

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
Humphreys College Academy of Business, Law and Education	Clem Lee Superintendent	clem.lee@ablecharter.com 209-478-1600

Plan Summary 2023-24

General Information

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

Description of Community

ABLE Charter is located in a community within the city of Stockton, California and is located approximately 4.5 miles from downtown Stockton, 83 miles from San Francisco, and 45 miles from our state capital. Stockton was incorporated in 1850 and was named after Commodore Robert F. Stockton. Stockton is home to the University of Pacific, which is the oldest institution of higher education in the state. A huge part of Stockton's economy functions around the Port of Stockton, which is the largest most inland port in California.

Some demographic highlights and concerns:

Stockton's population was 322,120 in the 2020 census
The median home price is \$298,200
78% of adults have a high school diploma
18% hold a bachelor's degree
Just over 17% of the population are living in poverty

Family and Community Trends

ABLE enrolls students from the greater Stockton area, including neighboring towns such as Lodi, CA and Lathrop, CA. The population of San Joaquin County is at 789,410. ABLE's enrollment by ethnicity breaks down to reflect similar percentages of the community that it serves with the exception of Latino, White, and Asian percentages. ABLE's campus is found in an area that varies in socio-economic status. As of the last census report, the median family income for Stockton residents is \$58,393.

Race	Population of Stockton	% Of Total	ABLE Charter	% Of Total
Hispanic or Latino	140,122	43.5%	676	66.5%
White	62,491	19.4%	78	7.7%
Asian	66,034	20.5%	84	8.3%
Other	12,566	5%	38	3.7%
Black or African American	37,043	11.5%	112	11%
American Indian	2,254	.007%	5	.5%
Native Hawaiian and Pacific Islander	1,610	.005%	23	2.3%
Total	322,120	100	1,016	100

State/Federal Program Mandates

ABLE Charter receives Title I, II, and IV funds. ABLE Charter identifies as a college prep school, and therefore strives to teach every class at the honors level. ABLE Charter offers dual enrollment with Humphreys University and Delta College.

Parent/Community Organizations

ABLE Charter's most notable parent and community organization is our Charter Advisory Council (CAC). The council is made up of representatives from administration, certificated and classified staff, parents, and community members at large. The council meets monthly and discusses issues such as LCAP, budget, expansion, curriculum, special programs, and overall community involvement.

ABLE Charter also hosts English Learner Advisory Council (ELAC). The council is made up of representatives from administration, certificated and classified staff, parents, and community members at large. The council meets monthly and discusses issues related to our English Learner community.

ABLE Charter Schools looks forward to a post-pandemic return to a parent Booster Club at the elementary, middle, and high school levels.

ABLE Charter Schools has invested in the creation of an on-site Parent Resource Center. ABLE's Parent Resource Center's goal is to develop and provide a consistent outreach of resources for ABLE families.

School/Business Relationships

One of ABLE's strongest academic and business relationships is with Humphreys College of Business, Law, and Education. Humphreys College is located directly across the street and provided start-up funding of \$250,000, so that our current administration could build a digital platform for the independent charter it is today. ABLE has since paid off that loan and continues to work with Humphreys to provide our students with higher education classes, scholarships, and job opportunities.

Staff Description

Certified Employees 80

Classified Employees 68

Qualified Counseling/Pupil Support Service Employees 6

School Purpose

ABLE 2022-2023 Mission: Return to Excellence!

ABLE's Goal: Students belong and achieve.

ABLE's Method: Facilitate academic confidence and success, build positive relationships, and deliver high-quality instruction.

ABLE's Vision: Students will prosper in a safe and nurturing environment that provides:
Foundational academic success, excitement for inquiry and exploration, and stimulation of love for learning.

Exposure to the extraordinary diversity of greater Stockton and San Joaquin County.

College preparatory coursework and early college opportunities.

Highly trained teachers who combine the best instructional practices with a technology-rich environment; and

Opportunities for career pathways.

Additionally, ABLE Charter School completed a Self-Study as part of our Focus on Learning WASC Accreditation visit. The Self-Study Visiting Committee found ABLE Charter to be:

Highly Effective in Vision and Purpose and Resources.

Effective in self-study process collaboration, governance, rigorous and relevant standards based curriculum, student centered instruction, reporting and accountability, school culture and environment, person, social-emotional, and academic student support, alignment of SPSA to areas of need, and capacity to implement and monitor the SPSA.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

ABLE Charter Schools - English Learner Progress indicator level is medium.

48.2% of our students progressed at least one level. Similarly, a local LEA who serves a student body similar to ours, scored 50.7%.

Academic Performance: Graduation Rate is high 95.7% or 70 students graduated.

Similarly, a local LEA who serves a student body similar to ours, their indicator level is medium or 83.1% graduation rate.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Academic Performance: ELA indicator level is low - 33.8 points below the standard.

Similarly, a local LEA who serves a student body similar to ours, also scored low - 63.4 points below the standard.

Very low - Students with disabilities

Low - African American, English Learner, Hispanic, Socio-economically Disadvantaged, and white

Medium - Asian

Academic Performance: Math indicator level is low - 88.7 points below the standard.

Similarly, a local LEA who serves a student body similar to ours, scored very low - 102.8 points of students below the standard.

Very low - African American, English Learner, Hispanic, Socio-economically Disadvantaged, Students with Disabilities

Low - Asian and white

Academic Performance: Chronic Absenteeism indicator is Very High for all student groups.

Similarly, a local LEA who serves a student body similar to ours, also scored Very High for all student groups.

Academic Performance: Suspension Rate indicator rate is high with 5.8% of students being suspended at least one day.

Similarly, a local LEA who serves a student body similar to ours, also indicated High with 4.8% of students being suspended at least one day.

Very High - 2 or more races

High - African American, Hispanic, Socio-economically Disadvantaged Students with Disabilities, and white

Medium - English Learners

Low - Asian

Based on our Dashboard indicators and identified needs, ABLE Charter Schools will be implementing the following SY 2023-2024.

1) ABLE will improve services for English Language Learners and increase the rate of reclassification. English 3D is a research based EL program designed to enable multilingual learners to rapidly acquire the advanced literacy skills necessary for success in secondary school, college, and career. This program will be used with all G7-12 EL students during a dedicated and protected daily 30 minute What I Need (WIN) Time.

2) ABLE will develop excellent teachers across all disciplines to provide broad academic opportunities and support the whole student.

WIN time is dedicated and protected daily time for all K-12 students to get the Tier 2 intervention

services they need based upon assessment data. Intervention services include, but are not limited to ELA, math, Character Strong, STEM, English 3D, phonics, designated ELD, and Read 180.

3) ABLE will promote student achievement through strategic implementation of rigorous coursework and support materials/services.

All students will learn at accelerated levels because they will have 24/7 digital access to accelerated learning programs: Freckle, Lalilo, MyON, Star Phonics, Nearpod embedded lessons, Accelerated Reader, FRAX, Reflex, and IXL.

4) ABLE will engage students and families to create and maintain an inclusive, safe, and healthy school environment.

A Multi-Tiered System of Supports (MTSS) program will be implemented thus, combining student academic achievement, student behavior, and social emotional learning under the umbrella of an inclusive, healthy and safe environment.

5) ABLE will develop excellent teachers across all disciplines to provide broad academic opportunities and support the whole child.

ABLE will continue to build teacher knowledge, skills, and capacity by providing on-going professional development opportunities at the local and county levels. This includes Legacy Retreat, Interns/STPS/PIPS monthly workshops, Lexia LETRS, UnBound Ed (Science of Reading), PLCs, MTSS, and curriculum and accelerated learning apps training.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

During the upcoming year we will implement a number of new curricula and support programs. The secondary history and world language curriculum which we piloted this previous year will be fully implemented in the upcoming year. Nearpod is being introduced site wide, and Star Phonics and IXL are each being rolled out to targeted grade levels. A major change this year will be formalizing our various academic, behavioral, and social emotional supports into a Multi-Tiered System of Supports (MTSS). This is paired with a restructuring of our interventions program, to catch student deficiencies earlier, provide quicker support, and ensure that learning does not plateau.

ABLE seeks to further engage our students and families in the college and career planning process. Our academic counselors will take the lead in implementing Major Clarity. Major Clarity provides career readiness content, academic and course planning, postsecondary exploration and a variety of application tools. They will also be implementing the California College Guidance Initiative to smooth the path to college for our students. Between these two programs we will create multi-year plans to expose students to their options, help them create personal goals, and support them in achieving those goals.

This upcoming year we are approaching teacher collaboration differently by training our teachers on PLCs. We will support teachers' use of data to inform instruction, and provide them with tools and procedures to carry out cycles of inquiry. As a school community we are renewing our commitment to continuous improvement guided by regular analysis and application of data.

In the upcoming year we will have an additional staff member who heads student attendance and family

outreach for student absences. This will be coupled with revisions to our attendance policy and contact procedures. Our goal is to communicate earlier and more often, identify impediments to attendance so that we can provide support and resources, and be more timely with consequences of repeat or chronic absences.

During the upcoming year we will be implementing a new English Language Development curriculum, and providing more consistent, focused ELD during WIN time. The WIN time model stands for “What I Need” and is a data based program to provide targeted support for each student. English Learners will be provided with extra time to work on acquisition, and teachers will receive additional training and supports so that they can facilitate growth amongst their students.

Comprehensive Support and Improvement

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

Schools Identified

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

We are not a CSI school.

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

ABLE's engagement with their educational partners served both to inform the self-study and the LCAP.

SY 2022-2023, ABLE Charter conducted a WASC Self-Study . Staff attended on-going monthly, early release Wednesdays (9/14, 10/12, 11/9, 12/14, 1/11, 2/8, 3/8, 4/12, and 5/17). These meetings included looking at our mission, vision, goals, analyzing student data, program feedback data, and school climate data.

WASC Visiting Committee conducted their visit April 17-19, 2023

Elementary teachers completed a survey and provided feedback regarding Legacy Retreat.

ABLE's ELAC met to look at and discuss data on 11/19/22, 12/14/22, 2/8/23, 4/12/23, and 6/14/23.

ABLE's CAC met to look at and discuss data on 11/10/22, 2/25/23, and 6/15/23.

At the CAC's June 15th meeting, the CAC voted to approve the LCAP.

ABLE's student body completed school climate and feedback surveys in the fall and spring of the 2022-2023 school year.

A summary of the feedback provided by specific educational partners.

The WASC visiting committee concurs with the school's identified growth areas for continuous improvement

1. Support for English Learners
2. MTSS
3. Access to accelerated learning program - take computers home
4. Professional development as professional learning communities (PLCs)

In addition, the visiting committee has identified these additional growth areas addressed:

1. The Director of Student Assessment and Metrics, along with the instructional team, facilitate driving instruction through summative assessment data (understanding how to analyze and use the data to increase student learning).
2. The Director of Curriculum and Instruction together with the teachers implement the curriculum with fidelity.
3. Develop and implement strategies to increase parent engagement in all aspects of the school to support the highest need students (CAC, Parent Resource Center, PTO, ELAC).
4. Adopt, implement, and identify a dedicated curriculum and time incorporated within the bell schedule for ELD.
5. Increase student, parent, and staff collaboration to support English Learner's school progress and performance.

6. Fully identify, articulate and implement the three career pathways that are explicit in the school's purpose.
7. Formalize policies and protocols (grading policy, MTSS, PLCs, attendance/chronic absenteeism, organizational chart, Project Based Learning) to promote more efficient delivery of services in support of student achievement.
8. Support new curriculum and instruction with professional development and inquiry cycles
9. Prioritize school's attention and focus on identified initiatives and programs

Legacy Retreat feedback included:

- 1) a desire for daily dedicated and protected time for teachers to work and plan with Instructional Coaches, Principals, and grade level collaboration.
- 2) Curriculum and accelerated learning materials professional development
- 3) Professional development in the areas of: using scaffolds and additional intervention strategies with EL and SPED students
- 4) Decreasing student behavior issues through the implementation of student engagement strategies.

ABLE's English Language Advisory Committee commented that they would like more information about the progress of their children in acquiring English. They commented that more opportunities for their children to work in small groups with teachers would be beneficial in helping them acquire English. They also showed interest in more Spanish language programming through the Family Resource Center.

ABLE's Charter Advisory Council provided feedback about ABLE's desire to build fully articulated career pathways. They were strongly in favor of development on these pathways, and in providing multiple career pathways so that students would have a choice of what they want to pursue. Parents and teachers on the CAC both expressed interest in career pathways extending all the way to middle school. Parents on the CAC were very positive on the idea of counselors doing multi-year planning with students and helping students understand what is required both in the short term and along the way to various college and career goals. The CAC expressed a desire for even more communication with the school and new ways for parents to stay abreast of upcoming events.

The Panorama student surveys have showed that students feel like they have safe, supportive relationships with their teachers and adults on campus. However, the surveys have also shown that students do not have as many supportive relationships with their peers, and that some students struggle to fit in and belong. To this end, ABLE continues to focus on building a safe, collaborative learning environment for its students. This belief is incorporated into our mission and vision. We will continue to increase the number of co-curricular and extra-curricular offerings to increase student excitement and interest in school and school functions. We are increasing our engagement specialist team to work directly with students to support their behavioral and social emotional needs.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

As a result of the WASC Visiting Committee feedback and on-going teacher feedback, ABLE Charter will:

- 1) ABLE will improve services for English Language Learners and increase the rate of reclassification.

English 3D is a research based EL program designed to enable multilingual learners to rapidly acquire the advanced literacy skills necessary for success in secondary school, college, and career. This program will be used with all G7-12 EL students during a dedicated and protected daily 30 minute What I Need (WIN) Time.

2) ABLE will develop excellent teachers across all disciplines to provide broad academic opportunities and support the whole student.

WIN time is dedicated and protected daily time for all K-12 students to get the Tier 2 intervention services they need based upon assessment data. Intervention services include, but are not limited to ELA, math, Character Strong, STEM, English 3D, phonics, designated ELD, and Read 180.

3) ABLE will promote student achievement through strategic implementation of rigorous coursework and support materials/services.

All students will learn at accelerated levels because they will have 24/7 digital access to accelerated learning programs: Freckle, Lalilo, MyON, Star Phonics, Nearpod embedded lessons, Accelerated Reader, FRAX, Reflex, and IXL.

4) ABLE will engage students and families to create and maintain an inclusive, safe, and healthy school environment.

A Multi-Tiered System of Supports (MTSS) program will be implemented thus, combining student academic achievement, student behavior, and social emotional learning under the umbrella of an inclusive, healthy and safe environment.

5) ABLE will develop excellent teachers across all disciplines to provide broad academic opportunities and support the whole child.

ABLE will continue to build teacher knowledge, skills, and capacity by providing on-going professional development opportunities at the local and county levels. This includes Legacy Retreat, Interns/STPS/PIPS monthly workshops, Lexia LETRS, UnBound Ed (Science of Reading), PLCs, MTSS, and curriculum and accelerated learning apps training.

As a result of Legacy Retreat teacher feedback, SY 2023-2024 Legacy Retreat includes:

- 1) daily dedicated and protected time for teachers to meet with Instructional Coaches, Principals, and grade level planning time.
- 2) Curriculum and accelerated learning materials (apps) professional development.
- 3) WIN Time training and professional development in the areas of: WonderWorks (phonics instruction) Wonders ELD and English 3D (Designated ELD), and curriculum embedded tier 2 interventions.
- 4) Instructional Norms (Learning Objective, Student Engagement, Higher Order Questioning, and Content Area Literacy) professional development.

The Panorama student surveys have showed that students feel like they have safe, supportive relationships with their teachers and adults on campus. However, the surveys have also shown that students do not have as many supportive relationships with their peers, and that some students struggle to fit in and belong. To this end, ABLE continues to focus on building a safe, collaborative learning environment for its students. This belief is incorporated into our mission and vision. We will continue to

increase the number of co-curricular and extra-curricular offerings to increase student excitement and interest in school and school functions. We are increasing our engagement specialist team to work directly with students to support their behavioral and social emotional needs.

Goals and Actions

Goal

Goal #	Description
Goal 1	ABLE will promote student achievement through strategic implementation of rigorous coursework and support materials/services.

An explanation of why the LEA has developed this goal.

This is a Broad Goal and addresses LCFF Priorities #1, #2, and #4.

We believe that all students are entitled to an education that prepares them for college and career upon graduation. Curriculum is a key component of promoting student achievement as rigorous curriculum that is aligned to adopted standards ensures that all students have equitable opportunities to access the knowledge and the skills that they need. ABLE has successfully adopted and implemented high-quality curricula in recent years and we intend to continue along that path. Through this goal we are expanding the use of curricula that has been shown to work, investing in new curriculum to fill in the gaps that exist, and creating opportunities to utilize untapped sources of academic support for our students.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Vacant Teacher Positions	0 Vacant Positions	0 Vacant Positions	0 Vacant Positions	[Intentionally Blank]	0 Vacant Positions
Total Teacher Misassignments	0 Misassignments	0 Misassignments	2 Misassignments	[Intentionally Blank]	0 Misassignments
Number of EL Teacher Misassignments	0 Misassignments	0 Misassignments	0 Misassignments	[Intentionally Blank]	0 Misassignments

Renaissance Star: % of students meeting growth targets on performing at or above 50th percentile on normed assessments	All Students: Math = 18.4% ELA= 28.2%	All Students Math = 58.8% ELA= 58.0%	All Students: Math = 41% ELA= 34%	[Intentionally Blank]	All Students: Math = 27% ELA= 38%
K-1 diagnostic assessment Star Early Literacy Scores	41.4% proficiency	20.0% proficiency Star Early Literacy Student Growth Percentile: 61.8%	68% proficiency	[Intentionally Blank]	48% proficiency
Renaissance Star: % performing on or above grade level in reading (Lexile level)	All Students: 31.3%	All Students 17.8%	All Students 30%	[Intentionally Blank]	All Students: 40%

CAASPP: Smarter Balanced: Math	<p>All Students: 33.1 % Met or Exceeded Standard</p> <p>African American: 25% Met or Exceeded Standard</p> <p>Asian: 40.9% Met or Exceeded Standard</p> <p>English Learners: 11.7% Met or Exceeded Standard</p> <p>Hispanic: 39.0% Met or Exceeded Standard</p> <p>Socioeconomically Disadvantaged: 33.43% Met or Exceeded Standard</p> <p>Students with Disabilities: 19.05% Met or Exceeded Standard</p> <p>Two or More Races: 25% Met or Exceeded Standard</p> <p>White: 48.7% Met or</p>	<p>New data from CAASPP is not available in this area.</p>	<p>All Students: 18.8% Met or Exceeded Standard</p> <p>African American: 8.4% Met or Exceeded Standard</p> <p>Asian: 32.3% Met or Exceeded Standard</p> <p>English Learners: 6.7% Met or Exceeded Standard</p> <p>Hispanic: 16.4% Met or Exceeded Standard</p> <p>Socioeconomically Disadvantaged: 16.7% Met or Exceeded Standard</p> <p>Students with Disabilities: 0% Met or Exceeded Standard</p> <p>Two or More Races: 40.7% Met or Exceeded Standard</p> <p>White: 34.2% Met or Exceeded Standard</p>	[Intentionally Blank]	<p>All Students: 42% Met or Exceeded Standard</p> <p>African American: 34% Met or Exceeded Standard</p> <p>Asian: 50% Met or Exceeded Standard</p> <p>English Learners: 21% Met or Exceeded Standard</p> <p>Hispanic: 48% Met or Exceeded Standard</p> <p>Socioeconomically Disadvantaged: 42% Met or Exceeded Standard</p> <p>Students with Disabilities: 28% Met or Exceeded Standard</p> <p>Two or More Races: 34% Met or Exceeded Standard</p> <p>White: 58% Met or Exceeded Standard</p>
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	Exceeded Standard				
SBAC Interim Assessment Block scores	Unavailable	Unavailable	Unavailable	[Intentionally Blank]	To be deter- mined after ABLE has baseline data

CAASPP: Smarter Balanced: ELA	All Students: 45.3% Met or Exceeded Standard African American: 32.7% Met or Exceeded Standard Asian: 54.6% Met or Exceeded Standard English Learners: 15.6% Met or Exceeded Standard Hispanic: 41.5% Met or Exceeded Standard Socioeconom ically Disadvantage d: 45.6% Met or Exceeded Standard Students with Disabilities: 28.6% Met or Exceeded Standard Two or More Races: 60% Met or Exceeded Standard White: 64.1% Met or Exceeded Standard	New data from CAASPP is not available in this area.	All Students: 38.7% Met or Exceeded Standard African American: 32.1% Met or Exceeded Standard Asian: 61.7% Met or Exceeded Standard English Learners: 15.1% Met or Exceeded Standard Hispanic: 36.8% Met or Exceeded Standard Socioeconom ically Disadvantage d: 34.9% Met or Exceeded Standard Students with Disabilities: 2.8% Met or Exceeded Standard Two or More Races: 50% Met or Exceeded Standard White: 53.3% Met or Exceeded Standard	[Intentionally Blank]	All Students: 54% Met or Exceeded Standard African American: 41% Met or Exceeded Standard Asian: 64% Met or Exceeded Standard English Learners: 25% Met or Exceeded Standard Hispanic: 51% Met or Exceeded Standard Socioeconom ically Disadvantage d: 55% Met or Exceeded Standard Students with Disabilities: 38% Met or Exceeded Standard Two or More Races: 69% Met or Exceeded Standard White:73% Met or Exceeded Standard
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CA School Dashboard – English Learner Progress	51.9% making progress towards English language proficiency	New data from the CA School Dashboard is not available in this area.	49.4% making progress towards English language proficiency	[Intentionally Blank]	60% making progress towards English language proficiency
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CA Dashboard - ELA	<p>All Students: Yellow (12 points below standard, Increased 3.1 points)</p> <p>African Americans: Orange (25.5 points below standard, Maintained .4 points)</p> <p>Asian: Green (14.5 points above standard, Declined 9.8 points)</p> <p>English Learners: Yellow (23.6 points below standard, Increased 5.3 points)</p> <p>Hispanic: Yellow (19.9 points below standard, Increased 5 points)</p> <p>Socioeconomically Disadvantaged: Yellow (13.1 points below standard, Increased 10.7 points)</p> <p>White: Green (13.5 points</p>	<p>New data from the CA School Dashboard is not available in this area.</p>	<p>CA Dashboard indicator - LOW All students: 33.8 points below standards</p> <p>Very low: students with disabilities</p> <p>low: African Americans, English Learners, Hispanic, Socioeconomically disadvantaged, and white medium: Asian High: no student groups</p> <p>Very High: no student groups</p>	[Intentionally Blank]	<p>All Students: 9 points above standard</p> <p>African Americans: 4.5 points below standard</p> <p>Asians: 35.5 points above standard</p> <p>English Learners: 2.6 points below standard</p> <p>Hispanic: 1.1 point above standard</p> <p>Socioeconomically Disadvantaged: 7.9 points above standard</p> <p>Whites: 34.5 points above standard</p>
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	above stan- dard, Maintained .3 points)				
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CA Dashboard - Mathematics	<p>All Students: Orange (44 points below standard, Maintained 2.7 Points)</p> <p>African American: Orange (70.9 points below standard, Declined 11.1 points)</p> <p>Asian: Yellow (24.9 points below standard, Declined 22.4 points)</p> <p>English Learners: Orange (55.8 points below standard, Maintained 1.5 points)</p> <p>Hispanic: Yellow (45.5 points below standard, Increased 8.2 points)</p> <p>Socioeconomically Disadvantaged: Yellow (47.8 points below standard, Increased 6 points)</p> <p>White: Green (10 points below</p>	<p>New data from the CA School Dashboard is not available in this area.</p>	<p>CA Dashboard indicator - LOW Very Low: African American, English learners, Hispanic, socio-economically disadvantaged, and students with disabilities Low: Asian and White Medium: No student groups High: No student groups Very high: No student groups</p>	[Intentionally Blank]	<p>All Students: 23 points below standard</p> <p>African American: 50 points below standard</p> <p>Asian: 4 points below standard</p> <p>English Learners: 35 points below standard</p> <p>Hispanic: 25 points below standard</p> <p>Socioeconomically Disadvantaged: Yellow: 27 points below standard</p> <p>White: 11 points above standard</p>
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	standard, Increased 6.1 points)				
Students without access to instruc- tional materials	0 students	0 students	0 students	[Intentionally Blank]	0 students
English Learning Progress Indicators (ELPI) as measured by summative ELPAC Scores	Overall Performance Level 4 – 15.5% Level 3 – 48.1% Level 2 – 31.2% Level 1 – 4.7%	2020-2021 Overall Performance Level 4 - 7.89% Level 3 - 33.68% Level 2 - 35.79% Level 1 - 22.63%	The percent- age of current EL students who pro- gressed at least on ELPI level, main- tained ELPI level 4, main- tained lower ELPI levels, or decreased at least one ELPI level. progressed at least on ELPI level - 48.2% maintained ELPI level 4 - 1.2% main- tained lower ELPI levels - 29.2% de- creased at least one ELPI level - 21.4% Level 4-9.6% Level 3-36.87% Level 2- 38.38% Level 1-15.15%	[Intentionally Blank]	Overall Performance Level 4 – 20% Level 3 – 50% Level 2 – 25% Level 1 – 5%
Facilities identi- fied that are not in “good repair”	0 Facilities not in “good repair”	0 Facilities not in “good repair”	0 Facilities not in "good repair"	[Intentionally Blank]	0 Facilities not in “good repair”

Actions

Action # Title		Description	Total Funds	Contributing
Action #1	Common Core math training for parents.	Parental involvement can be a key support for student achievement. While ABLE understands that parent support looks different in each household in terms of availability and quality, we believe in investing in parents who can support the work we do in the classroom. We will create a program for parents to learn more about common core math and how they can work with their students at home. This program is voluntary and available to any parent or guardian.	\$1,500.00	No
Action #2	Studies Weekly	4-year subscription CDE / SBE approved K-5 curriculum	\$33,361.63	No
Action #3	Renaissance Lalilo	A TK-2 online adaptive program for the development of the critical foundational literacy skills young students need to become successful readers. Standards-aligned practice and engaging instructional activities promote independence and proficiency as students learn to read at their own pace and experience success. Progress reports enable teachers to assign practice in specific skills and to target specific needs.	\$9,300.00	No

Action # Title		Description	Total Funds	Contributing
Action #4	Renaissance myOn	A personalized literacy program that gives students access to more than 6,700 authentic, enhanced digital books in Spanish and English. Reading recommendations are dynamically matched to each student's interests, grades, and reading level through integration with Star Reading. Close reading tools are embedded to support foster student engagement and achievement. Students can read at school and continue outside of school on any internet-enabled device	\$2,400.00	Yes

Action # Title		Description	Total Funds	Contributing
Action #5	Freckle ELA and Freckle Math	Practice solutions that enable students to work independently on differentiated activities at their adaptative level or on teacher-assigned work. Freckle reports enable teachers to see how students are performing, allowing them to identify and target gaps in skills, standards, and knowledge in order to determine where to focus instruction.	\$1,900.00	Yes
Action #6	Renaissance Star Assessments	Star Early Literacy: A computer-adaptive assessment that helps teachers identify and target learning loss and gaps in skills. The assessment measures early literacy skills (oral language, phonemic awareness, and phonological awareness, phonics, vocabulary, and comprehension). Star Early Literacy can be administered to students in GK-3 in ~ 10-15 minutes. Star CBM: A 1:1 assessment of the building blocks of reading and math. Star CBM Reading begins by assessing students' understanding of letters and their sounds, moves on to basic phonological awareness and early decoding, and progresses to oral passage reading. Star CBM Math demonstrates students' developing math competency, including recognizing numerals and their value and learning basic facts in addition, subtraction, and multiplication. Star Reading: A computer-adaptive assessment that helps GK-12 teachers identify and target learning loss and gaps in skills. The test measures reading skills, comprehension, and vocabulary in approximately 15-20 minutes. Star Math: A computer-adaptive test that accurately assesses the math achievement of students in G1-12 in about 20-30 minutes. It can help place students into the appropriate content level in the LEA's math curriculum, eliminating the need for separate placement tests. MyIGDIs Star Phonics	\$0.00	No
Action	GK-5 NGSS	science curriculum GK-5 PhD Science InSync	\$8,700.	

Action # Title		Description	Total Funds	Contributing
#7	aligned science curriculum	digital access	00	No
Action #8	EnVision Math	EnVisionmath 2.0 is a comprehensive K-8 mathematics curriculum with superior focus, coherence, and rigor. EnVision ensures success at every level with problem-based learning, embedded visual learning, and personalization to empower every teacher and student. enVision® focuses on deep conceptual math understanding aided by visual models, student-centered projects, 3-act tasks, and personalized learning. enVision offers comprehensive vertical alignment from Kindergarten through Algebra 2, ensuring schools and districts address all mathematical standards in the most effective way. SY 2023-2024 G5-8 student consumables 3,188.28 (increased student enrollment)	\$3,188.00	No
Action #9	ELA Curriculum	World of Wonders TK reading and literacy curriculum that offers a variety of programs to support core literacy, English learners, struggling readers, and biliteracy needs. Wonders is a K-5 reading and literacy curriculum that offers a variety of programs to support core literacy, English learners, struggling readers, and biliteracy needs. StudySync is a G7-12 CCSS-aligned ELA curriculum with embedded ELD designed to meet the rigorous academic needs of today's students. Teacher training is an essential component to successful implementation and is embedded in the year 1 cost.	\$5,200.00	No

Action # Title		Description	Total Funds	Contributing
Action #10	Professional Learning Communities (PLCs) Data Teams	At the direction of Curriculum and Instruction, TK-12 lead teachers and administrative staff will meet with their teams and use common assessment data to determine student learning and to inform classroom differentiation and student supports.	\$15,000.00	Yes
Action #11	Renaissance Accelerated Reader	An independent reading practice solution guided and monitored by teachers. Personalized goals around comprehension, engaged reading time, and reading levels, along with tailored reading recommendation aligned to students' unique interests and reading level are highly motivating. Reading quizzes monitor comprehension, literacy skills and vocabulary quizzes extend student learning and build mastery. Students self-select fiction and non-fiction books in English or Spanish.	\$0.00	No

Action # Title		Description	Total Funds	Contributing
Action #12	Designated ELD	Wonders ELD California Wonders integrates ELA, integrated ELD, and designated ELD instruction with connected instruction and resources. This connectedness provides English Learners with equitable access to rigorous content in meaningful contexts. The Wonders for English Learners curriculum is connected to the core Wonders ELA program scope and sequence so that all students share the same weekly content, but focus on language production. The program includes: Targeted instruction for Emerging, Expanding, and Bridging students. Adaptive learning to target support for studying foundational skills. Structured opportunities to practice and apply academic language. Focus on interpretive, collaborative and productive modes of communication. English 3D English 3D is an explicit and interactive English language development (ELD) curriculum designed by Dr. Kate Kinsella. The program enables multilingual learners in Grades 4–12 to rapidly acquire the skills necessary for success in secondary school, college, and career.	\$8,300.00	Yes

Action # Title		Description	Total Funds	Contributing
Action #13	What I Need (WIN) Time	WIN Time stands for What I Need, also known as a learner-centered approach. Students will benefit from differentiated instruction that occurs during a 30-minute daily WIN Time (“what I need”) that includes reteaching, remediation, or extension activities for Math, Literacy, Social-Emotional Learning, and enrichment. This is time for intensive assistance in which the teacher provides a lesson targeting individuals or groups of students that helps students continue to progress. During WIN Time, classroom teachers meet with data identified groups of students for 30 minutes. Learner centered instruction allows students to work on targeted explicit skill instruction. Other students leave the room for tier 2 or tier 3 support for math intervention, reading intervention, special education, speech, enrichment, social work, occupational therapy or physical therapy. Teachers have the ability to use classroom performance on daily work and assessments, universal screeners, and progress monitoring data tools to determine the best interventions and enrichment services to provide. Data decisions are essential for an effective WIN Time system.	\$22,700 .00	Yes

Action # Title		Description	Total Funds	Contributing
Action #14	Multi Tiered Systems of Support (MTSS)	<p>The three-tier model, sometimes referred to as a "multi-tiered system of support" is designed as a general education initiative which utilizes data through multiple assessments to inform decision making. Interventions are based on research and dependent on continuous progress monitoring by a multi-disciplinary WIN team. This three-tiered model is ABLE's response to California's multi-tiered system of support to address the needs of all students.</p> <p>Tier 1 The first tier states that all students receive core classroom instruction that is differentiated and utilizes strategies and materials that are scientifically research-based and grade level appropriate. Assessment in the classroom should be ongoing and effective in that it clearly identifies the strengths and weaknesses for each learner. Any necessary interventions at this level are within the framework of the general education classroom and can be in the form of differentiated instruction, small group review, or one-on-one remediation of a concept.</p> <p>Tier 2 In the second tier, supplemental interventions are in addition to the core classroom instruction, and progress monitoring occurs at more frequent intervals. Core instruction is still delivered by the classroom teacher; however, based upon student data, groups of similar instructional levels may work together under a teacher's instruction and/or guidance. This type of targeted instruction is typically for 30 minutes per day, five days per week, for a minimum of six weeks.</p> <p>Tier 3 Tier three is for students who require more intense, explicit and individualized instruction and have not shown sufficient response to Tier 1 and Tier 2 interventions. This type of targeted instruction is delivered for five 20 minute sessions every week for six weeks. The interventions in this tier may</p>	\$5,100.00	Yes

Action # Title		Description	Total Funds	Contributing
		be similar to those in Tier 2 except that they are intensified in focus, frequency, and duration.		

Action # Title		Description	Total Funds	Contributing
Action #15	IXL	IXL is personalized learning that aligns with with ABLE's core curriculum (Wonders and EnVision) K-12 curriculum, individualized guidance, and real-time analytics. IXL meets the unique needs of each learner.	\$16,150.00	Yes
Action #16	Science of Reading	The Science of Reading is a comprehensive body of research and knowledge on how children best learn to read and informs what literacy instructors should teach, and the how and why behind instruction. Teaching Based on the 5 Big Ideas Phonemic Awareness - The ability to identify and play with individual sounds in spoken words. Phonics - Reading instruction on understanding how letters and groups of letters link to sounds to form letter- sound relationships and spelling patterns. Fluency - The ability to read words, phrases, sentences, and stories correctly, with enough speed, and expression. Vocabulary - Knowing what words mean and how to say and use them correctly. Comprehension - The ability to understand what you are reading.		No
Action #17	World Language Curriculum	Carnegie Learning - Que Chevere 6 years	\$46,568.00	No
Action #18	History/Social Studies Curriculum	TCI 6 year Middle school and high school curriculum, digital licenses, TE, and student consumables	\$52,476.00	No
Action #19	G6-12 Science Curriculum	G6-8 science curriculum - 3 years - 10,875.00 G9-12 science curriculum - 3 years - 9,375.00 Cell Biology kit refills 573.90 Genetics kit refills	\$22,526.00	

Action # Title		Description	Total Funds	Contributing
		- 301.90 Marine Biology specimens - 323.23 Anatomy lab materials - 1,082.38		No
Action #20	Drama Curriculum	Theatrefolk Ltd. 1 year - 444.00	\$444.00	No
Action #21	Nearpod	Standards aligned, interactive lesson - K-12 all subject areas EL Specific interactive lessons	\$9,990.00	Yes
Action #22	Explore Learning	Reflex is the most effective system for mastering basic facts in addition, subtraction, multiplication and division. Reflex helps G2+ students at every level quickly gain math fact fluency and confidence. Frax uses the latest research-based instructional methods to create a more effective, more engaging way for students to learn fractions. It offers fun challenges, personalized instruction, and motivating rewards to help all students build mastery.	\$12,136.00	Yes
Action #23	Star Phonics	Star Phonics is based on the Science of Reading research that proves that mastering phonics skills is critical for students learning to read. Knowing how well students are developing phonics skills gives teachers the insight they need to guide phonics instruction in grades 1–6, and for students who are struggling at any grade level. Explicit Measure understanding of the 12 most critical phonics categories and 102 target skills. Diagnostic Intervene knowing exactly where a student is struggling. Actionable Know which patterns to teach individuals, small groups, grades, and classes. Instructional Align results to the scope and sequence of your reading curriculum to gauge progress and needs.		No

Goal Analysis 2022-23

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.

There were no substantive differences between planned actions and implementation.

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 was little difference between estimated and actual expenditures throughout this goal. Some curricular resources had a different final cost than our original quotes and estimates.

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

This year we continued the implementation and monitoring of new curricular supports, assessed students' academic progress throughout the school year, and responded to data with additional training and supports for our teachers along the way. Last year's CAASPP results showed us that our students had lot ground towards mastery during the pandemic, and this year the rebuilding process started in earnest. Social, emotional, and behavioral deficits continue to impact our students' academic achievement, and we will continue to provide supports and services to our students and their families. We enjoyed modest gains in overall math and ELA scores, based on the preliminary CAASPP results.

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.

During the upcoming year we will implement a number of new curricula and support programs. The secondary history and world language curriculum which we piloted this previous year will be fully implemented in the upcoming year. Nearpod is being introduced site wide, and Star Phonics and IXL are each being rolled out to targeted grade levels. A major change this year will be formalizing our various academic, behavioral, and social emotional supports into a Multi-Tiered System of Supports (MTSS). This is paired with a restructuring of our interventions program, to catch student deficiencies earlier, provide quicker support, and ensure that learning does not plateau.

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

Actions Annual Update Table.

Goal

Goal #	Description
Goal 2	ABLE will engage students and families to create and maintain an inclusive, safe, and healthy school environment.

An explanation of why the LEA has developed this goal.

This is a Broad Goal and addresses LCFF Priorities #3, #5, and #6.

Creating and maintaining a safe, positive, and inclusive school environment is extremely important. As we will be returning to campus from over a year of remote learning, this is more important than ever. ABLE will provide a variety of supports and programs to develop and support the mental and social-emotional health of our students. We will conduct more in-depth school climate surveys so that we have better data so that we are able to disaggregate data by subgroup, and so that we can invest more resources where they are most needed.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Number of unfilled spots on CAC Committee	0 unfilled positions	0 unfilled positions	0 unfilled positions	[Intentionally Blank]	0 unfilled position
Number of unfilled positions on ELAC Committee	0 unfilled position	0 unfilled position	0 unfilled positions	[Intentionally Blank]	0 unfilled position

Suspension Rate – CA School Dashboard	Overall: Green 2.5% African American: Green, 3.6% Asian: Blue, 0% English Learners: Green 1.5% Hispanic: Orange, 2.9% Low-Income: Green, 2.9% Students with Disabilities: Blue, 0% Two or More Races: Orange, 3.4% White: Blue, 0%	Data Not Available for the 20 - 21 School Year	Year 21-22 Overall: 5.8% African American: 5.9% Asian: 2.3% English Learners: 3.2% Hispanic: Orange, 6.1% Low-Income: Green, 6.1% Students with Disabilities: 5.4% Two or More Races: 9.3% White: 6.3%	[Intentionally Blank]	Overall: 2.5% African American: 2.0% Asian: 1% English Learners: 1% Hispanic: 2.0% Low- Income: 2.0% Students with Disabilities: 1% Two or More Races: 2.5% White: 1%
Graduation Rate – CA School Dashboard	Overall: 94.4% Hispanic: 96.9% Low- Income: 97.8%	New data from the CA School Dashboard is not available in this area.	100% for 22- 23 school year	[Intentionally Blank]	Overall: 98% Hispanic: 98% Low- Income: 98%
-	-	-	-	[Intentionally Blank]	-
-	-	-	-	[Intentionally Blank]	-

Actions

Action # Title		Description	Total Funds	Contributing
Action #1	Panorama Education Surveys	Through Panorama Education we will administer a series of campus climate surveys to students, parents, and staff/faculty. One key aspect of this action is effective data collection. We need to constantly bring in good data on campus climate so that we can focus resources in the correct areas. Climate surveys also contribute to stakeholders feeling that input is valuable.	\$10,250.00	Yes
Action #2	Teen Talk	Teen Talk is a sexual education and health education program. Sexual and health education is a requirement for middle and high school levels, but is also an important tool in educating our students not just academically but as a whole person. ABLE understands that some families prefer to keep this type of education limited to the home and families have the ability to opt out of this program.	\$1,500.00	No
Action #3	Child Abuse Prevention Council Programming	We partner with CAPC to provide a variety of educational and leadership programs to our students. This includes the Yellow Ribbon campaign, training for teachers and staff members on suicide prevention, one on one student counseling, and other services.	\$0.00	No
Action #4	Counseling and Pupil Support Services	ABLE provides a variety of on-site counseling services to students. Students are generally referred by a classroom teacher to a school counselor who then refers the student to the appropriate services.	\$625,000.00	Yes

Action # Title		Description	Total Funds	Contributing
Action #5	Student and Family Support and Engagement Team	Maintaining a safe, healthy, and positive school environment requires building strong relationships with students and families. English learners, foster youth, and low-income families have specific needs that ABLE makes an extra effort to address. This task force is composed of Community Outreach Coordinator, bilingual support personnel, student intervention staff, and remote teachers and is aimed at engaging families, providing extra support and services, and maintaining communication.	\$514,000.00	Yes
Action #6	Parent and Family Resource Center	ABLE created a Parent Resource Center on campus which will provide a variety of services, supports, and outreach activities for our families. This center will work specifically with the families of foster youth, English learners, and low-income students. ABLE is adding additional staff, in the form of a Family Engagement Specialist and Director of Student Services, to work with these families through our parent resource center	\$145,187.00	Yes
Action #7	Chronic Absenteeism Committee	emailed 6/1/23 - Gard - get a description from Auchard.	\$500.00	Yes

Action # Title		Description	Total Funds	Contributing
Action #8	Engaging students and families in the college and career planning process.	<p>Major Clarity One-of-a-kind career readiness content Seamless academic and course planning Streamlined postsecondary exploration and application tools Work-based learning tracking tools Competency-based Micro-Credentials 70+ ready to use lesson plans for teachers, including mapping CCR lessons to subject areas Automated analytics and reporting for school leaders Streamlined communication and messaging tools for counselors User-guides for students, parents, staff, and more CCGI The California College Guidance Initiative works to smooth the path to college for California students and unify the efforts of the institutions that serve them. Combining data-driven tools and infrastructure with capacity building and student-focused curricula, we help close the gaps between systems and ensure that all California students, especially those who have been underrepresented in higher education, can move seamlessly from K-12 to college and career. Through CaliforniaColleges.edu, the California College Guidance Initiative provides students with in-depth, grade-appropriate information and data-driven tools to support college, career, and financial aid planning and applications. We offer counselors and educators a comprehensive suite of reporting tools that automate routine tasks and help quickly identify students who need more help. Through our K-12 partnerships, we work directly with districts to expand their capacity to manage and use student data. Finally, we work across systems, closing the gaps between K-12 and higher education so that the college and career goals of students don't get lost in the transition.</p>	\$5,000.00	Yes

Action # Title		Description	Total Funds	Contributing
Action #9	Multi-Tiered System of Support (MTSS)	<p>The three-tier model, sometimes referred to as a "multi-tiered system of support" is designed as a general education initiative which utilizes data through multiple assessments to inform decision making. Interventions are based on research and dependent on continuous progress monitoring by a multi-disciplinary WIN team. This three-tiered model is ABLE's response to California's multi-tiered system of support to address the needs of all students.</p> <p>Tier 1 The first tier states that all students receive core classroom instruction that is differentiated and utilizes strategies and materials that are scientifically research-based and grade level appropriate. Assessment in the classroom should be ongoing and effective in that it clearly identifies the strengths and weaknesses for each learner. Any necessary interventions at this level are within the framework of the general education classroom and can be in the form of differentiated instruction, small group review, or one-on-one remediation of a concept.</p> <p>Tier 2 In the second tier, supplemental interventions are in addition to the core classroom instruction, and progress monitoring occurs at more frequent intervals. Core instruction is still delivered by the classroom teacher; however, based upon student data, groups of similar instructional levels may work together under a teacher's instruction and/or guidance. This type of targeted instruction is typically for 30 minutes per day, five days per week, for a minimum of six weeks.</p> <p>Tier 3 Tier three is for students who require more intense, explicit and individualized instruction and have not shown sufficient response to Tier 1 and Tier 2 interventions. This type of targeted instruction is delivered for five 20 minute sessions every week for six weeks. The interventions in this tier may</p>	\$300.00	Yes

Action #	Title	Description	Total Funds	Contributing
		be similar to those in Tier 2 except that they are intensified in focus, frequency, and duration.		

Goal Analysis 2022-23

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.

There were no substantive differences between planned actions and implementation.

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

The total cost of therapy and counseling services provided to our students by Valley Community Counseling cost less than initially anticipated. We also hired more engagement specialists than initially anticipated, which accounts for some of the differences in expenditures as well.

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

The relationships we as a school build with our students and parents continue to be integral to ABLE Charter's instructional model and professional development program. This year's creation of a parent resource center helped us reach more parents and provide more services to our families. We will continue to grow this resource offer more opportunities for parents to learn and be involved in their children's education. Communication continues to be an area where we will focus on growth. We have received input from our families about the communications they receive, both praise and suggestions, and we will continue to adapt our practices to keep our parents knowledgeable and have them feel that their voice is heard.

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.

ABLE seeks to further engage our students and families in the college and career planning process. Our academic counselors will take the lead in implementing Major Clarity. Major Clarity provides career readiness content, academic and course planning, postsecondary exploration and a variety of application tools. They will also be implementing the California College Guidance Initiative to smooth

the path to college for our students. Between these two programs we will create multi-year plans to expose students to their options, help them create personal goals, and support them in achieving those goals.

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

Goal

Goal #	Description
Goal 3	ABLE will develop excellent teachers across all disciplines, administrators, and staff to provide broad academic opportunities and support the whole student.

An explanation of why the LEA has developed this goal.

This is a Maintenance Goal and addresses LCFF Priorities #7 and #8. A growing body of research confirms that the quality of teaching is what matters most for students’ development and learning in schools. Teaching is a professional endeavor, one in which effective practice is driven by an understanding of knowledge in the field and a commitment to all students and their families. Excellent teaching requires knowledge, skills, artistry, passion, and commitment. An effective and professional teacher is well-prepared, committed to career-long learning, and values a teaching and learning system that supports continuous improvement. We believe that investing in our certificated faculty results directly in both improved classroom experiences for students and in increased student achievement.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
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Percentage of students completing A-G coursework	Senior Class: 80%	Senior Class: 75%	Senior Class: 70%	[Intentionally Blank]	86%
Percentage of students participating in CTE Pathway	0% - ABE does not offer a full CTE Pathway	0%	0%	[Intentionally Blank]	ABLE would like to establish at least 1 CTE pathway and have students making progress through the pathway
Number of students enrolled in Dual Enrollment	20 11th and 12th Grade students took college credits	31 11th and 12th Grade students took college credits	36 High school students took college credits	[Intentionally Blank]	60 11th and 12th Grade students taking college credits
Percentage of students college ready upon graduation	Overall:52.2 % Hispanic: 41.2%	Overall: 53.6% Hispanic: 41.2%	Overall: 54.6% Hispanic: 42.1%	[Intentionally Blank]	Overall: 60% Hispanic: 55%
Number of Teachers Without Credentials and Mis-assignments ("ineffective" under ESSA)	-	-	2 Misassignments	[Intentionally Blank]	0 Non-Credentialed or misassignments
Number of teacher vacancies	0 Vacancies	0 Vacancies	0 Vacancies	[Intentionally Blank]	0 Vacancies
Percentage of non-fully credentialed teachers enrolled in or participating in ongoing professional development.	-	-	100%	[Intentionally Blank]	100%

Percentage Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (prop- erly assigned)	-	-	80%	[Intentionally Blank]	100%
Percentage Intern Credential Holders Properly Assigned	-	-	100%	[Intentionally Blank]	100%
Number Credentialed Teachers Assigned Out-of- Field (“out-of- field” under ESSA	-	-	0	[Intentionally Blank]	0

Actions

Action # Title		Description	Total Funds	Contribu ting
Action #1	Professional Development	ABLE new teachers will spend two (2) days on campus for professional development and training prior to the beginning of the school year. All ABLE teachers will spend four (4) days on campus for professional development and training prior to the beginning of the school year. We also have ongoing and rotating (MTSS and PLC) training throughout the school year on minimum day Wednesdays.	\$28,000 .00	No

Action # Title		Description	Total Funds	Contributing
Action #2	Instructional Coaches	ABLE will invest in 4 instructional coaches to support teachers in the classroom. Our instructional coaches ensure equity by raising the bar for all ABLE teachers so that each student has access to the best curriculum and teaching strategies.	\$410,978.00	Yes
Action #3	Hire excellent and qualified teachers	The key factor in improving student outcomes is having an excellent teacher. When speaking with parents about the best aspects of ABLE, high-quality teachers who build strong relationships with students and families is a common theme.	\$4,829,065.00	No

Action # Title		Description	Total Funds	Contributing
Action #4	Specialized Administrative Team	ABLE will expand its administrative team to create positions that are primarily focused on improving outcomes for our highest needs groups of students. The Assistant Principal and Engagement Specialist positions created will focus on equity for low socio-economic, foster youth, and English learners in the classroom and in terms of behavior. The Director of Student Achievement Metrics will use data to identify gaps for these groups and the Deputy Superintendent will oversee the implementation of measures to address these gaps. The Director of Student Services will oversee the newly created Parent Resource Center as well as therapy, counseling, and SEL services for students.	\$817,399.00	Yes
Action #5	Instructional Norms	Instructional Norms are research based – data proven best instructional practices (BIPs).? BIPs that are effective (students learn) and efficient (learn quickly)?. BIP are strategies that can be used over and over – any content.? BIPs produces a high percentage of successful students.	\$400.00	No
Action #6	Professional Learning Communities (PLCs)	PLCs are a research based, data driven process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve.	\$400.00	No

Action # Title		Description	Total Funds	Contributing
Action #7	Administrative Professional Development	LEXIA LETRS Cognitive Coaching CAC conference CAFE conference UnBound Ed CSDC Leadership Intensive	\$24,000.00	Yes
Action #8	Human Resources Credential Audits	Audits to ensure teachers have appropriate credentialing	\$200.00	No

Goal Analysis 2022-23

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.

There were no substantive differences between planned actions and implementation.

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 is little difference between estimated and actual expenditures. The small differences are due mostly to actual compensation differing slightly from the estimates made during planning.

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

We continue to work on developing excellent teachers. Many of our teachers are in the first two years of their teaching career, and as such are in need of professional development and time to grow and development. Our instructional coaches implemented a "Student Centered Coaching Model," which was well received amongst the teaching staff and site administrators. We continued to provide significant classroom behavioral supports to our teachers to help them build their academic skills, as well as support their ability to implement effective classroom management.

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.

This upcoming year we are approaching teacher collaboration differently by training our teachers on PLCs. We will support teachers' use of data to inform instruction, and provide them with tools and procedures to carry out cycles of inquiry. As a school community we are renewing our commitment to continuous improvement guided by regular analysis and application of data.

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

Goal

Goal #	Description
Goal 4	ABLE will develop a meaningful mission and vision statement that is in alignment with our core values and those of our students/community. NOTE: We are done with this goal. We have a new mission and vision.

An explanation of why the LEA has developed this goal.

This is a Focus Goal and addresses LCFF Priorities #3 and #6. ABLE Charter was established in 2011 with a focus on classroom technology and early college options. ABLE's mission and vision statement reflect the school's original ideals and focus while the school itself has experienced major growth and change. Though only a high school program existed at the school's inception, ABLE now serves elementary, middle, and high school grade levels. With this growth in enrollment, ABLE has experienced an increase in the diversity of our faculty, students, and families. The development of new mission and vision statements will require ABLE to engage all stakeholders, understand what makes us unique and what makes us a desirable school for our students and families. When we better understand ourselves and our community we will be able to focus resources more strategically in the areas where they will have the most positive impact.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Agrees with the statement "I believe in the Mission and Vision of ABLE Charter"	Teachers and Leadership: 70%	Teachers and Leadership: 70%	Teachers and Leadership: 85%	[Intentionally Blank]	Teachers and Leadership: 90%

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Mission and Vision Rollout	Once we have created new values statements we will hold a series of meetings with various stakeholder groups (online and in-person) to introduce our new mission and vision statements.	\$0.00	No

Goal Analysis 2022-23

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.

There were no substantive differences between planned actions and implementation.

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 little to no differences between actual and estimated expenditures.

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

This year we adopted a new mission and vision statement. The process to adopt these statements garnered support from a wide variety of engagement partners.

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.

This goal will not continue going forward.

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

Goal

Goal #	Description
Goal 5	ABLE will decrease chronic absenteeism.

An explanation of why the LEA has developed this goal.

This is a Focus Goal and addresses LCFF Priorities #5 and #8.

ABLE was identified as needing to place additional targeted support in improving the chronic absenteeism for our "Two or More Races" student population based on the 2018-2019 attendance data. In looking at the data we identified our African American student population as also having a high rate of chronic absenteeism. This goal is designed to address chronic absenteeism specifically in these two subgroups, but to also put measures in place to address the problem across our school community. Due to the COVID pandemic and campus closures chronic absenteeism has taken on a new meaning and includes students who have been disengaged from school. We are looking to improve engagement for these specific groups and for our entire campus community.

Measuring and Reporting Results

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
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CA School Dashboard Chronic Absenteeism	Overall: Orange, 12.8% African American: Red, 20.6% Asian: Blue, 1.9% English Learners: Blue, 2% Hispanic: Orange, 11.3% Low-Income: Orange, 13.8% Two or More Races: Red, 31.3% White: Orange, 6.8%	21-22 School Year Overall: 35.3% African American: 25.3% Asian: 37.1% English Learners: 40.6% Hispanic: 37.3% Low-Income: 38.7% Two or More Races: 28.1% White:30.4% Students with Disabilities: 22.2%	22-23 School Year Overall: 34.7% African American: 35.6% Asian: 30.1% English Learners: 34.2% Hispanic: 30.4% Two or More Races: 37.7% White:35.1%	[Intentionally Blank]	Overall: 8% African American: 10% Asian: 1% English Learners: 1% Hispanic: 7% Low-Income:8% Two or More Races: 18% White: 4%
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Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Chronic Absenteeism Surveys and Interviews	We need to fully understand which families have issues with chronic absenteeism and the reasons that students are not in their classes. We cannot address a problem that we do not understand. To this end, we will gather more information.	\$500.00	Yes

Action # Title		Description	Total Funds	Contributing
Action #2	Chronic Absenteeism House Visits	We will visit the homes of students who have chronic absenteeism in the upcoming school year. This will allow us to connect with these students and their families, to understand why they are not making it to class, and to begin connecting families with resources that they may need.	\$5,000.00	Yes
Action #3	Parent Newsletter	ABLE will put a focus on chronic absenteeism in our monthly newsletters. We will include information and resources to make connections with families and help keep kids on campus.	\$0.00	No
Action #4	Bus Pass	In the past we have identified inability to get to campus as a cause of chronic absenteeism. ABLE will purchase bus passes for students who have transportation issues and who are old enough to safely ride the bus.	\$2,000.00	Yes
Action #5	Parent Presentations/Resource Meetings	We will design a series of parent meetings and presentations throughout the school year to connect parents with community resources and to increase their engagement with the school. We believe that parents are an important component and ally in getting students to class.	\$3,000.00	Yes
Action #6	Indoor Marquee	We will put a screen in our front office waiting room to display messages, reminders, and to provide information about community resources that families can access. We will use this screen to display reminders, information, and data related to absenteeism and the importance of being in the classroom.	\$1,000.00	No

Goal Analysis 2022-23

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.

There were no substantive differences between planned actions and implementation.

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 little to no differences between actual and estimated expenditures.

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

Chronic absenteeism continues to be an area of growth for our school. This school year we were able to come to a better understanding of how many students continued to have extensive absences yet another year removed from the COVID pandemic. At the mid-year point we doubled down our efforts on communicating with families about the importance of school attendance, increased our home visits, and began arranging for additional personnel to work with attendance. This helped us to drop our chronic absenteeism rate slightly, but there is still more to accomplish.

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.

In the upcoming year we will have an additional staff member who heads student attendance and family outreach for student absences. This will be coupled with revisions to our attendance policy and contact procedures. Our goal is to communicate earlier and more often, identify impediments to attendance so that we can provide support and resources, and be more timely with consequences of repeat or chronic absences.

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

Goal

Goal #	Description
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Goal 6	ABLE will improve services for English Language Learners and increase the rate of reclassification.
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An explanation of why the LEA has developed this goal.

ABLE has a growing EL population. Since returning to campus from COVID Distance Learning we have identified a need to specifically improve services for our EL population with the goal of increasing their rate of language acquisition and reclassification.

This is a new goal for 2022-2023.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Percentage of students reaching proficiency on Summative ELPAC	2020-2021 Data Level 4 - 7.89% Level 3 - 33.68% Level 2 - 35.79% Level 1 - 22.63%	2020-2021 Data Level 4 - 7.89% Level 3 - 33.68% Level 2 - 35.79% Level 1 - 22.63%	2021-2022 Level 4-9.6% Level 3-36.87% Level 2-38.38% Level 1-15.15%	[Intentionally Blank]	Overall Performance Level 4 – 20% Level 3 – 50% Level 2 – 25% Level 1 – 5%
Percentage of students Long-Term English Learner and At-Risk of Long-Term English Learner	-	-	12% of EL students are At-Risk for Long Term and 51% are Long-Term English Learner students.	[Intentionally Blank]	10% ARLTEL 40% LTEL

Actions

Action # Title		Description	Total Funds	Contributing
Action #1	Implementation of Be Glad	Project Glad is a model of professional development dedicated to building language and literacy for all students, especially second language learners. The Project Glad training model combines research and theory with classroom demonstrations and guided teacher practice and planning time.	\$500.00	Yes
Action #2	Bilingual Classroom Aides	ABLE will hire bilingual classroom aides (para-professionals) to help support students in the classroom.	\$144,000.00	Yes

Action # Title		Description	Total Funds	Contributing
Action #3	What I Need (WIN) Time	<p>WIN Time stands for What I Need, also known as a learner-centered approach. Students will benefit from differentiated instruction that occurs during a 30-minute daily WIN Time (“what I need”) that includes reteaching, remediation, or extension activities for Math, Literacy, Social-Emotional Learning, and enrichment. This is time for intensive assistance in which the teacher provides a lesson targeting individuals or groups of students that helps students continue to progress. During WIN Time, classroom teachers meet with data identified groups of students for 30 minutes. Learner centered instruction allows students to work on targeted explicit skill instruction. Other students leave the room for tier 2 or tier 3 support for math intervention, reading intervention, special education, speech, enrichment, social work, occupational therapy or physical therapy. Teachers have the ability to use classroom performance on daily work and assessments, universal screeners, and progress monitoring data tools to determine the best interventions and enrichment services to provide. Data decisions are essential for an effective WIN Time system. Wonders ELD California Wonders integrates ELA, integrated ELD, and designated ELD instruction with connected instruction and resources. This connectedness provides English Learners with equitable access to rigorous content in meaningful contexts. The Wonders for English Learners curriculum is connected to the core Wonders ELA program scope and sequence so that all students share the same weekly content, but focus on language production. The program includes: Targeted instruction for Emerging, Expanding, and Bridging students. Adaptive learning to target support for studying foundational skills. Structured opportunities to practice and apply academic lan-</p>	\$32,524.00	Yes

Action # Title		Description	Total Funds	Contributing
		guage. Focus on interpretive, collaborative and productive modes of communication. English 3D English 3D is an explicit and interactive English language development (ELD) curriculum designed by Dr. Kate Kinsella. The program enables multilingual learners in Grades 4–12 to rapidly acquire the skills necessary for success in secondary school, college, and career.		
Action #4	Nearpod English Learner	Student paced Nearpod English Learner is a standards aligned supplemental program that provides content, tools, ability to create differentiated learning experiences that maximize language acquisition for EL students.	\$3,600.00	Yes

Goal Analysis 2022-23

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.

There were no substantive differences between planned actions and implementation.

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.

Total costs of training and curriculum was lower than initially anticipated. The major source of difference was the price of the BeGLAD training, which was implemented at a lower cost than anticipated due to being able to group the trainings over a shorter period of time, lowering the costs for providing on site trainers.

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

ABLE's EL student population has grown in both absolute numbers and percentage of the school body in recent years. We have at times seen newcomers with little English enter our middle and high school grades. This year we observed some growth in EL Reclassification and our EL students test at comparable levels with the school overall.

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.

During the upcoming year we will be implementing a new English Language Development curriculum, and providing more consistent, focused ELD during WIN time. The WIN time model stands for “What I Need” and is a data based program to provide targeted support for each student. English Learners will be provided with extra time to work on acquisition, and teachers will receive additional training and supports so that they can facilitate growth amongst their students.

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.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2023-24

Projected LCFF Base Grant	Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$12,430,290.00	\$3,436,230.00	\$234,634.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
24.05%	0%	\$0.00	24.05%

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

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Providing excellent teachers to our highest needs students is a major consideration. Research shows that one of the most effective methods of improving student achievement is having an outstanding teacher, and historically high needs students have had less access to excellent teaching. Further, there is a teacher shortage across the nation, which makes it difficult to find enough certificated teachers, let alone great teachers. To that end we will continue to grow and develop excellent teachers from the ground up in order to serve the needs of our all of our students, but especially our foster youth, low-income students, and English learners. The implementation of instructional norms is one of our efforts in this arena. We will train our teachers in high-yield strategies to increase student engagement and achievement, monitor the usage of these strategies across the campus, and provide further support to teachers when needed. Further, the Wonders Instructional Routines focus will further this endeavor, and work hand in hand with our adopted curriculum.

Our growing EL population will be supported with individualized support during What I Need (WIN) time, and through the use of curriculum targeted for English Language Development and for Long Term English Learners. These strategies are designed to increase language proficiency, allow students to better understand their content, will include individualized instruction, support academic achievement, and will be supported by teacher professional development.

So that we can continue to respond to the needs of our students, we will train our teachers, staff, and administrators on effective analysis and use of data. This year's PLCs will include cycles of inquiry intended to be a quick response to data that allows for adaptations to meet student needs. Our MTSS efforts will unify the services we provide to our students, focus conversation on the needs of each student, and look at data to help us allocate additional focus and resources to areas of growing or continuing need.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

The total contributing expenditures for improving services of foster youth, English learners, and low-income students will meet the required percentage for increase. There are a number of curricular, programmatic, and personnel expenses being planned to support our highest need students. Improving teaching, giving students more individualized and small group attention, providing accelerated learning opportunities for students who are already behind, and using rigorous, relevant curriculum all contribute.

Actions to increase services to foster, EL, and low-income students include:

Professional Learning Communities (PLCs) Data Teams

Implementation of What I Need Time (WIN Time)

Formalization of our Multi-Tiered Systems of support

IXL for accelerated learning

Additional Counseling and Therapy Services

Our Student and Family Support and Engagement Team
 Family Resource Center
 Engaging students and families in college and career planning
 Specialized Administrative Team
 Bilingual Aids

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.

The personnel expenditures focused on improving services for our ELs, SED, and foster students include increased counseling services, student and family support team, family resource center team, instructional coaches, specialized administrative team, and bilingual classroom aides. We have budgeted in excess of \$2,000,000 to provide necessary personnel to support our students with the highest needs.

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		20:1
Staff-to-student ratio of certified staff providing direct services to students		20:1

2023-24 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-Personnel
Totals	\$7,881,242.63	\$0.00	\$0.00	\$0.00	\$7,881,242.63	\$7,334,629.00	\$546,613.63

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Common Core math training for parents.	All	\$1,500.00	\$0.00	\$0.00	\$0.00	\$1,500.00
1	2	Studies Weekly	K-5 students	\$33,361.63	\$0.00	\$0.00	\$0.00	\$33,361.63
1	3	Renaissance Lalilo	All TK-2	\$9,300.00	\$0.00	\$0.00	\$0.00	\$9,300.00
1	4	Renaissance myOn	FRL, ELL, Foster Youth	\$2,400.00	\$0.00	\$0.00	\$0.00	\$2,400.00
1	5	Freckle ELA and Freckle Math	ELL, FRL, Foster Youth	\$1,900.00	\$0.00	\$0.00	\$0.00	\$1,900.00
1	6	Renaissance Star Assessments	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	7	GK-5 NGSS aligned science curriculum	K-5 students	\$8,700.00	\$0.00	\$0.00	\$0.00	\$8,700.00
1	8	EnVision Math	All	\$3,188.00	\$0.00	\$0.00	\$0.00	\$3,188.00
1	9	ELA Curriculum	All	\$5,200.00	\$0.00	\$0.00	\$0.00	\$5,200.00

Goa I #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	10	Professional Learning Communities (PLCs) Data Teams	FRL, ELL, Foster Youth	\$15,000.00	\$0.00	\$0.00	\$0.00	\$15,000.00
1	11	Renaissance Accelerated Reader	All K-8	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	12	Designated ELD	ELL	\$8,300.00	\$0.00	\$0.00	\$0.00	\$8,300.00
1	13	What I Need (WIN) Time	EL, FY, FRL, and SPED	\$22,700.00	\$0.00	\$0.00	\$0.00	\$22,700.00
1	14	Multi Tiered Systems of Support (MTSS)	FY, EL, SPED, and FRL	\$5,100.00	\$0.00	\$0.00	\$0.00	\$5,100.00
1	15	IXL	SED	\$16,150.00	\$0.00	\$0.00	\$0.00	\$16,150.00
1	16	Science of Reading	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	17	World Language Curriculum	All	\$46,568.00	\$0.00	\$0.00	\$0.00	\$46,568.00
1	18	History/Social Studies Curriculum	All	\$52,476.00	\$0.00	\$0.00	\$0.00	\$52,476.00
1	19	G6-12 Science Curriculum	All	\$22,526.00	\$0.00	\$0.00	\$0.00	\$22,526.00

Goa I #	Action on #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	20	Drama Curriculum	All	\$444.00	\$0.00	\$0.00	\$0.00	\$444.00
1	21	Nearpod	EL	\$9,990.00	\$0.00	\$0.00	\$0.00	\$9,990.00
1	22	Explore Learning	Foster, SED, EL	\$12,136.00	\$0.00	\$0.00	\$0.00	\$12,136.00
1	23	Star Phonics	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	1	Panorama Education Surveys	FRL, EL, FY	\$10,250.00	\$0.00	\$0.00	\$0.00	\$10,250.00
2	2	Teen Talk	1 MS and 1 HS (Gard find out which grade does each)	\$1,500.00	\$0.00	\$0.00	\$0.00	\$1,500.00
2	3	Child Abuse Prevention Council Programming	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	4	Counseling and Pupil Support Services	FRL, FY, EL	\$625,000.00	\$0.00	\$0.00	\$0.00	\$625,000.00
2	5	Student and Family Support and Engagement Team	FRL, EL, FY	\$514,000.00	\$0.00	\$0.00	\$0.00	\$514,000.00

Goa Action #		Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	6	Parent and Family Resource Center	EL, FY, FRL	\$145,187.00	\$0.00	\$0.00	\$0.00	\$145,187.00
2	7	Chronic Absenteeism Committee	ELL, FY, FRL	\$500.00	\$0.00	\$0.00	\$0.00	\$500.00
2	8	Engaging students and families in the college and career planning process.	EL, SED, Foster	\$5,000.00	\$0.00	\$0.00	\$0.00	\$5,000.00
2	9	Multi-Tiered System of Support (MTSS)	FY, SPED, FRL and EL	\$300.00	\$0.00	\$0.00	\$0.00	\$300.00
3	1	Professional Development	All	\$28,000.00	\$0.00	\$0.00	\$0.00	\$28,000.00
3	2	Instructional Coaches	FRL, EL, FY	\$410,978.00	\$0.00	\$0.00	\$0.00	\$410,978.00
3	3	Hire excellent and qualified teachers	All	\$4,829,065.00	\$0.00	\$0.00	\$0.00	\$4,829,065.00
3	4	Specialized Administrative Team	FRL, EL, FY	\$817,399.00	\$0.00	\$0.00	\$0.00	\$817,399.00

Goa I #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	5	Instructional Norms	All	\$400.00	\$0.00	\$0.00	\$0.00	\$400.00
3	6	Professional Learning Communities (PLCs)	All	\$400.00	\$0.00	\$0.00	\$0.00	\$400.00
3	7	Administrative Professional Development	EL, FRL, SPED, and FY	\$24,000.00	\$0.00	\$0.00	\$0.00	\$24,000.00
3	8	Human Resources Credential Audits	All	\$200.00	\$0.00	\$0.00	\$0.00	\$200.00
4	1	Mission and Vision Rollout	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5	1	Chronic Absenteeism Surveys and Interviews	FRL, EL, FY	\$500.00	\$0.00	\$0.00	\$0.00	\$500.00
5	2	Chronic Absenteeism House Visits	FRL, EL, Foster Youth	\$5,000.00	\$0.00	\$0.00	\$0.00	\$5,000.00
5	3	Parent Newsletter	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5	4	Bus Pass	FRL	\$2,000.00	\$0.00	\$0.00	\$0.00	\$2,000.00

Goa Action #		Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
5	5	Parent Presentations/Resource Meetings	FRL, EL, FY	\$3,000.00	\$0.00	\$0.00	\$0.00	\$3,000.00
5	6	Indoor Marquee	All	\$1,000.00	\$0.00	\$0.00	\$0.00	\$1,000.00
6	1	Implementation of Be Glad	EL	\$500.00	\$0.00	\$0.00	\$0.00	\$500.00
6	2	Bilingual Classroom Aides	EL	\$144,000.00	\$0.00	\$0.00	\$0.00	\$144,000.00
6	3	What I Need (WIN) Time	EL	\$32,524.00	\$0.00	\$0.00	\$0.00	\$32,524.00
6	4	Nearpod English Learner	EL	\$3,600.00	\$0.00	\$0.00	\$0.00	\$3,600.00

2023-24 Contributing Actions Tables

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 di- vided by 1)	LCFF Carryover - Percentage (Percentag e from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributin g Expenditur es (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 di- vided by 1 plus 5)
\$12,430,290.00	\$3,436,230.00	27.64%	0.00%	27.64%	\$2,837,414.00	0.00%	22.83%

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$2,837,414.00	\$2,837,414.00
LEA-wide Total:	\$1,382,064.00	\$1,382,064.00
Limited Total:	\$259,224.00	\$259,224.00
Schoolwide Total:	\$1,196,126.00	\$1,196,126.00

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	4	Renaissance myOn	Yes	Limited	FRL, ELL, Foster Youth	ABLE	\$2,400.00	0%
1	5	Freckle ELA and Freckle Math	Yes	Limited	ELL, FRL, Foster Youth	ABLE	\$1,900.00	0%

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	10	Professional Learning Communities (PLCs) Data Teams	Yes	Limited	FRL, ELL, Foster Youth	ABLE Charter School	\$15,000.00	0%
1	12	Designated ELD	Yes	Limited	ELL	ABLE Charter Schools	\$8,300.00	0%
1	13	What I Need (WIN) Time	Yes	Limited	EL, FY, FRL, and SPED	ABLE Charter Schools	\$22,700.00	0%
1	14	Multi Tiered Systems of Support (MTSS)	Yes	Limited	FY, EL, SPED, and FRL	ABLE Charter Schools	\$5,100.00	0%
1	15	IXL	Yes	Schoolwide	SED	ABLE Charter Schools	\$16,150.00	0%
1	21	Nearpod	Yes	Schoolwide	EL	ABLE Charter Schools	\$9,990.00	0%
1	22	Explore Learning	Yes	Schoolwide	Foster, SED, EL	ABLE Charter Schools	\$12,136.00	0%
2	1	Panorama Education Surveys	Yes	Schoolwide	FRL, EL, FY	ABLE	\$10,250.00	0%

Goa 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	4	Counseling and Pupil Support Services	Yes	Schoolwide	FRL, FY, EL	ABLE	\$625,000.00	0%
2	5	Student and Family Support and Engagement Team	Yes	Schoolwide	FRL, EL, FY	ABLE	\$514,000.00	0%
2	6	Parent and Family Resource Center	Yes	LEA-wide	EL, FY, FRL	ABLE	\$145,187.00	0%
2	7	Chronic Absenteeism Committee	Yes	Limited	ELL, FY, FRL	ABLE Charter Schools	\$500.00	0%
2	8	Engaging students and families in the college and career planning process.	Yes	Schoolwide	EL, SED, Foster	ABLE Charter Schools	\$5,000.00	0%
2	9	Multi-Tiered System of Support (MTSS)	Yes	Limited	FY, SPED, FRL and EL	ABLE Charter Schools	\$300.00	0%

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 (%)
3	2	Instructional Coaches	Yes	LEA-wide	FRL, EL, FY	ABLE	\$410,978.00	0%
3	4	Specialized Administrative Team	Yes	LEA-wide	FRL, EL, FY	ABLE	\$817,399.00	0%
3	7	Administrative Professional Development	Yes	Limited	EL, FRL, SPED, and FY	ABLE Charter Schools	\$24,000.00	0%
5	1	Chronic Absenteeism Surveys and Interviews	Yes	LEA-wide	FRL, EL, FY	ABLE	\$500.00	0%
5	2	Chronic Absenteeism House Visits	Yes	LEA-wide	FRL, EL, Foster Youth	ABLE	\$5,000.00	0%
5	4	Bus Pass	Yes	Limited	FRL	ABLE	\$2,000.00	0%
5	5	Parent Presentations/Resource Meetings	Yes	LEA-wide	FRL, EL, FY	ABLE	\$3,000.00	0%

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 (%)
6	1	Implementation of Be Glad	Yes	Limited	EL	ABLE	\$500.00	0%
6	2	Bilingual Classroom Aides	Yes	Limited	EL	ABLE	\$144,000.00	0%
6	3	What I Need (WIN) Time	Yes	Limited	EL	ABLE Charter Schools	\$32,524.00	0%
6	4	Nearpod English Learner	Yes	Schoolwide	EL	ABLE Charter Schools	\$3,600.00	0%

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals	\$8,072,213.00	\$7,662,232.00

Last Year's Goa I #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Common Core math training for parents.	Yes	\$1,500.00	\$1,795.00
1	2	ELO - Learning hubs	No	\$6,470.00	\$0.00
1	3	ELO - Learning Supports	No	\$224,000.00	\$0.00
1	4	ELO - Extending Instructional Learning Time	No	\$272,000.00	\$0.00
1	5	Studies Weekly	No	\$6,325.00	\$7,825.00
1	6	Renaissance Lalilo	Yes	\$9,300.00	\$0.00
1	7	Renaissance myOn	Yes	\$0.00	\$0.00
1	8	ELO - Credit Recovery	No	\$31,000.00	\$21,672.00
1	9	Freckle ELA and Freckle Math	Yes	\$0.00	\$0.00
1	10	Renaissance Star Assessments	No	\$0.00	\$0.00
1	11	GK-5 NGSS aligned science curriculum	No	\$50,000.00	\$20,193.00
1	12	EnVision Math	No	\$0.00	\$0.00
1	13	ELA/ELD Curriculum	Yes	\$22,820.00	\$45,539.00

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	14	Math and ELA Data Teams	Yes	\$15,000.00	\$13,832.00
1	15	Renaissance Accelerated Reader	Yes	\$0.00	\$0.00
2	1	Panorama Education Surveys	Yes	\$10,250.00	\$0.00
2	2	Teen Talk	Yes	\$1,500.00	\$1,500.00
2	3	Child Abuse Prevention Council Programming	Yes	\$0.00	\$0.00
2	4	Counseling and Pupil Support Services	Yes	\$605,000.00	\$527,919.00
2	5	ELO - Integrated Supports	No	\$5,000.00	\$0.00
2	6	ELO - Staff Training	No	\$15,298.00	\$0.00
2	7	Student and Family Support and Engagement Team	Yes	\$495,000.00	\$808,351.00
2	8	Parent and Family Resource Center	Yes	\$145,187.00	\$85,000.00
3	1	Professional Development	Yes	\$45,000.00	\$45,000.00
3	2	Instructional Coaches	Yes	\$343,421.00	\$402,920.00
3	3	The Teaching Channel	Yes	\$2,400.00	\$2,400.00
3	4	Teacher Salary	No	\$4,369,381.00	\$4,599,110.00
3	5	Expanded Administrative Team	Yes	\$958,034.00	\$778,476.00

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	1	Leadership and Faculty Values Initiative Meetings	No	\$0.00	\$0.00
4	2	Student, Parent, and Stakeholder Values Initiative meetings	No	\$0.00	\$0.00
4	3	Panorama Education Survey	Yes	\$0.00	\$0.00
4	4	Mission and Vision Rollout	No	\$0.00	\$0.00
5	1	Chronic Absenteeism Surveys and Interviews	Yes	\$0.00	\$0.00
5	2	Chronic Absenteeism House Visits	Yes	\$5,000.00	\$5,000.00
5	3	Parent Newsletter	No	\$0.00	\$0.00
5	4	Bus Pass	Yes	\$2,000.00	\$1,000.00
5	5	Parent Presentations/Resource Meetings	Yes	\$3,000.00	\$1,000.00
5	6	Indoor Marquee	No	\$500.00	\$500.00
6	1	Be Glad Training	Yes	\$245,187.00	\$150,200.00
6	2	Classroom Centers	Yes	\$6,000.00	\$3,000.00
6	3	Bilingual Classroom Aides	Yes	\$176,640.00	\$140,000.00

2022-23 Contributing Actions Annual Update Table

Totals	6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 4 from 7)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
Totals	\$2,650,889.00	\$3,092,239.00	\$3,012,932.00	\$79,307.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services (%)	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Common Core math training for parents.	Yes	\$1,500.00	\$1,795.00	0.00%	0.00%
1	6	Renaissance Lalilo	Yes	\$9,300.00	\$0.00	0.00%	0.00%
1	7	Renaissance myOn	Yes	\$0.00	\$0.00	0.00%	0.00%
1	9	Freckle ELA and Freckle Math	Yes	\$0.00	\$0.00	0.00%	0.00%
1	13	ELA/ELD Curriculum	Yes	\$22,820.00	\$45,539.00	0.00%	0.00%

Last Year's Goa I #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures for Contributing Actions(LCFF F Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services (%)	Estimated Actual Percentage of Improved Services (Input Percentage)
1	14	Math and ELA Data Teams	Yes	\$15,000.00	\$13,832.00	0.00%	0.00%
1	15	Renaissance Accelerated Reader	Yes	\$0.00	\$0.00	0.00%	0.00%
2	1	Panorama Education Surveys	Yes	\$10,250.00	\$0.00	0.00%	0.00%
2	2	Teen Talk	Yes	\$1,500.00	\$1,500.00	0.00%	0.00%
2	3	Child Abuse Prevention Council Programmin g	Yes	\$0.00	\$0.00	0.00%	0.00%
2	4	Counseling and Pupil Support Services	Yes	\$605,000.00	\$527,919.00	0.00%	0.00%
2	7	Student and Family Support and Engagement Team	Yes	\$495,000.00	\$808,351.00	0.00%	0.00%
2	8	Parent and Family Resource Center	Yes	\$145,187.00	\$85,000.00	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures for Contributing Actions(LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services (%)	Estimated Actual Percentage of Improved Services (Input Percentage)
3	1	Professional Development	Yes	\$45,000.00	\$45,000.00	0.00%	0.00%
3	2	Instructional Coaches	Yes	\$343,421.00	\$402,920.00	0.00%	0.00%
3	3	The Teaching Channel	Yes	\$2,400.00	\$2,400.00	0.00%	0.00%
3	5	Expanded Administrative Team	Yes	\$958,034.00	\$778,476.00	0.00%	0.00%
4	3	Panorama Education Survey	Yes	\$0.00	\$0.00	0.00%	0.00%
5	1	Chronic Absenteeism Surveys and Interviews	Yes	\$0.00	\$0.00	0.00%	0.00%
5	2	Chronic Absenteeism House Visits	Yes	\$5,000.00	\$5,000.00	0.00%	0.00%
5	4	Bus Pass	Yes	\$2,000.00	\$1,000.00	0.00%	0.00%
5	5	Parent Presentations/Resource Meetings	Yes	\$3,000.00	\$1,000.00	0.00%	0.00%
6	1	Be Glad Training	Yes	\$245,187.00	\$150,200.00	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services (%)	Estimated Actual Percentage of Improved Services (Input Percentage)
6	2	Classroom Centers	Yes	\$6,000.00	\$3,000.00	0.00%	0.00%
6	3	Bilingual Classroom Aides	Yes	\$176,640.00	\$140,000.00	0.00%	0.00%

2022-23 LCFF Carryover Table

Totals	9. Estimate d Actual LCFF Base Grant (Input Dollar Amount)	6. Estimate d Actual LCFF Supplem ental and/or Concentr ation Grants	LCFF Carryove r - Percenta ge (Input Percenta ge from Prior Year)	10. Total Percenta ge to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryove r %)	7. Total Estimate d Actual Expendit ures for Contribu ting Actions (LCFF Funds)	8. Total Estimate d Actual Percenta ge of Improve d Services (%)	11. Estimate d Actual Percenta ge of Increase d or Improve d Services (7 di- vided by 9, plus 8)	12. LCFF Carryove r — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryove r — Percenta ge (12 di- vided by 9)
Totals	\$11,021 ,719.00	\$2,650, 889.00	0.00%	24.05%	\$3,012, 932.00	0.00%	27.34%	No carry- over	No carry- over

Instructions

- Plan Summary
- Engaging Educational Partners
- Goals and Actions
- Increased or Improved Services

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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 (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 aspects of the LCAP template 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, 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]).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

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 should: (a) reflect comprehensive strategic planning (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 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

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 California School Dashboard (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 that the LEA believes, based on input gathered from educational partners, research, and experience, 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 itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each 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 provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information

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, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes

Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward

LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need

Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights

Identify and briefly summarize the key features of this year’s LCAP.

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:

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

Support for Identified Schools:

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:

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, 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 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.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. 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.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. 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 districtlevel goals and actions.

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 following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a. Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b. If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c. Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d. Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e. Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA 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.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

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. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. 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. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are 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 desired 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 services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination 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 should 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 should 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.

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.
- **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.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal 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.

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.

Broad Goal

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.

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

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.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- *Consistently low-performing student group(s) goal requirement:* An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.
- *Goal Description:* Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- *Explanation of why the LEA has developed this goal:* Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the

“All Students” student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- *Low-performing school(s) goal requirement:* A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- *Goal Description:* Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- *Explanation of why the LEA has developed this goal:* Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this 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 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (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. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

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

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 self-reflection tool for local indicators within the Dashboard.

Actions:

Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action.

Enter the total amount of expenditures associated with this action.

Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase 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 action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in California Code of Regulations, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners:

School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in EC Section 306, provided to students and professional development activities specific to English learners.

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.

Goal Analysis:

Enter the LCAP Year

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.

- 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.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. 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.

- 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.

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 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.

Requirements and Instructions

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 low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): 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 LEAs 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:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective

as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective:

An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated 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 increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

- After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])
- In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

- These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students.

(Measurable Outcomes [Effective In])

COEs and Charter Schools:

Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%:

For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%:

For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions are the most effective use of the funds to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils:

Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils:

Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. 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 included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for

unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any 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. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

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 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 Data Entry 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 Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry 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 action tables are required to be included in the LCAP as 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 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry 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 of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

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

- *2. Projected LCFF Supplemental and/or Concentration Grants*: Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive 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; OR, type "No" if the action is not included as contributing to meeting the increased or improved services.

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 K-5), 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”.

Personnel Expense:

This column will be automatically calculated based on information provided in the following columns:

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.

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:

Enter the total amount of Federal Funds utilized to implement this action, if any.

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 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 Service 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 the LEA estimates it will actually receive based on of 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 LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- *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 + 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).