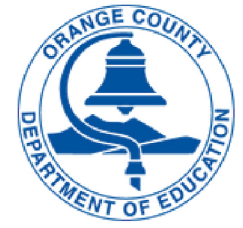
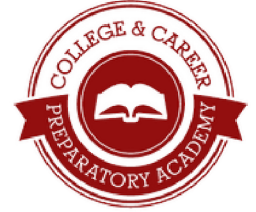


ORANGE COUNTY DEPARTMENT OF EDUCATION



COLLEGE AND CAREER PREPARATORY ACADEMY



LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)

2024- 2025

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LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: College and Career Preparatory Academy

CDS Code: 30-10306-0132910

School Year: 2024-25

LEA contact information:

Fatinah Judeh

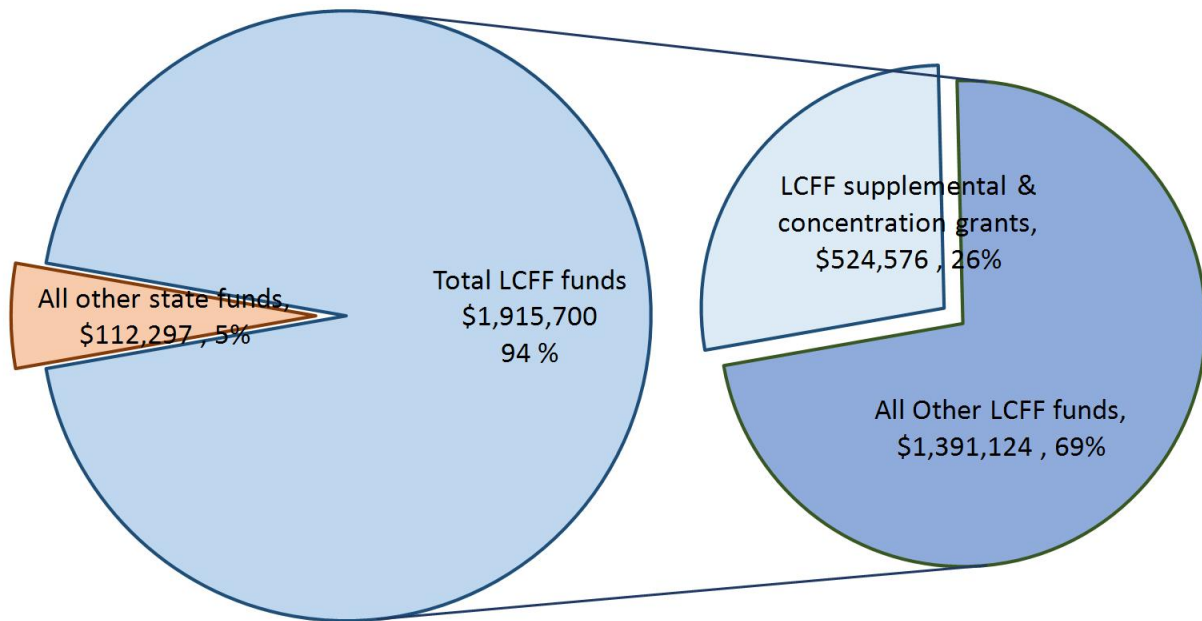
Principal

714-796-8795

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

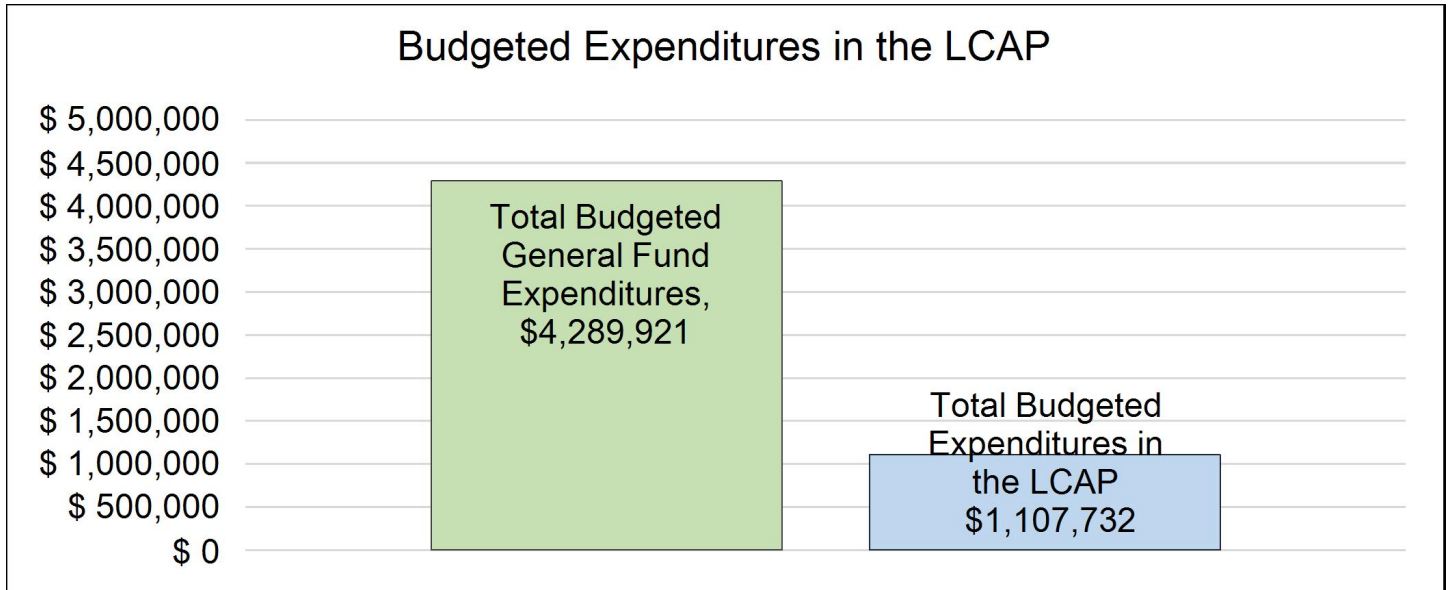


This chart shows the total general purpose revenue College and Career Preparatory Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for College and Career Preparatory Academy is \$2,027,997, of which \$1,915,700 is Local Control Funding Formula (LCFF), \$112,297 is other state funds, \$ is local funds, and \$ is federal funds. Of the \$1,915,700 in LCFF Funds, \$524,576 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 College and Career Preparatory Academy 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: College and Career Preparatory Academy plans to spend \$4,289,921 for the 2024-25 school year. Of that amount, \$1,107,732 is tied to actions/services in the LCAP and \$3,182,189 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

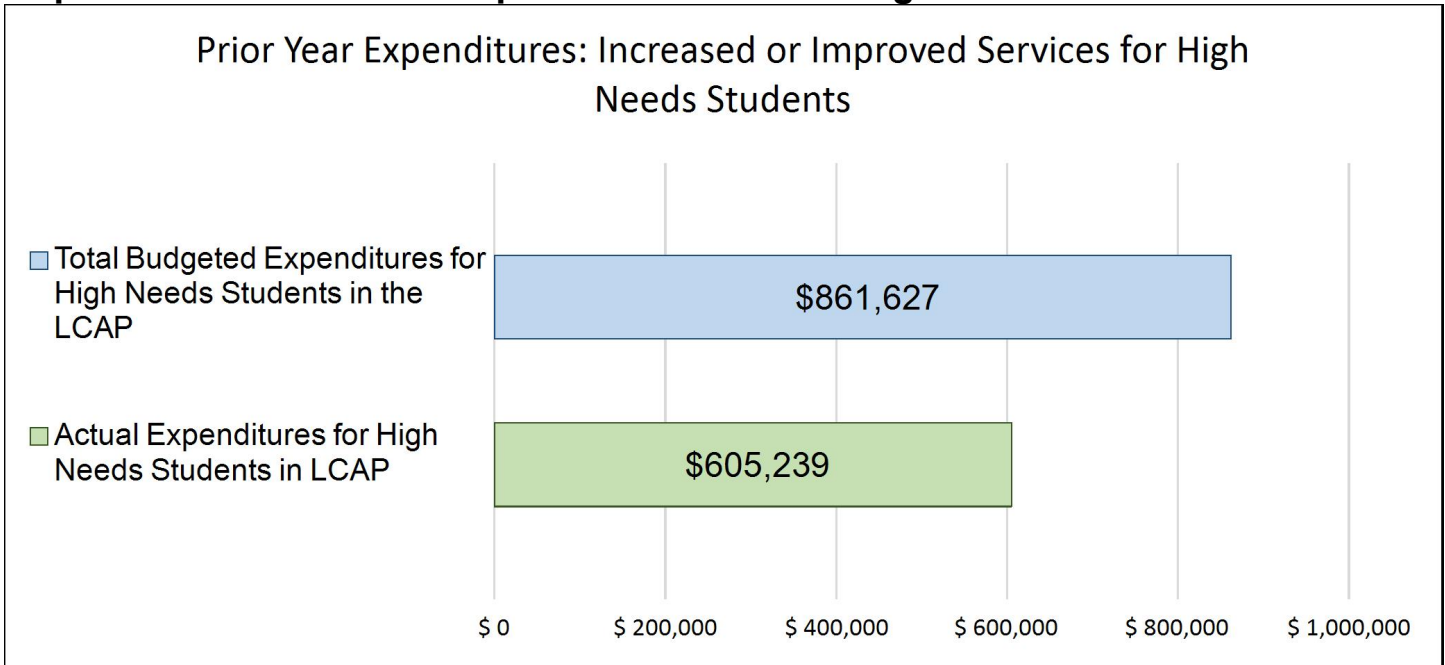
CCPA’s vision and mission is to address the need to increase the graduation rate and decrease the dropout rate by providing students the opportunities to earn their high school diploma and become college and career ready. To accomplish these goals, CCPA has six school sites throughout Orange County. The certificated staff includes a principal, school counselor, and eight teachers, while the classified support staff consists of a project liaison, two senior student records technicians, a senior school administrative assistance, and four paraeducators. The general fund pays for both these certificated and classified staff salaries listed above.

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

In 2024-25, College and Career Preparatory Academy is projecting it will receive \$524,576 based on the enrollment of foster youth, English learner, and low-income students. College and Career Preparatory Academy must describe how it intends to increase or improve services for high needs students in the LCAP. College and Career Preparatory Academy plans to spend \$713,429 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what College and Career Preparatory Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what College and Career Preparatory Academy 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, College and Career Preparatory Academy's LCAP budgeted \$861,627 for planned actions to increase or improve services for high needs students. College and Career Preparatory Academy actually spent \$605,239 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$-256,388 had the following impact on College and Career Preparatory Academy's ability to increase or improve services for high needs students:

A significant substantive difference for budgeted expenditures was in the delay of contracting with a marketing firm and within the marketing plan. Decisions were made to scale down and focus on a more comprehensive social media campaign that targets our student population and meets the students where they are in a digital world. By not contracting with a marketing firm, the rollover from year to year has caused actual expenditures to be less than initially budgeted expenditures.

Another significant substantive difference for budgeted expenditures was in the delay of purchasing ELD curriculum. There are plans to invest in a new ELD curriculum to enhance language proficiency, which is vital for the academic success of English language learners, but additional discussions and reviews of curricular options continue to take with the EL committee. Although this curriculum has not yet been purchased, the anticipated update indicates a proactive approach to improving educational outcomes.

Overall, actions were met but spending was less than budgeted. Most every action has been focused on improving and increasing services that will benefit these high need student groups.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
College and Career Preparatory Academy	Fatinah Judeh Principal	fjudeh@ocde.us 714-796-8795

Goals and Actions

Goal

Goal #	Description
1	<p>GOAL 1: ENGAGEMENT</p> <p>Provide all students with motivating programs, course work, and opportunities where they feel respected and supported, included socially, culturally, and emotionally, and cared for both in and out of the classroom. Collaborate more efficiently with stakeholders to build a strong framework for student achievement and safe and supportive school climates that supports transitions into a career or post-secondary training.</p>

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase number of enrollments	Baseline from 2020-21 125	217 enrollments	125 enrollments	216 enrollments (current year)	Goal: 300 enrollments
Decrease average number weeks it takes to fully enroll	Baseline from 2021-22 4 weeks	Baseline from 2021-22 4 weeks	2 weeks	1 - 2 weeks	Goal: 2 weeks
Increase Graduation rate	Baseline from 2019-20 69%	72%	68%	65.1% (2022-23)	Goal: 74%
Increase percentage of students who utilize community partners resources two times or more while enrolled at CCPA	Baseline from 2020-2021 Original: 30%	31%	35%	30%	Goal: Original: 45%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase number of community partnerships	Baseline from 2020-2021 38 partners	40 partners	42 partners	42 partners	Goal: 45 partners
Increase number of scheduled collaborative meetings with partners	Baseline from 2020-2021 Currently meeting consistently with two partners	Currently meeting consistently with four partners	Meetings scheduled with five partners	Meetings scheduled with four partners	Goal: Meetings established with 8 partners
Increase student participation at school events and resources used	Will establish baseline in 2021-22	Baseline: 29 events with student participation	34 events with student participation	32 events with student participation	Goal: Increase student participation by 15%
School attendance rate	Baseline from 2021-2022 55%	n/a	55%	53%	Goal: 58%
Chronic absenteeism rate	Baseline from 2021-2022 79%	n/a	79%	76% (2022-23)	Goal: 77%
High school dropout rate	Baseline from 2021-2022 24%	n/a	24%	24% (2022-23)	Goal: 22%

Goal Analysis

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

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

In the previous year, our budget remained consistent with our objectives and actions, ensuring ongoing progress toward our goals. Notably, Action 2 successfully streamlined the enrollment process, requiring continued oversight to maintain this improvement.

A substantive difference lies in our focus on attendance interventions and engagement activities to combat chronic absenteeism and dropout rates. We've combined actions 3, 4, and 5 to enhance efficiency in managing partnerships and events for students.

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

Our implementation of actions aimed at achieving the articulated goal proceeded smoothly overall. However, we faced a notable challenge due to the delay in contracting with a marketing firm, resulting in a rollover of funds. As a result, marketing efforts continued but with a smaller budget as initially approved. Adjustments will be made in upcoming LCAP allocations to accommodate this change.

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

During the three-year LCAP cycle, significant progress was made toward achieving the stated goals, particularly in enhancing student engagement and providing effective educational support. The actions taken by CCPA have yielded successful outcomes as evidenced by the high levels of student engagement and achievement. This was primarily due to the implementation of motivating programs, inclusive coursework, and comprehensive support systems that respected, supported, and cared for students socially, culturally, emotionally, and academically.

Collaborative efforts with stakeholders have been crucial in building a strong framework for student achievement and creating a safe, supportive school environment. This collaboration facilitated smooth transitions into career paths or post-secondary education, significantly contributing to the effectiveness of the actions outlined in the LCAP.

Moreover, CCPA expanded partnerships with organizations such as Working Wardrobes, which enhanced the students' ability to project a positive and professional image, essential for their future career success. This partnership not only provided practical skills in visual and verbal communication but also equipped students with appropriate attire for job interviews, directly impacting their readiness for the next steps in their lives.

Additionally, the use of the A-G Grant to increase instructional learning time was another impactful action. Through this initiative, CCPA supported students with 24-hour online one-on-one tutoring via tutor.com. This service significantly benefited about 7% of the student population, offering them flexible and personalized educational support, which was instrumental in addressing individual learning needs and enhancing overall student performance.

These actions and outcomes illustrate a robust approach to implementing the LCAP, with budgeted expenditures aligning closely with actual spending, reflecting efficient use of resources to achieve targeted educational improvements. The planned percentages of improved services were largely met, with minor variances, which underscores the effectiveness of the strategies employed by CCPA during the cycle.

However, certain actions were ineffective. We did not reach our attendance metrics or enrollment goals. For Action 1.1, our marketing budget was not approved, resulting in a lack of visibility and an inability to meet the specified metrics. For Action 1.3, we did not significantly increase participation with community partners. Consequently, the support and services provided were underutilized by students, leading to no substantial increase in student engagement and attendance. To address this, we have shifted our strategies and initiated regular collaboration meetings with community partners to better understand and market the support services they provide to students.

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

Reflecting on the three-year LCAP cycle, our data indicates that while we are on track for meeting many of the desired outcomes associated with our goals, there are areas where effectiveness has not been fully achieved. This analysis has led to a thoughtful adjustment of our strategies to better align actions and metrics and enhance our educational impact.

One significant shift has been the modification of metrics to include local data such as the utilization rates of community resource specialists and their impact on student connectedness to school. This change is intended to provide a more granular, realistic view of how well our resources are being deployed and how effectively they are helping students feel more integrated and engaged within the school community.

Additionally, to address the challenge of improving student attendance, which is crucial for academic success, we have decided to hire a Program Specialist. This role is specifically aimed at developing and implementing strategies that increase student engagement and regular attendance. The introduction of this position is based on the understanding that consistent attendance is directly linked to better academic performance and more stable school environments. Furthermore, this role will also continue to refine our tiered re-engagement strategies, ensuring that all students receive the targeted support they need to succeed, including monitoring and improving independent study attendance.

These adjustments are examples of how reflections on past practices and outcomes are directly shaping our approach to achieving our goals. Moving forward, we anticipate that these changes will lead to more substantial improvements in the targeted metrics, enhancing the overall effectiveness of our actions in the next LCAP cycle.

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

Goals and Actions

Goal

Goal #	Description
2	GOAL 2: PUPIL OUTCOMES Provide all students with a continuum of services that address academic, behavioral, social-emotional, health, and well-being needs.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students who utilize Community Resource Specialist resources	Will establish baseline in 2021-22	22%	32%	8%	Goal: Increase 15%
Increase percentage of students who attend their weekly appointment	Baseline from 2020-21 84%	89%	88%	80%	Goal: 90%
Increase ADA Capture Rate	Baseline from 2020-2021 45%	60%	53%	53%(2022-23)	Goal: 63%
Increase graduation rate each year	Baseline from 2019-20 69%	72%	68%	65.1% (2022-23)	Goal: 74%
Increase percentage of students planning to enroll in college and/or apply for new jobs in their career	Baseline 2020-21 56%	68%	69%	71%	Goal: 70%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
interest after graduation					

Goal Analysis

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

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

In analyzing the effectiveness of our planned actions against the actual measurable outcomes, we have observed considerable success in achieving Goal 2: Pupil Outcomes. The establishment of the pantry, a planned action from the previous year, was successfully implemented this year with the completion of the dry goods section. This progress in establishing the pantry, particularly the timely completion of the dry goods section, illustrates a positive adjustment and alignment with our intended objectives, thereby enhancing our capability to support student needs effectively.

Further analysis of our annual measurable outcome data indicates that the implementation of remaining actions has been highly effective. Notably, we achieved significant engagement with CCPA graduates—an area previously identified as challenging. Through strategic initiatives such as alumni meet and greets, CTE day for career readiness, and alumni workshops in collaboration with Working Wardrobes, we provided crucial resources including hygiene kits and art for healing kits, enhancing the success of our students.

Each of these actions aligns closely with our overarching goal of fostering successful outcomes for our students, showing that the planned actions were not only implemented as intended but were also effective in achieving the desired educational results. This comprehensive approach has allowed us to bridge gaps from previous years and strengthen our support system for both current students and alumni.

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.

There were no substantive differences between our budgeted expenditures and our estimated actual expenditures. This alignment indicates that our financial planning was accurate and that the funds allocated closely matched the resources required for the initiatives planned.

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

Most actions implemented during the first two years proved highly effective in advancing our objectives. These actions were successful in producing the desired results, as evidenced by significant improvements in various performance metrics.

One metric that showed significant improvement was the number of students planning to enroll in college or apply for jobs in their career interest after graduation, according to student self-reported surveys. This increase is attributed to consistent exposure to college and career opportunities through CTE days and College and Career Week, which were held annually. These events included financial aid workshops, presentations by college representatives about enrollment programs, and sessions like "Power of Your Image" provided by Working Wardrobes, which offered students professional attire for interviews. These efforts resulted in a steady increase in student engagement each year.

However, we identified a decline in student engagement with the community resource specialist during the latter part of the cycle. This decrease signals a potential ineffectiveness in this specific action as it relates to maintaining sustained student interest and utilization of available resources. The reduced interaction with the community resource specialist suggests that while the initial implementation was successful, the approach requires adjustment to continue meeting student needs effectively.

In response to this challenge, and in preparation for the 2024–25 LCAP development, we are planning to revise our actions by integrating a clinician into our support framework. This adjustment is intended to enhance our service offering, potentially increasing engagement through more tailored and perhaps clinical support services that better meet the evolving needs of our students. By aligning this new action with our metrics for student support and engagement, we aim to ensure that our strategies remain robust and responsive to student needs, thereby enhancing overall effectiveness in achieving our LCAP goals.

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

Reflecting on the data from the Dashboard and local feedback, our LCAP for the 2024-25 cycle has been strategically revised to further bolster student support and effectively address educational barriers. These revisions are grounded in our success with CCPA's Community Resource Specialist which has significantly enhanced student attendance and engagement by providing crucial support.

We are introducing more comprehensive actions to continue breaking down barriers. The Community Resource Specialist will now engage with all students weekly, delivering valuable information and offering personalized support to help them access food, clothing, and emergency shelter through various programs in Orange County. Additionally, our events at CCPA school sites, which distribute essential supplies like hygiene kits, bus passes, clothing, and diapers, will now also include wellness kits to support physical and mental health.

To enhance our focus on the social-emotional well-being of students, we are contracting with a mental health service provider and integrating an OCDE-hired clinician into our team. These professionals will work closely with the Community Resource Specialist to monitor and support student progress comprehensively.

In response to feedback from WASC Action Plan meetings and LCAP surveys, and to manage our tiered re-engagement strategies more effectively, especially for improving independent study attendance, we are adding a Program Specialist to our management team. This role will be crucial in refining our processes to re-engage students, aiming to increase graduation rates and reduce dropout rates.

These adjustments are designed to not only maintain but enhance student academic achievements and graduation outcomes, ensuring that every student receives the support necessary to succeed.

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

Goals and Actions

Goal

Goal #	Description
3	<p>GOAL 3: CONDITIONS OF LEARNING</p> <p>Provide all students with access to a federally funded workforce partner, fully credentialed teachers, instructional materials that align with state standards, and facilities that are maintained in good repair so students have access to a broad course of study in safe environments that includes the implementation of California State Standards.</p>

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase percentage of students who are increasing their reading level in pre- and post-tests	Baseline from 2020-21 62%	46%	Final 21-22 data 42%	not available	Goal: 51%
Increase percentage of students who are increasing their math level in pre- and post-tests	Baseline from 2020-21 50%	35%	Final 21-22 data 44%	not available	Goal: 40%
Increase the number of credits earned by students, per term	Baseline from 2020-21 (Term 1) 8 Credits earned	10.54 credits earned	8.99 credits earned	not available	Goal: 11 Credits earned
Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for	Baseline from 2020-21 80%	100%	100%	100% (Source: OCDE HR Annual Audit)	Goal: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
the students they are teaching					
Every student has sufficient access to the standards-aligned instructional materials	Baseline from 2020-21 100%	100%	100%	100%	Goal: 100%
School facilities are maintained in good repair.	Baseline from 2020-21 Exemplary	Exemplary	Exemplary	Exemplary	Goal: Exemplary
Performance on Statewide assessments	Baseline from 2022-23 Very Low	n/a	Very Low	ELA/All Students - Very Low (Source: CA Dashboard 2022-2023) Math/All Students - Very Low (Source: CA Dashboard 2022-2023)	Goal: Low
Percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU and career technical education sequences or programs of study	Establishing baseline in 2022-23 (Update: 0%, Source: CA Dashboard)	n/a	n/a	DISREGARD: 89% (newly discovered inaccurate data) - SEE BELOW	DISREGARD: 90% (newly discovered inaccurate data) - SEE BELOW
Percentage of pupils who have successfully completed courses that satisfy the	0% (Baseline: CA Dashboard)			0% (Source: CA Dashboard)	1%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
requirements for entrance to the UC or CSU and career technical education sequences or programs of study					
Percent of pupils who have successfully completed courses that satisfy requirements for CTE sequences or programs of study that align with state board approved CTE standards and frameworks	Establishing baseline in 2022-23 (Update: 0%, Source: CA Dashboard)	n/a	n/a	DISREGARD: 12.5% (newly discovered inaccurate data) - SEE BELOW	DISREGARD: 13% (newly discovered inaccurate data) - SEE BELOW
Percent of pupils who have successfully completed courses that satisfy requirements for CTE sequences or programs of study that align with state board approved CTE standards and frameworks	3.6% (Baseline: CA Dashboard 2022-2023)			3.6% (Source: CA Dashboard 2022-2023)	6%
Extent to which pupils have access to and are enrolled in a broad course of study that includes all of the subject areas	Baseline from 2020-21 100%	100%	100%	100%	Goal: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of English learner pupils who make progress toward English proficiency; or any subsequent assessment of English proficiency, as certified by the state board.	Baseline from 2022-23 Low	n/a	Low	very low	Goal: Medium
English learner reclassification rate	Baseline from 2020-21 29.1%	29.1%	30%	27.6 %	Goal: 32%

Goal Analysis

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

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

The specific actions under Goal 3, aimed at improving the conditions of learning, were executed effectively and aligned closely with the original intent outlined in the LCAP. These actions focused on ensuring that all students had access to a standards-based curriculum, a broad course of study, and a safe learning environment. These factors collectively facilitated students in achieving their academic goals.

However, the implementation process did encounter specific challenges, particularly in the area of increasing i-Ready scores. This challenge primarily stemmed from the variable academic backgrounds of students due to the flexible, year-round enrollment schedule, which differs significantly from traditional high school programs. Additionally, the challenge was compounded by many students graduating before being re-tested, creating gaps in measuring progress through this metric.

To directly address these issues, the LEA will create and implement systems for re-assessment to more accurately measure students' academic growth and the effectiveness of educational interventions. This strategic initiative aims to provide a clear and consistent framework for assessing student progress at regular intervals, regardless of their enrollment date. Currently, students are not be re-assessed after diagnostic assessments.

Despite these challenges, the successes in implementing the LCAP actions were significant. Each action was executed in a manner that substantively matched the descriptions in the adopted LCAP, without major deviations. The continuity in achieving these standards and providing a comprehensive educational experience underscores the commitment to educational excellence.

The re-assessment strategy represents a proactive step towards resolving the identified issues with i-Ready scores, ensuring that every student receives the support needed to succeed academically. This approach reaffirms the LEA's dedication to continuous improvement and adaptation in its educational strategies, making sure that all students, regardless of when they join the school system, have equal opportunities for academic achievement.

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.

A significant material difference was observed between the budgeted and the actual expenditures, primarily related to Action 6. This difference arose because the purchasing of new school site furniture, initially budgeted for this fiscal year, was delayed. The delay was due to the finalization of lease agreements necessary before the furniture procurement could proceed. As a result, the funds allocated for this update were not spent within the planned timeframe. The implementation of the furniture updates is now scheduled to begin in July 2024. All other actions in the LCAP adhered closely to their budgeted expenditures, with no significant material differences reported.

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

During the three-year LCAP cycle, several actions taken toward Goal 3: Conditions of Learning have shown clear effectiveness in achieving the intended outcomes. Enhancements to online classes through the online LMS platform, Imagine Learning, stand out as particularly successful. This initiative expanded access to educational resources, crucial for students who require flexible learning options or those unable to access consistent in-person education. Implementing the online LMS platform Imagine Learning has effectively met the needs of all students, ensuring they can access quality education and support online, regardless of their physical location or scheduling constraints. Additionally, there are plans to invest in a new ELD curriculum to enhance language proficiency, which is vital for the academic success of English language learners. Although this curriculum has not yet been purchased, the anticipated update indicates a proactive approach to improving educational outcomes. The dual enrollment program has also proven effective, with 32% of CCPA graduates over the past year earning both their high school diplomas and certificates from Long Beach City College in fields such as automotive, nursing, construction, and welding. This success not only highlights the effectiveness of the dual enrollment initiative but also demonstrates how strategic LCAP actions align with broader educational goals. Collectively, these actions significantly contribute to progress towards enhancing the conditions of learning, showcasing a strategic focus on expanding digital learning platforms, planning for curriculum updates, and providing practical educational pathways to achieve comprehensive educational outcomes.

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

Based on the analysis and reflection on prior practices, several changes have been made to Goal 3, including adjustments to actions and metrics for the upcoming year.

First, the planned actions have been modified in response to identified needs. Originally, Action 1 focused on creating course contracts in career exploration. However, based on insights gained from the analysis, this action has been revised to prioritize revising and streamlining tiered re-engagement strategies to improve independent study student attendance. This adjustment reflects a recognition of the critical importance of attendance in student engagement and academic success, particularly in independent study settings.

Additionally, a new planned action has been added to strengthen the LEA's approach. This new action involves partnering with community colleges to provide dual enrollment opportunities for students. By forging these partnerships, the LEA aims to expand educational pathways and provide students with valuable experiences that align with their academic and career aspirations.

In addition to changes in actions, adjustments have been made to the metrics used to measure progress towards the goal. We added a metric to measure dual enrollment status. This change reflects a strategic shift towards providing students with opportunities for concurrent enrollment in college courses, thereby enhancing their educational experiences and pathways.

There has been an update to the data in the annual report. We discovered there were errors in the data source used for two metrics: 1. Percent of pupils who have successfully completed courses that satisfy requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks, and 2. Percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU and career technical education sequences or programs of study. The annual update now reflects data from the CA Dashboard.

Overall, these changes represent a deliberate effort to refine and strengthen the LEA's approach to achieving Goal 3. By adapting actions and metrics in response to data and insights, the LEA is better positioned to ensure that all students have access to high-quality educational experiences that prepare them for success in college, career, and life.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
College and Career Preparatory Academy	Fatinah Judeh Principal	fjudeh@ocde.us 714-796-8795

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.

The Orange County Department of Education (OCDE) recognizes that the traditional public-school model is challenged to meet the needs of a growing portion of the county’s student population. The College and Career Preparatory Academy (CCPA) serves students in an independent study model, established to provide instructional services for those over 18 years of age. This model determines ADA by the work submitted, which can be challenging because we serve adults who work full-time and have families, often struggling to complete work on a weekly basis. CCPA offers educational services that benefit its target population and support students in alignment with the Charter Schools Act to “increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.” CCPA educates a broad range of students from geographically diverse areas throughout Orange County. Our capacity and expertise in collaborating with all school districts and county agencies allow us to centralize educational, workforce, social services, and law enforcement services collectively.

CCPA began servicing students in October 2015, focusing on students aged 16-25 who had previously dropped out of their high school program. Our annual enrollment numbers have doubled since the school’s opening, and we have graduated over 1,000 students to date. Currently, CCPA has six locations serving students in Orange County, a growth established mainly through networking with community partners, local school districts, marketing campaigns, and referrals from CCPA staff and students.

Today’s students must be prepared to think critically, act creatively, communicate effectively, collaborate generously, and act with character and integrity to become contributing community members and leaders. This OCDE-affiliated charter school supports the alignment of education with workforce investment and economic development, providing a comprehensive, accessible, and highly-qualified workforce development system. At the core of this is a rigorous education that must be accessible and contain the necessary supports and structures to promote the individual and collective characteristics of a literate and productive citizenry.

CCPA is strengthened through collaboration with various partners, including teachers, students, parents, mentors, and the community. These partnerships are critical to the planning, implementing, and design of CCPA. Federally-funded workforce agencies and community partners

are vital to the academic progress and meaningful learning experiences for CCPA students, providing guest speakers, mentors, field trips, career fairs, job shadowing, internships, and community service opportunities.

CCPA's vision and mission are to increase the graduation rate and decrease the dropout rate by providing students the opportunity to earn their high school diploma and become college and career ready. Local data over three years indicate that an average of 21% of students have utilized Community Resource Specialist services, which are available to help break down barriers. Per data from DataQuest for 2022-23, CCPA has an 81% non-stability rate compared to Orange County's 7.5%, highlighting the challenges we face when enrolling students and the need for wraparound support for success. Additionally, over 91% of our students are socioeconomically disadvantaged, and over 17% are English learners, emphasizing the necessity for resources to support these students.

Data from DataQuest for 2022-23 shows that over 50% of our students have nearly met, met, or exceeded standards for ELA, and over 13% have nearly met, met, or exceeded standards for math on the SBAC assessments. Among our socioeconomically disadvantaged students, over 52% have nearly met, met, or exceeded standards for ELA, and over 13% have nearly met, met, or exceeded standards for math. A significant challenge is that we serve young adults who often have families and work full-time, making it difficult for them to come in for testing. Our goal is to work with students and provide targeted support for extended learning opportunities so that when they take the test, they show growth in achievement levels. Additionally, not enough of our English Learner (EL) students were tested in SBAC for 2022-23, so there is no data available for this group because fewer than 11 students were tested. Another challenge is that not enough students are going through ELPAC testing each year. Per data from DataQuest, fewer than 11 students were tested in ELPAC in 2022-23. In order to measure growth, we need to work with students to come in and go through testing so we can ensure that they are growing in English language proficiency. To measure growth accurately, we must ensure that we are assessing students and bringing them in for testing.

To address these challenges, CCPA provides comprehensive support services through our Community Resource Specialist, who offers food, shelter, mental health support, and hygiene items to students. We also offer 24-hour online tutoring and conduct diagnostic assessments in ELA and Math. These services help mitigate the barriers our students face, ensuring they can focus on their education and achieve academic success. The collaborative efforts between CCPA and its partners, combined with the targeted support services, have contributed to the significant growth and success of our students, preparing them for future educational and career opportunities. These efforts will continue to contribute to student success as we analyze actions, metrics, and growth over time to ensure continuous improvement.

Reflections: Annual Performance

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

CCPA is a Western Association of Schools and Colleges (WASC) accredited school, having completed the Accrediting Commission for Schools (ACS) WASC accreditation process in June 2020, in which CCPA earned a six-year accreditation status through June 2026. CCPA also received approval for a multi-year charter renewal extended through June 2026.

CCPA's WASC Action Plan and LCAP are focused on addressing identified preliminary student learner needs. Our goal is to improve student achievement with 21st Century skills to meet the goals listed in the State Priorities. CCPA's LCAP and WASC Action Plan goals are directly

correlated and encompass resources that are utilized to support the school's vision and mission and meet State Priorities that are measured in the Dashboard.

CCPA, in a collaborative effort with the California National Guard, Orange County Youth Center's Ready S.E.T. OC program and Long Beach City College, continues to provide educational services for young adults who are participating in the California Job ChalleNGe program. Students within this program are dual enrolled in classes at Long Beach City College and CCPA. With enhancements to online classes through the LMS platform, Imagine Learning, CCPA has been able to provide educational supports to meet the needs of these students. Upon successful completion of both programs, students earn their high school diploma and a certificate from Long Beach City College. Currently, 21% of students are enrolled in the CAJC program, and in the 2022-23 school year, 86% of students enrolled in the dual enrollment program received their high school diploma, and 100% of those students earned a CTE certification in either automotive, construction, or welding.

CCPA will continue to build upon these successes by maintaining and improving actions as listed in each goal. Maintaining the progress made in the past two years will involve continuing to implement the policies and procedures in place and improving actions where there were identified needs, such as integrating 24/7 services for tutoring and mental health services. Ultimately, these outcomes would not be possible without the support of the Orange County Department of Education, the Orange County Board of Education, and the hardworking dedication of the CCPA staff who all strive to be a positive influence on the young adults they work with as they support them in Moving Forward.

According to the 2023 CA Dashboard, all CCPA students are performing at a low level in both ELA and Math, indicated by the orange status. Additionally, the CCPA graduation rate is very low. Hispanic and socioeconomically disadvantaged students are in the red (lowest performance level) for graduation rates according to the 2023 CA Dashboard.

Per DataQuest for 2021-2022, 16% of all CCPA students met or exceeded standards for ELA while 0% met or exceeded standards for math. Of that group, 17.39% of our socioeconomically disadvantaged students met or exceeded standards for ELA while 0% met or exceeded standards for math. However, in 2022-2023, 30% of all students met or exceeded standards for ELA while 6.45% met or exceeded standards for math. Among socioeconomically disadvantaged students, 29.63% met or exceeded standards for ELA while 4% met or exceeded standards for math. The improvement was due to strategically utilizing paraprofessionals to provide academic support during school hours and after hours. The challenge was that because we serve adult students, they needed access to tutoring during off hours. Many students have children and work full-time, so CCPA contracted with Tutor.com to provide 24-hour online tutoring, allowing students to access support whenever convenient for them. This has helped, although the utilization rate is low. According to local data, 2.7% of students have utilized tutoring services through Tutor.com (baseline 2023-24), with subgroups at 2.4% for low-income students and 0.91% for English learners.

A significant challenge is that CCPA has an 81% non-stability rate, which can be challenging due to gaps in students' education and schooling. Given CCPA is an independent study program, it helps students who are unable to come to school every day due to work and family schedules. The challenge is that ADA is determined by work completed, and students struggle to complete work. To address this, CCPA streamlined the tiered re-engagement process this year so that Student Intervention Team (SIT) meetings target students not attending or making academic progress. These meetings, facilitated by the principal, community resource specialist, and the teacher, involve needs assessments to provide students with resources to be successful. This will help increase the utilization rate of resources and tutoring as interventions, as students need to show utilization and success to continue.

Additionally, although we provide diagnostic assessments to students in reading and math upon enrollment, local data shows that 0% are being re-assessed. For the new school year, our goal is to re-assess students so that we can accurately measure growth in reading and math and continue to provide targeted support. This growth will show on CAASPP. To improve progress for our English learners, new ELD curriculum will be purchased for 2023-24, and teachers will undergo professional development on strategies to meet the needs of ELs.

According to DataQuest for 2022-23, over 91% of our students are socioeconomically disadvantaged, and over 17% are English learners. For 2023-24, DataQuest reports that 100% of our students are socioeconomically disadvantaged, and over 23% are English learners. To meet the needs of our English learners, we have purchased new curriculum and will provide professional development for teachers on strategies to meet their needs. Although a pantry was built with dry goods and hygiene kits in 2022-23, only 23% of students are accessing the resources of our Community Resource Specialist. In 2023-24, to increase utilization rates, the Community Resource Specialist is included in the tiered re-engagement process and is a part of our Student Intervention Team meetings, which target students to ensure their success. CCPA will also increase management staff in 2023-24 to continue streamlining our tiered re-engagement process so that identified interventions can be meaningful, lead to growth, and allow us to progress monitor students.

Data from DataQuest for 2022-23 shows that over 50% of our students have nearly met, met, or exceeded standards for ELA, and over 13% have nearly met, met, or exceeded standards for math on the SBAC assessments. Among our socioeconomically disadvantaged students, over 52% have nearly met, met, or exceeded standards for ELA, and over 13% have nearly met, met, or exceeded standards for math. However, in math, Hispanic and socio-economically disadvantaged student groups are still at low performance levels. A significant challenge is that we serve young adults who often have families and work full-time, making it difficult for them to come in for testing. Our goal is to work with students so that when they take the test, they show growth in achievement levels. Additionally, not enough of our English Learner (EL) students were tested in SBAC for 2022-23, so there is no data available for this group because fewer than 11 students were tested. Another challenge is that not enough students are going through ELPAC testing each year. Per data from DataQuest, fewer than 11 students were tested in ELPAC in 2022-23. In order to measure growth, we need to work with students to come in and go through testing so we can ensure that there are improvements in English language proficiency. The challenge is that CCPA is not assessing enough students given our students are only required to meet with teachers once a week in an independent study program, and many students meet synchronously via Zoom due to working full-time and having family responsibilities. It's hard to get students to come in to take CAASPP assessments. Our goal is to continue providing various schedules and work with our assessment team to bring students in for testing with the help of paraprofessionals, ensuring more students can be assessed and we can gauge growth accurately.

To address these challenges, CCPA provides comprehensive support services through our Community Resource Specialist, who offers food, emergency shelter, mental health support, and hygiene items to students. We also offer 24-hour online tutoring and conduct diagnostic assessments in ELA and Math. These services help mitigate the barriers our students face, ensuring they can focus on their education and achieve academic success. The collaborative efforts between CCPA and its partners, combined with the targeted support services, have contributed to growth and success of our students, preparing them for future educational and career opportunities. These efforts will continue to contribute to student success as we analyze actions, metrics, and growth over time to ensure continuous improvement.

Reflections: Technical Assistance

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

Not Applicable

Comprehensive Support and Improvement

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

Schools Identified

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

College and Career Preparatory Academy

Support for Identified Schools

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

For the 2022 California Dashboard, a new Graduation Rate Dashboard calculation was applied to determine Graduation Rate performance levels. As a result of this new calculation, CCPA is eligible for Comprehensive Support and Improvement (CSI) based on a 3-year Graduation Rate average that fell below the required 68%. In previous years, the graduation rates of county office schools' (alternative programs) were based on a one-year/12th-grade cohort model, and our school met and exceeded the goal and were not identified for CSI. However, in the fall of 2021, the Federal Department of Education required California to implement the same graduation rate calculation for all schools, regardless of their identification as alternative or traditional. Consequently, CCPA is now held to a Four-Five-Year Cohort methodology that reflects students who graduate within 4 or 5 years from the first day of their enrollment in 9th grade. Because many of our students are young adults who have been out of school or have fallen behind in credits while in school, a majority of these students are in year 3 or 4 of their high school enrollment, but without enough credits to complete high school graduation requirements in year 4, and sometimes not even in year 5. As a result of this new calculation requirement, CCPA did not meet the 68% average, and we are committed to the development of comprehensive support and improvement plans that utilize evidence-based methodologies and protocols to meet the specific and unique needs of our students as they work to complete their high school program and graduate as soon as possible.

In response to the requirements of CSI eligibility, our certificated and classified staff gathered to complete a needs assessment during staff meetings. As always, data is shared on a continuous basis to ensure transparency and effectively see if implemented practices are working and improving outcomes. All educational partners, including staff, students, parents, and community partners are given school data including graduation rates, ADA trends, resource usage, 2023 Dashboard local indicator measures, local assessment data from the i-Ready program, enrollment trend data, survey results representing student, family, and staff input, and the updated WASC action plans and LCAP goals and actions. The data reviewed and analyzed by the teams reflected overall students and significant subgroups to assess any possible areas of inequity, which our staff and educational stakeholders agreed did not exist.

During our Charter School Annual Oversight visit in February of 2024, we conducted an analysis of student data and resource allocation to determine areas where we may reallocate resources to improve student outcomes. Any areas of resource inequity will be addressed in the

actions of this LCAP.

Based on identified student data, local indicators, assessment testing, and staff and educational partner feedback, the following areas of improvement have been identified:

- Improve student attendance / capture rate through tiered re-engagement strategies
- Provide comprehensive support for students' academic and social-emotional needs, leveraging mental health service providers and available resources
- Increase student academic growth by refining diagnostic and ongoing assessment practices

By leveraging the support of our community resource specialist and introducing a program specialist dedicated to tiered re-engagement strategies, we aim to boost student attendance and engagement rates. Our primary focus remains on addressing the holistic needs of our students through Multi-Tiered Systems of Support (MTSS) training for staff. Implementing an MTSS framework will not only address barriers to academic success but also pave the way for career and life achievements.

The following evidence-based interventions will be implemented. They are grounded in the development of systems to support all students, and the accessibility and appropriate use of data to inform instruction and increase educational collaboration with our families:

- Fund professional development opportunities, training, and coaching for staff to establish, maintain, and evaluate a school climate that promotes healthy and positive behaviors and evidence-based strategies for engaging parents in support of academic growth and achievement for all students through MTSS certification.
- Provide ongoing training and expansion of data available to district and school-level leaders and teachers to inform instruction and provide information on student progress toward high school graduation and the development of college and career readiness skills.

Monitoring and Evaluating Effectiveness

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

CCPA ensures effective monitoring and evaluation of its student and school improvement plan by gathering pertinent data on graduation rates, attendance, academic performance, and intervention outcomes. This data serves as a baseline for assessment, enabling the identification of factors contributing to low graduation rates, attendance trends, positive attendance rates, and external barriers impacting student learning. Ongoing support and professional development opportunities are provided to ensure all staff complete MTSS certification, bolstering their ability to implement the plan effectively.

A structured monitoring system is in place, involving regular monthly and/or quarterly data reviews to gauge progress and assess whether the plan is achieving its intended outcomes. Through rigorous data analysis, trends, patterns, and potential challenges are identified, allowing for necessary adjustments to the support plan. Additional interventions are modified or implemented as needed to address specific challenges and optimize effectiveness.

Engagement with teachers, administrators, students, parents, community partners, and other stakeholders is integral to the evaluation process. Their feedback and perspectives offer valuable insights into the plan's effectiveness and areas for improvement. Celebrating successes and sharing progress reports with the school community and relevant partners fosters transparency and builds support for ongoing improvement efforts.

Throughout the process, CCPA maintains a steadfast focus on sustained improvement, setting realistic expectations for progress over time. By continually monitoring, evaluating, and refining the support plan, CCPA is committed to achieving lasting positive outcomes for its students and the school community.

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
CCPA Teachers, CCPA Support Staff, CCPA Administrators	<p>During staff development meetings, all CCPA staff collaborate on program needs and areas of growth. As a result of staff input, CCPA's LCAP funds and resources are directed to address student learning goals and meet the targeted areas of the LCAP.</p> <p>Ultimately, CCPA included feedback in the following ways: Daily meetings with staff that discussed the Local Control and Accountability Plan Monthly targeted meetings on goals and actions for the LCAP Online surveys conducted to gather feedback from teachers and staff..</p>
Educational Partners including School Advisory Committee members	<p>To review and provide guidance on career preparation and workforce training, CCPA has created a School Advisory Committee of business and industry partners. During quarterly meetings and throughout the year as needed, CCPA staff meets with School Advisory Committee members to identify and develop goals and relationships between entities to align workforce and economic development training and activities. These data-driven goals are presented in the LCAP, approved by the School Advisory Committee, and presented to the Orange County Board of Education for final approval.</p> <p>To ensure involvement of our educational partners, CCPA's School Advisory Committee elicits input from our community partners, local business executives, CCPA staff, students and parents. The School</p>

Educational Partner(s)	Process for Engagement
	<p>Advisory Committee represents an organizational and technical design to ensure CCPA remains a viable enterprise, with active and effective representation of interested parties supporting a successful educational program. The School Advisory Committee represents the diverse interests of the students and staff that make up the local school community. In an effort to gather meaningful input from all educational partners, various methods of acquiring input was conducted. Meetings via web-conferencing, phone calls, surveys online and over the phone in various languages, and committees were conducted to solicit input for use of funding to support students' education recovery. Additionally, surveys/phone calls/meetings with educational partners from school administration, Project Liaison, SRTs, and Counselor on a weekly basis.</p>
Students, Parents	<p>Feedback from the community and staff during the OCBE board meetings where CCPA's LCAP was presented also helps to inform the direction of the program. Individuals wishing to provide input during those meetings joined virtually or submitted written comments via email. Ultimately, CCPA included feedback in the following ways: CCPA School Advisory Committee meeting held for public hearing and open to public comments, available through web-conferencing and phone call in. DELAC meeting held for parent/student questions and feedback. Online surveys conducted to gather feedback from students and parents.</p>

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

Based on identified student data, local indicators, assessment testing, and staff and educational partner feedback, major student learner needs have been identified as follows with a major emphasis to focus on the mental health services portion of the social emotional needs below:

- Improve student attendance / capture rate
- Support all students' academic and social-emotional needs
- Increase student academic growth

It is our belief that by focusing on these key identified student learner needs, it will only continue to strengthen the overall program while increasing student academic achievement. Breaking down barriers, focusing on academic growth, supporting students' emotional well-being, and marketing the program will enhance overall performance but also increase the total population of students we are able to serve and

change lives.

The effectiveness of these goals and actions derived from data-driven decision-making is evidenced in improved student growth in academic areas measured by adopted assessment tools, attendance rates, ADA capture rates, school climate surveys, and graduation rates. Through these examples, it is evident that staff, community partners, students and educational partners are making effective shared decisions, and recommending appropriate curriculum, educational services, goals and actions that support positive student outcomes. In turn, CCPA students are better prepared for college and/or career paths supporting the Orange County Workforce Plan.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	<p>GOAL 1: ENGAGEMENT -</p> <p>Provide all students with access to relevant programming, extracurricular activities, resources, and opportunities where they feel valued, respected, and supported and cared for both in and out of the classroom. Collaborate more efficiently with teachers, staff and educational partners to build a strong framework for student achievement and safe and supportive school climate that supports transition into career or post-secondary training.</p>	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was established in response to the educational interruptions within the CCPA student population, focusing on raising graduation rates and reducing dropout rates. Previous analysis of local data showed that 100% of our students are credit deficient upon enrollment, leading to disconnection from educational paths and lack of awareness of available support.

From 2015-2018, CCPA enrolled students in the 12th grade without fully accounting for the credits they had earned. In 2018-2019, a policy adjustment re-designated students to grades reflecting their actual credits, resulting in a graduation rate of 72.2%. This change aimed at more accurately representing students’ progress and supporting the goal to enhance graduation rates. However, despite these efforts, CCPA's graduation rate has been consistent at 68%, as per the 2022 Dashboard Additional Report, against a 3-year rate of 60.1%, below the aim of 68%. This discrepancy arose from shifting evaluation from a single-year 12th-grade cohort to a broader 4/5 year cohort analysis.

In the 2023-2024 academic year, another significant adjustment was implemented: all students are now placed in the 12th grade upon enrollment, acknowledging CCPA's focus on serving young adults. This strategy has resulted in an increased graduation rate of 86.7%. Moving forward, we will continue to utilize the one-year graduation rate as our metric for measuring success.

To achieve this Engagement Goal, several actions and metrics have been established. First, increasing management staff will ensure continuous review, development, and monitoring of tiered re-engagement strategies and independent study requirements, which will enhance student engagement and work completion. By continuously evaluating and refining these strategies, CCPA can address individual student needs more effectively, leading to higher engagement and better academic outcomes.

Second, enhancing CCPA's visibility through strategic marketing efforts will attract and engage potential students in the community, making them aware of CCPA programs and offerings. This increased visibility is expected to boost enrollment and participation, creating a more vibrant and engaged student body.

Third, providing students and their families with transportation assistance, resources, and opportunities to participate in parenting workshops will equip them with the knowledge necessary to navigate the educational system and advocate for their needs. These workshops will empower families to support their children's education actively, leading to improved student performance and higher attendance rates.

Additionally, continued communication and collaboration with community agencies, including federally-funded workforce partners and community organizations, will provide students with extended learning opportunities such as college tours, career fairs, and community partner workshops. Dual enrollment options and transportation assistance will further support students in accessing these opportunities, enhancing their overall educational experience and preparing them for future success.

The metrics used to evaluate the success of these actions include the attendance rate, chronic absenteeism rate, high school graduation rate, number of school events, and student perception of connectedness to the school. By closely monitoring these metrics, CCPA can assess the effectiveness of its strategies and make necessary adjustments to ensure continued progress toward the Engagement Goal. These efforts will help create a supportive and engaging educational environment that fosters student success and prepares them for future opportunities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Attendance Rate	53% (baseline 2022-23)			60%	
1.2	Chronic Absenteeism Rate	76% (baseline 2022-23)			65%	
1.3	High School Graduation Rate (Dashboard Alternative Status School (DASS) One-Year Grad Rate)	All students: 86.7% (baseline 2022-23) English Learners: 82.4% Socioeconomically Disadvantaged: 85.1% Students with Disabilities: 92.3% Hispanic: 87.5%			All students: 88% English Learners: 84% Socioeconomically Disadvantaged: 87% Students with Disabilities: 94% Hispanic: 89%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	Number of School Events	32 school events (baseline 2023-24)			38 school events	
1.5	Local Data: Percentage of students receiving resources from Community Resource Specialist	8% of students (baseline 2023-24)			50% of students	
1.6	Local Data: Student Perception Connectedness "I feel connected to my school"	80.3% (baseline 2023-24)			90%	
1.7	Pupil suspension rates	0% (baseline 2022-23)			0%	
1.8	Pupil expulsion rates	0% (baseline 2022-23)			0%	

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	Attendance and Student Engagement	Increase management staff to continuously review, develop and monitor the implementation of tiered re-engagement strategies and independent study requirements to increase student engagement and work completion.	\$117,489.00	Yes
1.2	Community Awareness and Visibility	Enhance CCPA's visibility through strategic marketing efforts to attract and engage potential students in the community to make aware of CCPA program and offerings.	\$110,480.00	Yes
1.3	Family Engagement to Close Equity Gaps	Provide students and their families with transportation assistance, resources, and opportunities to participate in parenting workshops that offer students the knowledge necessary to navigate the educational system and to advocate for their and their families' needs. Additionally, coffee with the principal events are offered to encourage participation of parents of unduplicated pupils as well as parents of students with disabilities. Continue to communicate and collaborate with agencies within the community including federally-funded workforce partners, parents/families, and community agencies.	\$66,209.00	Yes
1.4	Extended Learning Opportunities	Provide all students with extended learning opportunities (college tours, career fairs, and community partner workshops, dual enrollment), including transportation options for students as needed.	\$97,270.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	<p>GOAL 2: PUPIL OUTCOMES</p> <p>Provide all students with a continuum of services that address academic, behavioral, social-emotional, health, and well-being needs, particularly for our lowest-performing student groups, socioeconomically disadvantaged students, and Hispanic students, to support their improved graduation rates.</p>	Broad Goal

State Priorities addressed by this goal.

- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

CCPA has formulated Goal 2 to address attendance and academic performance challenges faced by young adult students. Identified barriers include mental health issues, family obligations, childcare, work responsibilities, and economic hardships. While the ADA capture rate is at 52%, the actual rate of students attending their scheduled weekly appointments is much higher, at 87.6%. This gap is due to independent study (IS) requirements where attendance is determined by the completion of work assignments. Given the multitude of life challenges, young adult students frequently start but do not complete their assignments. Interventions are in place to assist students with their assignments, involving a Community Resource Specialist who provides a wide range of supports, including food, shelter, mental health support, and hygiene items, as well as resources from educational and federally-funded workforce partners. This comprehensive approach is designed to remove educational barriers, focusing on students' social-emotional well-being and needs to enhance their academic achievements more effectively.

To achieve this Pupil Outcomes goal, CCPA will increase staff and services to provide individualized triaged resources that support adult student well-being and achievement. The creation of MTSS Tiered Intervention matrices with a licensed clinician will offer specialized mental health and social-emotional support. Providing instructional and behavioral interventions will address the critical needs of all students, facilitating their educational attainment and transition into the community, secondary education, and the workforce. Implementing MTSS that begins at enrollment and addresses the academic and social-emotional needs of all adult students as they progress through our program and continues after graduation will ensure comprehensive and sustained support.

The metrics used to measure progress towards this goal include attendance rates, high school dropout rates, reclassification rates, the percentage of English Learners making progress toward English proficiency as measured by ELPAC, local data showing growth on the i-

Ready Reading and Math re-assessments, Tutor.com utilization rate, CAASPP/SBAC performance data, the High School Graduation Rate (Dashboard Alternative Status School (DASS) One-Year Grad Rate), and the percentage of pupils completing courses that satisfy requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks. By focusing on these targeted actions and metrics, CCPA aims to improve student engagement, academic performance, and overall well-being, ensuring a clear path to educational success and career readiness.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Attendance Rates	53% (baseline 2022-23)			60%	
2.2	High School Dropout Rate	30% (baseline 2022-23)			25%	
2.3	Percent of pupils who have successfully completed courses that satisfy requirements for CTE sequences or programs of study that align with state board approved CTE standards and frameworks	3.6% (baseline 2022-2023: Source - CA Dashboard)			5%	
2.4	Local Data: Student Perception Connectedness "I feel connected to my school"	80.3% (baseline from 2022-23)			90%	
2.6	Dual Enrollment Rate	21% (baseline 2023-24)			30%	
2.7	Reclassification Rate	27.6% (baseline 2022-23)			30%	
2.8	Percentage of English Learner who made progress toward English Proficiency measured by ELPAC	0% (baseline 2022-23)			5%	
2.9	California Science Test	30.29% (baseline 2022-23)			to be determined in 2024-25	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.10	Local Data: Increase percentage of students who are re-assessed and show growth on the i-Ready Reading assessment	0% ; 0% (baseline 2022-23)			15% ; 40%	
2.11	Local Data: Increase percentage of students who are re-assessed and show growth on the i-Ready Math assessment	0% ; 0% (baseline 2022-23)			15% ; 40%	
2.12	Local Data: Tutor.com utilization rate	7% of students have utilized tutoring services (baseline 2023-24)			15%	
2.13	Dashboard Data: CAASPP/SBAC performance data	ELA: Standard nearly met or Met or Exceeded - 51.51% Math: Standard nearly met or Met or Exceeded - 12.9% (Source: Data Quest, 2022-2023)			ELA: Standard nearly met or Met or Exceeded - 56% Math: Standard nearly met or Met or Exceeded - 17%	
2.14	Percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU	0% (baseline 2022-23: Source - CA Dashboard)			1%	
2.15	Extent to which pupils have access to and are enrolled in a broad course of study that includes all of the subject areas	100% (baseline 2023-24)			100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.16	High School Graduation Rate (Dashboard Alternative Status School (DASS) One-Year Grad Rate)	All students: 86.7% (baseline 2022-23) English Learners: 82.4% Socioeconomically Disadvantaged: 85.1% Students with Disabilities: 92.3% Hispanic: 87.5%			All students: 88% English Learners: 84% Socioeconomically Disadvantaged: 87% Students with Disabilities: 94% Hispanic: 89%	
2.17	The percentage of pupils who have successfully completed both CTE and requirements for entrance to UC or CSU	0% (Source: CA Dashboard 2023)			1%	

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	Increase Services to Support Student Achievement	Increase staff and services to include individualized triaged resources to support adult student well-being for student achievement. This action will be focused primarily on low income, English learner and foster youth in order to provide resources including a wellness clinician and targeted academic support to close achievement gaps.	\$60,884.00	Yes
2.2	Tiered Interventions to provide resources	Create MTSS Tiered Intervention matrices to address individualized triaged resources that only a licensed clinician could provide.	\$72,384.00	Yes
2.3	Instructional and Behavioral Support	Continue to provide instructional and behavioral interventions and support services to address the critical needs of all students in order to effectively define a clear path to educational attainment and transition into the community, secondary education, and the workforce.	\$41,881.00	Yes
2.4	Implement a Multi-Tiered System of Support (MTSS)	Implement a Multi-Tiered System of Support (MTSS) that begins at enrollment and addresses the academic and social-emotional needs of all adult students as they progress through our program and that continues after graduation. Additionally, the Community Resource Specialist will dedicate time to support Students with Disabilities by ensuring that they have access to appropriate resources and support to meet their IEP goals.	\$200,277.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	<p>GOAL 3: CONDITIONS OF LEARNING</p> <p>Provide all students with access to a federally funded workforce partner, fully credentialed teachers, instructional materials that align with state standards, and facilities that are maintained in good repair so students have access to a broad course of study in safe environments that includes the implementation of California State Standards.</p>	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

CCPA developed Goal 3 to increase graduation rates and decrease dropout rates in Orange County, ensuring students have the opportunity to earn their high school diploma and become college and career ready. This goal aligns with CCPA's commitment to educating a diverse student population and providing resources to teachers to deliver education in a safe learning environment.

To achieve this Conditions of Learning goal, the following actions and metrics have been established. Increasing management staff will ensure continuous review, development, and monitoring of tiered re-engagement forms and strategies, guaranteeing compliance with independent study requirements. This action helps maintain consistent student engagement and work completion, directly impacting attendance and academic performance.

Partnering with Community Colleges to provide students with dual enrollment opportunities at enrollment and implementing post-career assessments upon completion of the CCPA diploma program prepares students for future college and career paths. This ensures students are ready for the next steps in their education or career, addressing metrics related to high school graduation rates and students' perceptions of preparedness.

Incorporating curriculum adoption plans focused on core academic areas, CTE, and electives with a high level of cultural relevancy ensures that students have access to a broad course of study that meets graduation, college, and career requirements. This action supports the metric of access to curriculum aligned with CA State Content Standards.

Continuing to conduct site improvements, updating furniture, providing safety training for staff, maintaining monthly safety reports, and completing timely facility repairs creates safe school environments conducive to learning. These efforts directly impact metrics related to student perceptions of school safety and facilities in “Good” repair as measured by the Facility Inspection Tool (FIT).

Providing professional learning opportunities for staff to enhance instructional practices and implement standards-based content, including behavioral interventions and support services, addresses the critical needs of adult students. This action supports metrics related to fully credentialed and appropriately assigned teachers, as well as the implementation of effective instructional practices.

The metrics used to measure progress towards this goal include attendance rates, chronic absenteeism rates, high school dropout rates, student perceptions of feeling prepared for future college and career paths, student perceptions of school safety, and connectedness to the school. Other metrics include the number of fully credentialed and appropriately assigned teachers, access to curriculum aligned with the CA State Content Standards, facilities in “Good” repair as measured by the Facility Inspection Tool (FIT), Tutor.com utilization rates, and the High School Graduation Rate (Dashboard Alternative Status School (DASS) One-Year Grad Rate).

By focusing on these targeted actions and metrics, CCPA aims to create optimal learning conditions that support student success across various domains, ultimately increasing graduation rates and decreasing dropout rates. This comprehensive approach ensures that students have access to the necessary resources, support, and safe environments to achieve their academic and career goals.

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 Rates	53% (baseline 2022-23)			60%	
3.2	Chronic Absenteeism Rate	87.6% (baseline 2022-23)			65%	
3.3	High School Dropout Rate	30% (baseline 2022-23)			to be determined in 2024-25	
3.4	Local data: Student feels prepared for future college and/or career paths	91% (baseline 2023-24)			95%	
3.5	Local Data: Student Perception of School Safety "I feel safe while at school"	94.4% (baseline 2023-24)			98%	
3.6	Local Data: Student Perception	80.3% (baseline 2023-24)			90%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Connectedness "I feel connected to my school"					
3.7	Access to and enrollment in a broad course of study (CalPads Elective Course Completion: Credits Attempted)	81.7% (baseline 2023-24)			90%	
3.8	Fully Credentialed and Appropriately Assigned Teachers	100%			100%	
3.9	Access to curriculum that is aligned with the CA State Content Standards to meet graduation, college and career requirements	100%			100%	
3.10	Facilities in "Good" Repair as Measured by Facility Inspection Tool (FIT)	Exemplary (baseline 2023-24)			Exemplary	
3.11	Local Data: Tutor.com utilization rate	2.7% of students have utilized tutoring services (baseline 2023-24) Subgroups: 2.4% low-income 0.91% English learner 0% foster youth pupils			10% Subgroups: 5% low-income 5% English learner 0.25% foster youth pupils	
3.12	High School Graduation Rate (Dashboard Alternative Status School (DASS) One-Year Grad Rate)	All students: 86.7% (baseline 2022-23) English Learners: 82.4% Socioeconomically Disadvantaged: 85.1%			All students: 88% English Learners: 84% Socioeconomically Disadvantaged: 87%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities: 92.3% Hispanic: 87.5%			Students with Disabilities: 94% Hispanic: 89%	

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	Tiered reengagement strategies and forms	Increase management staff to continuously review, develop, and monitor tiered re-engagement forms and strategies regularly to ensure independent study compliance.	\$40,490.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.2	Partner with Community Colleges	Partner with Community Colleges to provide students with access to dual enrollment opportunities at enrollment. Implement post career assessment upon completion of CCPA diploma program.	\$104,665.00	Yes
3.3	Curriculum	Continue to incorporate curriculum adoption plans, focused on core academic areas, CTE, and electives that incorporates a high level of cultural relevancy in curricular options.	\$72,278.00	Yes
3.4	Site Improvements and School Safety	We will continue to conduct site improvements and provide safe school environments conducive to learning for all students, which include updating furniture, providing safety training for staff, maintaining monthly safety reports and completing timely facility repairs.	\$80,500.00	Yes
3.5	Staff Development	Provide professional learning opportunities for staff to enhance instructional practices and implementation of standards-based content, including behavioral interventions and support services, to address the critical needs of adult students.	\$42,925.00	Yes

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
\$524,576	\$

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
37.708%	0.000%	\$0.00	37.708%

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: Attendance and Student Engagement</p> <p>Need:</p> <ul style="list-style-type: none"> • Credit deficient • Gaps in enrollment resulting in high non-stability rate • Transient student population • Every-day life barriers including transportation, housing insecurity 	By increasing management staff dedicated to refining tiered re-engagement strategies and improving independent study attendance, this action specifically aims to boost student engagement and work completion rates. This action is primarily focused on unduplicated pupils who have historically struggled with attendance. It directly meets identified needs by enhancing overall attendance, particularly in independent study programs, while also addressing students' academic and social-emotional well-being, thereby	Attendance Rate Chronic Absenteeism Rate

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>daycare, work schedules, and family responsibilities</p> <ul style="list-style-type: none"> • Mental health and wellness needs in support of student achievement • Multi-family households <p>Scope: LEA-wide</p>	<p>facilitating academic growth. Adopted on an LEA-wide basis, this strategy ensures a cohesive and uniform approach to student engagement across all schools, fostering consistent improvements in attendance, emotional support, and academic outcomes.</p>	
<p>1.2</p>	<p>Action: Community Awareness and Visibility</p> <p>Need:</p> <ul style="list-style-type: none"> • Credit deficient • Gaps in enrollment resulting in high non-stability rate • Transient student population • Every-day life barriers including transportation, housing insecurity daycare, work schedules, and family responsibilities • Mental health and wellness needs in support of student achievement • Multi-family households <p>Scope: LEA-wide Schoolwide</p>	<p>By enhancing CCPA's visibility through strategic marketing efforts, this action aims to attract and engage potential students by raising awareness of CCPA's programs and offerings. This action is primarily focused on unduplicated pupils who would benefit from CCPA's supportive environment, particularly low-income students, foster youth, and English learners. It directly meets identified needs by increasing student academic growth and graduation rates, providing these students with the opportunity to graduate and matriculate to college or career. Implemented on an LEA-wide basis, this approach ensures that information about CCPA reaches a broad audience across the community, maximizing the potential for student engagement and success. This uniform marketing strategy promotes consistency in messaging and outreach efforts, essential for effectively increasing CCPA's student base and, subsequently, its academic and graduation outcomes. CCPA can significantly benefit low-income students, foster youth, and English learners by offering targeted support, resources, and a stable learning environment, which are crucial for their academic success and future opportunities. Since CCPA is an</p>	<p>High School Graduation Rate</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
		independent study program, this flexibility may particularly help families with full-time working parents by providing the necessary support and resources to manage their educational needs.	
1.3	<p>Action: Family Engagement to Close Equity Gaps</p> <p>Need:</p> <ul style="list-style-type: none"> • Credit deficient • Gaps in enrollment resulting in high non-stability rate • Transient student population • Every-day life barriers including transportation, housing insecurity daycare, work schedules, and family responsibilities • Mental health and wellness needs in support of student achievement • Multi-family households <p>Scope: LEA-wide</p>	By focusing on family engagement to close equity gaps, this action directly addresses the needs of unduplicated pupils who face barriers such as transportation issues, housing insecurity, and family responsibilities. The action provides essential support to students and their families through transportation assistance, resources, and parenting workshops, empowering them to navigate and engage effectively with the educational system. This strategic support enhances student attendance, meets academic and social-emotional needs, and promotes academic growth. Implemented LEA-wide, this strategy ensures all students and families within CCPA have equitable access to resources, fostering a consistent and inclusive approach to closing equity gaps across all schools. This uniform implementation is critical for achieving widespread impact, directly contributing to improved attendance rates and academic outcomes while supporting the overall well-being of unduplicated pupils.	Number of School Events Percentage of Student receiving resources from Community Resource Specialist LCAP Survey Local Data: "I feel connected to my school" survey question results
1.4	<p>Action: Extended Learning Opportunities</p> <p>Need:</p> <ul style="list-style-type: none"> • Credit deficient • Gaps in enrollment resulting in high non-stability rate • Transient student population 	This action directly addresses the needs of unduplicated pupils, who are often credit deficient, face gaps in enrollment, and encounter everyday barriers such as transportation issues, housing insecurity, and family responsibilities. By providing extended learning opportunities such as college tours, career fairs, community partner workshops, and dual enrollment programs, along with necessary transportation options, this initiative broadens students' educational experiences	Number of School Events High School Graduation Rate

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
	<ul style="list-style-type: none"> • Every-day life barriers including transportation, housing insecurity daycare, work schedules, and family responsibilities • Mental health and wellness needs in support of student achievement • Multi-family households <p>Scope: LEA-wide</p>	<p>beyond the traditional classroom. It supports their academic and social-emotional development, deepens their engagement with learning, and improves readiness for life after high school. Implementing these opportunities on an LEA-wide basis ensures equitable access, fostering holistic growth and contributing to a comprehensive and inclusive educational environment.</p>	
2.1	<p>Action: Increase Services to Support Student Achievement</p> <p>Need:</p> <ul style="list-style-type: none"> • Credit deficient • Gaps in enrollment resulting in high non-stability rate • Transient student population • Every-day life barriers including transportation, housing insecurity daycare, work schedules, and family responsibilities • Mental health and wellness needs in support of student achievement • Multi-family households <p>Scope: LEA-wide</p>	<p>By enhancing staff and services to provide individualized and triaged resources, this action meets the critical need for student academic growth, specifically targeting unduplicated pupils who have historically faced significant challenges. It ensures adult students' well-being is prioritized, facilitating personalized support to navigate and overcome specific barriers to learning. This action is particularly relevant for credit-deficient students, providing tailored academic support to help them recover credits and stay on track for graduation. For those with gaps in enrollment resulting in high non-stability rates, individualized resources help create a stable learning environment, mitigating the effects of their transient status. Furthermore, by offering consistent access to triaged resources LEA-wide, this action addresses everyday life barriers faced by unduplicated pupils, including transportation, housing insecurity, daycare, work schedules, and family responsibilities, ensuring they receive the support necessary to balance their educational and personal challenges. Additionally, this strategy supports the mental health and wellness needs of students,</p>	<p>Attendance Rates High School Dropout Rate Course Completion Rate</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
		acknowledging the critical link between well-being and academic success. Students in multi-family households, who may face unique challenges, benefit from equitable access to resources tailored to their specific situations. Implementing this strategy LEA-wide ensures consistent and equitable access to triaged resources for all students, promoting an environment conducive to academic achievement and effectively addressing the diverse needs of unduplicated pupils.	
2.2	<p>Action: Tiered Interventions to provide resources</p> <p>Need:</p> <ul style="list-style-type: none"> • Credit deficient • Gaps in enrollment resulting in high non-stability rate • Transient student population • Every-day life barriers including transportation, housing insecurity daycare, work schedules, and family responsibilities • Mental health and wellness needs in support of student achievement • Multi-family households <p>Scope: LEA-wide</p>	<p>This action directly addresses the needs of unduplicated pupils, who often experience academic and social-emotional challenges such as being credit deficient, facing gaps in enrollment, and dealing with everyday barriers like transportation issues and family responsibilities. The development of MTSS Tiered Intervention matrices supports all students' academic and social-emotional needs and increases academic growth. By enabling targeted interventions at various tiers, these matrices facilitate academic success and emotional well-being. Implementing this LEA-wide ensures consistent support delivery and equitable access to resources. Standardization streamlines intervention delivery, optimizes resource allocation, and scales interventions to meet the diverse needs of unduplicated pupils efficiently. Overall, this action ensures that every unduplicated pupil receives necessary support for their holistic development and success.</p>	<p>Student Perception of School Safety and Connectedness (Priority 6)</p> <p>Course Completion (Priority 8 - other pupil outcomes)</p>
2.3	<p>Action: Instructional and Behavioral Support</p> <p>Need:</p>	<p>This action directly addresses the needs of unduplicated pupils, who often face challenges such as credit deficiencies, high non-stability rates due to gaps in enrollment, and a transient student</p>	<p>a-g Completion (Priority 4)</p> <p>CTE Pathway Completion</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
	<ul style="list-style-type: none"> • Credit deficient • Gaps in enrollment resulting in high non-stability rate • Transient student population • Every-day life barriers including transportation, housing insecurity daycare, work schedules, and family responsibilities • Mental health and wellness needs in support of student achievement • Multi-family households <p>Scope: LEA-wide Schoolwide</p>	<p>population. The action to provide instructional and behavioral interventions and support services addresses the identified need to increase student academic growth. By offering these interventions, the LEA aims to define a clear path to educational attainment and successful transitions into the community, secondary education, and the workforce. Implementing this action LEA-wide ensures that all students receive the necessary support to overcome academic and behavioral challenges. By providing interventions and support services universally, the LEA promotes equity and ensures that every student has access to the resources they need to succeed. This approach also aligns with the LEA's goal of fostering a supportive learning environment conducive to academic achievement and successful transitions beyond high school.</p>	<p>(Priority 4)</p> <p>Reclassification Rate (Priority 4)</p> <p>Percentage of English Learner who made progress toward English Proficiency measured by ELPAC (Priority 4)*</p> <p>California Science Test (Priority 4)*</p> <p>Local Data System: Updated results of local assessment to align with prior years' LCAP may also be considered (i-Ready ELA and Math results)</p> <p>Tutor.com Completion (Priority 8 - other pupil outcomes)</p>
2.4	<p>Action: Implement a Multi-Tiered System of Support (MTSS)</p> <p>Need:</p> <ul style="list-style-type: none"> • Credit deficient • Gaps in enrollment resulting in high non-stability rate • Transient student population 	<p>The action to implement a Multi-Tiered System of Support (MTSS) directly addresses the needs of unduplicated pupils, who often face credit deficiencies, high non-stability rates, and everyday life barriers such as transportation and housing insecurity. By establishing MTSS from enrollment to post-graduation, the LEA provides tailored support at every stage, improving student attendance, including independent study attendance, and supporting academic and social-</p>	<p>Metrics: Metric: a-g Completion (Priority 4)</p> <p>CTE Pathway Completion (Priority 4)</p> <p>Course Completion (Priority 8 - other pupil 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
	<ul style="list-style-type: none"> • Every-day life barriers including transportation, housing insecurity daycare, work schedules, and family responsibilities • Mental health and wellness needs in support of student achievement • Multi-family households <p>Scope: LEA-wide Schoolwide</p>	<p>emotional needs. This ensures proactive addressing of barriers to attendance and academic success, fostering an equitable and supportive learning environment LEA-wide, ultimately leading to increased academic growth and graduation rates.</p>	<p>High School Graduation Rate (Dashboard Alternative Status School (DASS) One-Year Grad Rate)</p>
<p>3.1</p>	<p>Action: Tiered reengagement strategies and forms</p> <p>Need:</p> <ul style="list-style-type: none"> • Credit deficient • Gaps in enrollment resulting in high non-stability rate • Transient student population • Every-day life barriers including transportation, housing insecurity daycare, work schedules, and family responsibilities • Mental health and wellness needs in support of student achievement • Multi-family households <p>Scope: LEA-wide</p>	<p>The action of increasing management staff to continuously review, develop, and monitor tiered re-engagement forms and strategies addresses the need to improve student attendance/capture rate ultimately leading to an increased graduation rate. This action will focus on unduplicated pupils, specifically socioeconomically disadvantaged students and Hispanic students, to improve graduation rates. By ensuring compliance with independent study requirements, it enables the implementation of effective tiered re-engagement strategies to enhance student attendance and participation. This action is provided on an LEA-wide basis to establish consistent practices across all schools within the district, ensuring equitable support for student attendance and engagement.</p>	<p>Attendance Rates Chronic Absenteeism Rate High School Dropout Rate High School Graduation Rate (Dashboard Alternative Status School (DASS) One-Year Grad Rate)</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>3.2</p>	<p>Action: Partner with Community Colleges</p> <p>Need:</p> <ul style="list-style-type: none"> • Credit deficient • Gaps in enrollment resulting in high non-stability rate • Transient student population • Every-day life barriers including transportation, housing insecurity daycare, work schedules, and family responsibilities • Mental health and wellness needs in support of student achievement • Multi-family households <p>Scope: LEA-wide</p>	<p>The action of partnering with community colleges to provide students with access to dual enrollment opportunities and implementing post-career assessments upon completion of the CCPA diploma program addresses the need to increase student academic growth, particularly for unduplicated pupils. By offering dual enrollment opportunities, low-income students, foster youth, and English learners can access college-level courses, enhancing their academic skills and accelerating their progress towards academic goals. This is especially beneficial for unduplicated pupils, who may face additional challenges and barriers to accessing advanced educational opportunities. Additionally, implementing post-career assessments ensures that these students receive personalized guidance and support as they transition into post-secondary education or the workforce, helping them navigate their future paths effectively. This focused support addresses the unique needs of unduplicated pupils, who often require additional resources to succeed academically and professionally. These actions are provided on an LEA-wide basis to ensure equitable access to opportunities for all students across the district, supporting their academic advancement and addressing the specific needs of unduplicated pupils.</p>	<p>Local data: My school is preparing me for future college and/or career paths. Local Data: Student Perception of School Safety and Connectedness Access to and enrollment in a broad course of study</p>
<p>3.3</p>	<p>Action: Curriculum</p> <p>Need:</p>	<p>The action of continuing to incorporate curriculum adoption plans focused on core academic areas, CTE, and electives that incorporate a high level of cultural relevancy addresses the need to support all students' academic and social-emotional needs</p>	<p>Fully Credentialed and Appropriately Assigned Teachers</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
	<ul style="list-style-type: none"> • Credit deficient • Gaps in enrollment resulting in high non-stability rate • Transient student population • Every-day life barriers including transportation, housing insecurity daycare, work schedules, and family responsibilities • Mental health and wellness needs in support of student achievement • Multi-family households <p>Scope: LEA-wide</p>	<p>and increase student academic growth, particularly for unduplicated pupils. By ensuring curriculum alignment with state standards and cultural relevancy, low-income students, foster youth, and English learners receive instruction that meets their diverse needs, fostering both academic and social-emotional growth. This is especially important for unduplicated pupils, who benefit from culturally relevant curriculum that reflects their backgrounds and experiences, making learning more engaging and accessible. Additionally, providing standards-aligned instructional materials ensures that these students have the resources needed to succeed academically. The action also guarantees access to fully credentialed and appropriately assigned teachers, which is crucial for the academic success of unduplicated pupils, who may face additional barriers to accessing high-quality education. By offering a broad course of study, including core academics, CTE, and electives, the curriculum adoption plans provide unduplicated pupils with opportunities to explore their interests and develop skills relevant to their future careers. Implementing this action on an LEA-wide basis ensures equitable educational opportunities across the district, addressing the specific needs of unduplicated pupils and promoting their academic advancement and social-emotional well-being.</p>	<p>Access to Standards–Aligned Instructional Materials Implementation of State Standards Access to and enrollment in a broad course of study</p>
<p>3.4</p>	<p>Action: Site Improvements and School Safety</p> <p>Need:</p> <ul style="list-style-type: none"> • Credit deficient 	<p>The action of conducting site improvements and providing safe school environments, including updating furniture, providing safety training for staff, maintaining monthly safety reports, and completing timely facility repairs, directly addresses the need to support all students' academic and social-emotional needs within the</p>	<p>Metric: Facilities in “Good” Repair as Measured by Facility Inspection Tool (FIT)</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
	<ul style="list-style-type: none"> • Gaps in enrollment resulting in high non-stability rate • Transient student population • Every-day life barriers including transportation, housing insecurity daycare, work schedules, and family responsibilities • Mental health and wellness needs in support of student achievement • Multi-family households <p>Scope: LEA-wide</p>	<p>LEA. This is particularly crucial for unduplicated pupils—low-income students, foster youth, and English learners—who often face additional challenges outside of school that can impact their sense of security and ability to focus on academics. By ensuring a safe and well-maintained school environment, these students are provided with a stable and secure space where they can feel physically and emotionally safe. Updated furniture and timely facility repairs contribute to a conducive learning environment, allowing students to focus on their studies without distractions from inadequate facilities. Safety training for staff and monthly safety reports ensure that the school remains a secure place, addressing the concerns of unduplicated pupils who may have experienced instability or unsafe conditions in other aspects of their lives. For foster youth, a consistent and safe school environment can provide a much-needed sense of stability and routine. For low-income students, having a well-maintained school with up-to-date resources ensures that their educational experience is not compromised by financial limitations. For English learners, a safe and supportive environment is essential for them to confidently engage in their studies and language acquisition without fear of harassment or bullying. Implementing these site improvements and safety measures on an LEA-wide basis ensures that all students, especially unduplicated pupils, have equitable access to a learning environment that supports their overall well-being and academic success. This action is essential for addressing the diverse needs of all CCPA students across the county and fostering an</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
		environment that promotes their overall well-being and academic success.	
3.5	<p>Action: Staff Development</p> <p>Need:</p> <ul style="list-style-type: none"> • Credit deficient • Gaps in enrollment resulting in high non-stability rate • Transient student population • Every-day life barriers including transportation, housing insecurity daycare, work schedules, and family responsibilities • Mental health and wellness needs in support of student achievement • Multi-family households <p>Scope: LEA-wide</p>	<p>The action of providing professional learning opportunities for staff directly addresses the identified needs within the LEA, particularly for unduplicated pupils—low-income students, foster youth, and English learners. By enhancing instructional practices and implementing standards-based content, including behavioral interventions and support services, staff can better address the critical needs of these students. For low-income students, professional development equips staff with strategies to address the unique challenges these students face, such as lack of resources or support at home. For foster youth, who often experience instability and trauma, staff trained in behavioral interventions and support services can provide the necessary emotional and academic support to help them thrive. English learners benefit from staff who are trained in effective instructional practices and support services that cater to their language acquisition and integration needs. This action also supports improving student attendance and capture rates by equipping staff with the tools to engage students more effectively and address barriers to consistent attendance, which is a common issue among unduplicated pupils. By providing professional development opportunities LEA-wide, all staff members across CCPA can access training that enables them to meet the diverse needs of unduplicated pupils, ensuring these students receive a high-quality and supportive educational experience. Equipping staff with enhanced instructional practices and behavioral interventions promotes a consistent and high-quality educational</p>	Implementation of State Standards

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
		experience for all students, thereby fostering academic success and well-being on a comprehensive scale throughout the LEA. This focused approach ensures that unduplicated pupils receive the targeted support they need to overcome their unique challenges and achieve academic growth.	

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.

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.

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

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	1,391,152	524,576	37.708%	0.000%	37.708%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$884,623.00	\$223,109.00			\$1,107,732.00	\$713,928.00	\$393,804.00

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
1	1.1	Attendance and Student Engagement	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$115,870.00	\$1,619.00	\$103,823.00	\$13,666.00			\$117,489.00
1	1.2	Community Awareness and Visibility	English Foster Low Learners Youth Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		\$60,414.00	\$50,066.00	\$110,480.00				\$110,480.00
1	1.3	Family Engagement to Close Equity Gaps	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$48,268.00	\$17,941.00	\$49,402.00	\$16,807.00			\$66,209.00
1	1.4	Extended Learning Opportunities	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$53,670.00	\$43,600.00	\$92,270.00	\$5,000.00			\$97,270.00
2	2.1	Increase Services to Support Student Achievement	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$53,384.00	\$7,500.00	\$47,218.00	\$13,666.00			\$60,884.00
2	2.2	Tiered Interventions to provide resources	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$53,384.00	\$19,000.00	\$49,718.00	\$22,666.00			\$72,384.00
2	2.3	Instructional and Behavioral Support	English Foster Low Learners Youth Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		\$14,666.00	\$27,215.00	\$9,147.00	\$32,734.00			\$41,881.00
2	2.4	Implement a Multi-Tiered System of Support (MTSS)	English Foster Low Learners Youth Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		\$129,777.00	\$70,500.00	\$171,194.00	\$29,083.00			\$200,277.00

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
3	3.1	Tiered reengagement strategies and forms	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$39,990.00	\$500.00	\$40,490.00				\$40,490.00
3	3.2	Partner with Community Colleges	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$98,402.00	\$6,263.00	\$47,103.00	\$57,562.00			\$104,665.00
3	3.3	Curriculum	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$46,103.00	\$26,175.00	\$48,278.00	\$24,000.00			\$72,278.00
3	3.4	Site Improvements and School Safety	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$80,500.00	\$80,500.00				\$80,500.00
3	3.5	Staff Development	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$0.00	\$42,925.00	\$35,000.00	\$7,925.00			\$42,925.00

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
1,391,152	524,576	37.708%	0.000%	37.708%	\$884,623.00	0.000%	63.589 %	Total:	\$884,623.00
								LEA-wide Total:	\$884,623.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$290,821.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Attendance and Student Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$103,823.00	
1	1.2	Community Awareness and Visibility	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$110,480.00	
1	1.3	Family Engagement to Close Equity Gaps	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$49,402.00	
1	1.4	Extended Learning Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$92,270.00	
2	2.1	Increase Services to Support Student Achievement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$47,218.00	
2	2.2	Tiered Interventions to provide resources	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$49,718.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.3	Instructional and Behavioral Support	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$9,147.00	
2	2.4	Implement a Multi-Tiered System of Support (MTSS)	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$171,194.00	
3	3.1	Tiered reengagement strategies and forms	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$40,490.00	
3	3.2	Partner with Community Colleges	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$47,103.00	
3	3.3	Curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$48,278.00	
3	3.4	Site Improvements and School Safety	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$80,500.00	
3	3.5	Staff Development	Yes	LEA-wide	English Learners Foster Youth Low Income		\$35,000.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,100,058.00	\$959,115.00

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	Public Awareness	Yes	\$320,097.00	\$237,815
1	1.2	Streamline Enrollment	Yes	\$2,077.00	\$1,037
1	1.3	Community Partners	Yes	\$96,832.00	\$85,957
1	1.4	Collaboration	Yes	\$15,858.00	\$16,119
1	1.5	Expand Partnerships	Yes	\$15,858.00	\$16,119
1	1.6	Increase Communication and Collaboration	Yes	\$77,026.00	\$68,195
1	1.7	Extended Learning	Yes	\$44,600.00	\$31,335
1	1.8	Expand Interventions	Yes	\$36,594.00	\$28,360
2	2.1	Track Graduates	No	\$17,258.00	\$16,119
2	2.2	Fund Community Resource Specialist	Yes	\$20,926.00	\$19,920

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	2.3	Implement MTSS at Enrollment	Yes	\$242,150.00	\$273,849
2	2.4	Food Pantry	Yes	\$38,357.00	\$36,558
3	3.1	Course Contracts	Yes	\$16,622.00	\$16,847
3	3.2	Curriculum Adoption	Yes	\$34,029.00	\$33,299
3	3.3	ELD Curriculum	Yes	\$36,774.00	\$39,202
3	3.4	Certificated Professional Development	Yes	\$23,000.00	\$23,259
3	3.5	Classified Professional Development	Yes	\$12,000.00	\$4,732
3	3.6	Safe School Environments	No	\$50,000.00	\$10,393

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)
507,366	\$861,627.00	\$605,239.00	\$256,388.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Public Awareness	Yes	\$320,097.00	\$237,815	0.00%	
1	1.2	Streamline Enrollment	Yes	\$2,077.00	\$1,037	0.00%	
1	1.3	Community Partners	Yes	\$65,289.00	\$52,757	0.00%	
1	1.4	Collaboration	Yes	\$15,858.00	\$16,119	0.00%	
1	1.5	Expand Partnerships	Yes	\$15,858.00	\$16,119	0.00%	
1	1.6	Increase Communication and Collaboration	Yes	\$64,409.00	\$54,915	0.00%	
1	1.7	Extended Learning	Yes	\$44,600.00	\$27,047	0.00%	
1	1.8	Expand Interventions	Yes	\$11,359.00	\$1,800	0.00%	
2	2.2	Fund Community Resource Specialist	Yes	\$2,000.00	\$0	0.00%	
2	2.3	Implement MTSS at Enrollment	Yes	\$223,224.00	\$114,521	0.00%	
2	2.4	Food Pantry	Yes	\$19,431.00	\$16,638	0.00%	
3	3.1	Course Contracts	Yes	\$16,622.00	\$16,847	0.00%	

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)
3	3.2	Curriculum Adoption	Yes	\$4,029.00	\$1,900	0.00%	
3	3.3	ELD Curriculum	Yes	\$36,774.00	\$39,202	0.00%	
3	3.4	Certificated Professional Development	Yes	\$13,000.00	\$8,298	0.00%	
3	3.5	Classified Professional Development	Yes	\$7,000.00	\$224	0.00%	

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$1,336,863	507,366	4.33%	42.282%	\$605,239.00	0.000%	45.273%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

Complete the table as follows:

Metric

- 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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