LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Inland Leaders Charter

CDS Code: 36679590114256
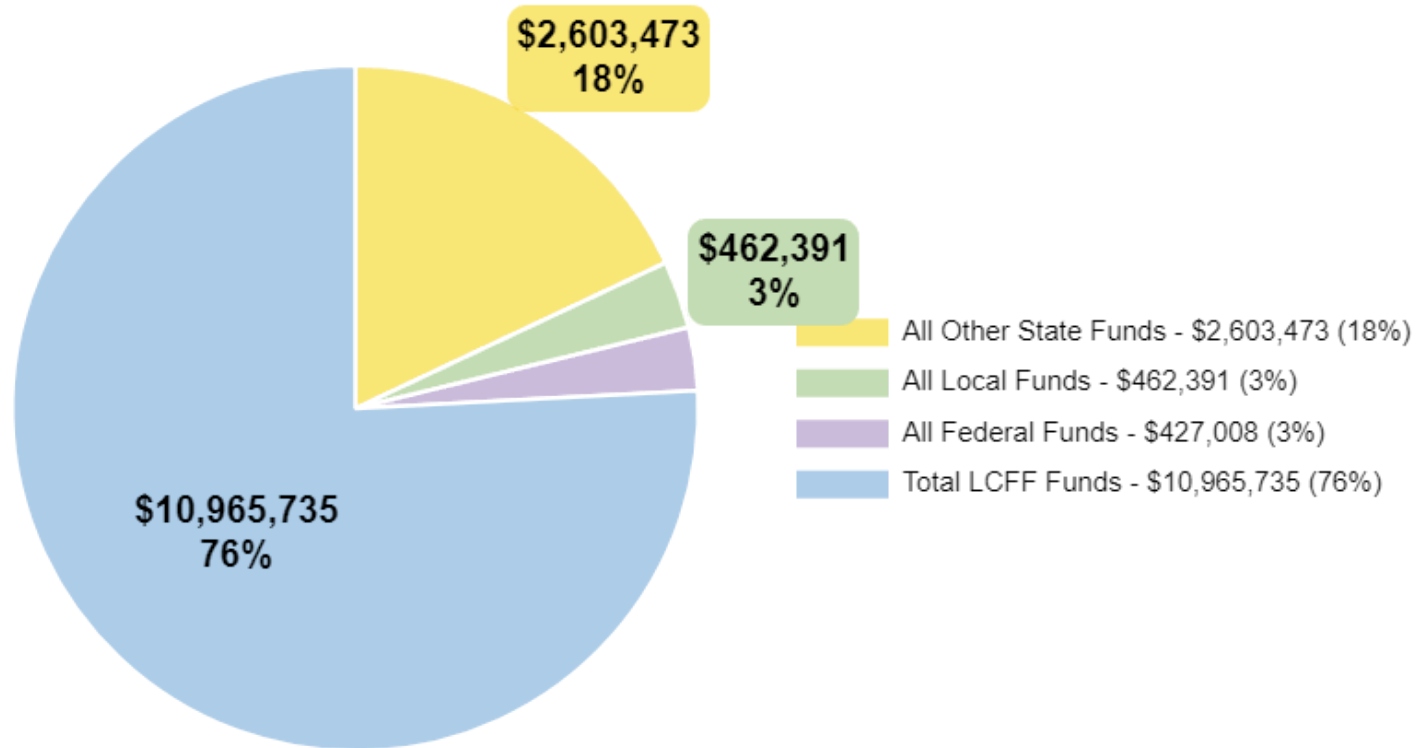
School Year: 2024-25

LEA Contact Information: Mike Gordon | mgordon@inlandleaders.com | 9094461100

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

Budget Overview for the 2024-25 School Year
Projected Revenue by Fund Source

$2,603,473
18%

$462,391
3%

$10,965,735
76%

All Other State Funds - $2,603,473 (18%)
All Local Funds - $462,391 (3%)
All Federal Funds - $427,008 (3%)
Total LCFF Funds - $10,965,735 (76%)

Source	Funds	Percentage
All Other State Funds	$2,603,473	18%

Source	Funds	Percentage
All Local Funds	$462,391	3%
All Federal Funds	$427,008	3%
Total LCFF Funds	$10,965,735	76%

Breakdown of Total LCFF Funds

$603,605
4%

$10,362,130
72%

LCFF S/C Grants - $603,605 (4%)
All Other LCFF Funds - $10,362,130 (72%)
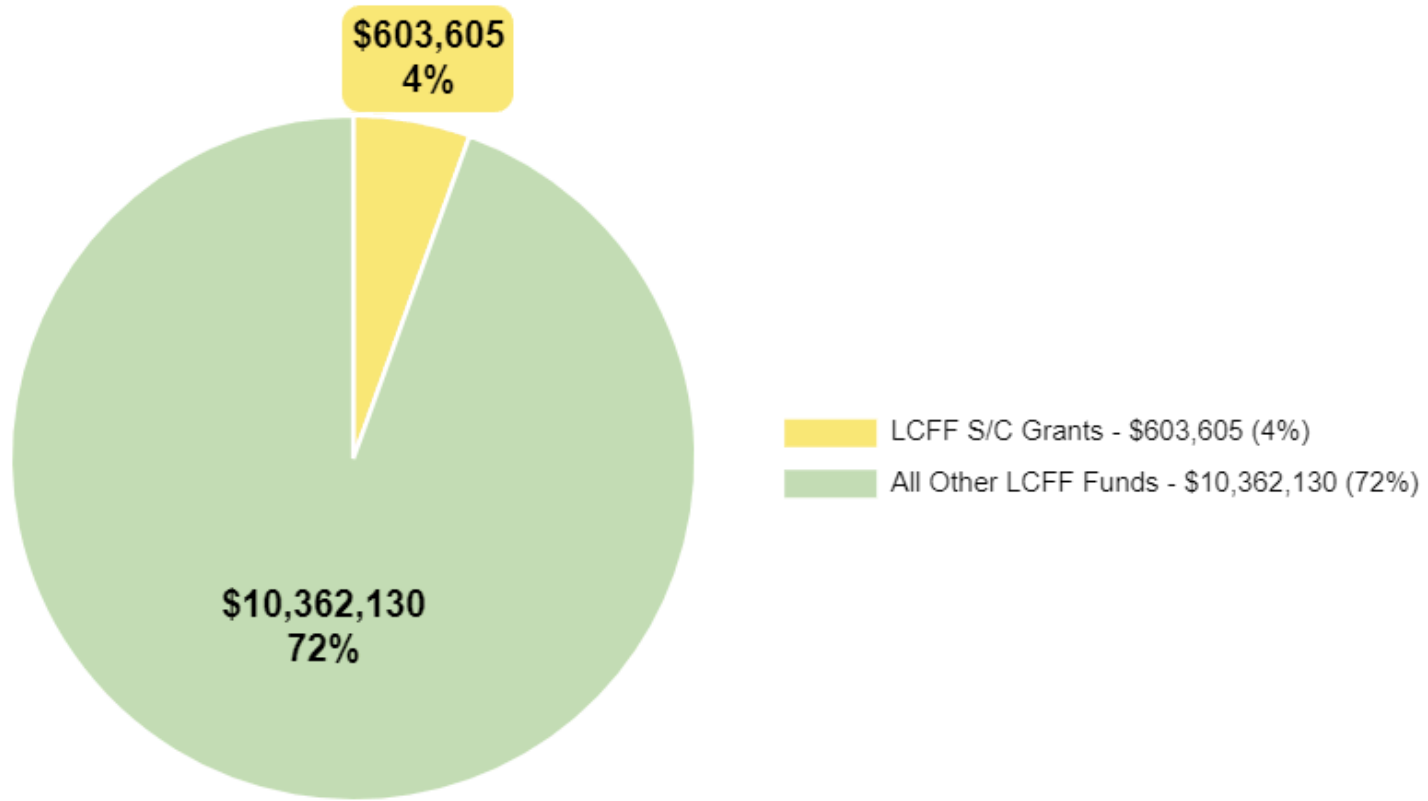
| Source	Funds	Percentage
LCFF S/C Grants	$603,605	4%
All Other LCFF Funds	$10,362,130	72%

These charts show the total general purpose revenue Inland Leaders Charter expects to receive in the coming year from all sources.

The total revenue projected for Inland Leaders Charter is $14,458,607, of which $10,965,735 is Local Control Funding Formula (LCFF), $2,603,473 is other state funds, $462,391 is local funds, and $427,008 is federal funds. Of the $10,965,735 in LCFF Funds, $603,605 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

Budgeted Expenditures in the LCAP
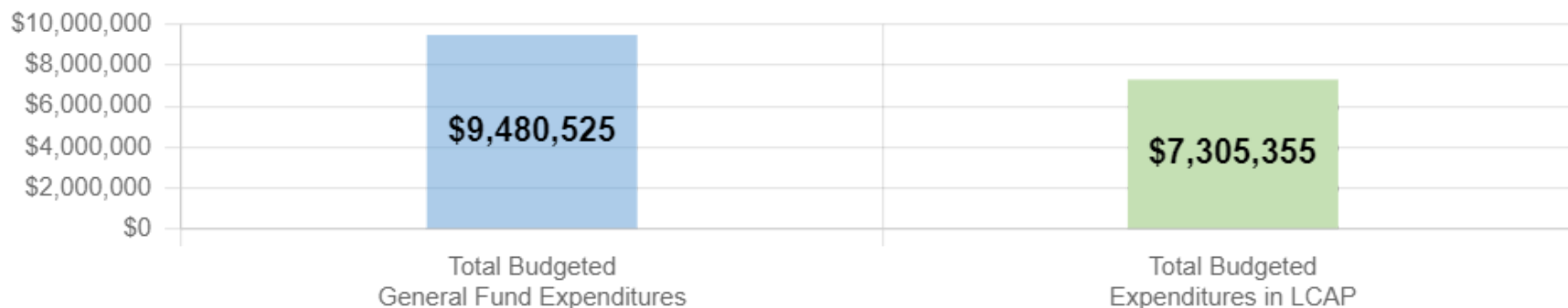
This chart provides a quick summary of how much Inland Leaders Charter plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

Inland Leaders Charter plans to spend $9,480,525 for the 2024-25 school year. Of that amount, $7,305,355 is tied to actions/services in the LCAP and $2,175,170 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General fund budget expenditures not included in the LCAP include miscellaneous operating costs such as facility rent, leases, clerical and office supports, liability insurance, district oversight fees, legal fees, various operating materials/supplies, administrative compensation, depreciation, classified support compensation, liability insurance, and non-instructional consultants.
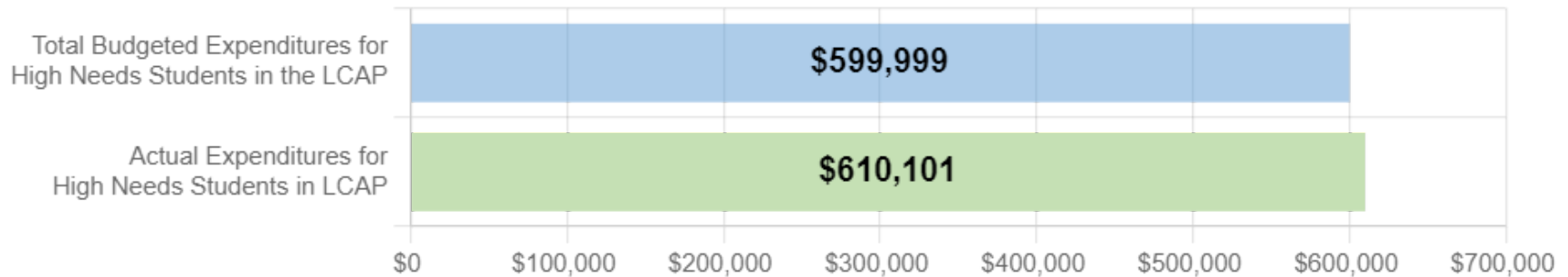
Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Inland Leaders Charter is projecting it will receive $603,605 based on the enrollment of foster youth, English learner, and low-income students. Inland Leaders Charter must describe how it intends to increase or improve services for high needs students in the LCAP. Inland Leaders Charter plans to spend $605,000 towards meeting this requirement, as described in the LCAP.

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

Prior Year Expenditures: Increased or Improved Services for High Needs Students

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

In 2023-24, Inland Leaders Charter's LCAP budgeted $599,999 for planned actions to increase or improve services for high needs students. Inland Leaders Charter actually spent $610,101 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Inland Leaders Charter	Mike Gordon Executive Director	mgordon@inlandleaders.com 9094461100

Goals and Actions

Goal

Goal #	Description
Goal 1	Innovate systems, programs, and practices to provide greater access and options to improve student learning outcomes.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
1	-Hybrid Learning enrollment and attendance records -Device and internet access records - Academic	-3rd-6th grades currently have a hybrid program enrollment of zero students for the 2020-2021 school year	-Hybrid Program Data -Total number of students enrolled in the hybrid program: 18 students.	-Hybrid Program Data -Total number of students enrolled in the hybrid program: 8 Students -	The Hybrid program was offered for 2 years with 18 students the first year and 8 students the	The Hybrid Program will no longer be offered due to lack of interest from ILCS families. Hybrid

	student achievement for students enrolled in the Distance Learning program: state and local assessments	(except for pandemic-related hybrid students). -Hybrid student achievement data baseline is not available since no students are enrolled in the program during the 2019-2020 year. -Hybrid enrollment and attendance will be determined in Year 1 of its implementation. -Device and internet access is currently above 90%.	Only 6th grade students participated. -Attendance: 100% (Independent Study coursework turned in and accounted for to claim attendance) -All students offered devices/internet access: 83% of students utilized a school computer and 6% utilized an internet device -ELA grade level benchmark: 55% at grade level -Math grade level benchmark: 35% at grade level	Attendance: 100% (Independent Study coursework turned in and accounted for to claim attendance) -All students offered devices/internet access: 100% of students utilized a school computer and 0% utilized an internet device -ELA grade level benchmark: 12% at grade level -Math grade level benchmark: 12% at grade level	following year. Due to the low interest the program was halted in the 2022-2023.	enrollment of 100 students - Average ILCS academic growth and proficiency scores demonstrate that student achievement progress is comparable to the site-based program. -Basic one year of academic growth for hybrid students on STAR assessment and local benchmarks.
2	-21st Century Skills assessment tool -Teacher and student survey data -Evidence of 21st century skills	-21st Century Skills implementation to include new survey questions for staff and students. Baseline data to	-Teacher Survey Data: Average percent of teaching staff implementing 21st Century Skills 44%. The percentage	ILCS introduced 21st Century Skills. Critical thinking training was the focus. Survey Data - 56% of staff feels confident in	The Desired outcome of 75% staff indicating on surveys that they are implementing 21st Century Skills was not	-75% of instructional staff indicate on surveys that they are implementing 21st Century Skills in their

	implementation will be shown in Professional Learning Community (PLC) notes. - Principal observation and walk-through surveys indicating implementation and demonstration of 21st century learning in classes.	be determined in the 2022 -2023 school year. - Evidence of 21st Century Skills implementation will be shown in Professional Learning Community (PLC) notes, as well as admin walk-through forms/notes.	stayed the same at 44%. -New questions are being developed to maintain relevancy and clarity -New baseline and new outcome for 2022-2023 - Principal walk-through forms were not implemented this current LCAP year. Will be implemented in 2022-2023.	teaching critical thinking. Character was introduced at the end of the year. The other components will be introduced in the following years. PLC notes indicate 3 meetings dates. The administration walk-through form included Depth of Knowledge (DOK) levels, which involves levels of critical thinking. The form also includes evidence of 21st Century Skills.	measured due to the shifting of outcome expectation and redefining 21st Century Skills. The desired outcome of 75% of the staff feeling confident in teaching critical thinking was not quite met with 65% of teachers feeling confident, a 10% gap. However this is up by 9% from the previous year of 56%.	classrooms and are well trained to do so. -75% of staff feels confident in teaching critical thinking
3	-Number of Hot Spots Available - needs met per request - Computers/iPads - 1 to 1 including staff and students with	10 hotspots available	10 Hotspots available 7 students utilized hotspots; no students denied a hotspot who requested one.	Number of Hot Spots Available - needs met per request - 3 were requested - Computers/iPads - 1 to 1 including staff and	This metric has been met. Hotspots have been available to any unduplicated student upon request and 100% up to date	-100% up-to-date technology & devices - Hotspots available to any unduplicated student upon request

	updated equipment to handle higher-level processing			students with updated equipment to handle higher-level processing	technology & devices has been distributed and in use by students & staff. In addition over 150 Chromebooks were checked out to students for home use.	
4	No longer applicable	No longer applicable	No longer applicable	No longer applicable		No longer applicable

Goal Analysis

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

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

The Hybrid program was discontinued in the 2022-2023 School year due to lack of interest from the families. In addition, the school utilized internal staffing to provide training and guidance rather than using consultants which created a large savings for action 1 and action 3.

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.

Major budget differences include the delay of device purchase due to the fact that current devices were used for an extended year and were repaired by the ILCS technology staff rather than replace devices. In addition, the hybrid program was eliminated. The major school wiring and network infrastructure upgrades that were planned for the current budget year were delayed for the next school year. Professional development costs were not incurred due to internal staff providing the training rather than 3rd party trainers.

ILCS has made a concerted effort to innovate systems, programs and practices to provided greater access and options to improve 21st Century student learner outcomes. ILCS has focused on and is continuing to make progress with the implementation fo 21st Century Skills. In 2022-2023, the administration clearly defined what 2st Century Skills are for ILCS and began the initial implementation of 2 components. With the staff training by Doug Fisher and introducing the levels of engagement, ILCS administration recognized students must be engaged to begin to think critically. Levels of engagement are being monitored and tracked school wide. Teachers presented at Innovation Day on January 7th. Collaboration has occurred during Innovation Day and/or Professional Learning Community (PLC) Meetings. ILCS has focused on to ensure Students & Staff Technology Devices was a priority. 52 Chromebooks were purchased for 1st & 2nd grade classrooms to update old devices. 2 Projecters were purchased to replace old devices. 3 hotspots were check out to meet the needs of family requests. ILCS was intentional with Professional Development for instructional staff to develop innovative 21st-century practices in their classrooms to include conferences (CUE & others), embedded time on PLC days, and specific strategies with high effect sizes as documented by Hattie, Fisher, and Frey. Professional development occurred with Doug Fisher in January of 2023. Levels of Engagement are being fully implemented in 2023-2024. The levels of engagement include distracted, avoiding, withdrawing, on task, participating, and leading. School wide data is being monitored. Character Strong - Leadership Coach trained other staff to implement the curriculum with students in the 2023-2024 school year.

The overall goal will remain the same. A 21st Century Course -metric and action will be added: Sites will provide access to innovative 21st Century courses such as the arts, music, esports, robotics, coding, entrepreneurship, media arts, performing arts among others. Metric will involve the use of student database and master schedule for enrollment in 21st Century Courses.

Goal

Goal #	Description
Goal 2	Accelerate 90% of all students to proficiency in content areas on standardized assessments to close the achievement gap.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
1	Human Resources data system - Highly Qualified Teachers	97% of all staff credentialed/licensed as highly qualified under state law.	98% of all staff credentialed as highly qualified under state laws.	95% of staff credentialed as highly qualified under state laws.	95% of staff credentialed as highly qualified under state laws. We did not quite meet the 100% of all staff credentialed/licensed as highly qualified under state law.	100% of all staff credentialed/licensed as highly qualified under state law.
2	Teacher surveys - Are students being trained to assess their own learning? Students are utilizing self-reported grading to assess their progress. Further survey questions to be developed by subject area and self-reported grading.	Currently, 47% of students are students being trained to assess their own learning with a rubric, according to the teachers' surveys. Self-reported grading questions on surveys to be developed.	Teacher survey indicates a significant increase in students being trained to assess their own learning going from 47% to 84%, a 36% gain. Self-reported grading questions need to be developed.	Teacher survey indicates that 79% of teachers are training students to assess their own learning by self-reported grading. The 3 areas teachers are utilizing self-reported grading are: -Writing 37% - Math 53% - Leadership 55%.	The desired outcome of uitlzing self reported grading was met. Teacher survey data indicates that 80% of teachers are training students to assess their own learning by self-reported gradings. Writing 56% - Math 41% - Leadership 48%.	77% of students are students being trained to assess their own learning with a rubric. 77% of teachers indicate students are utilizing self-reported grading.

3	3% more students proficient in math, ELA, and science on state assessments and 3% or one-grade level growth on local benchmarks. Increase student proficiency for EL and low SES students by 3% or 1 year growth. Grades K-8 writing benchmark	Transitional Kindergarten - Letter Identification and Sounds (August 2020 - March 2021). For Letter Identification, on average 81% and Letter sounds 73%. Kindergarten - Foundational Skills - 85%. Sight Words - 45%. Letter Teams - 58%. For reading - Running Record level average "C". STAR data reveals learning loss for several grades (1st - 8th) levels on average: From August to February (6 months) students gained a grade equivalent of: 1st grade - 3 months (.3) compared to	CAASPP - 2% gain in ELA -73% (2018 - 2019) to 75% (2020-2021). Math - a decrease by 6% going from 73% (2018-2019) to 67% (2020-2021). The 3% outcome expectation not met. STAR - All grades on target to meet the 1 year gain with the exception of 5th and 8 grades. SAVVAS (formerly Pearson) 1st & 5th grade met the 3% outcome - All other grades 1st - 6th decreased. TK - Met the 3% outcome in all areas except for counting. Kinder - Met the 3% outcome in all areas except for	CAASPP - ELA - 3% decrease 75% (2020-2021) to 72% (2021-2022). Math - an increase by 1%. 67% (2020-2021) to 68% (2021-2022). The 3% outcome expectation not met. STAR - All grades on target to meet the 1 year gain with the exception of 7th and 8th grades. SAVVAS (formerly Pearson) 1st & 6th grade met the 3% outcome, 3rd & 5th same, 2nd & 4th decrease TK - Did not meet the 3% outcome in any area - Decreased in all areas Kinder - Met the 3% outcome in all areas except	This outcome was not met. CAASPP - ELA - 3% decrease 72% (2021-2022) to 69% (2022-2023). Math - remained the same at . 68% (2022-2023). The 3% outcome expectation not met. STAR - All grades on target to meet the 1 year gain with the exception of 7th and 8th grades. The state dashboard did not indicated a color of performance. A writing proficiency score has not been established schoowlide.	3% more students proficient in math, ELA, and science on state assessments and 3% or one-grade level average growth each year on local benchmarks. Improve EL levels to the yellow color on the state dashboard for EL student performance in math and ELA. Grades K-8 overall local writing benchmark proficiency at 75%.

| | | 1 year (1) average growth from the three previous years (2017-2020), which indicates a 7 month loss of academic gains. 1st grade average grade equivalency for 2021 is 1st grade 9 months (1.9), which is 3 months above the expected 1st grade 6 month (1.6) growth. The average grade equivalency for 2018-2020 was 2nd grade 7 months (2.7), which equates to an 8 month (.8) loss. 2nd grade - 5 months (.5) compared to 1year (1) average growth from the three previous years (2017-2020), | sight words and counting | foundational skills | | | |

		which indicates a 5 months loss of academic gains. 2nd grade average grade equivalency for 2021 is 3rd grade 3 months (3.3), which is 7 months above the expected 2nd grade 6 months (2.6) growth. The average grade equivalency for 2017-2020 was 3rd grade 9 months (3.9), which equates to a 6 month (.6) loss. 4th grade - 7 months (.7) compared to 9 months (.9) average growth from the three previous years (2017-2020), which indicates a 2 month (.2) loss of academic gains. 4th grade average grade				

equivalency for 2021 is 5 years 5 months (5.5), which is 9 months above the expected 4 years 6 months (4.6) growth. The average grade equivalency 2017-2020 was 5 years 3 months (5.3), which equates to a 2 month (.2) gain. 5th grade - 6 months (.6) compared to 8 months (.8) average growth from the three previous years (2017-2020), which indicates 2 months (.2) of loss in academic gains. 5th grade average grade equivalency for 2021 is 6th grade 2 months (6.2), which is 6 months above

the expected 5th grade 6 months (5.6) growth. The average grade equivalency 2017-2020 was 6th grade 1 months (6.1), which equates to a 1 month (.1) gain. 6th grade - 5 months (.5) compared to 5 months (.5) average growth from the previous two years (2018-2020), which indicates no months of loss in academic gains. However, the expected growth is 6 months, so there they are 1 month behind the expected gain. 6th grade average grade equivalency for 2021 is 6th grade 8 months

		(6.8), which is 2 months above the expected 6th grade 6 months (6.6) growth. The average grade equivalency for 2018 - 2020 was 6 years 9 months (6.9), which equates to a 1 month (.1) loss. 7th grade - A negative 1 year 2 months (1.2) compared to 5 months (.5) average growth from the previous year (2019 - 2020), which indicates 7 months (.7) of loss in academic gains. The grade equivalency is 6th grade 1 month (6.1) for 2020 - 2021, compared to 7th grade 7 months (7.7), which equates to 1				

| | | year and 6 months (1.6) loss. 8th grade - 6 months (.6) average growth for 2021, which meets the expected growth of 6 months (.6). The average grade equivalency was 8th grade 1 month (8.1), which is below the expected grade equivalency of 8th grade 6 months (8.6). Math TK - Numbers recognition - 78%. Kindergarten - Counting & number recognition - 90% Year-long average Savvas benchmark scores: 1st grade - 76% 2nd grade -68% 3rd | | | | |

		grade - 76% 4th grade - 74% 5th grade - 71% 6th grade - 68%				
4	Teacher Surveys Questions to be monitored for improvement: Do Professional Learning Communities (PLCs) help support students' academic achievement? Do I believe we can get to 90% proficiency? Do I believe I have the strategies to get our students to 90% proficiency? Professional development notes and agendas will be monitored for implementation and student achievement.	Baseline to be determined in 2022-2023 due to new questions being administered on surveys. Questions regarding the success of professional development at ILCS to be developed and asked in future years.	PLC Question: Overall increase of 5%--> 70% to 75%. Elementary: 67% to 77%. The middle school level: 50% to 57%. Special programs 97% to 87%. 90% Proficiency Question - overall stayed the same at 73%. Elementary: decreased by 3% --> 73% to 70%. Middle school level: 7% increase - 50% to 57%. Special program: increased 6% - 86 to 92%. PLC notes indicated weekly meetings and	PLC Question (effective for student achievement): Overall 50%. Elementary 55%, TK-2nd 43%, 3rd-6th 68%, middle school 33% Specials 50%. 90% Proficiency Question: Overall, belief in 90% proficiency mark dropped from 67% to 62%, a 5% drop. TK-2nd 80%, 3rd-6th 50%, middle school 34% Specials 83%. Strategies to get to 90% Proficiency: Overall 74%. TK-2nd 87%, 3rd-6th 56%, middle school 67%, Specials	The desired outcome of 90% of teachers feeling Professional Learning Communites impact student achievement was not met. 74% teachers feel PLC's are effective in impacting student achievement. PLC notes did indicate that student achievement was shared and discussed in meetings.	Desired outcome to be determined 2022 -2023 regarding baseline of Professional Learning Communities and 90% Proficiency. 80% of the teachers indicate that professional development was valuable.

			conversations regarding student achievement. 90% Proficiency mark dropped from 77% to 67%, a 10% drop.	83%. PLC notes indicated weekly meetings and conversations regarding student achievement.		
5	Increase student proficiency for EL students by 3% or 1 year growth. Grades K-8 writing benchmark	English Language Learner STAR scores grade equivalency on average shows a deficit for grades 3 - 8 for the 2020-2021 school year. 1st grade - Average grade equivalency of 1st grade 9 months (1.9) compared to the expected equivalency of 1st grade 6 months (1.6). 3 months above the expected gain. 2nd grade - Average grade equivalency of	CAASPP - 2% decrease in ELA - 27% (2018 - 2019) to 25% (2020-2021). Math - a decrease by 2% going from 27% (2018-2019) to 25% (2020-2021). The 3% outcome expectation not met.	CAASPP - an 8% increase in ELA - 25% (2020-2021) to 33% (2021-2022) - Math - a 17% increase going from 25% (2020-2021) to 42% (2021-2022). The 3% outcome was met for both ELA and math.	This outcome was not met. CAASPP - a 25% decrease in ELA - 33% (2021-2022) to 8% (2022-2023) - Math - a 4% decrease going from 42% (2021-2022) to 38% (2022-2023). The 3% outcome was not met for both ELA and math. On the California State Dashboard there was no color indicated.he state dashboard. All grades are on target to meet the year end local benchmark	3% more students proficient in math, ELA, and science on state assessments and 9% or one-grade level average growth each year on local benchmarks. Improve EL levels to the yellow color on the state dashboard for EL student performance in math and ELA. Grades K-8 overall local writing benchmark

		2nd grade 7 months (2.7) compared to the expected equivalency of 2nd grade 6 months (2.6). 3rd grade - Average grade equivalency of 3rd grade 1 month (3.1) compared to the expected gain of 3rd grade 6 months (3.6), which is 5 months (.5) below the expected equivalency. 4th grade - Average grade equivalency of 3rd grade 7 months (3.7) compared to the expected gain of 4th grade 6 months (4.6), which is 9 months (.9) below the expected		targets with the exception of 7th & 8th grades. A writing proficiency score has not been established school wide.	proficiency at 75%

		equivalency. 5th grade - Average grade equivalency of 4th grade 2 months (4.2) compared to the expected gain of 5th grade 6 months (6.6), which is 1 year and 4 months (1.4) below the expected equivalency. 6th grade - Average grade equivalency of 4th grade 4 months (4.4) compared to the expected gain of 6th grade 6 months (6.6), which is 2 years and 2 months (2.2) below the expected equivalency. 7th grade - Average grade equivalency of 4th grade 3 months (4.3)			

		compared to the expected gain of 7th grade 6 months (7.6), which is 3 years and 3 months (3.3).				
6	Increase student proficiency for low SES students by 3% or 1 year growth. Grades K-8 writing benchmark	Socio-economically Disadvantaged STAR scores grade equivalency on average shows: 1st grade - Average grade equivalency of 1st grade 5 months (1.5) compared to the expected equivalency of 1st grade 6 months (1.6). 1 month below the expected gain. 1st grade average for all students grade equivalency for 2021 is 1st grade 9 months (1.9) indicating SES students	CAASPP SES Students - 1% increase in ELA - 62% (2018 - 2019) to 63% (2020-2021). Math - a decrease by 9% going from 60% (2018-2019) to 51% (2020-2021). The 3% outcome expectation not met.	CAASPP SES Students - 5% increase - 63% (2020-2021) to 68% (2021-2022). Math - a 5% increase - 51% (2020-2021) to 56% (2021-2022). The 3% outcome expectation was met.	This outcome was not met. CAASPP - ELA - 2% decrease 67% (2021-2022) to 65% (2022-2023). Math - a 2% increase - 56% (2021-2022) to 58% in (2022-2023). The 3% outcome expectation was not met. STAR . The 3% increase expectation was not met.	3% more students proficient in math, ELA, and science on state assessments and 9% or one-grade level average growth each year on local benchmarks. Maintain or improve SES levels at green or to blue on the state dashboard for SES student performance in math and ELA. Grades K-8 overall local writing benchmark proficiency at 75%.

		are 4 months behind their peers. 2nd grade - Average grade equivalency of 3rd grade 1 months (3.1) compared to the expected equivalency of 2nd grade 6 months (2.6). Above the expected gain by 5 months (.5). 2nd grade average for all student's grade equivalency for 2021 is 3rd grade 3 months (3.3) indicating SES students are 2 months behind their peers. 3rd grade - Average grade equivalency of 3rd grade 8 month (3.8) compared to the expected gain of 3rd grade 6 months (3.6),				

| | | which is 2 months (.5) above the expected equivalency. 4th grade - Average grade equivalency of 4th grade 7 months (4.7) compared to the expected gain of 4th grade 6 months (4.6), which is 1 month (.1) above the expected equivalency. 4th grade average for all student's grade equivalency for 2021 is 5 years 5 months (5.5) indicating SES students are 8 months (.8) behind their peers. 5th grade - Average grade equivalency of 5th grade 5 months (5.5) compared to the | | | | |

| | | expected gain of 5th grade 6 months (5.6), which is 1 month (.1) below the expected equivalency. 5th grade average for all student's grade equivalency for 2021 is 6th grade 2 months (6.2) indicating 7 months (.7) behind their peers. 6th grade - Average grade equivalency of 6th grade 0 months (6.0) compared to the expected gain of 6th grade 6 months (6.6), which is 6 months below the expected equivalency. 6th grade average for all students' grade equivalency for 2021 is 6th | | | | |

		grade 8 months (6.8) indicating 8 months (.8) behind their peers. Baseline writing data to be analyzed in future years once benchmarks are fully implemented.				

Goal Analysis

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

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

Action #1 Hire & Retain High Quality Teachers - New hires did not consistently participate during PLC time before hire. Action #2 Professional Development - Self-reported grading training did not happen, however survey work was completed with teachers. Teachers use self-reported grading in math, writing, and leadership. 80% of teachers state that they are training their students in self-reported grading, up from 79% in the 22-23 school year. Teachers did not get targeted training for interventions, but students received interventions. Action #3 Curriculum & Assessment - Social studies benchmark assessments for middle school are in the process of being created. A Software data system for student achievement analysis has not been purchased yet, but is in the process. Action #4 High Quality Interventions - No intervention was provided during intercession periods. A committee to analyze the Success Academy Program, specifically students who have been in the program long term and have not exited will occur in the 2024-2025 School Year.

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.

The only material difference is that intervention staff expenses serving unduplicated students were transferred to Action 4 (High Quality Interventions).

2.1 Hire & Retain High Quality Instructional Staff - Personnel are required to provide a high quality education for all students in alignment with the school's mission and vision. All new instructors participate in a thorough screening process, including interviews, reference checks, and a teaching demonstration. Additionally, new teachers participate in five scheduled teacher prep days prior to serving students in the classroom. This includes opportunities for safety training, enrollment in induction (as needed), team planning, and professional development. 2.2 Professional Development - Teachers have been targeting specific students with learning loss during professional learning communities by sharing and collaborating on effective strategies. New teachers have received training in effective use of Thinking Maps and Write From the Beginning and Beyond at the beginning of the school year. English Learners and Title I students are receiving support by an intervention specialist using Fast ForWord and Read Assist. 2.3 Curriculum & Assessment - Benchmark assessments have been established and aligned to state standards for reading, writing, and math. The assessments utilized are STAR, Write From the Beginning & Beyond writing benchmarks, and Savvas Envision 2.0 benchmarks to align proficiency expectations and progress. Middle School benchmarks have been established for all core subjects. A variety of curriculum tools and assessments to support high-needs students to support access to core content are utilized. Curricular tools that aid access and growth in language arts for high needs learners include Fast ForWord, Read Assist, Amplify DIBELS, RazKids, IXL, and Snap & Read. In the curricular domain of mathematics, ILCS has invested in the curricular tools and assessments of Dreambox, Let's Go Learn Edge, and IXL. These tools assist the school in intervention, progress monitoring, and determination of effectiveness of instructional practices at all MTSS levels. 2.4 High Quality Interventions - High Quality Interventions are offered to all students in TK-8th grades with an achievement gap. Supplemental curriculum and collected data in PLCs demonstrate marked improvement in student achievement through data analysis and a decrease in subgroup achievement gaps. This is supported before, during, and after school by credentialed teachers, as well as by the support of two intervention specialists. The additional offering of summer school serves as an intervention opportunity to combat learning loss for unduplicated students and students with disabilities. Classroom aides assist core teachers in meeting the needs of students below proficiency in math and reading during the school's instructional time.

There will be no mafor changes but some additional needs such as: Purchase of intervention materials to address students who are below proficiency and unduplicated students. New assessments to align with the Science of Reading program Development middle school benchmark assessments to determine student growth in History, Science, and Spanish Purchase and implement a student achievement data system to seamlessly analyze ongoing student information.

Goal

Goal #	Description
Goal 3	Cultivate a safe and structured environment harnessing strong partnerships with parents and community members to ensure all sites have a positive school culture focused on leadership and high standards.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
1	Suspension rate Aeries behavior data	2019-2020: 8 students suspended	Total number of students suspended: 5 Total number of suspensions: 8 (1 student suspended 3 times & another student 2 times) Desired outcome: reduce by 1% - not met outcome, but number of students	Total number of students suspended: 4 Total number of suspensions: 4	Suspension rates were blue (highly effective) on the California State Dashboard. The rate of students suspended have consistently decreased the past 3 years - from 8 to 5 to 4 students to 3. This outcome was met.	Suspension rate reduced by 1% each year Major Behavior incidents reduced by 1% a year

			suspended dropped by 3.			
2	School Culture Survey Schoolwide School Culture Middle School Teacher / Student Only Survey	Student Survey Question: Do you like coming to school? 1st - 6th grade - Average pre-pandemic/post-pandemic - 79% of students stated they like coming to school 7th & 8th grade - Average pre-pandemic/post-pandemic - 63% of students stated they like coming to school Question: Are students nice? 1st - 6th grade - Average pre-pandemic/post-pandemic - 80% of students stated - nice 7th & 8th grade - Average pre-pandemic/post-pandemic - 69% of students stated - nice	Student Survey Like coming to school? Elementary: 79% to 78% - MS: 63% to 61% Students nice? Elementary: 80% to 74 - MS: 69% to 80% Student respect each other? Elementary: 79% to 79% - MS: 60% to 68% Teachers discuss 8 key strategies? Elementary: 44% - 64% - MS: 16% to 25% Middle School Teacher Survey PLCs valuable? 33% to 57% I believe we can make 90% proficient: 50% to 57% I am supported with 504, IEP, SST, and EL	Student Survey Like coming to school? Elementary: 78% to 78% - MS: 61% to 66% Students nice? Elementary: 74% to 82% - MS: 80% to 82% Students respect each other? Elementary: 79% to 87% - MS: 68% to 78% Teachers discuss 8 key strategies? Elementary: 64% to 71% - MS: 25% to 23% Middle School Teacher Survey PLC support student achievement - 33% 90% Proficiency mark - 34%	The desired outcome for middle school was met. The average of all survey questions increased significantly from 67% to 80%, increasing by 13% meeting the 10% outcome.	Survey data will show a 10% positive increase for all questions. Middle School staff surveys reveal 80% satisfaction/approva ratings on instructional supports/ positive mindset and healthy relationships.

		Question: Students at my school respect each other. 1st - 6th grade - Average pre-pandemic/post-pandemic - 79% of students stated - respect each other 7th & 8th grade - Average pre-pandemic/post-pandemic - 60% of students stated - respect each other Question: Do your teachers talk about the 8 key strategies? 1st - 6th grade - 44% 7th & 8th grade - 16% Teacher Survey Question: How often do you refer to the 8 key strategies? - 70% daily/weekly Middle School Teacher Survey	interventions: 33% to 29% Teacher survey to be adjusted.			

		Question: Do you find PLCs valuable? 33% Question: I believe we can make our 90% proficient mark. - 50% Question: I am supported with 504, IEP, SST, and EL interventions. 33% Support Staff Survey Question: Do you feel there is a divide between certificated and classified staff? - 45% classified staff indicated a divide. Survey questions to be adjusted - New baseline for 2022-2023				
3	Attendance rate data analyzed in Aeries Student Contract Accountability Meeting data recorded by action plans	Attendance rate 96% Student Contract Accountability Plan: number of families met with during the 2020-2021 school	Attendance rate: 95.3% Student Contract Accountability Plan: number of families met with: BSC 3 - CSC - 7 Total of	Attendance rate: 95% Student accountability Plan: number of families met with: BSC 6 - CSC -8 Total of 14 Student	The desired outcome for attendance and the Student Contract Accountability Meetings was not met. The	98% attendance rate for 2023-2024 Student Contract Accountability Meetings reduced to a

	written during the meetings	year: none held due to pandemic.	10 Student Contract Accountability Meetings	Contract Accountability Meetings	attendance rate at ILCS was 96%., not 98%. The administration team met with 25 families not meeting the school expectations, exceeding the goal of 5 families.	total of 5 families a year
4	Leadership Student Assessment	Assessment to be developed and administered to students in year 1, starting with grades 6-8. Currently, there are no formal leadership classes which would include lessons and assessments. This will be documented via new leadership classes provided to every grade level, lesson plans, and	This is being developed but is not complete.	This is being developed but is not complete.	Leadership lessons are being implemented. The effectiveness has not been measured. A Leadership assessment has not been developed.	Leadership lessons and assessments developed for all grade levels with positive outcome data of at least 75% of students indicating proficiency on the assessments for leadership development.

		leadership assessment taken by students.			
5	Parent Survey Data Community outreach opportunities Parent Participation - Hybrid / Independent Study	Parent Survey Questions: My family feels welcomes at ILCS - 99% I feel ILCS does a good job with community building - 95% My voice matters at ILCS - 93% (2019-2020) Do you feel there are volunteer opportunities in your child's classroom and/or school? - 93% (2019-2020) The school clearly communicates how to get involved - 98% (2019-2020) No data at current time for outreach opportunities or hybrid participation and	My family feels welcomed at ILCS - 99% I feel ILCS does a good job with community building - 95% to 93% My voice matters at ILCS - 93% (2019-2020) to 91% The school clearly communicates how to get involved - 98% (2019-2020) to 96% Hybrid students - 28% of families want to continue with hybrid. - Transitioning to full Distance Learning	My family feels welcomed at ILCS - 95% I feel ILCS does a good job with community building - 90% My voice matters at IICS - 95% The school clearly communicates how to get involved - 95%	Parent satisfaction data has been maintained. My family feels welcomed at ILCS - 98% I feel ILCS does a good job with community building - 90% My voice matters at IICS - 92% The school clearly communicates how to get involved - 94% ILCS has offered 3 community outreach opportunities.	Maintain current parent satisfaction baseline data Parent satisfaction data on the distance learning program - 90% satisfaction. Community outreach opportunities - 3 events per year.

		satisfaction survey. The baseline will be developed for the 21-22 school year. Hybrid data will transition to full distance learning data. Community outreach will include calendared events, notices sent home via ParentSquare.				
6	Parent Survey regarding safe schools & facilities Student Survey regarding safety	Survey Questions: Question: My child's school is a safe place to be - 95% Question: How safe are the school's facilities? - 98% Question: How clean do you feel the facilities are? - 99% Student survey questions to be developed regarding safety.	Survey Questions: Question: My child's school is a safe place to be - 95% to 99% Question: How clean do you feel the facilities are? - 99% to 95%	Survey Questions: Question: My child's school is a safe place to be - 93% Question: How clean do you feel the facilities are? - 97%	On average, the current survey data baseline has been maintained: Question: My child's school is a safe place to be - 99% Question: How clean do you feel the facilities are? - 92%	Maintain current baseline

Goal Analysis

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

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

In Action 3.3 Development of a leadership rubric/assessment for each grade level did not occur - This is at the beginning stages of development. A mentorship program or onboarding for new families was also not completed. All other planned actions occurred including additional physical security measures at the three sites.

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.

Differences include the addition of three new security guards that contributed to a substantial increase in costs. Also, student field trips were expanded to include more grade levels beyond just 5th and 7th grades. Leadership Convention expenses (LeadCon) were also included that were not originally budgeted. Other major differences included the expansion of the universal breakfast and lunch program that increased expenses.

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

3.1 Student Well-Being Initiative - Mental health support was offered to students in all grade levels as needed. The following positions supported the students' mental health: Counselor, Student Leadership Coaches, and two Psychologists. An English Learner Liason supported families. Physical health-related services were provided by the following staff: Registered Nurse and two Licensed Vocational Nurses (LVN). Health office supplies and equipment were purchased. PE teachers and PE assistants supported students. PE supplies were purchased to meet the needs of the programs. The nutrition program was fully implemented. Attendance monitoring occurred by ensuring Independent Study was offered and monitored. The attendance rate was not raised. It is at 96%, however it is higher than the local district and state averages. Student celebrations included ROAR Rallies and House Tournaments, as well as BOLD & GOLD nights for 6th grade boys & girls, LEAD CON for middle school students, and award assemblies. 3.2 Staff Well-Being Initiative - A comprehensive health plan was provided to full-time employees, "pulse check" (well-being) surveys

were distributed and reviewed, and administration continually reflected on the staff attitudes surrounding their work. Overall morale continues to be very positive. 3.3 Student Behavior/PBIS/Leadership - PBIS enhancements occurred through the introduction of the Levels of Engagement. All classes are implementing this with individual and class goals being set and monitored. A leadership rubric for middle school is at the beginning stages. Kelvin, a new survey software was utilized supports monitoring middle school culture concerns. The middle school survey was refined with updated relevant questions with input in solving culture issues. Training for the 8 Key strategies was provided to new staff, including teachers and student coaches. All grade levels attended field trips reminding students of our focus as a leadership school. Leadership coach followed a new schedule to support leadership classes in grades 3-8. The primary grades K-2nd grades were supported through PE and/or leadership. Suspensions were reduced by 62% from 8 suspensions to 3 suspensions. School Culture Surveys were administered to all students which included several questions regarding students' behavior and expectations. 3.4 Parent/Community Partnerships - Parent involvement remains strong. ILCS provided Title 1 and ELAC parent meetings, Literacy Night, LCAP input meetings, monthly parent volunteer meetings, and opportunities to volunteer in classrooms and other events. Parent contracts/agreement were amended and signed. Parent/student activities included the Movie Night, Father/Daughter Dance, Mother/Son Event, and award ceremonies. Parent volunteering included classrooms, Apex Fun Run, Lead Con, Cotillion Ball, Pioneer Day, Career Day, Ancient Civilization, House Tournament, Community Helpers presentations, Habitat Museums, and Field Day. 3.5 Yucaipa Blvd Campus (YBC) is now included in and in need of below (along with the addition and upkeep for BSC and CSC): -Security system upgrades included new security cameras, network equipment, firewall, cybersecurity -Maintenance/repair on sites and buildings -Cleaning and sanitation of school facilities -Updates to the comprehensive school safety plan to improve emergency protocols occurred -Raptor was utilized as the screening program. Security of school was improved with extra fencing, barriers, and other security equipment. - Non armed Security officer/s were hired for BSC and YBC. An additional armed security officer was hired to cover BSC/YBC/ & CSC.

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

Use of Data system to analyze behavior and attendance. Kelvin survey system to include Parent and Staff component Intentional Cultivate Days

Instructions

(CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

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

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

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as

applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

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

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

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

- How changes to the action will result in a new or strengthened approach.

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
Inland Leaders Charter	Mike Gordon Executive Director	mgordon@inlandleaders.com 9094461100

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.

Inland Leaders Charter School (ILCS) has been an educational leader in Yucaipa, California since its inception in 2007. This San Bernardino County school, serving Transitional Kindergarten through 8th grade, operates across two campuses: Yucaipa Blvd Campus (YBC), and California Street Campus (CSC). With a mission to "create 21st century leaders," ILCS fosters a nurturing environment for approximately 1,000 students. The school's dedication to quality education is evident in its low student-teacher ratios. Kindergarten through third grade boast classes averaging 24 students, while upper grades (4th-8th) maintain a comfortable limit of 26. This commitment to smaller class sizes makes ILCS highly attractive to families seeking a more personalized learning experience. Beyond traditional classrooms, ILCS offers an independent study program for families who prefer a home-based education with a strong curriculum. Additionally, students can participate in a variety of athletic pursuits, including basketball, baseball, softball, football, soccer, track & field, cross country, and volleyball. Student groups such as English Learners (EL), foster, homeless, Title 1 and low-SES are provided with before, during and after school interventions and supports including mental health counseling, online and site-based tutoring, summer school/intercessions, and a variety of intense academic supports with fully credentialed staff. For students requiring special education services, ILCS provides a full inclusion model overseen by the El Dorado SELPA. This ensures all students have access to the support they need to thrive.

Reflections: Annual Performance

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

Inland Leaders Charter School (ILCS) soared to new heights in the 2023-2024 school year, achieving remarkable milestones that demonstrate its unwavering commitment to student success. Prestigious Recognition: ILCS was proudly named a California Distinguished School, one of only three in San Bernardino County and a top four finisher in the combined counties. This prestigious honor, coupled with a successful WASC accreditation and an outstanding accreditation report, cements ILCS's reputation for providing a high-quality educational experience. Thriving Partnerships: A strong foundation of collaboration is essential for success. ILCS boasts an impressive 99% of parents and 91% of students feeling welcomed, fostering a supportive learning environment. Furthermore, 99% of parents are happy their children attend ILCS, and a remarkable 96% of staff enjoy working at the school. This sense of community is a testament to ILCS's dedication to building strong partnerships with all its educational partners (parents, students, and staff). Academic Excellence: ILCS's dedication to academic excellence shines brightly on the California Department of Education Dashboard. Green zone scores (indicating high achievement) in ELA and Math CAASPP assessments, coupled with a very high Suspension Rate rating (blue zone), showcase both academic success and a positive school climate. Exceeding Expectations: While CAASPP scores dipped slightly for ELA, ILCS still significantly outperformed the state by 23% and San Bernardino County by 30%. Additionally, they remain the highest-scoring school in the Yucaipa area. Furthermore, their success in closing the achievement gap is evident, with reclassified English Learners outperforming their English-only peers in both ELA and Math. Building a Strong Foundation: Early childhood education sets the stage for future success. ILCS kindergartners demonstrate exceptional progress in foundational skills, letter identification, sight word recognition, letter teams, and numbers & counting. These impressive results showcase the effectiveness of ILCS's early childhood education program. Soaring in Grades 1-6: The momentum continues in grades 1-6! Students significantly surpassed their expected grade equivalency on the STAR assessment. For example, 1st graders achieved an average equivalency of 2nd grade, 5 months, exceeding benchmarks by a remarkable 9 months. These results demonstrate the effectiveness of ILCS's curriculum and teachers in fostering exceptional academic growth. Student Culture: In the area of students being nice to each other, data indicates that 81% of students indicate students are nice compared to the previous year at 74% of elementary students feel students are nice, a 7% increase. Programs that Empower: Beyond these achievements, ILCS offers a robust suite of programs that empower students: Write From the Beginning (WFTB): Equips teachers with clear scoring guides and consistent rubric scoring for effective feedback and writing improvement. Celebrating Student Achievement: Award assemblies create a positive and motivating environment, fostering student leadership and a sense of community. Comprehensive Special Education

Services: Provides consistent support, including an additional Education Specialist, counseling, and mental health support for all students. Targeted Interventions: Offers a multi-tiered approach with before, during, and after-school support for students who need extra help. Success Academy: Provides targeted academic support to struggling students. Reading Intervention: Provides after-school and in-class support to develop reading and language skills. Inland Leaders Charter School is a shining example of a school community working together to achieve exceptional results. By fostering a positive and collaborative environment, combined with innovative programs and a commitment to excellence, ILCS sets its students on a path to success.

Reflections: Technical Assistance

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

Not applicable

Comprehensive Support and Improvement

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

Schools Identified

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

Not applicable

Support for Identified Schools

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

Not applicable

Monitoring and Evaluating Effectiveness

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

Not applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement

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

Inland Leaders Charter School (ILCS) understands the importance of strong partnerships with all its educational partners: parents, students, and staff. Here's how ILCS fosters a collaborative environment and leverages feedback for continuous improvement: Thriving on Input: THRIVE Committees: The heart of ILCS's engagement strategy, these committees consist of staff and parents serving on three focused teams: Accelerate, Cultivate, and Innovate. These teams work collaboratively to develop surveys for students, parents, and staff. Data-Driven Decisions: Survey results are meticulously analyzed to shape the school's goals, desired outcomes, action plans, and services. By prioritizing diverse voices, ILCS ensures its initiatives reflect the needs of the entire educational community. Effective Communication: While parent meetings and forums are offered, ILCS acknowledges that surveys provide a more accessible and widely utilized method for gathering timely and honest feedback. Strengthening the Partnership: Authorizer Input: The charter school authorizer's feedback, obtained through three on-site visits, provided valuable insights into Human Resources, Curriculum/Instruction, and Business/Governance. This external perspective strengthens ILCS's LCAP (Local Control and Accountability Plan) and ensures alignment with best practices. Positive Partnerships, Positive Results: Welcoming Environment: Survey results reveal a strong sense of belonging, with 99% of parents and 91% of students feeling welcome at ILCS. High Satisfaction: Parents (99%) express satisfaction with their child's education, while staff (95%) enjoy working at ILCS. Similarly, 81% of students report enjoying school. Respectful Community: Efforts to cultivate a positive school culture are showing results. An average of 81% of students feel their

peers are nice and respectful, indicating a positive learning environment. Closing the Divide: Significant progress has been made in breaking down barriers between classified and certificated staff. The perception of a divide dropped from 37% to 19%. Moving Forward: ILCS's dedication to collaboration and data-driven decision making is commendable. By prioritizing diverse voices and fostering strong partnerships, ILCS creates a thriving environment where students, staff, and parents feel valued and empowered to contribute to the school's success. In addition, the ILCS Board held a LCAP public hearing on May 20, 2024 for members of the public to provide feedback and recommendations regarding the new LCAP draft.

Goals and Actions

Goal

Goal #	Description	Type of Goal
Goal 1	Innovate systems, programs and practices to provide greater access and options to improve 21st century student learner outcomes.	Broad

State Priorities addressed by this goal.

7,8

An explanation of why the LEA has developed this goal.

The vision of the Inland Leaders is to sustain a high-quality community charter school founded upon innovative instruction and character education to create 21st century leaders. ILCS's mission states ILCS is "committed to providing a world-class education for students that will equip them with the critical 21st Century Skills necessary to be successful leaders in life. The need for a 21st century skills goal in your LCAP plan boils down to preparing students for a rapidly changing world which includes: Evolving Workplace: Jobs are demanding different skillsets than ever before. Critical thinking, problem-solving, collaboration, and communication are key for success in today's knowledge economy. Information Overload: Students need to be able to navigate the vast amount of information available online. This means developing information literacy, media literacy, and digital literacy skills to analyze and evaluate what they find. Globalized World: Collaboration and communication across cultures is increasingly important. 21st century skills help students develop the ability to work effectively with people from diverse backgrounds. Adaptability and Lifelong

Learning: The pace of change is accelerating, so the ability to learn new things and adapt to new situations is crucial. 21st century skills equip students with the tools they need to be lifelong learners. By incorporating a 21st century skills goal into your LCAP plan, you're demonstrating your commitment to preparing students for the future.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Survey/Inventory of Student and Teacher 21st Century Skills	Annual survey questions to determine 21st Century implementation and effectiveness. Current baseline demonstrates 21st Century effectives at below 80%.			90% of students and teachers demonstrate proficiency with the 5 Cs of 21st Century skills.	
2	Inventory of Technology Devices	Current inventory of technology devices indicates sufficient inventory other than replacement of old items and the need for Promethian Boards in			Increase and replacement in technology devices in order that all classrooms are equipped with a set of updated Chromebooks or Ipads, Interactive Whiteboard (as requested),	

		requested classrooms.			document camera, Redcat sound system (as requested), and computer projector. Staff survey to determine if this action is accomplished by year 3.	
3	Access to and Enrollment in a Broad Course of Study	Student Information System (Aeries) course records demonstrate limited 21st Century elective course offerings at 1 for middle school. Elective participation in at least one 21st century course is below 80%.			90% of students are enrolled into a 21st Century course or elective.	

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

Goal Analysis

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

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

[Intentionally Blank]

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.

[Intentionally Blank]

An explanation of how effective the specific actions were in making progress toward the goal.

[Intentionally Blank]

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

[Intentionally Blank]

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	1.1- 21st Century Skills Implementation In All Classrooms	Administration and instructional staff will develop curriculum and implement lessons that integrate Character, Communication, Collaboration, Creativity and Critical Thinking (5 Cs). Budget Expenses include substitutes to release teachers for training and	$15,000.00	No

Action #	Title	Description	Total Funds	Contributing
		collaboration. Expenses related to stipends for staff that support 21st Century programs such as robotics. Consultants to train staff. Online website fees for resources.		
Action #2	1.2-Technology Devices	Provide one to one technology devices and technology support for students and teachers. Purchase of updated iPads, Chromebooks, document cameras, smartboards, and other classroom devices to handle higher-level learning processes. This action also includes purchasing internet hotspots and computer devices for unduplicated students in need of reliable internet access at home. Network devices and subscriptions associated with reliable internet access.	$75,000.00	Yes
Action #3	1.3- 21st Century Courses	Sites will provide access to innovative	$88,000.00	No

Action #	Title	Description	Total Funds	Contributing
		21st Century courses such as the arts, music, esports, robotics, coding, entreupreneurship, media arts, performing arts among others.		

Goal

Goal #	Description	Type of Goal
Goal 2	Accelerate 90% of all students to proficiency in content areas on standardized assessments to close the achievement gap.	Broad

State Priorities addressed by this goal.

1,2,4,5,7

An explanation of why the LEA has developed this goal.

Closing the Achievement Gap: Our current proficiency rate of the low 70's indicates a significant achievement gap that needs to be addressed. By aiming for 90% proficiency, we strive to ensure all students, regardless of background, are equipped with the necessary skills and knowledge. Low SES and EL students demonstrate markedly lower achievement rates in math and ELA on state assessments and therefore require targeted curriculum, instruction and teacher training to increase their achievement. College and Career Readiness: A proficiency rate of 90% will put our students on a strong foundation for success in college or directly entering the workforce. 21st-century careers demand a high level of competency in the core subjects, and this goal reflects our commitment to preparing them for that future. Unlocking Potential: Our students possess tremendous potential, and a 90% proficiency target reflects our belief in their ability to achieve academic excellence. This goal will motivate both students and educators to push boundaries and reach new heights. Sustainable Growth: While we acknowledge the current achievement level, a 90% proficiency goal represents a significant yet achievable jump. It demonstrates our commitment to continuous improvement and sets a clear target for sustained academic growth over time.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Fully Credentialed and Appropriately Assigned Teachers: Human Resources Data System to track highly qualified staff and CALSAAS reports	95% of instructional staff are highly qualified.			100% of all instructional staff are credentialed with CLAD	
2	Participation levels of staff in professional development to address student acceleration/intervention. Professional development survey questions to determine overall effectiveness of PD activities.	Survey to be provided to staff in 2024-2025 school year to determine baseline.			100% of instructional staff attend PD addressing acceleration and interventions for students. 90% of instructional staff indicate PD was effective in this topic.	
3	Local Benchmarks	School STAR reading %			Overall school reading	

		proficient (TBD) School STAR math % proficient (TBD)			proficient at 81% Overall school math proficient at 74%	
4	State Dashboard	Preliminary CAASPP scores (2023-2024) indicate 72% proficient in Reading and 65% proficient in math 3% growth goals on ELA and math EL: ELA - 8% - Math - 38% (2022-2023) Low SES: - ELA - 65% - Math 58% (2022-2023)			CAASPP growth goal: 81% proficient in ELA and 74% in math EL: ELA - 17% - Math - 47% Low SES: ELA 74% - Math - 67%	

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

Goal Analysis

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

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

[Intentionally Blank]

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.

[Intentionally Blank]

An explanation of how effective the specific actions were in making progress toward the goal.

[Intentionally Blank]

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

[Intentionally Blank]

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	2.1 Hire & Retain High Quality Staff:	ILCS is committed to hiring high-quality credentialed/licensed staff as a primary initiative that leads to the success of students. Continue to hire highly qualified teachers with CLAD or EL instruction qualifications by ensuring new hires are credentialed; screened, interviewed, and observed "teaching in action" prior to hire.	$7,447,473.00	No

Action #	Title	Description	Total Funds	Contributing
		Retain veteran teachers, train new teachers, & maintain classroom aide support to increase proficiency rates for English Learners and students with disabilities. Hire and retain qualified classified staff		
Action #2	2.2 Professional Development	Targeted training and support in the areas of: English Language Learners Student engagement strategies Teacher Efficacy Science of Reading Administrator training and conferences to address student achievement. Revisit: The implementation of Thinking Maps in all classrooms and train all new teachers in Thinking Maps and Write From the Beginning. Professional Learning Communities (PLCs) Master teachers to coach new teachers, including Induction	$39,000.00	No

Action #	Title	Description	Total Funds	Contributing
Action #3	2.3 Curriculum & Assessment	The following will be purchased/developed/implemented: Instructional materials and curriculum to address the state standards Supplemental books and materials Intervention materials to address students who are below proficiency and EL students. New assessments to align with the Science of Reading program Develop middle school benchmark assessments to determine student growth in History, Science, and Spanish Purchase and implement a student achievement data system to seamlessly analyze ongoing student information.	$109,316.00	Yes
Action #4	2.4 High Quality Interventions	Provide high-quality interventions (onsite and online) and curriculum/assessments	$304,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		that align through the grade levels to decrease subgroup achievement gaps with the support of intervention staff. Involves the use of supplemental materials, curriculum/assessments, equipment, and software to improve learning for unduplicated students and students with disabilities. Action includes restructuring the Success Academy (before/during/after school) program to create greater results for students through the use of core teachers and support staff. Also includes Title 1 services for identified students from Low SES, EL and foster groups.		

Goal

Goal #	Description	Type of Goal
Goal 3	Cultivate a safe, healthy, and orderly environment harnessing strong relationships with educational partners to ensure all sites have a positive school culture focused on	Broad

| | | leadership and high standards. | |

1,3,5,6

An explanation of why the LEA has developed this goal.

ILCS knows the importance and feels strongly ab out cultivate a positive school environment: Strong Foundation for Learning: A safe, healthy, and orderly environment is the bedrock for effective learning. When students feel physically and emotionally secure, they can focus on absorbing information and engaging with the curriculum. Positive School Climate: Fostering a positive school culture with strong leadership and high standards promotes respect, inclusivity, and a sense of belonging. This motivates students to participate, take academic risks, and strive for excellence. Improved Academic Outcomes: Research shows a clear correlation between positive school climate and student achievement. Reduced disruptions, a focus on learning, and a culture of high expectations all contribute to better academic performance.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Suspension/Expulsion Rate-Dashboard	Current State Dashboard Suspension rate: 0.4% Blue designation Expulsion rate: 0 students			Maintain Current State Dashboard-Blue designation	
2	Educational Partner Survey to determine student/parent/staff perception of	Current data reveals Overall Parent Satisfaction with school program:			Overall Parent Satisfaction with school program: 99% Overall Staff Satisfaction	

	school safety and connectedness.	98.5% (feel welcomed and like attending ILCS) Overall Staff Satisfaction with employment 86% (like going to work, feel appreciated) Overall Student Satisfaction with school program 78% (feel welcomed and like coming to school)			with employment 95% Overall Student Satisfaction with school program 87%	
3	Staff Survey Events Calendar	Staff survey: Satisfaction with ILCS - 95% Valued by Administration - 86% Events calendar to be determined			Staff Survey Satisfaction with ILCS - 98% Valued by Site Administration - 90% Events Calendar - 3 Cultivate Days per year	
4	Attendance/Chronic Absenteeism Rate: Dashboard	State Dashboard: 3.6% Green Designation			2.6% Blue designation	
5	Middle School Dropout Rate	Current drop out rate is 0			Maintain a dropout rate of 0	
6	Facilities in Good Repair	Local Indicator 1- FIT inspection			Local Indicator 1- FIT inspection	

	(FIT)	at 0 instances of deficiencies			to maintain 0 deficiencies	

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

Goal Analysis

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

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

[Intentionally Blank]

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.

[Intentionally Blank]

An explanation of how effective the specific actions were in making progress toward the goal.

[Intentionally Blank]

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

[Intentionally Blank]

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	3.1 Student Initiative	The Student Initiative will implement/offer/provide the following: The Extended Learning Opportunities Program (ELOP) to offer enrichment for unduplicated students to include an extended school day and school year. Mental health support for students in all grade levels. Physical health and medical-related services: -Attendance monitoring, field trips, student celebrations. Food service providing universal breakfast/lunch Use of surveys to monitor student culture and morale Training to staff, students, and parents regarding the leadership programs Leadership field trips to engage students in our region and support the area's needs	$656,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Leadership coach(es) with support from school staff to support the leadership initiative and teach leadership classes to all students in 1st - 8th grades. Use of Data system to analyze behavior and attendance. Leadership Conventions (LEADCON) Student Activities such as dances, assemblies, and family events		
Action #2	3.2 Staff Initiative	The following actions will be offered/provided: Celebrations and recognition events for classified and certificated employees Cultivate days" for staff Competitive health plan to cover employee medical and health needs. Pulse survey checks on employee and their mental health	$700,000.00	No
Action #3	3.3 Parent/Community Partnerships	The following opportunities will be offered/provided: Parent involvement with	$50,000.00	No

Action #	Title	Description	Total Funds	Contributing
		participating in school events and decision-making processes. Parent involvement to include support with student achievement Activities Coordinator to create opportunities/events for community outreach Whole school communication to educational partners on a weekly basis Focused Title 1 parent workshops to support student achievement Surveys of parents regarding culture and program effectiveness		
Action #4	3.4 Safe and Clean Schools	The following will be provided: Security systems to include security cameras, network equipment, firewalls, cybersecurity Building/Site repair and maintenance Cleaning and sanitation of school facilities Custodial support and services	$420,007.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$603,605.00	$0.00

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
6.20%	0.00%	$0.00	6.20%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1 Action	Refer to Goal 1 action 2; goal 2 all actions and goal 3 action 1 for	Refer to Goal 1 action 2; goal 2 all actions and goal 3 action 1 for	Refer to Goal 1 action 2; goal 2 all actions and goal 3 action 1 for

2,Goal 2	details.	details.	details.
Action 1,Goal 2			
Action 2,Goal 2			
Action 3,Goal 2			
Action 4,Goal 3			
Action 1			

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 #(s)	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

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

Not applicable

Additional Concentration Grant Funding

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

Not applicable

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	12	na
Staff-to-student ratio of certificated staff providing direct services to students	22	na

2024-25 Total Planned Expenditures Table

LCAP Year	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 (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2024-25	$9,764,745.00	$603,605.00	6.18%	0.00%	6.18%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-Personnel
Totals	$7,968,796.00	$1,463,922.00	$10,000.00	$461,578.00	$9,904,296.00	$8,480,678.00	$1,423,618.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span
1	1	1.1- 21st Century Skills Implementation In All Classrooms	All students	No	LEA-Wide	All groups	all locations	Multi-year
1	2	1.2- Technology	All	Yes	LEA-Wide	Low SES; EL; Foster	All sites	On-going

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span
		Devices						
1	3	1.3- 21st Century Courses	All	No	LEA-Wide		All locations	on-going
2	1	2.1 Hire & Retain High Quality Staff:	All	No	LEA-Wide			ongoing
2	2	2.2 Professional Development	All	No	LEA-Wide	All groups	all locations	On-going
2	3	2.3 Curriculum & Assessment	All	Yes	LEA-Wide	EL students	all locations	On-going
2	4	2.4 High Quality Interventions	Low SES; EL; Foster	Yes	LEA-Wide	Low SES; EL; Foster	all locations	On going
3	1	3.1 Student Initiative	All	No	LEA-Wide			On going
3	2	3.2 Staff Initiative	none	No	LEA-Wide			On going
3	3	3.3 Parent/Community Partnerships	all students	No	LEA-Wide	All groups	all locations	ongoing

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span
3	4	3.4 Safe and Clean Schools	All	No	LEA-Wide			On Going

Goal #	Action #	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	$5,000.00	$10,000.00	$15,000.00	$0.00	$0.00	$0.00	$15,000.00	0.00%
1	2	$0.00	$75,000.00	$72,000.00	$0.00	$0.00	$3,000.00	$75,000.00	0.00%
1	3	$70,000.00	$18,000.00	$18,000.00	$70,000.00	$0.00	$0.00	$88,000.00	0.00%
2	1	$7,447,473.00	$0.00	$5,846,973.00	$1,280,422.00	$0.00	$320,078.00	$7,447,473.00	0.00%
2	2	$9,000.00	$30,000.00	$34,000.00	$3,500.00	$0.00	$1,500.00	$39,000.00	0.00%
2	3	$0.00	$109,316.00	$109,316.00	$0.00	$0.00	$0.00	$109,316.00	0.00%
2	4	$202,500.00	$102,000.00	$227,500.00	$0.00	$0.00	$77,000.00	$304,500.00	0.00%
3	1	$490,000.00	$166,000.00	$476,000.00	$110,000.00	$10,000.00	$60,000.00	$656,000.00	0.00%
3	2	$0.00	$700,000.00	$700,000.00	$0.00	$0.00	$0.00	$700,000.00	0.00%
3	3	$46,705.00	$3,295.00	$50,000.00	$0.00	$0.00	$0.00	$50,000.00	0.00%
3	4	$210,000.00	$210,007.00	$420,007.00	$0.00	$0.00	$0.00	$420,007.00	0.00%

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)
$9,764,745.00	$603,605.00	6.18%	0.00%	6.18%	$7,968,796.00	0.00%	81.61%

Totals by Type	Total LCFF Funds
Total:	$7,968,796.00
LEA-wide Total:	$7,968,796.00
Limited Total:	$0.00
Schoolwide Total:	$0.00

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	2	1.2-Technology Devices	Yes	LEA-Wide	Low SES; EL; Foster	All sites	$72,000.00	0.00%

| 2 | 3 | 2.3 Curriculum & Assessment | Yes | LEA-Wide | EL students | all locations | $109,316.00 | 0.00% |
| 2 | 4 | 2.4 High Quality Interventions | Yes | LEA-Wide | Low SES; EL; Foster | all locations | $227,500.00 | 0.00% |

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals	$8,452,012.00	$8,989,630.00

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	21st Century Skills Implementation	No	$32,500.00	$8,442.00
1	2	Student and staff technology devices and support	Yes	$55,000.00	$37,728.00
1	3	Professional Development	No	$8,000.00	$0.00
2	1	High-Quality Interventions	Yes	$716,270.00	$946,009.00
2	2	Curriculum and Assessment	Yes	$119,000.00	$98,786.00

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	3	Hire and retain high quality instructional staff	Yes	$5,841,463.00	$5,837,643.00
2	4	Professional Development	Yes	$13,000.00	$43,906.00
3	1	Safe and Clean Schools	No	$297,850.00	$478,751.00
3	2	Parent/Community Partnerships	Yes	$71,850.00	$45,897.00
3	3	Student Behavior/PBIS/ Leadership	Yes	$140,143.00	$140,547.00
3	4	Staff Well-Being Initiatives	No	$629,401.00	$581,968.00
3	5	Student Well-Being Initiatives	No	$527,535.00	$769,953.00

2023-24 Contributing Actions Annual Update Table

Totals	6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
Totals	$610,582.00	$5,185,036.00	$615,040.00	$4,569,996.00	43.40%	222.45%	179.05%

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures for Contributing Actions(LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services (%)	Estimated Actual Percentage of Improved Services (Input Percentage)
1	2	Student and staff technology devices and support	Yes	$55,000.00	$600.00	6.20%	1.60%
2	1	High-Quality Interventions	Yes	$211,559.00	$318,131.00	6.20%	33.60%

2	2	Curriculum and Assessment	Yes	$85,000.00	$4,340.00	6.20%	4.30%
2	3	Hire and retain high quality instructional staff	Yes	$4,621,484.00	$137,524.00	6.20%	2.35%
2	4	Professional Development	Yes	$5,000.00	$8,176.00	6.20%	18.60%
3	2	Parent/Community Partnerships	Yes	$66,850.00	$39,338.00	6.20%	86.00%
3	3	Student Behavior/PBIS/Leadership	Yes	$140,143.00	$106,931.00	6.20%	76.00%

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover - Percentage (Input Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus 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)
$9,715,034.00	$610,582.00	0.00%	6.28%	$615,040.00	222.45%	228.78%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

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

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

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

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

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use

language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving

technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

School districts and COEs: *EC* sections [52060(g) (California Legislative Information)](#) and [52066(g) (California Legislative Information)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

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

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments

received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section [47606.5(d) (California Legislative Information)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

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

- For school districts, see [Education Code Section 52062 (California Legislative Information)](#);
  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 (California Legislative Information)](#); and

- For charter schools, see [Education Code Section 47606.5 (California Legislative Information)](#).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

  - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.

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

  - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section [42238.024(b)(1) (California Legislative Information)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation

efforts on the actions covered by other goals in the LCAP.

Identify the type of goal being implemented as a Maintenance of Progress Goal.

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

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-

income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

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

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

- Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.

- Indicate the school year to which the baseline data applies.

- The baseline data must remain unchanged throughout the three-year LCAP.

  - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

  - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.

    o   Include a discussion of relevant challenges and successes experienced with the implementation process.

    o   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.

- 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.

- 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.

  o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

  o 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.

  o Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

- 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.

  o 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).