



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Pajaro Valley Unified School District

CDS Code: 44-69799-6049829

School Year: 2024-25

LEA contact information:

Veronica Aguilar

Principal

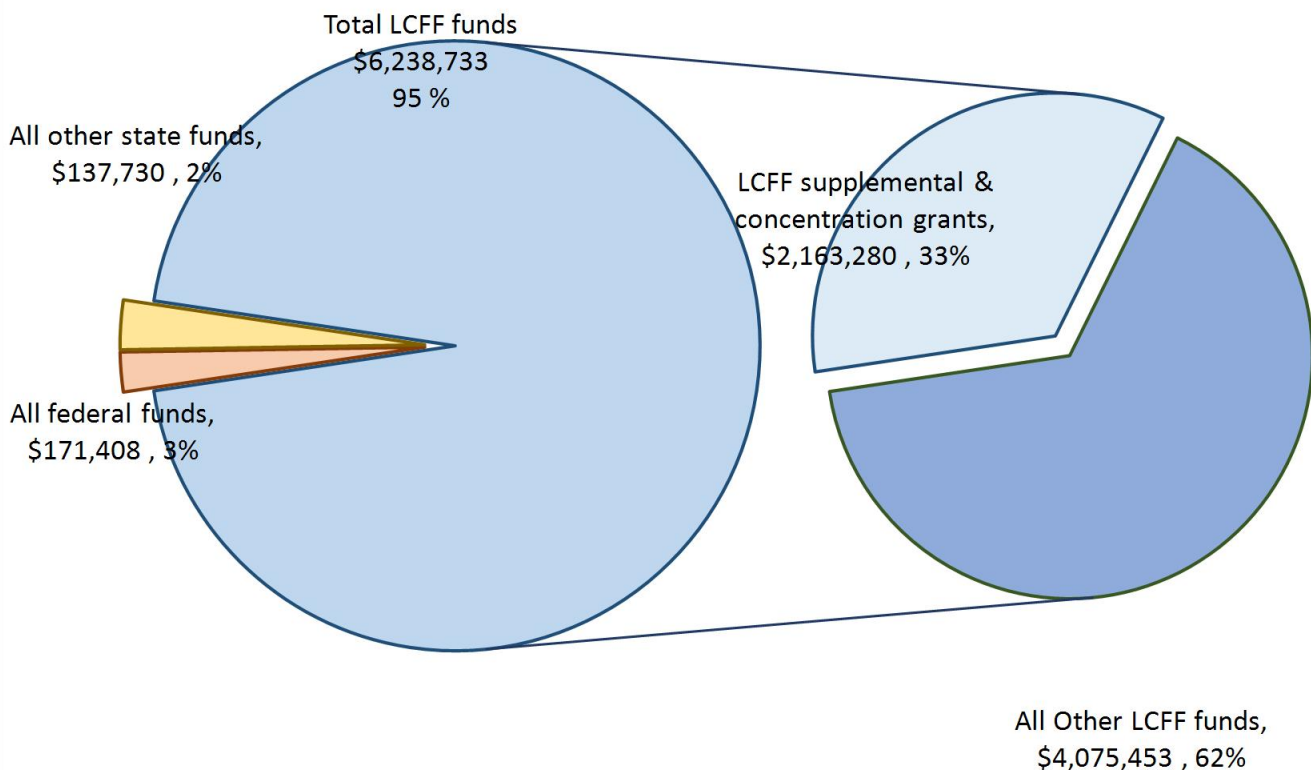
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

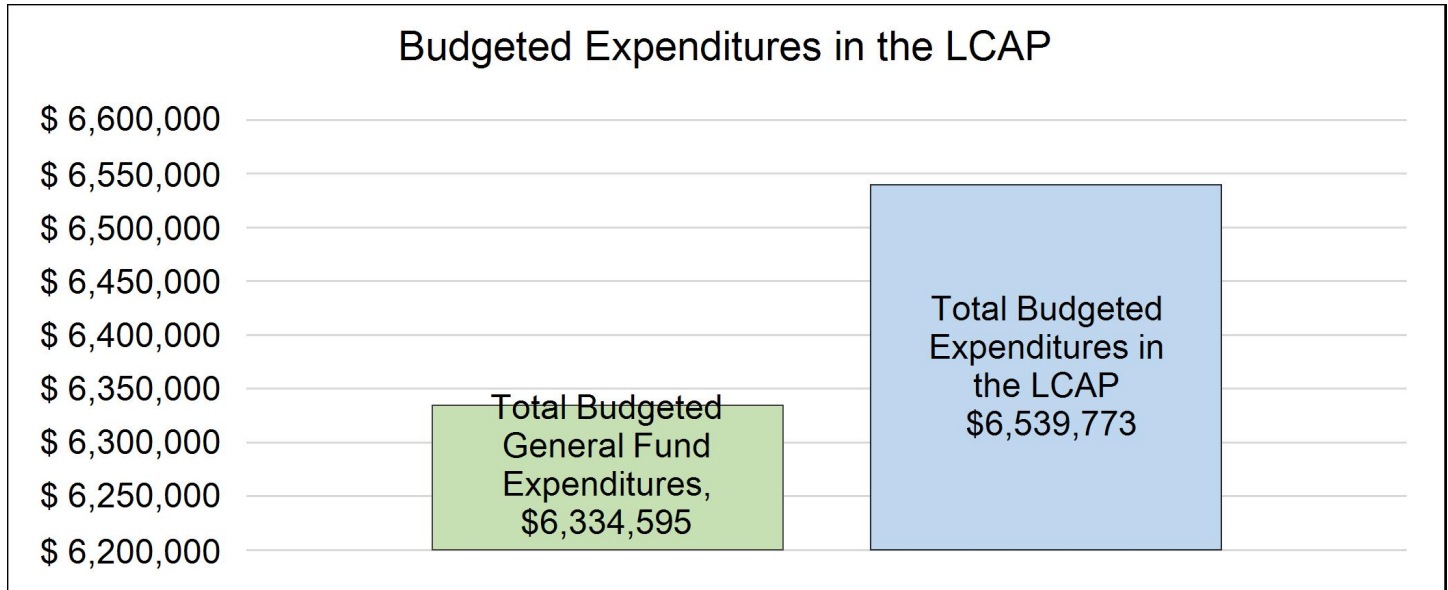


This chart shows the total general purpose revenue Pajaro Valley Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Pajaro Valley Unified School District is \$6,547,871, of which \$6,238,733 is Local Control Funding Formula (LCFF), \$137,730 is other state funds, \$ is local funds, and \$171,408 is federal funds. Of the \$6,238,733 in LCFF Funds, \$2,163,280 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Pajaro Valley Unified School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Pajaro Valley Unified School District plans to spend \$6,334,595 for the 2024-25 school year. Of that amount, \$6,539,773 is tied to actions/services in the LCAP and \$-205,178 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

For Alianza Charter School, General Fund Budget expenditures not included in the Local Control and Accountability Plan (LCAP) typically cover areas that are not directly tied to the targeted goals and actions of the LCAP. These expenditures may include:

Operational Costs: Expenses related to the day-to-day functioning of the school, such as utilities, facility maintenance, custodial services(substitutes), which are necessary to keep the school running but are not directly linked to LCAP goals.

General Instructional Materials: Purchases of classroom supplies, textbooks, and technology that benefit the entire student body rather than being specifically targeted to high-needs students or LCAP-related initiatives.

Extracurricular Programs: Funding for extracurricular activities, sports, clubs, or events that enrich student life but are not directly tied to the academic and social-emotional goals of the LCAP.

Charter Requirements: Not included is the 5% of total funds required to be reserve for charter.

These General Fund expenditures ensure the overall operation and quality of education at Alianza Charter School, but they are separate from the targeted goals and actions designed to improve outcomes for high-needs students as outlined in the LCAP.

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

In 2024-25, Pajaro Valley Unified School District is projecting it will receive \$2,163,280 based on the enrollment of foster youth, English learner, and low-income students. Pajaro Valley Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Pajaro Valley Unified School District plans to spend \$1,985,679 towards meeting this requirement, as described in the LCAP.

For Alianza Charter School, the discrepancy between the budgeted amount and the projected revenue from LCFF supplemental and concentration grants for high needs students in the 2024-25 LCAP will be addressed through several additional actions. These may include:

Targeted Academic Support: The school plans to provide increased intervention programs, tutoring services, and individualized instruction for students identified as high needs, focusing on closing achievement gaps in core subjects such as math and English language arts.

Professional Development: Educators will receive ongoing professional development to better support high-needs students, including training on differentiated instruction, culturally responsive teaching, and trauma-informed practices.

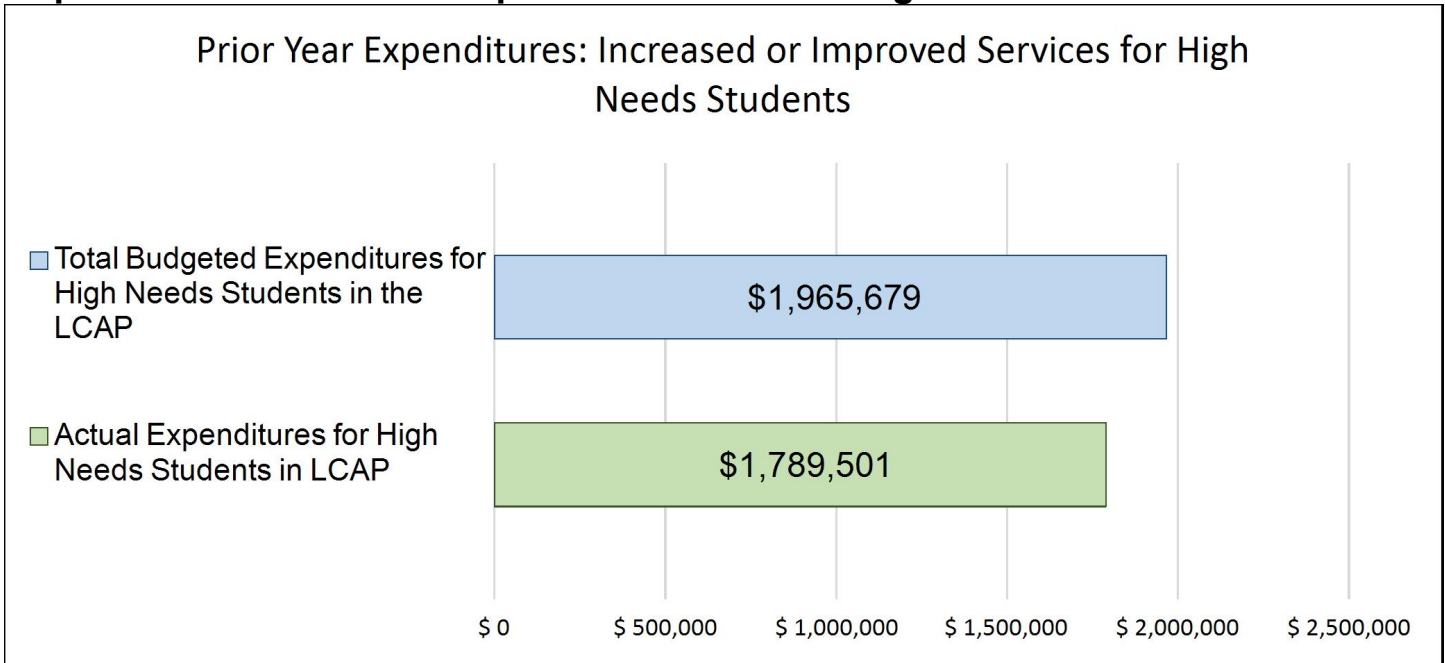
Family Engagement and Support: The school will expand programs to engage families of high-needs students, including workshops and resources that empower parents to support their children's education at home.

Social-Emotional Learning (SEL) and Mental Health Services: Additional mental health counselors and SEL programs will be implemented to address the emotional well-being of high-needs students, creating a supportive school environment.

Extended Learning Opportunities: The school will offer extended-day learning opportunities, summer programs, and enrichment activities aimed at boosting the academic progress of high-needs students. These actions, in combination with the budgeted funds, aim to ensure that the required improvements in services for high-needs students are met.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2023-24, Pajaro Valley Unified School District's LCAP budgeted \$1,965,679 for planned actions to increase or improve services for high needs students. Pajaro Valley Unified School District actually spent \$1,789,501 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$176,178 had the following impact on Pajaro Valley Unified School District's ability to increase or improve services for high needs students:

For Alianza Charter School, the difference between the total actual expenditures and the budgeted expenditures for actions and services aimed at high-needs students in 2023-24 impacted the implementation of planned services in the following ways:

Reduced Scope of Services: Some programs and interventions for high-needs students may have been scaled back or delayed due to insufficient spending. For example, fewer tutoring sessions, intervention programs, or instructional materials might have been provided than originally planned.

Delays in Implementation: Some planned actions, such as hiring additional staff or implementing new support programs, may have been postponed or only partially implemented. This could have led to less comprehensive academic or social-emotional support for high-needs students during the school year.

Inconsistent Service Delivery: With lower-than-expected expenditures, the consistency and availability of key services—like specialized instruction, counseling, or other key programs—may have been uneven, leading to gaps in the intended improvements for high-needs students.

Impact on Student Outcomes: The difference in spending likely resulted in fewer resources being available to address the specific needs of high-needs students, potentially impacting their academic progress, attendance, and overall engagement in school.

Overall, while the school may have made efforts to maintain some level of support for high-needs students, the lower actual expenditures likely limited the full impact of planned actions and services, reducing the overall improvement in outcomes for these students during the 2023-24 school year.



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
Pajaro Valley Unified School District	Veronica Aguilar Principal	veronica_aguilar@pvusd.net 831.728.6333

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.

Alianza Charter School, a K-8 institution, welcomed 640 students in the autumn of 2023. Among them, 51.3% were English Language Learners (EL), 79.7% were Socioeconomically Disadvantaged, 8.3% were Students with Disabilities, 0% were Foster Youth, and 5.3% were homeless, as reported in the 2023 School Accountability Report Card. Situated within the Pájaro Valley Unified School District (PVUSD), the student body consisted primarily of 97.8% Latino, predominantly of Mexican descent, with 1.6% White, and 0.7% African American, Asian, or Filipino students.

Initially established in 1981 as a magnet school, Alianza Charter School aimed to ensure all students met high academic Grade Level Standards and developed bilingualism/biliteracy. Although its magnet school status ended in the 1995/96 school year, Alianza remained committed to its mission of academic excellence and bilingual education.

Originally serving the Rodriguez Street neighborhood, characterized by its predominantly low-income and Latino population, Alianza relocated to its current site at 115 Casserly Road in 2003, transforming into a school of choice. Despite the move, Alianza maintains its ties to the Rodriguez Street community by providing bus service. Presently, the school draws 664 students from the Pájaro Valley School District and 11 from other areas outside the district, actively recruiting students countywide who seek enrollment in its Two-Way Bilingual Immersion Program.

The inception of Alianza's Two-Way Bilingual Immersion model stemmed from a federal Title 7 grant during the 1995/1996 academic year. Through extensive research and collaboration with successful bilingual schools, Alianza adopted this model, aiming to accelerate learning in two languages while fostering a robust home-school connection and providing professional development opportunities for staff.

Aligned with its mission and vision, Alianza's Strategic Plan underscores the following core values:

Academic Achievement: Beyond standardized test scores, academic achievement at Alianza encompasses critical thinking, mastery of grade-level standards in both Spanish and English, and readiness for higher education and global citizenship.

Parents as Partners: Valuing the input of parents, students, and staff alike, Alianza fosters an environment of open communication, empowerment of parents as leaders, and personal reflection for collective growth.

Student Pride & Citizenship: Encouraging students to be active citizens and leaders, Alianza promotes qualities such as self-esteem, persistence, critical thinking, role modeling, active listening, and conflict resolution.

Being Bilingual & Biliterate: Recognizing the benefits of bilingualism and biliteracy, Alianza instills confidence, cultural connection, and global awareness in its students.

Celebrating Culture: Embracing diversity, Alianza fosters a culture of respect, acceptance, and appreciation for different backgrounds, promoting understanding and harmony within its community.

With its commitment to academic excellence, bilingualism, and community engagement, Alianza Charter School continues to nurture generations of students prepared to thrive in an increasingly interconnected world.

Reflections: Annual Performance

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

Overview
Alianza Charter School is a public school located in the Pajaro Valley Unified School District. The California Dashboard provides a comprehensive overview of the school's performance in several key areas including academic achievement, English learner progress, and chronic absenteeism.

Academic Achievement

English Language Arts (ELA)
Performance Level: Color-coded performance level Yellow
Overall Score: 36.36% of students Met or exceeded the standard for ELA.
Change Over Time: An increase of 2.06% from the previous year.

Mathematics
Performance Level: Color-coded performance level Yellow
Overall Score: 26.04 of students Met or exceeded the standard for ELA.
Change Over Time: An increase of 5.27% from the previous year.

Student Group Performance
Socioeconomically Disadvantaged Students: ELA-Yellow Math-Yellow
English Learners: ELA-Yellow Math-Yellow

Students with Disabilities: ELA- Orange Math-Red
Ethnic/Racial Groups(Hispanic): ELA-Yellow Math-Yellow

School Climate

Suspension Rate: 0.8% suspended at least one day
Performance Level: Color-coded performance level Yellow
Change Over Time: 0.3% increase compared to previous year.

Chronic Absenteeism

Performance Level: Color-coded performance level Yellow
Overall Rate: 30.3%
Change Over Time: 0.6% declined compared to previous year.

English Learner Progress

Percentage of Progressing Students: 59% making progress towards English Language proficiency.
Reclassification Rate: 23% reclassification rate.

Strengths

Improvement in Academic Achievement:

English Language Arts (ELA): The school has seen a positive trend with a 2.06% increase in students meeting or exceeding the standard for ELA, achieving a performance level of Yellow.

Mathematics: Similarly, Mathematics has shown significant improvement with a 5.27% increase in students meeting or exceeding the standard, maintaining a performance level of Yellow.

Student Group Performance:

Socioeconomically Disadvantaged Students, English Learners, and Hispanic Students: These groups have all achieved a Yellow performance level in both ELA and Mathematics, indicating consistent performance across diverse student demographics.

School Climate:

Low Suspension Rate: With only 0.8% of students suspended for at least one day, the school has a relatively low suspension rate, maintaining a Yellow performance level despite a slight increase from the previous year.

English Learner Progress:

Progress and Reclassification: 59% of English learners are making progress towards English language proficiency, with a reclassification rate of 23%. These figures indicate effective support for English learners in achieving language proficiency.

Areas for Improvement

Overall Academic Achievement:

Despite improvements, only 36.36% of students met or exceeded the standard in ELA, and 26.04% in Mathematics. These scores indicate a need for continued focus on academic performance to achieve higher proficiency levels.

Performance of Students with Disabilities:

ELA and Mathematics Performance: Students with disabilities are underperforming, with an Orange performance level in ELA and Red in Mathematics. This highlights a critical need for targeted interventions and support for these students.

Chronic Absenteeism:

High Absenteeism Rate: The overall rate of chronic absenteeism is 30.3%, although there was a slight decline of 0.6% from the previous year. Reducing chronic absenteeism further should be a priority to improve student engagement and academic outcomes.

Suspension Rate:

While the suspension rate is relatively low, the 0.3% increase from the previous year suggests a need to examine and address the factors contributing to this rise to prevent it from becoming a trend.

English Learner Progress:

Although 59% of English learners are making progress, there remains 41% who are not. Enhancing support mechanisms to ensure a higher percentage of English learners can progress towards proficiency is essential.

In summary, Alianza Charter School demonstrates several strengths, including improvements in academic achievement and a supportive climate for English learners. However, areas such as overall academic proficiency, support for students with disabilities, chronic absenteeism, and a slightly increasing suspension rate require targeted interventions and strategic planning to ensure continued growth and success.

Reflections: Technical Assistance

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

Our Local Educational Agency (LEA) was identified as eligible for Differentiated Assistance due to the performance outcomes for Students with Disabilities in areas of Chronic Absenteeism and Mathematics. To address these challenges, we partnered with the Santa Cruz County Office of Education (COE). The Differentiated Assistance (DA) team, comprising the site principal, assistant principal, Resource Teacher, and Tier III team, embarked on a series of improvement efforts.

Improvement Efforts

Firstly, the team conducted an in-depth analysis of both quantitative and qualitative data to pinpoint the root causes of chronic absenteeism and academic struggles in mathematics among our students. This comprehensive data analysis provided the foundation for identifying several evidence-based practices and interventions specifically designed to tackle these challenges.

Subsequently, we implemented and evaluated several of these interventions to gauge their effectiveness. The insights gained from these evaluations informed the development of a detailed implementation and monitoring plan for the 2024-2025 school year, as outlined in our Local Control and Accountability Plan (LCAP).

Key Actions for 2024-2025

Goal 1: Addressing Academic Challenges in Mathematics

Hiring of a Math Intervention Teacher

Objective: To provide targeted support to students struggling in mathematics.

Action: We will recruit and hire a qualified Math Intervention Teacher who will work closely with Students with Disabilities and other students requiring additional support.

Professional Development in Mathematics

Objective: To enhance the instructional skills of our educators, ensuring they can effectively support students in mathematics.

Action: We will implement ongoing professional development programs focused on evidence-based mathematics instruction strategies.

Goal 3: Addressing Attendance Challenges

Attendance Campaign

Objective: To improve overall student attendance, with a particular focus on reducing chronic absenteeism.

Action: We will launch an attendance campaign to raise awareness about the importance of regular school attendance. This campaign will include:

Outreach to parents and guardians to emphasize the benefits of consistent attendance.

Incentives and recognition programs for students who demonstrate improved or perfect attendance.

Weekly Attendance Review by Parent Liaison

Objective: To monitor and support students with attendance issues.

Action: The Parent Liaison will conduct a weekly review of student attendance data. The liaison will:

Identify students with attendance problems.

Communicate with parents and guardians to understand and address barriers to attendance.

Coordinate with the DA team to provide targeted support to families in need.

Support from Santa Cruz COE

Santa Cruz COE will continue to support Alianza Charter School in implementing these initiatives throughout the 2024-2025 school year. This support will include additional technical assistance to ensure the success of our improvement efforts.

Conclusion

Through these targeted actions and the ongoing support from Santa Cruz COE, Alianza Charter School is committed to addressing the identified challenges in chronic absenteeism and mathematics for Students with Disabilities. The diligent implementation and monitoring of these actions will be critical in achieving our goals and improving educational outcomes for all our students.

Comprehensive Support and Improvement

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

Schools Identified

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

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
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A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The adopted Local Control and Accountability Plan (LCAP) was significantly shaped by the feedback from various educational partners. Stakeholders, including teachers, parents, and students, were all given the opportunity to provide input, which directly influenced the final LCAP.

Teachers emphasized the need for interventions, improvements in school safety with a focus on social-emotional learning, and increased parent engagement. These priorities were incorporated into the LCAP to address the concerns of educators about creating a supportive and engaging learning environment.

Parents highlighted the critical issue of student learning loss and stressed the importance of intervention programs, summer school, and opportunities for music, art, and other enrichment activities. They also advocated for enhanced technology in classrooms and digital applications to assist with learning at home. The LCAP reflects these priorities by including provisions for academic interventions, enrichment programs, and technology integration.

Students expressed a desire for more art, music, and enrichment activities to make their learning experience more enjoyable and engaging. The LCAP was adjusted to include these elements, ensuring that the educational experience at Alianza is both comprehensive and enjoyable.

Overall, the LCAP was molded by the collective input from teachers, parents, and students, ensuring that the plan addresses the diverse needs and aspirations of the school community.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Increase the academic achievement of all students through our Two Way Bilingual Immersion Program, effective instruction, engaging curriculum and aligned assessments. (2,4,5,7,8)	Broad Goal

State Priorities addressed by this goal.

<p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 7: Course Access (Conditions of Learning)</p> <p>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p>
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An explanation of why the LEA has developed this goal.

The Local Education Agency (LEA) has developed this goal to support the unique commitment of parents and students at Alianza Charter School to the Two Way Bilingual Immersion Program. Parents have chosen Alianza for their children with the intention of them becoming bilingual and bi-literate in both Spanish and English. This commitment is matched by the school’s dedication to providing effective instruction, an engaging curriculum, and assessments to ensure students reach grade level and are prepared for college and career readiness. Additionally, the Dual Language Program is recognized as the best model to meet the needs of the school's English Language Learner population, making it essential for fulfilling the educational goals of all students at Alianza.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	NWEA	<p>Reading</p> <p>Grade 3= 41%ile</p> <p>Grade 4 = 32%ile</p> <p>Grade 5 =36%ile</p> <p>Grade 6 = 46%ile</p> <p>Grade 7 = 45%ile</p> <p>Grade 8= 41%ile</p> <p>Math</p> <p>Grade 3= 20%ile</p> <p>Grade 4 = 19%ile</p> <p>Grade 5 =38%ile</p> <p>Grade 6 = 34%ile</p>			<p>Reading</p> <p>Grade 3= 65%ile</p> <p>Grade 4 = 65%ile</p> <p>Grade 5 =65%ile</p> <p>Grade 6 = 65%ile</p> <p>Grade 7 = 65%ile</p> <p>Grade 8= 65%ile</p> <p>Math</p> <p>Grade 3=65%ile</p> <p>Grade 4 = 65%ile</p> <p>Grade 5 =65%ile</p> <p>Grade 6 = 65%ile</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 7 = 49%ile Grade 8= 42%ile			Grade 7 = 65%ile Grade 8= 65%ile	
1.2	CAASPP	ELA-36.36% Math-26.04%			ELA-60% Math-60%	
1.3	ELPAC	Reading= 10.96% Well Developed Writing= 23.26% Well Developed Listening=33.22% Well Developed Speaking=51.50% Well Developed			Reading= 30% Well Developed Writing= 30% Well Developed Listening=50% Well Developed Speaking=70% Well Developed	
1.4	EDL K-3	Spanish Reading k=18% 1=38.75% 2=45% 3=44%			Spanish Reading k=50% 1=50% 2=75% 3=75%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Intervention Teacher(s)	2-1.70 FTE credentialed teacher(s) to support K-5 students who are below grade level in Spanish and English literacy.	\$238,609.00	Yes
1.2	Professional Development	Through workshops, conferences, release by subs, coaching, observing, contracting with consultants, online resources, etc. in the areas of: visual and performing arts, physical education, language arts, mathematics, science and social studies.	\$36,911.00	Yes
1.3	Purchase consumables/digital access for all comprehensive academic programs	Replenish consumables/manipulatives for all comprehensive academic programs to better meet the needs of our student population and increase achievement.	\$19,000.00	Yes
1.4	Purchase Digital Licenses	Purchase licenses for supplemental resources to support student achievement in physical education, visual and performing arts, language arts, math, science and social studies.	\$10,000.00	No
1.5	Technology Support Technician	Hire a tech support person for 2 days a week.	\$52,267.00	No
1.6	Literacy Coach	30% Literacy Coach to support teacher and students in the MTSS Tier II-III process	\$57,250.00	No

Action #	Title	Description	Total Funds	Contributing
1.7	Transportation	Provide transportation to and from school for students.	\$500,000.00	Yes
1.8	Math Intervention Teacher		\$20,000.00	No Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Recruit, hire, retain and develop faculty, staff and leaders that are qualified, high performing, bilingual/biliterate, culturally proficient and diverse.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</p>

An explanation of why the LEA has developed this goal.

The Local Education Agency (LEA) has developed the goal of employing highly qualified, effective, and bilingual teachers and staff due to several compelling reasons aligned with the specific needs and demographics of Alianza's student population. Alianza's Two Way Bilingual Program necessitates educators who are proficient in both languages to ensure effective teaching and learning in a bilingual setting. Furthermore, extensive research underscores the importance of a demographic match between teachers and students, particularly in high-poverty areas with significant at-risk student populations, as it leads to improved educational outcomes (e.g., Ogbu, 1992).

This is especially pertinent for Alianza, where a substantial majority of the students face socio-economic challenges—79.7% of the students are socioeconomically disadvantaged, 51.3% are English Learners, and 97.8% are Latino. Given these demographics, having teachers who share similar racial and ethnic backgrounds with the students can provide positive role models, enhance cultural understanding, and improve communication, all of which contribute to better educational experiences and outcomes for the students. Thus, Alianza's commitment to hiring bilingual, highly qualified teachers is driven by the goal of fostering an educational environment that is responsive to the needs and backgrounds of its diverse student body.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Annual Staffing Review – Highly Qualified BCLAD/Bilingual Teachers	87.5 % Highly Qualified BCLAD/Bilingual Teachers			100% Highly Qualified BCLAD/Bilingual Teachers	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Annual Staffing Review – Fully Credentialed & Highly Qualified Single Subject, release, & intervention teachers	83% Fully Credentialed & Highly Qualified Single Subject, release, & intervention teachers			100% Fully Credentialed & Highly Qualified Single Subject, release, & intervention teachers	
2.3	Annual Staffing Review – Fully Credentialed Teachers at All Grade Levels	96.875% Fully Credentialed Teachers at All Grade Levels			100% Fully Credentialed Teachers at All Grade Levels	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Staffing Commitments	Employ highly qualified, bilingual credentialed classroom teachers.	\$3,746,443.44	No
2.2	Instructional Assistants	Hire 4-3.75 hr. instructional assistants to support reading intervention (acceleration) and the Kinder Program	\$89,245.73	Yes
2.3	Building Staff Collaborative Capacity	Teachers rotating through different leadership teams. These leadership teams are guided by our Charter Strategic Plan to help keep us on track with meeting our yearly goals. Supplemental pay needed for teaching staff that work outside of the contract hours.	\$19,500.00	Yes
2.4	New Teacher Project	Provide support for new teachers during their first two years of employment.	\$15,000.00	No
2.5	Social/Emotional Support	This would include trauma informed training, PBIS, QSA club, spectra arts, keynote speakers & curriculum and professional development for school staff to better meet the needs of our students' diverse needs.	\$8,000.00	Yes
2.6	Professional Development	Provide staff with professional development for current curriculum and professional growth (conferences, teaching strategies, school visits, etc).	\$7,000.00	Yes
2.7	Evaluation of the Two-way Bilingual Program	Hire TWBI consultant to guide current administrators and teaching staff in continuing Alianza's adherence to the guiding principles of a two way dual language immersion school.	\$10,000.00	No
2.8	Mentoring and professional development for administrators	Assist administrators in gaining the skills needed to effectively lead a charter school.	\$2,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.9	Teachers for classroom size commitment	Hire the number of teachers necessary to maintain smaller class sizes to reflect our charter.	\$1,030,500.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Ensure that the school learning environment is safe, caring, healthy and supportive of learning for the entire school community.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The Local Education Agency (LEA) has developed the goal of advancing Social and Emotional Learning (SEL) to promote educational equity and excellence. This commitment stems from the understanding that SEL fosters authentic partnerships among schools, families, and communities, which are essential for creating learning environments that are inclusive, supportive, and conducive to the overall development of students.

SEL is pivotal in establishing learning environments characterized by trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. By prioritizing SEL, the LEA aims to address various forms of inequity, ensuring that all students, regardless of their background, have access to high-quality educational experiences.

Moreover, SEL empowers both young people and adults to collaboratively build thriving schools and contribute to the creation of safe, healthy, and just communities. This approach not only enhances the educational experiences of students but also prepares them to be active, empathetic, and responsible members of society. Therefore, the LEA's goal of integrating SEL is fundamentally about fostering a holistic educational environment that supports the academic, social, and emotional growth of every student, thereby contributing to a more equitable and just educational system.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Attendance Profile Report from Synergy.	Whole School Attendance %: 93.3%			Whole School Attendance %: 98%	
3.2	Chronic Absentees Report from Synergy.	22.29% Chronically absent			5% Chronically absent	
3.3	Total Suspensions	Suspensions: 3			Suspensions: 0	
3.4	Youth Truth Survey for students, parents and staff	<p>Staff Engagement - 93%ile Relationships - 86%ile Culture - 66%ile</p> <p>Parents Engagement - 65%ile Relationships - 84%ile Culture - 77%ile</p> <p>Students Engagement -46%ile Relationships - 37%ile Culture - 40%ile Belonging & Peer Collaboration-49%ile</p>			<p>Staff Engagement - 95%ile Relationships - 95%ile Culture - 95%ile</p> <p>Parents Engagement - 80%ile Relationships - 80%ile Culture -80%ile</p> <p>Students Engagement - 75%ile Relationships - 75%ile Culture 75%ile Belonging & Peer Collaboration-75%ile</p>	
3.5	Teacher Retention Rate	91.43 % teacher retention rate			95% teacher retention rate	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Campus Safety Supervisor and yard supervisors	Employ a campus safety supervisor and yard supervisors to: Provide safety and security for students, staff, parents, and community members on and around school grounds, support administration and staff with discipline system and policies, help maintain the discipline database and manage electronic referrals, supervise and organize after school detentions, help administration manage and organize yard duty supervisors before school and during the lunch period. This may include security training to improve supervision on our site.	\$127,366.37	No
3.2	School Counselor	Employ a school counselor to counsel individuals and small groups of children towards social and emotional growth. Consult with and train teachers, parents and staff regarding children’s needs. Attend SSTs and other leadership team meetings as needed.	\$121,789.07	Yes

Action #	Title	Description	Total Funds	Contributing
3.3	Athletic Director	Hire an athletic director that will organize and plan the Coyote after school sports program.	\$5,000.00	No
3.4	Safety Plan	Yearly update and review of the safety plan to keep students and staff safe at school when a school-based emergency occurs.	\$0.00	No
3.5	PBIS	Training and material for the multi-tiered student support systems to support our MTSS process.	\$7,000.00	No
3.6	Extended Leadership	Stipends or supplemental pay to individuals for work in the following areas: Technology Liaison Position to participate in District Technology Support program and Design, build, develop, and maintain a web page; PBIS leads and committees to support the work of PBIS implementation.	\$30,000.00	No
3.7	Two full time custodians		\$201,940.22	No
3.8	Playworks	Implement Playworks during recess to create a safer learning and playing environment for all our students.	\$12,000.00	No
3.9	Attendance Campaign	Launch an attendance campaign in collaboration with Pajaro Valley School District	\$5,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Increase parent engagement in their child’s education and support greater levels of parent leadership.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The Local Education Agency (LEA) has developed the goal of enhancing parent engagement because of the critical role that parental involvement plays in student success. When parents are actively involved in their children's education, students tend to take more responsibility for their learning, leading to heightened accountability and improved academic performance. Additionally, when students communicate with their parents for help, it fosters better family communication, which can strengthen the parent-student relationship.

Alianza is dedicated to partnering with parents throughout their children's educational journey. This commitment stems from the understanding that supporting parent engagement not only contributes to significant academic gains for students but also enhances their social-emotional well-being. By fostering a collaborative environment where parents are integral to the educational process, Alianza aims to create a supportive network that benefits both students and their families.

Therefore, the LEA's goal of promoting parent engagement is designed to ensure that students have a comprehensive support system that aids their academic achievements and personal development. This holistic approach underscores the importance of family involvement in education, recognizing that such partnerships are vital for nurturing well-rounded, successful students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.2	Youth Truth Survey	Staff Engagement - 93%ile Relationships - 86%ile Culture - 66%ile			Staff Engagement - 95%ile	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Parents Engagement - 65%ile Relationships - 84%ile Culture - 77%ile Students Engagement -46%ile Relationships - 37%ile Culture - 40%ile Belonging & Peer Collaboration-49%ile			Relationships - 95%ile Culture - 95%ile Parents Engagement - 80%ile Relationships - 80%ile Culture -80%ile Students Engagement - 75%ile Relationships - 75%ile Culture 75%ile Belonging & Peer Collaboration-75%ile	
4.3	Parent Square Traffic	Average 30%			75% average	
4.4	Parent Conferences	Average 75 % of Parent participation.			Average 85 % of Parent participation.	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Community Liaison	Liaison will support parent participation and engagement, parent communication, facilitate parent access to community resources (counseling, legal aid, immigration support, enrollment, and housing), kinder registration (mandatory meetings, lottery and orientation), organize meetings (food, beverages, and child care, translation services), and documentation.	\$100,951.22	No
4.2	Parent Leadership	Maintain and support a variety of ways that parents can be involved in their child's education in leadership groups and volunteering in classrooms, on field trips, and other school activities.	\$7,000.00	No
4.3	Parent Meeting Support	Provide the following support for each parent meeting: childcare, light snacks and beverages, translation, and transportation services; Supplemental pay for teachers who provide Parent Workshops, input sessions and informational meetings; Create agendas, sign-in sheets, and meeting flyers (with administrative support).	\$8,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Increase percent of English learners who demonstrate at least one year of progress toward English fluency as measured by the state English language development test and decrease the number of Long Term English Learners (LTELs).	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</p>

An explanation of why the LEA has developed this goal.

The Local Education Agency (LEA) has developed the goal of reclassifying students as fully English proficient to significantly enhance their educational opportunities and future success. Reclassification changes various aspects of a student's educational environment, particularly at the high school level, where it can place students on an academic track that provides better access to resources and opportunities that prepare them for postsecondary education.

For Alianza, reclassification is a critical step in shaping students' academic trajectories. By ensuring that students are reclassified as fully English proficient by the time they graduate from 8th grade, Alianza aims to set them up for success in high school and beyond. This commitment is rooted in the belief that students who are proficient in English have a greater chance of excelling academically, which in turn increases their readiness for college and careers.

Alianza's dedication to this goal means that students will have more choices and opportunities when they graduate from high school, allowing them to pursue higher education and various career paths. Ultimately, reclassification is about providing students with the tools and opportunities they need to thrive academically and professionally, ensuring they are well-prepared for their future endeavors.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	ELPAC	Reading= 10.96% Well Developed Writing= 23.26% Well Developed			Reading= 30% Well Developed Writing= 30% Well Developed	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Listening=33.22% Well Developed Speaking=51.50% Well Developed			Listening=50% Well Developed Speaking=70% Well Developed	
5.2	Reclassification	21% reclassified			30% reclassification	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	ELD Support Programs	Purchase and implement a vertically articulated ELD program k-8.	\$32,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
5.2	SIPPS	Purchase SIPPS Reading Program for Intervention	\$20,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
6		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [2023-24]

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

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

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Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
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Goals and Actions

Goal

Goal #	Description	Type of Goal
7		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [2023-24]

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

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Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
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Goals and Actions

Goal

Goal #	Description	Type of Goal
8		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [2023-24]

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

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

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
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Goals and Actions

Goal

Goal #	Description	Type of Goal
9		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
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Goals and Actions

Goal

Goal #	Description	Type of Goal
10		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [2023-24]

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

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

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
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Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$2,163,280	\$

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
34.675%	6.549%	\$414,842.98	41.224%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Action: Intervention Teacher(s)</p> <p>Need: The unduplicated student groups at Alianza, which include socioeconomically disadvantaged students, English Learners, and Latino students, face distinct challenges that necessitate targeted interventions. These challenges include lower academic performance, language barriers, and limited</p>	<p>The intervention teacher(s) are strategically deployed to provide focused support and instruction tailored to the needs of these unduplicated student groups. These teachers will offer targeted interventions, including personalized instruction, small group tutoring, and specialized programs designed to improve literacy and math skills. By providing this support, intervention teachers can help close the achievement gaps and</p>	<p>The effectiveness of the intervention teacher(s) will be measured using a variety of metrics, including:</p> <p>Academic Performance Data: Standardized test scores, benchmark assessments, and progress monitoring in</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>access to resources that support educational success. Additionally, many of these students require additional support to meet grade-level standards and to enhance their English language proficiency.</p> <p>Scope: LEA-wide Schoolwide</p>	<p>ensure that all students have the opportunity to succeed academically.</p> <p>Providing intervention teacher(s) on an LEA or schoolwide basis ensures that the resources are available to all students who need them, promoting equity and access. This comprehensive approach allows for a flexible response to the varying needs of students across different grade levels and subjects, thereby maximizing the impact of the interventions.</p>	<p>subjects like math and literacy to track improvements in academic performance.</p> <p>Reclassification Rates: Tracking the number of English Learners who are reclassified as fully English proficient, reflecting improvements in language skills.</p> <p>Attendance Rates: Monitoring student attendance as an indicator of increased engagement and participation in school.</p> <p>Student and Parent Surveys: Collecting feedback from students and parents to assess satisfaction with the interventions and perceived improvements in academic support.</p> <p>Progress Reports: Regular progress reports from intervention teachers documenting individual student growth and areas of improvement.</p> <p>By analyzing these metrics, Alianza can evaluate the success of the intervention teacher(s) in addressing the unique needs of unduplicated</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			student groups and make data-driven decisions to further enhance the support provided.
1.2	<p>Action: Professional Development</p> <p>Need: The unduplicated student groups at Alianza, which include socioeconomically disadvantaged students, English Learners, and Latino students, face unique challenges such as language barriers, lower academic performance, and limited access to educational resources. These students require teachers who are not only highly qualified but also equipped with specific skills and strategies to address their diverse needs effectively.</p> <p>Scope: LEA-wide Schoolwide</p>	<p>Professional development (PD) is designed to enhance the capabilities of teachers and staff in meeting the unique needs of these student groups. The PD programs will focus on several key areas:</p> <p>Bilingual Education: Training on effective strategies for teaching in a bilingual environment to support the Two Way Bilingual Program.</p> <p>Cultural Competence: Workshops on understanding and integrating the cultural backgrounds of students to create a more inclusive and supportive learning environment.</p> <p>Instructional Strategies: Development in differentiated instruction techniques to better serve students with varying levels of academic ability and language proficiency.</p> <p>SEL Integration: Training on incorporating Social and Emotional Learning (SEL) into the curriculum to support the holistic development of students.</p> <p>By providing professional development on an LEA or schoolwide basis, all teachers and staff can uniformly enhance their skills and knowledge, ensuring a consistent and high-quality educational experience for all students. This comprehensive approach ensures that every student benefits from improved teaching practices and a more supportive learning environment.</p>	<p>The effectiveness of professional development will be measured using various metrics, including:</p> <p>Teacher Evaluations and Feedback: Surveys and evaluations from teachers to assess the relevance and impact of the professional development sessions.</p> <p>Student Performance Data: Analyzing changes in student performance through standardized test scores, benchmark assessments, and classroom grades to determine the impact of improved teaching practices.</p> <p>Reclassification Rates: Monitoring the number of English Learners who are reclassified as fully English proficient, indicating the effectiveness of bilingual education strategies.</p> <p>Observation and Assessment: Classroom</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>observations to assess the implementation of new instructional strategies and their effectiveness in real-time teaching scenarios. Student and Parent Surveys: Collecting feedback from students and parents on perceived improvements in teaching quality and student engagement. Through these metrics, Alianza can gauge the success of professional development initiatives in enhancing the instructional capabilities of teachers, ultimately leading to better academic and social-emotional outcomes for the unduplicated student groups.</p>
<p>1.3</p>	<p>Action: Purchase consumables/digital access for all comprehensive academic programs</p> <p>Need: The unduplicated student groups at Alianza, which include socioeconomically disadvantaged students, English Learners,</p>	<p>The purchase of consumables and digital access for all comprehensive academic programs is designed to ensure that all students have equal access to essential learning materials and digital tools. This action addresses the identified needs by:</p>	<p>The effectiveness of purchasing consumables and digital access will be measured using several metrics, including:</p> <p>Academic Performance Data: Monitoring changes</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>and Latino students, often face significant barriers in accessing educational resources. These barriers include a lack of necessary materials and technology to fully engage with the curriculum, which can hinder their academic progress and widen the achievement gap.</p> <p>Scope: LEA-wide Schoolwide</p>	<p>Providing Essential Learning Materials: Ensuring that all students, regardless of their socio-economic status, have access to necessary consumables such as workbooks, lab supplies, and other educational materials required for their courses.</p> <p>Enhancing Digital Access: Offering digital tools and resources, including online textbooks, educational software, and internet access, which are crucial for modern learning environments and particularly important for English Learners who may benefit from interactive and adaptive learning technologies.</p> <p>Supporting Diverse Learning Needs: Providing resources that support various learning styles and levels, ensuring that all students can engage with the curriculum in ways that best meet their individual needs.</p> <p>By implementing this action on an LEA or schoolwide basis, Alianza can create an equitable learning environment where all students have the tools they need to succeed. This comprehensive approach ensures that every student has the opportunity to fully participate in their education, regardless of their background.</p>	<p>in student performance through standardized test scores, benchmark assessments, and classroom grades to determine if there are improvements in academic outcomes.</p> <p>Usage Reports: Analyzing data on the usage of digital resources and consumables to ensure that students are actively engaging with the provided materials.</p> <p>Attendance and Participation Rates: Tracking attendance and participation in classes and online activities to assess whether the availability of resources leads to increased student engagement.</p> <p>Surveys and Feedback: Collecting feedback from students, parents, and teachers regarding the adequacy and effectiveness of the provided materials and digital access in supporting learning.</p> <p>Progress Reports: Regular progress reports from teachers documenting</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>individual student growth and identifying any gaps that may still exist. Through these metrics, Alianza can evaluate the impact of providing consumables and digital access on student outcomes, ensuring that the resources are effectively supporting the academic and personal growth of unduplicated student groups.</p>
<p>1.7</p>	<p>Action: Transportation</p> <p>Need: The unduplicated student groups at Alianza, including socioeconomically disadvantaged students, English Learners, and Latino students, often face significant challenges related to transportation. These students may lack reliable means to travel to and from school, which can lead to increased absenteeism, tardiness, and reduced access to educational opportunities and resources. Ensuring consistent attendance is crucial for their academic success and overall well-being.</p> <p>Scope: LEA-wide Schoolwide</p>	<p>The provision of transportation services is designed to ensure that all students have reliable and safe means to travel to and from school, addressing the identified transportation barriers. This action supports the needs of the unduplicated student groups by:</p> <p>Ensuring Regular Attendance: Providing transportation helps reduce absenteeism and tardiness by guaranteeing that students have a dependable way to get to school every day.</p> <p>Enhancing Access to Educational Resources: Reliable transportation allows students to participate in before- and after-school programs, extracurricular activities, and additional academic support sessions, all of which contribute to their educational development.</p> <p>Promoting Equity: Offering transportation services on an LEA or schoolwide basis ensures that all students, regardless of their socioeconomic status,</p>	<p>The effectiveness of providing transportation services will be measured using several metrics, including:</p> <p>Attendance Rates: Monitoring changes in attendance and punctuality rates to evaluate whether transportation services are reducing absenteeism and tardiness among the unduplicated student groups.</p> <p>Participation Rates: Tracking student participation in before- and after-school programs, extracurricular activities, and additional academic</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>have equal access to education and related activities, thereby promoting equity across the school community.</p> <p>Providing transportation services schoolwide ensures that no student is left behind due to transportation issues, fostering a more inclusive and supportive learning environment for everyone.</p>	<p>support sessions to assess the impact of improved transportation access.</p> <p>Surveys and Feedback: Collecting feedback from students, parents, and teachers regarding the reliability and convenience of the transportation services, and how it has affected students' ability to attend school regularly and participate in school activities.</p> <p>Academic Performance Data: Analyzing changes in academic performance, including grades and standardized test scores, to determine if improved attendance and participation are translating into better educational outcomes.</p> <p>Behavioral Metrics: Assessing any changes in student behavior and engagement in school, as consistent attendance and participation often correlate with improved behavior and higher levels of student engagement.</p> <p>By evaluating these metrics, Alianza can</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			determine the success of the transportation services in addressing the unique needs of the unduplicated student groups and make necessary adjustments to further enhance the support provided.
1.8	<p>Action: Math Intervention Teacher</p> <p>Need: Unduplicated student groups at Alianza, including socioeconomically disadvantaged students, English Learners, and Latino students, often face challenges in achieving proficiency in mathematics. These challenges may stem from various factors such as language barriers, gaps in foundational math skills, and limited access to additional academic support outside of the regular classroom.</p> <p>Scope: LEA-wide</p>	<p>The Math Intervention Teacher position is specifically tailored to address the unique needs of unduplicated student groups in mathematics. This action is designed to:</p> <p>Provide Targeted Support: The Math Intervention Teacher will offer personalized instruction and support to students who are struggling with math concepts, helping to fill in knowledge gaps and improve overall understanding.</p> <p>Differentiated Instruction: By working closely with students in small groups or one-on-one settings, the Math Intervention Teacher can tailor instruction to meet the diverse learning needs of each student, including English Learners and socioeconomically disadvantaged students.</p> <p>Early Intervention: Identifying students who are falling behind in math early on and providing timely intervention can prevent academic setbacks and help students build a strong foundation in mathematics.</p> <p>Schoolwide Availability: Providing a Math Intervention Teacher on a schoolwide basis ensures that all students who require additional</p>	<p>To measure the effectiveness of the Math Intervention Teacher position in improving outcomes for unduplicated student groups, Alianza will utilize various metrics, including:</p> <p>Math Assessment Scores: Tracking changes in math assessment scores and benchmark assessments to determine improvements in math proficiency among unduplicated student groups.</p> <p>Progress Monitoring: Regularly monitoring individual student progress and growth in math skills to assess the impact of the intervention on academic performance.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>support in math have access to this resource, regardless of their background or grade level. This comprehensive approach ensures that every student has the opportunity to receive the targeted math support they need to succeed academically.</p>	<p>Retention Rates: Evaluating retention rates in math courses to determine if students are successfully mastering math concepts and progressing to higher levels of math proficiency.</p> <p>Graduation Rates: Analyzing graduation rates among unduplicated student groups to assess whether improved math proficiency contributes to increased academic success and graduation outcomes.</p> <p>Parent and Teacher Feedback: Gathering feedback from parents and teachers on the effectiveness of the Math Intervention Teacher in supporting student learning and addressing the specific needs of unduplicated student groups in mathematics. Through the analysis of these metrics, Alianza can evaluate the success of the Math Intervention Teacher position in improving math outcomes for unduplicated student groups and make data-</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			driven decisions to further enhance support and interventions as needed.
2.2	<p>Action: Instructional Assistants</p> <p>Need: Unduplicated student groups at Alianza, including socioeconomically disadvantaged students, English Learners, and Latino students, often require additional support and attention to succeed academically. These students may face various challenges such as language barriers, learning disabilities, or socio-economic disadvantages that impact their educational outcomes.</p> <p>Scope: LEA-wide Schoolwide</p>	<p>Instructional Assistants are deployed to provide targeted support to students who require additional assistance to succeed academically. This action is designed to:</p> <p>Provide Individualized Support: Instructional Assistants work closely with students, either in small groups or one-on-one, to provide personalized support tailored to their specific needs.</p> <p>Assist Classroom Teachers: Instructional Assistants support classroom teachers by helping to implement instructional strategies, providing additional supervision and support during lessons, and assisting with classroom management.</p> <p>Differentiated Instruction: Instructional Assistants can adapt teaching methods and materials to meet the diverse learning needs of students, including English Learners and students with learning disabilities.</p> <p>Schoolwide Availability: Providing Instructional Assistants on a schoolwide basis ensures that all students who require additional support have access to this resource, promoting equity and inclusion across the school community.</p> <p>By implementing this action on a schoolwide basis, Alianza ensures that all students who require additional support receive the necessary assistance to succeed academically.</p>	<p>To measure the effectiveness of Instructional Assistants in improving outcomes for unduplicated student groups, Alianza will utilize various metrics, including:</p> <p>Academic Performance Data: Tracking changes in academic performance, including grades, standardized test scores, and progress monitoring data, to determine improvements in student achievement.</p> <p>Attendance and Engagement: Monitoring changes in student attendance and engagement in class to assess the impact of additional support on student participation and involvement in learning activities.</p> <p>Behavioral Data: Analyzing changes in student behavior, such as disciplinary incidents or suspensions, to determine</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>if additional support from Instructional Assistants leads to improvements in student behavior and classroom management. Parent and Teacher Feedback: Gathering feedback from parents and teachers on the effectiveness of Instructional Assistants in supporting student learning and addressing the specific needs of unduplicated student groups. Through the analysis of these metrics, Alianza can evaluate the success of Instructional Assistants in providing additional support to unduplicated student groups and make data-driven decisions to further enhance support and interventions as needed.</p>
<p>2.3</p>	<p>Action: Building Staff Collaborative Capacity</p> <p>Need: Unduplicated student groups at Alianza, including socioeconomically disadvantaged students, English Learners, and Latino students, often benefit from a collaborative</p>	<p>Building Staff Collaborative Capacity is designed to enhance collaboration among educators to better support the diverse needs of unduplicated student groups. This action is designed to:</p> <p>Promote Professional Learning Communities (PLCs): Facilitate structured opportunities for teachers and staff to collaborate, share best</p>	<p>To measure the effectiveness of Building Staff Collaborative Capacity in improving outcomes for unduplicated student groups, Alianza will utilize various metrics, including:</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>and supportive school environment. These students may face various challenges such as language barriers, cultural differences, and limited access to resources, which can impact their academic success and social-emotional well-being.</p> <p>Scope: LEA-wide Schoolwide</p>	<p>practices, and develop strategies to address the unique needs of unduplicated student groups.</p> <p>Encourage Data-Driven Decision-Making: Provide training and support to help staff analyze student data effectively, identify trends, and develop targeted interventions to improve student outcomes.</p> <p>Enhance Cultural Competence: Offer workshops and professional development opportunities to help staff build cultural competence and develop strategies for creating an inclusive and supportive learning environment.</p> <p>Foster Shared Responsibility: Promote a culture of shared responsibility where all staff members are actively involved in supporting the academic and social-emotional needs of unduplicated student groups.</p> <p>By providing Building Staff Collaborative Capacity on an LEA or schoolwide basis, Alianza ensures that all staff members are equipped with the knowledge, skills, and resources to effectively support unduplicated student groups.</p>	<p>Student Achievement Data: Tracking changes in academic performance, including grades, standardized test scores, and progress monitoring data, to determine improvements in student achievement.</p> <p>Attendance and Engagement: Monitoring changes in student attendance and engagement in class to assess the impact of collaborative efforts on student participation and involvement in learning activities.</p> <p>Disciplinary Data: Analyzing changes in student behavior, such as disciplinary incidents or suspensions, to determine if collaborative efforts lead to improvements in student behavior and school climate.</p> <p>Staff Surveys and Feedback: Gathering feedback from staff members on the effectiveness of collaborative efforts in supporting the needs of</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>unduplicated student groups and creating a positive school culture. Parent and Student Feedback: Soliciting feedback from parents and students on their perceptions of the school climate, cultural competence of staff, and overall support for unduplicated student groups.</p> <p>Through the analysis of these metrics, Alianza can evaluate the success of Building Staff Collaborative Capacity in creating a supportive and inclusive school environment that meets the diverse needs of unduplicated student groups.</p>
2.5	<p>Action: Social/Emotional Support</p> <p>Need:</p>	Social/Emotional Support initiatives are designed to provide comprehensive support to meet the diverse social and emotional needs of	To measure the effectiveness of Social/Emotional Support initiatives in improving

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Unduplicated student groups at Alianza, including socioeconomically disadvantaged students, English Learners, and Latino students, often face social and emotional challenges that can impact their academic success and overall well-being. These challenges may include trauma, stress, cultural adjustment issues, and family instability, which can affect students' ability to focus, engage, and thrive in school.</p> <p>Scope: LEA-wide Schoolwide</p>	<p>unduplicated student groups. This action is designed to:</p> <p>Provide Counseling and Mental Health Services: Offer individual and group counseling sessions, crisis intervention, and mental health resources to support students' emotional well-being.</p> <p>Implement Social-Emotional Learning (SEL) Programs: Integrate SEL curriculum and activities into the school day to teach students essential skills such as self-awareness, self-regulation, empathy, and relationship-building.</p> <p>Promote Positive School Climate: Implement strategies to create a supportive and inclusive school environment where all students feel safe, valued, and respected.</p> <p>Collaborate with Families and Community Partners: Work closely with families, community organizations, and mental health professionals to provide wrap-around support and resources for students both in and out of school.</p> <p>Providing Social/Emotional Support on an LEA or schoolwide basis ensures that all students have access to these critical services and resources, regardless of their background or individual circumstances.</p>	<p>outcomes for unduplicated student groups, Alianza will utilize various metrics, including:</p> <p>Student Self-Report Surveys: Assessing changes in students' self-perceptions of their social-emotional skills, attitudes, and overall well-being over time.</p> <p>Behavioral Data: Analyzing changes in student behavior, such as disciplinary incidents, suspensions, or referrals, to determine if there are improvements in school climate and student conduct.</p> <p>Attendance and Truancy Rates: Monitoring changes in student attendance and truancy rates to assess the impact of social/emotional support on student engagement and participation in school.</p> <p>Academic Performance Data: Tracking changes in academic performance, including grades, test scores, and course completion rates, to determine if</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>social/emotional support leads to improvements in academic outcomes. Parent and Teacher Feedback: Gathering feedback from parents and teachers on the effectiveness of social/emotional support initiatives in meeting the needs of unduplicated student groups and creating a positive school culture. By analyzing these metrics, Alianza can evaluate the success of Social/Emotional Support initiatives in supporting the social and emotional well-being of unduplicated student groups and make data-driven decisions to further enhance support and interventions as needed.</p>
2.6	<p>Action: Professional Development</p> <p>Need:</p> <p>Scope:</p>	<p>The unduplicated student groups at Alianza, which include socioeconomically disadvantaged students, English Learners, and Latino students, face unique challenges such as language barriers, lower academic performance, and limited access to educational resources. These students require teachers who are not only highly qualified but also equipped with specific skills and strategies to address their diverse needs effectively.</p>	<p>The effectiveness of professional development will be measured using various metrics, including:</p> <p>Teacher Evaluations and Feedback: Surveys and evaluations from teachers to assess the relevance</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide Schoolwide	<p>Professional development (PD) is designed to enhance the capabilities of teachers and staff in meeting the unique needs of these student groups. The PD programs will focus on several key areas:</p> <p>Bilingual Education: Training on effective strategies for teaching in a bilingual environment to support the Two Way Bilingual Program.</p> <p>Cultural Competence: Workshops on understanding and integrating the cultural backgrounds of students to create a more inclusive and supportive learning environment.</p> <p>Instructional Strategies: Development in differentiated instruction techniques to better serve students with varying levels of academic ability and language proficiency.</p> <p>SEL Integration: Training on incorporating Social and Emotional Learning (SEL) into the curriculum to support the holistic development of students.</p> <p>By providing professional development on an LEA or schoolwide basis, all teachers and staff can uniformly enhance their skills and knowledge, ensuring a consistent and high-quality educational experience for all students. This comprehensive approach ensures that every student benefits from improved teaching practices and a more supportive learning environment.</p>	<p>and impact of the professional development sessions.</p> <p>Student Performance Data: Analyzing changes in student performance through standardized test scores, benchmark assessments, and classroom grades to determine the impact of improved teaching practices.</p> <p>Reclassification Rates: Monitoring the number of English Learners who are reclassified as fully English proficient, indicating the effectiveness of bilingual education strategies.</p> <p>Observation and Assessment: Classroom observations to assess the implementation of new instructional strategies and their effectiveness in real-time teaching scenarios.</p> <p>Student and Parent Surveys: Collecting feedback from students and parents on perceived improvements in teaching quality and student engagement.</p> <p>Through these metrics, Alianza can gauge the</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>success of professional development initiatives in enhancing the instructional capabilities of teachers, ultimately leading to better academic and social-emotional outcomes for the unduplicated student groups.</p>
<p>2.9</p>	<p>Action: Teachers for classroom size commitment</p> <p>Need: Unduplicated student groups at Alianza, including socioeconomically disadvantaged students, English Learners, and Latino students, often benefit from smaller class sizes due to their diverse learning needs. Research suggests that smaller class sizes can lead to increased student engagement, personalized instruction, and improved academic outcomes, particularly for students who may require additional support.</p> <p>Scope: LEA-wide Schoolwide</p>	<p>The commitment to maintaining smaller class sizes is designed to address the unique needs of unduplicated student groups by:</p> <p>Increasing Student-Teacher Interaction: Smaller class sizes allow for more individualized attention and support, enabling teachers to better meet the diverse learning needs of students, including English Learners and socioeconomically disadvantaged students.</p> <p>Enhancing Classroom Environment: Smaller class sizes create a more conducive learning environment where students feel valued, supported, and engaged, leading to improved academic performance and social-emotional well-being.</p> <p>Promoting Equity: Providing smaller class sizes on an LEA or schoolwide basis ensures that all students have equal access to the benefits of smaller class sizes, regardless of their background or individual circumstances.</p> <p>By implementing this action on an LEA or schoolwide basis, Alianza ensures that all students have the opportunity to learn in smaller, more personalized classroom settings, which can lead to</p>	<p>To measure the effectiveness of maintaining smaller class sizes in improving outcomes for unduplicated student groups, Alianza will utilize various metrics, including:</p> <p>Student Achievement Data: Tracking changes in academic performance, including grades, standardized test scores, and progress monitoring data, to determine improvements in student achievement.</p> <p>Teacher-Student Ratio: Monitoring the ratio of teachers to students in classrooms to ensure compliance with class size commitments and assess the impact on student</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		improved outcomes for unduplicated student groups.	<p>engagement and academic outcomes.</p> <p>Attendance and Engagement: Tracking changes in student attendance and engagement in class to assess the impact of smaller class sizes on student participation and involvement in learning activities.</p> <p>Parent and Student Feedback: Gathering feedback from parents and students on their perceptions of the learning environment and the benefits of smaller class sizes on student learning and well-being.</p> <p>Retention Rates: Evaluating retention rates in schools and classes with smaller class sizes to determine if students are more likely to remain enrolled and engaged in their education.</p> <p>Through the analysis of these metrics, Alianza can evaluate the success of maintaining smaller class sizes in improving outcomes for unduplicated student groups and make</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			data-driven decisions to further enhance support and interventions as needed.
3.2	<p>Action: School Counselor</p> <p>Need: Unduplicated student groups at Alianza, including socioeconomically disadvantaged students, English Learners, and Latino students, often face various social, emotional, and academic challenges that require targeted support. These challenges may include family issues, mental health concerns, academic stress, and cultural adjustment difficulties, which can impact students' overall well-being and academic success.</p> <p>Scope: LEA-wide Schoolwide</p>	<p>The provision of a School Counselor is designed to address the unique needs of unduplicated student groups by:</p> <p>Providing Individual and Group Counseling: Offering individual counseling sessions and group support to help students navigate personal, social, and academic challenges, including those related to cultural adjustment and family issues.</p> <p>Supporting Academic Success: Assisting students in setting academic goals, developing study skills, and accessing resources to enhance academic achievement and postsecondary readiness.</p> <p>Promoting Social-Emotional Well-being: Implementing programs and interventions to foster social-emotional learning, resilience, and coping skills, thereby improving students' overall mental health and well-being.</p> <p>Collaborating with Families and Community Resources: Working closely with families, community organizations, and mental health professionals to provide wrap-around support and connect students with additional resources as needed.</p>	<p>To measure the effectiveness of the School Counselor in improving outcomes for unduplicated student groups, Alianza will utilize various metrics, including:</p> <p>Counseling Session Attendance: Tracking the number of counseling sessions attended by unduplicated student groups to assess the utilization of counseling services and the impact on student well-being.</p> <p>Academic Achievement Data: Monitoring changes in academic performance, including grades, standardized test scores, and course completion rates, to determine improvements in academic outcomes.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>Providing a School Counselor on an LEA or schoolwide basis ensures that all students have access to comprehensive support for their social, emotional, and academic needs, promoting equity and inclusion across the school community.</p>	<p>Behavioral Data: Analyzing changes in student behavior, such as disciplinary incidents, suspensions, or referrals, to assess the impact of counseling interventions on student conduct and school climate.</p> <p>Parent and Teacher Feedback: Gathering feedback from parents and teachers on the effectiveness of counseling services in meeting the needs of unduplicated student groups and creating a positive school culture.</p> <p>Postsecondary Readiness: Tracking the number of unduplicated student groups accessing postsecondary education and career planning resources and participating in college and career readiness activities. Through the analysis of these metrics, Alianza can evaluate the success of the School Counselor in supporting the social, emotional, and academic needs of unduplicated student groups and make</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			data-driven decisions to further enhance support and interventions as needed.
5.1	<p>Action: ELD Support Programs</p> <p>Need: Unduplicated student groups at Alianza, including English Learners (ELs), often require targeted support to develop English language proficiency and academic skills necessary for success in school. These students may face language barriers that impede their ability to fully access the curriculum and engage in classroom activities, leading to academic challenges and potential achievement gaps.</p> <p>Scope: LEA-wide</p>	<p>The ELD Support Program is designed to address the unique needs of English Learners by:</p> <p>Targeted Instruction: Offering specialized English Language Development (ELD) instruction designed to improve students' English language proficiency in listening, speaking, reading, and writing skills.</p> <p>Differentiated Support: Providing differentiated instruction and support tailored to the diverse language proficiency levels and academic needs of English Learners, ensuring that all students receive instruction at their appropriate language level.</p> <p>Language Access: Ensuring that English Learners have access to language support services, resources, and materials that promote language acquisition and academic success.</p> <p>Integration with Content Instruction: Integrating ELD instruction with content-area instruction to help English Learners access grade-level academic content while simultaneously developing English language skills.</p> <p>Professional Development: Providing professional development opportunities for teachers to enhance their knowledge and skills in effectively supporting English Learners in the classroom.</p> <p>Providing the ELD Support Program on an LEA or schoolwide basis ensures that all English Learners have access to the necessary support and</p>	<p>To measure the effectiveness of the ELD Support Program in improving outcomes for English Learners, Alianza will utilize various metrics, including:</p> <p>English Language Proficiency Assessments: Administering standardized English language proficiency assessments, such as the English Language Proficiency Assessments for California (ELPAC), to measure students' progress in acquiring English language skills.</p> <p>Academic Performance Data: Tracking changes in academic performance, including grades, standardized test scores, and course completion rates, to determine improvements in academic outcomes for English Learners.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		resources to achieve English language proficiency and academic success.	<p>ELD Progress Monitoring: Monitoring students' progress in specific English language skills (listening, speaking, reading, writing) through ongoing formative assessments and progress monitoring tools.</p> <p>Reclassification Rates: Tracking the number of English Learners who meet criteria for reclassification as Fluent English Proficient (RFEP) based on language proficiency assessments and academic performance indicators.</p> <p>Parent and Teacher Feedback: Gathering feedback from parents and teachers on the effectiveness of the ELD Support Program in supporting English Learners' language development and academic progress.</p> <p>Through the analysis of these metrics, Alianza can evaluate the success of the ELD Support Program in addressing the unique needs of English Learners and make data-driven</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			decisions to further enhance support and interventions as needed.
5.2	<p>Action: SIPPS</p> <p>Need: Unduplicated student groups at Alianza, including socioeconomically disadvantaged students, English Learners, and Latino students, often require targeted support in literacy development, particularly in foundational skills such as phonological awareness, phonics, and sight word recognition. These students may face challenges in acquiring reading skills due to language barriers, limited exposure to literacy-rich environments, or other factors that impact their academic progress.</p> <p>Scope: LEA-wide Schoolwide</p>	<p>The SIPPS program is designed to address the unique needs of unduplicated student groups by:</p> <p>Systematic Instruction: Providing systematic and explicit instruction in phonological awareness, phonics, and sight word recognition, which are essential skills for early reading development.</p> <p>Differentiated Instruction: Tailoring instruction to meet the diverse learning needs of students, including English Learners and socioeconomically disadvantaged students, by providing opportunities for individualized practice and support.</p> <p>Small Group Instruction: Delivering instruction in small groups to maximize student engagement and provide targeted support to students who may require additional assistance in literacy development.</p> <p>Integration with Core Curriculum: Aligning SIPPS instruction with the school's core curriculum to ensure that students receive comprehensive literacy instruction that reinforces and extends their learning in reading and language arts.</p> <p>Professional Development: Providing ongoing professional development opportunities for teachers to enhance their knowledge and skills in delivering effective SIPPS instruction and supporting students' literacy development.</p> <p>Providing SIPPS instruction on an LEA or schoolwide basis ensures that all students, particularly unduplicated student groups, have access to evidence-based literacy instruction that</p>	<p>To measure the effectiveness of SIPPS instruction in improving outcomes for unduplicated student groups, Alianza will utilize various metrics, including:</p> <p>Phonics Proficiency Assessments: Administering phonics assessments to measure students' mastery of phonics skills and their ability to apply phonetic knowledge to reading and spelling tasks.</p> <p>Sight Word Recognition: Assessing students' ability to recognize and read high-frequency sight words accurately and fluently.</p> <p>Reading Fluency: Monitoring students' reading fluency rates and accuracy through oral reading assessments to track progress in reading proficiency over time.</p> <p>Reading Comprehension: Administering reading comprehension</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		addresses their specific learning needs and supports their academic success.	<p>assessments to measure students' understanding of text and their ability to apply reading strategies to comprehend and analyze written material.</p> <p>Teacher Observations and Progress Monitoring: Collecting anecdotal observations and progress monitoring data to assess students' engagement, participation, and growth in SIPPS instruction over time.</p> <p>Parent and Teacher Feedback: Gathering feedback from parents and teachers on the effectiveness of SIPPS instruction in supporting students' literacy development and improving reading outcomes for unduplicated student groups.</p> <p>Through the analysis of these metrics, Alianza can evaluate the success of SIPPS instruction in addressing the unique literacy needs of unduplicated student groups and make data-driven decisions to further</p>

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

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
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For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

LCAP GOALS ADDRESSED:

Goal 1: Increase the academic achievement of all students through our Two Way Bilingual Immersion Program, effective instruction, engaging curriculum and aligned assessments.

- Intervention Teacher: Increase the number of intervention teachers to address Spanish Literacy and English Literacy in 1st-5th Grade. Personnel costs that allow the school to provide additional small group instructional opportunities, adding instruction students receive.
- Purchased consumables/digital access for all comprehensive academic programs: Purchase of materials needed to support the programs focusing on improved academic achievement for foster youth, English learners, and low-income students.
- Transportation: Service cost to give access to our dual language immersion program to foster youth, English learners, and low-income students.

Goal 2: Recruit, hire, retain and develop faculty, staff and leaders that are qualified, high performing, bilingual/biliterate, culturally proficient and diverse.

- Instructional Assistants: Personnel costs that allow the school to lower the student/teacher ratio in small group instruction and improve effectiveness
- Building Staff Collaboration Capacity: Personnel costs to further develop and implement engaging, rigorous course offerings to better prepare students.
- Social/Emotional Support: Provide a program that can be implemented to support teachers in staff in meeting the emotional needs of our foster youth, English learners, and low-income students
- Professional Development: Personnel costs to further improve instruction due to professional development activities, staff collaboration time and more effective instruction.
- Teachers for classroom size commitment: Personnel costs that allow the school to lower the student/teacher ratio to improve effectiveness of instruction.

Goal 3: Ensure that the school learning environment is safe, caring, healthy and supportive of learning for the entire school community.

- School Counselor: Personal costs to provide an 100% social emotional counselor to meet the social emotional needs of foster youth, English learners, and low-income students

Goal 5: Increase percent of English learners who demonstrate at least one year of progress toward English fluency as measured by the state English language development test and decrease the number of Long Term English Learners (LTELs).

- ELD Support Programs: Improve instruction by obtaining a vertically articulated ELD program that meets the need of our English Language Learners k-8
- SIPPS: Improve instruction by obtaining a program that fills the literacy gaps of our English Language Learners and low-income students

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.

At Alianza Charter School, we recognize the importance of providing targeted support to our students who come from historically underserved backgrounds, including foster youth, English learners, and low-income students. With the additional concentration grant add-on funding, we have developed a comprehensive plan to increase the number of staff providing direct services to these students to ensure their academic success and socio-emotional well-being.

Our plan focuses on several key areas:

Hiring Additional Staff: We will use the concentration grant add-on funding to hire additional teachers, counselors, instructional aides, and other support staff who specialize in working with underserved student populations. These staff members will provide direct services such as academic tutoring, counseling, language support, and personalized interventions to meet the unique needs of foster youth, English learners, and low-income students.

Professional Development: We will invest in professional development opportunities for our existing staff to enhance their skills and knowledge in supporting underserved student populations. Training sessions will focus on culturally responsive teaching practices, trauma-informed care, language acquisition strategies, and effective interventions for addressing the needs of foster youth and low-income students.

Expansion of Support Programs: We will expand existing support programs and initiatives tailored to meet the needs of foster youth, English learners, and low-income students. This may include additional English language development programs, after-school tutoring, mentoring programs, and mental health services to promote academic success and socio-emotional well-being.

Collaboration with Community Partners: We will collaborate with community organizations, social service agencies, and other stakeholders to leverage resources and support for underserved students. By building strong partnerships, we can provide comprehensive support services and wrap-around care to address the diverse needs of foster youth, English learners, and low-income students.

Data-Informed Decision-Making: We will use data to assess the effectiveness of our efforts in serving underserved student populations and make data-driven decisions to continuously improve our programs and services. Regular monitoring of student outcomes, attendance rates, academic progress, and socio-emotional well-being will guide our interventions and resource allocation.

Overall, our plan for utilizing the concentration grant add-on funding is centered on increasing the number of staff providing direct services to foster youth, English learners, and low-income students, while also ensuring that these services are targeted, effective, and aligned with the unique needs of each student population. By investing in our students' success, we are committed to creating an inclusive and equitable learning environment where all students can thrive.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		1:320
Staff-to-student ratio of certificated staff providing direct services to students		1:25

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	6,238,733	2,163,280	34.675%	6.549%	41.224%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$6,230,634.02	\$137,730.73		\$171,408.30	\$6,539,773.05	\$5,738,345.05	\$801,428.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Intervention Teacher(s)	English Foster Low Learners Youth Income	Yes	LEA-wide Scho olwide	English Learners Foster Youth Low Income			\$238,609.00	\$0.00	\$203,644.00			\$34,965.00	\$238,609.00	
1	1.2	Professional Development	English Foster Low Learners Youth Income	Yes	LEA-wide Scho olwide	English Learners Foster Youth Low Income			\$0.00	\$36,911.00	\$18,911.00	\$5,000.00		\$13,000.00	\$36,911.00	
1	1.3	Purchase consumables/digital access for all comprehensive academic programs	English Foster Low Learners Youth Income	Yes	LEA-wide Scho olwide	English Learners Foster Youth Low Income			\$0.00	\$19,000.00	\$3,000.00	\$16,000.00			\$19,000.00	
1	1.4	Purchase Digital Licenses	All	No					\$0.00	\$10,000.00		\$10,000.00			\$10,000.00	
1	1.5	Technology Support Technician	All	No					\$0.00	\$52,267.00	\$52,267.00				\$52,267.00	
1	1.6	Literacy Coach	All	No					\$0.00	\$57,250.00	\$57,250.00				\$57,250.00	
1	1.7	Transportation	English Foster Low Learners Youth Income	Yes	LEA-wide Scho olwide	English Learners Foster Youth Low Income			\$0.00	\$500,000.00	\$500,000.00				\$500,000.00	
1	1.8	Math Intervention Teacher	Students Disabilities with	No Yes	LEA-wide				\$20,000.00	\$0.00	\$20,000.00				\$20,000.00	
2	2.1	Staffing Commitments	All	No					\$3,746,443.44	\$0.00	\$3,746,443.44				\$3,746,443.44	
2	2.2	Instructional Assistants	English Foster Learners Youth	Yes	LEA-wide Scho	English Learners Foster Youth			\$89,245.73	\$0.00	\$24,835.00	\$64,410.73			\$89,245.73	

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income			olwide	Low Income										
2	2.3	Building Staff Collaborative Capacity	English Foster Low	Learners Youth Income	Yes	LEA-wide Scho olwide	English Learners Foster Youth Low Income			\$19,500.00	\$0.00	\$17,000.00			\$2,500.00	\$19,500.00	
2	2.4	New Teacher Project	All		No					\$0.00	\$15,000.00	\$15,000.00				\$15,000.00	
2	2.5	Social/Emotional Support	English Foster Low	Learners Youth Income	Yes	LEA-wide Scho olwide	English Learners Foster Youth Low Income			\$0.00	\$8,000.00	\$5,000.00	\$2,000.00		\$1,000.00	\$8,000.00	
2	2.6	Professional Development	English Foster Low	Learners Youth Income	Yes	LEA-wide Scho olwide	English Learners Foster Youth Low Income			\$0.00	\$7,000.00	\$1,000.00	\$1,000.00		\$5,000.00	\$7,000.00	
2	2.7	Evaluation of the Two-way Bilingual Program	All		No					\$0.00	\$10,000.00	\$10,000.00				\$10,000.00	
2	2.8	Mentoring and professional development for administrators	All		No					\$0.00	\$2,000.00				\$2,000.00	\$2,000.00	
2	2.9	Teachers for classroom size commitment	English Foster Low	Learners Youth Income	Yes	LEA-wide Scho olwide	English Learners Foster Youth Low Income			\$1,030,500.00	\$0.00	\$1,030,500.00				\$1,030,500.00	
3	3.1	Campus Safety Supervisor and yard supervisors	All		No					\$127,366.37	\$0.00	\$109,046.37	\$18,320.00			\$127,366.37	
3	3.2	School Counselor	English Foster Low	Learners Youth Income	Yes	LEA-wide Scho olwide	English Learners Foster Youth Low Income			\$121,789.07	\$0.00	\$121,789.07				\$121,789.07	
3	3.3	Athletic Director	All		No					\$5,000.00	\$0.00	\$5,000.00				\$5,000.00	
3	3.4	Safety Plan	All		No					\$0.00	\$0.00	\$0.00				\$0.00	
3	3.5	PBIS	All		No					\$0.00	\$7,000.00	\$5,000.00	\$2,000.00			\$7,000.00	
3	3.6	Extended Leadership	All		No					\$30,000.00	\$0.00	\$30,000.00				\$30,000.00	
3	3.7	Two full time custodians	All		No					\$201,940.22	\$0.00	\$201,940.22				\$201,940.22	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.8	Playworks	All	No					\$0.00	\$12,000.00		\$12,000.00			\$12,000.00	
3	3.9	Attendance Campaign	All Students with Disabilities	No				All year	\$0.00	\$5,000.00	\$5,000.00				\$5,000.00	
4	4.1	Community Liaison	All	No					\$100,951.22	\$0.00	\$3,007.92			\$97,943.30	\$100,951.22	
4	4.2	Parent Leadership	All	No					\$7,000.00	\$0.00	\$2,000.00	\$3,000.00		\$2,000.00	\$7,000.00	
4	4.3	Parent Meeting Support	All	No					\$0.00	\$8,000.00	\$3,000.00	\$2,000.00		\$3,000.00	\$8,000.00	
5	5.1	ELD Support Programs	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$32,000.00	\$20,000.00	\$2,000.00		\$10,000.00	\$32,000.00	
5	5.2	SIPPS	English Foster Low Learners Youth Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income			\$0.00	\$20,000.00	\$20,000.00				\$20,000.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
6,238,733	2,163,280	34.675%	6.549%	41.224%	\$1,985,679.07	0.000%	31.828 %	Total:	\$1,985,679.07
								LEA-wide Total:	\$1,985,679.07
								Limited Total:	\$0.00
								Schoolwide Total:	\$1,945,679.07

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Intervention Teacher(s)	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		\$203,644.00	
1	1.2	Professional Development	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		\$18,911.00	
1	1.3	Purchase consumables/digital access for all comprehensive academic programs	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		\$3,000.00	
1	1.7	Transportation	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		\$500,000.00	
1	1.8	Math Intervention Teacher	Yes	LEA-wide			\$20,000.00	
2	2.2	Instructional Assistants	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		\$24,835.00	
2	2.3	Building Staff Collaborative Capacity	Yes	LEA-wide Schoolwide	English Learners Foster Youth		\$17,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
2	2.5	Social/Emotional Support	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		\$5,000.00	
2	2.6	Professional Development	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		\$1,000.00	
2	2.9	Teachers for classroom size commitment	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		\$1,030,500.00	
3	3.2	School Counselor	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		\$121,789.07	
5	5.1	ELD Support Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	
5	5.2	SIPPS	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		\$20,000.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$6,514,773.05	\$6,334,595.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Intervention Teacher(s)	Yes	\$238,609.00	\$238,609.00
1	1.2	Professional Development	Yes	\$36,911.00	\$36,911.00
1	1.3	Purchase consumables/digital access for all comprehensive academic programs	Yes	\$19,000.00	\$19,000.00
1	1.4	Purchase Digital Licenses	No	\$10,000.00	\$10,000.00
1	1.5	Technology Support Technician	No	\$52,267.00	\$52,267.00
1	1.6	Literacy Coach	No	\$57,250.00	\$57,250.00
1	1.7	Transportation	Yes	\$500,000.00	319,821.95
2	2.1	Staffing Commitments	No	\$3,746,443.44	\$3,746,443.44
2	2.2	Instructional Assistants	Yes	\$89,245.73	\$89,245.73
2	2.3	Building Staff Collaborative Capacity	Yes	\$19,500.00	\$19,500.00
2	2.4	New Teacher Project	No	\$15,000.00	\$15,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.5	Social/Emotional Support	Yes	\$8,000.00	\$8,000.00
2	2.6	Professional Development	Yes	\$7,000.00	\$7,000.00
2	2.7	Evaluation of the Two-way Bilingual Program	No	\$10,000.00	\$10,000.00
2	2.8	Mentoring and professional development for administrators	No	\$2,000.00	\$2,000.00
2	2.9	Teachers for classroom size commitment	Yes	\$1,030,500.00	\$1,030,500.00
3	3.1	Campus Safety Supervisor and yard supervisors	No	\$127,366.37	\$127,366.37
3	3.2	School Counselor	Yes	\$121,789.07	\$121,789.07
3	3.3	Athletic Director	No	\$5,000.00	\$5,000.00
3	3.4	Safety Plan	No	\$0.00	\$0.00
3	3.5	PBIS	No	\$7,000.00	\$7,000.00
3	3.6	Extended Leadership	No	\$30,000.00	\$30,000.00
3	3.7	Two full time custodians	No	\$201,940.22	\$201,940.22
3	3.8	Playworks	No	\$12,000.00	\$12,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.1	Community Liaison	No	\$100,951.22	\$100,951.22
4	4.2	Parent Leadership	No	\$7,000.00	\$7,000.00
4	4.3	Parent Meeting Support	No	\$8,000.00	\$8,000.00
5	5.1	ELD Support Programs	Yes	\$32,000.00	\$32,000.00
5	5.2	SIPPS	Yes	\$20,000.00	\$20,000.00

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
2,204,344	\$1,965,679.07	\$1,789,501.02	\$176,178.05	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Intervention Teacher(s)	Yes	\$203,644.00	\$203,644.00		
1	1.2	Professional Development	Yes	\$18,911.00	\$18,911.00		
1	1.3	Purchase consumables/digital access for all comprehensive academic programs	Yes	\$3,000.00	\$3,000.00		
1	1.7	Transportation	Yes	\$500,000.00	319,821.95		
2	2.2	Instructional Assistants	Yes	\$24,835.00	\$24,835.00		
2	2.3	Building Staff Collaborative Capacity	Yes	\$17,000.00	\$17,000.00		
2	2.5	Social/Emotional Support	Yes	\$5,000.00	\$5,000.00		
2	2.6	Professional Development	Yes	\$1,000.00	\$5,000.00		
2	2.9	Teachers for classroom size commitment	Yes	\$1,030,500.00	\$1,030,500.00		
3	3.2	School Counselor	Yes	\$121,789.07	\$121,789.07		
5	5.1	ELD Support Programs	Yes	\$20,000.00	\$20,000.00		
5	5.2	SIPPS	Yes	\$20,000.00	\$20,000.00		

To Add a Row: Click "Add Row."

To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press "Save Data" and refresh the page.

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
6,334,595	2,204,344		34.798%	\$1,789,501.02	0.000%	28.250%	\$414,842.98	6.549%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

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

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

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

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

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

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

- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

Broad Goal

Description

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

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

Total Funds

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

Contributing

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

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

Required Actions

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

Calculations in the Action Tables

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

Contributing Actions Table

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

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

Contributing Actions Annual Update Table

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

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

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

- This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

- This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

- This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

- This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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