



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Achieve Charter School of Chico

CDS Code: 04-61424-0141085

School Year: 2024-25

LEA contact information:

Casey Taylor

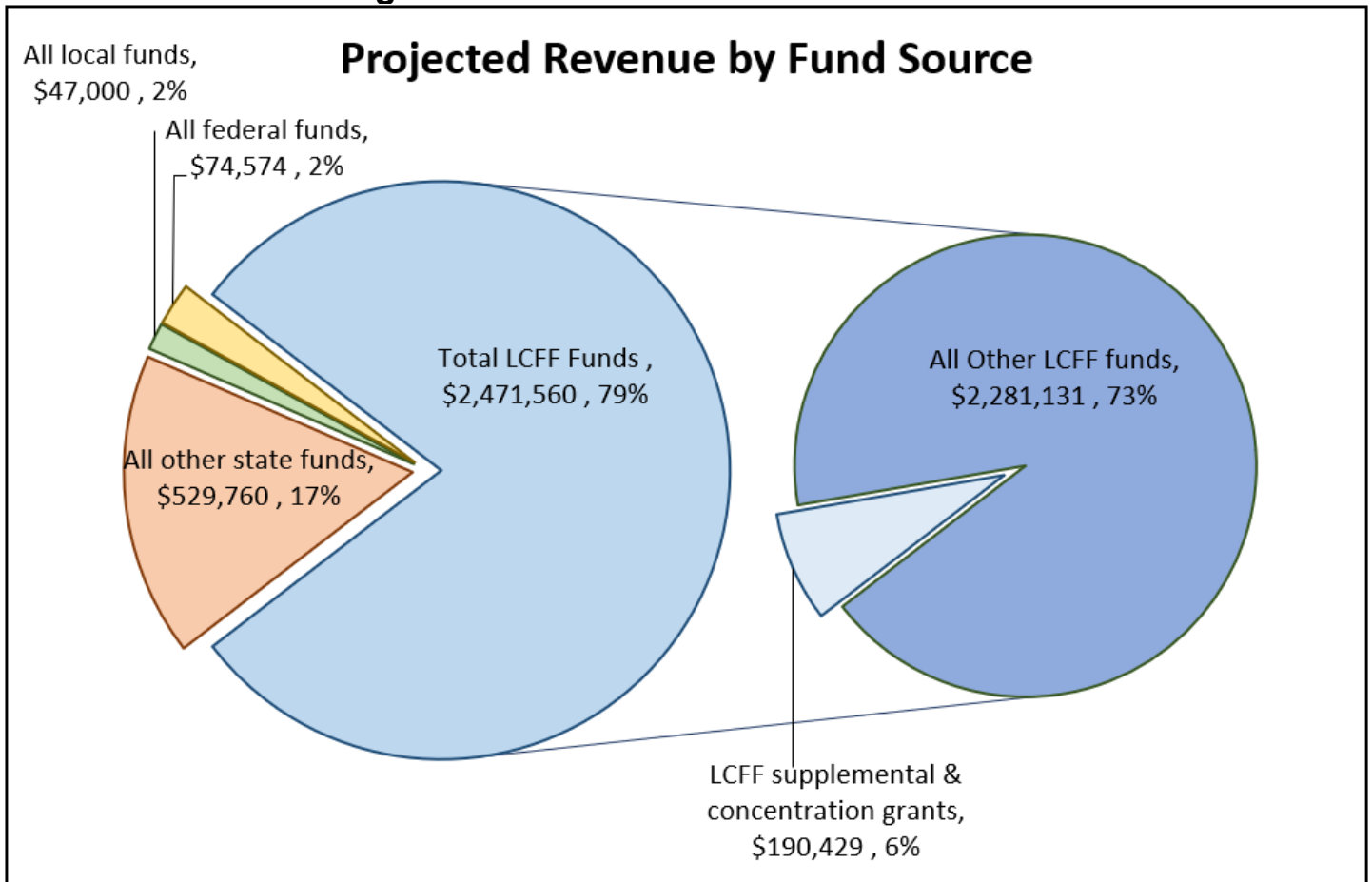
Executive Director

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530-872-4100

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

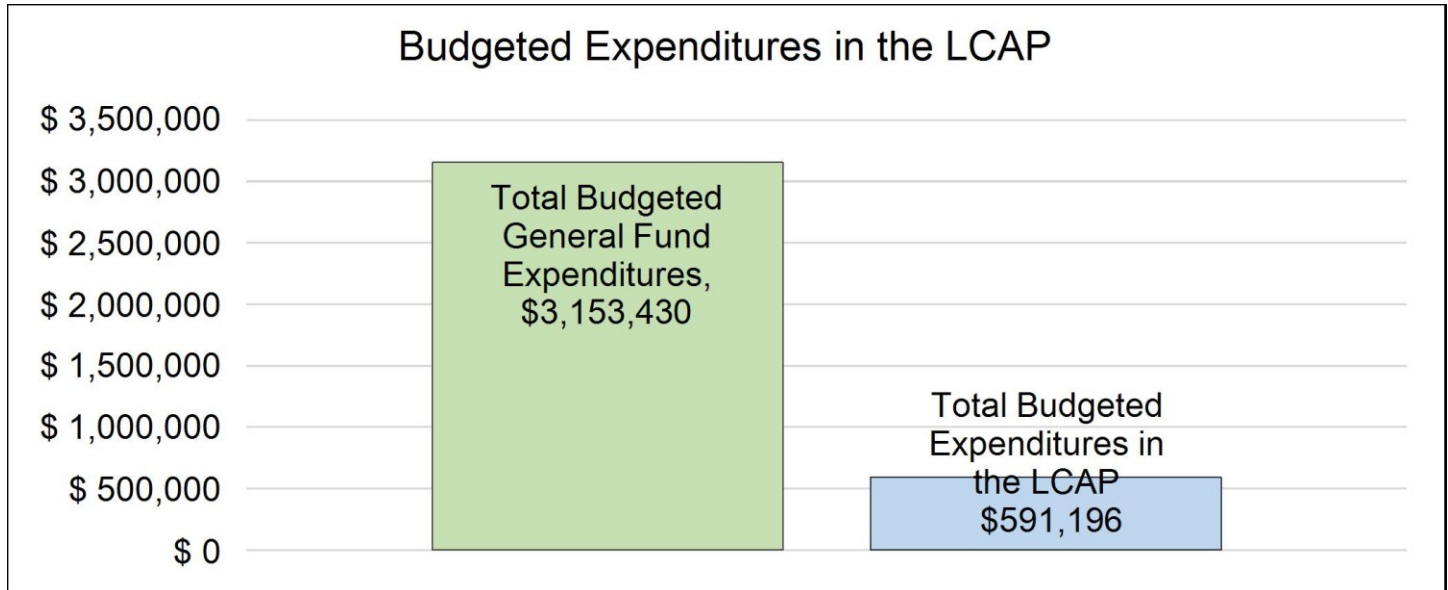


This chart shows the total general purpose revenue Achieve Charter School of Chico expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Achieve Charter School of Chico is \$3,122,894, of which \$2,471,560 is Local Control Funding Formula (LCFF), \$529,760 is other state funds, \$47,000 is local funds, and \$74,574 is federal funds. Of the \$2,471,560 in LCFF Funds, \$190,429 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 Achieve Charter School of Chico 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: Achieve Charter School of Chico plans to spend \$3,153,430 for the 2024-25 school year. Of that amount, \$591,195.50 is tied to actions/services in the LCAP and \$2,562,234.5 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

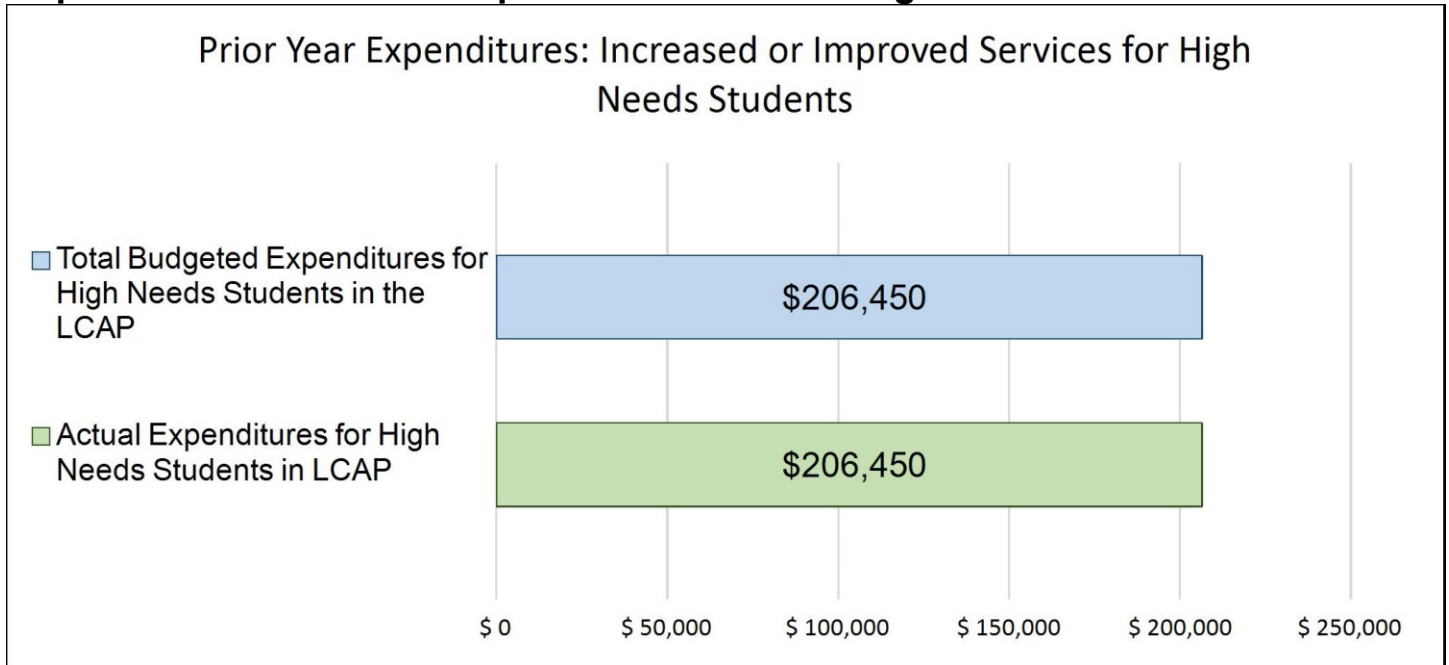
Salaries (classified, certificated), Employee Benefits, Books and Supplies, Contracted Services and Other Operating Expenditures, Capital Outlay (site improvements, rent, etc.)

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

In 2024-25, Achieve Charter School of Chico is projecting it will receive \$190,429 based on the enrollment of foster youth, English learner, and low-income students. Achieve Charter School of Chico must describe how it intends to increase or improve services for high needs students in the LCAP. Achieve Charter School of Chico plans to spend \$490,367 towards meeting this requirement, as described in the LCAP.

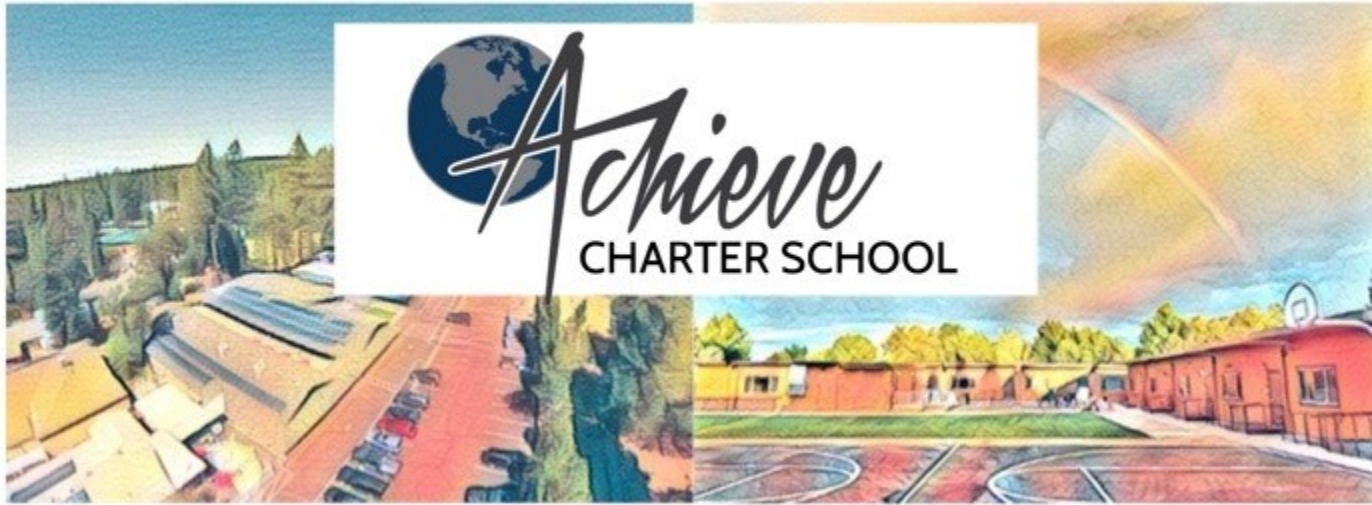
LCFF Budget Overview for Parents

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



This chart compares what Achieve Charter School of Chico budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Achieve Charter School of Chico 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, Achieve Charter School of Chico's LCAP budgeted \$206,450 for planned actions to increase or improve services for high needs students. Achieve Charter School of Chico actually spent \$206,450 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
Achieve Charter School of Chico	Casey Taylor Executive Director	ctaylor@achievecharter.org 530-872-4100

Goals and Actions

Goal

Goal #	Description
1	Increase student academic outcomes and mastery of CCSS for all students with a focus on low-income students, language learners, and students with disabilities by piloting and implementing newly adopted curriculum to fidelity and improving instructional practices.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1: Basic Conditions of Learning: Highly Qualified and Appropriately Assigned Teachers	In 20-21, 100% of Achieve teachers were appropriately assigned and credentialed as verified by the Highly Qualified Teacher report	91%, Our Middle School Science Teacher has a Multiple Subject Credential and a GLAP while she works towards getting her Supplemental Credential in Science	91% Our middle school science teacher position was unfilled for the 22-23 school year	In 2023-2024, 83% of Achieve teachers were appropriately assigned and credentialed with one teacher holding an Intern Credential Properly Assigned.	Maintain 100%
Priority 1: Basic Conditions of Learning: Instructional Materials	In 20-21, 100% of Achieve classrooms had sufficient instructional materials as verified by classroom inventory lists	100%	100%	100%	Maintain 100%
Priority 1: Basic Conditions of Learning: Instructional Materials	In 20-21 all students had 1:1 technology device access	100%	100%	100%	Maintain 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1: Basic Conditions of Learning: School Facilities	In 20-21 the school was located at a new, temporary school facility in Chico, meeting all City code requirements and found to be safe and clean as self reported in the SARC	All areas on the FIT self reported as "Good" or better. We are working on landscaping and shade improvements.	All areas on the FIT self reported as "Good" or better. We are working on landscaping and shade improvements.	All areas on the FIT self reported as "Good" or better. Major landscaping and shade improvements have been made.	All schools rate good or exemplary as measured by the Facility Inspection Tool (FIT) and reported in the School Accountability Report Card
Priority 2: State Standards Condition of Learning: Implementation of State Standards for all students	100% of classrooms have adopted ELA and Math curriculum that is state standards aligned as evidenced by grade level standards checklists	100 % of classroom have ELA and Math curriculum that is standards alinded	100 % of classroom have ELA and Math curriculum that is standards alinded	100 % of classroom have ELA and Math curriculum that is standards alinded	Maintain 100% of ELA and Math curriculum as standards alinded
Priority 4: Pupil Achievement: Pupil Outcomes CAASPP ELA CA Dashboard (2019) Academic Indicator	2018-2019 *All Students- 5.9 points below standard *White Students- 7 points above standard *Socioeconomically Disadvantaged Students- 5.9 points below standard *English Only Students- 3.3 points below standard *English Learners- NA	CAASPP points below standard measure was not calculated for Spring 2021. However, 49.0% met or exceeded ELA standards	21-22 There are no colorson the CA Dashboard this year. We did not meet the 7 points above standard goal,however our SED students scored hire than our overall student population in ELA All Students-.2 points above standard Socioeconomically Disadvantaged Students- 1.4 points above standard	22-23 School Year ELA- Orange All Students: 13.4 points below standard, decreased by 13.6 SED Students: 22.2 points below standard, decreased by 23.6	All students and all student subgroups will score "Green" on the CA Dashboard or at least 7 points above standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4: Pupil Achievement: Pupil Outcomes CAASPP Math CA Dashboard (2019) Academic Indicator	2018-2019 *All Students- 28.4 points below standard *White Students- 11.6 points below standard *Socioeconomically Disadvantaged Students- 28.4 points below standard *English Only Students- 23.9 points below standard *English Learners- NA	CAASPP points below standard measure was not calculated for Spring 2021. However, 45.26% met or exceeded Math standards on the 2021 CAASPP.	21-22 There are no colors on the CA Dashboard this year. We did not meet the 7 points above standard goal. All Students-52 points below standard Socioeconomically Disadvantaged Students- 71.5 points below standard Students with Disabilities- 108.1 points below standard	22-23 School Year Math- Yellow All Students: 23.1 below standard decreased by 11.6 SED Students: 23.5 points below standard, declined by 8.6	All students and all student subgroups will score "Green" on the CA Dashboard
Priority 4: Pupil Achievement: Enrollment in CTE, A-G, AP Exam Pass Rate, and High School Graduation Rate	Not relevant since we are a K-8 school	Not relevant since we are a K-58 school	Not relevant since we are a K-8 school	N/A	N/A
Priority 4: Pupil Achievement: ELPAC proficiency rates	20-21 Achieve served 5 Emerging Bilingual students. These students were monitored individually for progress towards English proficiency and mastery of stand standards	21-22 Achieve served 6 Emerging Bilingual students. These students were monitored individually for progress towards English proficiency and mastery of stand standards	22-23 Achieve served 6 Emerging Bilingual students. These students were monitored individually for progress toward English proficiency and mastery of state standards	2023-2024 Achieve served 6 Emerging Bilingual students. These students were monitored individually for progress toward English proficiency and mastery of state standards. 1 EL student was reclassified.	Students will be monitored individually for progress towards English proficiency and mastery of stand standards

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 3: Parental Involvement and Engagement	20-21 Spring Parent Satisfaction Survey 95% of parents report being satisfied or extremely satisfied	21-22 Spring Parent Satisfaction Survey 14 Responses: 93% of parents report being moderately, very or extremely satisfied: Extremely Satisfied 64.29% Very Satisfied 7.14% Moderately Satisfied 21.43% Slightly Satisfied 7.14% Not at all Satisfied 0%	22-23 Spring Parent Satisfaction Survey 49 Responses: 100% of parents report being moderately, very or extremely satisfied: Extremely Satisfied 50% Very Satisfied 41.67% Moderately Satisfied 8.33% Slightly Satisfied 0% Not at all Satisfied 0%	23-24 Parent Engagement Survey: I feel welcome at this school 99% This school sees me as a partner in my child's education 98% This school has high expectations for students 94% We had 100% participation from parents in Personalized Learning Plan meetings. We had 100% participation in IEP meetings from parents with students with disabilities	We will maintain a percentage of 95% of parents reporting satisfaction with the school's program
Priority 4: Pupil Achievement: Local Indicator- NWEA Measures of Academic Progress (MAP) Reading	20-21 Spring Percentile Rank *All Students 51st *Socioeconomically Disadvantaged 50th *Hispanic 39th	Reading: 40% of students met their Growth Projection	Reading: 42% of students met their Growth Projection	2023-24 Spring Percentile Rank *All Students 52nd percentile rank *Hispanic 43th	60% of all students will meet their Growth Projection Goal

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4: Pupil Achievement: Local Indicator- NWEA Measures of Academic Progress (MAP) Math	20-21 Spring Percentile Rank *All Students 48th *Socioeconomically Disadvantaged 46th *Hispanic 40th	Math: 22% of students met their Growth Projection	Math: 47% of students met their Growth Projection	2023-24 Spring Percentile Rank *All Students 52nd *Hispanic 40th	60% of all students will meet their Growth Projection Goal
Priority 5: Pupil Engagement: Local Indicator- Middle School Dropout Rate	20-21 100% of our students completed middle school	100% of our students completed middle school	100% of our students completed middle school	100% of our students completed middle school	We will maintain 0% middle school dropouts.
Priority 8: Other Pupil Outcomes- 8th Grade Eligibility for A-G Academic High School Plan	20-21 69% of eighth graders were eligible for an A-G high school plan 19-20 71% of eighth graders were eligible for an A-G high school plan	21-22 93% of eighth graders were eligible for an A-G high school plan	22-23 70% of eighth graders were eligible for an A-G high school plan	23-24 75% of eighth graders were eligible for an A-G high school plan	We will increase the number of 8th graders eligible for an A-G high school plan to 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.

Achieve Charter School of Chico Increased student academic outcomes and mastery of CCSS for all students, with a focus on low-income students, language learners, and students with disabilities, by piloting and implementing a newly adopted curriculum to fidelity and improved instructional practices.

Action 1.1 Implementation of Summit Learning in 5th- 8th grades.

Description: The 5th-8th grades will implement Summit Learning for ELA and Math. Teachers will participate in a summer training institute. Teachers will receive coaching throughout the school year.

Implementation: This action was FULLY IMPLEMENTED

Successes: Our principal and teachers received coaching through Summit Learning throughout the year and participated in summer training. In addition, our school principal was trained by Instruction Partners to coach teachers through observation and feedback. The principal created a planning tool to help teachers implement the curriculum. 23-24 NWEA MAP assessment scores for K-8th grades in ELA and Math increased to the 52nd percentil from 50th in ELA and 51st in Math in 22-23.

Challenges: There were no challenges in meeting this goal however, In 22-23 academic outcomes on the CCASSPP for all student subgroups decreased slightly for ELA and Math

Action 1.2 Pilot Wonders ELA for K-4

Description: Kindergarten- 4th grade will continue to implement the ELA curriculum Wonders.

Implementation: This action was FULLY IMPLMENTENED

Successes: Teachers worked with the principal to plan lessons using a planning tool and received feedback on lessons. Spring percentile rank on internal benchmark assessments, NWEA Measures of Academic Progress, in reading increased from the 50th percentile to the 51st percentile.

Challenges: Our teachers and principal found the Wonders curriculum to be difficult to implement.

Action 1.3 Instructional Practices Support

Description: Achieve is contracting with Instruction Partners to support teachers in an English Language Arts Content Standards study, including vertical and horizontal coherence, breaking down standards, and connecting standards to units. They will also receive instruction practice coaching and feedback using the Instruction Practice Guide (IPG).

Implementation: This action was FULLY IMPLMENTENED

Successes: Our principal and teachers increased their capacity in instructional strategies and knowledge of state standards.

Challenges: The only challenge was utilizing our curriculum, Wonders, in this process. We realized Wonders did not have the focus on state standards and research-based instructional practices we needed.

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.

For Goal 1, all budget expenditures were on target throughout the year and completely spent for each action. We analyzed our budgeted expenditures, estimated actual expenditures during the year, and reported findings in our Mid-Year Local Control Accountability (LCAP) Update.

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

Achieve has made excellent progress toward our goal of increasing student academic outcomes and mastery of CCSS for all students with a focus on low-income students, language learners, and students with disabilities by piloting and implementing newly adopted curriculum to fidelity and improving instructional practices.

- 1.1: Our action to implement Summit Learning for 5th-8th grades was extremely EFFECTIVE, with Summit Learning fully implemented in all grades, as evidenced by teacher lesson plans and student work, by the end of the three-year LCAP cycle.
- 1.2: Our action to pilot Wonders ELA curriculum in K-4th grades was EFFECTIVE. All classrooms implemented the Wonders ELA curriculum, as evidenced by teacher lesson plans and student work, by the end of the three-year LCAP cycle.
- 1.3: Our action to provide instructional practice support to our principal and teachers was EFFECTIVE. The principal and all teachers received coaching and feedback on lesson planning, understanding state standards, and using the instructional practice guide (IPG) as evidenced by meeting agendas and lesson plans.

Our ELA academic outcomes had a slight decrease since the 21-22 school year however students with 3 years of contiguous enrollment tend to perform better in local and state assessments compared to 2 or less year students.

83% of Achieve teachers were appropriately assigned and credentialed as verified by the Highly Qualified Teacher report.

100% of Achieve classrooms had sufficient instructional materials as verified by classroom inventory lists.

100% of students had 1:1 technology device access.

The school rated good as measured by the Facility Inspection Tool (FIT) and reported in the School Accountability Report Card.

100% of ELA and Math curriculum was standards aligned.

While the All Students did not receive a green Dashboard color in ELA or Math, they did receive orange and yellow respectively with no subgroups in the Red for any measurement. In addition, these actions and measurements lead to the pilot and adoption of a new foundations skills program for Kindergarten- 3rd grade and Wit and Wisdom ELA in K-8th grade to be implemented in the 23-24 school year.

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.

Overall, our planned goals, metrics, and desired outcomes for Goal 1 will continue next year with the following changes in detail: Summit Learning is changing to Gradient Learning and will change its curriculum and platform in the 24-25 school year. Our 5th -8th-grade teachers and administrators will attend Gradient summer training on the new platform and program changes this summer. The change to Gradient for our 5-8th grades and the outcomes from our K-4 ELA pilot of Wonders resulted in a major curriculum adoption process for our entire school organization. Teachers from both our Paradise and Chico schools collaboratively developed an ELA vision statement and a curriculum adoption rubric. Teachers piloted CKLA, EL, and Wit and Wisdom, making the final decision to adopt Wit and Wisdom for ELA for Kindergarten through 8th grade. This goal will continue with a focus on piloting and implementing the curriculum. We will continue our partnership with Instruction Partners to train and support administrators and teachers with instructional coaching. In addition, we will be adding a Director of Curriculum and Instruction to support and oversee this curriculum adoption and support high-quality classroom instruction. These action steps will appear in a revised goal that will become Goal 2 in the 24-25 LCAP.

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>Improve student social-emotional wellness by refining our multi-tiered system of support with a specific focus on trauma recovery and Social Emotional Learning.</p> <p>This goal will be addressed through piloting a formal Positive Behavior Intervention System (PBIS); incorporating the Virtues Project and Habits of Success language into the school-wide SEL program with the support of our SPED and Mental Health Director; continuing crisis counseling (trauma recovery and self-regulation training in classrooms, small groups, and one-on-one); providing behavior intervention support; implementing fall and spring student/parent/staff survey pulses; and strengthening relationships with and among parents to build community, belonging, and encourage support for behavior and well-being at home.</p>

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 3: Parental Involvement	Achieve offered 3 social emotional learning trainings to parents	We not able to offer trainings to parents this school year due to staffing shortages and COVID outbreaks.	This year social emotional trainings for parents were part of the monthly Parent Advisory Council meetings.	Achieve offered social-emotional training for parents during a Parent Advisory Council meeting, an Achieve Familias Hispanas meeting, and a child wellness workshop through Chico State's Child Development Department	Achieve will offer at least 3 social emotional learning trainings to parents, including training on our SEL programs Social Thinking and Habits of Success
Priority 5:Pupil Engagement- - Attendance Rate	20-21 Attendance Rate was 97%	Attendance Rate: 96%	Attendance Rate: 97%	Attendance Rate: 94%	We will maintain an Attendance Rate of at least 95% with a goal of 97%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 5: Pupil Engagement- Chronic Absenteeism Rates	18-19 Dashboard Chronic Absenteeism Rates 15% 19-20 Chronic Absenteeism Rates 5%	20-21 Chronic Absenteeism: Local Calculation- 18%	21-22 Chronic Absenteeism: Local Calculation- 7%	22-23 Chronic Absenteeism: Local Calculation- 8.4%	We will decrease our Chronic Absenteeism Rate to 2%
Priority 5: Pupil Engagement Local Indicator- Middle School Drop Out Rate	20-21 100% of our 8th grade students completed 8th grade	21-22 100% of our 8th grade students completed 8th grade	22-23 100% of our 8th grade students completed 8th grade	23-24 100% of our 8th grade students completed 8th grade	We will maintain a 100% Middle School Completion Rate
Priority 6: School Climate- Student Suspensions	18-19 Dashboard Suspension Rate 1%	20-21 Suspension Rate: 2%	21-22 Suspension Rate: 0.5%	22-23 0%	We will maintain a 1% Suspension Rate on the California Dashboard with the goal of less than 1%
Priority 6: School Climate- Student Expulsion Rate	18-19 Dashboard Expulsion Rate 0% 20-21 Local Calculation 0%	Expulsions: Local Calculation 0%	Expulsions: Local Calculation 0%	Expulsions: Local Calculation 0%	We will maintain and Expulsion Rate of 0%
Priority 6: School Climate- Student Survey Teenage Self-Assessment of Mental Health 4th-5th	20-21 Spring Survey 4th-8th Graders Having nightmares 41% Having upsetting memories of the Camp Fire that interfere with daily activities 40%	21-22 Spring Survey 4th-5th graders: Feeling happy with little irritability or anger 56% Feeling hopeful about the future 58% Having nightmares 28% Feeling worried	22-23 Butte County Kelvin Student Survey of 4th and 5th graders: 73% having positive connections between students, adults, and peers;	23-24 Butte County Kelvin Student Survey of 4th -8th graders: Cultural and Linguistic Competency 80% Relationships: having positive connections between students,	We will increase the percentage of students self-reporting positive responses in the areas of relationships, the school climate of academic support, a sense of belonging and connectedness, and students' self-

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Having difficulty with school assignments 59%</p> <p>Having trouble starting activities they need to do or like to do for fun 67%</p> <p>Having difficulty sleeping 78%</p> <p>Having difficulty concentrating 67%</p>	<p>58%</p> <p>Interested and able to participate in hobbies and activities that I like to do 76%</p> <p>Willingly doing school work and chores 64%</p> <p>Able to concentrate and focus on schoolwork and chores 59%</p> <p>I have a normal appetite and am able to eat foods I like 80%</p> <p>Getting along with family/friends 72%</p>	<p>71% there is a positive climate of academic support; 69% a positive sense of being accepted, valued, and included; 55% the ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior.</p>	<p>adults, and peers 68%</p> <p>Climate of Support-Academic Learning 64%</p> <p>Sense of Belonging/Connectedness 61%</p> <p>Self-awareness & Self-management & Positive Affect 56%</p>	<p>awareness and self-management skills</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.

Achieve Charter School of Paradise made steps towards improved student social-emotional wellness by refining our multi-tiered system of support with a specific focus on trauma recovery and Social Emotional Learning.

This goal was addressed through piloting a PBIS program; incorporating the Virtues Project and Habits of Success language into the school-wide SEL program with the support of our SPED and Mental Health Director; continuing crisis counseling (trauma recovery and self-regulation training in classrooms, small groups, and one-on-one); providing behavior intervention support; implementing fall and spring student/parent/staff survey pulses; and strengthening relationships with and among parents to build community, belonging, and encourage support for behavior and well-being at home.

Action 2.1 Pilot PBIS School-wide

Description: An SEL leadership team will lead a school-wide pilot of PBIS to improve relationships and respect on campus and decrease student behavior issues.

Implementation: The action was FULLY IMPLEMENTED

Successes: The staff at Achieve Charter School of Chico received training and implemented PBIS and created an office referral/student behavior tracking system. We believe this work led to the decrease in office referrals over the course of the school year.

Challenges: The only challenge was encouraging staff to persevere in implementation, even when they did not see results in improved relationships and respect on campus.

Action 2.2 Continue Crisis Counseling

Description: Students receive crisis counseling including self-regulation strategies whole school, in classrooms, in small groups and one-on-one as needed.

Implementation: The action was FULLY IMPLEMENTED

Success: Achieve had a number of students with extreme social-emotional and behavioral issues that were successfully addressed through crisis counseling. This service decreased behavior issues and increased students' time in class.

Challenge: A challenge was finding enough space on campus to provide counseling services.

Action 2.3 Implement Balanced Brain Trauma Recovery After-School Program

Description: The Balanced Brain Trauma Recovery After School Program will be implemented and offered to all students K-8.

Implementation: The action was FULLY IMPLEMENTED

Success: This program offers an extended learning option to all students at Achieve. Students received additional academic support, social skills support and social-emotional support after school.

Challenge: The only challenge with this program is ensuring enough quality staff to run the program.

Action 2.4 Implement Fall and Spring student wellness survey pulses through Kelvin

Description: All 4th-6th grade students will take a Fall and Spring wellness survey through the Kelvin platform.

Implementation: The action was FULLY IMPLEMENTED

Success: Student pulses were given to students in December and in April. Data from these pulses was used to develop LCAP goals for the 24-25 school year, to drive our team to participate in the California Department of Education California Collaborative for Educational Excellence Community Engagement Initiative in the 24-25 school year, to develop our Spanish-speaking parent group, the Achieve Familias Hispanas, to host parent workshops and to hold empathy interviews with all 6th-8th grade students with the support of Chico State School Psychology Interns.

Action 2.5 Refine SEL Program

Description: Incorporate the Virtues Project/Habits of Success into school-wide SEL program and use SEL curriculum on an as needed basis.

Implementation: This action was FULLY IMPLEMENTED

Success: This goal was supported by our Director of Mental Health one-half day per week. Our Mental Health Director supported the principal, classroom teachers and paraprofessionals in incorporating SEL into the general classroom and on the playground. Students received support on conflict resolution, self-regulation strategies, goal-setting skills, etc.

Challenge: Over the course of the year, student survey data and empathy interview information revealed the need for a comprehensive SEL program school-wide. There will be an updated goal to include implementing an SEL curriculum in 24-25.

Action 2.6 Provide Behavior Support

Description: The school will contract with a behavioral specialist to provide training and support to staff.

Implementation: This action was FULLY IMPLEMENTED

Success: The behavior support our staff and students received resulted in major growth in 5 specific students and entire classrooms across the school. Behavior assessments were conducted and plans were written and implemented. Students receiving this support also made academic gains.

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.

For Goal 2, all budgeted expenditures were on target throughout the year and completely spent for each action with the exception of costs for Kelvin Pulse Surveys and estimated costs for piloting a Positive Behavior Intervention System. The Kelvin subscription was provided for free through a grant with Butte County Office of Education and training on PBIS was provided for free by our El Dorado Charter SELPA and BCOE. Achieve Analyzed its budgeted expenditures and estimated actual expenditures during the year and reported findings in our Mid-Year Local Control Accountability Plan (LCAP) Update.

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

Achieve Charter School of Chico made significant steps towards improved student behavior by refining our multi-tiered system of support with a specific focus on PBIS.

A number of actions in conjunction together improved the social-emotional wellness at the school, resulting in a decreased number of extreme student behavior incidents. Action 2.1 Pilot PBIS School-wide, Action 2.2 Continue Crisis Counseling, Action 2.3 Implement Balanced Brain Trauma Recovery After-School Program, Action 2.4 Implement Fall and Spring student wellness survey pluses through Kelvin, Action 2.5 Refine SEL Program, and Action 2.6 Provide Behavior Support were extremely EFFECTIVE, as evidenced in a common language and expectation around respect for others and appropriate behavior.

We attribute the action steps in Goal 2 to sustaining our suspension and chronic absenteeism rates while we welcomed many new students to our school. Many of our new students were struggling in their former schools. Our dip in attendance resulted from not offering independent study during the first half of the school year and not from the ineffectiveness of actions.

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.

Overall, this goal will remain and be moved to Goal 1. Updated language will focus on increasing a sense of belonging for students, families, and staff, add the pilot of a comprehensive SEL program school-wide, and provide a high number of paraprofessionals to support socioeconomically disadvantaged students, build a sense of connection, and improve self-management skills.

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

Goals and Actions

Goal

Goal #	Description
3	<p>Improve the academic outcomes of economically disadvantaged students, Hispanic students, language learners, and students with disabilities by refining and increasing intervention programs.</p> <p>This goal will be addressed through continuing intensive reading intervention through our reading specialist to serve underperforming students; improving instructional strategies for Hispanic/EL Learners, including hiring bilingual staff and ELA instruction coaching and feedback; offering a low adult-to-student ratio for academic and behavioral support; strengthening relationships with parents to encourage support for academics at home; and partnering with Chico State for special education program student interns to provide additional special education support for students with disabilities.</p>

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4: Pupil Achievement: Pupil Outcomes CAASPP ELA CA Dashboard (2019) Academic Indicator	2018-2019 *All Students- 5.9 points below standard *White Students- 7 points above standard *Socioeconomically Disadvantaged Students- 5.9 points below standard *English Only Students- 3.3 points below standard *English Learners- NA	CAASPP points below standard measure was not calculated for Spring 2021. However, All Students 49.0% met or exceeded ELA standards Socioeconomically Disadvantaged Students 38.33% met or exceeded ELA standards Hispanic Students	21-22 There are no colors on the CA Dashboard this year. We did not meet the 7 points above standard goal. All Students-50.8 points below standard Socioeconomically Disadvantaged Students- 59.7 points below standard Students with Disabilities- 131.8 points below standard	22-23 School Year ELA- Orange All Students: 13.4 points below standard, decreased by 13.6 SED Students: 22.2 points below standard, decreased by 23.6 SWD 61.3 points below, increased by 24.2 Hispanic 31.8 points below, an increase of 5	All students and all student subgroups will score "Green" on the CA Dashboard or at least 7 points above standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		36.37% met or exceeded ELA standards			
Priority 4: Pupil Achievement: Pupil Outcomes CAASPP Math CA Dashboard (2019) Academic Indicator	2018-2019 *All Students- 28.4 points below standard *White Students- 11.6 points below standard *Socioeconomically Disadvantaged Students- 28.4 points below standard *English Only Students- 23.9 points below standard *English Learners- NA	CAASPP points below standard measure was not calculated for Spring 2021. However, All Students 45.26% met or exceeded Math standards Socioeconomically Disadvantaged Students 40% met or exceeded Math standards Hispanic Students 40.91% met or exceeded Math standards	21-22 There are no colors on the CA Dashboard this year. We did not meet the 7 points above standard goal. All Students-52 points below standard Socioeconomically Disadvantaged Students- 71.5 points below standard Students with Disabilities- 108.1 points below standard	22-23 School Year Math- Yellow All Students: 23.1 below standard decreased by 11.6 SED Students: 23.5 points below standard, declined by 8.6 SWD 64 points below, increased by 52.3 points Hispanic 49.9 points below, increase of 3	All students and all student subgroups will score "Green" on the CA Dashboard
Priority 6: School Climate- Student Mental Health Survey	20-21 Spring Survey 4th-8th Graders Having nightmares 41% Having upsetting memories of the Camp Fire that interfere with daily activities	21-22 Spring Survey 4th-5th graders: Feeling happy with little irritability or anger 56% Feeling hopeful about the future 58% Having nightmares	22-23 Butte County Kelvin Student Survey of 4th and 5th graders: 74% having positive connections between students, adults, and peers;	23-24 Butte County Kelvin Student Survey of 4th -8th graders: Cultural and Linguistic Competency 80%	We will decrease the percentage of 4th-8th graders self reporting having trouble with these issues

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>40% Having difficulty with school assignments</p> <p>59% Having trouble starting activities they need to do or like to do for fun</p> <p>67% Having difficulty sleeping</p> <p>78% Having difficulty concentrating</p> <p>67%</p>	<p>28% Feeling worried</p> <p>58% Interested and able to participate in hobbies and activities that I like to do</p> <p>76% Willingly doing school work and chores</p> <p>64% Able to concentrate and focus on schoolwork and chores</p> <p>59% I have a normal appetite and am able to eat foods I like</p> <p>80% Getting along with family/friends</p> <p>72%</p>	<p>72% there is a positive climate of academic support;</p> <p>67% a positive sense of being accepted, valued, and included;</p> <p>56% the ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior.</p>	<p>Relationships: having positive connections between students, adults, and peers</p> <p>68%</p> <p>Climate of Support-Academic Learning</p> <p>64%</p> <p>Sense of Belonging/Connectedness</p> <p>61%</p> <p>Self-awareness & Self-management & Positive Affect</p> <p>56%</p>	
Priority 7: Broad Course of Study	All students had equal access to fine and performing arts and other electives and enrichment courses as offered during distance and in-person learning	All students had equal access to fine and performing arts, Spanish and other electives and enrichment courses	All students had equal access to fine and performing arts, Spanish and other electives and enrichment courses	All students had equal access to fine and performing arts, Spanish and other electives and enrichment courses	All students will have equal access to fine and performing arts and other electives and enrichment courses

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 8: Other Pupil Outcomes- Local Indicator- NWEA Measures of Academic Progress (MAP) Math	20-21 Spring Percentile Rank *All Students 48th *Socioeconomically Disadvantaged 46th *Hispanic 40th	Math 22% of students met their Growth Projection Goal	Math 47% of students met their Growth Projection Goal	2023-24 Spring Percentile Rank *All Students 52nd *Hispanic 43th	60% of all students will meet their Growth Projection Goal
Priority 8: Other Pupil Outcomes- Local Indicator- NWEA Measures of Academic Progress (MAP) Reading	20-21 Spring Percentile Rank *All Students 51st *Socioeconomically Disadvantaged 50th *Hispanic 39th	Reading: 39% of students met their Growth Projection Goal	Reading: 46% of students met their Growth Projection Goal	2023-24 Spring Percentile Rank *All Students 52nd percentile rank *Hispanic 40th	60% of all students will meet their Growth Projection Goal

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.

Achieve Charter School took steps and implemented the right action steps to Improve the academic outcomes of economically disadvantaged students, Hispanic students, language learners, and students with disabilities by refining and increasing intervention programs. While our CAASPP scores slightly decreased in 22-23, longer term enrolled students showed better performance than short term enrolled students and students with disabilities made major growth in ELA and Math. in addition our K-3rd grade classes increased in percentil ranking on NWEA MAP reading assessments as compared to last year. It should also be noted that Achieve Charter School of Chico just completed its third year of opperation has been increasing in student enrollment over the last 3 years. We are drawing students who have not been successful in traditional district schools. In addition half of our middle school teachers were brand new teachers this year. We recognize these action steps and this goal will take time.

This goal was addressed through continuing intensive reading intervention through our reading specialist to serve underperforming students; improving instructional strategies for Hispanic/EL Learners, including hiring bilingual staff and ELA instruction coaching and feedback; offering a low adult-to-student ratio for academic and behavioral support; strengthening relationships with parents to encourage support for academics at home; and partnering with Chico State for special education program student interns to provide additional special education support for students with disabilities.

Action 3.1 Research and plan for reading specialist services

Description: The school works with staff to research, train, and hire a reading specialist to address learning loss with a specific focus on low income, students with disabilities, language learners, and Hispanic students.

Implementatrion: After three years, reading specialist services are FULLY IMPLEMENTED at Achieve Charter School through a reading specialist shared between our two campuses. Our reading specialist works directly with students below gradelevel in reading and also trains and supports Kindergarten through 3rd grade teachers with reading instruction strategies.

Successes: All Kindergarten through 3rd grade teachers have been trained in Institue for Multi-Sensory Education (IMSE) by our reading specialist and have the tools and skills they need to provide instruction and support to our students learning to read. Our K-3rd grade students are scoring between the 54th and 69th percentile in reading on MAP assessments compared to between 30th and 72nd last year.

Action 3.2 Improve instructional strategies for Hispanic and English Language Learners

Description: The school will provide professional development to increasing the performance of Hispanic and English Language Learners with an English Language Arts standards study and instructional practices support through our contract with Instruction Partners.

Implementatrion: This action was FULLY IMPLEMENTED.

Successes: Our principal was coached though a contract with Instruction Partners to lead professional development for teachers in ELA standards and instructional practice studies with a focus on language learners. Teachers we also observed and given feedback on improvment.

Challenge: As the staff dove deeper into standards, they realized the ELA curriculum Wonders was not as user friendly or focused on standards as they would perfer. The school purchased a new ELA curriculum which was a budgetary hardship.

Action 3.3 Increase support for students with disabilities

Discription: The school will provide specific support for students with disabilities through a contract with Chico State University for two additional Special Education staff from the School of Psychology Master's Program to support behavioral/academic interventions, provide counseling and administer assessments.

Implementatrion: This action was FULLY IMPLEMENTED.

Success: The two interns were extreemly beneficial this year, performing assessments, providing counseling services, helping improve student behavior, and doing empahy interviews to help us better understand the student wellness survey results.

Challenges: This partnership with the college is inconsistant and they can not always provide interns. We will however continue to have one intern from the School of Psychology Master's Program next year to continue the work the interns started this year, specifically the work on creating a sense of belonging at Achieve.

Action 3.4 Hire an additional full-time credentialed teacher

Description: The school planned to hire an additional credentialed teacher to provide additional support in classrooms and release teachers for PD.

Implementation: We were not able to implement this action because we had to hire this teacher as a full-time 1st grade classroom teacher for our Paradise campus

Success: This teacher had an extreemly sucessful school year in Paradise.

Challenges: There is a teacher shortage in Butte County and substitutes are hard to find.

Action 3.5 Additional classroom aide support

Description: The school will hire 6 additional classroom aides, including a bilingual instructional aide, to support students with push in and pull out intervention services in English and Spanish.

Implementatrion: This action was FULLY IMPLEMENTED.

Successs: Our school has institutionalized prioritizing a high number of adults on campus to build relationships. It is a part of our program. Dedicated supplemental funds ensures this service is consistant.

Action 3.6 Hire a bilingual Spanish Teacher

Description: We will hire a bilingual Spanish teacher to teach Spanish to all students K-6, participate in monthly Achieve Familias Hispanas meetings, and support school family cultural events with the goal of increasing a sense of belonging, cultural awareness, building partnerships, and strengthening relationships with and among allparents with a focus on Hispanic families.

Implementatrion: This action was FULLY IMPLEMENTED.

Success: Our bilingual Spanish teacher is committed to providing Spanish instruction to our elementary students and is working to get a CA teaching credential.

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.

For Goal 3, all budgeted expenditures, with the exception of Action 3.4, the additional teacher, were on target throughout the year and completely spent for each action. Achieve analyzed its budgeted expenditures and estimated actual expenditures during the year and reported findings in our Mid-Year Local Control Accountability (LCAP) Update.

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

Achieve Charter School effectively implemented the right action steps to Improve the academic outcomes of economically disadvantaged students, Hispanic students, language learners, and students with disabilities by refining and increasing intervention programs. While our CAASPP scores slightly decreased in 22-23, longer term enrolled students showed better performance than short term enrolled students and students with disabilities made major growth in ELA and Math. In addition our K-3rd grade classes increased in percentil ranking on NWEA MAP reading assessments as compared to last year. It should also be noted that Achieve Charter School of Chico just completed its third year of operation has been increasing in student enrollment over the last 3 years. We are drawing students who have not been successful in traditional district schools. In addition half of our middle school teachers were brand new teachers this year. We recognize these action steps and this goal will take time. We believe the following actions, with the exception of hiring a floating substitute, need to continue over the course of the next three years to get the desired academic outcomes:

Action 3.1 Research and plan for reading specialist services

Description: The school works with staff to research, train, and hire a reading specialist to address learning loss with a specific focus on low-income students with disabilities, language learners, and Hispanic students.

This action was EFFECTIVE as evidenced by hiring a full-time reading specialist to be shared between our two campuses.

Action 3.2 Improve instructional strategies for Hispanic and English Language Learners.

Description: Through our contract with Instruction Partners, the school will provide professional development to increase the performance of Hispanic and English Language Learners through an English Language Arts standards study and instructional practices support.

This action was EFFECTIVE, as evidenced by our contract with Instruction Partners, professional development agendas, teacher lesson plans, and principal oversight and feedback notes.

Action 3.3 Increase support for students with disabilities

Description: The school will provide specific support for students with disabilities through a contract with Chico State University for two additional Special Education staff from the School of Psychology Master's Program to support behavioral/academic interventions, provide counseling and administer assessments

This action was EFFECTIVE, as evidenced by our contract with CSU Chico and an increase in academic performance by our students with disabilities.

Action 3.4 Hire an additional full-time credentialed teacher

Description: The school planned to hire an additional credentialed teacher to provide additional support in classrooms and release teachers for PD.

This action was INEFFECTIVE as we had to hire our planned additional credentialed teacher to be our 1st-grade classroom teacher. This position was expected to be funded with ESSER II funds. Those funds instead were spent on program and curriculum.

Action 3.5 Additional classroom aide support

Description: The school will hire 6 additional classroom aides, including a bilingual instructional aide, to support students with push-in and pull-out intervention services in English and Spanish.

This action was EFFECTIVE as evidenced by our employee roster and the maintenance of student academic outcomes and improvement in student behavior while increasing our student population. In addition, we believe this higher number of staff on campus is impacting the elimination of the achievement gap for socioeconomically disadvantaged students.

Action 3.6 Hire a bilingual Spanish Teacher.

Description: We will hire a bilingual Spanish teacher to teach Spanish to all students K-6, participate in monthly Achieve Familias Hispanas meetings, and support school family cultural events with the goal of increasing a sense of belonging and cultural awareness, building partnerships, and strengthening relationships with and among all parents with a focus on Hispanic families.

This action was EFFECTIVE as evidenced by the Spanish enrichment class schedule, parent participation at Achieve Familias meetings and events, various cultural school events, and an 80% favorable rating on Cultural and Linguistic Competency in the student Kelvin Spring Pulse.

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.

These actions will continue next year with the exception of an additional floating substitute teacher. These actions will be integrated in Goals 1 and 2 next year.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

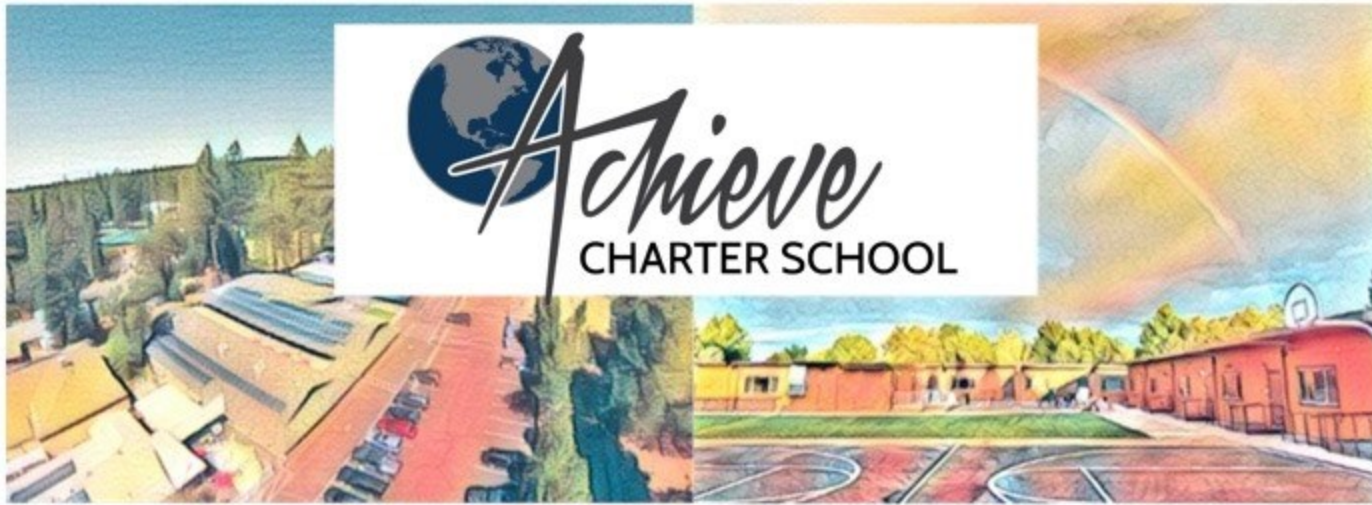
An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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

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

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

California Department of Education
November 2023



Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Achieve Charter School of Chico	Casey Taylor Executive Director	ctaylor@achievecharter.org 530-872-4100

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.

Achieve Charter School of Chico is a new charter school managed and operated by Achieve Charter School of Paradise, Inc., a 501(c)(3) California, nonprofit public benefit corporation. The non-profit was founded in 2005 by experienced educators, administrators, community leaders and parents to enrich students' lives and provide an alternative within the public school system, originally with one K-5 public charter school in Paradise, California. In 2005, the founders did not anticipate the impact the school would have on Paradise families and the community at large in the years that followed.

The organizational vision for Achieve Charter School(s) of Paradise Inc. is to play a role in driving change that improves the quality of life, education level, economic development, and mindset of the Ridge and surrounding communities. The Achieve organization will positively affect the public education system as a whole by increasing educational options for students, by modeling best practices for decreasing the achievement gap, increasing the number of graduates prepared for college and/or career, engaging parents, inspiring students, empowering teachers, and involving the community.

Achieve Charter School of Paradise Inc. currently operates three charter schools—(1) Achieve Charter School of Paradise, a K-8 program located in Paradise and authorized by Paradise Unified School District and (2) Achieve Charter High School, authorized by Butte County Board of Education that is currently non-operational and (3) Achieve Charter School of Chico, a new K-8 program based on the best practices of Achieve Charter School of Paradise, now permanently located in Chico and authorized by Chico Unified School District.

Virtually all Achieve Charter School of Paradise students, staff, and their families were displaced following the Camp Fire in the fall of 2018. In recognition of the lengthy transition period necessary for families to return to their homes and community in Paradise and to provide continued educational services and programs to Achieve Charter School of Paradise students, Achieve Charter School of Paradise Inc. worked with the Chico Unified School District to establish a new charter school in Chico to serve the families who settled in Chico and its surrounding areas following the fire. After the fire, Achieve, with the support of its insurance company CharterSafe and in partnership with the City of Chico, invested millions of taxpayer dollars in upgrading infrastructure and facilities on 2 acres at 1494 East Ave, Chico, to build a temporary school. Achieve purchased 18 portable buildings and has received permanent occupancy with the City of Chico to ensure this investment continues to serve Achieve students in Chico for the long term.

Before establishing in Chico, Achieve Charter School experienced great success in Paradise during its last full 5-year charter term in 2013-2018. Achieve Charter School of Paradise implemented many school-wide instructional initiatives, refined instructional practices and character education, implemented Common Core State Standards for ELA and Math, had numerous years of decreasing the achievement gap and increasing internal benchmark assessment scores, and made gains towards meeting LCAP goals. Recognizing Achieve's ability to increase the performance of low-income students, Achieve Charter School of Paradise offered a priority for low-income students in the lottery. Achieve is very proud to have been recognized as a California Distinguished School in 2014 and 2018 for its Response to Intervention Program and Personalized Learning Plan best practices that resulted in closing the achievement gap between low and high-income students. Achieve Charter School of Paradise students have performed well on state standardized assessments, and the school has

maintained impressive parent involvement, high teacher/staff satisfaction and involvement, strong local governance, sound finances, a healthy reserve, clean audits, and a strong sense of community. Achieve renewed its charter in April of 2018 for a July 2018- June 2023 term. During the most recent charter term, Achieve has focused its efforts on supporting trauma recovery to its students, families, and staff, thereby refining its multiple-tiered system of support that includes a robust social-emotional learning component integrated into daily instruction, led by its mental health team. The 2018-2019 school year saw 100% of Achieve students classified as homeless under California Department of Education guidelines. In the 2019-2020 school year, 20% of Achieve students were still homeless. By the winter of that year, students were showing academic progress and signs they were recovering from trauma. When schools were ordered to move to distance learning in the spring due to the COVID-19 pandemic, Achieve staff tapped into their ability to make quick decisions and develop programs in response to students' needs. The added challenge of distance learning led Achieve to provide mental health services and social-emotional learning in new creative ways for students and their families while at home. Staff and leadership also worked to find ways to quickly and safely reopen school for in-person learning on campus for all students, five days a week, which they did in October 2020.

Building on these successes and accomplishments of Achieve Charter School of Paradise, Achieve Charter School of Chico is establishing itself as a highly successful charter school in the Chico Unified School District that can serve not only the academic needs of the students of Chico, including the displaced students and their families following the Camp Fire but also the social and emotional needs of this particularly impacted group of students. Achieve is working with Chico Unified School District to provide a viable and effective educational option for students and families.

Achieve Charter School's mission is to provide all students in our community with a unique, rich academic experience that produces career- and college-ready graduates. Our vision at Achieve is that everyone belongs, gets the support and challenge they need, and makes the world a better place.

We accomplish this by:

- Ensuring a safe, smaller learning community so that students and families are known and have a strong sense of belonging;
- Diversifying instruction and providing opportunities that meet the needs of each unique student;
- Empowering students to be self-directed and solution-oriented learners; and
- Cultivating personally and socially responsible citizens;

Achieve strives to be responsive to the changing needs of our community, families, students, and staff following the 2018 Camp Fire and the 2020 Pandemic. Both campuses have increased in cultural diversity, adding richness to our campuses and a need to be intentional about creating a sense of belonging. In addition, our student population of Hispanic students, low-income students, and students with special needs has increased. While our Hispanic and Students with Disabilities student groups are not performing as well as our All Student group, Achieve has nearly eliminated the achievement gap between all our students and our socioeconomically disadvantaged student sub-group, with a .4 point discrepancy in Math and an 8.8 discrepancy in ELA. We recognize that post-pandemic, students and families are thinking differently about education, looking for more purpose and connection to real-world issues. These factors have influenced how our schools think about the next three years and influenced our LCAP goals. Both schools have approximately 42% of students who are economically disadvantaged. Our schools do not receive Equity Multiplier funding.

Reflections: Annual Performance

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

Achieve Charter School of Chico did not perform at the lowest level on the California Dashboard in 2022 or 2023.

Our lowest level on the 2023 Dashboard was for English Language Arts and Chronic Absenteeism in the Orange. While the dashboard color is Orange for slight decreases in these two areas, there are minor discrepancies between our All Students group and our Socioeconomically Disadvantaged group with basically no achievement gap between our All Students group and our Socioeconomically Disadvantaged groups for ELA or Math. While our Hispanic and Students with Disabilities groups are approximately between 16 and 40 points below our All Students group for Math and ELA, both of these groups are Green on the Dashboard for Chronic Absentism and our Socioeconomically Disadvantaged student group is Yellow for Chronic Absentism. In addition we continue to see our longer term enrolled students showing better performance than short term enrolled students and preliminary CAASPP results from 22-23 show major gains by our Students with Disabilities.

These measurements, along with local indicators of student surveys and internal benchmark assessment, are leading our LCAP goals, focusing on increasing a sense of belonging and connection, engaging parents and the community, implementing a Positive Behavior Intervention System, delivering a rigorous curriculum by highly trained and supported teachers, and planning for a K-8 career exploration program,

Reflections: Technical Assistance

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

Achieve Charter School of Chico is not receiving any technical assistance.

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.

Our schools are not eligible for comprehensive support and improvement.

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	Back-to-school staff orientation 8/7/23 Friday staff meetings 3/1/24, 4.5.24 Staff Surveys- Kelvin Fall and Spring Pulses
Principals/Administrators	Weekly Cabinet Meetings centered around school goals and actions Leaders Retreat and Conference Car ride to San Francisco 2/22-24/24
Other School Personnel	Monthly Cabinet meetings that included CBO, HR Director, Teacher on Special Assignment and SPED Director.
Parents	Fall, Winter and Spring Personalized Learning Plan Conferences with teachers, parents and students Fall and Spring Kelvin Parent Survey Monthly Parent Advisory Meetings Monthly Achieve Familias Hispanas Meetings in Spanish LCAP Parent Input Meeting in Spanish 3/11/24 LCAP Parent Input Meeting in English 3/12/24
Students	Spring and Fall Student Kelvin Pulses Empathy interviews with all 4th-6th grade students: Psych interns met with all 4th-6th graders in hetero and homogeneous groups to ask, "What do you love about Achieve, and what would you change?" Fall, Winter, and Spring Personalized Learning Plan Conferences with teachers, parents, and students

Educational Partner(s)	Process for Engagement
Community	<p>The Achieve Board has 3 community members representing the wider community of Paradise and Chico. LCAP goals and actions were discussed at the April, May and June board meetings</p> <p>Achieve has many community partnerships and regularly communicates with community leaders about goals and actions at Achieve and needs specific to the Paradise community. Partnerships include: Chico Rotary, Chico Chamber, North State Hispanic Chamber, California State University Chico, Valley Contractors Exchange Workforce Foundation, North Valley Community Foundation, Adventist Health, and the Butte County Local Food Network.</p>
Special Education Local Plan Area (SELPA)	<p>Consulted with El Dorado Charter SELPA Director Ginese Quann 10/13.23, Consulted with EL Dorado Charter SELPA Program Specialist Sarah Phillips 2/7/24 SELPA North State Regional Meeting 5/14/14</p>

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

This year, we are very excited about our LCAP goals and actions as feedback from our stakeholders and community partners aligned perfectly with our vision and strategic plan, which was developed in partnership with students, parents, staff, and community members during the 22-23 school year. It is very clear that our stakeholders expect Achieve Charter School to be a place where everyone feels a sense of belonging, where everyone is supported and challenged in a personal way, and where all students are motivated and given opportunities for community leadership and service. Suggested and requested actions and services from surveys, meetings, and interviews fall into three goals that build on levels 3, 2 and 1 of Maslow's Hierarchy of Needs: 3) Love and Belonging- Friendship, family, intimacy, and sense of connection; 2) Self-Esteem- Confidence, achievement, respect of others, and the need to be a unique individual; and 1) Self-Actualization- Morality, creativity, spontaneity, acceptance, experience purpose, meaning and inner potential. The draft LCAP goals and actions were presented at the May 22, 2024, Achieve Board Meeting for feedback and input from the Board and community. The Final LCAP and budget, along with Achieve's local indicators, were adopted by the Achieve Board of Directors on June 18, 2024.

Actions based on feedback from stakeholders and partners include the implementation of an evidence-based Social Emotional Learning curriculum; mentoring through a low student-to-adult ratio; a focus on family, student, staff, and community engagement; the adoption of an evidence-based vetted curriculum to ensure grade-level instruction; support and coaching for teachers in high-quality instructional strategies with a focus on SED students, Students With Disabilities, Hispanic students and English Learners; training in integrated and designated English Language Development programs; and career exploration and community service opportunities.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Build a joyful and healthy community of belonging that empowers students, staff and families thereby improving attendance rates, reducing behavioral incidents, supporting staff and increasing parental involvement to support student success.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Achieve Charter School is a small school by design to specifically foster a community where each student is known personally by adults and peers. Research shows that small schools allow students and teachers to develop intensive, supportive relationships that enable better conditions for teaching and learning. When students develop a positive relationship with one or more adults on campus, it increases their sense of belonging, motivation to succeed, and overall academic progress. In addition, small school environments allow students to build close relationships with each other as students work together, help each other, and learn from each other’s strengths and experiences. Achieve works to provide leadership opportunities, a safe place to take chances and show vulnerability, build trust, learn about each other, and respect each other regardless of cultural, religious, or political differences. Achieve intentionally builds a healthy school climate and sense of community through daily school-wide morning assemblies, school-wide character education, mentorship, social-emotional learning, leadership skills, reliance strategies, trauma recovery, social responsibility concepts, inter- and intra-personal skills, and problem-solving strategies.

We know students can not be successful academically, socially, or emotionally unless they have a sense of love, belonging, and connection. When surveyed, our parents and guardians rated their sense of feeling welcome, their partnership with the school, and their children's sense of belonging extremely high regardless of race or ethnicity, with 97-99% favorability. However, only 55% of students report feeling like they belong at school, 64% report being happy to be at school, and only 49% feel students respect one another. When 6th-8th grade students were interviewed, they stated they would like to learn strategies to calm themselves down, want self-regulation and conflict management tools, and improved discipline procedures with clearer rules, expectations, and consequences. While there was virtually no academic achievement gap between our All Students and Socioeconomically Disadvantaged groups in the 2022-2023 school year, there was a gap in our most recent social-emotional wellness survey results for Spring 2024. Our Socioeconomically Disadvantaged student group reported between 20-30% lower than All Students on the questions; "Students respect one another; when I have a problem, I can come up with lots of ways to solve it; I feel like I belong at this school; I find it easy to know the emotions I feel; and I have many ways to calm myself down."

Last school year, we were intentional in fostering respect and a sense of belonging among students, families, and staff from different cultural backgrounds, races, and ethnicities. We launched the Achieve Familias Hispanas parent group made of Spanish speaking parents from both campuses. This group was created to build relationships among parents, between staff and parents, to provide parenting support, and to increase cultural awareness and perspectives across all aspects of the school. In response, 80% of students reported that people of different cultural backgrounds, races, or ethnicities get along well at this school.

These survey results and feedback from parents, guardians, and students were consistent across both of our campuses, prompting the creation of this goal in an effort to continue building on the positive and working to better cultivate a culture of kindness, inclusion, and support between students, staff, and families. This goal aims to improve the attendance rates of All Students, the behavior and sense of belonging of All Students with a focus on our SED students, and the academic performance of All Students with a focus on the unique needs of Students with Disabilities, SED, and Hispanic students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	<p>Priority 3: Parental Involvement and Engagement</p> <p>Efforts to seek parent input in making decisions for the school and promoting parent participation of all student groups</p>	<p>2023-2024 Spring Family Survey</p> <p>94% of families responding report our school communicates how important it is to respect the practices of all cultures</p> <p>99% of families responding report feeling welcome at our school</p> <p>98% of families responding report Achieve sees them as a partner in their child's education</p>			Maintain responses of 90% or higher favorability	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>97% of families responding report that Achieve encourages them to be an active partner in educating their child</p> <p>97% of families responding report their children feel they belong</p>				
1.2	Priority 3: Parental Involvement and Engagement Parent participation in programs for students with disabilities.	<p>2023-2024 15% of students at Achieve have an Individual Education Plan (IEP). 100% of families of students with IEPs are involved in the IEP process.</p>			Maintain 100% family participation in the IEP process	
1.3	Priority 5: Student Engagement: Attendance Rate	2023-2024 Attendance Rate 94%			Increase attendance to 96%	
1.4	Priority 5: Student Engagement: Chronic Absenteeism Rate	<p>2022-2023 All Students 8.4% SED Students 9.5% White Students 9% Hispanic 5.3% SWD 5.3%</p> <p>All other subgroups have less than 11 students.</p>			Decrease chronic absenteeism rate to 5%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	Priority 5: Student Engagement: Middle School Dropout Rate	0%			Maintain 0%	
1.6	Priority 6: School Climate: Social-Emotional Survey	<p>2023-2024 Spring Student Survey (4th-8th grade students)</p> <p>Results are listed as: All Socio Economically Disadvantaged Students with Disabilities</p> <p>86% report my teachers care about me SED 71% SWD 90%</p> <p>80% report people of different cultural backgrounds, races, or ethnicities get along well at Achieve SED 71% SWD 80%</p> <p>79% report adults working at this school treat all students respectfully SED 71% SWD 81%</p>			Maintain or increase all responses to 80% or higher	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>64% report being happy to be at school SED 50% SWD 62%</p> <p>58% report I have many ways I can calm myself down SED- 25% SWD 55%</p> <p>55% report they feel like they belong at school SED- 25% SWD 52%</p> <p>53% report when I have a problem, I can come up with lots of ways to solve it SED 29% SWD 50%</p> <p>56% report I find it easy to know the emotions I feel SED 25% SWD 50%</p> <p>49% of students feel students respect one another SED 29% SWD 52%</p>				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.7	Priority 6: School Climate: Suspension Rate	2022-20233 Suspension Rate 0%			Maintain a suspension rate of 1% or lower	
1.8	Priority 6: School Climate: Expulsion Rate	2022-20233 Expulsion Rate 0%			Maintain an expulsion rate of 0% or lower	

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	Social-Emotional Learning Curriculum	Research, purchase, implement, and evaluate an evidence-based Social Emotional Learning Curriculum school-wide. This goal aims to increase students' sense of belonging, train students on strategies to calm themselves down, self-regulate, and manage conflict, and improve discipline procedures with clearer rules, expectations, and positive and negative consequences.	\$5,000.00	No
1.2	Community Engagement Initiative	Achieve will participate in the California Department of Education California Collaborative Community Engagement Initiative with a team of organization and school leaders, parents, students, and community partners to support a sense of belonging and respect among students, staff, families, and the community.		No
1.3	Increase student support and connection by providing a high number of paraprofessionals.	Based on the needs of our unduplicated students, Achieve will provide 16 paraprofessionals for 9 classrooms, including one who is bilingual. This action will allow Achieve to provide mentorship, support students with self-regulation, self-awareness, self-management, and conflict management, and build a sense of connectedness for our unduplicated students in the classroom and on the playground. Unduplicated students will receive personalized support from our paraprofessionals that will positively impact their sense of connection, belonging, and self-awareness, increase consistency, improve self-regulation skills, and improve academic performance and attendance rates. This increase in adults on campus aims to improve the student social-emotional survey responses, attendance rates of unduplicated students and increase the percentage of unduplicated students reporting they know the emotions they feel and have many ways to calm themselves down on the Spring Student SEL Survey. In addition, this action aims to support the implementation of an SEL curriculum school-wide to increase attendance rates and a sense of belonging, happiness to be at school and respect for and among all students.	\$490,367.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Offer a highly effective academic model thereby increasing student academic outcomes and mastery of CCSS through strong differentiation, evidence-based instructional and targeted support to ensure the success of our most vulnerable learners with a specific focus on low-income students, Hispanic students, language learners, and students with disabilities.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

It is critical to our students' overall success that they perform on grade level academically and experience high-quality, rigorous instruction. We believe learning best occurs when students first feel a sense of belonging and connection and then have a challenging learning environment with qualified and supported teachers and staff. We are committed to increasing the academic performance of all our students and closing achievement gaps of our Hispanic, English Language Learners and Students With Disabilities as we prepare them for college and careers. Along with an evidence-based, quality curriculum, teachers need to be supported with coaching in data analysis and instructional strategies, including those specific to language learners, socioeconomically disadvantaged students, and students with disabilities. This is especially important now as our school has grown over the last three year with a more diverse population, including many students needing a smaller school environment with more personalized support. In addition, we are a full-inclusion school, providing high levels of special education support within the general education classroom. To this end, we are focused on adopting an evidence-based rigorous curriculum, hiring a Director of Curriculum and Instruction to support staff in implementing and delivering instruction, and ensuring students are supported by offering a low student-to-adult ratio.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Priority 1: Basic: Highly Qualified and Appropriately Assigned Teachers	In 2023-2024, 83% of Achieve teachers were appropriately assigned and credentialed with one teacher holding an Intern Credential Properly Assigned.			Increase fully credentialed teaching staff to 90%	
2.2	Priority 1: Basic: Instructional Materials	In 2023-2024, 100 % of Achieve classrooms had sufficient instructional materials as verified by classroom inventory lists			Maintain 100%	
2.3	Priority 1: Basic: School Facilities in Good Repair	In 2023-2024 the Achieve facility was rated "Good" as measured by the Facility Inspection Tool (FIT)			Maintain "Good" rating	
2.4	Priority 2: State Standards: Percentage of state board-adopted academic content implementation and performance standards for all students.	In 2023-2024, 100% of all academic content was state standards aligned.			Maintain 100% of all academic content is state standards aligned	
2.5	Priority 2: State Standards: How programs and services will enable English learners to access the	An English Language Development Coordinator will be assigned to support teachers, administrators			The English Language Development Coordinator will receive annual	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	CCSS and the ELD standards to gain academic content knowledge and English language proficiency	and counselors with professional development activities to increase their knowledge and help them develop an expert understanding of the CA ELD Standards.			training in CA ELD standards and provide training and support to staff.	
2.6	Priority 4: Student Achievement: Statewide Assessments Percentage of Achieve students meeting or exceeding ELA standards on the CAASPP	22-23 School Year All Students: 39.78% meeting or exceeding standards Dashboard Color: Orange All Students: 13.4 points below standard SED Students: 22.2 points below standard Hispanic Students: 29.5 points below Students w/Disabilities: 55 points points below standard			50% of all students will meet or exceed ELA standards on CASSPP	
2.7	Priority 4: Student Achievement: Statewide Assessments Percentage of Achieve students meeting or exceeding Math	22-23 School Year All Students 28.26% meeting or exceeding standards			50% of all students will meet or exceed Math standards on CASSPP	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	standards on the CAASPP	<p>Dashboard Color: Yellow</p> <p>All Students: 23.1 points below standard</p> <p>SED Students: 23.5 points below standard</p> <p>Hispanic Students: 50 points below</p> <p>Students w/Disabilities 62.9 points below standard</p>				
2.8	<p>Priority 4: Student Achievement: English Proficiency</p> <p>The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California</p> <p>Reclassification Rate</p>	2022-2023, Achieve served 6 language learners and reclassified 1 student			Maintain a reclassification rate of 20%	
2.9	<p>Priority 7: A Broad Course of Study:</p> <p>All students will be provided enrichment in fine and performing arts,</p>	2023-2024, All students received enrichment in fine and performing arts, P.E. and, Spanish			Maintain 100% of students receive enrichment in fine and performing arts, P.E., and Spanish	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	physical education, and Spanish					
2.10	Priority 8: Other Student Outcomes: Percentile Rank of Achieve Students on NWEA MAP Reading Assessments	Reading Percentile Rank 52th			Increase percentile rank in Reading to 60%	
2.11	Priority 8: Other Student Outcomes: Percentile Rank of Achieve Students on NWEA MAP Math Assessments	Math Percentile Rank 52nd			Increase percentile rank in Math to 60%	

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 Adoption	Achieve will pilot and implement a newly adopted, evidence-based curriculum with fidelity: Wit and Wisdom ELA curriculum for K-8th grade was purchased in Spring 2024 after a thorough curriculum review and pilot process by our organization-wide curriculum committee. The entire school will pilot this curriculum beginning in the fall of 2024. LCAP funds are allocated for professional development over the summer and during the school year so that teachers can receive training on implementation.	\$9,000.00	No
2.2	Director of Curriculum and Instruction	Achieve will provide teacher coaching and support with data analysis, curriculum adoption, and instructional strategies, including those specific to language learners and students with disabilities by hiring a Director of Curriculum and Instruction. This action also includes training for the Director of C&I through a contract with Instruction Partners to coach and give teachers feedback on instructional strategies.	\$58,828.50	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Ensure equitable access to high-quality, future-ready learning opportunities thereby ensuring that all students have opportunities to pursue their interests, develop essential skills for community leadership and service, and are prepared for college and careers.	Broad Goal

State Priorities addressed by this goal.

Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Achieve's vision includes supporting students in leadership, community service and building the capacity and desire to make the world a better place. Our ultimate goal is that our students have a strong sense of self-actualization where they cultivate morality, creativity, spontaneity, acceptance, experience purpose, meaning, and inner potential. As we build our students' sense of love and belonging and increase their confidence and achievement, we want to ensure they have the opportunity to impact the world around them and beyond and experience their full potential as contributing members of society. We believe providing students with connections to the community and exposure to local and global careers can support their sense of purpose and self-actualization as they learn about their strengths and interests.

Today's youth seek meaning and connection to the real world in their school experiences. In addition, parents listed character education, community service, and career exploration as the top 3 most important programs at Achieve. Our character education program is established and successful, and in 2023-2024, we launched a community service initiative that is going strong. Our next focus is to increase students' exposure to careers. We will implement a Science Technology, Engineering and Math (STEM) program for all elementary school students and also research, implement, and evaluate a career exploration program for middle school students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Priority 7: A Broad Course of Study: All 6th and 8th-grade students will participate	Achieve will research a Career Exploration Program for Middle Schoolers			Achieve will offer a Career Exploration Program with 100% Middle School participation.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	in a Career Exploration Program					
3.2	Priority 7: A Broad Course of Study: All K-5th grade students will receive STEM instruction	Achieve will implement a STEM program for all elementary students			All elementary school students will participate in STEM instruction.	

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	Middle School Career Exploration Program	Achieve will research, develop, and implement a Middle School Career Exploration Program. LCFF funds allocated to this goal include consulting fees and materials and supplies.	\$5,000.00	No
3.2	STEM Instruction	Achieve will implement a Science Technology, Engineering and Math (STEM) program for all elementary school students. LCFF funds will support hiring a STEM teacher and supplies	\$23,000.00	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
\$190,429	\$0

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
8.348%	0.000%	\$0.00	8.348%

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
1.3	<p>Action: Increase student support and connection by providing a high number of paraprofessionals.</p> <p>Need: Our unduplicated students require high-quality instruction and social-emotional support.</p> <p>As identified by our 2023-2024 student survey results, 2022-2023 student CAASPP scores, and chronic absenteeism rates, we have</p>	<p>Achieve will offer a high number of paraprofessionals to support students with academics and implement our SEL program by providing mentorship, support with self-regulation, self-awareness, self-management, and conflict management, and building a sense of connectedness in and out of the classroom. While all students will benefit from a high number of adults on campus and the implementation of an SEL curriculum, our unduplicated students will receive greater, more personalized support from</p>	<p>1.4 Student Engagement: Chronic Absenteeism Rate 1.6 School Climate: Social-Emotional Survey 2.6 Student Achievement: Statewide Assessments Percentage of Achieve students meeting or exceeding ELA standards on the CAASPP</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>identified the need to build a strong sense of connectedness to the school setting for our students, especially our unduplicated students who exhibit a higher lack of connectedness and who have greater inconsistencies at home. When surveyed, our 4th-8th grade Socio Economically Disadvantaged Students showed a major discrepancy in response to "I have many ways to calm myself down" with 25% compared to 58% of All Students and "I find it easy to know the emotions I feel" with 25% compared to 56% of All Students.</p> <p>Research documents that when students develop a positive relationship with one or more adults on campus and have a strong sense of self-awareness, it increases their sense of belonging, motivation to succeed, and overall academic progress. Research also shows the consistent use of an SEL curriculum will help our students build this sense of connectedness and support their ability to be self-aware and self-manage in a way that creates a strong sense of self-efficacy.</p> <p>Scope: LEA-wide</p>	<p>our paraprofessionals that will positively impact their sense of connection, increase consistency, and improve academic performance and attendance rates.</p>	<p>2.7 Student Achievement: Statewide Assessments Percentage of Achieve students meeting or exceeding Math standards on the CAASPP</p>

Limited Actions

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

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

Additional Concentration Grant Funding

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

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

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	2,281,131	190,429	8.348%	0.000%	8.348%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$586,195.50	\$5,000.00	\$0.00	\$0.00	\$591,195.50	\$558,918.00	\$32,277.50

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	Social-Emotional Learning Curriculum	All	No			All Schools	3 Years	\$0.00	\$5,000.00		\$5,000.00			\$5,000.00	
1	1.2	Community Engagement Initiative	All	No			All Schools	2 years								
1	1.3	Increase student support and connection by providing a high number of paraprofessionals.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Years	\$490,367.00	\$0.00	\$490,367.00				\$490,367.00	
2	2.1	Curriculum Adoption	All	No			All Schools	3 years	\$9,000.00	\$0.00	\$9,000.00				\$9,000.00	
2	2.2	Director of Curriculum and Instruction	All	No			All Schools	3 Years	\$37,551.00	\$21,277.50	\$58,828.50				\$58,828.50	
3	3.1	Middle School Career Exploration Program	All	No			All Schools	3 Years	\$0.00	\$5,000.00	\$5,000.00				\$5,000.00	
3	3.2	STEM Instruction	All	No			All Schools	3 Years	\$22,000.00	\$1,000.00	\$23,000.00				\$23,000.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
2,281,131	190,429	8.348%	0.000%	8.348%	\$490,367.00	0.000%	21.497 %	Total:	\$490,367.00
								LEA-wide Total:	\$490,367.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.3	Increase student support and connection by providing a high number of paraprofessionals.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$490,367.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$435,417.00	\$437,917.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Implementation of Summit Learning in 5th, -8th grades	No	\$5,000.00	\$5,000
1	1.2	Pilot Wonders ELA for K-4	No		
1	1.3	Instructional Practices Support	No	\$34,055.00	\$34,055.00
2	2.1	Pilot Restorative Practices and Community Circles Practices school-wide	No	\$1,000.00	0
2	2.2	Continue Crisis Counseling	No	\$56,400.00	\$56,400.00
2	2.3	Implement Balanced Brain Trauma Recovery After School Program	No	\$75,000.00	\$75,000.00
2	2.4	Implement Fall and Spring student wellness survey pluses through Kelvin	No	\$1,000.00	0
2	2.5	Refine SEL Program	No	\$11,820.00	\$11,820.00
2	2.6	Provide Behavior Support	No	\$8,000.00	\$8,000.00
3	3.1	Research and plan for reading specialist services	No	\$41,192.00	\$41,192.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.2	Improve instructional strategies for Hispanic and English Language Learners	Yes	\$6,800.00	\$6,800.00
3	3.3	Hire additional instructional aides for intervention support	No Yes	\$170,650	\$170,650
3	3.4	Lease additional modular classroom for interventions	Yes	\$18,000	\$18,000
3	3.5	Increase support for students with disabilities	Yes	\$5,00	\$5,000
3	3.6	Hire a bilingual Spanish Teacher	Yes	\$6,000.00	\$6,000.00

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$128,110.00	\$206,450.00	\$206,450.00	\$0.00	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)
3	3.2	Improve instructional strategies for Hispanic and English Language Learners	Yes	\$6,800.00	\$6,800.00		
3	3.3	Hire additional instructional aides for intervention support	Yes	\$170,650	\$170,650		
3	3.4	Lease additional modular classroom for interventions	Yes	\$18,000	\$18,000		
3	3.5	Increase support for students with disabilities	Yes	\$5,000	\$5,000		
3	3.6	Hire a bilingual Spanish Teacher	Yes	\$6,000.00	\$6,000.00		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
1,147,981.00	\$128,110.00	0	11.160%	\$206,450.00	0.000%	17.984%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);

- **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

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

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

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

Total Funds

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

Contributing

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

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

Required Actions

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

Calculations in the Action Tables

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

Contributing Actions Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

LCFF Carryover Table

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

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

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

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