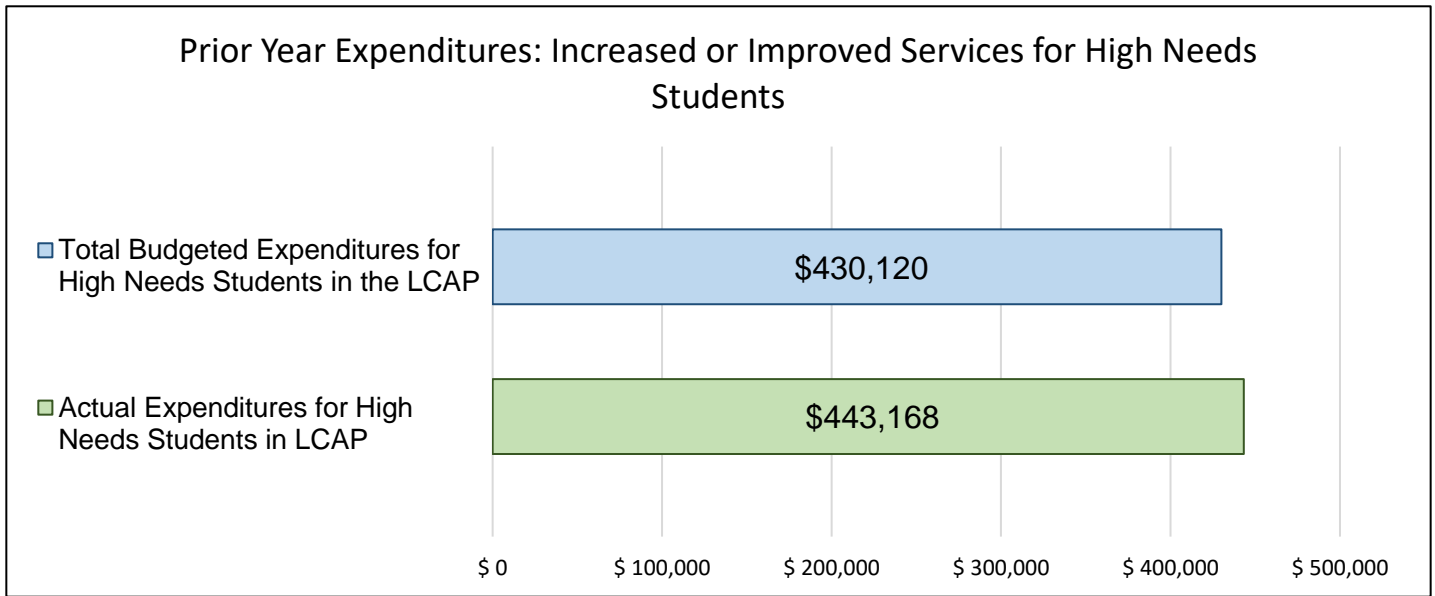
General Fund Budget Expenditures for 2023-24 not included in the Learning Continuity and Attendance Plan (LCP) consist of, but are not limited to, costs associated with school operations and programs, such as the following: Personnel salaries of teachers and auxiliary staff members, personnel benefits, operational supplies, general insurance costs, legal/audit fees, various non-instructional consultants, and administration fees.

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

In 2024 - 25, Elevate School is projecting it will receive \$436,107.00 based on the enrollment of foster youth, English learner, and low-income students. Elevate School must describe how it intends to increase or improve services for high needs students in the LCAP. Elevate School plans to spend \$436,107.00 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 Elevate School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Elevate 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, Elevate School's LCAP budgeted \$430,120.00 for planned actions to increase or improve services for high needs students. Elevate School actually spent \$443,168.00 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
Elevate School	Ryan Elliott, Executive Director	relliott@elevateschool.com 858-751-4774

Goals and Actions

Goal

Goal #	Description
1	Continue to implement an infrastructure for ongoing analysis of student achievement data; reading/writing assessments and demographics to measure program efficacy and ensure maximization of physical, human, and financial resources; to ensure equitable services for all students and student groups.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA Source: CDE	2018-19: 85.4% Met and exceeded standard	2020-21: 75.5% met/exceeded standard	2021-22: 85.93% Met and exceeded standard	2022-23: 79.8% Met and exceeded standard	78% met/exceeded standards
CAASPP Math Source: CDE	2018-19: 86.13% Met and exceeded standard	2020-21: 59.5% met/exceeded standard	2021-22: 75.28% Met and exceeded standard	2022-23: 69.18% Met and exceeded standard	63% met/exceeded standards
CA Science Test: Gr 5 Source: CDE	2018-19: 70.73% met/exceeded	2020-21: not administered	2021-22: 54.17% Met and exceeded standard	2022-23: 59.46% Met and exceeded standard	72% met/exceeded standards
CA Science Test: Gr 8 Source: CDE	N/A – Did not serve grade 8	N/A – Did not serve grade 8	N/A – Did not serve grade 8	2022-23: 52.63% Met and exceeded standard	2022-23 will serve as a baseline
Attendance Rate Source: CALPADS	2019-20: 98%	2020-21: 98%	2021-22: 94.1%	2022-23: 95.0%	>95%

Chronic absenteeism Rate. Source: Dataquest	2018-19: 3.9%	2020-21: 1.9%	2021-22 CHRONIC ABSENTEEISM			2022-23 CHRONIC ABSENTEEISM			<6%
				Number	Rate		Number	Rate	
			Schoolwide	57	13.1%	Schoolwide	51	10.6%	
			African American	6	9.1%	African American	2	2.7%	
			Asian	3	16.7%	Asian	1	4.5%	
			Filipino	2	11.8%	Filipino	0	0.0%	
			Hispanic	18	16.7%	Hispanic	25	21.7%	
			White	19	12.6%	White	15	9.2%	
			Two or More Races	9	12.3%	Two or More Races	8	9.9%	
			English Learners	8	17.4%	English Learners	4	11.4%	
			SWD	14	21.9%	SWD	11	13.3%	
			SED	21	11.5%	SED	22	10.5%	
Middle School Dropout Rate Source: CALPADS	2019-20: 0%	2020-21: 0%	2021-22: 0%			2022-23: 0%			0%
Facilities in “good” repair as measured by FIT (Source)	2020-21: Good (all sites)	2021-22: Good (all sites)	2022-23: Good (all sites)			2023-24: Good			Good (all sites)
% Of Fully credentialed & Appropriately assigned Teachers Source: CalSAAS	2020-21: 100%	2021-22: 93%	2022-23: 96%			2023-24: 93%			100%

Goal Analysis

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

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

- Action 1: This action was fully implemented. Elevate School currently employs an Executive Director and 21 appropriately credentialed and assigned teachers. We plan to provide 176 instructional days this school year. All teachers have participated in summer professional development and weekly during the academic school year.

- Action 2: This action was fully implemented. Elevate has administered iReady assessments each trimester. We continue to utilize EduClimber to monitor student academic growth, but for monitoring behavior we are in the development phase. Our teachers utilize EduClimber during grade level discussions on how to support student growth; and enrichment occurs at the end of each unit of study.

- **Action 3:** This action was fully implemented. Elevate employed 8 interventionists providing services to students in grades K-5: (1) Kindergarten, (2) grades 1 and 2, (1) grade 3, and (3) grades 4 and 5. This configuration allows each classroom to have two ELA RTI groups and two math RTI groups. Currently there are 112 students receiving ELA interventions in grades K-5 and 83 students receiving math interventions. Participation in Rtl groups is closely monitored for each session. Our students receive regular progress monitoring every 8-10 weeks which is tracked in EduClimber. Interventionists provide push-in support for Rtl students when they are not meeting with their scheduled RTI groups, ensuring consistent support and collaboration within the classroom. Substitute teachers were hired to ensure continuity of instruction to fill-in during teacher absences. We continue building our ELO-P program options for after school alongside our partnership with Champions. Students in grade 3-8 access articles in Achieve 3000 to strengthen their non-fiction literacy options and further grow their Lexile Levels for college/career readiness. This year, we're piloting Illustrative Math curriculum for students in Grades 6-8 and so far, there is solid consistent growth. Additionally, students who have traditionally struggled with math are showing the most growth.

- **Action 4:** Elevate has fully implemented the Leader in Me framework school-wide, and monthly student screeners at the middle school level. Our counselors provide lessons at each grade level monthly. The Deans and Counselors have implemented restorative practices schoolwide. Additionally, the Deans and our Assistant Director provide coaching for teachers during weekly collaboration and in ongoing conversations during teacher preps and other times throughout the school week. Our work with MTSS is partially implemented. Our new team was structured in June 2023 and will continue to grow in January to include at least one Dean and our ELD Teacher. Bi-monthly meeting have been occurring but will continue to occur with our additional members in January 2024.

- **Action 5:** Elevate administers the FIT report for each site and the results are reported annually on the LCAP, SARC, and Local Indicators. Our facilities are well maintained, clean, and safe.

- **Action 6:** Our SPED department has established the framework and identified team members as well as implemented efforts in systems and procedures to support the needs of students receiving special education services. We added a Director of Special Education who also oversees MTSS; and currently have 3 Ed Specialists. All staff members in the SPED department utilize data to inform services and supports to be provided to students and tailor them to student specific needs. The SPED team currently provides professional development to teachers and support staff members on the legal requirements and best practices to support all students. Additionally, the SPED team currently consult and collaborate with general education teachers and staff members on various ways to effectively implement student's IEPs in the classroom. The SPED team at Elevate continues to collaborate to enhance the systems and supports that are being implemented as well as refine them in their evolution towards better meeting the needs of all learners.

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.

- Action 1: There were changes to staff positions resulting in a material difference between Budgeted Expenditures and Estimated Actual Expenditures.

- Action 2: The cost for iReady was significantly lower than projected, resulting in a material difference between Budgeted Expenditures and Estimated Actual Expenditures.
- Action 3: The cost for Athlead Advantage was lower than projected, and there were changes with Rtl staffing, resulting in a material difference between Budgeted Expenditures and Estimated Actual Expenditures.
- Action 6: There were changes to staff positions for Special Education, resulting in a material difference between Budgeted Expenditures and Estimated Actual Expenditures.

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

- **Action 1:** Teachers now receive designated collaboration time to meet with their grade level and/or department teams to analyze data, collaborate on teaching strategies, plan standards-based lessons. K-5 teacher retention rate of 100%

Challenges: Having designated substitute teachers to allow for classroom teachers to collaborate Establishing continuity with middle school teaching team, while building out middle school grades

- **Action 2:** Each year our students have shown solid growth on iReady Diagnostic. Teachers utilize diagnostic data as a tool to target individualized academic supports and as a data tool for placing students into RTI as needed. iReady diagnostic data has consistently been a good indicator of students' success on CAASPP testing.

Challenges: Educlimber rollout was in the initial phase and will continue to the next phase in the 2024-25 school year.

- **Action 3:** Students who are placed into RTI as a preventative of further deficit can show growth, eliminating the need for SST.

Challenges: RTI staff with sub credential get pulled, leading to less fidelity Difficulty serving all the students who come to Elevate with significant gaps in learning.

- **Action 4:** - Lighthouse Coordinator has stepped out of the classroom to be able to more effectively coordinate school-wide efforts (including professional learning and school-wide initiatives and events). All new staff has received some 7 Habits training at the start of the school year. - All staff has been provided ongoing professional training in Trauma Informed Practices during the '23-24 school year to help us better serve our students. All staff received year-long equity and anti-bias training during the '21-22 school year to help us better serve our students and families.

Challenges: Making sure that our MTSS team members roles are defined and that we have representatives from each area of MTSS on our team has taken some time.

- **Action 5:** The FIT is conducted annually at each campus in the month of January. Our campuses communicate and work closely with our landlords (FCC and City View) and with SDUSD to ensure that our facilities allow for staff and students to work and learn in a safe and clean school environment.

Challenges: Biggest challenge is that we are spread out at three facilities.

- **Action 6:** In the last 3 years, Elevate has grown to housing three education specialists as well as develop ongoing support to our support staff. Recognizing the challenges in special education staff retention, Elevate has made great efforts and has established protocols in hiring high-quality staff members as well as investing in their overall growth, development, and connection to the team. Additionally, Elevate has continued to grow in its middle school development and practices to build alignment and cohesiveness with our two other sites.

Challenges: Increased number of students with IEPs with significant needs

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.

For the 2024-25 LCAP, Goal 1 was revised to align to Elevate’s recently board approved Strategic Plan, that aligns to the CA MTSS Framework, CDE’s 8 State Priorities and the CA School Dashboard. Actions and metrics were revised to align to the goal. Per CDE new guidelines, a metric for Priority 8 was added – the participation rate on PFT (for grades 5 and 7 assessment). With the return of the CA School Dashboard, distance from standard will be used as the metric for CAASPP (ELA/Math) on the 2024-25 LCAP. Based on feedback from educational partners, the change was made for purposes of transparency, and for the 2024-25 LCAP, Local Indicators Report and CA School Dashboard data align. For the 2024-25 LCAP – metrics will include numerically significant student groups as reported in the CA School Dashboard performance level. Additionally, for the 2024-25 LCAP, Elevate will continue to develop a one-year LCAP that includes “Target for Year 1 Outcome,” under the section measuring and reporting results, rather than “Target for Year 3 Outcome,” an allowable option for charter schools, as instructed in CDE approved LCAP template instructions.

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 for last year’s actions may be found in the Contributing Actions Annual Update Table.

Goal

Goal #	Description
2	Provide all students with high quality rigorous Standards-aligned curriculum and a STEAM-Project-based learning environment that promotes writing across the curriculum, with relevant learning experiences that elicits critical thinking and problem-solving skills.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24					
% Of students with access to Standards-aligned materials Source: textbook inventory	2020-21: 100%	2021-22: 100%	2022-23: 100%	2023-24: 100%	100%					
Implementation of the Academic content & performance Standards – measured using Local Indicator Priority 2 (source	2020-21: Implementation Academic Standards		2021-22: Implementation Academic Standards		2022-23 Implementation Academic Standards		2023-24 Implementation Academic Standards		2023-24: Implementation Academic Standards	
	ELA	5	ELA	5	ELA	5	ELA	5	ELA	5
	ELD	4	ELD	4	ELD	4	ELD	4	ELD	4
	Math	5	Math	5	Math	5	Math	5	Math	5
	NGSS	5	NGSS	5	NGSS	5	NGSS	5	NGSS	5
	History	5	History	5	History	5	History	5	History	5
	Health	3	Health	4	Health	4	Health	4	Health	4
	PE	5	PE	4	PE	4	PE	5	PE	5
	VAPA	3	VAPA	4	VAPA	4	VAPA	5	VAPA	4
	% Of students including Unduplicated Pupils, and Students with Disabilities (SWD) who have access to Broad Course of Study Source: Master schedule	2020-21: 100%	2021-22: 100%	2022-23: 100%	2023-24: 100%	100%				

% Of EL who made progress toward English Proficiency measured by ELPAC (Source)	2018-19: 54.84% Proficient	2020-21: 45.71% Proficient	2021-22: 55% Proficient	2022-23: 44.83% Proficient	45%
Reclassification Rate Source: Dataquest	2019-20: 20%	2020-21: 0%	2021-22: 5%	2022-23: 6.1%	25%
% EL with access to CCSS & ELD Standards Source: Textbook Inventory	2020-21: 100%	2021-22: 100%	2022-23: 100%	2023-24: 100%	100%

Goal Analysis

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

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

- **Action 1:** This action was fully implemented. Elevate provides its educators and administrators with robust professional learning opportunities, including clearing their credential (induction), coaching and feedback cycles. The Math Instructional Coach collaborates with middle school math teachers and provides coaching, observations and lesson studies. This year, teachers have increased the use of Academic Discourse in the classrooms consistently across all grades, The Deans and Instructional Leadership Team continue to mentor induction teacher; and the Deans are currently enrolled in an administrator’s credential program through SDCOE. Elevate continues to participate in schoolwide leadership coaching through NCUST (Year 2).

- **Action 2:** This action was fully implemented. Elevate continues to strengthen its ELD program and currently using Ellevation for monitoring; and data is tracked and monitored closely by the Director of Instruction. With the adoption of Ellevation, we are providing training for staff to ensure fidelity. A cohort of middle school teachers participated in the initial training of GLAD and will continue. We will continue to ensure teachers participate in GLAD training.

- **Action 3:** This action was fully implemented. All students have access to standards aligned curricular and/or instructional materials. Purchases are made annually to ensure all students have access.

- **Action 4:** This action was fully implemented. All students have access to age-appropriate devices (iPads, Chromebooks) to access instructional materials and/or online programs. We utilize Zoom to inter-campus meetings as needed.

- **Action 5:** This action was fully implemented. Elevate School provides its students with a broad course of study that includes STEAM (Grades 2-8); STEAM Elective (Grades 6-8); Art (Grades K-5); and Art Elective (Grades 6-8).

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.

- Action 1: Projected Professional Development costs were higher than actual costs, resulting in a material difference between Budgeted Expenditures and Estimated Actual Expenditures.

- Action 5: Changes to staff positions, resulting in a material difference between Budgeted Expenditures and Estimated Actual Expenditures.

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

- **Action 1:** In year 2 with NCUST coaching, our coach reports seeing significant growth as a more cohesive academic program in our K-8 program. ILT has been revamped to have PLC representatives rather than campus representatives.

Challenges: Creating a cohesive K-8 program on multiple campuses has been the greatest challenge but growth is happening Not as many outside presenters for PD

- **Action 2:** Incorporating Ellevation to monitor our students and provide EL lessons and strategies for teachers. EL students are being more closely monitored for growth -We sent several of our middle school teachers to GLAD trainings.

Challenges: Middle School teachers had less understanding of how to deliver Integrated ELD for our EL students. There is a need to provide professional development on integrated ELD.

- **Action 3:** Full implementation of standards alignment is evident by our continued success on CAASPP scores. CAST scores continue to increase each year and are significantly higher than state averages.

Challenges: Having newer teachers at the middle school and a newer program, teachers have had to build their unit of study, which takes several years to refine. Making time in the schedule to allow for teachers to develop their units of study.

- **Action 4:** Strong internet network established at all campuses.

Challenges: No identified challenges.

- **Action 5:** Elevate has created a STEAM Lab where students in grades 6-8 have access to high tech power tools and materials to design and develop projects and engage in the engineering design process. A full-time credentialed Art teacher has been added in K-5 grades for all students to have weekly high quality art learning and development. This is a highlight for many students and allows them an opportunity to develop their creativity. Our fully credentialed Art teacher in middle school allows for a creative elective option for all students who learn 2-D and 3-D art along with graphic arts.

Challenges: Having a part time STEAM teacher over the last few years has lessened the amount of STEAM our K-1 students receive, however for the 2024-25 school year, Elevate will employ a full-time STEAM teacher.

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.

For the 2024-25 LCAP, Goal 2 was revised to align to the recent board approved Strategic Plan, that aligns to the CA MTSS Framework, CDE's 8 State Priorities and the CA School Dashboard and ensure fidelity to the work Elevate is accomplishing to improve student outcomes and maintain high teacher retention rates. Actions and metrics were revised to align to this goal. Per CDE newly revised guidance, and feedback from its educational partners, for Priority 1 – Elevate School has selected to use CDE's Teacher Assignment Monitoring Outcomes (TAMO) data which is also reported by the CDE on the Local Indicators Report annually. The decision was made to use TAMO data for purposes of transparency and since it aligns to the annual reporting made on the CA School Dashboard Local Indicators by the CDE. Additionally, for the 2024-25 LCAP, Elevate School will continue to develop a one-year LCAP that includes "Target for Year 1 Outcome," under the section measuring and reporting results, rather than "Target for Year 3 Outcome," an allowable option for charter schools, as instructed in CDE approved LCAP template instructions.

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 for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal

Goal #	Description
3	Engage parents as partners through education, communication, and collaboration to promote a safe, welcoming and inclusive, positive learning environment to ensure students are in class ready to learn.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24				
Suspension Rate Source: Dataquest	2019-20: 0%	2020-21: 0%	2021-22 SUSPENSION		2022-23 SUSPENSION		<2%		
				Number	Rate			Number	Rate
			Schoolwide	8	0.9%	Schoolwide		4	0.8%
			African American	0	0.0%	African American		0	0.0%
			Asian	0	0.0%	Asian		1	4.5%
			Hispanic	0	0.0%	Filipino		0	0.0%
			White	8	2.6%	Hispanic		2	1.7%
			Two or More Races	0	0.0%	White		1	0.6%
						Two or More Races		0	0.0%
						English Learners		0	0.0%
			SED	2	0.9%				
			SWD	0	0.0%				
Expulsion Rate Source: Dataquest	2019-20: 0%	2020-21: 0%	2021-22: 0%	2022-23: 0%	<1%				
Student Survey: Student Perception of School Safety & Connectedness Source; Internal survey	2020-21: 80% Sense of safety 92% School connectedness	2021-22: 86% Sense of safety 76% School connectedness	2022-23: 86% Sense of safety 75% School connectedness	<u>2023-24:</u> 95% Sense of Safety 91% School connectedness	>80%				
Parent Survey: Sense of safety & school connectedness Source; Internal survey	2020-21: 99% Sense of safety 94% School connectedness	2021-22: 98% Sense of safety 98% School connectedness	2022-23: 95% Sense of safety 100% School connectedness	<u>2023-24:</u> 97% Sense of Safety 99% School connectedness	>80%				
Teacher/staff Survey: Sense of safety & school connectedness	2020-21: 97% Sense of safety	2021-22: 71% Sense of safety	2022-23: 96% Sense of safety	<u>2023-24:</u> 80% Sense of Safety	>80%				

Source; Internal survey	97% School connectedness	84% School connectedness	96% School connectedness	98% School connectedness	
Parent Input in Decision-making including Unduplicated Pupils (UP) & Students with Disabilities (SWD) As measured by CDE's Priority 3: Self-reflection Tool (source)	2020-21: CDE's Self-reflection Tool (Questions 5-8) 5. 4 6. 4 7. 4 8. 4	2021-22: CDE's Self-reflection Tool (Questions 5-8) 5. 3 6. 3 7. 4 8. 4	2022-23: CDE's Self-reflection Tool (Questions 5-8) 5. 4 6. 4 7. 4 8. 4	2023-24: CDE's Self-reflection Tool (Questions 5-8) 5. 4 6. 4 7. 4 8. 4	Rating of 4+
Parent Participation in Programs including Parents of UP & SWD: As measured by CDE's Priority 3: Self-reflection Tool (source)	2020-21: CDE's Self-reflection Tool (Questions 1-4) 1. 4 2. 4 3. 4 4. 4	2021-22: CDE's Self-reflection Tool (Questions 1-4) 1. 4 2. 4 3. 4 4. 3	2022-23: CDE's Self-reflection Tool (Questions 1-4) 1. 4 2. 4 3. 4 4. 4	2023-24: CDE's Self-reflection Tool (Questions 1-4) 1. 4 2. 5 3. 5 4. 4	Rating 4+

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.

- Action 1: This action was fully implemented. Elevate's school-wide WIG for '23-24 is to achieve 60+ cross-campus initiatives to build bridges and connections between our educational partners. As of last year, we have 56 documented initiatives towards our goal. In addition, 100% of our students have multiple leadership opportunities throughout the school year and students in grades 3-8 have multiple opportunities to apply for roles on our Student Lighthouse Teams. We will host two annual Student Exhibition Nights, and each campus has a Leadership Day annually, where 60+ community guests join us to celebrate our leadership and learning. Each grade level has two curriculum connected field trips annually. To date, all students have participated in at least one field trip with the goal of offering at least two per year. Our 6th grade students participated in 6th grade camp. Students in grades 5 & 8 are scheduled to attend SDCOE's Innovation Center in late May 2024.

- Action 2: This action was fully implemented. We continue to involve parents in decision-making processes, particularly those representing UP and SWD. This involvement has been facilitated through various groups including the Parent Advisory Committee; and, ELAC Meetings. We

recognize the importance of parental insights in creating an inclusive and responsive educational environment. We are working to fully implement this to reflect our commitment to parent engagement and collaboration.

- **Action 3:** This action was fully implemented. Elevate continues to prioritize parent engagement and participation. The Parent Engagement Coordinator (PEC) facilitates workshops, connects families to resources, and promotes volunteer opportunities. We utilize ParentSquare and Aeries Parent Portal to enhance communication between families and the school. Our PEC has sought out online Parent Education Workshops that cover the topics of Student Mental Health to enhance our school offerings.

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.

- Action 2: Translation services were provided by staff, therefore no additional expense, resulting in a material difference between Budgeted Expenditures and Estimated Actual Expenditures.

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

- **Action 1:** Our Leader in Me Lighthouse Coordinator has stepped out of the classroom to be able to more effectively coordinate school-wide efforts (including professional learning and school-wide initiatives and events).

- The coordinator has also become a National Beacon Coordinator, which allows them to visit and certify fellow Lighthouse Schools.
- All new staff has received some 7 Habits training at the start of the school year.
- Elevate received Lighthouse recertification in 2022.
- Elevate was recognized on the Leader in Me Lighthouse Academic Honor Roll
- Elevate was chosen as a Leader in Me Leadership Symposium Site Visit School for the 2024 Regional Symposium.

Challenges:

- Bringing our Middle School campus into the Leader in Me fold has had its challenges since our 6th-8th grade program is still in its early stage.
- Ensuring that all new staff can attend a full 7 Habits training within the first semester of a school year

- **Action 2:** We have made significant strides in enhancing parent involvement in decision-making. We have successfully established a Parent Advisory Group which allows for a formal platform for parents (especially those representing UP and SWD) to voice opinions and contribute to school governance. We are in our second year of holding these group meetings and have elevated the opportunity for parent voice on different topics. Examples of topics include input the School Safety Plan, LCAP, and getting feedback on resources parents would like to have access to.

Challenges: Managing and integrating diverse viewpoints from parents can be challenging. This is our second year making a concerted effort to include as many English Language Learner parents as possible. Reaching those who are often underrepresented such as working parent and non-English speaking parents, can be challenging. Also, while we have been able to reach more parents than ever through ParentSquare and Aeries, ensuring all parents have access to and are comfortable using these technologies may be a challenge.

- Action 3: We have achieved notable success this year in enhancing parent engagement and participation by encouraging all our staff to use ParentSquare as our main communication tool. Our efforts have been focused on creating meaningful opportunities for parents to be actively involved in their children's education by connecting families to resources (such as a planned meeting showing parents how to access Google Classroom and Illuminate and going in depth in our middle school math program), as we work to build trust and ensure all parents, irrespective of their backgrounds, have opportunities to participate.

Challenges: Parents often have busy schedules, balancing work and family responsibilities. Finding convenient times for meetings, workshops, or school events that accommodate the diverse schedules of all parents can be a significant challenge. Additionally, keeping parents constantly engaged throughout the school year is something we are trying to improve. Finally, another challenge is our school is spread across three separate campuses and does not have a location large enough to house most of our parents at one time.

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.

For the 2024-25 LCAP, Goal 3 was revised to align to the recent board approved Strategic Plan, that aligns CDE's 8 State Priorities, and the CA School Dashboard ensure fidelity to the work the school is accomplishing to strengthen home-school connections. However, for Priority 3 – the metric that measures parent input in decision-making was changed from questions #5-8 from the CDE's Local Indicators Priority 3 to instead reflect the responses to questions #9-12 which is a more accurate indicator for addressing this state priority. Additionally, for the 2024-25 LCAP, Elevate School will continue to develop a one-year LCAP that includes "Target for Year 1 Outcome," under the section measuring and reporting results, rather than "Target for Year 3 Outcome," an allowable option for charter schools, as instructed in CDE approved LCAP template instructions.

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 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
Elevate School	Ryan Elliott, Executive Director	relliott@elevateschool.com 858-751-4774

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.

Elevate School provides a high-quality K-8 STEAM educational program serving approximately 476 students. Elevate School’s diverse student demographics include: 32% White, 25% Hispanic, 15% Two or More Races, 18% African American, 6% Asian, 4% Filipino, 15% Students with Disabilities (SWD), 7% English Learners (EL), and 44% Socioeconomically Disadvantaged (SED).

This year, Elevate School revised its mission and vision, and developed a 3-year Strategic Plan that reflects a revised mission, vision and three objectives that have been embedded into the newly revised 2024-25 LCAP goals to ensure alignment which include:

1. Priority 1: Continue building a cohesive and thriving program from Kindergarten through 8th grade.
2. Priority 2: Strengthen our team and infrastructure.
3. Priority 3. Move into our unified campus

MISSION - Elevate School cultivates leaders and positive changemakers by inspiring students to be excellent in academic, exceptional in leadership, expansive in creativity, and engaged in community.

VISION - We envision a kind, collaborative, and just world guided by empathetic and innovative leaders.

In 2014, Elevate School became a nurturing home for young learners in the Serra Mesa and Tierrasanta neighborhoods of San Diego, emphasizing the importance of fostering leadership and empathy within a tight-knit community. Founded with a dedication to serving the unique needs of military children, Elevate School recognized the challenges of frequent relocations and school transitions and sought to support these students and their families.

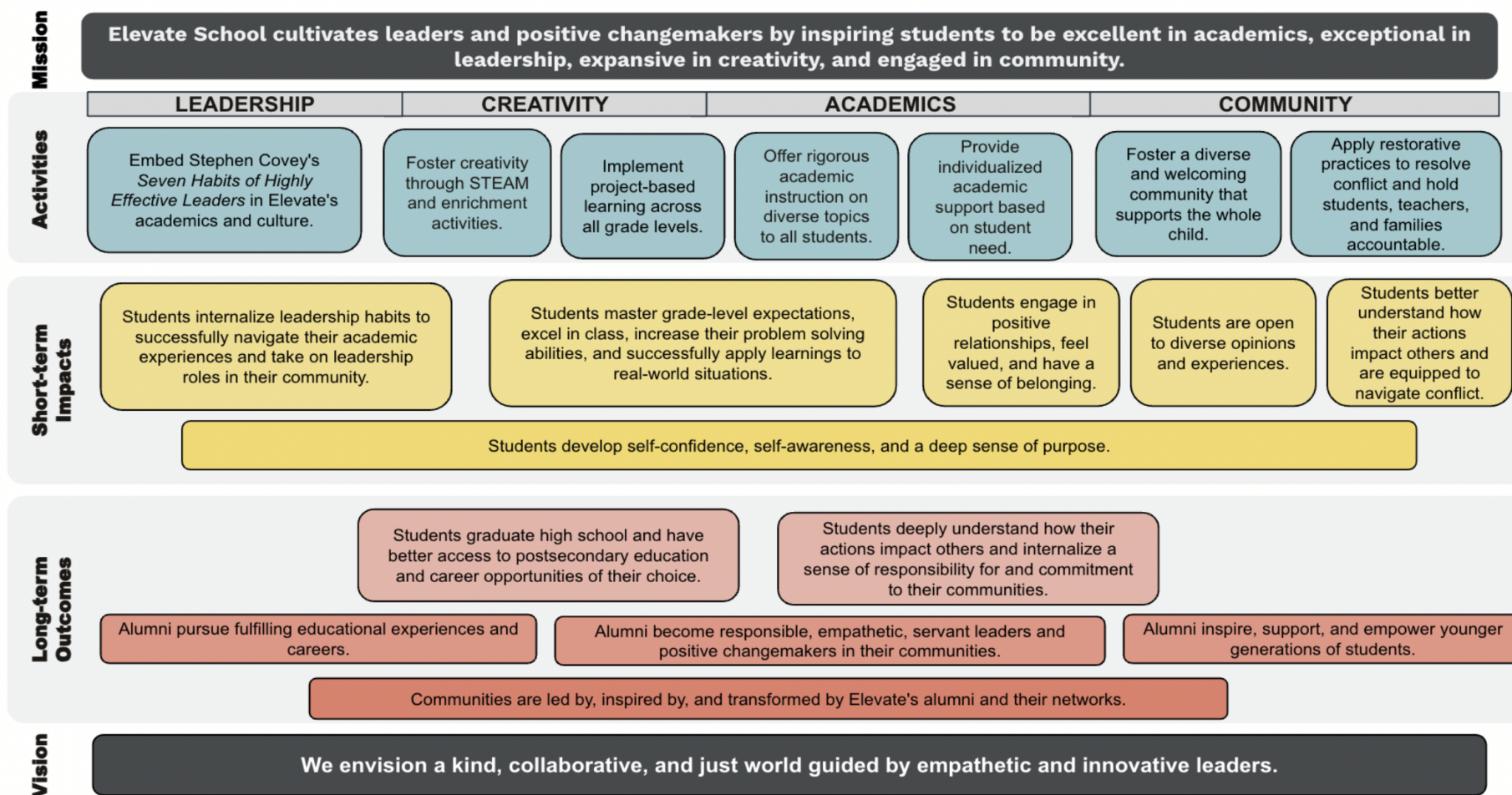
Elevate School focuses on cultivating creative, community-minded leaders and learners, as embodied by the integration of Stephen Covey's 7 Habits of Highly Effective Leaders throughout all three school campuses. Students apply their learning through thematic, interdisciplinary, project-based learning units, culminating in public exhibitions that showcase their growth and contributions. With class sizes capped at twenty-six students, Elevate School ensures continuous assessment of student progress and individualized attention and support that honors students as learners, leaders, and community members. As we mark our tenth year serving over 475 diverse learners, our accolades as a National Blue

Ribbon School and California Distinguished School stand as testament to our unwavering commitment to excellence and student well-being, and we are placed to embark on a strategic planning journey to strengthen our impact.

Over the next three years, Elevate School will execute on our vision for sustained excellence by continuing to focus on building a cohesive and thriving program from kindergarten through 8th grade for diverse learners and investing in operational and systems improvements. As we enter a new phase characterized by continued investment in our strong team, relocation to a new, unified campus, and ongoing improvement of student services, Elevate School remains committed to providing high-quality education that empowers students to thrive and lead in an increasingly complex world.

THEORY OF CHANGE

Our theory of change demonstrates the logic of how we think our activities will bring about the change we seek. It outlines the conceptual linkages between what we do, what impact it will have in the short and long term, and how it will ultimately lead to our vision.



One reason Elevate was founded was to provide a high-quality, personalized educational alternative for students from military families. These students are three times more likely to move during their school years than their civilian peers and often attend multiple schools during their formative educational years. Our population typically consists of around 35-40% of students with at least one parent in active military service. Student learning throughout the year is organized into five thematic, interdisciplinary, project-based learning (PBL) units: Community, Character, Service, Justice/Diversity, and Discovery. Elevate School's approach to PBL balances the imperative of being rigorous and standards based, while providing opportunities for student creativity, voice, and choice as they apply their learning in meaningful ways. During each unit, students work toward answering an essential question with their culminating project, which they share with a public audience comprised of peers, parents, and/or community members at bi-annual Student Exhibition Nights and in other settings.

Capping all K-5 class sizes at twenty-six students provides the opportunity for each classroom teacher to continually assess and monitor the learning levels of each student. A core belief of our school is that every child is a leader. As a Leader in Me school Stephen Covey's timeless leadership principles, the 7 Habits, are integrated into the fabric of our school. The 7 Habits provide a common whole-school language and are woven throughout each unit. Students practice leadership in the classroom and in whole-school settings by serving on Peace Patrol, Safety Team, and Student Lighthouse Team. In addition, every classroom leads two whole-school assemblies where even our youngest students get the invaluable experience of speaking before an audience of over 250 students and adults.

Elevate actively partners with our families to co-create a vibrant school community where the needs of students are put first. Coffee with the Directors and family events are held throughout the year, providing opportunity for genuine relationship building and dialogue, and parents are invited and encouraged to play an active role on our school campus. On any given day, parents can be found working in classrooms, assisting the teacher with a PE lesson, serving on our board, and organizing special events and projects.

Elevate School has developed a one-year LCAP, that addresses the required [8 State Priorities](#) and also serves as the School Plan for Student Achievement (SPSA), meets the stakeholder engagement requirements outlined in California (CA) Education Code (EC) 64001(j) and has met the following requirements CA EC 52062(a):

- Consultation with SELPA per CA EC 52062(a)(5)
- Parent Advisory Committee (PAC): CA EC 52062(a)(1)
- English Learner PAC: CA EC 52062(a)(2)
- Providing written response to each of the committees regarding their comments

Note: Elevate School is not eligible for LCFF [Equity Multiplier Funds](#).

Reflections: Annual Performance

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

The following chart reflects Elevate School’s performance on the 2023 CA School Dashboard by indicator and student group.

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics
All Students	N/A	Yellow	Green	N/A	Green	Green
English Learners	--	Yellow	Blue	N/A	--	--
Socioeconomically Disadvantaged	N/A	Yellow	Yellow	N/A	Green	Green
Students with Disabilities	N/A	Yellow	Blue	N/A	Orange	Orange
African American	N/A	Green	Blue	N/A	Green	Blue
American Indian or Alaska Native	N/A	--	--	N/A	N/A	N/A
Asian	N/A	--	--	N/A	--	--
Filipino	N/A	--	--	N/A	--	--
Hispanic	N/A	Red	Orange	N/A	Green	Green
Native Hawaiian or Pacific Islander	N/A	--	--	N/A	N/A	N/A
White	N/A	Green	Blue	N/A	Green	Green
Two or More Races	N/A	Green	Blue	N/A	Blue	Green

Chronic Absenteeism: Elevate School received a RED Performance level for the Chronic Absenteeism Indicator for the Hispanic student group. Although Chronic absenteeism rates declined schoolwide, for the Hispanic student group it increased from 16.7% to 21.7%. The Leadership Team conducted a needs assessment and root cause analysis to address this issue, however there were no identifiable patterns that emerged. For the Hispanic student group, we identified that when one student was absent, the remaining siblings were also absent; others were medically fragile, and other absences were due to medical appointments. For the upcoming school year, the leadership team will be communicating with families at the start of the school year to communicate the importance of daily attendance and its impact on student achievement. Elevate will also ensure that the Case manager connects with families especially those historically chronically absent and at-risk of chronic absenteeism.

Student Group	Total	Rate
All Students	51	10.6%
African American	2	2.7%
Hispanic	25	21.7%
White	15	9.2%
Two or More Races	8	9.8%
EL	4	11.4%
SED	22	10.5%
SWD	11	13.3%

Elevate will also implement schoolwide attendance incentives and contests to engage the entire school community, with ongoing communication with families. Elevate will strengthen the school's attendance policy which will be communicated to staff, families and students.

Elevate is committed to providing social and emotional supports to address behavioral and mental health need of our students. The Dean of Students will lead schoolwide implementation of restorative practices/SEL, Student Lighthouse Team that promotes positive school culture, lead schoolwide implementation of MTSS Framework, address student behavioral issues with de-escalation techniques. In addition, the Dean will provide instructional coaching for teachers to ensure consistency at each site on classroom management and instructional practices, utilizing EduClimber with behavior intervention.

Counselors will lead Leader in Me implementation in conjunction with SEL lessons. The Counselor will provide SEL counseling services for students and collaborate with the Dean of Students and MTSS Coordinator, utilizing EduClimber as part of the MTSS Framework. Our entire staff will be trained in Leader in Me, for schoolwide implementation. Leader in Me will help build leadership and life skills in students and staff, create a high-trust culture and accelerate academic achievement.

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.

Elevate School is not eligible 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.

Not applicable.

Monitoring and Evaluating Effectiveness

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

Not applicable.

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
<p>Administrators, Principals</p>	<p>Date: January – May 2024 – Leadership Team Meetings (bi-weekly)</p> <p>Discussion: Discussion took place on the 2023-24 LCAP Midyear update, 2023 CA School Dashboard, Development of the 2024-25 LCAP, metrics, needs assessment, 2024-25 Budget development, and Strategic Plan development.</p> <p>Feedback provided:</p> <ul style="list-style-type: none"> • Continue to strengthen MTSS • Continue with RtI Interventionist & pilot RtI Program afterschool (Gr 2-5) • Professional Development for teachers on strategies to support EL and SWD, including Math PD • Need Writing Instructional Coach • Implement strategies to reduce chronic absenteeism rates
<p>Teachers</p>	<p>Date: January – May 2024 – Staff Development, PD, ILT Meetings & Teacher Survey</p> <p>Discussion took place on the 2023-24 LCAP Actions, progress monitoring, Professional development needs, Data cycles, and 2024-25 LCAP, to solicit input on teacher needs.</p> <p>Feedback provided:</p>

	<ul style="list-style-type: none"> • Need Professional development/coaching: Writing • Need cross-campus bridging activities throughout the year. • PD: effective strategies to address student behavioral challenges • Need PD/Coaching to support SWD – improve academic outcomes, provide tiered intervention, and collaboration among SpED Team and General Education teachers to narrow achievement gaps
Other School Personnel	<p>Date: March – May 2024 Staff Meeting, and Staff Survey</p> <p>Discussion: iReady assessment data, program effectiveness reports, student behavior incidents</p> <p>Feedback provided:</p> <ul style="list-style-type: none"> • Need to continue with RtI interventionist and strengthen/expand tiered intervention for EL, SWD, & SED (address achievement gaps) • Training on addressing student behavioral challenges and behavior plans • Desire growth pathways, intentional connection/build capacity among staff
Students	<p>Date: April/May 2024 – Student Surveys</p> <p>Discussion took place to solicit input on the 2024-25 LCAP – in school safety, student connectedness, and belonging, and areas for growth.</p> <p>Feedback provided:</p> <ul style="list-style-type: none"> • Continue offering clubs: Yearbook, Homework, Chess Club – Middle School • Continue with Leader in Me. • Requested additional academic support – after-school RtI • Requested additional afterschool enrichment opportunities: clubs, sports, art, etc.
Parent Advisory Committee (PAC)	<p>Date: 1/24/24 PAC Meeting</p> <p>Discussion: Took place on the 2023-24 LCAP Midyear Update, 2023 CA School Dashboard and the School’s Safety Plan.</p> <p>Feedback provided:</p> <ul style="list-style-type: none"> • Strategies to make the middle school dismissal procedures safe for all.

	<p>Date: 4/24/24 PAC Meeting</p> <p>Discussion took place to solicit input on the 2024-25 LCAP Goals, and actions.</p> <p>Feedback provided:</p> <ul style="list-style-type: none"> • Parents enjoyed Family Days. Appreciate the numerous opportunities for parents to provide input. • Parents suggested that for 2024-25 school year to hold separate meetings for Middle School parents. <p>Date: 6/12/24 PAC Meeting</p> <p>Discussion: The 2024-25 LCAP was presented to the Parent Advisory Committee for review and approval.</p> <p>Feedback provided:</p> <ul style="list-style-type: none"> • Parents expressed that students enjoy special events/spirit days – a motivating factor for students to arrive at school on time. • Parents would like to volunteer during afterschool hours. • Requested an increase and a variety of afterschool activities for students in K-5. • Requested additional SEL support for students. • Requested parent & student workshop: Transition to Middle School.
<p>ELAC, DELAC & EL-PAC</p>	<p>Date: 2/29/24 ELAC</p> <p>Discussion took place on the LCAP Goals, 2023 CA School Dashboard, and to solicit input on the 2024-25 LCAP,</p> <p>Feedback provided:</p> <ul style="list-style-type: none"> • Strategies to support EL with language acquisition to be eligible to reclassify • Requested adoption of Ellevation a supplemental online platform to support EL with language acquisition. • Parents requested that admin provide an ELPAC informational workshop to inform parents of the contents of the assessment and strategies they can use at home to support their child. <p>Note: Elevate School does not meet the CDE requirements to form a DELAC and/or English Learner Parent Advisory Committee (EL-PAC). CA EC 52062(a)(1)</p>
<p>Parents including those representing Unduplicated Pupils</p>	<p>Date: 1/19/24, and 4/12/24 – Military Coffee with the Principal</p> <p>Discussion: solicited input with the development of the LCAP. Discussion took place on 2023 Dashboard, local data and to solicit input on the school’s program and needs from a military family point of view.</p>

(English Learners, Low Income, and Foster Youth)	Feedback provided: <ul style="list-style-type: none"> • Continue with Military Coffee. An Elevate teacher serves as the Military Liaison – parents appreciate this because they feel seen and heard.
SELPA Administrator	Date: May 2024 SPED Director discussed and shared the SPED Action Goal 1, Action 5 as part of the consultation process for the development of the 2024-25 LCAP with the El Dorado Charter SELPA. Feedback provided: SELPA provider reviewed the action, and no additional feedback was provided.
Governing Board	<ul style="list-style-type: none"> • June 17, 2024: Public Hearing 2024-25 LCAP • June 24, 2024: Approval (adoption) 2024-25 LCAP

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

The development of the LCAP was influenced by the feedback provided by our educational partners in the following LCAP Goals and actions:

- Goal 1, Action 2: Rtl Interventionists; Rtl Afterschool tutoring; academic and social enrichment (afterschool).
- Goal 1, Action 3: Attendance initiatives, Leader In Me SEL, Dean of Students
- Goal 1, Action 4: GLAD Professional Development to support ELs; and Ellevation implementation
- Goal 1, Action 5: SpED Program and support for SWD.
- Goal 2, Action 2: Professional Development: Writing (coaching), Instructional Coaches, Math Coach, student behavioral challenges
- Goal 3, Action 1: Schoolwide events, Leader In Me
- Goal 3, Action 3: Parent workshops, and Military Coffee

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Continue to build a cohesive and thriving educational program that integrates an infrastructure for ongoing analysis and monitoring of local and state data, including student achievement data used to measure program effectiveness and seamlessly provide integrated student supports to ensure equitable services for all students and student groups and ensure academic excellence schoolwide.	Broad

State Priorities addressed by this goal.

- Priority 4: Student Achievement
- Priority 5: Student Engagement
- Priority 6: School Climate
- Priority 7: Course Access
- Priority 8: Pupil Outcomes

An explanation of why the LEA has developed this goal.

There is a need to systematize and strengthen MTSS to ensure consistent application of interventions and use of evidence-based interventions and instructional practices to narrow achievement gaps among EL, SED and SWD.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 1 Outcome	Current Difference from Baseline	
1	CAASPP ELA Assessment: Distance from Standard (DFS) Source: CA School Dashboard	2022-23 ELA CAASPP				2023-24 ELA CAASPP	
		Student Group	DFS			Student Group	DFS
		All Students	+77.1			All Students	Maintain >75
		African American	+77.1			African American	Maintain >75
		Hispanic	+63			Hispanic	+65
		White	+74.8			White	+75
		Two or More Races	+77.7			Two or More Races	+78
		SED	+58.7			SED	+60
		SWD	-8.8			SWD	-6

2	<p>CAASPP Math Assessment: Distance from Standard (DFS)</p> <p>Source: CA School Dashboard</p>	<table border="1"> <thead> <tr> <th colspan="2">2022-23 Math CAASPP</th> </tr> <tr> <th>Student Group</th> <th>DFS</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>+39.8</td> </tr> <tr> <td>African American</td> <td>+43.2</td> </tr> <tr> <td>Hispanic</td> <td>+28.7</td> </tr> <tr> <td>White</td> <td>+39.3</td> </tr> <tr> <td>Two or More Races</td> <td>+29.3</td> </tr> <tr> <td>SED</td> <td>+28</td> </tr> <tr> <td>SWD</td> <td>-41.4</td> </tr> </tbody> </table>	2022-23 Math CAASPP		Student Group	DFS	All Students	+39.8	African American	+43.2	Hispanic	+28.7	White	+39.3	Two or More Races	+29.3	SED	+28	SWD	-41.4			<table border="1"> <thead> <tr> <th colspan="2">2023-24 Math CAASPP</th> </tr> <tr> <th>Student Group</th> <th>DFS</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>+41</td> </tr> <tr> <td>African American</td> <td>+45</td> </tr> <tr> <td>Hispanic</td> <td>+30</td> </tr> <tr> <td>White</td> <td>+41</td> </tr> <tr> <td>Two or More Races</td> <td>+31</td> </tr> <tr> <td>SED</td> <td>+30</td> </tr> <tr> <td>SWD</td> <td>-38</td> </tr> </tbody> </table>	2023-24 Math CAASPP		Student Group	DFS	All Students	+41	African American	+45	Hispanic	+30	White	+41	Two or More Races	+31	SED	+30	SWD	-38	
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4	<p>% EL who made progress towards English Language Proficiency</p> <p>Source: ELPI – CA School Dashboard</p>	<p>60%</p> <p>Source: 2023 Dashboard</p>			<p>2023-24: 62%</p> <p>Source: 2024 Dashboard</p>																																					
5	<p>% students English Language Proficiency for Summative ELPAC</p> <p>Source: ELPAC website</p>	<p>2022-23: 44.83%</p>			<p>2023-24: 46%</p>																																					
6	<p>Reclassification Rate</p> <p>Source: Dataquest</p>	<p>2022-23: 6.1%</p>			<p>2023-24: 18%</p>																																					
7	<p>Attendance Rate</p> <p>Source: CALPADS</p>	<p>2022-23: 95%</p>			<p>2023-24: 95%</p>																																					

8	Chronic Absenteeism Rates Source: Dataquest	<table border="1"> <thead> <tr> <th colspan="2">2022-23: Chronic Absenteeism</th> </tr> <tr> <th>Student Group</th> <th>Rate</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>10.6%</td> </tr> <tr> <td>African American</td> <td>2.7%</td> </tr> <tr> <td>Hispanic</td> <td>21.7%</td> </tr> <tr> <td>White</td> <td>9.2%</td> </tr> <tr> <td>Two or More Races</td> <td>9.8%</td> </tr> <tr> <td>EL</td> <td>11.4%</td> </tr> <tr> <td>SED</td> <td>10.5%</td> </tr> <tr> <td>SWD</td> <td>13.3%</td> </tr> </tbody> </table>	2022-23: Chronic Absenteeism		Student Group	Rate	All Students	10.6%	African American	2.7%	Hispanic	21.7%	White	9.2%	Two or More Races	9.8%	EL	11.4%	SED	10.5%	SWD	13.3%			<table border="1"> <thead> <tr> <th colspan="2">2023-24: Chronic Absenteeism</th> </tr> <tr> <th>Student Group</th> <th>Rate</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>7%</td> </tr> <tr> <td>African American</td> <td>5%</td> </tr> <tr> <td>Hispanic</td> <td>11%</td> </tr> <tr> <td>White</td> <td>7%</td> </tr> <tr> <td>Two or More Races</td> <td>7%</td> </tr> <tr> <td>EL</td> <td>9%</td> </tr> <tr> <td>SED</td> <td>9%</td> </tr> <tr> <td>SWD</td> <td>9%</td> </tr> </tbody> </table>	2023-24: Chronic Absenteeism		Student Group	Rate	All Students	7%	African American	5%	Hispanic	11%	White	7%	Two or More Races	7%	EL	9%	SED	9%	SWD	9%	
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11	Expulsion Rate Source: Dataquest	2022-23: 0%			2023-24: 0%																																									
12	% students participating in elective course or enrichment. Source: Master Schedule CALPADS	2023-24: 100%			2024-25: 100%																																									
13	% students participating in in all 5 Components of the	2022-23: 100%			2023-24: 100%																																									

	Physical Fitness Test (PFT): Grade 5 Source: SARC					
14	% students participating in in all 5 Components of the Physical Fitness Test (PFT): Grade 7 Source: SARC	2022-23: 94%			2023-24: 100%	

NOTE: Elevate School currently serves grades K-8, therefore the following CDE LCAP required metrics do not apply:

- Priority 4:
 - % of pupils who complete courses that satisfy UC A-G
 - % of pupils who complete CTE course from approved pathways
 - % of pupils who have completed both A-G & CTE
 - % of pupils who pass AP exams with a score of 3 or higher.
 - % of pupils prepared for college by the EAP (gr 11 SBAC)
- Priority 5:
 - High School dropout rate
 - High School graduation rates

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.

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Actions

Action #	Title	Description	Total Funds	Contributing
1	MEASURING STUDENT PROGRESS – ASSESSMENTS	<p>Elevate School administers academic universal screeners to establish baseline performance, identify gaps in learning, monitor student progress and develop annual growth targets.</p> <p>Students will be assessed using:</p> <ul style="list-style-type: none"> • iReady reading and math assessments for K-8 (3 times/year), • Illuminate benchmark assessments • Fountas & Pinnell Benchmark assessments (K-5) • BPST (K-5) • Sight Words (K-2) • Achieve 3000 Level Set – Lexile (Gr 3-8) • Writing benchmarks: 4 times/year <p>Educlimber is an interactive system that integrates whole child data into a single platform with built-in tools for intervention tracking, collaboration, effectiveness reporting, early warning, driving system-level improvement and to strengthen MTSS implementation. The Instructional Leadership Team will review and analyze data to inform instruction and professional learning needs.</p>	\$59,150	N

		<p>The State Board of Education (SBE) has approved Curriculum Associates iReady Assessments as a verified data source iReady is a comprehensive assessment and instruction program that empowers educators with the resources they need to help all students succeed. By connecting Diagnostic data and Personalized Instruction, iReady reduces complexity, saves educators time, and makes differentiated instruction achievable in every classroom for each student. iReady provides user-friendly dashboards and reports with actionable data that provides teachers with a foundational understanding of each student’s strengths and areas of need. iReady’s online lessons provide tailored instruction and practice for each student to accelerate growth.</p>		
2	<p>ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING</p>	<p>Students will receive additional support from Rtl interventionists and Paraprofessionals that will provide tiered intervention through push-in and small group instruction. Students are identified based on universal screeners (see Goal 1, Action 1), and progress is monitored using these assessments Elevate uses an accelerated learning model for learning recovery resulting from the pandemic to address learning gaps resulting from military relocation, high transiency, and gaps in education.</p> <p>Students will utilize Achieve 3000, a supplemental online literacy intervention program that provides nonfiction reading content to students in grades TK-8 and focuses on building phonemic awareness, phonics, fluency, reading comprehension, vocabulary, and writing skills. It has a rating of “strong” from Evidence for ESSA, based on a wide body of research, including a gold standard study, for demonstrating accelerated literacy growth for students across grade levels and abilities. Achieve 3000 allows for a systematic and flexible approach to measuring growth, forecasting performance, targeting instruction, and creating a culture of literacy that supports all students. In addition, Achieve 3000 supports students to continue to accelerate their literacy growth to be on track for academic success.</p> <p>To narrow achievement gaps, an afterschool Response to Intervention (Rtl) Program will be piloted for students in grades 2-5. Elevate will partner with Champions to offer expanded learning opportunities through after-school academic & social enrichment, and summer programming; and provide access to low-income and foster youth (ELO-P funded).</p>	\$834,800	Y

3	<p style="text-align: center;">ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS</p>	<p>Elevate School received a RED Performance level for the Chronic Absenteeism Indicator for the Hispanic student group. Although Chronic absenteeism rates declined schoolwide, for the Hispanic student group it increased from 16.7% to 21.7%. The Leadership Team conducted a needs assessment and root cause analysis to address this issue, however there were no identifiable patterns that emerged. For the Hispanic student group, we identified that when one student was absent, the remaining siblings were also absent; others were medically fragile, and other absences were due to medical appointments. For the upcoming school year, the leadership team will be communicating with families at the start of the school year to communicate the importance of daily attendance and its impact on student achievement. Elevate will also ensure that the Case manager connects with families especially those historically chronically absent and at-risk of chronic absenteeism.</p> <p>Elevate will also implement schoolwide attendance incentives and contests to engage the entire school community, with ongoing communication with families. Elevate will strengthen the school's attendance policy which will be communicated to staff, families and students.</p> <p>Elevate is committed to providing social and emotional supports to address behavioral and mental health need of our students. The Dean of Students will lead schoolwide implementation of restorative practices/SEL, Student Lighthouse Team that promotes positive school culture, lead schoolwide implementation of MTSS Framework, address student behavioral issues with de-escalation techniques. In addition, the Dean will provide instructional coaching for teachers to ensure consistency at each site on classroom management and instructional practices, utilizing EduClimber with behavior intervention.</p> <p>Counselors will lead Leader in Me implementation in conjunction with SEL lessons. The Counselor will provide SEL counseling services for students and collaborate with the Dean of Students and MTSS Coordinator, utilizing EduClimber as part of the MTSS Framework. Our entire staff will be trained in Leader in Me, for schoolwide implementation. Leader in Me will help build leadership and life skills in students and staff, create a high-trust culture and accelerate academic achievement.</p>	\$610,914	N
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4	STRENGTHENING EL PROGRAM & SERVICES	<p>Elevate School will provide the following services to support English Learners (EL) with language acquisition. The ELD teacher (credentialed) will provide rigorous designated ELD, and tiered intervention and support for English Learners to support with language acquisition. In addition, ELs will be prioritized for afterschool tutoring (ELOP) to support EL in making progress with English language proficiency.</p> <p>Elevate School will implement Ellevation, an EL Program management solution to build the capacity of teachers to serve multi-lingual learners and empower students with the academic language to thrive. Ellevation provides high quality supplemental ELD program, ELPAC/ELPI Score analysis, EL/RFEP progress monitoring, reclassification workflows, and instructional planning initiatives that supports the language acquisition needs of LtELs. In addition, LtELs will be prioritized for tutoring services afterschool via the Expanded Learning Opportunities Program.</p> <p>Elevate School will continue to provide GLAD training for teachers. The Instructional Leadership Team will provide instructional coaching for teacher on strategies to support ELs with language acquisition.</p>	\$134,614	N
5	SERVICES TO SUPPORT SWD	<p>The action plan for Special Education emphasizes establishing effective systems and procedures to support the needs of students with special needs at our school. Our team will use several data points in areas such as student achievement, behavior and attendance records, and feedback from both staff and parents for comprehensive data review and analysis to implement systems and procedures. Our current strengths lie in the dedicated Special Education (SPED) team and the collaborative efforts with all other teachers/staff in the school's education program. The SPED team will engage in targeted professional development (PD) sessions to further enhance knowledge and practices, including training on legal and procedural requirements, documentation, and reporting, workshops on differentiated instruction, inclusive teaching strategies, and behavior management techniques. These PD opportunities will be reviewed annually and revised based on staff/parent input, to enable the SPED team to implement inclusive, equitable, research-based practices. Additionally, Special Education teachers will collaborate closely with General Education teachers to establish consistent protocols for modifying lessons,</p>	\$647,586	N

		implementing accommodations, and providing appropriate classroom support. Ongoing collaboration and analysis of data will ensure that our systems and procedures are responsive, efficient, and continuously refined to meet the unique needs of our special education students.		
6	BROAD COURSE OF STUDY	Elevate School will provide all students with a broad course of study (ELA, Math, Science, Social Studies, and Physical Education) including Art and STEAM courses during the instructional day. Teachers will also have access to Ellevation, that builds capacity to serve multilingual learners and empower students with the academic language necessary for success.	\$408,194	N

Goal

Goal #	Description	Type of Goal
2	Continue to provide educators and instructional support staff with robust professional learning opportunities to include the CA academic standards and in alignment with STEAM Project-based learning that encompasses relevant learning experiences, and instructional coaching to build growth, capacity, expertise and educator retention.	Broad

State Priorities addressed by this goal.

- Priority 1: Basic
- Priority 2: Implementation of the State Standards

An explanation of why the LEA has developed this goal.

Continue to provide professional learning opportunities and instructional coaching for teachers to address the diverse learning styles of our students, improve student outcomes and narrow achievement gaps.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 1 Outcome	Current Difference from Baseline
15	% teachers – fully credentialed & appropriately assigned. Source: CDE TAMO	2021-22: 84.7%			2022-23: 85.7%	
16	% students with access to standards-aligned materials. Source: Textbook Inventory/classroom observations	2023-24: 100%			2024-25: 100%	
17	Implementation of the State Academic content &	<u>2023-24</u> ELA: 5			<u>2024-25:</u> ELA: 5	

	<p>performance standards for all students & enable ELs access.</p> <p><u>Rating Scale:</u> 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability</p> <p>Source: Priority 2 Self Reflection Tool - Local Indicator CA School Dashboard)</p>	<p>ELD: 4 Math: 5 Social Science: 5 Science: 5 CTE: NA Health: 4 PE: 5 VAPA: 5 World Language: N/A</p>			<p>ELD: 5 Math: 5 Social Science: 5 Science: 5 CTE: NA Health: 4 PE: 5 VAPA: 5 World Language: N/A</p>	
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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.

Not applicable.

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

Not applicable.

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

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

Not applicable.

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Actions

Action #	Title	Description	Total Funds	Contributing
1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	<p>Elevate will employ an Executive Director and appropriately credentialed teachers that will serve students in grades K-8, to provide instruction in core subject areas: ELA, Math, Science, Social Studies, and Physical Education as part of the school’s educational program. Elevate will employ substitute teachers on staff to maintain continuity of instruction.</p> <p>Elevate will provide all students with 178 instructional days.</p> <p>All teachers will participate in eight days of intensive Summer Professional Development, to prepare for the 2024-25 school year, and an additional 4 non-instructional days and weekly Professional Development during the school year.</p>	\$2,646,141	N
2	PROFESSIONAL DEVELOPMENT	<p>Elevate School will provide all educators with robust professional development and Instructional coaching for the 2024-25 school year with a focus on supporting struggling learners specifically English Learners (EL) and Students with Disabilities (SWD) with academic discourse. This will ensure best practices are shared among grade levels and with the integration of Project-based Learning, that is student-controlled and student-focused. The Math Instructional Coach will provide coaching for math teachers in grade 3-8, lead professional development and conduct classroom observations, and feedback cycles.</p> <p>Elevate will add a Writing Instructional Coach to guide the Instructional Leadership team designing professional development for writing. The</p>	\$259,188	N

		<p>Special Education Consultant will assist in developing and facilitating SpED professional learning scope and sequence.</p> <p>Teachers will receive feedback from observations conducted by the Deans as part of the coaching cycle and will be provided with planning to ensure rigor and relevance.</p> <p>NCUST will provide coaching for the Administrative Team and the Dean of Students to build capacity, strengthen the academic program with a focus on equity for all students.</p> <p>To support teacher effectiveness and credential clearance, Elevate will reimburse teacher induction expenses; and support Deans with the administrator credential program</p>		
3	CORE CURRICULAR PROGRAM NEEDS	Elevate School will provide all students with access to standards aligned curriculum and instructional materials for all disciplines. Annual purchases will be made as needed including consumables.	\$5,000	N
4	CLOSING THE DIGITAL DIVIDE	Elevate School will ensure all students have access to a technology device to access curricular and instructional materials; contract IT Support; and continue to utilize Zoom for virtual meetings. Infrastructure upgrades have taken place to improve overall internet bandwidth schoolwide across all school sites.	\$52,000	N

Goal

Goal #	Description	Type of Goal
3	Engage parents as partners through education, communication, and collaboration that fosters strong relationships and community. Continue to strengthen relationship-centered student, family, and community engagement to build a positive and nurturing school environment, and our commitment to shared decision-making and participatory practices.	Broad

State Priorities addressed by this goal.

- Priority 1: Basic
- Priority 3: Parental Involvement & Family Engagement
- Priority 6: School Climate

An explanation of why the LEA has developed this goal.

Engaging families/parents is essential to successfully educate “the whole child.” Our school will continue to strengthen communication and collaboration with families to improve student outcomes, reduce chronic absenteeism rates, improve school climate, and provide a welcoming and inclusive learning environment.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 1 Outcome	Current Difference from Baseline
18	Facility Inspection Tool (FIT) Report Score Source: SARC	2023-24: Good			2024-25: Good	
19	Parent input in decision-making for UP & SWD. (Questions 9-12) <u>Rating Scale:</u> 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation;	<u>2023-24:</u> 9. 4 10.5 11.4 12.4			<u>2024-25:</u> 9. 5 10.5 11.4 12.4	

	<p>4 – Full Implementation; 5 - Full Implementation & Sustainability</p> <p>Source: Score - CDE Priority 3 Self-reflection tool.</p>				
20	<p>Parent participation in programs for Unduplicated Pupils & Students with Disabilities.</p> <p>(Questions 1-4)</p> <p><u>Rating Scale:</u> 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability</p> <p>Source: Score - CDE Priority 3 Self-reflection tool</p>	<p><u>2023-24:</u></p> <p>1. 4 2. 5 3. 5 4. 4</p>			<p><u>2024-25:</u></p> <p>1. 5 2. 5 3. 5 4. 4</p>
21	<p>Other Local Measure - Student Survey: Sense of safety & school connectedness</p> <p>Source: Local Survey</p>	<p><u>2023-24:</u></p> <p>95% Sense of Safety 91% School connectedness</p>			<p><u>2024-25:</u></p> <p>>90% Sense of Safety >90% School connectedness</p>
22	<p>Other Local Measure - Parent Survey: Sense of safety & school connectedness.</p> <p>Source: Local Survey</p>	<p><u>2023-24:</u></p> <p>97% Sense of Safety 99% School connectedness</p>			<p><u>2024-25:</u></p> <p>>90% Sense of Safety >90% School connectedness</p>
23	<p>Other Local Measure - Staff Survey: Sense of</p>	<p><u>2023-24:</u></p>			<p><u>2024-25:</u></p>

	safety & school connectedness Source: Local Survey	80% Sense of Safety 98% School connectedness			85% Sense of Safety >90% School connectedness	
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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.

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Actions

Action #	Title	Description	Total Funds	Contributing
1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	<p>Ensuring a safe, welcoming, and positive school climate is essential to student well-being, student learning, and engagement. Elevate has implemented the Leader in Me Leadership Program schoolwide, an evidence based SEL process that empowers students with leadership and life skills they need to thrive. In addition, has partnered with students and families to build a strong school culture that values every child and strives to realize their unique, individual potential. Our educational program provides students with multiple authentic leadership opportunities including Leadership Day, Classroom, campus leadership roles, Student Lighthouse Team (K-5), and ASB/Lighthouse Team for (6-8). Students will participate in learning opportunities through field trips; exhibitions through student-led conferences showcasing their work during the year, that will deepen student engagement and motivation.</p> <p>Elevate will continue to promote cross-campus student activities and opportunities that promote school pride, engagement and community building.</p> <p>The School Safety Plan will be reviewed, revised and discussed staffwide including emergency drills that will take place, school supervision staff, implementation of Raptor Visitor Management System. Hearing and vision screenings will be provided as required by state law.</p>	\$302,858	N
2	PARENT INPUT IN DECISION-MAKING	<p>Parent input in decision-making will take place through the following committees (that includes parents representing Unduplicated Pupils (UP) and Students with Disabilities (SWD)).</p> <ul style="list-style-type: none"> English Language Advisory Committee (ELAC), DELAC, EL-PAC, per CA EC 52062(a)(2) – if applicable Parent Advisory Committee (PAC) per CA EC 52062(a)(1) <p>Interpreter services will be made available upon request.</p>	\$1,500	N
3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT	<p>Elevate School will provide all parents including those representing Unduplicated Pupils, and Students with Disabilities with opportunities to engage as partners in their child education.</p>	\$59,808	N

	<p>ENGAGEMENT & PARTICIPATION</p>	<p>The Parent Education Coordinator will facilitate parent workshops, provide/connect families to resources, promote parent volunteer opportunities/training, conduct parent outreach. Staff will communicate with families using ParentSquare. Families will have access to Aeries Parent Portal to view their child’s progress and attendance.</p> <p>The Leadership Team & Parent Engagement Coordinator will facilitate Parent Education workshops on critical issues that include:</p> <ul style="list-style-type: none"> • Digital Citizenship/Online safety • 7 Habits • Social emotional supports • Academic supports at home • Community building – equity lens • How to support your teen • Other topics as requested <p>The Leadership Team & Parent Engagement Coordinator will host Military Coffees; Coffee/Dessert with the Directors; and host schoolwide events to bring families together (Family Art & STEAM Nights; Family Movie Night; and Family PE Days).</p> <p>Currently, Elevate School does not have a language group that meets the “15% and above” translation needs. All correspondence sent to families/guardians will be provided in English and translated upon request. Interpreter services will be made available upon request.</p>		
4	<p>MAINTAINING SAFE & CLEAN SCHOOL FACILITIES</p>	<p>Elevate School strives to provide all students and staff with safe and clean school facilities.</p> <p>Annually, Elevate School will complete the Facility Inspection Tool (FIT) report for each site. Results will be reported annually on the SARC, Local Indicators Report and LCAP. Issues and/or findings will be addressed in a timely manner.</p>	\$618,147	N

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
\$436,107	\$0

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
8.82%	0%	\$	8.82%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1, Action 2	As measured by ELA and Math CAASPP assessments – most student groups declined in academic performance as measured by the ELA and Math CAASPP Assessment from 2022 to 2023 as evidenced in the following charts (Distance from Standard). Of concern is the decline in performance by the English Learner (EL), Socioeconomically Disadvantaged (SED) and Students with Disabilities (SWD) student groups.	Students will receive additional support from Rtl interventionists and Paraprofessionals that will provide tiered intervention through push-in and small group instruction. Students with additional attention devoted to Unduplicated Pupils are identified based on universal screeners (see Goal 1, Action 1), and progress is monitored using these assessments Elevate uses an accelerated learning model for learning recovery resulting from the pandemic to address learning gaps resulting from military relocation, high transiency,	The metrics that will be used to monitor effectiveness are: <ul style="list-style-type: none"> #1 CAASPP ELA Assessment: Distance from Standard (DFS) #2: CAASPP Math Assessment: Distance from Standard (DFS)

There is a need to strengthen and expand academic support and interventions to improve student academic performance and narrow achievement gaps.

ELA CAASPP	2022	2023
Student Group	DFS	DFS
All Students	+83.9	+77.1
English Learners	+61.4	+47.8
SED	+72.7	+58.7
SWD	+16.2	-8.8
African American	+80.4	+77.1
Hispanic	+75.7	+63
White	+85.6	+74.8
Two or More Races	+80.2	+77.7

(Source: CA School Dashboard)

Math CAASPP	2022	2023
Student Group	DFS	DFS
All Students	+51.7	+39.8
English Learners	+33.5	+23.1
SED	+36.9	+28
SWD	-38.7	-41.4
African American	+43	+43.2
Hispanic	+42.2	+28.7
White	+59.2	+39.3
Two or More Races	+41.1	+29.3

(Source: CA School Dashboard)

and gaps in education. To narrow achievement gaps, an afterschool Response to Intervention (Rtl) Program will be piloted for students in grades 2-5.

Students will utilize Achieve 3000, a supplemental online literacy intervention program that provides nonfiction reading content to students in grades TK-8 and focuses on building phonemic awareness, phonics, fluency, reading comprehension, vocabulary, and writing skills. It has a rating of “strong” from Evidence for ESSA, based on a wide body of research, including a gold standard study, for demonstrating accelerated literacy growth for students across grade levels and abilities. Achieve 3000 allows for a systematic and flexible approach to measuring growth, forecasting performance, targeting instruction, and creating a culture of literacy that supports all students. In addition, Achieve 3000 supports students to continue to accelerate their literacy growth to be on track for academic success.

We anticipate this action will significantly improve student performance on the CAASPP especially among Unduplicated Pupils. However, this action will be provided on a schoolwide basis because all students performing below grade level can benefit from opportunities to improve in literacy and math skills to gain grade level mastery.

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
N/A	Not applicable	Not applicable	Not applicable

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.

Not applicable

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	Not applicable to charter schools	Not applicable to charter schools
Staff-to-student ratio of certificated staff providing direct services to students	Not applicable to charter schools	Not applicable to charter schools

2023-24 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 6,254,652.56	\$ 5,517,932.64

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	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	No	\$ 2,475,185	\$ 1,979,213
1	2	MEASURING STUDENT PROGRESS - ASSESSMENTS	No	\$ 59,284	\$ 31,133
1	3	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Yes	\$ 312,964	\$ 283,155
1	3	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	No	\$ 239,540	\$ 286,170
1	4	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	No	\$ 527,366	\$ 546,489
1	5	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	No	\$ 561,152	\$ 578,431
1	6	SERVICES TO SUPPORT SWD	No	\$ 882,608	\$ 795,045
2	1	PROFESSIONAL DEVELOPMENT	No	\$ 249,251	\$ 199,400
2	2	STRENGTHENING EL PROGRAM & SERVICES	Yes	\$ 123,346	\$ 123,346
2	3	CORE CURRICULAR PROGRAM NEEDS	No	\$ 2,204	\$ 2,365
2	4	CLOSING THE DIGITAL DIVIDE	No	\$ 96,100	\$ 96,631
2	5	BROAD COURSE OF STUDY	No	\$ 418,469	\$ 298,903
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	No	\$ 245,477	\$ 235,175
3	2	PARENT INPUT IN DECISION-MAKING	No	\$ 1,500	\$ -
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	No	\$ 60,207	\$ 62,476

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)
\$ 411,403	\$ 436,310	\$ 415,439	\$ 20,871	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)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	3	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Yes	\$ 312,964	\$ 292,093.04	0.00%	0.00%
2	2	STRENGTHENING EL PROGRAM & SERVICES	Yes	\$ 123,346	\$ 123,345.86	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)
\$ 4,699,133	\$ 411,403	0.00%	8.75%	\$ 415,439	0.00%	8.84%	\$0.00 - No Carryover	0.00% - No Carryover

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	\$ 4,942,279	\$ 436,107	8.824%	0.000%	8.824%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 5,347,810	\$ 757,563	\$ 385,495	\$ 149,032	\$ 6,639,899.63	\$ 4,993,228	\$ 1,646,671

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	MEASURING STUDENT PROGRESS – ASSESSMENTS	All	No	Schoolwide		All	Ongoing	\$ -	\$ 59,150	\$ 59,150	\$ -	\$ -	\$ -	\$ 59,150	0.000%
1	2	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	All	Yes	Schoolwide	All	All	Ongoing	\$ 436,107	\$ -	\$ 436,107	\$ -	\$ -	\$ -	\$ 436,107	0.000%
1	2	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	All	No	Schoolwide		All	Ongoing	\$ 263,190	\$ 135,503	\$ 16,500	\$ 307,271	\$ -	\$74,922	\$ 398,693	0.000%
1	3	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	All	No	Schoolwide		All	Ongoing	\$ 597,914	\$ 13,000	\$ 400,783	\$ 210,131	\$ -	\$ -	\$ 610,914	0.000%
1	4	STRENGTHENING EL PROGRAM & SERVICES	All	No	Schoolwide		All	Ongoing	\$ 109,614	\$ 25,000	\$ 134,614	\$ -	\$ -	\$ -	\$ 134,614	0.000%
1	5	SERVICES TO SUPPORT SWD	All	No	Schoolwide		All	Ongoing	\$ 459,786	\$ 187,800	\$ 187,981	\$ -	\$ 385,495	\$74,110	\$ 647,586	0.000%
1	6	BROAD COURSE OF STUDY	All	No	Schoolwide		All	Ongoing	\$ 378,194	\$ 30,000	\$ 329,746	\$ 78,448	\$ -	\$ -	\$ 408,194	0.000%
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	SPED	No	Schoolwide		All	Ongoing	\$ 2,521,428	\$ 124,713	\$ 2,521,428	\$ 124,713	\$ -	\$ -	\$ 2,646,141	0.000%
2	2	PROFESSIONAL DEVELOPMENT	All	No	Schoolwide		All	Ongoing	\$ 179,688	\$ 79,500	\$ 222,188	\$ 37,000	\$ -	\$ -	\$ 259,188	0.000%
2	3	CORE CURRICULAR PROGRAM NEEDS	All	No	Schoolwide		All	Ongoing		\$ 5,000	\$ 5,000	\$ -	\$ -	\$ -	\$ 5,000	0.000%
2	4	CLOSING THE DIGITAL DIVIDE	All	No	Schoolwide		All	Ongoing	\$ -	\$ 52,000	\$ 52,000	\$ -	\$ -	\$ -	\$ 52,000	0.000%
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	All	No	Schoolwide		All	Ongoing	\$ -	\$ 302,858	\$ 302,858	\$ -	\$ -	\$ -	\$ 302,858	0.000%
3	2	PARENT INPUT IN DECISION-MAKING	All	No	Schoolwide		All	Ongoing	\$ -	\$ 1,500	\$ 1,500	\$ -	\$ -	\$ -	\$ 1,500	0.000%
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	All	No	Schoolwide		All	Ongoing	\$ 47,308	\$ 12,500	\$ 59,808	\$ -	\$ -	\$ -	\$ 59,808	0.000%
3	4	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	All	No	Schoolwide		All	Ongoing	\$ -	\$ 618,147	\$ 618,147	\$ -	\$ -	\$ -	\$ 618,147	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 (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 4,942,279	\$ 436,107	8.824%	0.000%	8.824%	\$ 436,107	0.000%	8.824%	Total:	\$ 436,107
								LEA-wide Total:	\$ -
								Limited Total:	\$ -
								Schoolwide Total:	\$ 436,107

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	MEASURING STUDENT PROGRESS – ASSESSMENTS	No	Schoolwide		All	\$ -	0.000%
1	2	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Yes	Schoolwide	All	All	\$ 436,107	0.000%
1	2	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	No	Schoolwide		All	\$ -	0.000%
1	3	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	No	Schoolwide		All	\$ -	0.000%
1	4	STRENGTHENING EL PROGRAM & SERVICES	No	Schoolwide		All	\$ -	0.000%
1	5	SERVICES TO SUPPORT SWD	No	Schoolwide		All	\$ -	0.000%
1	6	BROAD COURSE OF STUDY	No	Schoolwide		All	\$ -	0.000%
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	No	Schoolwide		All	\$ -	0.000%
2	2	PROFESSIONAL DEVELOPMENT	No	Schoolwide		All	\$ -	0.000%
2	3	CORE CURRICULAR PROGRAM NEEDS	No	Schoolwide		All	\$ -	0.000%
2	4	CLOSING THE DIGITAL DIVIDE	No	Schoolwide		All	\$ -	0.000%
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING	No	Schoolwide		All	\$ -	0.000%
3	2	PARENT INPUT IN DECISION-MAKING	No	Schoolwide		All	\$ -	0.000%
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	No	Schoolwide		All	\$ -	0.000%
3	4	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	No	Schoolwide		All	\$ -	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
 - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

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

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

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

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

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

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

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA’s community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) 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).