



Encore JR/SR High School

Special Encore Board of Directors Meeting- June 25, 2024

Published on June 22, 2024 at 4:11 PM PDT

Date and Time

Tuesday June 25, 2024 at 4:00 PM PDT

Location

Encore High School
16955 Lemon Street
Hesperia CA 92345

All public comment, both on agenda items and non-agenda items within the jurisdiction of the Board, should be provided during the agenda item titled, "Public Comment." Members of the public who wish to comment during the Board meeting may fill out a public comment card. Individual comments will be limited to three (3) minutes per agenda item and one three (3) minute period to address an item not on the agenda. If an interpreter is needed for comments, they will be translated to English and the time limit shall be six (6) minutes per person per agenda item. The Board limits the total time for public comment to thirty minutes, and may extend this time at its sole discretion. The Board reserves the right to mute or remove a participant from the meeting if the participant unreasonably disrupts the Board meeting after being warned by the Board Chair or designee that they are disrupting the meeting.

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

Agenda

	Purpose	Presenter	Time
I. Opening Items			4:00 PM
A. Call the Meeting to Order		Chandale Sutton	
B. Record Attendance		Chandale Sutton	1 m
C. Public Comment		Chandale Sutton	1 m
D. Approval of the Agenda	Vote	Chandale Sutton	1 m
E. Board Member Comments	Discuss	Chandale Sutton	6 m
II. Adjourn to Closed Session			4:09 PM
<p>Pursuant to Government Code Section 54957, the Board may adjourn to closed session as agendised during the meeting to discuss staff/student personnel matters, negotiations, litigation, and/or acquisition of land or facilities as authorized under law. The Board will adjourn to closed session in a private area for discussion and may take action on the following closed session items.</p>			
<p>A. CONFERENCE WITH LEGAL COUNSEL—ANTICIPATED LITIGATION (Gov. Code section 54956.9(d)(2).)</p>			
A. Reconvene from Closed Session	FYI	Chandale Sutton	2 m
<p>After the closed session is complete, the Board will reconvene and report any action taken during closed session to the the extent required by law.</p>			
III. Budget and Finance			4:11 PM
A. Approval of Proposition 28: Arts and Music in Schools Annual Report	Vote	Chandale Sutton	5 m
B. Approval of 2024-25 Proposed Adopted Budget	Vote	ICON School Management	5 m
C. Approval of Education Protection Account (EPA)	Vote	ICON School Management	5 m
IV. Curriculum and Instruction			4:26 PM
A. Approval of 2024-2027 Local Accountability Plan (LCAP)	Vote	Patricia Alaimalo	3 m

	Purpose	Presenter	Time
B. Approval of 2024 Local Indicator Self-Reflection of 2023-24 Indicators	Vote	ICON School Management	2 m
V. Adjourn to Closed Session			4:31 PM
<p>Pursuant to Government Code Section 54957, the Board may adjourn to closed session as agendised during the meeting to discuss staff/student personnel matters, negotiations, litigation, and/or acquisition of land or facilities as authorized under law. The Board will adjourn to closed session in a private area for discussion and may take action on the following closed session items.</p>			
A. Public Employment: Executive Director/Principal			
A. Reconvene from Closed Session	FYI	Chandale Sutton	2 m
<p>After the closed session is complete, the Board will reconvene and report any action taken during closed session to the extent required by law.</p>			
VI. Closing Items			4:33 PM
A. Adjourn Meeting	Vote	Chandale Sutton	2 m

A copy of the agenda will be posted at least 72 hours before such meeting. A copy of the written materials which will be submitted to the Board of Encore Junior and Senior High School for the Arts is available along with this agenda following the posting of the agenda by emailing Sabrina Bow at sbow@encorehighschool.com. Any public records relating to an agenda item for an open session of the Board shall be available for inspection at 16955 Lemon Street, Hesperia CA 92345.

Requests for disability-related modifications or accommodations to participate in this public meeting shall be made 24 hours prior to the meeting by calling (760) 956-2632 or emailing Joseph Thibodeaux at jthibodeaux@encorehighschool.com. All efforts will be made for reasonable accommodations consistent with the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. The agenda and public documents can be modified upon request as required by Section 202 of the Americans with Disabilities Act.

Coversheet

Approval of Proposition 28: Arts and Music in Schools Annual Report

Section: III. Budget and Finance
Item: A. Approval of Proposition 28: Arts and Music in Schools Annual Report
Purpose: Vote
Submitted by:
Related Material: Prop 28 Arts funding annual report for June 25 2024 board approval.pdf

Proposition 28: Arts and Music in Schools Funding Annual Report Fiscal Year 2023-24

LEA Name:	Encore Jr/Sr High School for the Performing Arts
CDS Code: Allocation Year:	3675044-0116707/2023-2024

1. Narrative description of the Prop 28 arts education program(s) funded

Encore offers a costume design course. In the 2023-24 year, the School added a full time instructional aide to support the costume design teacher.

2. Number of full-time equivalent teachers (certificated).	0
3. Number of full-time equivalent personnel (classified).	0
4. Number of full-time equivalent teaching aides.	1
5. Number of students served.	501
6. Number of school sites providing arts education.	1

Date of Approval by Governing Board/Body	6/25/2024
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Annual Report Data URL (Plan must be posted to the LEA's website)

<https://encorehighschool.com/accountability/prop28>

Completed By	Patricia Alaimalo
Title Email Telephone	Director of Finance and Operations
	palaimalo@encorehighschool.com
	(760) 956-2632

This annual report must be board approved, submitted to the CDE <https://www8.cde.ca.gov/ams>, and posted to the LEA's website.

Coversheet

Approval of 2024-25 Proposed Adopted Budget

Section: III. Budget and Finance
Item: B. Approval of 2024-25 Proposed Adopted Budget
Purpose: Vote
Submitted by:
Related Material:
2425_CharterBUDGETandINTERIMReportingTEMPLATE_20240404_Encore.xlsx

Notice

The following file is attached to this PDF. You will need to open this packet in an application that supports attachments to pdf files, e.g. [Adobe Reader](#):

2425_CharterBUDGETandINTERIMReportingTEMPLATE_20240404_Encore.xlsx

Coversheet

Approval of Education Protection Account (EPA)

Section: III. Budget and Finance
Item: C. Approval of Education Protection Account (EPA)
Purpose: Vote
Submitted by:
Related Material: Education Protection Account (EPA) Requirements Attachment 1.docx
Education Protection Account (EPA) Requirements Attachment 2.xlsx

**ENCORE JR/SR. HIGH SCHOOL FOR THE PERFORMING AND VISUAL
ARTS
RESOLUTION REGARDING THE EDUCATION PROTECTION ACCOUNT**

WHEREAS, the voters approved Proposition 30 on November 6, 2012 and Proposition 55 on November 8, 2016;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012 and Proposition 55 Article XIII, Section 36 to the California Constitution effective November 8, 2016 (commencing 01/01/2018);

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30th of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of the district shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of directors;

2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of directors has determined to spend the monies received from the Education Protection Act as attached.

DATED: _____, 20__.

Board Member

Board Member

Board Member

Board Member

Board Member

Notice

The following file is attached to this PDF. You will need to open this packet in an application that supports attachments to pdf files, e.g. [Adobe Reader](#):

Education Protection Account (EPA) Requirements Attachment 2.xlsx

Coversheet

Approval of 2024-2027 Local Accountability Plan (LCAP)

Section: IV. Curriculum and Instruction
Item: A. Approval of 2024-2027 Local Accountability Plan (LCAP)
Purpose: Vote
Submitted by:
Related Material:
2024_Local_Control_and_Accountability_Plan_Encore_Education_Corporation (24-25).pdf

ENCORE



Junior & Senior High School for the Arts

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
Encore Jr. & Sr. High School for the Arts	Dr. Sabrina Bow Executive Director	sbow@encorehighschool.com 760-956-2632

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.

Encore Education Corporation is a nonprofit 501c3 that operates a single public charter school in Hesperia California, located in San Bernardino County: Encore Jr. & Sr. High School for the Performing and Visual Arts. Established in 2008 and continuously authorized by Hesperia Unified School District, Encore provides a rigorous educational program marked by visual and performing arts, college preparatory academics, and career technical education (CTE) pathways. In the 2023-24 year, Encore enrolled approximately 550 students. The school operates on its own campus, an 8-acre site complete with 22 buildings including a theater and big top facility.

Reflections: Annual Performance

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

Reflections: Technical Assistance

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

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.

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

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

Encore continues to engage its educational partners in a variety of ways. The school's School Site Council and English Learner Advisory Committee, as well as regular Coffee with the Principal meetings facilitate feedback on the school's programs and operations. In the 2023-24 year, Encore completed its Self Study Report as part of the accreditation process through WASC. The report was a collaborative effort among teachers and staff. The WASC Visiting Committee conducted staff and parent focus groups as part of its review. Analysis of the School's performance mathematics on the SBAC exams catalyzed the development of a math strategic plan which includes adoption of new curriculum, computer-based intervention, and tutoring. Additionally, the Schoolwide Action Plan cites enrollment growth, mitigating chronic absenteeism, strengthening home-school connections, increasing the level of student performance on CAASP, and professional development in curriculum and instruction as the top priorities for the upcoming school year.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Encore will ensure a clean, safe, and modern physical environment for teaching and learning-- including all classrooms, restroom/auxiliary, campus, and administrative spaces as measured by the Facilities and Inspection Tool demonstrating Satisfactory or above in all areas.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Because the building and campus spaces are an integral part of effective learning conditions, it is imperative the school maintains a physical environment that is safe, secure, accessible, and comfortable for all stakeholders. Encore has included this goal to ensure the campus and physical buildings/structures are maintained for optimal learning conditions.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Facilities Inspection Tool (FIT)	Satisfactory or above in all areas			Satisfactory or above in all areas	
1.2	Health Department Reports for Kitchen/Cafeteria spaces	A Rating (94 out of 100)			A Rating (90 or better out of 100)	
1.3	Williams Report	No major deficiencies			No major deficiencies	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Physical Plant	Maintain all physical plant systems--HVAC, electrical, plumbing, kitchen, etc.	\$65,000.00	No
1.2	Monthly facility inspection	Monthly facility inspection to proactively identify repair or replacement needs.	\$25,000.00	No
1.3	Classroom furniture and storage	Replace or repurpose furniture and storage systems to create intentional teaching environment.	\$25,000.00	No
1.4	Janitorial Services	Contract with janitorial vendor to ensure regular cleaning of offices, classrooms, and auxiliary spaces	\$72,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Encore will provide a rigorous and relevant instructional program that enables highly-qualified teachers to provide CA CCSS- aligned instruction to all students, including subgroups, that appropriately prepares all students for college and career readiness.	Broad Goal

State Priorities addressed by this goal.

- Priority 2: State Standards (Conditions of Learning)
- Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The teaching and learning landscape post-pandemic looks very different than it did pre-pandemic. The return to in-person instruction after a 15+ month hiatus has highlighted the importance of providing a sound academic foundation for all students that leverages full alignment with the CA Common Core state standards. The value of Encore's educational program does not lie solely in our robust performing arts curriculum, but just as equally in our core academic program that provides students with college and career readiness. Encore will achieve this through student completion of a rigorous curriculum that emphasizes active engagement in their learning through the Four C's of 21st century education: Critical thinking, Creative thinking, Communication, and Collaboration. To develop and sustain our programs, we need highly-qualified teachers for all learners whom we hold accountable for improved academic achievement year over year.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Access to standards-based curriculum (per Williams Report)	100% students			100% students	
2.2	Implementation of standards-based curriculum (per board adopted curriculum and invoices)	100% courses			100% courses	
2.3	Teacher assignments (per CalSAAS)	2022-23 Schoolwide assignments = 268			No misassignments	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Total misassignments = 35 ** General Education: 21 ** English Language Development: 12 ** CTE: 2				
2.4	Employment of general and special education instructional aides (per Annual Staff Roster)	2023-24: Staff roster included three special education aides and two general education instructional aides.			Staffing plan to include special education and general education instructional aides.	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	CTE Coursework	All CTE courses will be guided by course outlines that include the required number of hours and content standards.	\$720,000.00	No
2.2	A-G Coursework	School ensures all students including ELs, SWDs, and other sub-groups are enrolled in and successfully complete appropriate A-G courses with a "C" grade or better that prepare them for college or career success		No
2.3	CA CCSS-aligned Curriculum	School adopts and implements standards-aligned core curriculum in Mathematics, English Language Arts, Social Science, Science, CTE	\$100,000.00	No
2.4	Highly Qualified Teachers	Recruit and maintain highly qualified teachers with valid CA credentials who are appropriately assigned	\$1,250,000.00	Yes
2.5	Teachers of ELLs	Recruit and retain teachers with appropriate EL authorization for their assignment	\$135,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Encore will foster and sustain a safe, supportive, and welcoming learning environment for students, staff, and parents/families.	Broad Goal

State Priorities addressed by this goal.

- Priority 3: Parental Involvement (Engagement)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Given the disruptions and unique experiences of the recent school years, additional efforts need to be implemented to re-engage students and stakeholders. Encore recognizes that parent and community involvement cannot remain as "random acts of family involvement," as coined by Kate Gill Kressley (2016), but must rather be an intentional and coordinated program of collaboration within and across school and community partnerships. The school will accomplish this through working to increase parent involvement through the School Site Council and English Learner Advisory Committees, improving Stakeholder Survey scores, improving attendance rates by decreasing chronic absenteeism, and improving teacher instructional knowledge and capacities to better plan for diverse learners (UDL), and through targeted PD on school culture to empower teachers to foster supportive learning environments.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Continued implementation of School Site Council (SSC) with requisite membership (parents, teachers, staff, administrators)	SSC formed in 2022-23. Seven SSC meetings held in 2023-24.			Fully implemented SSC.	
3.2	Continued implementation of English Learner Advisory Committee (ELAC) with	ELAC formed in 2021-22. Three ELAC meetings held in 2023-24.			Fully implemented ELAC.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	requisite membership (parents of EL students, teachers, administrators)					
3.3	Participation of at least 30 parents/caregivers in each Open Principal's Meeting.	Open Principal's Meeting held monthly (10x) August 2023 - May 2024.			Monthly Open Principal's Meeting with at least 30 parents/caregivers in attendance.	
3.4	Chronic absenteeism (per the CA School Dashboard)	2023: 29.8% chronically absent			Chronic absenteeism rate of 15% or less.	
3.5	Student and Family Satisfaction Survey				Student Satisfaction Surveys show 75% satisfaction rate for school safety, school climate, and educational and enrichment opportunities, with a minimum response rate of 75%	
3.6	Family Satisfaction Survey				Family Satisfaction Surveys show 75% satisfaction rate for school safety, school climate, and educational and enrichment opportunities, with a minimum response rate of 50%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.7	Employee Satisfaction Survey				Teacher/Staff Satisfaction Surveys show 75% satisfaction rate for school safety, school climate, educational and enrichment opportunities, and staff retention with a minimum response rate of 75%	
3.8	Regular professional development aligned to Encore's Professional Learning Priorities	In the 2023-24 year, Encore implemented four pupil free data days. In 2024-25, Encore will implement weekly PD on Wednesday (modified bell schedule)			Annual professional development calendar provides opportunities for training in our Professional Learning Priorities: (1) Student Self-Assessment and Progress Monitoring (2) Student Voice and Choice (3) Clear Expectations and Systems of Accountability (4) Leadership through Collaboration, (5) Supporting English Learners	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					(6) Career Technical Education	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	School Site Council (SSC) and English Learner Advisory Committee (ELAC)	Convene SSC (School Site Council) and ELAC (English Learner Advisory Committee) meetings with agendas and sign-in sheets	\$160,000.00	Yes
3.2	School-Family Connections	Foster and maintain strong School-Family Connections, including Coffee or Evening with the Principal, Concert in the Park family-community events,	\$25,000.00	No

Action #	Title	Description	Total Funds	Contributing
		and other School or Community Events. Utilize website, social media, and mass communication platforms e.g. Parent Square		
3.3	Student Attendance Plan	Develop and implement Student Attendance Plan to improve attendance rates, including implementation of Student Attendance Review processes.	\$5,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Encore will maintain strong student achievement and outcomes for all students and sub-groups so that all students are prepared for post-high school success and graduating with options and opportunities	Broad Goal

State Priorities addressed by this goal.

- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Encore recognizes the data on our California Dashboard shows a high graduation rate but low achievement rates for our students. At Encore, we feel a sense of urgency to better align these metrics by providing all students with a rigorous college-ready academic program that accurately reflects their skills as 21st century thinkers, doers, and communicators. Additionally, Encore affirms the importance of college and career readiness, where "readiness" means more than mere academic proficiency. Research shows that 4 out of 10 students who transition to college or university are not ready for the level of coursework expected in higher education, and who therefore require remedial classes that add up to additional tuition fees and often a prolonged timeline to graduation. As well, lack of preparation at the start of a student's higher education is indicative of a larger trend: high drop out rates and failure to graduate from the institute of higher education. Only 29% of students taking one or two remedial classes go on to earn their college degree, with almost 38% failing to graduate within four years. Encore's efforts are aimed at reducing this "readiness gap" for its students, providing them with an education worthy of college and career readiness accolades. Encore's graduates will be resilient and resourceful information processors.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	College and Career Readiness (per CA School Dashboard)	2023-: 46.4% of Encore graduates who placed in the "Prepared" level on the College/Career Indicator.			75% or better categorized as "Prepared"	
4.2	Graduation rate (per CA School Dashboard)	2023: 96.4% graduated			Graduation rate of 98% or higher	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.3	Percentage of students at Met/Exceeded Standards or Distance from Standard on annual CAASPP English Language Arts assessment (CA Dashboard)	2022 Dashboard: 53.2 points below standard 2023 Dashboard: 35.2 points below standard			Reach points above standard schoolwide and for all subgroups	
4.4	Percentage of students at Met/Exceeded Standards or Distance from Standard on annual CAASPP Math assessment (CA Dashboard)	2023 Dashboard: 122.9 points below standard 2022 Dashboard: 135.6 points below standard			Reach points above standard schoolwide and for all subgroups	
4.5	English Learner Progress Indicator (CA School Dashboard)	2023: 46.4% making progress towards English language proficiency			75% or better making progress toward English language proficiency	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Student Academic Plans	Counselors will develop and monitor a 4-year high school academic plan for all students, and grade check monitoring for all students in grades 7 and 8.	\$50,000.00	No
4.2	SBAC-aligned Assessments/ ELA and Math	SBAC-aligned Mid-terms and Final Exams in all ELA and Math core classes supported by formative use of ICAs, IABs and FIABs.	\$15,000.00	No
4.3	SBAC-aligned Assessments Other Core & CTE Classes	SBAC-aligned assessments for all other core and CTE classes in support of CaCCSS literacy standards	\$15,000.00	No
4.4	Academic Supports	Implementation of intervention programs (e.g., differentiated instruction, small group instruction, after-school tutoring, Saturday School, Summer School) for sub-groups, computer based intervention programs e.g. Read 180, Afficient Math	\$25,000.00	No
4.5	NWEA MAP benchmark assessments	Administer NWEA Benchmarks (fall, winter, spring all cohorts 7-11) with reflective data analysis after each administration to determine appropriate instructional adjustments and interventions for greater student achievement	\$17,500.00	No
4.6	RFEP Monitoring	Monitor RFEP achievement and adjust instruction and/or academic plans as appropriate to ensure student success	\$25,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.7	Reclassification of English Learners	Implement English Learner Master Plan to assess student readiness for reclassification to Fluent English Proficient (FEP)	\$15,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Encore will recruit and maintain professionals and programs that support the socio-emotional well-being of students and their families, and will ensure that all students are adequately supported academically and socio-emotionally.	

State Priorities addressed by this goal.

- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Encore believes that all students must have access to our full program, including subgroups and expelled and foster youth. Both research and local data indicate a trend of drops in enrollment for K-12 schooling, and it is up to each LEA and school site to ensure they offer compelling programs of study that are equitably provided to and accessible by all enrolled learners. Encore will achieve this imperative by offering supports such as counseling for special populations, homeless youth, foster youth, or expelled youth, and by training teachers in trauma-informed practices, socio-emotional learning pathways, and restorative justice.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Disciplinary referrals (per Aeries)					
5.2	Suspension rate (per CALPADS, CA School Dashboard)					
5.3	Expulsion rate (per CALPADS, CA School Dashboard)					
5.4	Counseling and mental health services	2023-24: Encore employed three counselors to serve all			Staffing plan to continue including counselors (300:1	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		students and one school psychologist, in addition to services provided by outside counseling agencies.			ratio) and a school psychologist. Continued coordination with outside counseling agencies.	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Trauma-informed practices	Implement Trauma-informed practices schoolwide through training and on-going professional development and coaching	\$2,500.00	No

Action #	Title	Description	Total Funds	Contributing
5.2	Social Emotional Learning (SEL) Practices	Implement Socio-Emotional Learning (SEL) practices school- wide through training and on-going professional development and coaching	\$2,500.00	No
5.3	JEDI Practices	Implement JEDI (Justice, Equity, Diversity, & Inclusion) training for teachers, administrators, and families	\$2,500.00	No
5.4	Mental Health Supports	Develop and implement a student survey to identify and address student mental health concerns, and provide access to resources and strategies for improved student agency, including but not limited to Peer Mentoring	\$75,000.00	No
5.5	Wrap-around services	School will provide in-house and outside-agency counseling services for wrap-around socio-emotional interventions, such as Student/Family Success Teams, for students and/or their families	\$20,000.00	No
5.6	Restorative Justice	Implement Restorative Justice frameworks, and Positive Behavioral Interventions and Support (PBIS). Encore will build and sustain school-wide practices, policies, and systems that support and sustain equitable, humane, dignified and relation-based interventions.	\$32,000.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$961822	\$

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
16.370%	0.000%	\$0.00	16.370%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.4	<p>Action: Highly Qualified Teachers</p> <p>Need:</p> <p>Scope: Schoolwide</p>		
2.5	<p>Action:</p>		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Teachers of ELLs</p> <p>Need:</p> <p>Scope: Schoolwide</p>		
<p>3.1</p>	<p>Action: School Site Council (SSC) and English Learner Advisory Committee (ELAC)</p> <p>Need:</p> <p>Scope: Schoolwide</p>		
<p>4.6</p>	<p>Action: RFEP Monitoring</p> <p>Need:</p> <p>Scope: Schoolwide</p>		
<p>4.7</p>	<p>Action: Reclassification of English Learners</p> <p>Need:</p> <p>Scope:</p>		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide		

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
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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.

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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.

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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		
Staff-to-student ratio of certificated staff providing direct services to students		

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	5875506	961822	16.370%	0.000%	16.370%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$2,744,000.00	\$0.00	\$0.00	\$135,000.00	\$2,879,000.00	\$2,512,000.00	\$367,000.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Physical Plant	All	No			All Schools		\$0.00	\$65,000.00	\$65,000.00				\$65,000.00	
1	1.2	Monthly facility inspection	All	No			All Schools		\$25,000.00	\$0.00	\$25,000.00				\$25,000.00	
1	1.3	Classroom furniture and storage	All	No			All Schools		\$0.00	\$25,000.00	\$25,000.00				\$25,000.00	
1	1.4	Janitorial Services	All	No			All Schools		\$0.00	\$72,000.00	\$72,000.00				\$72,000.00	
2	2.1	CTE Coursework	All	No			All Schools 9-12	Yearlong	\$720,000.00	\$0.00	\$720,000.00				\$720,000.00	
2	2.2	A-G Coursework	All	No												
2	2.3	CA CCSS-aligned Curriculum	All	No					\$0.00	\$100,000.00	\$100,000.00				\$100,000.00	
2	2.4	Highly Qualified Teachers	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		\$1,250,000.00	\$0.00	\$1,250,000.00				\$1,250,000.00	
2	2.5	Teachers of ELLs		Yes	School wide		All Schools		\$135,000.00	\$0.00				\$135,000.00	\$135,000.00	
3	3.1	School Site Council (SSC) and English Learner Advisory Committee (ELAC)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		\$160,000.00	\$0.00	\$160,000.00				\$160,000.00	
3	3.2	School-Family Connections	All	No			All Schools		\$0.00	\$25,000.00	\$25,000.00				\$25,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.3	Student Attendance Plan	All	No					\$0.00	\$5,000.00	\$5,000.00				\$5,000.00	
4	4.1	Student Academic Plans	All	No			All Schools		\$50,000.00	\$0.00	\$50,000.00				\$50,000.00	
4	4.2	SBAC-aligned Assessments/ ELA and Math	All	No			All Schools Grade 7, 8, 11		\$0.00	\$15,000.00	\$15,000.00				\$15,000.00	
4	4.3	SBAC-aligned Assessments Other Core & CTE Classes	All	No			All Schools		\$0.00	\$15,000.00	\$15,000.00				\$15,000.00	
4	4.4	Academic Supports	All	No			All Schools		\$25,000.00	\$0.00	\$25,000.00				\$25,000.00	
4	4.5	NWEA MAP benchmark assessments	All	No			All Schools 7-11		\$0.00	\$17,500.00	\$17,500.00				\$17,500.00	
4	4.6	RFEP Monitoring	English Learners	Yes	School wide	English Learners	All Schools		\$25,000.00	\$0.00	\$25,000.00				\$25,000.00	
4	4.7	Reclassification of English Learners	English Learners	Yes	School wide	English Learners	All Schools		\$15,000.00	\$0.00	\$15,000.00				\$15,000.00	
5	5.1	Trauma-informed practices	All	No			All Schools		\$0.00	\$2,500.00	\$2,500.00				\$2,500.00	
5	5.2	Social Emotional Learning (SEL) Practices	All	No			All Schools		\$0.00	\$2,500.00	\$2,500.00				\$2,500.00	
5	5.3	JEDI Practices	All	No			All Schools		\$0.00	\$2,500.00	\$2,500.00				\$2,500.00	
5	5.4	Mental Health Supports	All	No			All Schools		\$75,000.00	\$0.00	\$75,000.00				\$75,000.00	
5	5.5	Wrap-around services	All	No			All Schools		\$0.00	\$20,000.00	\$20,000.00				\$20,000.00	
5	5.6	Restorative Justice	All	No			All Schools		\$32,000.00	\$0.00	\$32,000.00				\$32,000.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
5875506	961822	16.370%	0.000%	16.370%	\$1,450,000.00	0.000%	24.679 %	Total:	\$1,450,000.00
								LEA-wide Total:	\$0.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$1,450,000.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.4	Highly Qualified Teachers	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$1,250,000.00	
2	2.5	Teachers of ELLs	Yes	Schoolwide		All Schools		
3	3.1	School Site Council (SSC) and English Learner Advisory Committee (ELAC)	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$160,000.00	
4	4.6	RFEP Monitoring	Yes	Schoolwide	English Learners	All Schools	\$25,000.00	
4	4.7	Reclassification of English Learners	Yes	Schoolwide	English Learners	All Schools	\$15,000.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$4,040,166.00	\$4,061,666.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Physical Plant	No	\$250,000.00	250000
1	1.2	Classroom furniture and storage	No		
1	1.3	Janitorial/Custodial Staff	No	\$25,000.00	46500
1	1.4	Restroom Maintenance	No		
2	2.1	A-G Coursework	No	\$50,000.00	50000
2	2.2	CA CCSS-aligned Curriculum	No	\$50,000.00	50000
2	2.3	Curriculum Coaching and Training	No	\$282,166.00	282166
2	2.4	Highly Qualified Teachers	No	\$2,400,000.00	2400000
2	2.5	Teachers of ELLs	No	0	
2	2.6	Instructional Aides			
3	3.1	SSC and ELAC	No	\$1,000.00	1000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.2	School-Family Connections	No	\$12,000.00	12000
3	3.3	SARB	No	\$200,000.00	200000
3	3.4	Student Attendance Plan	No	\$100,000.00	100000
3	3.5	Salary Scale	No	\$140,000.00	140000
3	3.6	Stakeholder Satisfaction			
3	3.7	Teacher Satisfaction			
3	3.8	UDL			
3	3.9	PD and Coaching			
4	4.1	Student Academic Plans	No	\$30,000.00	30000
4	4.2	SBAC-aligned Assessments/ ELA and Math	No		
4	4.3	SBAC-aligned Assessments Other Core & CTE Classes	No	\$150,000.00	150000
4	4.4	Academic Supports	Yes		
4	4.5	NWEA Benchmark Implementation	No		
4	4.6	LTEL Curriculum	No		
4	4.7	EL Consultant	Yes	\$25,000.00	25000

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)
4	4.8	RFEP Monitoring	No		
5	5.1	Trauma-informed Practices	Yes		
5	5.2	SEL Practices	No		
5	5.3	JEDI Practices	No		
5	5.4	Restorative Justice	Yes	\$325,000.00	325000
5	5.5	Counselors and Psychologist.			
5	5.6	Wrap-around Services			
5	5.7	Mental Health Supports			

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
628249	\$850,000.00	\$850,000.00	\$0.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.4	Academic Supports	Yes	\$200,000.00	200000		
4	4.7	EL Consultant	Yes	\$25,000.00	25000		
5	5.1	Trauma-informed Practices	Yes	\$300,000.00	300000		
5	5.4	Restorative Justice	Yes	\$325,000.00	325000		

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)
5839931	628249	0	10.758%	\$850,000.00	0.000%	14.555%	\$0.00	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 #
<ul style="list-style-type: none"> • Enter the metric number.
Metric
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • Enter the baseline when completing the LCAP for 2024–25. <ul style="list-style-type: none"> ○ 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. <ul style="list-style-type: none"> ▪ 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 or the specific actions to date in making progress toward the goal.

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

Total Funds

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

Contributing

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

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

- This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

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

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

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

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

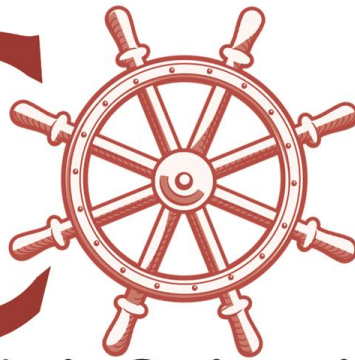
California Department of Education
November 2023

Coversheet

Approval of 2024 Local Indicator Self-Reflection of 2023-24 Indicators

Section: IV. Curriculum and Instruction
Item: B. Approval of 2024 Local Indicator Self-Reflection of 2023-24 Indicators
Purpose: Vote
Submitted by:
Related Material:
2024_Local_Indicator_Self-Reflection_of_2023-24_Indicators_Encore_Education_Corporation_20240625.pdf

ENCORE



Junior & Senior High School for the Arts

2024-25 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
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Introduction

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Local Indicators

The local indicators address the following state priority areas:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2023-2024	38	22	0	0				

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA’s progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

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

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA’s progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

2. Rate the LEA’s progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

3. Rate the LEA’s progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA			3		
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics			3		
Next Generation Science Standards			3		
History-Social Science			3		

Other Adopted Academic Standards

4. Rate the LEA’s progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5	N/A
Career Technical Education				4		
Health Education Content Standards				4		
Physical Education Model Content Standards				4		
Visual and Performing Arts					5	
World Language				4		

Support for Teachers and Administrators

5. Rate the LEA’s success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole			3		
Identifying the professional learning needs of individual teachers			3		
Providing support for teachers on the standards they have not yet mastered			3		

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

It's crucial to transparently communicate that our school is currently undergoing a reimagination phase. This phase necessitates a deliberate and careful approach to implementing the state standards due to the unique challenges our school is facing. While progress may be slower than desired, it's imperative to assure stakeholders that steps are being taken to move forward effectively.

Firstly, we have recently made a significant investment in purchasing curriculum materials that are aligned with the state standards. This step demonstrates our commitment to ensuring that students receive instruction that is in line with academic expectations set by the state. However, we acknowledge that simply acquiring the curriculum is not sufficient; teachers need adequate time and support to familiarize themselves with it and integrate it into their instructional practices. The adoption of our new curriculum, carefully aligned with state standards, has provided our educators with robust resources to deliver high-quality instruction. Teachers have been empowered to engage

students in meaningful learning experiences that are both rigorous and relevant. As a result, we have observed notable growth in student achievement in subjects such as mathematics, language arts, science, and social studies. Furthermore, our commitment to data chats and goal setting has enabled us to identify areas of strength and areas in need of improvement with precision. Through collaborative discussions and targeted goal-setting sessions, teachers and students alike have been able to set clear objectives and track progress over time. This data-driven approach has proven invaluable in guiding instructional decisions and interventions tailored to meet the diverse needs of our student population.

In addition to academic success, we are proud to highlight the accomplishments of our CTE teachers in providing students with a clear course path toward graduation and career readiness. Through comprehensive CTE programs, our students have gained valuable skills and experiences that prepare them for success in the workforce and beyond. Whether pursuing college or career opportunities, our students graduate equipped with the knowledge and skills needed to thrive in today's ever-evolving world.

Given the constraints of limited resources for professional development, we have yet to be able to fully implement teacher training and evaluations as desired. This is a reality we are actively working to address. We understand the importance of providing educators with ongoing opportunities for growth and development, and we are exploring alternative strategies to provide support within our means. This includes a recent partnership with Thrive, a company that assists with coaching, strategic planning, and program evaluations. We believe that with their support and guidance from our school leader, we will be able to provide the necessary support.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: ¹

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will

enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA’s current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA’s current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA’s progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	4
2. Rate the LEA’s progress in creating welcoming environments for all families in the community.	4
3. Rate the LEA’s progress in supporting staff to learn about each family’s strengths, cultures, languages, and goals for their children.	3
4. Rate the LEA’s progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	5

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

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

Encore has made significant strides in developing trusting and respectful relationships with families. Through targeted efforts, administrators, teachers, and classified staff have embraced practices that prioritize collaboration and partnership with families. Our community has responded positively, with a rating of 4 indicating substantial progress in creating welcoming environments for all families. Additionally, our commitment to fostering 2-way communication has been exemplary, earning a rating of 5. These achievements reflect our dedication to building strong connections between school staff and families.

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

While our Encore has demonstrated notable progress in several areas, there remains room for growth in supporting staff to understand each family’s strengths, cultures, languages, and goals for their children. There are still some ghosts in the room when it comes to the interactions between the school and families, based on families’ previous encounters with the school. Though rated a 3, indicating some progress, we recognize the importance of deepening our efforts in this area to better serve the diverse needs of our community. Strengthening our capacity to authentically engage with families and honor their unique backgrounds is a priority here at Encore for enhancing our relationship-building efforts, and the importance of diversity.

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

Encore is committed to improving the engagement of underrepresented families in our community. Through targeted outreach efforts, culturally responsive practices, and language-accessible communication strategies, we will work to ensure that all families feel valued, heard, and included in the educational process. By leveraging community resources, providing additional support where needed, and fostering inclusive environments, we aim to bridge any existing gaps and cultivate meaningful partnerships with every family we serve.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA’s current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA’s progress in providing professional learning and support to teachers and principals to improve a school’s capacity to partner with families.	3

Practices	Rating Scale Number
6. Rate the LEA’s progress in providing families with information and resources to support student learning and development in the home.	2
7. Rate the LEA’s progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	3
8. Rate the LEA’s progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	2

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

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

Encore has demonstrated a commitment to building partnerships for student outcomes, as indicated by its progress in several key areas. While rated a 3, signifying beginning development, Encore has shown efforts in providing professional learning and support to teachers and principals to enhance their capacity to partner with families. Additionally, although rated a 2, progress has been made in providing families with information and resources to support student learning at home. We have developed a parent engagement center on campus that is currently being used by our ELL department. We are in the planning stages to develop this resource for our families to include various classes that will help with challenges here at school and beyond. Examples of these classes include immigration advocacy, nutrition, finance, understanding attendance/academic reporting, and physical/mental wellness awareness. These initial steps reflect our dedication to fostering collaboration between schools and families to promote student success. The family engagement center will also house a pantry and a closing rack to support families in need.

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

Despite some progress, there are notable areas where Encore can enhance its efforts in building partnerships for student outcomes. Although we encourage our teachers to communicate with families as much as possible, we need to focus on implementing more intentional policies and platforms for teachers to meet with families and students to discuss student progress and ways to work together effectively. Similarly, supporting families to understand and exercise their legal rights and advocate for their students requires further development. Strengthening these areas will contribute to more robust partnerships and improved student outcomes. The school administration also meets with families whose students are chronically absent to work on a plan to improve student attendance and academic outcomes.

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

Encore recognizes the importance of improving the engagement of underrepresented families in building partnerships for student outcomes. To achieve this, we will continue to prioritize culturally responsive practices, targeted outreach efforts, and increased accessibility of information and resources. The ELAC parent group meets regularly to discuss important issues around multilingual learners. The School Site Council, where families have full voting rights in the decision-making process is also fully functional at Encore. By actively involving underrepresented families in decision-making processes, providing tailored support, and fostering a welcoming and inclusive environment, we aim to empower all families to advocate for their students and contribute to positive student outcomes.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA’s current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA’s progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	4
10. Rate the LEA’s progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	4
11. Rate the LEA’s progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	5
12. Rate the LEA’s progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	4

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

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

Encore has demonstrated significant strengths and progress in seeking input for decision-making, as evidenced by ratings of 4 across all key areas. We effectively built the capacity of our staff to engage families in advisory groups and decision-making processes. Additionally, family members have been empowered and supported to actively participate in advisory groups and decision-making, reflecting a collaborative approach to governance within the school community. Furthermore, Encore has provided ample opportunities for all families to provide input on policies and programs, with strategies in place to reach and seek input from underrepresented groups. These include School Site Council, Breakfast with the Principal, ELAC, and monthly parent volunteer meetings. Encore has effectively fostered collaboration among families, teachers, principals, and district administrators in planning, designing, implementing, and evaluating family engagement activities. We are constantly evaluating our practices and looking to improve our inclusive decision-making processes that honor the voices and perspectives of all education partners.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA’s focus area(s) for improvement in Seeking Input for Decision-Making.

While Encore has made significant progress in seeking input for decision-making, some areas warrant further attention. One focus area for improvement could be enhancing the depth of opportunities for underrepresented families to participate in advisory groups and decision-making processes. With the changing demographics of our school, we have noticed that some of our students feel somewhat disconnected from our school. We are concerned that this is the feeling of their families as well. The underrepresentation of our new demographic at school functions and parent engagement platforms evidences this. Encore is committed to exploring ways to ensure that input from underrepresented groups is effectively incorporated into decision-making processes, thus promoting equity and inclusion in governance practices.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

To improve the engagement of underrepresented families in seeking input for decision-making, Encore will employ targeted outreach efforts, culturally responsive practices, and increased accessibility of engagement opportunities. In addition to providing translation services, Encore plans to offer alternative formats for participation and create welcoming environments that honor diverse perspectives. Additionally, we will actively seek feedback from underrepresented families to identify barriers to engagement and implement strategies to address them effectively. Encore aims to promote equity, inclusion and shared ownership of educational outcomes by fostering meaningful partnerships with underrepresented families and valuing their contributions to decision-making processes.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

The local climate survey data for Encore Jr./Sr. High School for the Performing and Visual Arts, based on the California Healthy Kids Survey (CHKS), provides a comprehensive analysis of various school climate indicators, disaggregated by grade levels and some student groups.

Summary of Key Indicators grades 7-8

School Engagement and Supports:

School Connectedness: 44% of 7th graders and 51% of 8th graders felt connected to the school.

Academic Motivation: 59% of 7th graders and 64% of 8th graders reported high academic motivation.

Caring Adult Relationships: Reported by 57% of 7th graders and 67% of 8th graders.

High Expectations from Adults: 69% of 7th graders and 81% of 8th graders felt that adults at school had high expectations of them.

Meaningful Participation: Notably lower, with 28% of 7th graders and 23% of 8th graders feeling they participate meaningfully.

Parental Involvement Promotion: 44% of 7th graders and 45% of 8th graders felt the school promote parental involvement .

School Safety and Cyberbullying:

Perceived Safety: 38% of 7th graders and 37% of 8th graders felt very safe or safe at school.

Harassment or Bullying: Experienced by 43% of 7th graders and 47% of 8th graders.

Cyberbullying: Reported by 31% of 7th graders and 38% of 8th graders.

Physical Fights: 20% of 7th graders and 14% of 8th graders reported being in a physical fight .

Substance Use:

Current Alcohol or Drug Use: 6% of 7th graders.

Current Marijuana Use: 5% of 7th graders.

Current Vaping: 5% of 7th graders reported vaping .

Routines:

Eating Breakfast: 54% of 7th graders and 46% of 8th graders ate breakfast regularly.

Late Bedtime: 19% of 7th graders and 24% of 8th graders went to bed at 12 am or later .

A separate survey included students from grades 9 through 12, with varying response rates: 52% for 9th grade, 54% for 10th grade, 59% for 11th grade, and 24% for 12th grade??.

Key Indicators

The survey assessed multiple domains including:

School Engagement and Supports:

School Connectedness: Percentage of students feeling connected to the school environment.

Academic Motivation: Level of student motivation to perform academically.

Caring Adult Relationships: Presence of supportive adult figures in the school.

High Expectations: Perceived high expectations from adults in the school.

Meaningful Participation: Opportunities for students to engage meaningfully in school activities.

School Safety and Cyberbullying:

Perceived Safety: Students' perception of safety at school.

Harassment and Bullying: Incidence of harassment and bullying, including cyberbullying.

Social and Emotional Health:

Emotional Distress: Levels of emotional distress among students.

Life Satisfaction: Overall life satisfaction, including satisfaction with family, friends, and self.

Disaggregated Data

The data is broken down by gender and grade levels, highlighting differences in experiences and perceptions:

Social Emotional Distress by Gender:

Females in higher grades reported higher levels of social emotional distress and lower levels of life satisfaction compared to males??.

School Engagement and Supports by Gender:

Males generally reported higher academic motivation and school connectedness than females??.

Subset of Specific Items

Some specific items of interest include:

Experiences of Bullying and Victimization: Detailed questions about types and frequency of bullying.

Perceived Safety and Cleanliness: Student perceptions of school cleanliness and safety.

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Identified Needs 7-8 :

School Connectedness: There is a need to improve students' sense of belonging, especially for 7th graders, where only 44% feel connected to the school.

Meaningful Participation: The low percentages of students feeling they participate meaningfully (28% for 7th grade and 23% for 8th grade) indicate a need for more student engagement opportunities.

Safety and Bullying: With significant numbers of students reporting bullying (43% of 7th graders and 47% of 8th graders) and cyberbullying (31% and 38% respectively), there is a critical need for enhanced anti-bullying measures and cyber safety education.

Substance Use: Even though the percentages are relatively low, the presence of substance use (alcohol, marijuana, vaping) among 7th graders suggests a need for early intervention programs .

Areas of Strength:

High Expectations and Adult Support: A majority of students feel that adults in the school have high expectations (69% of 7th graders and 81% of 8th graders) and provide caring relationships (57% and 67% respectively).

Academic Motivation: More than half of the students in 7th and 8th grades reported high academic motivation (59% and 64% respectively) .

For grades 9-12

Key Learnings

Disparities in Emotional Well-being:

Higher levels of emotional distress and lower life satisfaction among female students, particularly in higher grades.

Significant number of students reporting experiences of bullying and harassment.

Strengths:

High levels of perceived caring adult relationships and high expectations from adults in school.

Strong academic motivation reported by a majority of students, particularly in higher grades.

Needs:

Enhanced support for female students to address emotional distress and improve life satisfaction.

Improved safety measures and anti-bullying programs to reduce harassment and victimization.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

Changes to Plans, Policies, and Procedures:
 Addressing Identified Needs:
 Enhancing School Connectedness:
 Programs for New Students: Implement orientation and mentoring programs for new students to help them integrate better.
 Extra-Curricular Activities: Increase the variety and number of extra-curricular activities to help students find groups and activities they connect with.
 Increasing Meaningful Participation:
 Student Councils and Clubs: Establish or strengthen student councils and clubs to give students more voice and responsibility in school activities.
 Project-Based Learning: Introduce more project-based learning opportunities where students can collaborate and take active roles in their education.
 Improving Safety and Reducing Bullying:
 Anti-Bullying Campaigns: Launch comprehensive anti-bullying campaigns, including awareness programs, workshops, and clear reporting mechanisms.
 Cyber Safety Education: Integrate cyber safety education into the curriculum to address issues related to cyberbullying.
 Substance Use Prevention:
 Early Intervention Programs: Introduce programs aimed at early intervention and education on the dangers of substance use.
 Counseling Services: Provide accessible counseling services for students struggling with substance use issues.
 Revisions and Actions for 9-12
 Based on the identified needs and strengths, the following changes are proposed:
 Mental Health Support:
 Implement targeted mental health programs and counseling services, especially focusing on female students and higher grades.
 Regular workshops and support groups to address emotional well-being.
 Anti-Bullying Initiatives:
 Strengthen anti-bullying policies and introduce comprehensive bullying prevention programs.
 Increase awareness and training for students and staff on recognizing and addressing bullying.
 Engagement and Participation:
 Create more opportunities for meaningful student participation in school activities.
 Encourage student-led initiatives and feedback mechanisms to foster a more inclusive school environment.
 Safety and Cleanliness:
 Improve the physical environment of the school to ensure it is clean and safe.
 Conduct regular safety audits and implement necessary improvements based on student feedback.
 Continuous Improvement:
 Regular Surveys and Feedback: Conduct regular climate surveys and gather student feedback to monitor the effectiveness of implemented changes and make necessary adjustments.
 Professional Development: Offer professional development for teachers and staff on topics related to student engagement, safety, and well-being.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

The counselors develop a master schedule that provides access to a broad course of study for all students. Encore offers an English Language Development class that counts for an English Learner's English 1 or English 2 class. An EL Skills elective class is offered and required to be taken by both high school and junior high students identified as English Learners. Encore also offers Str. Skills elective classes that are offered to all high school and junior high students with an IEP. Encore also offers a variety of core classes, CTE classes, electives, dual enrollment college courses, Advanced Placement, Honors, and A-G classes. Encore uses a variety of tools to track student access and enrollment in a broad course of study. These tools include:

1. Aeries which tracks enrollment data across grade spans, unduplicated student groups, and individuals with exceptional needs
2. Course Enrollment Reports which provides data on the variety of courses students are enrolled in

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

Students are assigned their counselor by grade level, English Learner identification, 504 identification, and whether they are taking Advanced Placement/Honors courses. Counselors review students' transcripts on a semester basis and meet with students individually. Course schedules are reviewed prior to the start of school.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

Several barriers have been identified that prevent equitable access to a broad course of study for all students:

1. Teacher Availability: Shortage of qualified teachers for certain subjects, particularly in advanced and elective courses.
2. Scheduling Constraints: Conflicts in scheduling, especially for students with additional support needs, limit their ability to enroll in diverse courses.
3. Awareness and Outreach: Lack of awareness among students and parents about available courses and the benefits of enrolling in a broad course of study.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

In response to the identified barriers, Encore plans to implement the following actions:

1. Resource Reallocation: Strategically allocate resources to ensure all school sites can offer a variety of courses, with a focus on underserved areas.
2. Professional Development: Increase professional development opportunities to train more teachers in specialized and advanced subjects.
3. Flexible Scheduling: Develop more flexible scheduling options to accommodate the needs of students with exceptional needs and those requiring support services.
4. Enhanced Outreach: Implement targeted outreach programs to inform students and parents about available courses and encourage enrollment in a broad range of studies.
5. Monitoring and Adjustment: Establish a continuous monitoring system to track progress and make adjustments as needed to ensure all students have equitable access to a broad course of study.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					

Coordinating Services	1	2	3	4	5
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					

California Department of Education
January 2024

Local Performance Indicator Quick Guide

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Local Indicators

The local indicators address the following state priority areas:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

The LEA annually measures its progress in meeting the *Williams* settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress in implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California *Education Code (EC)* for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The county office of education (COE) annually measures its progress in coordinating instruction as required by California *EC* Section 48926; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Local Indicator Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the *optional* reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

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

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

- 1. Rate the LEA’s progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

- 2. Rate the LEA’s progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

- 3. Rate the LEA’s progress in implementing policies or programs to support staff in**

identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA			3		
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics			3		
Next Generation Science Standards			3		
History-Social Science			3		

Other Adopted Academic Standards

4. Rate the LEA’s progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education				4	
Physical Education Model Content Standards		2			
Visual and Performing Arts				4	
World Language					5

Support for Teachers and Administrators

5. Rate the LEA’s success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning

Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Activities	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole			3		
Identifying the professional learning needs of individual teachers			3		
Providing support for teachers on the standards they have not yet mastered			3		

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

It's crucial to transparently communicate that our school is currently undergoing a reimagination phase. This phase necessitates a deliberate and careful approach to implementing the state standards due to the unique challenges our school is facing. While progress may be slower than desired, it's imperative to assure stakeholders that steps are being taken to move forward effectively.

Firstly, we have recently made a significant investment in purchasing curriculum materials that are aligned with the state standards. This step demonstrates our commitment to ensuring that students receive instruction that is in line with academic expectations set by the state. However, we acknowledge that simply acquiring the curriculum is not sufficient; teachers need adequate time and support to familiarize themselves with it and integrate it into their instructional practices. The adoption of our new curriculum, carefully aligned with state standards, has provided our educators with robust resources to deliver high-quality instruction. Teachers have been empowered to engage students in meaningful learning experiences that are both rigorous and relevant. As a result, we have observed notable growth in student achievement in subjects such as mathematics, language arts, science, and social studies.

Furthermore, our commitment to data chats and goal setting has enabled us to identify areas of strength and areas in need of improvement with precision. Through collaborative discussions and targeted goal-setting sessions, teachers and students alike have been able to set clear objectives and track progress over time. This data-driven approach has proven invaluable in guiding instructional decisions and interventions tailored to meet the diverse needs of our student population.

In addition to academic success, we are proud to highlight the accomplishments of our CTE teachers in providing students with a clear course path toward graduation and career readiness. Through comprehensive CTE programs, our students have gained valuable skills

and experiences that prepare them for success in the workforce and beyond. Whether pursuing college or career opportunities, our students graduate equipped with the knowledge and skills needed to thrive in today's ever-evolving world.

Given the constraints of limited resources for professional development, we have yet to be able to fully implement teacher training and evaluations as desired. This is a reality we are actively working to address. We understand the importance of providing educators with ongoing opportunities for growth and development, and we are exploring alternative strategies to provide support within our means. This includes a recent partnership with Thrive, a company that assists with coaching, strategic planning, and program evaluations. We believe that with their support and guidance from our school leader, we will be able to provide the necessary support.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit:¹

- Effective and authentic family engagement has been described as an intentional partnership of educators, families, and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and before updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs, and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to

family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine the next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions, and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 – Exploration and Research
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA’s progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	4
2. Rate the LEA’s progress in creating welcoming environments for all families in the community.	4
3. Rate the LEA’s progress in supporting staff to learn about each family’s strengths, cultures, languages, and goals for their children.	3
4. Rate the LEA’s progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	5

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

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

Encore has made significant strides in developing trusting and respectful relationships with families. Through targeted efforts, administrators, teachers, and classified staff have embraced practices that prioritize collaboration and partnership with families. Our community has responded positively, with a rating of 4 indicating substantial progress in creating welcoming environments for all families. Additionally, our commitment to fostering 2-way communication

has been exemplary, earning a rating of 5. These achievements reflect our dedication to building strong connections between school staff and families.

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

While our Encore has demonstrated notable progress in several areas, there remains room for growth in supporting staff to understand each family's strengths, cultures, languages, and goals for their children. There are still some ghosts in the room when it comes to the interactions between the school and families, based on families' previous encounters with the school. Though rated a 3, indicating some progress, we recognize the importance of deepening our efforts in this area to better serve the diverse needs of our community. Strengthening our capacity to authentically engage with families and honor their unique backgrounds is a priority here at Encore for enhancing our relationship-building efforts, and the importance of diversity.

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

Encore is committed to improving the engagement of underrepresented families in our community. Through targeted outreach efforts, culturally responsive practices, and language-accessible communication strategies, we will work to ensure that all families feel valued, heard, and included in the educational process. By leveraging community resources, providing additional support where needed, and fostering inclusive environments, we aim to bridge any existing gaps and cultivate meaningful partnerships with every family we serve.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 – Exploration and Research
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	3
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	2
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	3
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	2

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

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

Encore has demonstrated a commitment to building partnerships for student outcomes, as indicated by its progress in several key areas. While rated a 3, signifying beginning development, Encore has shown efforts in providing professional learning and support to teachers and principals to enhance their capacity to partner with families. Additionally, although rated a 2, progress has been made in providing families with information and resources to support student learning at home. We have developed a parent engagement center on campus that is currently being used by our ELL department. We are in the planning stages to develop this resource for our families to include various classes that will help with challenges here at school and beyond. Examples of these classes include immigration advocacy, nutrition, finance, understanding attendance/academic reporting, and physical/mental wellness awareness. These initial steps reflect our dedication to fostering collaboration between schools and families to promote student success. The family engagement center will also house a pantry and a closing rack to support families in need.

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

Despite some progress, there are notable areas where Encore can enhance its efforts in building partnerships for student outcomes. Although we encourage our teachers to communicate with families as much as possible, we need to focus on implementing more intentional policies and platforms for teachers to meet with families and students to discuss student progress and ways to work together effectively. Similarly, supporting families to understand and exercise their legal rights and advocate for their students requires further development. Strengthening these areas will contribute to more robust partnerships and improved student outcomes. The school administration also meets with families whose students are chronically absent to work on a plan to improve student attendance and academic outcomes.

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

Encore recognizes the importance of improving the engagement of underrepresented families in building partnerships for student outcomes. To achieve this, we will continue to prioritize culturally responsive practices, targeted outreach efforts, and increased accessibility of information and resources. The ELAC parent group meets regularly to discuss important issues around multilingual learners. The School Site Council, where families have full voting rights in the decision-making process is also fully functional at Encore. By actively involving underrepresented families in decision-making processes, providing tailored support, and fostering a welcoming and inclusive environment, we aim to empower all families to advocate for their students and contribute to positive student outcomes.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 – Exploration and Research
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	4
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	4
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	5
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	4

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

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

Encore has demonstrated significant strengths and progress in seeking input for decision-making, as evidenced by ratings of 4 across all key areas. We effectively built the capacity of our staff to engage families in advisory groups and decision-making processes. Additionally, family members have been empowered and supported to actively participate in advisory groups and decision-making, reflecting a collaborative approach to governance within the school community. Furthermore, Encore has provided ample opportunities for all families to provide input on policies and programs, with strategies in place to reach and seek input from underrepresented groups. These include School Site Council, Breakfast with the Principal, ELAC, and monthly parent volunteer meetings. Encore has effectively fostered collaboration among families, teachers, principals, and district administrators in planning, designing, implementing, and evaluating family engagement activities. We are constantly

evaluating our practices and looking to improve our inclusive decision-making processes that honor the voices and perspectives of all education partners.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

While Encore has made significant progress in seeking input for decision-making, some areas warrant further attention. One focus area for improvement could be enhancing the depth of opportunities for underrepresented families to participate in advisory groups and decision-making processes. With the changing demographics of our school, we have noticed that some of our students feel somewhat disconnected from our school. We are concerned that this is the feeling of their families as well. The underrepresentation of our new demographic at school functions and parent engagement platforms evidences this. Encore is committed to exploring ways to ensure that input from underrepresented groups is effectively incorporated into decision-making processes, thus promoting equity and inclusion in governance practices.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

To improve the engagement of underrepresented families in seeking input for decision-making, Encore will employ targeted outreach efforts, culturally responsive practices, and increased accessibility of engagement opportunities. In addition to providing translation services, Encore plans to offer alternative formats for participation and create welcoming environments that honor diverse perspectives. Additionally, we will actively seek feedback from underrepresented families to identify barriers to engagement and implement strategies to address them effectively. Encore aims to promote equity, inclusion and shared ownership of educational outcomes by fostering meaningful partnerships with underrepresented families and valuing their contributions to decision-making processes.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California *Education Code* 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

The local climate survey data for Encore Jr./Sr. High School for the Performing and Visual Arts, based on the California Healthy Kids Survey (CHKS), provides a comprehensive analysis of various school climate indicators, disaggregated by grade levels and some student groups.

Summary of Key Indicators grades 7-8

1. School Engagement and Supports:

- **School Connectedness:** 44% of 7th graders and 51% of 8th graders felt connected to the school.
 - **Academic Motivation:** 59% of 7th graders and 64% of 8th graders reported high academic motivation.
 - **Caring Adult Relationships:** Reported by 57% of 7th graders and 67% of 8th graders.
 - **High Expectations from Adults:** 69% of 7th graders and 81% of 8th graders felt that adults at school had high expectations of them.
 - **Meaningful Participation:** Notably lower, with 28% of 7th graders and 23% of 8th graders feeling they participate meaningfully.
 - **Parental Involvement Promotion:** 44% of 7th graders and 45% of 8th graders felt the school promote parental involvement .
2. **School Safety and Cyberbullying:**
- **Perceived Safety:** 38% of 7th graders and 37% of 8th graders felt very safe or safe at school.
 - **Harassment or Bullying:** Experienced by 43% of 7th graders and 47% of 8th graders.
 - **Cyberbullying:** Reported by 31% of 7th graders and 38% of 8th graders.
 - **Physical Fights:** 20% of 7th graders and 14% of 8th graders reported being in a physical fight .
3. **Substance Use:**
- **Current Alcohol or Drug Use:** 6% of 7th graders.
 - **Current Marijuana Use:** 5% of 7th graders.
 - **Current Vaping:** 5% of 7th graders reported vaping .
4. **Routines:**
- **Eating Breakfast:** 54% of 7th graders and 46% of 8th graders ate breakfast regularly.
 - **Late Bedtime:** 19% of 7th graders and 24% of 8th graders went to bed at 12 am or later .

A separate survey included students from **grades 9 through 12**, with varying response rates: 52% for 9th grade, 54% for 10th grade, 59% for 11th grade, and 24% for 12th grade.

Key Indicators

The survey assessed multiple domains including:

1. **School Engagement and Supports:**
- **School Connectedness:** Percentage of students feeling connected to the school environment.
 - **Academic Motivation:** Level of student motivation to perform academically.
 - **Caring Adult Relationships:** Presence of supportive adult figures in the school.
 - **High Expectations:** Perceived high expectations from adults in the school.
 - **Meaningful Participation:** Opportunities for students to engage meaningfully in school activities.

2. **School Safety and Cyberbullying:**
 - **Perceived Safety:** Students' perception of safety at school.
 - **Harassment and Bullying:** Incidence of harassment and bullying, including cyberbullying.
3. **Social and Emotional Health:**
 - **Emotional Distress:** Levels of emotional distress among students.
 - **Life Satisfaction:** Overall life satisfaction, including satisfaction with family, friends, and self.

Disaggregated Data

The data is broken down by gender and grade levels, highlighting differences in experiences and perceptions:

- **Social Emotional Distress by Gender:**
 - Females in higher grades reported higher levels of social emotional distress and lower levels of life satisfaction compared to males.
- **School Engagement and Supports by Gender:**
 - Males generally reported higher academic motivation and school connectedness than females.

Subset of Specific Items

Some specific items of interest include:

- **Experiences of Bullying and Victimization:** Detailed questions about types and frequency of bullying.
- **Perceived Safety and Cleanliness:** Student perceptions of school cleanliness and safety.

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Identified Needs 7-8 :

1. **School Connectedness:** There is a need to improve students' sense of belonging, especially for 7th graders, where only 44% feel connected to the school.
2. **Meaningful Participation:** The low percentages of students feeling they participate meaningfully (28% for 7th grade and 23% for 8th grade) indicate a need for more student engagement opportunities.
3. **Safety and Bullying:** With significant numbers of students reporting bullying (43% of 7th graders and 47% of 8th graders) and cyberbullying (31% and 38% respectively), there is a critical need for enhanced anti-bullying measures and cyber safety education.
4. **Substance Use:** Even though the percentages are relatively low, the presence of substance use (alcohol, marijuana, vaping) among 7th graders suggests a need

for early intervention programs .

Areas of Strength:

1. **High Expectations and Adult Support:** A majority of students feel that adults in the school have high expectations (69% of 7th graders and 81% of 8th graders) and provide caring relationships (57% and 67% respectively).
2. **Academic Motivation:** More than half of the students in 7th and 8th grades reported high academic motivation (59% and 64% respectively) .

For grades 9-12

Key Learnings

1. **Disparities in Emotional Well-being:**
 - Higher levels of emotional distress and lower life satisfaction among female students, particularly in higher grades.
 - Significant number of students reporting experiences of bullying and harassment.
2. **Strengths:**
 - High levels of perceived caring adult relationships and high expectations from adults in school.
 - Strong academic motivation reported by a majority of students, particularly in higher grades.
3. **Needs:**
 - Enhanced support for female students to address emotional distress and improve life satisfaction.
 - Improved safety measures and anti-bullying programs to reduce harassment and victimization.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

Changes to Plans, Policies, and Procedures:

Addressing Identified Needs:

1. **Enhancing School Connectedness:**
 - **Programs for New Students:** Implement orientation and mentoring programs for new students to help them integrate better.
 - **Extra-Curricular Activities:** Increase the variety and number of extra-curricular activities to help students find groups and activities they connect with.
2. **Increasing Meaningful Participation:**
 - **Student Councils and Clubs:** Establish or strengthen student councils

and clubs to give students more voice and responsibility in school activities.

- **Project-Based Learning:** Introduce more project-based learning opportunities where students can collaborate and take active roles in their education.
3. **Improving Safety and Reducing Bullying:**
 - **Anti-Bullying Campaigns:** Launch comprehensive anti-bullying campaigns, including awareness programs, workshops, and clear reporting mechanisms.
 - **Cyber Safety Education:** Integrate cyber safety education into the curriculum to address issues related to cyberbullying.
 4. **Substance Use Prevention:**
 - **Early Intervention Programs:** Introduce programs aimed at early intervention and education on the dangers of substance use.
 - **Counseling Services:** Provide accessible counseling services for students struggling with substance use issues.

Revisions and Actions for 9-12

Based on the identified needs and strengths, the following changes are proposed:

1. **Mental Health Support:**
 - Implement targeted mental health programs and counseling services, especially focusing on female students and higher grades.
 - Regular workshops and support groups to address emotional well-being.
2. **Anti-Bullying Initiatives:**
 - Strengthen anti-bullying policies and introduce comprehensive bullying prevention programs.
 - Increase awareness and training for students and staff on recognizing and addressing bullying.
3. **Engagement and Participation:**
 - Create more opportunities for meaningful student participation in school activities.
 - Encourage student-led initiatives and feedback mechanisms to foster a more inclusive school environment.
4. **Safety and Cleanliness:**
 - Improve the physical environment of the school to ensure it is clean and safe.
 - Conduct regular safety audits and implement necessary improvements based on student feedback.

Continuous Improvement:

- **Regular Surveys and Feedback:** Conduct regular climate surveys and gather student feedback to monitor the effectiveness of implemented changes and make necessary adjustments.
- **Professional Development:** Offer professional development for teachers and staff on topics related to student engagement, safety, and well-being.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

The counselors develop a master schedule that provides access to a broad course of study for all students. Encore offers an English Language Development class that counts for an English Learner's English 1 or English 2 class. An EL Skills elective class is offered and required to be taken by both high school and junior high students identified as English Learners. Encore also offers Str. Skills elective classes that are offered to all high school and junior high students with an IEP. Encore also offers a variety of core classes, CTE classes, electives, dual enrollment college courses, Advanced Placement, Honors, and A-G classes. Encore uses a variety of tools to track student access and enrollment in a broad course of study. These tools include 1. Aeries which tracks enrollment data across grade spans, unduplicated student groups, and individuals with exceptional needs; 2. Course Enrollment Reports which provides data on the variety of courses students are enrolled in at different school sites.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

Students are assigned their counselor by grade level, English Learner identification, 504 identification, and whether they are taking Advanced Placement/Honors courses. Counselors review students' transcripts on a semester basis and meet with students individually. Course schedules are reviewed prior to the start of school.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

Several barriers have been identified that prevent equitable access to a broad course of study for all students: 1. Teacher Availability: Shortage of qualified teachers for certain subjects, particularly in advanced and elective courses. 2. Scheduling Constraints: Conflicts in scheduling, especially for students with additional support needs, limit their ability to enroll in diverse courses. 3. Awareness and Outreach: Lack of awareness among students and parents about available courses and the benefits of enrolling in a broad course of study.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

In response to the identified barriers, the LEA plans to implement the following actions:

1. Resource Reallocation: Strategically allocate resources to ensure all school sites can offer a variety of courses, with a focus on underserved areas.
2. Professional Development: Increase professional development opportunities to train more teachers in specialized and advanced subjects.
3. Flexible Scheduling: Develop more flexible scheduling options to accommodate the needs of students with exceptional needs and those requiring support services.
4. Enhanced Outreach: Implement targeted outreach programs to inform students and parents about available courses and encourage enrollment in a broad range of studies.
5. Monitoring and Adjustment: Establish a continuous monitoring system to track progress and make adjustments as needed to ensure all students have equitable access to a broad course of study.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:				NA	
a. Review of required outcome data.				NA	
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.				NA	
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.				5	
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.				NA	

Coordinating Instruction	1	2	3	4	5
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.				NA	
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.				NA	

Many of the existing state practices don't align with the distinctiveness of our school. Once a student is expelled from Encore, they are directed to report to their district for placement.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).	1	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).	1	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]

Coordinating Services	1	2	3	4	5
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.	1	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.	1	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.	1	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.	1	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]

Coordinating Services	1	2	3	4	5
<p>7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.</p>	1	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
<p>8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.</p>	1	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]