

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: **Ánimo James B. Taylor Charter Middle School**

CDS Code: 19 64733 0124008

School Year: 2024-25

LEA contact information:

Annette Gonzalez

Chief Education Officer

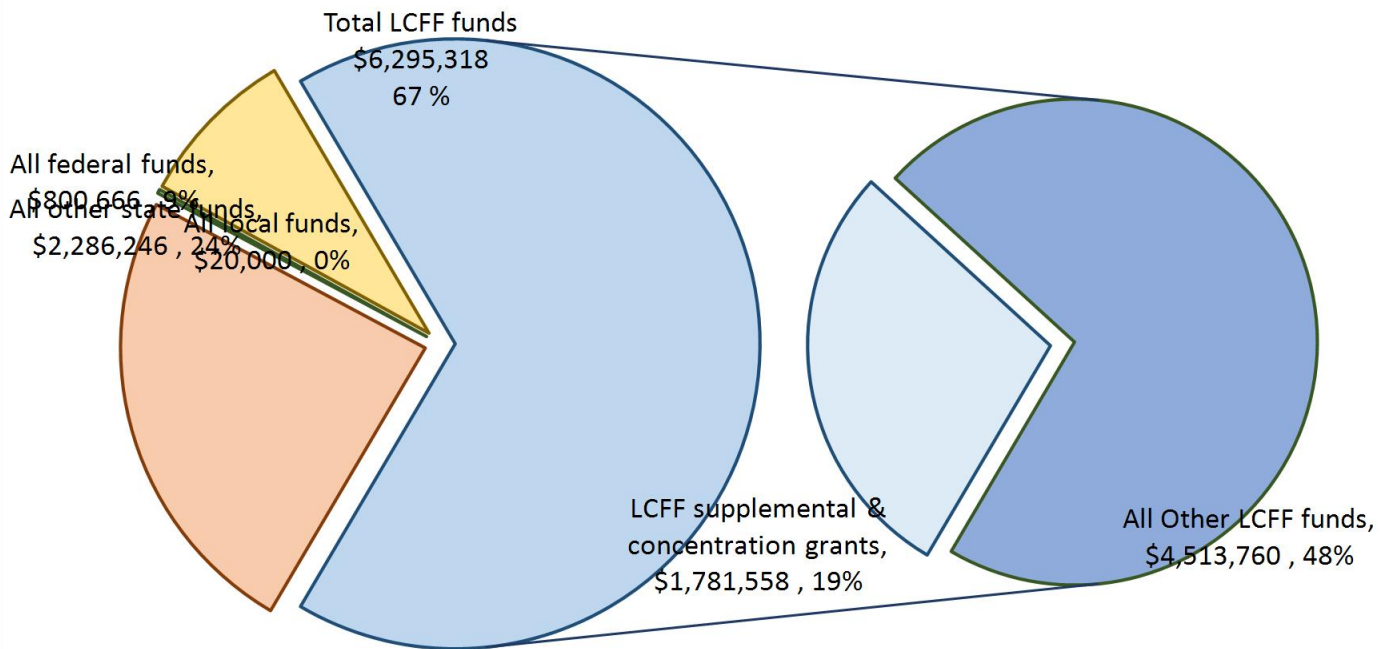
angonzalez@greendot.org

323-565-1600

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

## Budget Overview for the 2024-25 School Year

### Projected Revenue by Fund Source

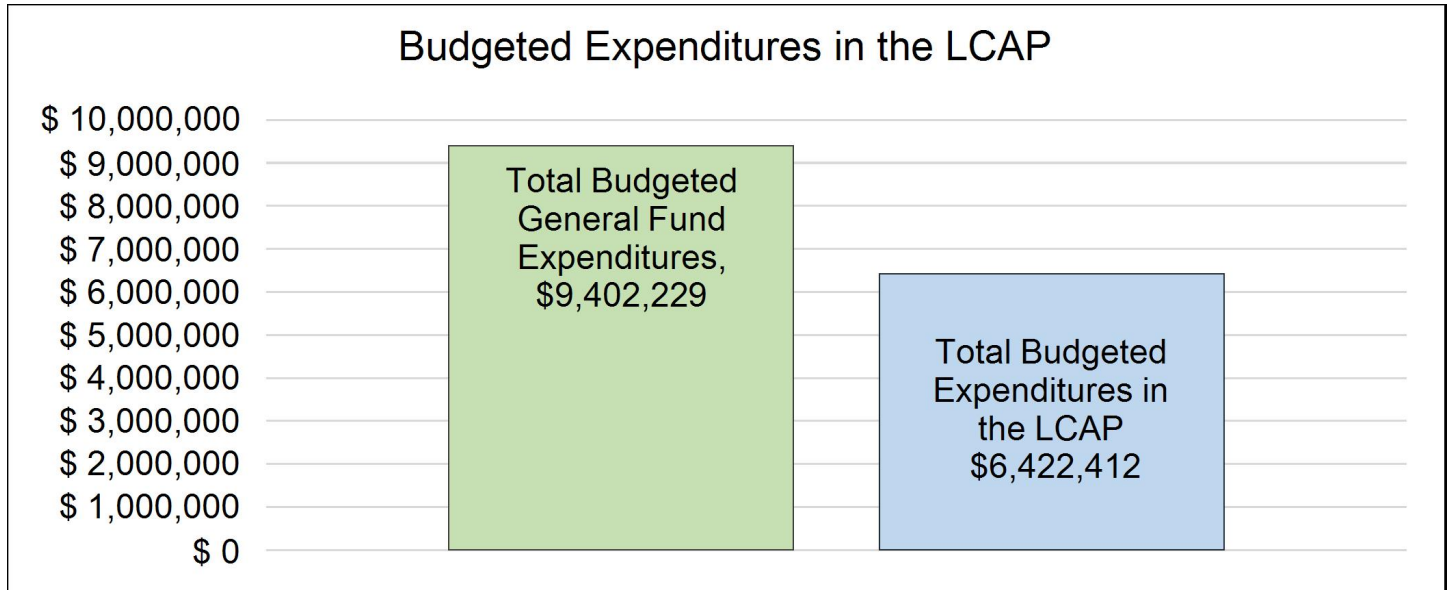


This chart shows the total general purpose revenue **Ánimo James B. Taylor Charter Middle School** expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for **Ánimo James B. Taylor Charter Middle School** is \$9,402,230, of which \$6,295,318 is Local Control Funding Formula (LCFF), \$2,286,246 is other state funds, \$20,000 is local funds, and \$800,666 is federal funds. Of the \$6,295,318 in LCFF Funds, \$1,781,558 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much **Ánimo James B. Taylor Charter Middle School** plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: **Ánimo James B. Taylor Charter Middle School** plans to spend \$9,402,229 for the 2024-25 school year. Of that amount, \$6,422,412 is tied to actions/services in the LCAP and \$2,979,817 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

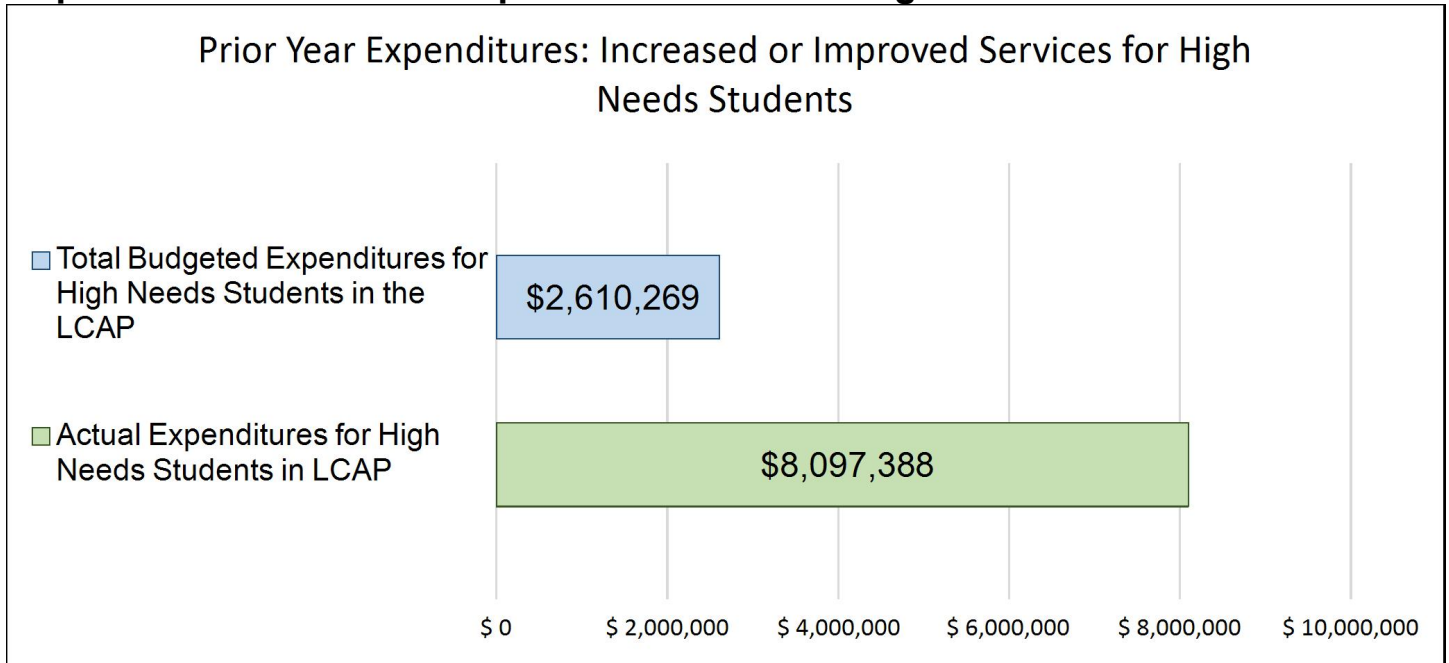
All other funds that are not identified in the Local Control and Accountability Plan are allocated to personnel salaries and benefits and operational expenses such as rent, maintenance costs, debt service, material and supplies, furniture and fixtures, technology, legal services, janitorial services, security services, authorizer fees and other miscellaneous professional services.

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

In 2024-25, **Ánimo James B. Taylor Charter Middle School** is projecting it will receive \$1,781,558 based on the enrollment of foster youth, English learner, and low-income students. **Ánimo James B. Taylor Charter Middle School** must describe how it intends to increase or improve services for high needs students in the LCAP. **Ánimo James B. Taylor Charter Middle School** plans to spend \$2,882,568 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

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



This chart compares what **Ánimo James B. Taylor Charter Middle School** budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what **Ánimo James B. Taylor Charter Middle School** estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, **Ánimo James B. Taylor Charter Middle School's** LCAP budgeted \$2,610,269 for planned actions to increase or improve services for high needs students. **Ánimo James B. Taylor Charter Middle School** actually spent \$8,097,388 for actions to increase or improve services for high needs students in 2023-24.

# 2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Ánimo James B. Taylor Charter Middle School	Annette Gonzalez Chief Education Officer	angonzalez@greendot.org 323-565-1600

# Goals and Actions

## Goal

Goal #	Description
1	Provide Basic Services by: <ul style="list-style-type: none"> <li>Maintaining the appropriate assignment of teachers, appropriately credentialed in the subject areas and for the pupils they are teaching</li> <li>Providing students will have access to and be enrolled in a broad course of study (i.e., science, social science, VAPA), and have access to standards-aligned instructional materials and the educational program as outlined in the school’s charter petition</li> <li>Maintaining school facilities are maintained in good repair</li> </ul>

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Goal 1A: 100% teachers credentialed in the subject areas and for the pupils they teach.  100% of teachers will be appropriately credentialed in the subject areas and for the pupils they teach.	100	100	100.0%	100%	100
Goal 1B: Students will have access and be enrolled in a broad course of study (i.e., science, social	100	100	100.0%	100%	100

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
science, VAPA), standards-aligned materials, and additional instructional materials and to the educational program as outlined in the school’s charter petition.					
Goal 1C: 90% or higher on facilities survey  The school will receive an average score of 90% or higher on the facilities survey, indicating that the school is in good or exemplar repair.	99.3	The facilities survey was not collected in 2020-21 due to being in distance learning. Walk through inspections have been performed in the 2021-22 school year.	86.0%	97.86%	Greater than 90%

## Goal Analysis

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

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

James B. Taylor is proud to share that we have met all three metrics of this goal:

100% of teachers were appropriately credentialed in the subject areas.

100% of ELA and Math teachers had access to standards-aligned materials through online curricular resources on the internal platform.

100% of courses offered have been approved through the Green Dot Course Catalog.

The supports we provided to meet Goal 1 were effective. By following the systems we have in place for personnel hiring, reviewing and maintaining high standards in curricular offerings, we were able to meet these goals at 100%.

Our efforts to improve the challenges that come up with our facility by working with the Green Dot Facilities teams to quickly submit work orders and follow up to ensure that issues such as air conditioning that needs repair are fixed in a timely manner have paid off and we were able to increase our proficiency rate by 12% this year.

With regards to Goal 1, we are not intending to make any changes to our programs and supports to meet this goal as we are experiencing success in these areas and intend to continue our work in order to maintain successful proficiency rates.

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 original projected budget for the 2023-24 school year underestimated the salary ranges for teachers, school administrative staff, and new hires. The 2023-24 Actual Expenditures were higher than planned as the original budget did not account for a competitive market to retain and attract quality staff. This underestimation led to increased personnel costs in relation to salaries. Thus, resulting in material differences between planned and actual expenditures.

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

As seen with our metric outcomes, our actions were effective towards making progress towards our 3-year LCAP goals. All of our actions were effective in supporting our metric outcomes. Our Teachers have maintained a 100% rate of being compliant for the subject and working on retaining them and master scheduling. All of our students have access to a broad course of study. We look forward to continuing this good work and maintaining our high outcomes.

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

As we enter the new 2024-25 LCAP 3-year cycle, we have made changes to Metric 1c to mirror the data reported in our Local Indicators.

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

# Goals and Actions

## Goal

Goal #	Description
2	<p>Proficiency for All:</p> <ul style="list-style-type: none"> <li>• Increase the percent of students scoring Met Standard and above on SBAC ELA, SBAC Math and CAST assessments annually or outperform the district average.</li> <li>• Increase percent of EL students who reclassify as Fully English Proficient.</li> <li>• Increase percent of EL students scoring “Level 3” and “Level 4” on the English Language Proficiency Assessments for California (“ELPAC”) annual assessment.</li> <li>• Increase or maintain growth on CORE ELA and Math</li> </ul>

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Goal 2A: Increase % of ELA SBAC "Met Standard" 3% annually or above local school district average.</p> <p>Increase the percent of students scoring Met Standard and above on SBAC ELA assessment annually by 3% or outperform the local school district average.</p>	<p>All Students: 31.6%            Low Income: 31.4%            Latinx: 32.3%            African American: 25.0%            English Learners: 2.7%            Students with Disabilities: 6.5%            Foster Youth: Data not available, contains less than 30 students.</p>	<p>All Students: N/A - No Testing            Low Income: N/A - No Testing            Latinx: N/A - No Testing            African American: N/A - No Testing            English Learners: N/A - No Testing            Students with Disabilities: N/A - No Testing            Foster Youth: N/A - No Testing</p>	<p>All Students: 31.5%            English Learners: 1.6%            Foster 50.0%            Homeless Students: 30.8%            Latinx: 32.1%            Low Income: 30.9%            Students with Disabilities: 13.0%</p>	<p>All Students 29.2%            English Learners 3.8%            Homeless Students &lt;30            African American 15.3%            Latinx Students 31.3%            Low Income 29.3%            Students with Disabilities 5.4%</p>	<p>For all subgroups, increased by 3% annually or greater than the District Average (below)            All Students: 42.0%            Low Income: 36.0%            Latinx: 36.0%            African American: 32.0%            English Learners: 3.0%            Students with Disabilities: 9.0%            Foster Youth: District rate not available.</p>



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Goal 2B: Increase % of Math SBAC "Met Standard" 3% annually or above local school district average.</p> <p>Increase the percent of students scoring Met Standard and above on SBAC Math assessment annually by 3% or outperform the local school district average.</p>	<p>All Students: 16.6%  Low Income: 16.6%  Latinx: 17.6%  African American: 3.6%  English Learners: 0.9%  Students with Disabilities: 6.7%  Foster Youth: Data not available, contains less than 30 students.</p>	<p>All Students: N/A - No Testing  Low Income: N/A - No Testing  Latinx: N/A - No Testing  African American: N/A - No Testing  English Learners: N/A - No Testing  Students with Disabilities: N/A - No Testing  Foster Youth: N/A - No Testing</p>	<p>African American: 7.1%  All Students: 11.4%  Foster 50.0%  Low Income: 10.8%  Homeless Students: 11.5%  Latinx: 12.0%  Low Income: 11.0%  Students with Disabilities: 5.6%</p>	<p>All Students 13.1%  English Learners 1.5%  Foster Youth &lt;30  Homeless Students &lt;30  African American 8.5%  Latinx Students 13.9%  Low Income 13.1%  Students with Disabilities 3.5%</p>	<p>For all subgroups, increased by 3% annually or greater than the District Average (below)  All Students: 25.6%  Low Income: 25.0%  Latinx: 24.0%  African American: 12.6%  English Learners: 3.0%  Students with Disabilities: 6.0%  Foster Youth: District rate not available.</p>
<p>Goal 2C: Increase % of Science CAST scoring "Proficient" 3% annually or above local school district average.</p> <p>Increase number of students scoring Proficient and above on CAST annually by 3% or outperform the local school district average.</p>	<p>For all subgroups, increased by 3% annually or greater than the District Average (below)  All Students: 11.6%  Low Income: 11.2%  Latinx: 11.6%  African American: Data not available, contains less than 30 students.  English Learners: 0.0%  Students with Disabilities: Data not available, contains less than 30 students.</p>	<p>All Students: N/A - No Testing  Low Income: N/A - No Testing  Latinx: N/A - No Testing  African American: N/A - No Testing  English Learners: N/A - No Testing  Students with Disabilities: N/A - No Testing  Foster Youth: N/A - No Testing</p>	<p>African American: &lt;30  All Students: 13.5%  English Learners: 0.0%  Foster &lt;30  Homeless Students: &lt;30  Latinx: 14.1%  Low Income: 13.3%  Students with Disabilities: &lt;30</p>	<p>All Students 7.7%  English Learners 0.0%  Homeless Students &lt;30  African American &lt;30  Latinx Students 8.2%  Low Income 7.8%  Students with Disabilities &lt;30</p>	<p>For all subgroups, increased by 3% annually or greater than the District Average (below)  All Students: 23.1%  Low Income: 17.7%  Latinx: 17.1%  African American: 14.0%  English Learners: 0.6%  Students with Disabilities: 5.2%  Foster Youth: District rate not available.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Foster Youth: Data not available, contains less than 30 students.				
2D: Increase % of EL reclass  Increase percent of EL students who reclassify as Fully English Proficient by 3% or outperform the 2018-19 local school district average.	8.9%	7.30%		18%	Increased 3% from prior year or above the district average (listed below) (15.8%)
2e. % of students growing at least one ELPI level or maintaining the highest ELPI level  Increase the percent of students growing at least one ELPI level or maintaining the highest ELPI level based on ELPAC testing by 2% per year or be at/above 2018-19 local district ELPI rate.	62.7%	ELPI levels were not published this year.	55.0%	46%	Increased 2% from prior year or above the district average (listed below) (45.0%)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Goal 2F: CORE at 50 or higher</p> <p>Increase the CORE student growth percentile in ELA to be at or above the 50th percentile.</p>	<p>All Students: 98  Low Income: 98  Latinx: 98  African American: 92  English Learners: 97  Students with Disabilities: 98  Foster Youth: Data not available, contains less than 30 students.</p>	<p>All Students: N/A - No Testing  Low Income: N/A - No Testing  Latinx: N/A - No Testing  African American: N/A - No Testing  English Learners: N/A - No Testing  Students with Disabilities: N/A - No Testing  Foster Youth: N/A - No Testing</p>	<p>All Students: N/A - No Data  Low Income: N/A - No Data  Latinx: N/A - No Data  African American: N/A - No Data  English Learners: N/A - No Data  Students with Disabilities: N/A - No Data  Foster Youth: N/A - No Data</p>	<p>African American 47%  All Students 40%  English Learners 30%  Latinx Students 39%  Low Income 40%  Students with Disabilities 29%</p>	<p>50 or higher for each subgroup</p>
<p>Goal 2G: Increase CORE Math to be at/above 50</p> <p>Increase the CORE student growth percentile in Math to be at or above the 50th percentile.</p>	<p>All Students: 91  Low Income: 91  Latinx: 92  African American: 77  English Learners: 91  Students with Disabilities: 95  Foster Youth: Data not available, contains less than 30 students.</p>	<p>All Students: N/A - No Testing  Low Income: N/A - No Testing  Latinx: N/A - No Testing  African American: N/A - No Testing  English Learners: N/A - No Testing  Students with Disabilities: N/A - No Testing  Foster Youth: N/A - No Testing</p>	<p>All Students: N/A - No Data  Low Income: N/A - No Data  Latinx: N/A - No Data  African American: N/A - No Data  English Learners: N/A - No Data  Students with Disabilities: N/A - No Data  Foster Youth: N/A - No Data</p>	<p>African American 42%  All Students 41%  English Learners 41%  Latinx Students 40%  Low Income 40%  Students with Disabilities 36%</p>	<p>50 or higher for each subgroup</p>

## Goal Analysis

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

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

This is the most challenging goal to meet in the LCAP, but we have remained diligent and persistent in our efforts to meet all the criteria of this goal. While we did not meet in every area of Goal 2, we are very proud of the fact that we were still able to meet our ELPI and Reclassification goals despite a slight decline in. In order to meet our LCAP goals with our Emergent Bilinguals (ELL/EB), we continue to assess them 3 times per year using the Reading Inventory (RI) tests and quarterly SBAC-aligned ELA benchmark exams in order to truly capture their progress and target more specific instructional supports to close the gap and increase EB achievement outcomes. In addition, all teachers engaged in 3 ELD PD sessions focused on instructional support and accommodations for EB students using the Ellevation platform and other curricular resources. These sessions built off of our yearlong schoolwide instructional foci of academic discourse, Depth of Knowledge and strategic questioning, and fostering a healthy performance culture. In all three PD sessions teachers were provided with exemplar videos, teaching artifacts, and curricular resources that could be used in application to their own content areas. We also continue to offer specialized Emergent Bilingual advisories to 7th and 8th grade students which are both taught by Latinx Spanish English bilingual teachers. One of the teachers is also our Emergent Bilingual Lead Teacher who supports all teachers with ELD instruction.

For math, while we did not meet our LCAP goal by 1%, we did show an increase in overall proficiency by 3% and are proud of that growth. This is a result of the targeted supports for students performing under grade level with leveled foundations courses. This allows teachers to hone in on the foundations skills absent and intensify instruction. We provide intensive support through our High Impact Tutoring Program which is embedded within the school day. This program allows us to provide differentiated support for small groups of 2-4 (for a total of about 15-20 students) with targeted interventions based on their I-ready diagnostic data. Through this intensified support, we have been able to see that the rate at which our HIT students are meeting their stretch goals outperforms our Non Hit student's. As we continue to accelerate math outcomes, we continue to

Implement the Illustrative Math curriculum with fidelity, leveraging built in strategies in order to address grade level standards at the appropriate level of rigor which include strategies to provide access for students with disabilities and English Language Learners (Emergent Bilinguals).

We provide push-in support for students with IEPs which consists of a one-on-one instructional aide to work alongside individual student's or pull small groups within the classroom to provide additional support as needed.

We continue to focus on strategies that increase student engagement such as providing multiple opportunities for students to engage in academic discourse through speaking, writing, and reading. This takes place as teachers provide multiple opportunities for student discussion with explicit directions on what teachers should see and hear as they circulate.

In one on one coaching, we have increased data meetings where we review student data and plan multiple opportunities for reteaches.

The math team continues to conduct multiple rounds of progress monitoring which include frequent check-ins with students about their data, tracking progress and measuring/celebrating growth to increase student investment.

We continue to collaborate with our math partners, The Lavinia Group, to increase support in student work and data analysis, intellectual preparation, and instructional management to improve student outcomes.

For ELA there are many supports JBT has put in place to increase academic achievement for all students in ELA, including our subgroups, that will ultimately lead us to reaching our LCAP goals. After putting these supports in place, data is regularly reviewed and instruction is

modified to improve student outcomes. In addition to monitoring SBAC/CAST performance from 2022-23 and correlating it with Lexile and quantile scores to predict future performance, we monitor lexile scores and growth using the Reading Inventory assessment three times a year. We also began administering the Growth Measure assessment three times a year as an additional assessment of a different format. Finally, we implemented a campus-wide mock SBAC and CAST in February to provide more recent performance data, to provide students with a rehearsal opportunity, and to provide teachers a rehearsal as well. We have been excited to use the testing opportunities to analyze how students are performing, identify unfinished learning, and plan reteach opportunities to provide students with multiple opportunities to demonstrate mastery. Creating opportunities for student “at bats” with grade level content through the diagnostic, SBAC content, and test-taking skills/strategies, we have been able to see considerable growth in our student's Reading Lexile scores. We are proud to report that, on average, students across all grade levels at James B. Taylor significantly exceeded their yearly growth goal in the 2022-2023 school year. As it relates to CAST, JBT's science department was faced with the most challenges around being fully staffed in Science. Last year, we did not have permanent Science teachers in 8th grade science and instead had to secure long term substitute teachers in addition to partnerships with K12-Elevate, a platform that allows students to have access to a credentialed Science teacher virtually. This experience included many of the Distance learning challenges we faced during COVID and created many obstacles for our students. As this was not the ideal learning environment for students, we increased our teacher recruitment efforts to obtain two permanent Science teachers in this school year.

To continue to maximize on this growth in order to reach our LCAP goals, it is imperative that our staff continue to engage in intellectual preparation to ensure they are planning with all subgroup support in mind. This requires James B. Taylor teachers and staff to consistently and efficiently utilize department collaborative time and whole staff professional development to plan ways to differentiate for subgroups of students in their classrooms. Teachers used assessment data to identify common gaps and misconceptions and then worked with their colleagues to identify the appropriate scaffolds. Some scaffolds integrated into instruction included sentence starters, word banks, intentional group structures, graphic organizers, targeted small group instruction, and structured speaking opportunities. We have continued interdisciplinary collaboration with our ELA, Special Education, and History departments. During these cross-collaborative sessions, teachers calibrate on grading, rubrics, and alignment to CCSS literacy standards. There has been a focus on student discourse, Depth of Knowledge, questioning, and performance culture to build rigor and grade-level alignment in all courses. Teachers continue to hone in on planning intentional questions, frequent checks for understanding, exemplar responses to lesson tasks, and clearly communicating metacognitive routines for different texts and writing tasks. We continue our use of technology integration by using multiple platforms such as LiveSchool, GoGuardian, Google Suite Apps, Nearpod, Jamboard, and Zoom. Utilizing these platforms have made it possible for teachers to make content accessible to all students, including those experiencing chronic absenteeism. Teachers have engaged in multiple cycles of collaborative planning and data analysis in their departments, with curriculum specialists, and with their administrator instructional coach. During individual coaching, administrators and teachers look at mock SBAC data side by side and plan progress monitoring opportunities for students as well. In district-wide PD, teachers and admin also monitor Lexile data as well.

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 original projected budget for the 2023-24 school year underestimated the salary ranges for teachers, school administrative staff, and new hires. The 2023-24 Actual Expenditures were higher than planned as the original budget did not account for a competitive market to retain

and attract quality staff. This underestimation led to increased personnel costs in relation to salaries. Thus, resulting in material differences between planned and actual expenditures.

As it relates to curriculum expenditures, more funds were spent on enhancing the curriculum through arts and music block grants. Our investment with this grant funding provided an enriched educational experience that is the root of material differences between actual expenditures compared to planned.

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

Overall, we were somewhat effective in implementation of the actions needed to meet our LCAP goals in Reclassification and ELPI. However we were not effective in our actions to meet the additional metrics in Goal 2. This year we are implementing increasing support for SBAC administration in several areas including: training for proctors, SBAC preparation with regards to curriculum and instruction, CAST preparation for science teachers, and support in terms of motivation and incentives for all students for all tests. In our professional development plan we are focusing on intentional, standards-based instruction while planning for rigor and productive struggle through academic discourse and questioning. We are focusing on increasing opportunities for teachers to engage in data meetings and student work analysis so that we may stay informed on what student data is actually telling us. We will continue this plan over the course of the next few years, as we are confident that this will result in - at the very least - meeting our LCAP Goal #2 and hopefully increasing our scores each year moving forward.

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.

Entering the new 3-year LCAP cycle that begins with the 2024-25 LCAP, we have focused and refined the language in our actions to reflect the efforts and vision for the next 3 years. Additionally, we have added a new Action specifically addressing our whole-school red indicator Mathematics and English Language Arts outcomes on the 2023 CA School Dashboard.

For our students groups, we have added Actions addressing English Language Arts red indicator outcomes on the 2023 CA School Dashboard for English Learners and Students with Disabilities. We have also added Actions Mathematics red indicator outcomes for English Learners and Students with Disabilities.

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

# Goals and Actions

## Goal

Goal #	Description
3	Prepared for college, leadership and life <ul style="list-style-type: none"> <li>Maintain low cohort dropout rates at lower than previous year or less than 10%</li> </ul>

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Goal 3a: Decrease the cohort dropout rate percent by 3% per year, or to be below 10%	<p>All Students: Middle School cohort dropout data is not calculated at this time.</p> <p>Low Income: Middle School cohort dropout data is not calculated at this time.</p> <p>Latinx: Middle School cohort dropout data is not calculated at this time.</p> <p>African American: Middle School cohort dropout data is not calculated at this time.</p> <p>English Learners: Middle School cohort dropout data is not calculated at this time.</p> <p>Students with Disabilities: Middle School cohort dropout</p>	Middle School cohort dropout data is not calculated at this time.	<p>African American: 0.0%</p> <p>All Students: 0.0%</p> <p>English Learners: 0.0%</p> <p>Foster &lt;30</p> <p>Homeless Students: &lt;30</p> <p>Latinx: 0.0%</p> <p>Low Income: 0.0%</p> <p>Students with Disabilities: 0.0%</p>	<p>All Students 0%</p> <p>Low Income 0%</p> <p>African American 0%</p> <p>Latinx Students 0%</p> <p>English Learners 0%</p> <p>Students with Disabilities 0%</p> <p>Homeless Students 0%</p> <p>Foster Youth 0%</p>	Decrease the cohort dropout rate percent by 3% per year, or to be below 10%



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	data is not calculated at this time. Foster Youth: Middle School cohort dropout data is not calculated at this time.				

## Goal Analysis

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

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

There were no substantive differences in the planned actions and the actual implementation of the actions in this goal. Overall, the school was effective in implementing the actions & services to ensure students are prepared for college, leadership, and life. We provide a number of supports to ensure students are successful in this area, and are prepared for their future endeavors. There were no substantive differences in the planned actions and actual implementation of these actions.

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 original projected budget for the 2023-24 school year underestimated the salary ranges for teachers, school administrative staff, and new hires. The 2023-24 Actual Expenditures were higher than planned as the original budget did not account for a competitive market to retain and attract quality staff. This underestimation led to increased personnel costs in relation to salaries. Thus, resulting in material differences between planned and actual expenditures.

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

As seen with our metric outcomes, our actions were effective towards making progress towards our 3-year LCAP goals. We will also continue working to ensure and monitor the effectiveness of our actions in the following school years.



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.

Entering the new 3-year LCAP cycle that begins with the 2024-25 LCAP, we have focused and refined the language in our actions to reflect the efforts and vision for the next 3 years.

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

# Goals and Actions

## Goal

Goal #	Description
4	Focus on school culture: <ul style="list-style-type: none"> <li>School will maintain a high Average Daily Attendance (“ADA”) rate greater than 90%</li> <li>School will decrease student chronic absenteeism rate by 3% per year or to a rate at or below 10%</li> <li>School will decrease suspension rate by 3% per year or to a rate at or below 5%</li> <li>School will maintain an expulsion rate of 0.5% or less</li> </ul>

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Goal 4A: School will maintain a high Average Daily Attendance (“ADA”) rate at 90%	All Students: 95.6% Low Income: 95.6% Latinx: 95.8% African American: 93.1% English Learners: 95.4% Students with Disabilities: 94.4% Foster Youth: 88.9%	All Students: 91.5% Low Income: 91.4% Latinx: 92.4% African American: 80.5% English Learners: 91.0% Students with Disabilities: 88.9% Foster Youth: 91.2%	African American: 78.2% All Students: 83.8% English Learners: 83.9% Homeless Students: 87.7% Latinx: 84.5% Low Income: 83.9% Students with Disabilities: 86.0%	All Students 87.1% English Learners 86.2% Foster Youth <30 Homeless Students 87.0% African American 82.0% Latinx Students 87.9% Low Income 87.0% Students with Disabilities 84.4%	90% or higher ADA for each subgroup
Goal 4B: School will decrease student chronic absenteeism rate by 3% per year or	All Students: 10.6% Low Income: 10.8% Latinx: 10.1% African American: 17.1%	All Students: 24.4% Low Income: 24.5% Latinx: 22.2% African American: 47.5%	African American: 65.5% All Students: 47.6% English Learners: 52.3%	All Students 43.4% English Learners 44.2% Homeless Students 41.0%	For all subgroups, less than 10% or decreased by 3% annually

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
to a rate at or below 10%.	English Learners: 11.8% Students with Disabilities: 15.5% Foster Youth: Data not available, contains less than 30 students.	English Learners: 28.6% Students with Disabilities: 32.3% Foster Youth:	Foster 75.0% Homeless Students: 47.4% Latinx: 45.9% Low Income: 47.9% Students with Disabilities: 51.7%	African American 57.1% Latinx Students 40.7% Low Income 43.7% Students with Disabilities 48.0%	
Goal 4C: School will decrease suspension rate by 3% per year or to a rate at or below 5%.	All Students: 1.0% Low Income: 1.0% Latinx: 1.1% African American: Data not available, contains less than 30 students. English Learners: 1.6% Students with Disabilities: 3.2% Foster Youth: Data not available, contains less than 30 students.	All Students: 0.0% Low Income: 0.0% Latinx: 0.0% African American: 0.0% English Learners: 0.0% Students with Disabilities: 0.0% Foster Youth: 0.0%	African American: 3.4% All Students: 0.4% English Learners: 0.0% Foster No Data Homeless Students: 0.0% Latinx: 0.0% Low Income: 0.4% Students with Disabilities: 3.3%	All Students 0.5% English Learners 0.7% Homeless Students <30 African American 0.0% Latinx Students 0.4% Low Income 0.6% Students with Disabilities 1.4%	For all subgroups, less than 5% or decreased by 3% annually
Goal 4D: School will maintain a low annual expulsion rate at 0.5% or less.	All Students: 0.2% Low Income: 0.2% Latinx: 0.2% African American: 0.0% English Learners: 0.8% Students with Disabilities: 1.6%	All Students: 0.0% Low Income: 0.0% Latinx: 0.0% African American: 0.0% English Learners: 0.0% Students with Disabilities: 0.0% Foster Youth: 0.0%	African American: 0.0% All Students: 0.0% English Learners: 0.0% Foster 0.0% Homeless Students: 0.0% Latinx: 0.0% Low Income: 0.0%	All Students 0.4% English Learners 0.0% Homeless Students <30 African American 0.0% Latinx Students 0.4% Low Income 0.4%	For all subgroups, less than 0.5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Foster Youth: Data not available, contains less than 30 students.		Students with Disabilities: 0.0%	Students with Disabilities 0.0%	

## Goal Analysis

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

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

AJBT is proud that we were able to meet our LCAP goal surrounding ADA for our Foster Youth subgroup which is one of our most impacted subgroups. However, we did not meet our ADA goal in the other 6 subgroups although we were close as seen in the following data: SED achieved 87% ADA, just 3% off the growth goal of 90%; AA achieved 82% ADA, just 8% off the growth goal of 90%; Latinx achieved 88% ADA, just 2% off the growth goal of 90%; EL achieved 86% ADA, just 4% off the growth goal of 90%; SWD achieved 84% ADA, just 6% off the growth goal of 90%; Homeless achieved 87% ADA, just 3% off the growth goal of 90%. We continue to hold focus groups,

Our CAB rates for all students have significantly decreased since LCAP 2022. We reduced to 3% between LCAP 2022 and LCAP 2023, starting at 48% and landing at a 43% CAB rate. With the imposition of current interventions, the school stands at a 37% CAB rate to date. Our average reduction, overall, is 6.6% which is 3.6% above the state variance. As a result, the school “met” the metric goals for LCAP 2023.

African American	65% - 57%	(-8)
Latinx	46% - 41%	(-5)
EL/EB	52% - 44%	(-10)
Students w/ Disabilities	52% - 58%	(-4)
Homeless	47% - 41%	(-6)

There were a variety of ways in which we worked to reduce our rates. The school secured a Chronic Absenteeism (CAB) Case Manager charged with the task to serve as direct support to chronically absent students/families. Targeted students were identified based upon the previous year’s absence rate, and they were caseload placed. The CAB case manager serves as direct contact for students/families when reporting an absence. She meets with caseload students weekly to address attendance concerns and provide resolve, and she “pushes in” to CAB students classrooms to offer content based, academic support to address potential learning loss experienced as a direct result of the student’s absence rate.

CAB students are assigned as mentees to members of the CAB committee. These students meet with their mentor once per week to discuss the week’s attendance, note the week’s attendance percentage, and to engage in grade monitoring. These meetings allow mentees and

mentors to collaboratively create a system that actively tracks daily attendance, promotes consistency of “on time” school arrival and departure, and results in tangible rewards earned by the student at the close of each week. Concerns that affect attendance are addressed with both student and parent/guardian during these sessions, and the school offers direct support and services that will mitigate future absences.

There is a weekly attendance incentive for struggling students. CAB students will receive a free dress pass each week provided that he/she has perfect attendance for that particular week. This incentive provides an opportunity for struggling students to celebrate weekly difficulties when finding it difficult to qualify for the monthly perfect attendance celebrations.

In order to continue reducing our rates we will do the following: The CAB committee desires to collaborate with the Parent Coordinator to create various transportation options, schoolwide, for CAB students. The qualitative data indicates that transportation, or the lack thereof, is a primary factor contributing to the school’s absence rate. Transportation options under review for future implementation are a voluntary parent/guardian carpool team and an established relationship between our Safe Passage officers and the local microbus to ensure student safety in pick up/drop off.

Engage in CAB parent meetings (whole group) for those parents/guardians who need additional support and services. It provides an opportunity for the adults to serve as a network of support for one another as they navigate the factors that deter consistent attendance. Although we currently process chronically absent students via SART, we plan to intensify the support and interventions associated with each of the 4 phases of absence. The goal would be for students/families to not go beyond the 3rd phase, even in the most extreme of absence cases.

Continue to engage in personalized incentive plans for students/families struggling with attendance to support positive behavior.

Continue to solidify the relationship with parents/guardians, stressing the importance of attendance and its interdependent relationship with academic performance, content retention, high school preparedness, and social/emotional growth measures.

Expand the “umbrella” program and provide students with ponchos, hats, and scarves so they remain warm while dry.

For our Suspension Rate, per the 2023 CA Dashboard, JBT outperformed the state average. Our current suspension rate over the span of LCAP 2022 and LCAP 2023 is 1% or less among all students. The rate consistency indicates that the school has “met” the metric goals for LCAP 2023. The same applies to the school’s expulsion rate which has stood at 0% LCAP 2022 and LCAP 2023. The metric goals for LCAP 2023 are “met.” This is attributed to:

AJBT actively engages in the foundation of Restorative Practice. When students engage in unpreferred behaviors, they engage in defined learning that challenges them to identify the root cause of said behavior and are provided with interventions that support positive behaviors. Understanding that suspending a student does not address the cause of unpreferred behavior engagement, the school’s restorative practice model is applied using 4 principles of engagement: intervention (restoring harm), education, restorative action, and restorative consequence.

Starting with intervention, the student individually reflects and engages in therapeutic rapport. The student is ushered into identifying the harm caused, naming those who were impacted, and assessing the source of behavior engagement. After successful completion, the student engages in educational practice to learn more about the triggers determining the unpreferred behavior/harm and specific strategies to self regulate and disengage. Restorative action requires the student to engage in community service to repair harm and restore the trust that was broken as a result of the unpreferred action. The restorative consequence, typically a Student Agreement or a Conduct Plan, is an agreement between the student and the school highlighting the expectations of the student and the positive support that school will provide once

expectations are met. The restorative consequence also includes intentional measures of accountability from the parent/guardian, the school's administrative team, and the counseling team when appropriate.

Restorative Practice can span over a 2 week period and serves as the intensive first step in redirecting student behavior. Restorative Reset is the second phase of the student behavior redirection provided that a student engages in identical unpreferred behavior(s) after completing the initial Restorative Practice cycle. The "reset" includes increased Parent/Guardian collaboration, direct engagement with a supervising adult during the entire process (absent of independent practice activities), and intentional progress monitoring and strengthened supportive services. According to the Restorative data, the school had engaged in 6 cases of Restorative Reset which represents 2.8% of the total infractions/referrals reported by school personnel. This demonstrates that students receive redirection and intense restorative action that precludes them from engaging in the same or similar unpreferred behaviors a second time.

Counseling/Mental Health Team (COST Referrals) assumes an integral role in the self regulation and emotional stability of our students which directly impacts behaviors that, oftentimes, result in restorative redirection as opposed to suspension/expulsion. Our campus culture promotes student advocacy and agency thereby creating a welcoming space for students to actively seek counseling and/or mental health support. Addressing the emotional needs and creating safe spaces for students yield a greater propensity for non-categorized offenses that are effectively corrected via restorative practice instead of suspension.

The school prioritizes community engagement and joy factors which are positive participatory incentives for students who are not actively involved in the Restorative Practice cycle. Field Day, Club Day, field trips, schoolwide raffles, celebrations, extended outside time, and other activities designed to foster "joy," often drive students to engage in positive behavior. Placement on Conduct Plans do not allow for participation, so students are encouraged to adhere to "Titan Values" (taught at the start of the school year and revisited at the start of the second semester) to ensure eligibility for on campus events and activities.

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.

Average Daily Attendance (ADA) has not recovered from pre-pandemic levels and it was necessary for use to increase spending on staffing and services to address the supports that students need to encourage regular attendance. Difficulty in increasing ADA and the related need for additional resources incurred material differences in planned and actual expenditures.

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

AJBT has been effective in implementing specific actions to meet this LCAP goal. For our Suspension Rate, per the 2023 CA Dashboard, JBT outperformed the state average. Our current suspension rate over the span of LCAP 2022 and LCAP 2023 is 1% or less among all students. The rate consistency indicates that the school has "met" the metric goals for LCAP 2023. The same applies to the school's expulsion rate which has stood at 0% LCAP 2022 and LCAP 2023. The metric goals for LCAP 2023 are "met." We believe all our actions are

effective as seen through our metric outcomes. In the coming school years, we anticipate continued growth and exceeding our metric outcomes.

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

Entering the new 3-year LCAP cycle that begins with the 2024-25 LCAP, we have focused and refined the language in our actions to reflect the efforts and vision for the next 3 years. We have updated the metric description for Metric 4d to better align with similar metrics in this goal.

Additionally, we are adding an Action addressing the Chronic Absenteeism red indicator for Students with Disabilities on the 2023 CA School Dashboard.

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

# Goals and Actions

## Goal

Goal #	Description
5	Parent, Student and Community Engagement: <ul style="list-style-type: none"> <li>School will have at least 4 School Advisory Council (“SAC”) meetings.</li> <li>The school will host at least 2 District English Learner School Advisory Council (“DELAC”) meetings.</li> <li>Students, families and the school community will feel a sense of connectedness.</li> </ul>

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Goal 5A: The school will host at least 4 SAC Meetings each school year	4 or more SAC meetings were held	At least 4 SACs were held	Met Target	Met Target	At least 4 SACs are held
Goal 5B: The school will host at least 2 DELAC meetings each school year	2 or more DELAC meetings were held	At least 2 DELACs were held	Met Target	Met Target	At least 2 DELACs are held
Goal 5C: At least 80% of parents would recommend the school to a friend per annual parent survey	98.0% of parents recommend the school to a friend	96.13%	94.6%	78.0%	At least 80% of families will recommend the school to a friend based on an internal survey



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Goal 5D: At least 80% of staff will report feeling successful based on an internal survey	71.0% of teachers report feeling successful	75%	81.0%	61.0%	At least 80% of staff will report feeling successful based on an internal survey
Goal 5E: 30% of parents/guardians participate in two or more events a year or increase by 3% from prior year		58%	0.0%	3.1%	At least 30% of parents/guardians participate in two or more events a year or increase by 3% from prior year

## Goal Analysis

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

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

Animo James B. Taylor has “met the target” for both SAC and DELAC’s meeting cadence. The school finds partnership and collaboration with parents/guardians critical to the success of students. As such, the school hosts 8 SAC meetings per academic year which is double the metric requirement. The school also hosts 6 DELAC meetings per academic year which is three times the metric requirement. However we did not meet our goal with family surveys, staff surveys, and parent participation. The way in which we have been working on increasing participation to exceed 80% was to first align our data collection tools for storing parent feedback to that of our District office. This has allowed our internal data to be captured through the same platform as all other school's parent feedback and will allow for us to see our data accurately reflected in the tableau reports we have access to. We then adopted a new, more efficient parent platform called Parent Square. This has allowed us to reach more families with important updates and information. We have been consistently soliciting parent feedback at parent meetings such as Coffee with The Principal, SAC, DELAC, Community School's Advisory Committee, and BSU Parent Meetings. As a result of the feedback we have been hearing from our parent stakeholders, we have partnered with the Parent Institute for Quality Education which empowers parents to advocate for their students and has also increased opportunities for us to collect feedback from our parents. In increasing the opportunities for collaboration we have been able to respond and make improvements more quickly and more frequently throughout the year.

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

The original projected budget for the 2023-24 school year underestimated the salary ranges for teachers, school administrative staff, and new hires. The 2023-24 Actual Expenditures were higher than planned as the original budget did not account for a competitive market to retain and attract quality staff. This underestimation led to increased personnel costs in relation to salaries. Thus, resulting in material differences between planned and actual expenditures.

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

We were effective in the specific actions making progress towards our LCAP goals in metric 5. However, we know that through the improvements mentioned above, we will see an increase in our data that will allow us to achieve our goals in this LCAP Metric.

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.

Entering the new 3-year LCAP cycle that begins with the 2024-25 LCAP, we have focused and refined the language in our actions to reflect the efforts and vision for the next 3 years. After reflection on this goal purpose and orientation for the next 3-year cycle, we have removed Metric 5d.

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

**Instructions**

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

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

**Goals and Actions**

**Goal(s)**

**Description:**

Copy and paste verbatim from the 2023–24 LCAP.

**Measuring and Reporting Results**

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

**Metric:**

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

**Baseline:**

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

**Year 1 Outcome:**

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

**Year 2 Outcome:**

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

**Year 3 Outcome:**

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

**Desired Outcome for 2023–24:**

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

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

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

**Goal Analysis**

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

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

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

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

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

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

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

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

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

California Department of Education  
November 2023

# Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Ánimo James B. Taylor Charter Middle School	Annette Gonzalez Chief Education Officer	angonzalez@greendot.org 323-565-1600

## Plan Summary [2024-25]

### General Information

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

Ánimo James B. Taylor Charter Middle School (AJBT) opened in 2013 with 129 6th graders and continued to grow each year until the school reached full capacity serving 515 students in grades 6-8. In 2016, the school proudly promoted its first graduating class of 8th graders to high school. AJBT is committed to serving all students in our community to ensure they are prepared for college, leadership and life. We have built a strong reputation in our community in which we do things differently. We set high expectations and the cornerstone of our school is a strong student and staff culture that is centered on restorative practices to address the academic and socio-emotional needs of our students. The school is located in South Central Los Angeles in the Watts community, an urban area densely populated with primarily single-family units. The 2021 Census Reporter indicates that the median income of our community is \$47,682 for an average household size of 4 people in comparison to California which is \$84,097. Approximately 58% of residents have some high school or have graduated from high school. Less than 10% graduated from college with a bachelor's degree or higher. AJBT currently serves 458 students who are Latino (86.5%), African American (12.7%) with 95.6% of our students qualifying for Free/Reduced Meals. 11.4% of students at AJBT receive accommodations and modifications to their academic program as dictated by their Individualized Education Plans. A quarter of our students (26.9%) classify as English Learners (EL).

### Reflections: Annual Performance

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

**Areas of Strength**  
 Credentialed Teachers, Broad Course of Studies, Facilities  
 The school has a successful history of ensuring that 100% of its teachers are appropriately credentialed in the subject areas for which they teach. This is reflected in the metrics assessed during the 2022 and 2023 school year. AJBT has “met” the metric requirement each year. 100% of AJBT’s students have access to a broad course of study, standards-aligned materials and additional instructional materials and to the educational program as outlined in the school’s charter petition. This “met” metric requirement has been reflected during SY2022 and 2023.

Our facilities measurements have improved. LCAP 2022 reported an 86% performance rate having a 90% survey result goal. Performance improved as evidenced by the 98% rating reflected in LCAP 2023.

#### EL Reclassification

AJBT's EL reclassification rate increased 7% between LCAP 2022 and LCAP 2023. The increase in reclassified students from 11% to 18% gives credence to the instructional strategies imposed within the classroom as well as the collaborative partnership with our EL/EB parents/guardians.

#### Decreasing Chronic Absenteeism Rates (CAB)

Our CAB rates for all students have significantly decreased since LCAP 2022. We reduced by 3% between LCAP 2022 and LCAP 2023, starting at 48% and landing at a 43% CAB rate. With the imposition of current interventions, we are proud to share that our school stands at a 37% CAB rate to date. Our subgroup rates, school wide, have reduced between LCAP 2022 and LCAP 2023. Our average reduction, overall, is 6.6% which is 3.6% above the state variance. As a result, the school "met" the metric goals for LCAP 2023.

African American	65% - 57%	(-8)
Latinx	46% - 41%	(-5)
EL/EB	52% - 44%	(-10)
Students w/ Disabilities	52% - 58%	(-4)
Homeless	47% - 41%	(-6)

#### Decreasing suspension rates/Maintaining expulsion rates

Our current suspension rate over the span of LCAP 2022 and LCAP 2023 is 1% or less among all students. The rate consistency indicates that the school has "met" the metric goals for LCAP 2023.

The same applies to the school's expulsion rate which has stood at 0% LCAP 2022 and LCAP 2023. The metric goals for LCAP 2023 are "met."

#### Meeting our SAC/DELAC Meeting Goals

The school has "met the target" for both SAC and DELAC's meeting cadence. The school finds partnership and collaboration with parents/guardians critical to the success of students. As such, the school hosts 8 SAC meetings per academic year which is double the metric requirement. The school hosts 6 DELAC meetings per academic year which is three times the metric requirement.

#### Areas for Improvement

##### Increasing ELA Proficiency by 3%

JBT's work with Lavinia Group is to focus on the ELA department and literacy in all classes. This focus is in alignment to the 23-24 school improvement plan and goals to improve teacher planning and delivery of instruction by:

Engaging in collaborative intellectual preparation sessions of assessment and lesson materials to ensure clarity on what student mastery means.

Creating walkthrough and observation templates and tools to collect data over time to bring to Instructional Leadership meetings and support with Professional Development planning.

Observing and debriefing instruction with school leaders to calibrate on teacher areas of strength, opportunities for improvement, and planning next steps for both admin and teacher.

Analyzing trends reflected in multiple data sources (i.e.-student work, teacher planning materials) and planning for next steps as a result of those trends.

Creating progress monitoring tools to collect data to determine next steps in addressing gaps.

Monitoring and supporting implementation of chosen Green Dot curricula, where applicable.

Collaborating with ELA Curriculum Specialists (CS) in support of reaching SBAC goals through the teachers with whom they work.

**Increasing Math Proficiency by 3% & Increasing the Core SGP in Math and ELA to >50%**

In Math we continue to collaborate with Lavinia, Math Curriculum Specialists, and teachers to:

target support for students in our Math Foundation classes based on proficiency levels. This allows teachers to hone in on the foundational skills absent and intensify the instruction.

strengthen our High Impact Tutoring Program which is embedded within the school day and uses a pull out small group instruction model to differentiate for groups of 2-4 students with similar targeted needs based on their iReady data. implement the Illustrative Math curriculum with fidelity, leveraging built in strategies in order to address grade level standards at the appropriate level of rigor. provide push-in support for students with IEPs with two one-on-one instructional aides. leverage strategies that promote academic discourse and reduce the teacher to student talking ratio (supports EL students) increase data meetings and student work analysis sessions which has allowed us more opportunities to uncover unfinished learning and provide reteach opportunities for students to demonstrate mastery.

**Maintaining an ADA of 90% or higher**

While we are proud that we have met our Chronic Absenteeism LCAP goal, we continue to focus efforts on increasing our ADA.

We are continuing to find ways to both engage and incentivize students being at school each day as well as supporting them with the barriers they are experiencing to being at school each day. We have conducted focus groups to understand more about what obstacles our students and families are facing and have leveraged those student voices to connect students with mental health services, afterschool services, provide clothing/uniforms, and hire additional safe passage personnel to support safety within the community. Students have expressed a desire for more sports and extracurriculars, so we have leveraged our Community Schools Grant to increase sporting and music activities.

The school secured a Chronic Absenteeism (CAB) Case Manager charged with the task to serve as direct support to chronically absent students/families. Targeted students were identified based upon the previous year's absence rate, and they were caseload placed. The CAB case manager serves as direct contact for students/families when reporting an absence. She meets with caseload students weekly to address attendance concerns and provide resolve, and she "pushes in" to CAB students classrooms to offer content based, academic support to address potential learning loss experienced as a direct result of the student's absence rate.

We have increased the opportunities for students to engage in relationship building and connecting to their peers and staff by increasing team building activities, joy factors, hands on learning activities, and building real world experiences that directly connect to the content students are learning through field trips.

**Increasing the Ratings on Family and Staff surveys to >80%**

We have adopted a new parent platform called Parent Square that allows us to reach for families with important updates and information.

We consistently solicit parent feedback at parent meetings such as Coffee with The Principal, SAC, DELAC, and BSU Parent Meetings. In addition, as a result of the feedback we have been hearing from our parent stakeholders, we have partnered with the Parent Institute for Quality Education which empowers parents to advocate for their students and has also increased opportunities for us to collect feedback



from our parents. In increasing the opportunities for collaboration we have been able to respond and make improvements more quickly and more frequently throughout the year.

### Additional Targeted Support & Improvement ("ATSI") Plan - Needs Assessment and Resource Inequity Analysis

The California Department of Education has identified Ánimo James B. Taylor ("JBT") for Additional Targeted Support & Improvement ("ATSI") based on the 2023 California School Dashboard ("Dashboard") outcomes for our Students with Disabilities. This student group met the criteria for ATSI by receiving a majority of red indicators on the Dashboard. Across the State of California, this student group has faced many challenges as we have returned to in-person instruction following the Covid-19 pandemic. Particularly, as it relates to Chronic Absenteeism, English Language Arts, and Mathematics.

The release of the 2023 California School Dashboard ("Dashboard") displayed the opportunities for growth that our school's Students with Disabilities ("SWD") have been contending with since the onset of the Covid-19 pandemic. Our SWD received a Red indicator for Chronic Absenteeism with 53.5% of this group being chronically absent in the 2022-23SY. By comparison, the Chronic Absenteeism rate for LAUSD's Students with Disabilities was 31% and received a Yellow indicator on the Dashboard. Our other identified indicators on the Dashboard were Red indicators in English Language Arts ("ELA") and Mathematics ("Math"). In ELA, our SWD declined 29.8 points and received a red indicator while LAUSD's SWD received an orange indicator and increased by 5 points. Additionally in Math, our SWD declined 10.7 points and received a red indicator compared to LAUSD's performance of an increase of 9.4 points and an orange indicator.

As it relates to Chronic Absenteeism, we identified a need for more individualized support for our Students with Disabilities. This includes a more positive school environment for this student group and to encourage their regular attendance. For ELA, we identified a need for more targeted interventions to improve ELA performance. We have identified needs for our instructional staff that include stronger differentiated instruction, coaching for teachers, and increased parent engagement opportunities. Lastly, the needs identified for Math performance also include differentiated instruction in math, and utilizing manipulatives and more individualized learning methods to address each SWD's personalized need.

The planning and development process for our ATSI plan also revealed new opportunities to increase the preparation that we currently offer our instructional staff. We have a plan to provide more targeted to our Instructional Assistants ("IAs") in their work with support for our SWD. Additionally, it was challenging to meet the needs of a SWD who had recently transitioned from a recently closed charter school. A large number of these students had academic disparities and cultural integration challenges that our resources were not properly addressing. Now that our school is more aware of the needs of this student group, we are working on providing targeted professional development opportunities to our IAs, so that they are better equipped to support our SWDs. Relatedly, we will be looking at strategies to better address the allocation of resources to our newly enrolled SWDs.

### ATSI Plan - Students with Disabilities: Reducing Chronic Absenteeism and Improving ELA/Math Outcomes

The plan to support our Students with Disabilities is a multi-pronged effort with multiple initiatives for each indicator. The foundation of this effort is reducing Chronic Absenteeism. Students can only improve their ELA and Math outcomes if they are in-person at our school to experience the instructional programs and efforts. Below, we will outline detailed efforts and strategies to support this student group in reducing their Chronic Absenteeism and to improve their ELA and Math outcomes.



We start with our foundation, tackling Chronic Absenteeism. We are focused on full implementation of the Student Learning and Accountability Partners (“SLAP”) program as a cornerstone initiative. This program is designed not only to foster a sense of community and engagement but also to incentivize attendance through joy factors and tangible rewards. The support of this program will involve the assignment of a full-time attendance case manager who will be instrumental in providing targeted support to chronically absent SWD. Through weekly check-ins, this dedicated professional can identify barriers to attendance and offer personalized solutions. From coordinating transportation assistance to providing access to essential resources like clothing and counseling referrals, the case manager ensures that students receive the necessary support to overcome attendance obstacles effectively. Additionally, the improvement of the Student Attendance Review Team (“SART”) process is crucial in early intervention and prevention strategies. By refining the SART protocol, our school leadership team can swiftly identify at-risk SWD and implement tailored interventions to address underlying challenges contributing to chronic absenteeism. This proactive and forward thinking approach not only mitigates potential increases in chronic absenteeism, but also fosters a supportive environment that is conducive to support this student group’s success.

As discussed above, once our SWD are attending school regularly we can focus on supporting and enhancing their English Language Arts (“ELA”) performance. This effort is a multifaceted approach that begins with refining our instructional curriculum implementation and supporting staffing capacity. Implementing Read 180 rotations within ELA classes offers a dynamic and targeted strategy to improve literacy skills of our SWD. This differentiated instruction approach provides this student group with engaging activities and allows the space for personalized support tailored to their individual learning needs. Support for staff development was an identified need mentioned earlier and it is something we are specifically addressing for our plan. Our plan involves offering additional coaching and observation opportunities for Resource Specialist Program (“RSP”) teachers. This ensures that RSPs are equipped with the tools and knowledge necessary to effectively create inclusive learning environments where our SWD can thrive. Additionally, we are planning professional development opportunities focused on SWD data review and accommodation strategies to further empower ELA teachers to leverage student data effectively and implement evidence-based practices. These professional development opportunities would provide our instructional staff the tools to address areas of weakness and capitalize on students' strengths, and in turn promote ELA growth. These efforts will not be successful without consistent and authentic collaboration between our staff and parents of SWD. Creating spaces for collaborative office hours and parent workshops between educators and parents will give these two parties the opportunity to align and focus efforts to maximize student success. Lastly, we are planning to dedicate an RSP teacher to collaborate directly with the ELA department and undergo literacy practices training. This effort fosters synergy between the two departments and ensures that literacy goals are integrated seamlessly into instructional planning and delivery for our SWD.

The last prong of our ATSI plan is improving mathematics outcomes for our SWD. Our outcomes in this indicator highlights the need and requirement for a targeted approach centered on personalized instruction and organized around ongoing support. The implementation of the Academic Success Math Foundations (“ASMF”) program offers us the opportunity to formalize a structured framework for delivering leveled instruction and setting individualized goals. By tailoring instruction to SWD proficiency levels and learning styles, our instructional staff can scaffold learning effectively and promote mathematical mastery. This scaffolding will be anchored on providing manipulatives and personalized instruction during one-on-one workshop rotations in math enhances conceptual understanding and reinforces math skills. By offering hands-on learning experiences and individualized support, our SWD can develop a deep conceptual understanding of mathematical concepts and build confidence in their problem-solving abilities when taking assessments, particularly SBAC math. Professional development opportunities for math teachers are essential in equipping educators with the pedagogical tools and content knowledge necessary to deliver high-quality instruction. Furthermore we will be assigning a dedicated RSP teacher to collaborate with the math department, facilitating

interdisciplinary collaboration and ensuring that the unique needs of SWD are addressed effectively. By leveraging the expertise of RSP teachers, math educators can implement differentiated instruction and provide targeted interventions to support SWD.

## Reflections: Technical Assistance

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

In the winter of 2024, our school was identified for Differentiated Assistance due to the performance of Students with Disabilities, African American students, and English Learners. With this designation, we recognize a need and an opportunity for growth and development in exceeding the outcome requirements for LCFF Priorities 4 (Pupil Achievement) and 5 (Pupil Engagement). We have engaged with the Los Angeles County Office of Education to explore innovative strategies and tailored support systems to improve these student group outcomes. As we enter the next school year, we anticipate that as we work with LACOE's collaborative guidance it will enable us to implement impactful initiatives aimed at fostering student success throughout the upcoming 2024-25 school year.

## Comprehensive Support and Improvement

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

### ***Schools Identified***

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

Not applicable

### ***Support for Identified Schools***

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

Not applicable

### ***Monitoring and Evaluating Effectiveness***

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

Not applicable

# Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	<p>During the 2023-24 school year, the School used several outreach strategies to engage with stakeholders on the LCAP. The School’s efforts began in the fall of 2023 when the School Principal, Mrs Diggs, and Operations and Finance Manager, Mr. Hulmaro Augustin, reviewed the current year's LCAP with the School Advisory Council (“SAC”). The SAC is composed of administrators, teachers, classified staff members, parents and students. The SAC also includes representation from the Asociación de Maestros Unidos, the union that represents Green Dot’s certificated staff. Since the first SAC meeting, Mrs. Diggs referred to the LCAP and its goals as well as during subsequent SAC meetings to ensure the LCAP was kept top of mind. This information was also shared with the Green Dot’s Board of Directors Education Committee in May, which includes the President of the Asociación de Maestros Unidos. The School LCAP was presented to the Green Dot Governing Board in June for final approval. The LCAP was submitted to the Authorizing School District and the Los Angeles County Office of Education in June. The Green Dot Home Office, School Leadership and SAC will regularly monitor and evaluate progress made towards the School’s LCAP goals.</p>
Principals	<p>During the 2023-24 school year, the School used several outreach strategies to engage with stakeholders on the LCAP. The School’s efforts began in the fall of 2023 when the School Principal, Mrs Diggs, and Operations and Finance Manager, Mr. Hulmaro Augustin, reviewed the current year's LCAP with the School Advisory Council (“SAC”). Mrs. Diggs leads the monthly SAC meetings and is a</p>

Educational Partner(s)	Process for Engagement
	<p>permanent member. Since the first SAC meeting, Mrs. Diggs referred to the LCAP and its goals as well as during subsequent SAC meetings to ensure the LCAP was kept top of mind. The SAC is composed of administrators, teachers, classified staff members, parents and students. The SAC also includes representation from the Asociación de Maestros Unidos, the union that represents Green Dot's certificated staff.</p> <p>The Green Dot Public Schools Home Office ("Green Dot Home Office"), including members of the Education, Knowledge Management, Policy &amp; Public Affairs, Finance &amp; Accounting and Operations teams, provided the School with updated data for each goal to help monitor and track progress. Mrs. Diggs reviewed the updated data with the SAC and reflected on changes from the previous year.</p> <p>The school also utilizes other meetings, including Coffee with the Principal where the principal engages with all participants from the school community on various efforts and outcomes related to LCAP data and goals. This continuous dialogue facilitates fruitful and honest engagement on our school efforts, and allows us to keep a constant pulse on school community needs.</p> <p>In conjunction with the different stakeholder groups, the Green Dot Home Office worked with School Leadership to update the LCAP, taking into account the progress identified on the Annual Updates, revisions to actions/services, and updates to future expenditures. Afterwards, the SAC approved the LCAP. The Green Dot Home Office reviewed the Annual Updates and the new 3-year cycle LCAP across all Green Dot schools to identify trends, achievements and areas for improvement. The School LCAP was presented to the Green Dot Governing Board in June for final approval. The LCAP was submitted to the Authorizing School District and the Los Angeles County Office of Education in June. The Green Dot Home Office, School Leadership and SAC will regularly monitor and evaluate progress made towards the School's LCAP goals.</p>

Educational Partner(s)	Process for Engagement
Administrators	<p>During the 2023-24 school year, the School used several outreach strategies to engage with stakeholders on the LCAP. The School's efforts to engage with administrators began in the fall of 2023 when the School Principal, Mrs Diggs, and Operations and Finance Manager, Mr. Hulmaro Augustin, reviewed the current year's LCAP with the School Advisory Council ("SAC"). The SAC is composed of administrators, teachers, classified staff members, parents and students. Administrators in these meetings learn more about school outcomes and efforts throughout the school year. In turn, they provide feedback and input on current progress and goals.</p> <p>In conjunction with the different stakeholder groups, the Green Dot Home Office worked with School Leadership to update the LCAP, taking into account the progress identified on the Annual Updates, new 3-year cycle LCAP, revisions to actions/services, and updates to future expenditures. Afterwards, the SAC approved the LCAP. The School LCAP was presented to the Green Dot Governing Board in June for final approval. The LCAP was submitted to the Authorizing School District and the Los Angeles County Office of Education in June. The Green Dot Home Office, School Leadership, school administrators, and SAC will regularly monitor and evaluate progress made towards the School's LCAP goals.</p>
Other School Personnel	<p>During the 2023-24 school year, the School used several outreach strategies to engage with stakeholders on the LCAP. The School's efforts to engage other school personnel began in the fall of 2023 when the School Principal, Mrs Diggs, and Operations and Finance Manager, Mr. Hulmaro Augustin, reviewed the current year's LCAP with the School Advisory Council ("SAC"). Since the first SAC meeting, Mrs. Diggs referred to the LCAP and its goals as well as during subsequent SAC meetings to ensure the LCAP was kept top of mind. The SAC is composed of administrators, teachers, classified staff members, parents and students. Other School Personnel also participate in SAC meetings by advertising, recruiting, and being active participants. As mentioned in other tables, the SAC provides a space for our school personnel to provide feedback and input on our LCAP goals, and to provide a space for future planning for the</p>

Educational Partner(s)	Process for Engagement
	<p>upcoming school years. Additionally, during bi-weekly counselor meetings, they review outcomes and future LCAP data pieces to ensure that students are on track to attain outcomes that empower their goals and aspirations.</p> <p>The Green Dot Public Schools Home Office (“Green Dot Home Office”), including members of the Education, Knowledge Management, Policy &amp; Public Affairs, Finance &amp; Accounting and Operations teams, provided the School with updated data for each goal to help monitor and track progress. Mrs. Diggs reviewed the updated data with the SAC and reflected on changes from the previous year.</p> <p>In conjunction with the different stakeholder groups, the Green Dot Home Office worked with School Leadership to update the LCAP, taking into account the progress identified on the Annual Updates, new 3-year cycle LCAP, revisions to actions/services, and updates to future expenditures. Afterwards, the SAC approved the LCAP. The School LCAP was presented to the Green Dot Governing Board in June for final approval. The LCAP was submitted to the Authorizing School District and the Los Angeles County Office of Education in June. The Green Dot Home Office, School Leadership, school administrators, and SAC will regularly monitor and evaluate progress made towards the School’s LCAP goals.</p>
Parents	<p>During the 2023-24 school year, the School used several outreach strategies to engage with stakeholders on the LCAP. The School’s efforts began in the fall of 2023 when the School Principal, Mrs Diggs, and Operations and Finance Manager, Mr. Hulmaro Augustin, reviewed the current year’s LCAP with the School Advisory Council (“SAC”). Since the first SAC meeting, Mrs. Diggs referred to the LCAP and its goals as well as during subsequent SAC meetings to ensure the LCAP was kept top of mind. The SAC is composed of administrators, teachers, classified staff members, parents and students. The SAC also includes representation from the Asociación de Maestros Unidos, the union that represents Green Dot’s certificated staff.</p>

Educational Partner(s)	Process for Engagement
	<p>The Green Dot Public Schools Home Office (“Green Dot Home Office”), including members of the Education, Knowledge Management, Policy &amp; Public Affairs, Finance &amp; Accounting and Operations teams, provided the School with updated data for each goal to help monitor and track progress. Mrs. Diggs reviewed the updated data with the SAC and reflected on changes from the previous year. The school also utilizes other meetings, including Coffee with the Principal, SAC, DELAC, BSU, Pique, and the Community School's Advisory Committee on a regular cadence to solicit feedback. These meetings provide parents the opportunity to share feedback and recommendations on items directly related to our LCAP goals.</p> <p>In conjunction with the different stakeholder groups, the Green Dot Home Office worked with School Leadership to update the LCAP, taking into account the progress identified on the Annual Updates, new 3-year cycle LCAP, revisions to actions/services, and updates to future expenditures. Afterwards, the SAC approved the LCAP. The School LCAP was presented to the Green Dot Governing Board in June for final approval. The LCAP was submitted to the Authorizing School District and the Los Angeles County Office of Education in June. The Green Dot Home Office, School Leadership and SAC will regularly monitor and evaluate progress made towards the School's LCAP goals.</p>
Students	<p>During the 2023-24 school year, the School used several outreach strategies to engage with stakeholders on the LCAP. The School's efforts began to engage students in the fall of 2023 when the School Principal, Mrs Diggs, and Operations and Finance Manager, Mr. Hulmaro Augustin, reviewed the current year's LCAP with the School Advisory Council (“SAC”). Since the first SAC meeting, Mrs. Diggs referred to the LCAP and its goals as well as during subsequent SAC meetings to ensure the LCAP was kept top of mind. The SAC is composed of administrators, teachers, classified staff members, parents and students.</p>



Educational Partner(s)	Process for Engagement
	<p>In conjunction and the approval with our SAC student members, the Green Dot Home Office worked with School Leadership to update the LCAP, taking into account the progress identified on the Annual Updates, new 3-year cycle LCAP, revisions to actions/services, and updates to future expenditures. Afterwards, the SAC approved the LCAP. The Green Dot Home Office reviewed the Annual Updates across all Green Dot schools to identify trends, achievements and areas for improvement. The School LCAP was presented to the Green Dot Governing Board in June for final approval. The LCAP was submitted to the Authorizing School District and the Los Angeles County Office of Education in June. The Green Dot Home Office, School Leadership and SAC student members will regularly monitor and evaluate progress made towards the School's LCAP goals.</p>
SELPA	<p>Our SELPA is provided our LCAPs early in our process for review and feedback to ensure that we are providing the proper support, documentation, and explanation of the supports we provide our Students with Disabilities.</p>

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

There are several ways that parents, teachers, and students at AJBT influenced the LCAP. The LCAP was included as a discussion/review point of all monthly SAC meetings so stakeholders have time to understand, reflect, prioritize, and determine school-wide strategic planning goals for the upcoming year. They also monitor progress on current year strategic plans. In addition, components of the LCAP are often included in our agendas for other stakeholder meetings such as Coffee With the Principal and DELAC so that parents are able to understand and provide the most up to date feedback to our admin team which includes suggestions for improvement that meets the needs of their children. Teachers also give input by department and through grade level teams on instructional priorities. In each DELAC meeting, we provided an academic update for all parents on student progress and solicited feedback on ways we can continue to empower families to support their child's overall academic and socioemotional progress. Parents also helped to create and monitor our Title III budget in order to best support the needs of English Learners.

Parents also shared feedback around intensifying both academic and mental health support for their students so we were able to bring on different partnerships through the community school's grant to bring this feedback to fruition. As a result, AJBT has partnered with a variety of community agencies such as Rainbow Labs, EmpowHer, PLUS ME Project, Nature Bridge, Dream Big Youth Travel, Parent Institute For Quality Education, Project Lead the Way, Lavinia, and Relay Graduate School of Education.

Our collaboration with Rainbow Labs has provided mentoring services to the LGBTQ+ students at Animo James Taylor since 2023, and has been a cornerstone of our efforts to foster a welcoming and inclusive environment. This partnership has served over 40 students, offering



them invaluable guidance, support, and a sense of community that is instrumental in their social, emotional, and academic development. Rainbow labs integrates writing standards to help students write a life story that is then presented in a final presentation at the end of each semester. The impact of this work cannot be overstated, as it directly contributes to our mission of preparing all students for success in college, leadership, and life.

Through our partnership with Nature Bridge, AJBT took 50 6th-grade students to an overnight, hands-on environmental science program where students were able to visit Yosemite National Park for 3 days and 2 nights where they explored the outdoors, conducting environmental science experiments that are aligned to middle school science standards, providing hands on learning to accelerate student outcomes.

In addition, this year we partnered with Dream Big Youth Travel (last year we partnered with On a Mission) to expose 50 of our 8th grade students to several university campuses such as Georgetown in Washington DC, Harvard, and Massachusetts Institute of Technology (MIT). This partnership has made a big impact on our 8th grade student's and for many, have cleared their pathway to college. This makes us very proud as this very partnership directly impacts out LCAP goals and our overall mission to prepare students for College, Leadership, and Life.

Animo James B. Taylor Middle School's commitment to our families and parents is equally as important. Through the CCSPP grant, we have been able to partner with Parent Institute For Quality Education (PIQE) offering a multitude of parent workshops since 2022. We have had over 30 hours of instruction, over 20 classes, and over 100 families and parents graduate from the PIQE workshop series ranging in topics of STEM, Parent Engagement, and Family Leadership. These workshop series have helped parents gain new skills, tools, and resources to help guide their student(s) through middle school and prepare for high school. Most recently we had 12 parents graduate from our 6-week Family Leadership Program which allowed parents to gain the confidence and skills required to be inspirational advocates for their children's education.

Here at AJBT, our commitment to transform public education does not end with our students and families. We have also partnered with Lavinia Group to provide targeted teacher and administrator coaching which takes place on-site during the school day. Lavinia supports the school in professional development, curriculum implementation, Instructional Leadership Team coaching, and administrator support with Intellectual Preparation. The Lavinia Group, in collaboration with the JBT community is strongly committed to doing what it takes to achieve our school wide vision as seen here:

By fostering strong partnerships, providing wraparound services, prioritizing family involvement, nurturing holistic education, and embracing collaborative leadership, AJBT has created an environment where students thrive academically, socially, and emotionally to better prepare them for college, leadership, and life!

### ATSI Plan - Engaging Educational Partners

Soliciting the feedback of our Educational Partners at our schools is of great importance to us as a school community. Our most effective avenue of feedback and input gathering is through our School Advisory Council ("SAC"). The SAC is composed of parents, teachers, administrators, students, principal, and other school personnel. This group analyzes data throughout the school year as it relates to student outcomes and program effectiveness. Most importantly, this group is responsible for the review and approval of our Local Control and Accountability Plans ("LCAP"), and naturally, would be responsible for providing feedback and input on our improvement plan for our Students with Disabilities. Once our Students with Disabilities were identified, we notified the school community via ParentSquare and invited them to attend the April SAC meeting to provide their feedback and input on their improvement plan. Encouraging attendance and input at

the April SAC meeting specifically focused on the Students with Disabilities ATSI plan sent a powerful message, that their perspectives matter immensely in developing solutions for their school peers.

In this meeting, our families provided input on what they thought would be most beneficial to supporting this student group. This feedback was internalized by our school leadership teams and the regional Home Office teams. We shared the challenges faced by this student group this school year. As part of this feedback process we asked for their own opinions and ideas of ways to better support this student group. Our collaborative, strengths-based approach recognizes the resilience of our school community and their support for our Students with Disabilities. This feedback loop influenced the planning process and how we need to better support and equip our instructional staff that support our SWD.

#### ATSI Plan - Plan Monitoring and Evaluation

As mentioned in the “ATSI - Engaging Educational Partners” section, engaging our educational partners on school efforts and plans to address academic outcomes is a yearlong process. The ATSI plan to support our Students with Disabilities is no exception to our educational partner process. Throughout the school year our SAC and school community will be made aware of the implementation and outcomes from our ATSI plan. Data will be reviewed as it relates to Chronic Absenteeism, ELA, and Math outcomes will be evaluated Monthly by our SAC. Additionally, our school leadership and the regional Home Office that supports our Special Education team will evaluate the work being done to support the services being provided at our school. We are excited by this opportunity to focus on our supports for our Students with Disabilities students and to have outcomes that reflect the goals of our school.

One crucial aspect of monitoring and evaluation involves the LCAP metrics, specifically Goal 4 metrics 4a and 4b and Goal 2 metrics 2a and 2b. Metric 4a focuses on Average Daily Attendance, while Metric 4b tracks Chronic Absenteeism. Metric 2a tracks SBAC ELA outcomes and Metric 2b tracks SBAC Math outcomes. As we track the progress and outcomes of our Students with Disabilities, we will have a focused emphasis on the effectiveness of our ATSI plan. In addition to metrics, Goal 2: Action 2.8 “Improving Mathematics Outcomes”, Action 2.9 “Improving Mathematics Outcomes for Students with Disabilities”, Action 2.10 “Improving English Language Arts Outcomes for Students with Disabilities”, and Goal 4: Action 4.3 “Reducing Chronic Absenteeism for Students with Disabilities” address the specific need of this student group as it relates to their red indicators on the Dashboard. The descriptions within these actions detail the implementation efforts to address SWD outcomes as it relates to these indicators. Evaluation of our plan will occur during our SAC, school leadership meetings, and collaborative work with our regional Home Office staff. This multifaceted approach ensures comprehensive oversight and continuous improvement in our efforts to reduce the Chronic Absenteeism rate and improve ELA/Math outcomes for our Students with Disabilities.

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
1	<p>Provide Basic Services by:</p> <ul style="list-style-type: none"> <li>Maintaining the appropriate assignment of teachers, appropriately credentialed in the subject areas and for the pupils they are teaching</li> <li>Providing students will have access to and be enrolled in a broad course of study (i.e., science, social science, VAPA, PE for high school students), and have access to standards-aligned instructional materials and the educational program as outlined in the school’s charter petition</li> <li>Maintaining school facilities are maintained in good repair</li> </ul>	Broad Goal

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning)          Priority 7: Course Access (Conditions of Learning)          Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p>
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An explanation of why the LEA has developed this goal.

<p>To provide and maintain Basic Services for students and schools.          To ensure students have access to a broad course of study and pupil outcomes are measured in applicable subject areas.</p>
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## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	1a Credentialed Teachers: 100% of teachers will be appropriately credentialed in the subject areas and for the pupils they are teaching	<p>All: 100%</p> <p>Source: Internal Data (2023-24)</p>			100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	1b Broad Course of Study: 100% of students will have access to a broad course of study, standards-aligned materials and additional instructional materials and to the educational program as outlined in the school's charter petition	All: 100% Source: Internal Data (2023-24)			100%	
1.3	1c Facilities: School facilities are in good or exemplar repair as measured by the Facility Inspection Tool (FIT)	All: 97.86% Source: Facility Inspection Tool (2022-23)			90%	

## Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Teacher Credentialing:	<p>Human Resources:</p> <ul style="list-style-type: none"> <li>The principal reviews teacher, counselor and administrator credentials during the master scheduling process and throughout the year to ensure all credentials are properly maintained. The principal collaborates with the Green Dot Human Resources Team to for mid- year hires and/or course changes for teachers throughout the year.</li> <li>Green Dot implemented a system to maintain the employee lifecycle process (HRIS)</li> </ul>	\$109,756.04	No
1.2	Academic - Curriculum Design:	<ul style="list-style-type: none"> <li>Grade level - standards aligned curriculum has been adopted district-wide for grades 6-12 in English and Math.</li> <li>All students have access to published standards-aligned curricular materials. Additional curricular resources may be available online and includes sample unit plans, lesson plans and summative assessments</li> <li>Professional Development is provided to all teachers and administrators on the effective use of aligned curricular materials.</li> <li>Textbooks and classroom materials are tracked using an online system to ensure access for all students</li> <li>Students have access to technology and electronic materials which support student-aligned curriculum</li> </ul>	\$733,160.49	Yes
1.3	Academic - Master Scheduling & Staffing:	<ul style="list-style-type: none"> <li>Administrators utilize data to assess student course progress and place students in appropriate classes for the upcoming year</li> </ul>	\$373,446.18	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>• The master schedule reflects an emphasis on high school ready and A- G courses that are supported with Common Core and Next Generation Science Standard curriculum and provides appropriate interventions for ELA and Math</li> <li>• Advisory provides a venue for students to receive one-on-one academic consulting, social - emotional learning, and additional support for core classes</li> <li>• The school will be appropriately staffed to implement the school master schedule, including elective courses.</li> </ul>		
1.4	Facility Inspections:	<ul style="list-style-type: none"> <li>• Regular facility inspections and audits will be conducted by Green Dot Operations and Facilities staff</li> <li>• School maintenance and repairs will be provided by Green Dot Operations staff and external vendors</li> <li>• Actions/services include expenses such as rent, building maintenance and supplies as the charter school must lease or purchase facilities</li> <li>• School buildings will be supplied with sufficient furniture, utilities, and developments in order to support a safe and effective learning environment, including upgrades to infrastructure which support student use of educational technology</li> </ul>	\$1,122,298.68	No

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
2	<p>Proficiency for All:</p> <ul style="list-style-type: none"> <li>• Increase the percent of students scoring Met Standard and above on SBAC ELA, SBAC Math and CAST assessments annually or outperform the district average.</li> <li>• Increase percent of EL students who reclassify as Fully English Proficient.</li> <li>• Increase percent of EL students scoring “Level 3” and “Level 4” on the English Language Proficiency. Assessments for California (“ELPAC”) annual assessment.</li> <li>• Increase or maintain growth on CORE ELA and Math</li> </ul> <p>"&lt;30" Explanation: Federal and state regulations safeguard student privacy by stipulating that data cannot be reported for any student group comprising fewer than 30 students. Educational Partners are encouraged to communicate with their student’s teacher or school administrators for insights into student group performance.</p>	Broad Goal

**State Priorities addressed by this goal.**

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

<p>To increase the percent of students who score Met Standard and above on the SBAC and CAST assessments.          To increase the percent of English Learners who achieve full English language proficiency.          To increase the percent of English Learners who make progress towards English proficiency.          To increase student growth percentile on the CORE assessment.</p>
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## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	2a SBAC ELA: Increase percentage of students scoring Proficient and	All Students: 29.17% Low Income: 29.31% African American: 15%			All Students: 38.17%	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	above on SBAC ELA assessment by 3% per year or to be at/above 2022-23 local district rate for student group.	Latinx: 31% English Learners: 4% Long Term EL: 13% Students With Disabilities: 5% Homeless: <30 Foster Youth: No Data  Source: CAASPP (2022-23)			Low Income: 38.31% African American: 24.25% Latinx: 40.25% English Learner: 12.82% Long Term EL: 22.04% Students with Disabilities: 14.36%	
2.2	2b SBAC Math: Increase percentage of students scoring Proficient and above on SBAC Math assessment by 3% per year or to be at/above 2022-23 local district rate for student group.	All Students: 13.07% Low Income: 13.09% African American: 8% Latinx: 14% English Learners: 2% Long Term EL: 0% Students With Disabilities: 4% Homeless: <30 Foster Youth: <30  Source: CAASPP (2022-23)			All Students: 22.07% Low Income: 22.09% African American: 17.47% Latinx: 22.88% English Learner: 10.50% Long Term EL: 9.00% Students With Disabilities: 12.51%	
2.3	2c CAST (Science): Increase percentage of students scoring Proficient and above on CAST (Science) assessment by 3% per year or to be at/above 2022-23 local district rate for student group.	All Students: 7.69% Low Income: 7.83% African American: <30 Latinx: 8% English Learners: 0% Long Term EL: 0% Students with Disabilities: <30 Homeless: <30			All Students: 16.69% Low Income: 16.83% Latinx: 17.16% English Learners: 9.00% Long Term EL: 9.00%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Foster Youth: No Data  Source: CAASPP (2022-23)				
2.4	2d EL Reclassification: Increase percent of EL students who reclassify as Fully English Proficient (RFEP rate) by 3% per year or to be at/above 2020-21 local district rate.	All Students: 18%  Source: Internal Data (2022-23)			All Students: 27.00%	
2.5	2e ELPI Levels: Increase the percent of students growing at least one ELPI level or maintaining the highest ELPI level based on ELPAC testing by 3% per year or be at/above 2022-23 local district ELPI rate.	All Students: 46%  Source: CA School Dashboard (2022-23)			All Students: 55.00%	
2.6	2f CORE SGP ELA: Increase the CORE student growth percentile (SGP) in ELA to be at or above 50%	All Students: 40% Low Income: 40% African American: 47% Latinx: 39% English Learners: No Data Long Term EL: No Data Students with Disabilities: 29% Homeless: No Data Foster Youth: No Data  Source: CORE (2022-23)			All Students: 50% Low Income: 50% African American: 50% Latinx: 50% Students with Disabilities: 50% Foster Youth: N/A	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.7	2g CORE SGP Math: Increase the CORE student growth percentile (SGP) in Math to be at or above 50%	All Students: 41% Low Income: 40% African American: 42% Latinx: 40% English Learners: 41% Long Term EL: No Data Students with Disabilities: 36% Homeless: No Data Foster Youth: No Data  Source: CORE (2022-23)			All Students: 50% Low Income: 50% African American: 50% Latinx: 50% English Learner: 50% Students with Disabilities: 50% Foster Youth: N/A	

## Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

# Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Curriculum, Resources and Materials to Support Student Subgroups:	<p>Curriculum, Resources and Materials to Support Student Subgroups:</p> <ul style="list-style-type: none"> <li>• ELA and Math intervention courses are offered at the 6th – 8th grade levels to ensure students below grade level have tiered support</li> <li>• Math teachers use Illustrative Mathematics for the core curriculum and Ready Common Core or i-Ready Classroom for their intervention curriculum.</li> <li>• Green Dot ELA teachers use MyPerspectives for the core curriculum and Read180, System44, and English 3D for their intervention curriculum</li> <li>• Professional development</li> </ul>	\$558,063.94	Yes
2.2	Support for EL Students:	<ul style="list-style-type: none"> <li>• Appropriate Designated ELD courses are offered based on student needs</li> <li>• Green Dot ELD Handbook with instructional strategies and supports for ELs is available online and hard copy for all teachers and administrators</li> <li>• Each school site has an Administrator over ELs, who coordinates ELPAC testing, co-facilitates ELD professional development, supports with EL and reclassification progress monitoring, co-facilitates DELAC and other parent engagement meetings and meets with teachers and teacher leaders to determine EL SBAC and CAST accommodations as well as review EL student data when ELs are eligible for reclassification to ensure accurate reclassification.</li> <li>• EL Leads on each campus support their school site with ELD professional development, EL and reclassification progress monitoring and DELAC/parent engagement. All teachers are trained in how to develop a language objective and support the language needs of students in an integrated classroom setting.</li> <li>• Student performance in ELA classes, D/F Data, attendance, Lexile growth and ELPAC data are monitored to ensure EL progress and appropriate programming.</li> </ul>	\$209,044.17	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>The school analyzes data on a regular basis to support the Emerging Bilinguals in growth in language development. Data analysis supports the school matrix providing students with designated supports as needed while all courses focus on integrated instruction. Teachers are provided with professional development throughout the year including language objectives for daily lessons.</p> <p>The schools leverages the Ellevation platform to progress monitor Emerging Bilingual students and provide teachers with strategies for instruction. Practice tests are available for students to prepare for the English Language Language Proficiency Assessment (ELPAC). An Emerging Bilingual Lead (EB Lead) is a teacher leader on campus who collaborates with the Emerging Bilingual Coordinator on how to best support students based on data.</p> <p>In addition, to targeted language support a may also be enrolled in a Literacy Intervention course to support their reading needs where support in language acquisition may also be provided.</p> <p>The English Language Arts courses support the Emerging Bilingual students on campus as the ELA department collaborates frequently to support the success of this student group. The school has adopted My Perspectives, a standards aligned curriculum, for Grades 6 through 12 English Language Arts courses. Professional Development is provided annually before the start of the school year to review curriculum, assessments, and recommended pacing plans in all grade levels. In addition to this professional development, the school is assigned a Literacy Curriculum Specialist, who provides targeted coaching and support to English Language Arts teachers on campus. The Curriculum Specialist meets monthly with the designated administrator over ELA to ensure alignment in supports for teachers and may also attend weekly school site professional development or ELA department meetings as needed. Common assessments from the curriculum are used to progress monitor student growth on standards and a common data analysis protocol is used to identify targeted standards for re-teaching.</p> <p>A universal screener assessment is given three times per year to provide</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>additional data on student growth. The Reading Inventory (RI) assessment is a nationally normed diagnostic that is used in the Fall, Winter and Spring for all grade levels. Student data is analyzed after each assessment to assess the progress of this student subgroup and identify opportunities for additional support.</p>		
2.3	Special Education:	<p>Students with Disabilities:</p> <ul style="list-style-type: none"> <li>• Students that have an Individualized Education Plan will receive educational services in the Least Restrictive environment.</li> <li>• In collaboration with the SELPA and the special education team, the LEA has created a special education service delivery model that embraces the inclusion of all students in the least restrictive environment, regardless of their disability, by implementing special ed. services through a blended model.</li> <li>• The leadership team works with Administrators , teachers, office staff, school psychologist, counselors, special ed. Aides, nurses, speech pathologist, adaptive PE providers, transition support staff, program specialist etc. to ensure that our program integrates supports for the needs of students with disabilities.</li> <li>• The master schedule is carefully reviewed and reflects the needs of the special education population and class offerings, and program models (i.e., co-teaching, collaborative practices, specialized instruction, pull-out, and direct one-to-one instruction</li> <li>• The LEA has a Special Education Program Administrator and an Administrator over Special Education who work together on program development, compliance, coaching of teachers, and inclusion of all students. The support model includes bi-weekly meetings with the administrator over special education, progress monitoring tools for compliance and the review of growth data on a quarterly basis. The growth data analysis targets ELA achievement and Math achievement for students receiving special education services.</li> <li>• Additionally, the team analyzes discipline data to ensure that students with disabilities are receiving appropriate support in the area of social emotional supports.</li> </ul>	\$922,759.65	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>Special education teachers are part of the school grade-level teams so that they can increase their collaboration with their general ed. colleagues.</li> </ul>		
<b>2.4</b>	High Achieving Students:	<ul style="list-style-type: none"> <li>Eligible students are automatically enrolled in AP courses based on data and the Master Schedule is built to include a variety of AP course offerings. The school offers Dual Enrollment opportunities in collaboration with local Community Colleges to provide college - level courses to students.</li> </ul>	\$29,591.25	No
<b>2.5</b>	Professional Development	<ul style="list-style-type: none"> <li>Teachers participate in one professional development session and one collaboration session per week</li> <li>Professional development focuses on the process of Intellectual Preparation so that teachers are planning effectively with aligned curriculum and the Common Core or Next Generation Science standards.</li> <li>Green Dot utilizes the train-the-trainer model providing instructional leadership team members in each content area ongoing support in curriculum development and instructional strategies to lead their department in planning and student work analysis protocols</li> <li>Professional development is provided to teachers around identifying EL students utilizing the CA ELD Standards in Integrated ELD, their Special Education students, and using accommodations and modifications to ensure that students receive appropriate support.</li> <li>Professional development emphasizes the need to provide tiered interventions to support student success and is data driven utilizing universal math and literacy screeners.</li> </ul>	\$147,079.16	Yes
<b>2.6</b>	Interim Assessments:	<ul style="list-style-type: none"> <li>Green Dot interim assessments are unit- embedded assessments in the adopted core curriculum for ELA Math and Science.</li> </ul>	\$204,936.78	No



Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>• Green Dot interim assessments are aligned to the Common Core content standards or Next Generation Science Standards to expose students to the structure and format of the CAASPP.</li> <li>• Schools are provided with additional assessment resources that can be used to prepare students including data analysis protocols and best practices for testing environments.</li> <li>• Student assessment results are analyzed to determine which interventions to implement using the MTSS framework and to support re-teaching opportunities in the classroom.</li> </ul>		
2.7	Test Preparation	<ul style="list-style-type: none"> <li>• Schools utilize the online test preparation resources available through the California Department of Education including the Interim Assessment Block (IAB) and Interim Comprehensive Assessment (ICA) along with other curriculum supplements from adopted curriculum to support students for assessment. Ed team curated resources are available by grade level and content area to support pacing and preparation for Assessments.</li> </ul>	\$178,392.08	No
2.8	Support for Long Term English Learners	<p>The school analyzes data on a regular basis to support the LTELs growth in language development and academic success. Data analysis supports the school matrix providing students with designated supports. LTELs are currently provided with Designated ELD courses that incorporate LTEL specific strategies for active engagement, writing scaffolds, academic vocabulary building, and ample practice for oral communication.</p> <p>In addition to Designated ELD, LTELs receive explicit language &amp; literacy Instruction through Integrated courses across all content areas All integrated classes embed vocabulary development and grammatical structures required to access subject matter content. Lessons are designed around ELD standards-based language objectives. Subject matter content is taught alongside reading and writing skills so LTELs are using language to meaningfully engage with the academic content.</p> <p>Professional Development is provided to all staff with three dedicated sessions to Integrated ELD PD. These are designed to</p>	\$40,817.35	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>ensure that all teachers know the proficiency levels their Emergent Bilinguals, what students can do at each level and what scaffolds/accommodations can support them. The professional development also provides time and support for teachers to access their EB data on the Ellevation platform and learn strategies that can be differentiated to support EBs at every level and understand the different types of English learners including Newcomer, SLIFE, LTEL, RFEP, as well as characteristics of each.</p> <p>While LTELs are enrolled in designated ELD classes, they are also placed into heterogenous grade-level content classes with English-proficient peers to facilitate interaction with native English speakers. In-class clustering also facilitates differentiated instruction for LTELs as needed. Schools cultivate an affirming and inclusive environment for LTELs through classroom structures and resources aimed at enhancing the school climate. These include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• flexible grouping based on language and content proficiency,</li> <li>• incorporating opportunities for oral language practice</li> <li>• developmentutilizing culturally relevant curricular materials</li> <li>• providing space during the school day for reading for pleasure with access to a variety of age-appropriate books</li> <li>• utilizing technology as a tool for background and content knowledge to enhance access to the curriculum</li> <li>• creating a text-rich environment that emphasizes academic language</li> </ul> <p>At least 2x year, the progress of LTELs is monitored and all students with Ds and Fs are provided with Additional or Intensive supports based on a Multi- Tiered System of Supports. Instructional Coaches and ELD Coordinators provide ongoing coaching and professional development cycles to admin and teachers focused on research-based strategies and interventions that address the unique learning needs of LTELs.</p>		
2.9	Improving Mathematics outcomes	This Action addresses whole-school red indicator on the CA School Dashboard. The Hispanic student group received a red indicator on the California School Dashboard. Additionally, as The school demographics	\$15,391.78	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>reflect that 86.3% of the students are Hispanic. This action also addresses the red indicator for the Socioeconomically Disadvantaged student group and this demographic represents 83.6% of our school. Given this percentage, the supports outlined below are provided to all students.</p> <p>The school has adopted Illustrave Math, a standards aligned curriculum, for Grades 6, 7 and 8 Math courses. Professional Development is provided annually before the start of the school year to review curriculum, assessments, and recommended pacing plans in all grade levels. In addition to this professional development, the school is assigned a Math Curriculum Specialist, who provides targeted coaching and support to Math teachers on campus. The Curriculum Specialist meets monthly with the designated administrator over Math to ensure alignment in supports for teachers and may also attend weekly school site professional development or Math department meetings as needed. Common math assessment from the curriculum are used to progress monitor student growth on standards and a common data analysis protocol is used to identify targeted standards for re-teaching.</p> <p>A universal screener assessment is given three times per year to provide additional data on student growth. The i-ready assessment is a nationally normed diagnostic that is used in the Fall, Winter and Spring for all grade levels. Student data is analyzed after each assessment to provide additional supports for students which may include a Math Foundations course providing a full- block period of Math support in addition to core classes or targeted support for students close to grade level which may include Saturday Academies or a Learning Acceleration Academy over Spring Break for students to prepare for the SBAC assessment.</p>		
2.10	Improving Mathematics outcomes for Students with Disabilities	<p>This action addresses the red Mathematics indicator for Students with Disabilities on the CA School Dashboard.</p> <p>The school has adopted Illustrave Math, a standards aligned curriculum, for Grades 6, 7 and 8 Math courses. Professional Development is provided annually before the start of the school year to review curriculum, assessments, and recommended pacing plans in all grade levels. In</p>	\$21,305.72	No

Action #	Title	Description	Total Funds	Contributing
		<p>addition to this professional development, the school is assigned a Math Curriculum Specialist, who provides targeted coaching and support to Math teachers on campus. The Curriculum Specialist meets monthly with the designated administrator over Math to ensure alignment in supports for teachers and may also attend weekly school site professional development or Math department meetings as needed. Common math assessment from the curriculum are used to progress monitor student growth on standards and a common data analysis protocol is used to identify targeted standards for re-teaching. Special Education Teachers attend the training provide to all teachers and receive the support of a Special Education Program Specialist (SEPS) who provided instructional coaching specifically designed for Special Education teachers. This coaching is focused on the Universal Design approach to support students with grade level standards and meeting the performance goals outlined in their Individualized Educational Plan.</p> <p>A universal screener assessment is given three times per year to provide additional data on student growth. The i-ready assessment is a nationally normed diagnostic that is used in the Fall, Winter and Spring for all grade levels. Student data is analyzed after each assessment to provide additional supports for students. This data is disaggregated by subgroup allowing Special Education teachers to track the growth of Special Education students and support literacy in the Academic Success course designed to provide students with a full period of support for their content courses.</p>		
2.11	Improving English Language Arts outcomes for Students with Disabilities	<p>This action addresses the red English Language Arts indicator for Students with Disabilities on the CA School Dashboard.</p> <p>The school has adopted My Perspectives, a standards aligned curriculum, for Grades 6, 7 and 8 English Language Arts courses. Professional Development is provided annually before the start of the school year to review curriculum, assessments, and recommended pacing plans in all grade levels. In addition to this professional development, the school is assigned a Literacy Curriculum Specialist, who provides targeted coaching and support to English Language Arts teachers on campus. The</p>	\$18,764.97	No

Action #	Title	Description	Total Funds	Contributing
		<p>Curriculum Specialist meets monthly with the designated administrator over ELA to ensure alignment in supports for teachers and may also attend weekly school site professional development or ELA department meetings as needed. Common assessments from the curriculum are used to progress monitor student growth on standards and a common data analysis protocol is used to identify targeted standards for re-teaching. Special Education Teachers attend the training provide to all teachers and receive the support of a Special Education Program Specialist (SEPS) who provided instructional coaching specifically designed for Special Education teachers. This coaching is focused on the Universal Design approach to support students with grade level standards and meeting the performance goals outlined in their Individualized Educational Plan.</p> <p>A universal screener assessment is given three times per year to provide additional data on student growth. The Reading Inventory (RI) assessment is a nationally normed diagnostic that is used in the Fall, Winter and Spring for all grade levels. Student data is analyzed after each assessment to provide additional supports for students. This data is disaggregated by subgroup allowing Special Education teachers to track the growth of Special Education students and support literacy in the Academic Success course designed to provide students with a full period of support for their content courses.</p>		
2.12	Improving English Language Arts outcomes for English Learners	<p>"This action addresses the red English Language Arts indicator for English Learners on the CA School Dashboard.</p> <p>The school analyzes data on a regular basis to support the Emerging Bilinguals in growth in language development. Data analysis supports the school matrix providing students with designated supports as needed while all courses focus on integrated instruction. Teachers are provided with professional development throughout the year including language objectives for daily lessons.</p> <p>The schools leverages the Ellevation platform to progress monitor Emerging Bilingual students and provide teachers with strategies for instruction. Practice tests are available for students to prepare for the</p>	\$18,764.97	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>English Language Language Proficiency Assessment (ELPAC). An Emerging Bilingual Lead (EB Lead) is a teacher leader on campus who collaborates with the Emerging Bilingual Coordinator on how to best support students based on data.</p> <p>In addition, to targeted language support a may also be enrolled in a Literacy Intervention course to support their reading needs where support in language acquisition may also be provided.</p> <p>The English Language Arts courses support the Emerging Bilingual students on campus as the ELA department collaborates frequently to support the success of this student group. The school has adopted My Perspectives, a standards aligned curriculum, for Grades 6 through 8 English Language Arts courses. Professional Development is provided annually before the start of the school year to review curriculum, assessments, and recommended pacing plans in all grade levels. In addition to this professional development, the school is assigned a Literacy Curriculum Specialist, who provides targeted coaching and support to English Language Arts teachers on campus. The Curriculum Specialist meets monthly with the designated administrator over ELA to ensure alignment in supports for teachers and may also attend weekly school site professional development or ELA department meetings as needed. Common assessments from the curriculum are used to progress monitor student growth on standards and a common data analysis protocol is used to identify targeted standards for re-teaching.</p> <p>A universal screener assessment is given three times per year to provide additional data on student growth. The Reading Inventory (RI) assessment is a nationally normed diagnostic that is used in the Fall, Winter and Spring for all grade levels. Student data is analyzed after each assessment to assess the progress of this student subgroup and identify opportunities for additional support.</p>		
<b>2.13</b>	Improving Mathematics	This action addresses the red Mathematics indicator for English Learners on the CA School Dashboard.	\$21,305.72	Yes

Action #	Title	Description	Total Funds	Contributing
	outcomes for English Learners	<p>The school analyzes data on a regular basis to support the Emerging Bilinguals in growth in language development. Data analysis supports the school matrix providing students with designated supports as needed while all courses focus on integrated instruction. Teachers are provided with professional development throughout the year including language objectives for daily lessons.</p> <p>The schools leverages the Ellevation platform to progress monitor Emerging Bilingual students and provide teachers with strategies for instruction. Practice tests are available for students to prepare for the English Language Language Proficiency Assessment (ELPAC). An Emerging Bilingual Lead (EB Lead) is a teacher leader on campus who collaborates with the Emerging Bilingual Coordinator on how to best support students based on data.</p> <p>In addition, to targeted language support a may also be enrolled in a Literacy Intervention course to support their reading needs where support in language acquisition may also be provided.</p> <p>The English Language Arts courses support the Emerging Bilingual students on campus as the ELA department collaborates frequently to support the success of this student group. The school has adopted My Perspectives, a standards aligned curriculum, for Grades 6 through 8 English Language Arts courses. Professional Development is provided annually before the start of the school year to review curriculum, assessments, and recommended pacing plans in all grade levels. In addition to this professional development, the school is assigned a Literacy Curriculum Specialist, who provides targeted coaching and support to English Language Arts teachers on campus. The Curriculum Specialist meets monthly with the designated administrator over ELA to ensure alignment in supports for teachers and may also attend weekly school site professional development or ELA department meetings as needed. Common assessments from the curriculum are used to progress monitor student growth on standards and a common data analysis protocol is used to identify targeted standards for re-teaching.</p>		



Action #	Title	Description	Total Funds	Contributing
		<p>The Math Curriculum adopted, Illustrative Math has language support embedded in the curriculum to support teachers with language instruction in Mathematics. The Curriculum Specialist in Math is trained on how to implement these strategies and supports teachers with targeted coaching for the Emerging Bilingual students.</p> <p>A universal screener assessment is given three times per year to provide additional data on student growth. The i-Ready assessment is a nationally normed diagnostic that is used in the Fall, Winter and Spring for all grade levels. Student data is analyzed after each assessment to assess the progress of this student subgroup and identify opportunities for additional support.</p>		

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
3	<p>Prepared for college, leadership and life</p> <p>Middle School Dropout: Decrease the cohort dropout rate percent by 3% per year, or to be below 10%</p> <p>"&lt;30" Explanation: Federal and state regulations safeguard student privacy by stipulating that data cannot be reported for any student group comprising fewer than 30 students. Educational Partners are encouraged to communicate with their student’s teacher or school administrators for insights into student group performance.</p>	Focus Goal

State Priorities addressed by this goal.

<p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 5: Pupil Engagement (Engagement)</p>
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An explanation of why the LEA has developed this goal.

To maintain a low cohort dropout rate.
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## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	3a Middle School Dropout: Decrease the cohort dropout rate percent by 3% per year, or to be below 10%	<p>All Students: 0%</p> <p>Low Income: 0%</p> <p>African American: 0%</p> <p>Latinx 0%</p> <p>English Learners: 0%</p> <p>Long Term EL: No Data</p> <p>Students with Disabilities: 0%</p> <p>Homeless: 0%</p> <p>Foster Youth: 0%</p>			<p>All Students: 10.00%</p> <p>Low Income: 10.00%</p> <p>African American: 10.00%</p> <p>Latinx: 10.00%</p> <p>English Learners: 10.00%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Source: CALPADS Fall1 Report 8.1c - Student Profile			Students with Disabilities: 10.00% Homeless: 10.00% Foster Youth: 10.00%	

## Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Counseling:	<ul style="list-style-type: none"> <li>Counselor Support Specialist provides coaching and professional development to counselors who provide academic and college readiness advising.</li> </ul>	\$353,930.93	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>• School support is based on enrollment which drives the number of counselors on each site with a minimum of one at a MS and 2 at a HS</li> <li>• Students have individual meetings with their counselors to track promotion progress and develop plans towards meeting high school graduation and college application requirements</li> <li>• Schools have a Coordination of Services Team (COST) which includes an Administrator, school psychologist, and a clinical or mental health supervisor that coordinates counseling and social-emotional services for students. . Students needing Tier 2 and Tier 3 interventions are connected with clinical and wellness services by the COST team which may include internal services or referrals to external agencies</li> </ul>		
3.2	Parent Involvement:	<ul style="list-style-type: none"> <li>• The school prioritized parent engagement and believes that parents are partners in the success of their students. Progress reports are sent home quarterly to inform students and parents of academic progress in each course. Parent Square has been adopted to increase communication about school events and opportunities for parents to engage with the school community.</li> <li>• Every school has a full -time Parent Coordinator who leads parent engagement including hosting parent workshops to educate parents on how to best support their students.</li> <li>• School hosts annual events including orientation, back-to- school night and other activities to engage parents in the school community</li> <li>• School administers an annual family and staff survey to garner feedback from parents on all aspects of the school including teacher performance, school safety and stakeholder satisfaction</li> <li>• School analyzes surveys each year to improve school connectedness and inform the work of the Parent Coordinator.</li> </ul>	\$47,686.56	No

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
4	<p>Focus on school culture:</p> <ul style="list-style-type: none"> <li>School will maintain a high Average Daily Attendance (“ADA”) rate greater than 90%</li> <li>School will decrease student chronic absenteeism rate by 3% per year or to a rate at or below 10%</li> <li>School will decrease suspension rate by 3% per year or to a rate at or below 5%</li> <li>School will maintain an expulsion rate of 0.5% or less</li> </ul> <p>"&lt;30" Explanation: Federal and state regulations safeguard student privacy by stipulating that data cannot be reported for any student group comprising fewer than 30 students. Educational Partners are encouraged to communicate with their student’s teacher or school administrators for insights into student group performance.</p>	Focus Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)
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An explanation of why the LEA has developed this goal.

To maintain a high attendance rate. To maintain a low chronic absenteeism rate. To decrease the number of pupil suspensions. To decrease the number of pupil expulsions.
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## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	4a ADA: Maintain a high Average Daily	All Students: 87% Low Income: 87% African American: 82%			All Students: 90% Low Income: 90%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Attendance (“ADA”) at a rate greater than 90%.	<p>Latinx: 88%  English Learners: 86%  LTEL: No Data  Students with Disabilities: 84%  Homeless: 87%  Foster Youth: &lt;30</p> <p>Source: Student Information System (SIS) (2022-23)</p>			<p>African American: 90%  Latinx: 90%  English Learners: 90%  Long Term EL: 90%  Students with Disabilities: 90%  Homeless: 90%  Foster Youth: 90%</p>	
4.2	4b Chronic Absenteeism: Decrease student chronic absenteeism rate by 3% per year or to a rate at or below 10%.	<p>All Students: 43%  Low Income: 44%  African American: 57%  Latinx: 41%  English Learners: 44%  LTEL: No Data  Students with Disabilities: 48%  Homeless: 41%  Foster Youth: No Data</p> <p>Source: Dataquest:Chronic Absenteeism Rate (2022-23)</p>			<p>All Students: 34.36%  Low Income: 34.70%  African American: 48.14%  Latinx: 31.74%  English Learners: 35.19%  Long Term EL: 10.00%  Students with Disabilities: 38.95%  Homeless: 31.95%  Foster Youth: 10.00%</p>	
4.3	4c Suspension Rate: Decrease suspension rate by 3% per year or to a rate at or below 5%.	<p>All Students: 1%  Low Income: 1%  African American: 0%  Latinx: 0%  English Learners: 1%  LTEL: No Data</p>			<p>All Students: &lt;5.00%  Low Income: &lt;5.00%  African American: &lt;5.00%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Students with Disabilities: 1% Homeless: &lt;30 Foster Youth: No Data</p> <p>Source: CA School Dashboard: Suspension Rate Indicator (2022-23)</p>			<p>Latinx: &lt;5.00% English Learner: &lt;5.00% Long Term EL: &lt;5.00% Students with Disabilities: &lt;5.00% Homeless: &lt;5.00% Foster Youth: &lt;5.00%</p>	
4.4	4d Expulsion Rate: Decrease expulsion rate by 2% per year or to a rate at or below 2%.	<p>All Students: 0% Low Income: 0% African American: 0% Latinx: 0% English Learners: 0% LTEL: No Data Students with Disabilities: 0% Homeless: &lt;30 Foster Youth: No Data</p> <p>Source: DataQuest - Suspension and Expulsion Data &gt; Expulsion Rate (2022-23)</p>			<p>All Students: &lt;2% Low Income: &lt;2% African American: &lt;2% Latinx: &lt;2% English Learners: &lt;2% Long Term EL: &lt;2% Students with Disabilities: &lt;2% Homeless: &lt;2% Foster Youth: &lt;2%</p>	

## Goal Analysis [2023-24]

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

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

Not Applicable.



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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Attendance:	<ul style="list-style-type: none"> <li>Attendance is taken daily and tracked via PowerSchool (Green Dot's Student Information System)</li> <li>Office staff communicates daily with parents to inform them of student absences and/or tardies</li> <li>School utilizes the SART (Student Attendance Review Team) process to identify students with chronic absences and provide interventions as needed, such as letters home and Parent Square communication.</li> <li>Students at Phase 2-4 of the SART process receive individualized interventions including parent meetings, student agreements and frequent check-ins with a counselor or administrator.</li> <li>The school utilizes a data dashboard to monitor chronic absenteeism and implement appropriate interventions. Interventions include Parent Square communication, letters and targeted phone calls on high absence days, prior to the return from an extended weekend and or school break.</li> </ul>	\$175,707.07	No
4.2	Services for Systems of Support:		\$341,145.55	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>• Green Dot implements a multi-tiered system of support to support students with their academic, behavioral, and social emotional needs using positive behavior interventions and supports.</li> <li>• School has a School Culture and Advisory Team (designated group of teachers, counselors, classified staff and admin) who analyze data, create professional development and support school-wide policies to maintain a positive and safe environment for staff and students</li> <li>• The School Culture Team meets bi-monthly and attends centralized training provided by Green Dot’s Equity Team. Topics include MTSS, including creating effective Tier 1 practices on campus, restorative practices, and bullying prevention.</li> <li>• Several data dashboards provide schools with timely school culture and climate data that is used to inform professional development on campus</li> <li>• Green Dot Education Team supports in implementing restorative practices, and has a comprehensive 3-tiered discipline matrix that prohibits suspension for willful defiance and actively supports schools in establishing alternatives to suspension, response to intervention practices, and mental health services to reduce the suspension rate</li> <li>• Green Dot has established a Discipline Review Board at the campus level and a Discipline Review Panel district-wide to ensure all students receive due process pending expulsion</li> </ul>		
4.3	Reducing Chronic Absenteeism for Students with Disabilities	<p>This action addresses the red Chronic Absenteeism indicator for Students with Disabilities on the CA School Dashboard.</p> <p>The school analyzes data on a regular basis to identify and support students at risk for chronic absenteeism. The school leverages a Tableau report that updates daily to track the attendance data for all students. This report can be disaggregated by student groups allowing the school to track the data specifically for Students with Disabilities. An Early Warning Indicator data analysis protocols is conducted by an attendance support team which includes an administrator, counselor and members of the office staff. This data is shared with the Special Education Department who</p>	\$21,047.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>collaborates with general education teachers to support attendance through personalized interactions with students and parent contact as needed. The Special Education Department is supported by an Administrator over Special Education and a Special Education Program Administrator from the Green Dot Home Office who analyzes school data alongside organizational data to support the school with interventions. The school has invested in an Attendance Case Manager who supports a caseload of students in improving attendance. Incentives are provided for students to support positive attendance throughout the year.</p> <p>In addition, the Green Dot Home Office provides universal supports including Red Flag Day phone calls on dates throughout the year where students are frequently absent, personalized phone calls to welcome students back from a vacation (Fall, Winter, Spring) and messages via Parent Square of the importance of attendance.</p>		

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
5	Parent, Student and Community Engagement: <ul style="list-style-type: none"> <li>School will have at least 4 School Advisory Council (“SAC”) meetings.</li> <li>The school will host at least 4 District English Learner School Advisory Council (“DELAC”) meetings.</li> <li>Students, families and the school community will feel a sense of connectedness.</li> </ul>	Focus Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement) Priority 6: School Climate (Engagement)
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An explanation of why the LEA has developed this goal.

To provide opportunities for parental input in school site decisions. To provide opportunities for parental participation in school events and programs. To increase the sense of safety and school connectedness.
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## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	5a SAC Meetings: The school will host at least 4 SACs each school year	4 Meetings  Count of meetings ELAC/DELAC/SSC/LC AP Parent advisory (2022-23)			4 Meetings	
5.2	5b DELAC Meetings: The school will host at	4 Meetings			4 Meetings	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	least 4 DELACs each school year	Count of meetings ELAC/DELAC/SSC/LC AP Parent advisory (2022-23)				
5.3	5c Family Surveys: At least 80% positive rating on "Would you Recommend this school to a friend?" for Internal Family Survey	All 78%  Family Survey (2022-23)			80%	
5.4	5d Parent Participation: 30% of parents/guardians participate in two or more events a year or increase by 3% from prior year	All 3%  Counts from parent events (2022-23)			All Students: 12%	

## Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Parent Engagement and Participation:	<ul style="list-style-type: none"> <li>The School Advisory Council (SAC) is comprised of the principal, teacher, staff members, parents and community members</li> <li>Green Dot District English Learner Advisory Council bylaws ensure two parents are elected to the serve on the District English Learner Advisory Council (DELAC)</li> <li>Parent participation on the SAC and DELAC allows for parents to have input into school policies and budget, and regularly reviews school data</li> <li>School has a Parent Coordinator whose responsibilities include planning activities, managing communications with parents/guardians, coordinating monthly parent workshops on relevant topics, supports in the hosting of meetings with our DELAC and SAC. ParentSquare is frequently used to communicate with parents, staff, and teachers on upcoming school events, celebrations, activities, and SAC/DELAC meetings and topics.</li> </ul>	\$213,551.06	Yes
5.2	Communications:	<ul style="list-style-type: none"> <li>School communicates with parents regularly via monthly letters, calendars, and the use of Parent Square</li> <li>School hosts annual events including orientation, back-to- school night and other activities to engage parents in the school community</li> <li>School administers an annual family and staff survey to garner feedback from parents on all aspects of the school including teacher performance, school safety and stakeholder satisfaction</li> <li>School analyzes surveys each year to improve school connectedness and inform the work of the Parent Coordinator.</li> </ul>	\$93,960.43	No

Action #	Title	Description	Total Funds	Contributing
<b>5.3</b>	Community Partnerships:	<ul style="list-style-type: none"> <li>• School looks to engage the community through partnerships that can provide services to families both on and off campus</li> <li>• School partners with United Parents and Students to bring together families from different school sites across Los Angeles in learning and using the skills of community organizing to strengthen their schools and neighborhoods. Schools have partnerships with local community colleges to provide students with Dual Enrollment opportunities and exposure to post-secondary courses.</li> </ul>	\$332,824.46	Yes
<b>5.4</b>	Staff Engagement:	<ul style="list-style-type: none"> <li>• The School Advisory Council (SAC) is comprised of the school's principal, teachers, staff members, parents and community members</li> <li>• Teacher engagement on the SAC allows for teachers to have input into school policies and budget, and regularly review school data</li> <li>• Green Dot values its certificated and classified staff members, and has weekly staff meetings to maintain a positive work environment</li> <li>• Green Dot surveys staff twice a year to seek feedback from all stakeholders Data is analyzed and reviewed with stakeholders as needed to inform next steps and continual improvement.</li> </ul>	\$117,680.35	No



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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$1,781,558	\$90,126.30

## 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
28.300%	0.000%	\$0.00	28.300%

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

## Required Descriptions

### LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	<p><b>Action:</b> Academic - Curriculum Design:</p> <p><b>Need:</b> To ensure that all students have access to grade -level standard aligned curriculum To ensure student groups (EB, SWD) have access to appropriate courses and targeted supports with the master schedule be appropriate staff</p>	<p>We will provide a core curriculum (Illustrative Math, My Perspectives and Open Sci- Ed) that is standards- aligned to grade level with professional development for teachers.</p> <p>We will provide integrated, designated and special education courses that increase access to language development and core content for student groups.</p>	<p>1a - Credentialed Teachers 1b - Broad Course of Study</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p><b>Scope:</b> LEA-wide</p>	<p>The actions will provide students with access to grade level content and the scaffolds to master content aligned to standards The actions will increase student proficiency of standards as measured by state assessments and student grades.</p>	
<p><b>1.3</b></p>	<p><b>Action:</b> Academic - Master Scheduling &amp; Staffing:</p> <p><b>Need:</b> To ensure the master schedule is data driven using universal assessment data to meet the needs of students.</p> <p><b>Scope:</b> LEA-wide</p>	<p>We will assess student data on state assessments and universal screeners (RI and i- Ready) to develop a master schedule that is data driven and offers core and support classes.. The actions will provide students with opportunities for learning acceleration in support classes alongside access to a course of study for high school readiness.</p>	<p>1a - Credentialed Teachers 1b - Broad Course of Study</p>
<p><b>2.1</b></p>	<p><b>Action:</b> Curriculum, Resources and Materials to Support Student Subgroups:</p> <p><b>Need:</b> To ensure that student subgroups have access to curriculum and support resources to increase mastery of grade level standards.</p> <p><b>Scope:</b> LEA-wide</p>	<p>We will provide training and development for the ELlevation platform to support students' language development. We will provide professional development for co-teaching pairs including Universal Design for Learning support Special Education students  The actions will provide student subgroups with the materials to support and increase academic outcomes.</p>	<p>2a - SBAC ELA 2b - SBAC Math 2c - CAST (Science) 2f - CORE SGP ELA 2g - CORE SGP Math</p>
<p><b>2.2</b></p>	<p><b>Action:</b> Support for EL Students:</p> <p><b>Need:</b></p>	<p>We will provide professional development to teachers to ensure integrated classrooms include a language objective and opportunities for discourse to foster language development for EL students.</p>	<p>2d - EL Reclassification 2e - ELPI Levels</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>To ensure that EL students have increased academic supports to foster language development and overall academic outcomes.</p> <p><b>Scope:</b> LEA-wide</p>	<p>The actions will provide students with language opportunities in all courses to foster language development and increased language proficiency.</p>	
<p><b>2.5</b></p>	<p><b>Action:</b> Professional Development</p> <p><b>Need:</b> To ensure that teachers are provided the support needed to effectively meet the needs of students with rigorous classroom instruction.</p> <p><b>Scope:</b> LEA-wide</p>	<p>We will provide 10 day of professional development for teachers during the school year including content focused days with student work analysis to progress monitor success,</p> <p>The actions will provide teachers with the opportunity to learn from content leads, collaborate with colleagues across Green Dot’s network of schools and progress monitor student outcomes for real- time intervention for students with re-teaching opportunities for key standards.</p>	<p>2a - SBAC ELA 2b - SBAC Math 2c - CAST (Science) 2f - CORE SGP ELA 2g - CORE SGP Math</p>
<p><b>2.8</b></p>	<p><b>Action:</b> Support for Long Term English Learners</p> <p><b>Need:</b> To ensure that Long Term EL students have increased academic support to foster language development and overall academic outcomes.</p> <p><b>Scope:</b> LEA-wide</p>	<p>We will provide professional development and coaching on strategies in the Ellevation platform to ensure that language objectives are coupled with strategies for Long Term EL students.</p> <p>The actions will support language development for students, mastery of content and progress toward reclassification to being fully English proficient.</p>	<p>2d - EL Reclassification 2e - ELPI Levels</p>
<p><b>2.9</b></p>	<p><b>Action:</b> Improving Mathematics outcomes</p>	<p>We will implement the Illustrative Math curriculum and provide teachers with professional development to support implementation with</p>	<p>2b - SBAC Math 2g - CORE SGP Math</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p><b>Need:</b> To ensure students have access to rigorous Math instruction and targeted intervention to accelerate math outcomes.</p> <p><b>Scope:</b> LEA-wide</p>	<p>appropriate scaffolds to close learning gaps for students. We will implement the i- Ready math curriculum to provide students a Math Foundations course to accelerate learning for students two or more grade levels behind in math. The actions will provide students with differentiated supports that are data -driven and progress monitored through universal assessments of the i-ready placement diagnostic.</p>	
2.12	<p><b>Action:</b> Improving English Language Arts outcomes for English Learners</p> <p><b>Need:</b> To ensure English Learner students have access to rigorous English- Language Arts instruction and targeted intervention to accelerate literacy outcomes and language development.</p> <p><b>Scope:</b> LEA-wide</p>	<p>We will implement the My Perspectives curriculum and provide teachers with professional development to support implementation with appropriate scaffolds to close learning gaps for students. We will implement the Read 180 literacy curriculum to provide students a Literacy Intervention course to accelerate learning for students two or more grade levels behind in reading We will leverage Ellevation strategies and language objectives to provide additional support to EL students within the literacy course. We will partner with the Literacy Curriculum Specialist and EL Coordinator from Green Dot to provide the ELA Department with additional sub group coaching as needed. The actions will provide students with differentiated supports that are data -driven and progress monitored through universal assessments of the RI test.</p>	2a - SBAC ELA 2d - EL Reclassification 2e - ELPI Levels 2f - CORE SGP ELA
2.13	<p><b>Action:</b> Improving Mathematics outcomes for English Learners</p>	<p>We will implement the Illustrative Math curriculum and provide teachers with professional development to support implementation with</p>	2b - SBAC Math 2d - EL Reclassification 2e - ELPI Levels

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p><b>Need:</b> To ensure English Learners students have access to rigorous Math instruction and targeted intervention to accelerate math outcomes.</p> <p><b>Scope:</b> LEA-wide</p>	<p>appropriate scaffolds to close learning gaps for students.</p> <p>We will implement the i- Ready math curriculum to provide students a Math Foundations course to accelerate learning for students two or more grade levels behind in math.</p> <p>We will leverage Ellevation strategies and language objectives to provide additional support to EL students within the Math course.</p> <p>We will partner with the Math Curriculum Specialist and EL Coordinator from Green Dot to provide the Math Department with additional sub group coaching as needed.</p> <p>The actions will provide students with differentiated supports that are data -driven and progress monitored through universal assessments of the i-ready placement diagnostic.</p>	2g - CORE SGP Math
3.1	<p><b>Action:</b> Counseling:</p> <p><b>Need:</b> To ensure that students are provided with increased academic counseling and social-emotional counseling as determined by academic outcomes, staff referrals and universal screener data.</p> <p><b>Scope:</b> LEA-wide</p>	<p>We will provide students with social- emotional counseling and access to external partners to support their mental health and behavior needs.</p> <p>We will provide students with academic counseling to support positive engagement in school and a path to A-G and college readiness.</p> <p>The actions will allow our counselors to assist students and families with both academic and social- emotional needs that are driven by data.</p>	3a - Cohort Dropout 3b - Cohort Grad Rate 3c - A-G 3d - AP 3e - CCI
4.2	<p><b>Action:</b> Services for Systems of Support:</p> <p><b>Need:</b></p>	<p>We will provide universal support for attendance with parent communication through Parent Square and intensified support through the SART process.</p>	4a - ADA 4b - Chronic Absenteeism 4c - Suspension Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>To ensure that systems are in place to progress monitor attendance and student discipline frequently to provide real - time support to students.</p> <p><b>Scope:</b> LEA-wide</p>	<p>We will provide schools with professional development on Restorative Practices to provide proactive and responsive support to student behaviors to minimize suspension and prioritize student learning with restoration.</p> <p>The actions will allow schools to progress monitor data for attendance and behavior and provide real-time support for students with additional needs.</p>	
5.1	<p><b>Action:</b> Parent Engagement and Participation:</p> <p><b>Need:</b> To ensure that parents are meaningfully engaged in the student learning experience through frequent communication and opportunities to interact with the school.</p> <p><b>Scope:</b> LEA-wide</p>	<p>We will establish a cadence of communication with parents to ensure timely feedback and opportunities to engage with the school.</p> <p>We will establish a calendar of events to engage parents in school activities and celebrations.</p>	5a - SAC Meetings 5b - DELAC Meetings 5c - Family Surveys
5.3	<p><b>Action:</b> Community Partnerships:</p> <p><b>Need:</b> To ensure that school is leveraging community partners to support student academic and social- emotional needs.</p> <p><b>Scope:</b> LEA-wide</p>	<p>We will identify partners in the community and develop an asset map to ensure school communities are connected to resources within the community.</p> <p>The actions will support student success by connecting them to community resources and meaningfully engaging families in their academic progress.</p>	5a - SAC Meetings 5b - DELAC Meetings 5c - Family Surveys

## Limited Actions

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

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

Not applicable

## Additional Concentration Grant Funding

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

Our LEA has been using our Additional Concentration Grand funding to hire staff to provide direct services for our unduplicated student groups. Below we outline our efforts in regards to Free and Reduced Lunch, English Learners, and Foster Youth. Additional Concentration Grand funding supports increasing the number of credentialed staff to ensure that students receive personalized academic assistance to meet grade-level standards. These funds were also used to hire instructional staff trained to implement and support the i-Ready diagnostic and instructional program. These staff members provide direct services, ensuring personalized learning paths are effectively utilized. Schools demonstrating the greatest need for diagnostic assessments and personalized instruction received additional staff to maximize the impact of the i-Ready program. Funding supports the hiring of credentialed elective teachers to offer courses like Project Lead The Way (PLTW) and AEE, providing students with hands-on, project-based learning experiences in STEM and the arts. As we are continuing to push forward from the onset of the Covid-19 pandemic, we are focused on reducing Chronic Absenteeism rates, specifically for our unduplicated students. Funds are allocated to hire additional staff focused on reducing chronic absenteeism, utilizing programs like Everyday Labs and Attendance Works to engage with students and families directly. The grant funds are used to hire and support credentialed staff that manage and implement the Ellevation platform, providing targeted instructional strategies and support to English learners. Funds are used to hire additional staff to manage and curate diverse reading materials for classroom libraries, specifically for middle school English learners. This funding supports our initiative and mission to support and increase literacy outcomes for our unduplicated students. Supporting Foster Youth and Homeless students is a high priority given our region's area of need. This funding supports the hiring of additional credentialed staff to deliver a specialized advisory curriculum tailored to the needs of foster youth and homeless students, addressing their social-emotional and academic challenges. The grant funds additional staff to run Summer Bridge programs, assisting foster youth and homeless students in transitioning between grade levels or new schools with academic and social-emotional support. Funds are used to hire case managers and form partnerships with external mental health organizations, providing comprehensive mental health services to foster youth and homeless students.



<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	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		9:485
Staff-to-student ratio of certificated staff providing direct services to students		31:485

# 2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$6,295,318	1,781,558	28.300%	0.000%	28.300%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$5,632,136.98	\$416,651.81		\$373,623.55	\$6,422,412.34	\$4,318,230.97	\$2,104,181.37

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Teacher Credentialing:	All	No					\$85,853.36	\$23,902.68	\$109,756.04				\$109,756.04	
1	1.2	Academic - Curriculum Design:	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$450,252.05	\$282,908.44	\$520,979.16	\$141,454.22		\$70,727.11	\$733,160.49	
1	1.3	Academic - Master Scheduling & Staffing:	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$156,003.57	\$217,442.61	\$300,965.31			\$72,480.87	\$373,446.18	
1	1.4	Facility Inspections:	All	No					\$270,329.06	\$851,969.62	\$909,306.27	\$212,992.41			\$1,122,298.68	
2	2.1	Curriculum, Resources and Materials to Support Student Subgroups:		Yes	LEA-wide		All Schools		\$552,786.56	\$5,277.38	\$557,536.20	\$527.74			\$558,063.94	
2	2.2	Support for EL Students:	English Learners	Yes	LEA-wide	English Learners	All Schools		\$208,294.17	\$750.00	\$155,543.39	\$2,052.24		\$51,448.54	\$209,044.17	
2	2.3	Special Education:	Students with Disabilities	No					\$600,239.65	\$322,520.00	\$821,434.38	\$19,385.36		\$81,939.91	\$922,759.65	
2	2.4	High Achieving Students:	All	No					\$29,591.25	\$0.00	\$29,591.25				\$29,591.25	
2	2.5	Professional Development		Yes	LEA-wide		All Schools		\$145,279.16	\$1,800.00	\$50,052.04			\$97,027.12	\$147,079.16	
2	2.6	Interim Assessments:	All	No					\$204,936.78	\$0.00	\$204,936.78				\$204,936.78	
2	2.7	Test Preparation	All	No					\$178,392.08	\$0.00	\$178,392.08				\$178,392.08	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.8	Support for Long Term English Learners	English Learners	Yes	LEA-wide	English Learners	All Schools		\$40,817.35	\$0.00	\$40,817.35				\$40,817.35	
2	2.9	Improving Mathematics outcomes	Low Income	Yes	LEA-wide	Low Income	All Schools		\$15,391.78	\$0.00	\$15,391.78				\$15,391.78	
2	2.10	Improving Mathematics outcomes for Students with Disabilities	Students with Disabilities	No					\$21,305.72	\$0.00	\$21,305.72				\$21,305.72	
2	2.11	Improving English Language Arts outcomes for Students with Disabilities	Students with Disabilities	No					\$18,764.97	\$0.00	\$18,764.97				\$18,764.97	
2	2.12	Improving English Language Arts outcomes for English Learners	English Learners	Yes	LEA-wide	English Learners	All Schools		\$18,764.97	\$0.00	\$18,764.97				\$18,764.97	
2	2.13	Improving Mathematics outcomes for English Learners	English Learners	Yes	LEA-wide	English Learners	All Schools		\$21,305.72	\$0.00	\$21,305.72				\$21,305.72	
3	3.1	Counseling:		Yes	LEA-wide		All Schools		\$325,621.64	\$28,309.29	\$353,930.93				\$353,930.93	
3	3.2	Parent Involvement:	All	No					\$46,437.06	\$1,249.50	\$47,686.56				\$47,686.56	
4	4.1	Attendance:	All	No					\$171,849.46	\$3,857.61	\$175,707.07				\$175,707.07	
4	4.2	Services for Systems of Support:		Yes	LEA-wide		All Schools		\$341,145.55	\$0.00	\$341,145.55				\$341,145.55	
4	4.3	Reducing Chronic Absenteeism for Students with Disabilities	Students with Disabilities	No					\$21,047.00	\$0.00	\$21,047.00				\$21,047.00	
5	5.1	Parent Engagement and Participation:		Yes	LEA-wide		All Schools		\$181,535.06	\$32,016.00	\$202,007.22	\$11,543.84			\$213,551.06	
5	5.2	Communications:	All	No					\$93,960.43	\$0.00	\$93,960.43				\$93,960.43	
5	5.3	Community Partnerships:		Yes	LEA-wide		All Schools		\$646.22	\$332,178.24	\$304,128.46	\$28,696.00			\$332,824.46	
5	5.4	Staff Engagement:	All	No					\$117,680.35	\$0.00	\$117,680.35				\$117,680.35	

# 2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$6,295,318	1,781,558	28.300%	0.000%	28.300%	\$2,882,568.08	0.000%	45.789 %	<b>Total:</b>	\$2,882,568.08
								<b>LEA-wide Total:</b>	\$2,882,568.08
								<b>Limited Total:</b>	\$0.00
								<b>Schoolwide Total:</b>	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Academic - Curriculum Design:	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$520,979.16	
1	1.3	Academic - Master Scheduling & Staffing:	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$300,965.31	
2	2.1	Curriculum, Resources and Materials to Support Student Subgroups:	Yes	LEA-wide		All Schools	\$557,536.20	
2	2.2	Support for EL Students:	Yes	LEA-wide	English Learners	All Schools	\$155,543.39	
2	2.5	Professional Development	Yes	LEA-wide		All Schools	\$50,052.04	
2	2.8	Support for Long Term English Learners	Yes	LEA-wide	English Learners	All Schools	\$40,817.35	
2	2.9	Improving Mathematics outcomes	Yes	LEA-wide	Low Income	All Schools	\$15,391.78	
2	2.12	Improving English Language Arts outcomes for English Learners	Yes	LEA-wide	English Learners	All Schools	\$18,764.97	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.13	Improving Mathematics outcomes for English Learners	Yes	LEA-wide	English Learners	All Schools	\$21,305.72	
3	3.1	Counseling:	Yes	LEA-wide		All Schools	\$353,930.93	
4	4.2	Services for Systems of Support:	Yes	LEA-wide		All Schools	\$341,145.55	
5	5.1	Parent Engagement and Participation:	Yes	LEA-wide		All Schools	\$202,007.22	
5	5.3	Community Partnerships:	Yes	LEA-wide		All Schools	\$304,128.46	

# 2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$7,190,916.00	\$6,947,961.90

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Teacher Credentialing	No	\$57,916.00	\$80,118.71
1	1.2	Academic - Curriculum Design:	Yes	\$762,506.00	\$919,893.87
1	1.3	Academic – Master Scheduling & Staffing	Yes	\$354,253.00	\$387,305.37
1	1.4	Facility inspections	No	\$841,428.00	\$1,488,933.77
2	2.1	Curriculum, Resources and Materials to Support Student Subgroups:	Yes	\$213,250.00	\$524,359.87
2	2.2	Supports for EL Students:	Yes	\$279,698.00	\$199,277.33
2	2.3	Special Education	No	\$825,540.00	\$700,867.13
2	2.4	High Achieving Students	No	\$147,678.00	\$39,271.94
2	2.5	Professional Development	Yes	\$75,927.00	\$182,879.88
2	2.6	Interim Assessments:	No	\$245,703.00	\$192,715.33
2	2.7	Test Preparation	No	\$414,138.00	\$151,197.41

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	Counseling:	Yes	\$205,911.00	\$467,821.88
3	3.2	Parent Involvement:	No	\$73,731.00	\$73,746.87
4	4.1	Attendance:	No	\$257,103.00	\$273,073.67
4	4.2	Services for Systems of Support:	Yes	\$376,577.00	\$394,488.59
5	5.1	Parent Engagement and Participation	Yes	\$928,864.00	\$242,977.58
5	5.2	Communications:	No	\$45,277.00	\$89,725.98
5	5.3	Community Partnerships	Yes	\$969,729.00	\$423,286.02
5	5.4	Staff Engagement	No	\$115,687.00	\$116,020.70

# 2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
	\$2,610,269.00	\$2,247,146.00	\$363,123.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Academic - Curriculum Design:	Yes	\$133,471.00	\$312,403		
1	1.3	Academic – Master Scheduling & Staffing	Yes	\$144,366.00	\$176,812		
2	2.1	Curriculum, Resources and Materials to Support Student Subgroups:	Yes	\$212,436.00	\$523,622		
2	2.2	Supports for EL Students:	Yes	\$201,699.00	\$121,053		
2	2.5	Professional Development	Yes	\$35,925.00	\$142,762		
3	3.1	Counseling:	Yes	\$192,555.00	\$454,427		
4	4.2	Services for Systems of Support:	Yes	\$220,719.00	\$239,218		
5	5.1	Parent Engagement and Participation	Yes	\$928,864.00	\$242,978		
5	5.3	Community Partnerships	Yes	\$540,234.00	\$33,871		

To Add a Row: Click “Add Row.”

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



# 2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$4,187,805			0.000%	\$2,247,146.00	0.000%	53.659%	\$0.00	0.000%

# Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

## Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

### General Information

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

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

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

### Reflections: Annual Performance

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

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

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

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

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

### Reflections: Technical Assistance

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

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

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

### **Comprehensive Support and Improvement**

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

#### *Schools Identified*

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

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

#### *Support for Identified Schools*

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

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

#### *Monitoring and Evaluating Effectiveness*

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

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

## **Engaging Educational Partners**

### **Purpose**

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

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

### **Requirements**

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

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

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

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

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

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

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

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

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

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

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

## Instructions

### Respond to the prompts as follows:

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

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

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

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

### Complete the table as follows:

#### Educational Partners

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

#### Process for Engagement

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

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

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

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

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

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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



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

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

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

**Requirement to Address the LCFF State Priorities**

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

Respond to the following prompts, as applicable:

**Focus Goal(s)**

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

**Description**

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

**Type of Goal**

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

**State Priorities addressed by this goal.**

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

**An explanation of why the LEA has developed this goal.**

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

## Broad Goal

### Description

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

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

### Type of Goal

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

### State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

**Maintenance of Progress Goal**

**Description**

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

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

**Type of Goal**

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

**State Priorities addressed by this goal.**

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

An explanation of why the LEA has developed this goal.

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

**Measuring and Reporting Results:**

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

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

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

Complete the table as follows:

#### Metric #

- Enter the metric number.

#### Metric

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

#### Baseline

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

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

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

### Year 1 Outcome

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

### Year 2 Outcome

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

### Target for Year 3 Outcome

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

### Current Difference from Baseline

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

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

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

**Goal Analysis:**

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

**Actions:**

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.



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

## Total Funds

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

## Contributing

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

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

## Required Actions

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

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

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

### Purpose

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

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

### Statutory Requirements

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

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

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

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

**LEA-wide and Schoolwide Actions**

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

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

**For School Districts Only**

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

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

**Requirements and Instructions**

Complete the tables as follows:

**Total Projected LCFF Supplemental and/or Concentration Grants**

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

**Projected Additional 15 percent LCFF Concentration Grant**

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

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

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

**LCFF Carryover — Percentage**

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

### LCFF Carryover — Dollar

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

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

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

## Required Descriptions:

### LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

### Identified Need(s)

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

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

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

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

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

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

### **Metric(s) to Monitor Effectiveness**

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

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

### **Limited Actions**

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

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

Complete the table as follows:

### **Identified Need(s)**

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

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

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

### **Metric(s) to Monitor Effectiveness**

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

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

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

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

### **Additional Concentration Grant Funding**

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

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

## Action Tables

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

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

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

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

## Total Planned Expenditures Table

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

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

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

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

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



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

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

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

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

## Contributing Actions Table

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

## Annual Update Table

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

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

## Contributing Actions Annual Update Table

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

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

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

## LCFF Carryover Table

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

## Calculations in the Action Tables

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

### Contributing Actions Table

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

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

### **Contributing Actions Annual Update Table**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### **LCFF Carryover Table**

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

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

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