

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Alpha: José Hernández School

CDS Code: 43104390129213

School Year: 2024-25

LEA contact information:

Julianna Parra

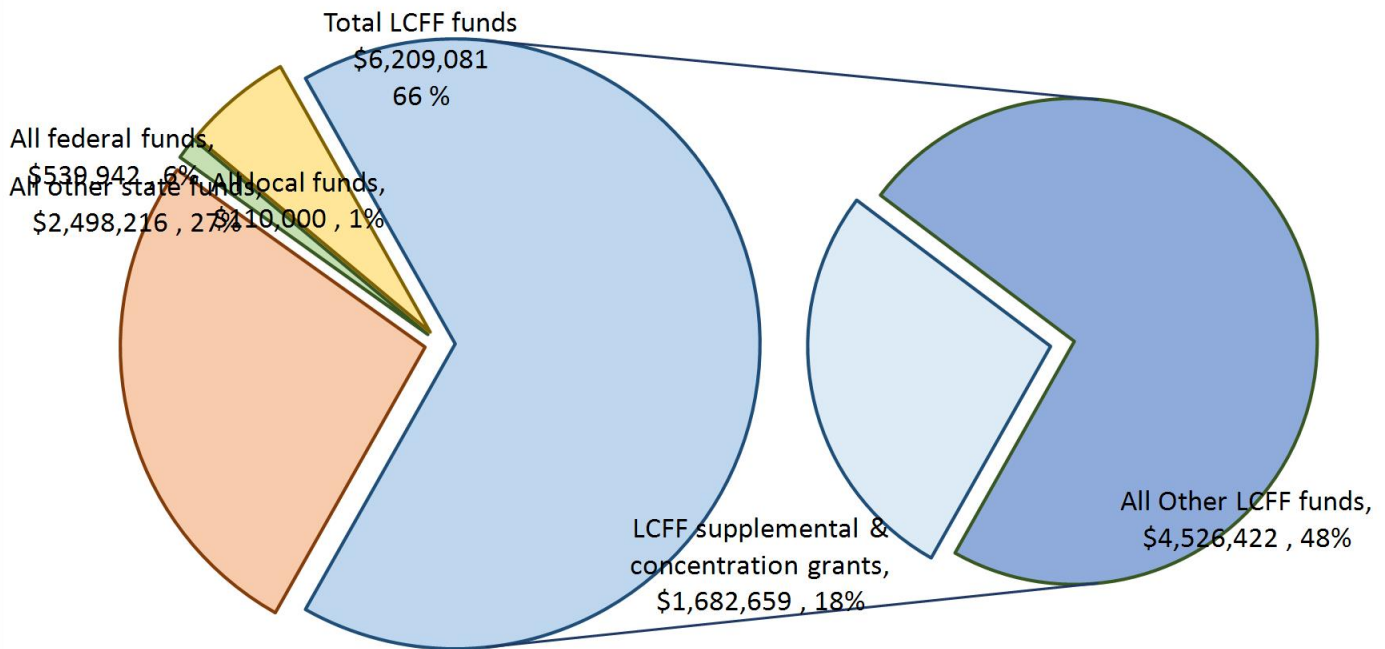
Principal

408-209-7982

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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

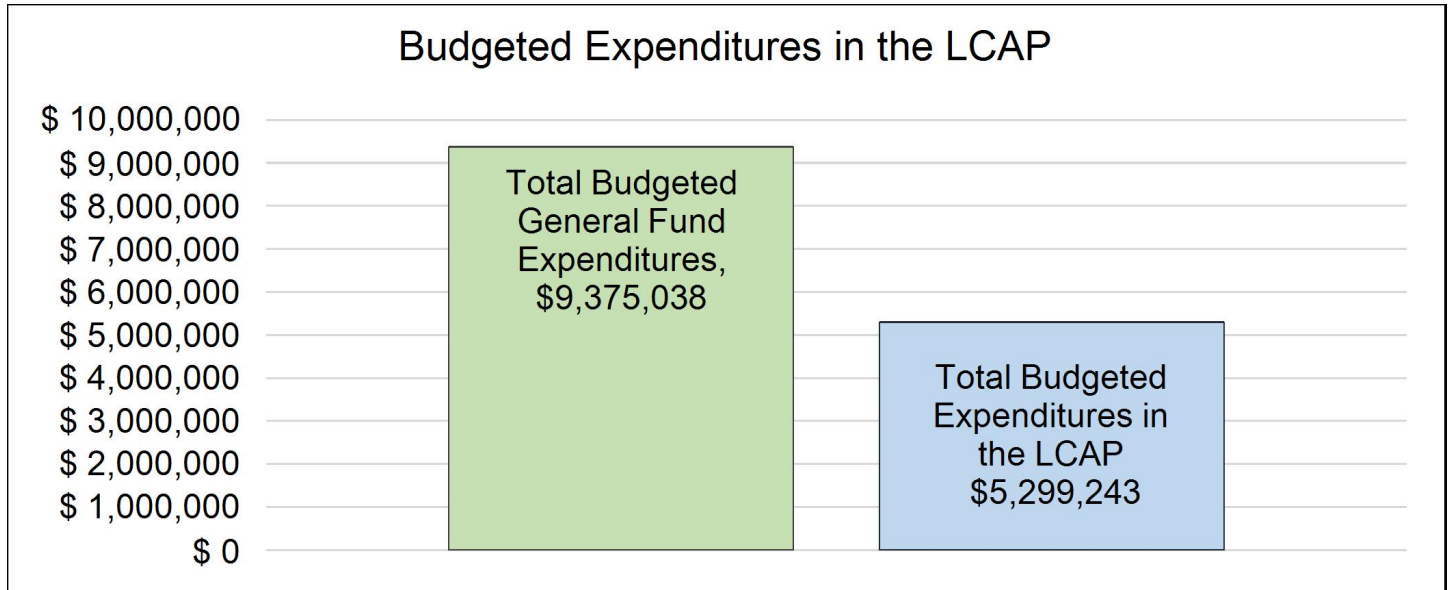


This chart shows the total general purpose revenue Alpha: José Hernández School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Alpha: José Hernández School is \$9,357,239, of which \$6,209,081 is Local Control Funding Formula (LCFF), \$2,498,216 is other state funds, \$110,000 is local funds, and \$539,942 is federal funds. Of the \$6,209,081 in LCFF Funds, \$1,682,659 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 Alpha: José Hernández School plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Alpha: José Hernández School plans to spend \$9,375,038 for the 2024-25 school year. Of that amount, \$5,299,243 is tied to actions/services in the LCAP and \$4,075,795 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

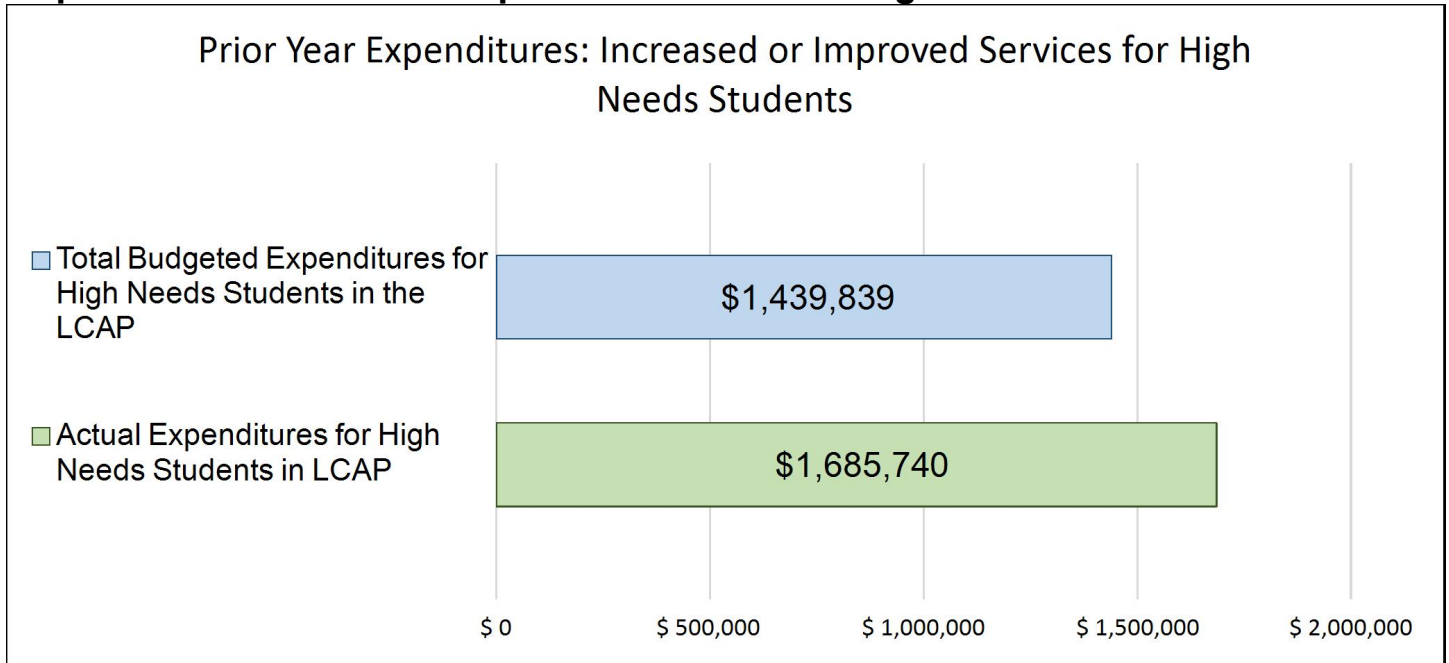
Within the school's General Fund Budgeted Expenditures, there are some core services that are not included within the LCAP. This includes services such as Core Teachers and Administrators and operational expenses.

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

In 2024-25, Alpha: José Hernández School is projecting it will receive \$1,682,659 based on the enrollment of foster youth, English learner, and low-income students. Alpha: José Hernández School must describe how it intends to increase or improve services for high needs students in the LCAP. Alpha: José Hernández School plans to spend \$1,925,618 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 Alpha: José Hernández School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Alpha: José Hernández School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Alpha: José Hernández School's LCAP budgeted \$1,439,839 for planned actions to increase or improve services for high needs students. Alpha: José Hernández School actually spent \$1,685,740 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
Alpha: José Hernández School	Julianna Parra Principal	jparra@alphapublicschools.org 408-209-7982

Goals and Actions

Goal

Goal #	Description
1	We will consistently implement our MTSS framework in order to effectively respond to Academic, Behavior and Attendance needs for all students. (Broad Goal. State Priority: 2,8)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of Students who make their tiered goals on Spring STAR	43%	SY 21-22: 22%	SY 22-23: 13% Early Lit: 39.4%	SY 23-24: 36%	70%
% of Students who have access to standards-aligned instructional materials and internet and devices, for use at school and at home.	100%	21-22 data: 100%	22-23 data: 100%	SY 23-24: 100%	100%
Average Score on the Implementation of State Standards Self-Reflection Tool	2.8	SY 21-22: 3.2	SY 22-23: 3.5	SY 23-24: 3.5 Average Score on the Implementation of State Standards Self-Reflection Tool	3.8

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.

Overall, our Actions were implemented as planned over the course of our 3-year LCAP cycle.

This year marked a significant refinement in the deployment of our Academic Interventionists (AIs), with a deliberate assignment to specific grade level bands, enhancing targeted support in critical areas like TK-2 and 3-5 Math. The focus on Math for 6-8 grade, particularly through placing AIs in math blocks, has been a strategic move to bolster math proficiency. The TK-2 team's intensive work with Tier 2 students, using STAR data and exit tickets to inform small group interventions, showcases a data-driven approach to academic support. This methodical process is a model being considered for replication in grades 3-5. The effectiveness of academic interventions has faced hurdles with teacher turnover, impacting the continuity and implementation of these strategies, especially in grades 6-8 where the need is pronounced.

The establishment of a clear MTSS calendar, focusing on Tier 1 support before transitioning to Tier 2, has provided a structured approach to student support, particularly noted as a bright spot across various grades. The clarity around behavior expectations and the support from the network in establishing clear structures for attendance signified positive strides in creating a conducive learning environment.

Behavior and Attendance Strategies: The clarity around behavior expectations and the support from the network in establishing clear structures for attendance signify positive strides in creating a conducive learning environment.

Defining the School Student Team Process remains a gap that impacts the effectiveness of PBIS/MTSS strategies (Action 1.4). The need for clarity on what information teachers should collect and the actions to follow presents a challenge in fully realizing the potential of these strategies.

The new AP team's readiness to implement the MTSS framework encountered setbacks due to staff turnover, highlighting a need for a clear cycle of professional development to support staff transitions and maintain the momentum of early successes.

Home Libraries and Blended Program Supports: The provision of academic and behavioral resources at home, alongside a wide range of blended program supports, has enriched the learning experience outside the classroom.

The distribution of Chromebooks and hotspots, coupled with the development of an accessible data dashboard via Looker Studio, has significantly empowered both teachers and students with the necessary technological tools and data insights for academic success. As the school strives to enrich its technological and blended learning offerings, ensuring these resources keep pace with growing demands and changing educational landscapes remains a challenge.

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

Average learning environment score on the Staff Insight Survey

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

In the process of evaluating the effectiveness of our actions toward meeting Goal 1 of our Local Control and Accountability Plan (LCAP) — consistently implementing our Multi-Tiered System of Supports (MTSS) framework to address the academic, behavioral, and attendance needs of all students — we report both significant progress and valuable insights that will inform future adjustments.

We have successfully achieved our target of ensuring that 100% of students have access to standards-aligned instructional materials as well as internet and devices for use both at school and at home. This comprehensive accessibility is crucial in supporting equitable learning opportunities and has been a foundational success of our LCAP initiatives.

Further, we have attained a 3.5 Average Score on the Implementation of State Standards Self Reflection Tool, demonstrating effective integration and application of state standards across our curriculum. This achievement reflects our staff's commitment to maintaining high instructional standards.

AJH has adjusted its assessment strategy to shift from a focus on STAR to NWEA MAP testing. This year, only grades K-3 consistently took the STAR Early Literacy or STAR Reading assessment, while all grade levels were tested in NWEA Reading and Math. Of the students that were tested in STAR, 36% hit their growth target, which is below the original goal that was established before this shift in assessment strategy. In NWEA Reading, AJH students achieved a weighted average school conditional growth index score of 0.51. Based on the CDE's guidance on verified data for charter renewals, this positive school CGI score exceeds the target range (-0.2 to 0.2) of a year's growth in Reading, which is a positive indicator of student progress.

Throughout the annual update analysis process, we have identified a significant challenge: many of our actions under Goal 1 were not aligned with the metrics used to evaluate their effectiveness. This misalignment has made it difficult to accurately assess the impact of our strategies and interventions on student outcomes. In response to the insights gained, we have made substantial adjustments in our new LCAP cycle. Actions previously under Goal 1 have been thoughtfully reallocated to Goals 1, 2, and 3, ensuring that each action is strategically aligned with specific, measurable metrics. This realignment will enhance our ability to monitor and evaluate the effectiveness of our actions more accurately and make necessary adjustments to maximize impact.

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

Based on the educator partner feedback and the annual engagement process, there are several pivotal changes to Goal 1 in the upcoming LCAP cycle aimed at improving outcomes for our significant student groups, including English Learners, Students with Disabilities, Hispanic, and low-income students. The decision to update Goal 1 stems from a detailed analysis of lower performance outcomes and our CSI designation as indicated by the CA School Dashboard. This analysis highlighted the necessity for a more focused goal to address the specific needs of our subgroups, ensuring alignment across the network and enhancing support and strategic resourcing.

The new Goal 1 will include targeted actions designed to address the specific needs of these groups:

- Tier 1 Strategy: We are focused on strengthening our Tier 1 instruction, which serves as the foundational educational experience for all students. This shift is rooted in the understanding that robust Tier 1 instruction can strengthen learning outcomes across all student groups by ensuring that teachers are delivering standards-aligned, rigorous Tier 1 instruction with appropriate access through curriculum scaffolds and supports. Teachers will be provided ongoing professional development, coaching, and tools to support the internalization of the curriculum, strong delivery, and analysis of data, by subgroups & individual students, to inform further instruction.
- Supplemental Literacy Intervention: Based on our results, we identified a gap in subgroup performance in ELA. To accelerate growth, AJH implemented a mid-year pilot of the Ignite Reading program, ramping up to 100 seats over the course of two launch dates in November 2023 and January 2024. Ignite is an intensive reading program that provides students with 15 minutes of daily, 1:1 virtual tutoring that teaches students foundational literacy skills, with a focus on the Word Recognition strand of Scarborough's reading rope. Based on the success that we have seen in the 23-24 SY pilot, we will be continuing this literacy intervention in the 24-25 school year with 100 seats for AJH students, across grade levels. Students who are identified in one or more student groups will be prioritized for participation in this program.
- English Learner & Long Term English Learner Supports: AJH serves a large population of ELs and LTELs, and we are focused on ensuring that all staff are consistently implementing strategies to support these student groups. Our ELD Specialist, in partnership with the SLT and Academic Team, will conduct professional development for AJH staff during the summer and school year on strategies to support ELs, and they will monitor implementation through cycles of weekly 1:1 coaching, walkthroughs, and observations and feedback. LTELs will be supported through a consistent cadence of curricular assessments, analysis of data, and ongoing supports to implement EL strategies across language proficiency levels.
- Students with Disabilities Supports: We have identified opportunities to reset and strengthen collaboration structures between special education staff and general education staff at AJH to ensure aligned support of SWDs across all settings. This will include added supports for Education Specialists through co-observations and tiered support check-ins, as well as regular collaboration meetings between Education Specialists, grade level teams, and AJH leadership.

To ensure success for our student groups, we will monitor the effectiveness of these Actions by setting aggressive 3-year targets for the following metrics:

- Local Indicator Priority 2 Survey: EL access to CCSS and ELD standards
- ELPI
- Reclassification Rates

- SBAC DFS ELA (student groups)
- SBAC DFS Math (student groups)

These actions and metrics were developed in response to feedback from educational partners and a thorough review of performance data. The changes reflect a strategic shift towards more specialized and direct interventions that are expected to significantly impact the academic success of English learners, students with disabilities, Hispanic, and low-income students. This goal revision aims to not only address the observed performance disparities but also to enhance overall educational equity and access, ensuring that all students have the necessary support to succeed academically.

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	We will create and implement systems for ongoing progress monitoring of student data to drive effective tiered supports, with a particular focus on subgroup performance for English Learners and Students with Disabilities. (Broad Goal. State Priorities: 4)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of all students who will meet their Typical Growth and Exceeding Typical Growth goal for the Spring NWEA MAP assessment: ELA and Math	<p>21-22 Baseline Year:</p> <p>ELA All: 23% EL: 26% SPED: 28% Latino: 22% Asian: 35%</p> <p>Math All: 20% EL: 17% SPED: 13% Latino: 19% Asian: 32%</p>	<p>School Year 21-22 :</p> <p>ELA: All: 27% EL: 27% SPED: 29% Latino: 22% Asian: 35%</p> <p>Math: All: 23% EL: 19% SPED: 14% Latino: 19% Asian: 32%</p>	<p>School Year 22-23:</p> <p>ELA: All: 42.51% EL: 42.51% SPED: 44.19% Latino: 41.88% Asian: 57.89%</p> <p>Math: All: 42.61% EL: 41.79% SPED: 25.58% Latino: 42.13% Asian: 57.89%</p>	<p>School Year 23-24:</p> <p>ELA: All: 37.3% EL: 36.9% SPED: 27.1% Latino: 37.3% Asian: 26.7%</p> <p>Math: All: 42.5% EL: 39.3% SPED: 32.0% Latino: 41.7% Asian: 81.8%</p>	<p>ELA: All: 40%</p> <p>Math: All: 40%</p>
CA Dashboard Color Tier for ELA Performance for "All Students"	Orange (2019)	As a result of SB 98 and AB 130, the state has suspended the reporting of performance indicators in the CA School Dashboard	2022 CA School Dashboard: ELA All: Very Low 80.3 pts below EL: Very Low 112.9 pts below	2023 CA School Dashboard: ELA All: Red 93.3 pts below EL: Red 115.3 pts below	Green

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			SPED: Very Low 144.1 pts below Latino: Very Low 83.6 pts below FRL: Very Low 78.4 pts below	SPED: Red 151.5 pts below Latino: Red 96.9 pts below FRL: Red 95.8 pts below	
CA Dashboard Color Tier for Math Performance for "All Students"	Yellow (2019)	As a result of SB 98 and AB 130, the state has suspended the reporting of performance indicators in the CA School Dashboard	2022 CA School Dashboard: Math All: 129.5 Very Low pts below EL: Very Low 158.8 pts below SPED: Very Low 186.2 pts below Latino: Very Low 132.5 pts below FRL: Very Low 127.4 pts below	2023 CA School Dashboard Math All: Orange 125 pts below EL: Orange 144 pts below SPED: Red 221.1 pts below Latino: Red 131.6pts below FRL: Red 126.5 pts below	Green

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.

Throughout our current LCAP cycle, we have mostly implemented our actions successfully, without any substantive differences.

Many of our actions have demonstrated significant strides towards enhancing our systems and ongoing progress monitoring, particularly in data utilization, assessment structures, and targeted support mechanisms. The introduction of a Data Specialist role, now in their second year, significantly broadened access to data dashboards, ensuring we could access data to inform instructional decisions. This role has been pivotal in strengthening LCAP Actions 2.1, 2.4, and 2.5, which focus on robust data analysis, standardized assessment structures, and the Data Specialist role itself.

However, opportunities for growth were identified in Actions 2.2 (tiered supports) and 2.3 (shared data analysis time), which aim to improve structures for identifying tiered supports and integrate frequent, shared data analysis into schedules. Establishing a clear cadence and structure for identifying students requiring varied levels of support were a challenge throughout our LCAP cycle, alongside the need for more consistent data meetings. Despite these hurdles, we continue to make strides in resuming these essential meetings and stress the importance of maintaining a consistent cadence moving forward.

Leadership transitions and teacher turnover presented additional challenges, pausing leadership data meetings and leading to inconsistent implementation of curricular assessments. Despite these obstacles, we've made a concerted effort to stabilize and strengthen our approach to data analysis and student supports by providing professional development and supports for AJH from the Alpha Network Team, laying a foundation for strong practices and resources for the AJH team.

Moving forward, the focus will be on addressing the identified opportunities for improvement, ensuring consistency in data meetings, and refining the support structures to better identify and assist students across different tiers of need.

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

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures

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

This LCAP was formulated during the initial stages of the COVID-19 pandemic, a period marked by unprecedented challenges including the shift to remote learning and the absence of authentic baseline data. Given the uncertain impact of the pandemic on students' academic progress and emotional well-being, our goals and targets were set against a backdrop of significant unknowns. Although we have observed growth in student outcomes, the extent of the pandemic's impact was initially unclear, affecting our ability to meet our three-year targets realistically in specific areas. This LCAP reflects our adaptability and commitment to student success in the face of such unpredictability, highlighting our ongoing efforts to address the evolving needs of our students during and beyond this global health crisis.

This is most evident in our CA School Dashboard academic desired outcomes. Based on our 2019 CA School Dashboard baseline data of Orange for ELA and Yellow for Math, we set our 3-targets as "Green". While we have seen positive movement in our NWEA MAP results, we did not meet our 3-year targets in ELA and Math. On the CA School Dashboard, our ELA and Math outcomes are as follows:

Math

All: Orange 125 pts below

EL: Orange 144 pts below

SPED: Red 221.1 pts below
Latino: Red 131.6pts below
FRL: Red 126.5 pts below

ELA

All: Red 93.3 pts below
EL: Red 115.3 pts below
SPED: Red 151.5 pts below
Latino: Red 96.9 pts below
FRL: Red 95.8 pts below

Our data also reveals that our students with disabilities, Hispanic students, low-income students (Red on both ELA and Math), and English Learners students (Red on ELA) are underperforming in English Language Arts and Mathematics compared to other student groups. This disparity underscores the urgent need for targeted and intentional efforts to support our students with unique needs. Recognizing this, our new LCAP cycle will prioritize strategic interventions and tiered support mechanisms specifically designed to address the unique challenges faced by our significant student groups.

Our NWEA MAP results indicate positive growth from our baseline data. In Math, we have exceeded our target of 40% of students meeting or exceeding their growth goals, while falling just short in Reading. In NWEA, our ELA and Math outcomes for Spring 2024 are as follows:

School Year 23-24:

ELA:

All: 37.3%
EL: 36.9%
SPED: 27.1%
Latino: 37.3%
Asian: 26.7%

Math:

All: 42.5%
EL: 39.3%
SPED: 32.0%
Latino: 41.7%
Asian: 81.8%

Our students' NWEA growth is a positive indicator of the early impact of our actions. However, variances in our subgroup results, in particular with SWDs, point to our need for continued focus on supports for our student groups.

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.

We recognize that the current academic targets set were not fully met, necessitating significant revisions to our goals for the 2024-2027 cycle. These changes are rooted in a comprehensive analysis of our performance data, valuable feedback from our educational partners, and a critical review of the effectiveness of our existing strategies.

Due to the challenges faced in meeting our predefined academic benchmarks, and recognizing the evolving needs of our student population, we have redesigned our goal structure to enhance focus and accountability.

The Actions and Metrics outlined in this current Goal 2 have evolved into two new goals for the new cycle. Our new Goal 1, Focused Subgroup Supports, is specifically designed to ensure that all student groups demonstrate measurable growth towards meeting or exceeding standards in English Language Arts (ELA) and Mathematics. This shift comes in response to the identified need for targeted interventions and support for our significant student groups, specifically our English Learners (Red on ELA and Orange in Math), our Hispanic students (Red in ELA & Math), students with disabilities (Red in ELA & Math) and our Socioeconomically Disadvantaged (Red in ELA & Math), ensuring they receive the focused attention required to elevate their academic performance. The key actions we will implement to increase outcomes for our student groups were outlined in the previous goal's analysis.

Our new Goal 2 is: Support growth and achievement for all students through strong instructional practices, informed by our assessment and data strategy. We are recommitting to support growth and achievement for all students through robust instructional practices. This goal will be informed by an integrated assessment and data strategy that aims to optimize instructional methods and outcomes across all classrooms. This goal underscores our commitment to harnessing data-driven insights to refine teaching practices and enhance student learning experiences. The new Actions under Goal 2 will focus on:

- **Strengthening Instructional Practices:** Engaging all instructional staff in robust, differentiated professional development that is aligned to Alpha's Teacher Rubric and rooted in Alpha's stated Vision of Excellent Teaching. Coaches will then consistently monitor implementation of PD skills and learning through 1:1 coaching, walkthroughs, and observations. New AJH teachers will participate in a Strong Start Program to provide intensive PD and coaching on key fundamentals of planning, internalization, and classroom management.
- **Assessment Strategy:** Execute a standardized assessment structure for all grades which will help us monitor student data and identify strategies to support student growth. Curricular assessments in ELA and Math will be implemented on a consistent basis to provide high-quality data to inform instruction.
- **High-Quality Curriculum:** Continue to utilize high-quality, research-based instructional materials that integrate all grade level standards.
- **Data Strategy:** Continue to build and iterate on data analysis tools to effectively gather, monitor, and use data to inform instruction. Data will be analyzed through consistent SLT data meetings, as well as teacher data meetings that will take place after each curriculum unit assessment.
- **Online Platforms & Technology:** Provide a wide range of online programming, accessible to all students to scaffold class instruction and provide additional learning and practice outside of class.

- Associate Teachers: Incorporating associate teachers to support differentiated instruction and address diverse learning needs effectively.
- Broad Course of Study: Ensuring a comprehensive curriculum that includes a wide range of subjects to support holistic student development.

These changes stem from the observed ineffectiveness of several actions within our current goals, driven by a lack of fidelity and consistency in our implementation caused by leader and teacher turnover and the significant impacts of the pandemic on our student population. The changes in our actions are further bolstered by feedback from our educational partners, including teachers, administrators, parents, and students. These new goals are grounded in a multi-year strategy that has been set for AJH. We believe that through consistent implementation, clarity in focus, and follow-through, these new actions will drive positive results in our academic data, overall and by subgroups.

The strategic realignment of our LCAP goals for the 2024-2027 cycle represents a robust response to our previous shortcomings and a renewed commitment to academic excellence and student well-being. By focusing on specific student groups, strengthening instructional practices, and nurturing a supportive school environment, we are setting the stage for a comprehensive and inclusive educational experience that meets the diverse needs of our student population.

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	We will focusing on improving training, coaching, and supporting all teachers to know how to better differentiate instruction based on their students' literacy performance and instructional needs. (Broad Goal. State Priorities: 4)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of EL Students reclassified this year	4.5%	SY 21-22 RFEP: 6.7%	SY 22-23: 4%	SY 23-24: 8.6%	15%
Staff perception on the TNTP question regarding academic opportunity	53%	21-22: 65%	22-23: 35%	SY 23-24: 43%	73%
Staff perception on the TNTP question regarding leadership: My school has a clear vision that drives goals within the school.	84%	21-22: 65%	22-23: 40%	SY 23-24: 36%	92%
% of EL students making progress toward proficiency based on overall summative ELPAC assessments	20-21 Summative: Level 1: 30.89% Level 2: 34.55% Level 3: 26.42% Level 4: 8.13%	21-22 Summative: Level 4: 6.98% Level 3: 25.58% Level 2: 36.43% Level 1: 31.01%	22-23 Summative: Level 1: 27.18% Level 2: 38.33% Level 3: 25.09% Level 4: 9.41%	22-23 Summative: Level 1: 27.18% Level 2: 38.33% Level 3: 25.09% Level 4: 9.41%	ELPAC Summative: Level 1: 14% Level 2: 30% Level 3: 36% Level 4: 20%

Goal Analysis

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

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

The implementation of Goal 3's Actions has been instrumental in fostering the continued growth toward proficiency for our English Learners (ELs), underlining a collaborative effort that predates COVID. A culture of collective responsibility has been nurtured, where the entire staff, not limited to specific roles, engaged in the supports for ELs. This inclusive approach has manifested in broad participation in ELD instruction and ELPAC testing, ensuring a cohesive learning experience throughout the school day.

However, opportunities for enhancement have been identified, notably in the visibility and differentiation of integrated ELD across various learning environments. Through engagement with our educational partners, we heard a need for more explicit connections between language development strategies and their application in the classroom. To address this, a new system was introduced, organizing small groups within ELD Reach time focusing on newcomer and Level 1 students, marking a strategic adjustment to meet the nuanced needs of ELs.

Actions 3.1 and 3.2, focused on professional development (PD) and coaching, played a pivotal role in supporting teachers, especially in navigating the introduction of a high-quality curriculum like CKLA. This curriculum, which was piloted in 2022, equipped the staff with valuable experience and resources, including an intervention kit now utilized across the school. Despite the challenges of change management and the integration of new curricula, there's a commitment to refining teacher support and PD, ensuring these efforts are tailored and impactful.

A significant challenge was the fluctuation in the ELD specialist role due to transitions, impacting the consistent implementation of ELD action steps. This challenge underscores the need for stability and continuous support in roles critical to the ELs' academic development.

In summary, the successes and challenges of implementing our actions reveal a deep-seated commitment to the growth of our English Learners, underscored by a collective approach to support and intervention, the strategic use of curriculum and PD, and the flexibility to adapt and address emergent needs. Moving forward, the focus will remain on deepening the integration of language development strategies, enhancing professional development, and stabilizing key roles to sustain and amplify the progress made.

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

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures

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

Over the three-year LCAP cycle, the effectiveness of our specific actions in meeting our Goal 3 metrics has been mixed. The following insights are derived from the implementation and outcomes of our targeted strategies:

Progress in English Learner Proficiency: According to the California School Dashboard, 48% of our ELs demonstrated progress toward language proficiency, achieving a Green status. This indicator, though not originally a metric for this goal, reflects a positive trend in the language development of our English Learners as a result of the implementation of weekly differentiated professional development and ongoing teacher coaching, instructional support from our English Learner Development Specialist, and training and implementation of a high quality ELD curriculum. Despite the progress noted, we did not meet our reclassification targets for English Language Proficiency Assessments for California (ELPAC) and Reclassification Fluency English Proficiency (RFEP) over the cycle. However, it is important to note that there was consistent annual growth toward our targets. This incremental progress highlights the effectiveness of our actions but also highlights areas where further adjustments and enhancements might be necessary.

Our results on the included staff metrics were below our original three year targets. Due to staff turnover, the AJH SLT was unable to consistently implement weekly coaching and development for teachers, which contributed to the lower scores on the teacher survey metrics. We are focused on strengthening our recruitment and retention efforts to ensure coaching and development are implemented consistently moving forward.

In summary, while there have been challenges in fully meeting some of the key 3-year targets, the strategic actions implemented have led to measurable progress in enhancing the proficiency and outcomes of our English Learners. Moving forward, we will continue to refine our approaches based on these insights and the forthcoming survey results to further drive the success of our students.

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

Similar to our previous goal, the Actions and Metrics outlined in this current Goal 3 have evolved into two new goals for the new cycle. Our new Goal 1 - Academic Growth for Significant Student Groups and our new Goal 2 - Support growth and achievement for all students through strong instructional practices, informed by our assessment and data strategy. The current staff metrics outlined in this current goal will transition to the new Goal 5: Hire, develop, value, and retain a high-quality faculty & staff.

In addition to creating our first two goals to focus on our academic growth for our significant student groups and all students, aligning our goals and actions across the network is crucial for ensuring strategic and efficient resource allocation. This coordination enables us to streamline efforts, reduce redundancies, and maximize the impact of our resources by focusing on shared objectives and measures of success. By harmonizing our strategies and initiatives, we can foster a cohesive system that supports sustained improvements and accelerates progress towards our collective goals, ultimately enhancing academic outcomes for all students across Alpha Public Schools.

Our new Goal 3 will be "Develop and cultivate a healthy and thriving school environment that promotes the safety and belonging of all students." Our new Goal 3 will focus on the following Actions:

- Monitor & Respond to Student Culture & Behavioral Data
- SEL Curriculum

- Restorative Justice Practices
- Attendance Systems
- Facilities Maintenance & Improvement
- Student Experiences
- Community Schools Program
- Expanded Learning Programs
- National Student Lunch Program (NSLP)
- Positive Behavioral Interventions and Supports (PBIS) systems

These new Actions under Goal 3 will be monitoring by the new Metrics:

- # of identified instances where facilities do not meet the “good repair” standard
- ADA
- Chronic absenteeism
- Suspension Rate
- Expulsion Rate
- % of students who feel safe at school
- % of students who feel that there is at least 1 adult who cares about them

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

Goals and Actions

Goal

Goal #	Description
4	We will use a variety of means to increasingly engage all of our families by consistently providing them with the information and tools they need to be advocates. Our families will play an active role in further growing this engagement by building capacity among other families and their community so that all can act as strong advocates for their children. (Broad Goal. State Priorities: 3,6)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Staff perception on the TNTP question regarding family and community engagement by the spring administration.	63%	21-22: 71%	22-23: 55%	SY 23-24: 60%	92%
% of Families who feel welcome and heard by the school (according to bi-annual survey)	89%	SY 21-22: 85%	22-23: 96%	23-24: 98.55%	90%
% of Families who feel the school does a good job of family engagement (according to bi-annual survey)	88%	SY 21-22: 85%	22-23: 94%	23-24: 98.57%	90%
% of Families who agree that school	94%	SY 21-22: 71%	22-23: 94%	23-24: 94.28%	90%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
listens to family voice in input and decision making (according to bi-annual survey)					
Average Score on Family Engagement Self-Reflection Tool	3.2	SY 21-22: 3.2	SY 22-23: 3.08	3.08 Average Score on Family Engagement Self-Reflection Tool	3.5+

Goal Analysis

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

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

The implementation of our Goal 4 Actions aimed at enhancing family engagement and participation at Alpha: José Hernández has yielded positive outcomes, demonstrating significant progress in maintaining a vibrant and inclusive school community. We have successfully adopted a strategic approach to community programming, creating and sharing a comprehensive scope and sequence of events through various channels, including Konstella and physical postings on campus. This has ensured that we host at least one community event per quarter, aside from regular meetings such as SSC, ELAC, and Cafecitos, thereby providing families with numerous opportunities to engage with the school.

Throughout the LCAP cycle, ELAC has been a greater challenge to keep parents involved and engaged. We are taking our learnings from our strong SSC engagement and process, to apply them to enhance our ELAC parent presence.

Efforts to enhance family communication have centered on the effective use of Konstella, achieving high participation levels by ensuring all families are signed up and actively participating within the first month of school.

Supporting these initiatives, the services offered by the Alpha Parent Learning Center and the Parent Leader Committee have been instrumental in connecting families with essential resources and educational support. Parent leadership training meetings have been conducted to empower families with the skills needed for effective advocacy on behalf of their students.

Significant partnerships with external entities have been formed under the collaboration with the Senior Director of Advocacy & Community Engagement, bringing additional resources and services to students and families.

We did not fully implement our Engagement Coordinator action as this role ended up being a split position. We initially created this role during the COVID pandemic to increase and support a more robust family engagement effort. However, this role now shares duties as an office assistant, with only half time being spent on family engagement activities.

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

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures

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

Our Actions, as implemented during the 21-24 LCAP cycle, were effective in meeting and making progress toward our goal. We continued to strengthen our SSC, increased the number of events, clubs, and family attendance on campus. Some evidence of the effectiveness toward achieving our goal includes the following survey responses from our families:

98.55% of families feel welcome and heard by the school

98.57% of Families who feel the school does a good job of family engagement

94.28% agreed that The school listens to family voice and input when making decisions.

95.59% of Families feel a sense of belonging

The effects of COVID continue to impact our families and community, which has created the need to be more flexible and creative when we think about family engagement. We continue to offer opportunities both in person and over zoom. We are continuing to strategize on practices we can implement to encourage an increased attendance at these all meetings, including more frequent direct messaging from the principal.

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.

For the 24-27 LCAP, our Goal 4 will remain focused on family engagement. While the focus remains the same, we will undergo a few changes to enhance parent partnership and development in order to best support student achievement and wellness. The new Goal 4 will be to “Build & cultivate community and family engagement to support student achievement & wellness” We’ve modified our actions to align to our family engagement vision at AJH, which includes the elements of parent communication, school community events and celebrations, programs and services (Parent Learning Center), parent school partnerships, and parent power. This alignment ties to the California

Community Schools Partnership Program (CCSPP) Implementation Grant that AJH was awarded in May 2024, for the five year period from 2024-2029. A few key changes to the actions include:

- Parent School Partnerships: Highlight our focus on expanding parent volunteer opportunities to strengthen involvement of parents in their child's education experience
- Parent Power: Highlight our efforts to expand parent power at AJH by providing parents with leadership opportunities to advocate for their students, including: School Site Council (SSC), English Language Advisory Committee (ELAC), Parent Leader Committee, Alpha Parent Board Members, and beginning a Parent Association

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

Goals and Actions

Goal

Goal #	Description
5	Create a welcoming learning environment where students will feel safe, motivated, and challenged. (Broad Goal. State Priorities 1,5,6)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ADA	96.6%	SY 21-22: 90.8%	SY 22-23 as of 5/8/23: 89.5%	SY 23-24: 90.46% as of P2	95%
Annual Suspension Rate	5.4%	All: 4.3% EL: 4.17% SPED: 4.88% Latino: 4.35% Asian: 0%	SY 22-23: All: 4.38% EL: 4.14% SPED:12.77% Latino: 4.68% Asian: 0 %	2023 CA School Dashboard All: 6.2% EL: 6.1% SPED: 13.8% Latino: 6.5% SED: 6.3%	<6%
Average rating (4 being the highest) for the "belonging" category on the spring administration of the school culture survey.	TK-1: 3.87 5-8: 3.35	85% overall	87% Overall	SY 23-24: 91.03% of students who say there's at least one adult who cares about them	Elementary: 3.8 Middle school: 3.2 or higher
Expulsion Rate	SY 20-21 0.00%	SY 21-22: 0%	SY 22-23: 0%	SY 23-24: 0%	Maintain 0%
% of Families who agree that the	92%	SY 21-22: 85%	SY 22-23: 96%	SY 23-24: 98.55%	95%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
school's facilities are clean and welcoming.					
Chronic Absenteeism Rate	SY 20-21 All: 12.2% Latino: 12.9% Asian: 6.3% EL: 12.9% SPED: 13.6%	SY 21-22 as of May 11th: All: 34.17% Latino: 35.47% Asian: 8.7% EL: 33.33% SPED: 32.56%	SY 22-23 as of 5/9/23 All: 36.7% EL: 38.19% SPED: 41.67% Latino: 37.2% Asian: 29.41%	2023 CA School Dashboard All: 37.3% EL: 38.8% SPED: 39.3% Latino: 37.2% SED: 37.3%	All: Maintain 10% or below Latino: 10% or below Asian: 4% or below EL: 10% or below SPED: 10% or below
School Facilities in good repair as measured by the SARC	20-21 SARC: Good	20-21 SARC: Good	21-22 SARC: Good with an overall rating of 96.32%	Overall Rating of Good per the 2022-2023 SARC	Maintain a status of Good or better
Middle School Dropout Rate	21-22 Baseline: .44%	21-22 Baseline: .44%	22-23: 0%	SY 23-24: 0%	Maintain below 0%

Goal Analysis

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

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

The successful implementation of Goal 5 actions has significantly contributed to creating and maintaining a positive school culture and enhancing student engagement and safety at Alpha: José Hernández. Through strategic initiatives and a focus on gathering and acting upon student feedback, the school has seen marked improvements in student participation, safety, and overall school environment.

Decreasing chronic absenteeism has been a significant focus for AJH this year, as the school moved from a truancy-based system to a chronic absenteeism-based system. This involved re-aligning procedures around communication and intervention around chronic absenteeism, as well as centering relationships and home-school partnership as a value in addressing absenteeism. AJH began to consistently leverage the Alpha Attendance Playbook, which introduced a tiered system for intervention. Through consistent training, new attendance data dashboards, and structures to uphold accountability, AJH has seen improvement in the 23-24 SY on ADA and chronic absenteeism results.

In terms of student behavior and school culture, the school piloted an SEL curriculum, Sown to Grow, in grades 5-8. The AJH PBIS system prioritized celebrating students who model the school's values through the Penguin Store and accountability points, directly responding to student feedback on desired incentives. The inclusion of middle school sports teams in a league has also fostered connections and positive interactions between students from different campuses, contributing to a cohesive school community.

Efforts to maintain student safety and well-being have included increased supervision during unstructured events, tightened transitions, and the proactive facilitation of alignment meetings among staff to ensure consistency in behavior expectations and responses. Moreover, the shift towards restorative learning projects instead of suspensions, along with student-to-student and student-to-staff mediations, has emphasized a more constructive approach to addressing behavioral issues.

However, challenges have been identified, such as the temporary reassignment of the Dean of Students to a rotating sub capacity. This has impacted the ability to fully support broader school culture initiatives, as originally intended. Despite these challenges, we have made considerable progress in implementing Goal 5 actions.

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

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures

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

In evaluating the effectiveness of our actions towards meeting Goal 5 of our LCAP—creating a welcoming learning environment where students feel safe, motivated, and challenged—we observe a mixture of results in our three-year targets, reflecting substantial achievements and areas needing further attention.

Our family survey data shows the positive impact of our actions, with 99% of respondents agreeing that the school's facilities are clean and welcoming. These outcomes highlight the effectiveness of Actions 5.6 (School Operations Accountability) and 5.8 (Facilities Improvements), which have been instrumental in enhancing the physical and communal aspects of our school environment.

In terms of our suspension and attendance management, we have experienced mixed effectiveness:

Attendance and Suspensions: Actions 5.1 (Maintain Effective Attendance Procedures), 5.2 (Student Behavior Data via Deanslist), and 5.3 (Access to Mental Health Counselors and Partnership with FACTR) were partly successful. We achieved our targets of 0% expulsion and dropout rates and, in the 23-24 SY, have maintained suspension rates under 6% as calculated internally. Despite meeting the suspension rate target, our performance was marked as Red on the California School Dashboard, showing an increase from the previous school year.

However, due to proactive measures, including piloting an SEL curriculum in grades 5-8 and clear communication about behavioral expectations, we are anticipating growth on our 2024 CA School Dashboard results.

Restorative Practices: Our shift towards preventive measures and managing conflicts through restorative conversations before they escalate has notably changed the nature of suspensions. Based on our internal data, we have seen particular effectiveness among our Students with Disabilities, with a significant decline in suspension rate for this subgroup in the 23-24 school year.

While we have seen significant improvements in our attendance rates and a reduction in chronic absenteeism as a result of our Action 5.1, we have not met our targets in this area. The lingering effects of the pandemic continue to impact our community and families, with absenteeism remaining a significant challenge, similar to trends observed across the country.

In summary, while we have successfully met many of our targets for creating a welcoming learning environment, the ongoing challenge of absenteeism and the need for continuous improvement in behavioral management highlight areas for ongoing focus and development. Our revised LCAP reflects a commitment to addressing these areas through a combination of new actions and continued focus on our successful steps.

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

In our ongoing efforts to refine and enhance our LCAP based on the current data available to us and input from our various educational partners, we have made strategic changes to the current Goal 5. In our new LCAP, this goal will be repositioned as Goal 3, reflecting a heightened focus on fostering a supportive and inclusive school environment. The new Goal 3 is articulated as: "Develop and cultivate a healthy and thriving school environment that promotes the safety and belonging of all students."

This shift in our LCAP is primarily driven by the trends identified in the CA School Dashboard and not meeting our current 3-year targets outlined in the current LCAP, particularly the Chronic Absenteeism and Suspension Rates, which are marked as Red across all student groups. The data clearly indicate a pressing need to intensify our efforts in addressing these areas to ensure that all students have the opportunity to thrive in a safe and supportive learning environment. As a result, we have made the following key shifts in the actions in the new LCAP under Goal 3:

To improve chronic absenteeism, overall and for our subgroups, we have modified the following action:

- **Enhancing Attendance Systems:** In addition to building on AJH's successful rollout and usage of the Attendance Playbook, AJH is adopting several new strategies in the 24-25 SY. These include engaging Everyday Labs, an ESSA-approved evidence based strategy for addressing absenteeism, to enhance our frequency and consistency with family communication around attendance, rolling out an attendance home visit program, rolling out a School Attendance Review Team (SART), and providing targeted supports for SWDs through regular collaboration and check-ins with our Ed Specialist, network SPED Team, and Ops Team.

To improve suspension rate, overall and for our subgroups, we have modified the following actions:

- SEL Curriculum: Expand our implementation of an SEL curriculum to from grades 5-8 to all elementary grades, with training for all staff during summer professional development.
- Implementing Restorative Justice Practices: We are committed to shifting from traditional disciplinary approaches to restorative practices that aim to repair harm and restore relationships. This approach encourages accountability, fosters understanding, and provides students with the tools to resolve conflicts constructively, which is crucial in reducing suspension rates and promoting a more inclusive school culture. The Dean of Students will conduct professional development and monitor implementation of practices throughout the school year.
- Expanding Positive Behavioral Interventions and Supports (PBIS): We will continue to solidify and expand our PBIS framework, which has been instrumental in shaping positive behaviors across our schools. By strengthening this framework, we aim to further reduce disciplinary incidents and create a positive school climate conducive to student learning and growth.
- Hiring Community Schools Staff: To further support our goal, additional staff will be hired under the community schools model, including a full time mental health counselor. These professionals will focus on bridging school and community resources to provide comprehensive support for students and their families, addressing external factors that impact student attendance and behavior.

The restructuring of our LCAP goals and the specific changes under the new Goal 3 reflect our proactive stance in responding to the critical needs highlighted by the CA School Dashboard data. By prioritizing the development of a healthy and thriving school environment, we are taking decisive steps to ensure that our schools are places where all students feel safe, supported, and connected. These changes are not just about meeting metrics but are fundamentally about enhancing the educational experience and outcomes for every student we serve.

The newly designated Goal 5, which evolves from our previous Goal 6, is articulated as "Hire, develop, value, and retain a high-quality faculty & staff." This revised language not only emphasizes the continuation of our commitment to our staff but also emphasizes the dual focus on both valuing and retaining our team members. This goal captures the essence of our strategic intent to foster a work environment that recognizes and nurtures the professional growth and personal well-being of our instructional and non-instructional teammates.

Our new Goal 5 will focus on several key areas throughout the new Actions. These new actions include:

- Teacher Professional Development & Coaching
- New Staff Professional Development
- Instructional Support Staff Development
- Leadership Development
- School Culture
- Hiring Strategies

Under the new Goal 5, we will measure the effectiveness of these actions with the following metrics:

- % of teachers appropriately assigned and credentialed
- Teacher perception on the spring TNTP question regarding Learning Environment

The slight modifications in the language and emphasis of this goal reflect both the feedback from our educational partners and an analysis of staff retention data. By fine-tuning our focus areas, we can better address the nuanced needs of our staff and enhance the overall efficacy of our programs. Our continued focus on professional development, leadership cultivation, and school culture is directly aligned with our overarching objectives of improving outcomes and organizational health.

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
6	Hire, develop, sustain, and value a high quality faculty & staff (Broad Goal. State Priority #1)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of core teachers who have an appropriate credential or permit to teach.	100%	SY 21-22: 88%	SY 22-23: 92%	SY 23-24: 100%	100%
% of teachers who receive regular, weekly CCSS-aligned professional development, including ELD PD.	100%	SY 21-22: 100%	SY 22-23: 100%	SY 23-24: 100%	100%
Average learning environment score on the Staff Insight Survey	6.3	21-22: 4.3	22-23: 3.2	SY 23-24: 2.9	6.3
% Teacher Retention	85%	SY 21-22: 68%	SY 22-23: 62%	SY 23-24: 57%	85%

Goal Analysis

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

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

The Actions outlined in Goal 6 were implemented as planned. To ensure a diverse and qualified teaching staff, AJH and the Alpha Network Team have employed various strategies. The hiring process has been meticulously refined in close collaboration with the network-based Talent team, ensuring the selection of strong candidates through clear expectations communicated during the offer letter process. Additionally, the support from our network credential specialist in navigating the credential certification process has been supportive in identifying career paths and retaining staff members, maintaining continuity and stability within our team.

To support teacher retention, we have implemented additional teacher salary and benefit compensation packages, including additional mental health and wellness days. Regular evaluations of the teacher salary scale and other compensation opportunities were conducted to ensure fair compensation compared to similar opportunities. The school has implemented a transparent teacher salary scale, with differentiated pay based on certification status. This incentivizes teachers to obtain appropriate credentials and recognizes their expertise and qualifications. We continued to provide teacher certification and credentialing support, with a regular review of assignments and credential status. This ensures that teachers have the necessary support and resources to maintain their certifications and credentials, thereby enhancing their professional growth and effectiveness.

Teachers were provided with leadership opportunities, such as mentoring teacher residents and assuming additional responsibilities as department or teacher leads. This allows experienced teachers to share their expertise and contribute to the growth and development of their peers.

To support teacher development and retention, Alpha developed a Vision of Excellent Teaching and Teacher Rubric, with aligned professional development back to this rubric to support teacher growth. Teachers are developed through various means, including 1:1 coaching, professional development sessions, walkthroughs, and grade level/department meetings. In addition to internal professional development, teachers had the flexibility to choose external professional development opportunities aligned with their development goals. However, due to mid-year vacancies, SLT members were required to reprioritize their time and backfill team member responsibilities. As a result, the cycle of weekly coaching, observations, and feedback was implemented inconsistently this year, and the impact was not as strong.

Lastly, we have been focused on elevating staff voices, enhancing sustainability, and creating a positive work environment, and the network team conducts stay interviews to help support teacher retention. Strategies identified by TNTP (The New Teacher Project) for effective teacher retention were also implemented.

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

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures

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

In reviewing our actions toward achieving Goal 6 of our LCAP — to hire, develop, sustain, and value a high-quality faculty and staff — we find a blend of notable successes and areas requiring ongoing attention and enhancement.

We successfully met our target of ensuring 100% of core teachers possess the appropriate credentials or permits required for their teaching roles. This achievement can be attributed to:

- Action 6.1: Our school and network utilized a variety of strategies to hire a diverse, highly-qualified, and appropriately credentialed teaching staff. This comprehensive approach has enabled us to maintain a strong and competent teaching workforce.
- Action 6.2: We provided all teachers with support for certification and credentialing, ensuring they meet the necessary qualifications and are fully equipped to deliver high-quality education.

Additionally, we met our target of 100% of teachers receiving regular, weekly CCSS-aligned professional development, including ELD PD, facilitated by:

- Action 6.4: Ensuring teacher access to professional development has been a cornerstone of our strategy, allowing teachers to continually enhance their skills and adapt to educational best practices.
- Action 6.7: The introduction of new performance rubrics for teachers and instructional coaches has fostered a culture of continuous improvement and accountability, aligning professional development efforts more closely with the needs of our staff and students.

Despite these successes, our teacher retention rates are at 57%, which is below our desired target of 85%. In addition, our teacher survey score in the Learning Environment domain has dropped to 2.9. This issue reflects broader trends observed across the country, where the pandemic has had a lasting impact on teacher hiring and retention. The disruptions caused by the pandemic continue to highlight the need for enhanced support and stability for our teaching staff.

To address these challenges and build on our successes, we have maintained our commitment to this goal in the new LCAP cycle and plan to intensify our efforts in several key areas as described in the next prompt. Our ongoing efforts to enhance teacher support, professional development, and retention are fundamental to achieving our overarching goal of sustaining a high-quality faculty and staff dedicated to fostering student success.

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.

Due to the overall effectiveness of our ongoing efforts under this goal, the foundational objectives and actions will largely remain unchanged as they transition into the new Goal 5 in our updated plan. This decision reflects our commitment to sustaining and building upon the successful strategies we have implemented to date.

The newly designated Goal 5, which evolves from our current Goal 6, is articulated as "Hire, develop, value, and retain a high-quality faculty & staff." This revised language not only emphasizes the continuation of our commitment to our staff but also emphasizes the dual focus on both valuing and retaining our team members. This goal captures the essence of our strategic intent to foster a work environment that recognizes and nurtures the professional growth and personal well-being of our instructional and non-instructional teammates.

Our new Goal 5 will focus on several key areas under the umbrella of teacher recruitment and retention. The actions supporting this goal will include:

- Teacher Professional Development & Coaching: Provide teachers with consistent 1:1 coaching, observations, feedback, and walkthroughs, aligned to Alpha's Teacher Rubric and professional development arc.
- New Staff Professional Development: Facilitate a robust summer onboarding and training experience for all new AJH staff.
- Instructional Support Staff Development: Provide all instructional support staff with differentiated professional development and regular coaching.
- Leadership Development: Develop the leadership skills across AJH leaders in professional development design and facilitation, as well as coaching, through the delivery of internal and external professional development and coaching.
- School Culture: Foster a healthy & thriving school culture through programs such as shout-out/recognitions, sunshine committee, and instructional spotlighting.
- Hiring Strategies: Continue to use a variety of strategies to hire a diverse and highly qualified staff, including expanding our presence at career fairs, identifying external partnerships, participating in CTC grant opportunities, and adding teacher panels to final interview rounds.

The modifications in the targeted action steps are responsive to the feedback from our educational partners and an analysis of staff retention data. By fine-tuning our focus areas, we can better address the nuanced needs of our staff and enhance the overall efficacy of our programs. Our continued focus on professional development, leadership cultivation, and school culture is directly aligned with our theory of change: that if we develop excellent coaches, we will develop excellent educators, which will lead to improved student outcomes.

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
Alpha: José Hernández School	Julianna Parra Principal	jparra@alphapublicschools.org 408-209-7982

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.

Alpha: José Hernández School (AJH) is part of the Alpha Public Schools network, whose mission is: We believe that all children have a fundamental right to an excellent education. Alpha Public Schools will ensure that all of our scholars develop the academic skills and leadership habits required to succeed in college and live with integrity.

Led by principal Julianna Parra and staffed by a talented and energetic staff, AJH is a safe and tuition-free community school serving students in grades TK-8. The school is co-located with Alpha: Blanca Alvarado School and is authorized by the Santa Clara County Office of Education. AJH develops students into lifelong learners who will enter high school with the academic skills, strength of character, and passion for learning to succeed in and graduate from college.

In the 23-24 SY, AJH served approximately 461 students, 95.4% of which are socioeconomically disadvantaged. The school's demographic profile was 97% Hispanic or Latino, 1.1% Asian, 1.3% Filipino, and less than 1% White, Black and American Indian. We served a student body that is 67.9% English Learner and 12.4% Students with Disabilities (Source: DataQuest 2023-24 Annual Enrollment Data).

Reflections: Annual Performance

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

Alpha: José Hernández (AJH) is focused on addressing the underlying causes of low performance that have contributed to its academic outcomes in the past two school years. External factors, such as learning loss, systemic staffing shortages, chronic absenteeism, and heightened social-emotional needs driven by the pandemic have had adverse impacts on our school community. In addition, we recognize our internal performance gaps and where we must strengthen our academic programs, staff development, and family engagement to address and improve performance.

Broad Education Context:

The pandemic has brought unprecedented challenges to the education sector that have reshaped the landscape of teaching and learning. Schools that serve high-need communities, like AJH, have seen performance decline and the achievement gap widen as they have dealt with the following challenges:

1. **Learning Loss:** The pandemic has significantly disrupted education, driving learning loss in foundational literacy and math skills across all student groups. This disruption has been more severe in high-need communities where existing socioeconomic challenges have amplified educational setbacks.
2. **Staffing Shortages:** The pandemic intensified challenging working conditions, resulting in high attrition rates among teachers and leaders. Many educators have relocated to areas with a lower cost of living or have left the profession, leading to a scarcity of experienced and high-quality educators. This has led to inconsistent instruction and a limited pool of experienced educators to draw from, especially in California.
3. **Heightened Student and Community Needs:** The economic impact caused by the pandemic forced many families of lower socio-economic status to prioritize basic survival over academics. As a result, schools had to adapt and focus on providing basic services to students and families. When students returned in-person, schools needed to shift to support the heightened social-emotional and mental health needs that emerged from the pandemic. Chronic absenteeism rose dramatically and has remained high, impacting students' academic recovery.

Alpha: José Hernández Context:

AJH serves a high-need community in East San José, CA, with an unduplicated pupil count of 98.7% (CALPADS UPC Source File 2023-24), compared to 57% for the State of California (Ed-Data - California Public Schools - 2022-2023). The AJH community is made of 95.4% socioeconomically disadvantaged students, 67.9% English Learners, 97% Hispanic students, and 12.4% Students with Disabilities. By comparison, the State of California is made of 62.7% socioeconomically disadvantaged students, 18.4% English Learners, 56.1% Hispanic students, and 13.7% Students with Disabilities.

The nationwide challenges experienced across our education system were amplified within communities like ours. In addition, we have identified opportunities where we must continue to strengthen our academic programming, talent acquisition and retention strategies, and family engagement to improve our results.

1. **Foundational Literacy Gaps:** A majority of AJH students are English Learners, and inconsistent language exposure, practice, and feedback during the pandemic has had significant impacts on student learning. As a result, we have students across grade levels with foundational literacy gaps that must be addressed for students to succeed academically.
2. **Talent Acquisition & Retention:** The lack of experienced and consistent staff at AJH has hindered our implementation of improvement strategies, especially for EL and SPED programs. High turnover among staff has led to inconsistent implementation of programs and loss of institutional knowledge. Leaders have stepped into classroom roles to fill vacancies, impacting the consistency in cycles of observation and feedback. A tough talent market has resulted in AJH hiring staff with less experience who require more training and support to teach a high-need student population.
3. **Mental Health & SEL Needs:** The pandemic has significantly intensified the mental health and social-emotional learning needs of students at AJH. With limited access to trained professionals, our school and families face substantial challenges in providing adequate support for our students, particularly those with exceptional needs. In response, we have focused on building a healthy and thriving environment at AJH that addresses these crucial SEL needs first. We have also focused on improving our high rates of chronic absenteeism to ensure students are receiving consistent instruction.

4. Family Engagement: Due to virtual and hybrid pandemic learning environments, in-person family engagement at schools came to an abrupt halt in 2020. This shift disrupted the strong, pre-pandemic engagement and sense of connectedness at AJH. Since the full return to school, we have been actively working on rebuilding and enhancing our family engagement strategies to bring our families back into schools.

In 2020, prior to the pandemic-driven delay of charter renewals, AJH would have been a middle-track school (based on 2018 and 2019 dashboard data). Per EC§ 47607.2(b), a middle track school may only be denied upon making written findings that the school has failed to meet or make sufficient progress toward meeting standards, closure of the school is in the best interest of pupils, and its decision provided greater weight to academic performance. However, the complex, post-pandemic challenges faced by AJH resulted in a low-track placement, driven by declines in our CA Dashboard data during the 21-22 and 22-23 SY. On the 22-23 SY CA School Dashboard, our results were the following:

- Chronic Absenteeism: Red overall, and for EL, Hispanic, SED, and SWD subgroups
- Suspension Rate: Red overall, and for EL, Hispanic, SED, and SWD subgroups
- ELA: Red overall, and for EL, Hispanic, SED, and SWD subgroups
- Math: Red for Hispanic, SED, and SWD subgroups

We have seen bright spots in English Learner Progress (48% Making Progress and Green overall in 22-23, with performance comparable with the State of California: 48.7% Making Progress and Yellow overall) and Math (Orange overall and for ELs in 22-23) as the AJH community continues to recover from pandemic challenges.

Meaningful Steps to Address:

In response to these challenges over the past four years, AJH has been focused on recovery efforts to re-establish stability in our community. Initial focus areas have included:

- Meeting Basic Needs: Prioritizing the fulfillment of basic needs for our community - including internet, food, and healthcare - to encourage students and families to safely reengage with the school environment (22-23 LCAP Actions 1.7 - Provide Chromebooks & Hotspots, 4.5 - Parent Learning Center Support & Resources, 5.1 - Effective Attendance Procedures, 5.3 - Mental Health Counselors)
- Addressing Learning Gaps: Focusing on recovering from significant learning gaps, especially in foundational literacy, through targeted instructional strategies (22-23 LCAP Actions 1.8 - Students with Disabilities Supports, 2.2 - Structures for Tiered Supports, 3.5 - High Quality Curriculum)
- Teacher & Leader Development: Building Alpha's Vision of Excellent Teaching and Teacher and Coach Rubrics and investing heavily in network and partner-led professional development for teachers and leaders that align to our vision. This significant investment is tied to our theory of change, that if we develop excellent coaches, then they will develop excellent educators, which will result in improved student outcomes (22-23 LCAP Actions 3.1 - Differentiated Professional Development, 3.2 - Teacher Coaching & Development, 6.3 - Leadership Pathways for Teachers, 6.7 - Performance Rubrics for Teachers and Coaches)
- Teacher & Leader Retention: Conducting regular reviews of compensation and benefits packages, facilitating stay interviews, and supporting continued education for instructional staff (22-23 LCAP Actions 6.1 - Hiring Strategies, 6.5 - Teacher Compensation and Benefits, 6.6 - Staff Retention and Sustainability)
- Family Engagement: Implementing robust family engagement strategies to reintegrate families into our school community (22-23 LCAP

Actions 4.1 - Community Programming Scope & Sequence, 4.2 - High Quality Family Events, 4.3 - Family Communication System, 4.4 - Cafecito Model)

These efforts have yielded early successes. They have also highlighted opportunities where we can continue to innovate our strategies and strengthen our execution in order to improve outcomes for all students. To develop our go-forward plan for continued improvement, we conducted in-depth engagement with educational partners. These partners included the following:

- Placer County Office of Education: differentiated assistance partnership
- Families: AJH School Site Council, cafecitos, ELAC, family surveys
- Staff: leadership team meetings, staff meetings, staff surveys
- Students: student surveys
- El Dorado County Charter SELPA review
- Board of Directors: public hearing, board approval meeting

In response to our partner feedback and our data on the 2022 and 2023 CA School Dashboard, we have prioritized the improvement of academic outcomes for our significant student groups in our new LCAP cycle. Our first goal is dedicated to enhancing support and achieving equity in educational attainment. Below is a comprehensive overview of the targeted actions under Goal 1: All student groups will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math designed to elevate student group outcomes:

- (Action 1.1) English Learner Supports: Continue staffing an English Language Development specialist to provide instruction and teacher support. Utilize assessments to monitor and adjust LTEL students' progress, and provide professional development focused on effective strategies for teaching LTELs.
- (Action 1.2) High-Quality ELD Curriculum: Acquire and train staff in a high-quality ELD curriculum like EL Achieve, and employ assessments to monitor and refine the implementation of ELD curricula and ELA strategies.
- (Action 1.3) Students with Disabilities Supports: Create collaborative spaces for General and Special Education staff to focus on data-driven student accommodations and interventions in ELA and Math, using high-quality instructional materials.
- (Action 1.4) Academic Interventionists: Employ Academic Interventionists to support a tiered intervention strategy, facilitating small group sessions, data analysis, and integrated classroom support.
- (Action 1.5) Supplemental Literacy Intervention: Implement the Ignite Reading program to provide daily 1:1 virtual tutoring that focuses on foundational literacy skills.
- (Action 1.6) Tier 1 Strategy: Strengthen delivery of high-quality, standards-aligned, rigorous instruction through professional development and ongoing cycles of coaching, observations, and feedback. Ensure that all students have equitable access to high-quality, Common-Core aligned educational materials. Monitor student progress through curricular and formative assessments and use this data to inform instruction.

In response to our high chronic absenteeism and suspension rates, we are committed to implementing robust measures to improve attendance and culture across all student groups. Recognizing the critical role that attendance plays in academic success and student well-being, we have established Goal 3 in our new LCAP: Develop and cultivate a healthy and thriving school environment that promotes the safety and belonging of all students. To achieve this, we have outlined several targeted actions designed to enhance our attendance systems and foster a positive school culture:

- (Action 3.1) Monitor & Respond to Student Culture & Behavioral Data: We are committed to maintaining a Dean of Students to provide robust support through multi-tiered intervention strategies and train staff on practices to cultivate a healthy and thriving school environment, essential for fostering student engagement and reducing absenteeism. We will utilize tools such as Dean's List, student culture surveys, and other systems to meticulously track student behavior and culture data. This data will be disaggregated by significant student groups, enabling precise problem-solving and the implementation of targeted interventions tailored to specific needs. Additionally, we will maintain Behavior Paraprofessionals who will offer crucial individualized behavior and academic support. This role is instrumental in addressing specific student issues that can affect school attendance, thereby directly supporting our efforts to improve overall student attendance rates.
- (Action 3.4) Attendance Systems: We will establish and uphold robust attendance systems and protocols as outlined in the Alpha Attendance Playbook. This includes building and maintaining accessible attendance data dashboards, upholding clear roles and responsibilities for our operations staff, leaders, teachers, and families, and ensuring accountability in adherence to attendance procedures. Additionally, we will implement Multi-Tiered System of Supports (MTSS) interventions and mitigation strategies tailored to individual student and family needs. These strategies may encompass a range of support measures, including direct follow-ups with families and students, home visits, and incentives designed to encourage regular school attendance.
- (Action 3.3) Restorative Justice Practices: Alongside improving attendance systems, we will incorporate restorative justice practices to enhance our approach to student behaviors. By focusing on restorative justice, we aim to build a school culture that values reconciliation and mutual respect, thereby making the school environment more welcoming and enhancing students' desire to attend regularly. Restorative practices not only address behavior and discipline in a constructive manner but also contribute to a feeling of safety and belonging among students, which is crucial for encouraging consistent attendance.

Sources:

1. DataQuest 2023-24 Enrollment by Subgroup
2. Education Recovery Scorecard - California." Center for Education Policy Research at Harvard University.
<https://educationrecoverycorecard.org/states/california/>.
3. California Teacher Shortages and How Districts are Responding. Learning Policy Institute.
<https://learningpolicyinstitute.org/product/california-teacher-shortages-response-report/>.
4. More than 80 Percent of U.S. Public Schools Report Pandemic Has Negatively Impacted Student Behavior and Socio-Emotional Development. National Center for Education Statistics. https://nces.ed.gov/whatsnew/press_releases/07_06_2022.asp/.
5. Why School Absences Have 'Exploded' Almost Everywhere. The New York Times.
<https://www.nytimes.com/interactive/2024/03/29/us/chronic-absences.html>.
6. Serving English Learners during the COVID-19 Pandemic. Policy Analysis for California Education.
<https://edpolicyinca.org/publications/serving-english-learners-during-covid-19-pandemic/>.

Reflections: Technical Assistance

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

Alpha: José Hernández was identified for differentiated assistance based on its 2022 and 2023 CA School Dashboard performance for English Learners, Hispanic, Students with Disabilities, and Socio-Economically Disadvantaged student subgroups across all dashboard indicators (with the exception of Math for ELs). AJH has partnered with Placer County Office of Education (PCOE) to develop our differentiated assistance plan.

The PCOE Differentiated Assistance process has involved the following meetings and planning steps:

Meeting #1 (February 26, 2024): Overview and Data Review:

- Overview of DA statute and Indicator
- Reflect on the Habits of Mind for Improvement
- Identify strengths and weaknesses based on dashboard data
- Identify DA Team
- Identify broad area of focus
- Investigate the system

Meeting #2 (March 13, 2024): Mentor Support: Investigating the Problem

- Identify data points
- Investigate the system

Meeting #3 (April 15, 2024): Diagnosing the Core Issue

- Review System Findings: Analyze learning question results
- Conduct relevant areas of Fidelity Integrity Assessment
- Determine Problem of Practice: Identify core issue
- Root Cause Analysis: Explore underlying causes

Meeting #4 (May 15, 2024): Mentor Support: Driving the Work Forward

- Use the driver diagram to identify high leverage change ideas
- Generate Plan-Do-Study-Act (PDSA)
- Develop a detailed plan to implement one PDSA cycle based on driver diagram analysis

Meeting #5: (Scheduled: August 7, 2024) Mentor Support

- Check-in & prepare for implementation

Through the differentiated assistance process, PCOE and AJH conducted a root cause analysis to identify a core problem to solve to improve student subgroup results. This identified problem was: We have inconsistent implementation of systems for identifying, monitoring and evaluating our tiered instruction (with constructive feedback). PCOE then partnered with AJH to determine the primary drivers, or places to focus, in order to improve performance. This informed the Plan-Do-Study-Act (PDSA) generated by the team, which focused on strengthening the consistency of observations & feedback through coaching at AJH in the 24-25 SY. This will involve continued training on exemplars of effective observations and coaching and stronger tracking of the cycle of observations at AJH. These actions have been incorporated into our Goal 2, Action 2.1 - Strengthen Instructional Practices and Goal 5, Action 5.1 - Teacher Professional Development & Coaching and Action 5.4 - Leadership Development.

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.

Alpha: José Hernández

Support for Identified Schools

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

Alpha: José Hernández was identified by the State of California for CSI (Continuous School Improvement) based on our performance on the 2023 CA School Dashboard. AJH was identified for CSI because the Chronic Absenteeism, Suspension Rate, and ELA indicators were Red on the 2023 California School Dashboard.

AJH leveraged its in-depth process for LCAP stakeholder engagement (outlined in the LCAP Partner Engagement section) to capture partner input on our CSI plan. AJH then incorporated this feedback into our LCAP goals and actions for the 24-25 SY. In addition, AJH conducted a separate CSI SSC Meeting with families and school leaders on April 18th, 2024 to:

- 1) Provide an overview of CSI
- 2) Discuss the CSI status for AJH, and
- 3) Conduct a needs assessment, which included a review of key AJH data points and action planning based on data.

Informed by partner engagement, the following comprehensive support and improvement plan was developed for each Red dashboard indicator:

- English Language Arts - LCAP Goal 2, Actions 2.1, 2.2, 2.3, 2.4; LCAP Goal 1, Action 1.5: AJH has focused on supporting the growth of all students in ELA through a strategy of strong instructional practices, informed by our assessment and data strategy. AJH has implemented a rigorous, standards-aligned curriculum (CKLA and StudySync) and will continue to provide professional development to instructional staff on learning design and internalization practices to maximize its effectiveness. AJH has developed data dashboards for STAR Reading and Early Literacy, NWEA Reading, and ELA curricular assessments and established protocols for SLT and teachers to regularly review and respond to ELA results. Instructional staff will engage in differentiated professional development, aligned to Alpha's Teacher Rubric, and skills from professional development will be monitored through a consistent cadence of weekly 1:1 coaching, walkthroughs, and observations. In addition, we have identified specific needs in foundational literacy skills among our significant student groups. To address this, AJH will expand the Ignite Reading program pilot that began with high-need 2nd-6th graders with a gradual roll-out starting in November 2023. Ignite is an intensive reading program that provides students with 15 minutes of daily, 1:1 virtual tutoring that teaches students foundational literacy skills, with a focus on the Word Recognition strand of Scarborough's reading rope. The pilot has seen early success, with English Learners averaging 2.1 weeks of progress per 1 week of instruction, and Students with Disabilities averaging 2.0 weeks of progress per 1 week of instruction. Through the CSI program, we will receive additional funding to improve student outcomes, which will be allocated to fund 100 Ignite seats for AJH students in the 24-25 SY.

- Chronic Absenteeism - LCAP Goal 3, Action 3.4: In the 22-23 SY, AJH experienced high rates of chronic absenteeism among students. In response, in the 23-24 SY, our team has invested in monitoring data through attendance dashboards, codifying attendance procedures in our Attendance Playbook, and providing positive attendance incentives to students. We have seen consistent monthly improvements in our data this year, and we will continue to follow and refine these systems in the 24-25 SY. New actions in the 24-25 SY will include engaging EverydayLabs, an ESSA-approved evidence based strategy for absenteeism, to enhance our frequency and consistency with family communications, further improve our data analysis and action planning, and leverage professional resources. In addition, we will roll out an attendance home visit program, a School Attendance Review Team (SART), and a targeted focus on students with disabilities in partnership with the SPED team.
- Suspension Rate - LCAP Goal 3, Actions 3.1, 3.2, 3.3, 3.10 : AJH has focused on strengthening alignment in instruction and classroom management, driving consistency in our referrals system, and balancing restoration and accountability to improve suspension rate results in the 23-24 SY. We have seen early positive results, and we will continue to implement additional strategies to reduce suspensions in the 24-25 SY. These strategies include expanding our pilot SEL curriculum to include all AJH grade levels, regularly reviewing data to identify and address frequent referral sources, conducting training and leveraging restorative justice practices, and solidifying and expanding our PBIS framework.

Monitoring and Evaluating Effectiveness

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

To ensure the effective implementation and sustainability of this plan, AJH has developed a comprehensive monitoring and evaluation strategy, aligned to its LCAP goals, actions, and metrics.

AJH will monitor the following metrics to continue to evaluate the impact of these action plans:

- English Language Arts: We will monitor CAASPP ELA - DFS (Distance from Standard) and NWEA ELA Conditional Growth Index
- Chronic Absenteeism: We will monitor the Chronic Absenteeism Rate as reported on the CA School Dashboard as well as our Average Daily Attendance
- Suspension Rate: We will monitor the Suspension Rate Indicator as reported on the CA School Dashboard as well as the following student culture survey metrics: % of students that feel safe at school; % of students that feel a sense of belonging at school

AJH will utilize the following systems and processes to continuously monitor and respond to this data:

- Data Systems: AJH will leverage our Data Hub, which includes comprehensive data dashboards on assessments, attendance, and student culture to track key performance metrics in real time.
- Weekly Data Meetings: The AJH School Leadership Team meets weekly for data meetings that leverage the Radical Problem Solving framework to analyze student outcomes and make data-driven adjustments to strategies. Coaches then meet with their teachers and conduct similar data meetings to review and respond to student assessment, culture, and behavioral data.
- Stepback Days: The full AJH and Alpha Network Team will come together twice per year to review site data and action plan in response to results.

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
<p>All educational partners (administrators, teachers, non-instructional staff members, students, SSC (PAC) members, ELAC members, SELPA, and other parents of our students)</p>	<p>In developing our LCAP we embarked on a comprehensive engagement process with our key educational partners, including teachers, principals, administrators, other school personnel, parents, and students. Recognizing the valuable insights these stakeholders bring to the table, we prioritized their feedback to assess the effectiveness of our existing LCAP goals and actions. This collaborative approach was instrumental in identifying areas for improvement and refining our strategies to enhance both academic and social outcomes for our students. The engagement process was not only about compliance but a genuine effort to ensure that our LCAP reflects the needs and aspirations of our educational community, thereby driving meaningful and sustainable improvements across our network.</p> <p>For the current year’s process, we redesigned our LCAP input surveys to be clear and comprehensive, aiming to capture a broad spectrum of reflections from the 3-year LCAP cycle. Understanding that each stakeholder group might provide different perspectives and priorities, the surveys were tailored to solicit specific feedback relevant to each group's experiences and interactions with our LCAP initiatives.</p> <ul style="list-style-type: none"> • Survey Administration: In February, we administered these detailed surveys, allowing ample time for our teachers, principals, administrators, school personnel, parents, and

Educational Partner(s)	Process for Engagement
	<p>students to participate. This timing was chosen to ensure that respondents had sufficient opportunity to reflect on their experiences and provide meaningful feedback without the pressure of immediate deadlines.</p> <ul style="list-style-type: none"> • Direct Engagement Activities: Following the surveys, we organized direct engagement activities, including cafecitos (coffee with the principal sessions) and meetings with the School Site Council (SSC) and the English Learner Advisory Committee (ELAC). These meetings served as crucial platforms for face-to-face discussions, allowing families and other educational partners to express their thoughts and concerns in a more personal and interactive setting. • Drafting and Feedback on LCAP Goals and Actions: With the initial feedback in hand, principals and network leadership convened to draft the new set of LCAP goals and actions. This draft then underwent a further review during dedicated feedback sessions, enabling stakeholders to review the proposed goals and metrics and suggest adjustments based on their direct experiences and expert insights. • Public Hearing and Final Adjustments: Finally, we presented the revised LCAP draft at a public hearing, providing a formal opportunity for all members of our community to engage with and provide feedback on the proposed plan. This session was crucial for ensuring transparency and inclusivity in the final adjustments of our LCAP. <p>This comprehensive timeline of engagement reflects our commitment to a genuinely collaborative process, valuing the input of our entire educational community. By structuring our engagement to include both broad and targeted feedback mechanisms, we ensure that our LCAP is reflective of our collective vision and directly addresses the needs and aspirations of our students and their families, ultimately leading to improved academic and social outcomes.</p>
Families	<ul style="list-style-type: none"> • LCAP Input Family Survey: We sent out an LCAP survey to families in February 2024 asking for their feedback on the

Educational Partner(s)	Process for Engagement
	<p>effectiveness of our current LCAP goals to help inform the development of our new 24-27 LCAP Goals, Actions, and Metrics.</p> <ul style="list-style-type: none"> • Bi-Annual Family Survey: Family surveys are administered twice per year. The survey included statements for families to provide their input on the school's engagement efforts and their perspectives on student experience. Questions centered on school safety, belonging, efforts to include family voice in school decision making, and satisfaction with instruction and levels of preparedness for their students. • SSC and ELAC Meetings: Our SSC and ELAC met quarterly this past year on Zoom and in person when applicable, and parents had the opportunity to discuss student growth, successes, and challenges. Parents shared what was and was not working about our program and LCAP actions and what supports their children needed. Our SSC serves as our LCAP Advisory Committee and spends additional meeting time providing LCAP input and reviewing draft and final LCAPs. Our SSC met to specifically discuss the LCAP on 3/15/2024 and 5/16/2024. Our ELAC met to specifically discuss the LCAP on 5/16/2024. • Cafecitos: These meetings took place monthly this past year, providing families with the opportunity to give input on the work happening at the school and our LCAP goals for the coming year. We held a cafecito to discuss the LCAP on 3/19/2024.
Staff	<ul style="list-style-type: none"> • LCAP Input Staff Survey: We sent out an LCAP survey to all staff in February asking for their feedback on the effectiveness of our current LCAP goals and what changes needed to be made to help inform the development of our new 24-27 LCAP Goals, Actions, and Metrics. • Bi-Annual Staff Survey: All staff and teacher surveys are administered two times per year. Questions center around instructional practices, professional development, staff

Educational Partner(s)	Process for Engagement
	<p>satisfaction, and DEI and provide an opportunity for staff to share input on the staff experience at Alpha.</p> <ul style="list-style-type: none"> • Staff Meetings: Staff meetings took place biweekly, and staff members consistently analyzed data related to student academic success, attendance, and social-emotional supports and belonging. • Lead Team Meetings: The lead team met bi-monthly to plan for the leading of professional learning communities for staff, driving decisions around academic, attendance and social-emotional supports and needs. • Leadership LCAP Meetings: Principals met twice (February and April) with network-wide leadership to discuss the successes and challenges of the previous LCAP goals and actions, changes to the new LCAP, and strategies around data analysis and LCAP action implementation. • Network-wide Leadership Cabinet Meetings: Leaders across the organization, inclusive of principals, met 3 times during the LCAP process to review, discuss, and evaluate the previous and new LCAP goals, actions, and metrics.
Students	<ul style="list-style-type: none"> • LCAP Input Student Survey: We sent out an LCAP survey to students in February asking for their feedback on the effectiveness of our current LCAP goals to help inform the development of our new 24-27 LCAP goals, actions, and metrics. • Bi-Annual Student Survey: Student Culture Surveys were administered two times a year. Questions centered on school safety, belonging, student voice, classroom preparation, and teacher evaluation questions.
SELPA	Our LCAP was sent to our El Dorado County SELPA for review and comment in June 2024.
Board of Directors	We held a public hearing prior to the official approval of our LCAP to provide the public an opportunity to review and comment on our LCAP Draft on June 12, 2024, and the LCAP was approved at the board meeting on June 18, 2024.

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

Throughout our Local Control and Accountability Plan (LCAP) engagement process, we gathered invaluable feedback from our educational partners, which significantly shaped the specifics of our plan. Here's how we've incorporated this feedback into our LCAP:

Theme: Enrichment and Opportunities for Students

Educational partners expressed a strong desire for more enrichment and broader opportunities for students. In response, we have taken decisive actions under our newly established Goal 3 Develop and cultivate a healthy and thriving school environment that promotes the safety and belonging of all students:

- Action 3.6: Student Experiences - We are committed to increasing the resources allocated to enhance non-academic student experiences, including student events, field trips, and student council activities. These initiatives aim to foster a vibrant community spirit and enrich students' school lives.
- Action 3.8: Expanded Learning Programs - We continue to enhance our expanded learning offerings. By leveraging external partnerships and enhancing offerings in athletics and clubs, we provide students with diverse opportunities to learn and grow beyond the traditional classroom setting.

Theme: Support for Student Behavior

Feedback from our educational partners emphasized the need for additional support mechanisms addressing student behavior. To meet this need, we have introduced targeted actions:

- Action 3.3: Restorative Justice Practices - We are incorporating restorative justice approaches to positively influence student behavior, promoting a culture of respect and mutual understanding.
- Action 3.1: Monitor & Respond to Student Culture & Behavioral Data - We will maintain our Dean of Students to support multi-tiered intervention strategies. Additionally, tools like Dean's List and student culture surveys help us track behavior and culture data, allowing for targeted interventions.
- Action 3.10: Positive Behavioral Intervention and Support Systems - Our plan solidifies and expands our PBIS framework, ensuring a supportive and inclusive school environment conducive to student learning and personal growth.

Theme: Supports for Struggling Students and Subgroups

A critical theme from our engagement process was the need for intensified support for struggling students and specific student groups. This led to the creation of student group focused Goal 1: Subgroup Focus: All student groups will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math. The following actions to support this goal and meet the needs of our educational partners include:

- Action 1.1 & 1.2: English Learner Supports and High-Quality ELD Curriculum - These actions aim to enhance language acquisition and proficiency among English learners.
- Action 1.3: Students with Disabilities Supports - We provide dedicated support to meet the unique needs of these students.
- Action 1.4: Academic Interventionists and Tier 1 Strategy - These actions focus on providing immediate academic support to students who are falling behind.
- Action 1.5: Supplemental Literacy Intervention - Additional resources are directed towards strengthening literacy among students needing extra help.

Theme: Greater Family Engagement

Additionally, as part of our strategic actions under Goal 4, and to deepen family and community engagement, we are participating in the community schools grant. These efforts are outlined in our new Goal 4, with an emphasis on Action 4.5: Parent Power, which focuses on developing leadership opportunities for parents to actively participate and advocate within the school community. Leadership roles include:

- School Site Council (SSC)
- English Language Advisory Committee (ELAC)
- Parent Leader Committee (Advocacy)
- Alpha Parent Board Members

Theme: Literacy Interventions

Recognizing the importance of literacy as a foundation for all learning, we have introduced specific actions under Goal 1 to bolster our literacy interventions.

- Action 1.5: Supplemental Literacy Intervention - We are implementing the Ignite Reading program to provide students with 15 minutes of daily 1:1 virtual tutoring. This initiative focuses on teaching foundational literacy skills, ensuring that students develop the essential reading abilities needed for academic success.
- Action 1.6: Tier 1 Strategy - This action represents an enhanced investment in our Tier 1 strategy, which is focused on systemic enhancements in instructional support and curriculum alignment. The strategy is designed to impact all students, with a particular emphasis on significant student groups, ensuring they have equitable access to high-quality, rigorous, and Common Core-aligned educational materials and teaching strategies. An intentional focus during small group instruction and lead team meetings will utilize our Radical Problem Solving model to address specific learning needs.

Theme: Strengthen Observation & Feedback

In response to the need for improved instructional practices and more effective coaching, observations, and feedback, we have incorporated targeted actions under Goal 2:

- Action 2.1: Strengthen Instructional Practices - Our instructional staff will engage in differentiated professional development (PD) tailored to the specific criteria outlined in Alpha's Teacher Rubric and our Vision of Excellent Teaching. Coaches will monitor the implementation of PD skills and learning through regular coaching sessions and walkthroughs, ensuring that teaching practices are consistently aligned with our high standards.
- Action 2.4: Data Strategy - We continue to develop and refine our tools for data analysis to ensure effective gathering, monitoring, and use of instructional data. Strengthening data literacy is a key component, supporting the use of data during individual coaching sessions, leadership team meetings, and department meetings. Additionally, site data stories will be effectively delivered at All-Staff Stepback Days to facilitate a comprehensive understanding of data and the creation of targeted action plans.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Focused Subgroup Supports: All student groups will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The rationale for establishing the academic goal focused on our subgroups, particularly in English Language Arts (ELA) and Math, is grounded in our commitment to equity and the urgent need to address the educational disparities exacerbated by the pandemic. The pandemic's impact on education has been profound and uneven. Our subgroups - English Learners, Students with Disabilities, Socio-Economically Disadvantaged students, and Hispanic students - have faced significant challenges that have resulted in disproportionate academic outcomes compared to statewide averages. As a result, on the CA Dashboard in the 22-23 SY, our subgroups had the following results:

- English Learners: Red in ELA; Orange in Math
- Students with Disabilities: Red in ELA and Math
- Socio-Economically Disadvantaged: Red in ELA and Math
- Hispanic: Red in ELA and Math

Notably, AJH’s performance on the English Learner Progress indicator was “Green” on the 2023 dashboard, with performance roughly in line with that of the state. Given our significant population of English Learners, we are proud of these results and are working to maintain and accelerate our progress on this indicator.

Our decision to prioritize this goal is in direct response to feedback from our educational partners, including teachers, staff, and parents, who have consistently emphasized the necessity of improving academic outcomes for these subgroups. The collective insights gathered through the LCAP engagement process highlighted a shared understanding that targeted efforts are needed to ensure all students have equitable opportunities to succeed.

To address these disparities, we are committed to implementing comprehensive strategies that include enhancing our Tier 1 instructional practices to ensure a strong foundation of quality teaching and learning for all students. We recognize the importance of specialized intervention programs that provide additional support to students who are not meeting standards. Our approach includes strengthening English Language Development (ELD) support to better assist English Learners in achieving proficiency in ELA, and enhancing academic and behavioral supports for students with special education needs. These targeted interventions are designed to address the specific

learning gaps and challenges faced by these 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	EL access to CCSS and ELD standards Data Source: Local Indicator Priority 2 Survey	3.3 (Average score on the Priority 2 Self-Reflection Survey for EL students Accessing CCSS and ELD Standards)			4 or higher	
1.2	ELPI Data Source: CA School Dashboard	2023 CA School Dashboard: 48% (Green)			2026 CA School Dashboard: 56% (Green)	
1.3	Reclassification Rates Data Source: Internal Calculations	2023-2024: 8.6%			2026-2027: 10%	
1.4	SBAC Distance From Standard (DFS) ELA Data Source: CA School Dashboard	2023 CA School Dashboard EL: Red 115.3 pts below SWD: Red 151.5 pts below Hispanic: Red 96.9 pts below SED: Red 95.8 pts below			2026 CA School Dashboard: EL: Orange 100 pts below SWD: Orange 137 pts below Hispanic: Orange 82 pts below SED: Orange 81 pts below	
1.5	SBAC Distance From Standard (DFS) Math	2023 CA School Dashboard			2026 CA School Dashboard:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: CA School Dashboard	EL: Orange 144 pts below SWD: Red 221.1 pts below Hispanic: Red 131.6pts below SED: Red 126.5 pts below			EL: Orange 129 pts below SWD: Orange 206 pts below Hispanic: Orange 117 pts below SED: Orange 116 pts below	

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	English Learner Supports	At AJH, we serve a significant population of English Learners and Long Term English Learners. We have seen growth in English proficiency among our students (2023 CA Dashboard - Green on ELPI), and we have	\$142,808.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>built on successful strategies to support ELA progress among English Learners.</p> <p>Our supports for our English Learners will include:</p> <ul style="list-style-type: none"> • Continue to staff an English Language Development specialist to provide designated instruction and teacher support for integrated ELD. • Conduct professional development for instructional staff over the summer and during the school year on strategies to support English Learners. • ELD Specialist, in partnership with coaches, monitors implementation of strategies to support English Learners throughout the school year through coaching, walkthroughs, and observations. <p>Our supports for Long Term English Learners will include:</p> <ul style="list-style-type: none"> • Implement and monitor completion of a clear cadence of curricular assessments for a high quality EL curriculum. • Provide ongoing support to implement and monitor effectiveness of integrated ELD strategies through coaching, data analysis, observation and feedback, and professional development. • Assign students to a REACH block for further support on content-based skills based on data. • Ensure EL strategies include language across proficiency levels to continue to develop every student. These include visual references, explicit vocabulary instruction, and embedded structured student talk routines. 		
1.2	High Quality ELD Curriculum	<ul style="list-style-type: none"> • Purchase and provide training for standards aligned, high quality ELD curriculum, such as EL Achieve. • Provide ongoing professional development focused on learning design, a culturally responsive teaching approach, and on internalization practices to maximize effective implementation of the curriculum. 	\$36,993.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> Monitor implementation of curriculum through 1:1 coaching and observation and feedback cycles. 		
1.3	Students with Disabilities Supports	<ul style="list-style-type: none"> Provide strong Specialized Academic Instruction to students within the general education setting focusing on supporting grade level access. Conduct targeted ELA and Math intervention in small groups using high quality instructional materials. Provide ELA and Math-specific instructional support for Special Education staff on how to run effective intervention groups. Provide targeted SEL supports and interventions for students that are not meeting academic targets. Maintain Behavior Paraprofessionals to provide students with individual behavior and academic supports. Maintain structured collaborative spaces between General Education and Special Education staff that focus on data analysis and student accommodations. Continue involvement with our SELPA - El Dorado County Office of Education (i.e. continued support and consultation with Program Specialist around programming for students with disabilities) Special Education teachers participate in SELPA led professional development. Continue to attend the CEO council and our SELPA monthly Professional Learning Network meetings to ensure we are taking steps to ensure the most accurate and up-to-date information related to students with disabilities. 	\$543,690.00	No
1.4	Academic Interventionists	<ul style="list-style-type: none"> Staff Academic Interventionists to support a tiered approach to intervention, with a focus on ELA and Math interventions. Execute small groups for learners in need of intervention with a focus on our student groups receiving a Red on the CA School 	\$268,336.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Dashboard in ELA and Math (Hispanic, students with disabilities, and socioeconomically disadvantaged students in ELA/Math and EL students in ELA)</p> <ul style="list-style-type: none"> Analyze and respond to data regularly Collaborate with teachers to engage in meaningful push in support 		
1.5	Supplemental Literacy Intervention	<p>To drive progress in ELA among our English Learners, AJH initiated a midyear pilot during the 23-24 SY of the Ignite Reading program, ramping up to 100 seats over the course of two launch dates in November 2023 and January 2024. Ignite is an intensive reading program that provides students with 15 minutes of daily, 1:1 virtual tutoring that teaches students foundational literacy skills, with a focus on the Word Recognition strand of Scarborough’s reading rope.</p> <p>This program was initially piloted with 4th-5th graders who would benefit from additional literacy instruction, and it gradually expanded to include students with demonstrated need in grades 2-6. English Learners and Students with Disabilities were prioritized for participation in this program. On average, the 111 English Learners who participated in the program (83% of total participants) have made 2.1 weeks of progress per 1 week of instruction. The 22 Students with Disabilities in the program (17% of total participants) have made 2.0 weeks of progress per 1 week of instruction.</p> <p>Based on the successes of the pilot program, AJH will build on its 23-24 Ignite Reading pilot with a full implementation in 24-25. This will include:</p> <ul style="list-style-type: none"> 100 seats for AJH students, across grade levels. English Learners and Students with Disabilities that would most benefit from foundational literacy intervention will be prioritized for the program. When students graduate from the program, these seats will be backfilled with new participants. Continued daily tutoring, for 15 minutes a day, with a consistent virtual tutor per student. 	\$163,444.00	No

Action #	Title	Description	Total Funds	Contributing
1.6	Tier 1 Strategy	<p>At AJH, where nearly all students are part of one or more identified subgroups, and our EL, socioeconomically disadvantaged, Hispanic, and Students with Disabilities were all Red in ELA and Math (with the exception of our EL students who were Orange in Math) on the CA School Dashboard, we recognize the importance of strengthening our Tier 1 instruction. By doing this, we will elevate educational outcomes for all student groups, with a dedicated focus on bringing our subgroups out of the Red. Our action plan includes the following components:</p> <ul style="list-style-type: none"> • Providing AJH staff with ongoing professional development focused on learning design, a culturally responsive teaching approach, and on internalization practices to maximize effective implementation of the curriculum. This utilizes an assets-based approach, and our curriculum represents a variety of voices and experiences to reflect our students' identities. • Focusing on strengthening teacher skill in the delivery of standards-aligned, rigorous Tier 1 instruction with access through professional development and coaching on integrated strategies and scaffolds. • Building teacher skill in planning from data specific to subgroups (Hispanic, ELs, SWDs, and SED), identifying curriculum scaffolds and supports for students, and collecting data on the results to further inform instruction. 		No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Support growth and achievement for all students through strong instructional practices, informed by our assessment and data strategy	Broad Goal

State Priorities addressed by this goal.

- 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.

Alpha is committed to supporting the growth and achievement for all students through strong instructional practices, informed by our assessment and data strategy. This goal underscores our dedication to providing a high-quality, comprehensive education that is tailored to the needs of our diverse student population, ensuring every student has the opportunity to excel.

Our 2023 CA School Dashboard ELA and Math outcomes for all students highlight the need to create this goal. In ELA, our overall performance was Red, and 93.3 pts below standard. In Math, our overall performance was Orange, and 125 pts below standard.

By focusing on strong instructional practices, we are committed to delivering a rigorous, standards-aligned curriculum. Our assessment and data strategy will give us a structured process to gather meaningful data about student learning, which informs instructional decision-making and allows for targeted interventions when necessary. This data-driven approach enables us to identify gaps in learning, monitor progress, and adjust our teaching strategies to better meet the needs of each student.

Lastly, offering a broad course of study is fundamental to providing a holistic academic experience that prepares students for future success. This means going beyond the core subjects to include subjects such as the arts, sciences, technology, and other areas of study that foster a well-rounded education. By providing a diverse range of learning opportunities, we not only cater to the varied interests and talents of our students but also help them develop critical thinking, creativity, and other essential skills that are vital in today’s world.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Sufficient Access to Standards-Aligned Instructional Materials Data Source: School Accountability Report Card (SARC)	22-23 SARC: 100% of students have access to standard aligned materials			100%	
2.2	Implementation of academic standards Data Source: Local Indicator Priority 2 Survey	2023-2024 Survey: 3.5 (Average score on the Local Indicator Priority 2 Implementation of Academic Standards Survey)			4 or higher	
2.3	Distance from Standard (DFS): ELA Data Source: SBAC	2023 CA School Dashboard: All Students: Red 93.3 pts below			2026 CA School Dashboard: All: Orange 78 pts below	
2.4	Distance from Standard (DFS): Math Data Source: SBAC	2023 CA School Dashboard All Students: Orange 125 pts below			2026 CA School Dashboard: All: Orange 110 pts below	
2.6	Other Pupil Outcomes: Math Data Source: NWEA Assessment	Fall 2023 to Spring 2024 School CGI 0.59			>-.20	
2.7	Other Pupil Outcomes: ELA Data Source: NWEA Assessment	Fall 2023 to Spring 2024 School CGI 0.51			>-.20	

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

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Strengthen Instructional Practices	<ul style="list-style-type: none"> Engage all instructional staff in differentiated PD that is aligned to Alpha's Teacher Rubric. The Teacher Rubric is inspired by the 5D+ Rubric for Instructional Growth and Teacher Evaluation (among other teacher assessment tools) and is rooted in Alpha's stated Vision of Excellent Teaching. Coaches engage in a consistent, weekly cycle of 1:1 coaching, walkthroughs, and observations to monitor the implementation of PD skills for the teachers they coach. Launch differentiated PD tracks for AJH staff based on level of experience and performance on the Teacher Rubric. 	\$203,346.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> Launch Strong Start Program for new to AJH teachers and returning AJH staff who are transitioning into teacher of record roles. This program will provide AJH staff with intensive PD and coaching on fundamentals of planning and internalization and classroom management. 		
2.2	Assessment Strategy	<ul style="list-style-type: none"> Continue to execute on a standardized assessment structure for all grades (CAASPP, NWEA MAP, STAR Early Literacy/Reading, curricular assessments), with a focus on ELA and Math. Implement curricular assessments for high-quality instructional materials and monitor to ensure assessments are taken within the required cadence. Monitor student data captured from regular assessments and use this data to identify strategies to support student growth. 	\$42,421.00	No
2.3	High Quality Curriculum	<ul style="list-style-type: none"> Purchase and provide training for high quality curriculum, including Amplify (Science), CKLA and StudySync (ELA), Eureka (Math), and National Geographic (Social Studies), EL Achieve (ELD). Continue to strengthen the implementation and fidelity of use of these high quality curricular resources through internalization practices. Monitor implementation of curriculum through regular cycles of weekly 1:1 coaching and regular observations and feedback. To support our socioeconomically disadvantaged students and our Hispanic students, we intentionally select culturally inclusive curricula in ELA: StudySync and CKLA. By rigorously implementing curricula that students see themselves reflected in, we are supporting stronger student outcomes. CKLA’s curriculum focuses on content building in social studies and science, in order to address the primary claim of the Knowledge Gap, or “the failure of most elementary schools, and especially those serving low-income children, to systematically 	\$90,400.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>build knowledge of the world” (The Knowledge Gap, Wexler, 2019)</p> <ul style="list-style-type: none"> • StudySync updates its bank of texts monthly to include greater representation 		
2.4	Data Strategy	<ul style="list-style-type: none"> • Continue to build and iterate on data analysis tools to effectively gather, monitor, and use data to inform instruction. • Strengthen data literacy to support intentional use of data (such as STAR, NWEA, and curricular assessments) during individual coaching sessions, leadership team meetings, and department meetings. • Execute a consistent cadence of data analysis, collaborative SLT and Teacher data meetings, and observations, focused on ELA and Math. • Effectively deliver site data stories at All-Staff Stepback Days to build a shared understanding of data and create action plans. 	\$62,911.00	Yes
2.5	Online Platforms & Technology	<p>To support our socioeconomically disadvantaged students, who make up 95.4% of the student population, we provide the following resources to students:</p> <ul style="list-style-type: none"> • Provide iPads/chromebooks in a 1:1 environment for all students, and hotspots as requested, in order to reinforce classroom instruction and support our socioeconomically disadvantaged students with technology access. Providing these tools helps bridge the digital divide and ensures that all students can benefit from technology-enhanced learning both in and out of the classroom. • Provide a wide range of free online programming to students, with unlimited access at home, to scaffold class instruction and provide additional learning and practice outside of class. • Provide full classroom libraries where students can borrow books in order to access at home. 	\$100,379.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> Leverage resources from ¡Colorín Colorado!, a bilingual site for educators and families, to offer families free, additional at home activities for their children. Partner with Gordon Philanthropies to expand access to books at home, with a focus on summer reading. 		
2.6	Associate Teachers	Staff Associate Teachers to provide additional classroom support and work with small groups of students to support Tier 2 strategies.	\$143,787.00	Yes
2.7	Broad Course of Study	<p>In order to support student achievement in all content areas and provide a broad course of study to all students, inclusive of our unduplicated population and students with disabilities, Alpha is focused on providing high-quality instruction in the following areas outside of our core program (ELA, Math, Science, Social Science), including: Physical Education, and array of visual and performing arts. In addition, we also ensure that English learners receive the necessary language acquisition support to achieve English proficiency within five years while making continuous progress in core academic programs. This includes providing English learners at all proficiency levels with full access to all core academic programs through:</p> <ul style="list-style-type: none"> Integrated English Language Development (ELD): Support for academic language development within core content courses. Designated ELD: Designated instruction tailored to address specific language learning needs. <p>We will employ or contract with certificated education specialists to provide services for students with disabilities which shall include providing instruction and services to students whose needs have been identified in an IEP developed by the IEP team and who are assigned to general education classroom teachers for a majority of the school day. Students shall not be enrolled in a specialized academic instruction program for the majority of the school day without approval of the IEP team.</p>	\$422,393.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Develop and cultivate a healthy and thriving school environment that promotes the safety and belonging of all students.	Broad Goal

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 5: Pupil Engagement (Engagement)</p> <p>Priority 6: School Climate (Engagement)</p>

An explanation of why the LEA has developed this goal.

In light of the lingering effects of the pandemic, our commitment to cultivating a healthy and thriving school environment is critical. The pandemic and its aftermath have highlighted the need for robust support systems that cater to the holistic needs of our students, encompassing their academic, social, and emotional well-being. Our approach must include evidence-based interventions and proactive strategies to reduce absenteeism and suspensions, thereby ensuring every student feels a sense of belonging and safety in our school community. This is evident as our current CA School Dashboard is Red for Chronic Absenteeism, both overall (37.3%), and for our subgroups: EL (38.8%), Hispanic (37.8%), SED (37.3%), SWD (39.3%). In addition, our Suspension Rate is Red for all students (6.2%) and for our subgroups: EL (6.1%), Hispanic (6.5%), SED (6.3%), SWD (13.8%).

By focusing on these areas, we not only adhere to our educational mission but also lay the groundwork for our students to succeed in a post-pandemic world. This goal encapsulates our dedication to creating a resilient, supportive, and inclusive school environment that empowers every student to achieve their fullest potential.

Our educational partners continue to emphasize the importance of the work toward maintaining a school environment where students feel safe and a sense of belonging. Throughout this new LCAP cycle, we will put resources, time, and development toward key initiatives, including restorative justice practices, positive behavioral interventions and supports (PBIS) systems, response to student culture and behavioral data, an SEL curriculum, and a robust attendance tracking system, among other actions highlighted throughout this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Suspension Rate	2023 CA School Dashboard:			2026 CA School Dashboard:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: CA School Dashboard	All: 6.2% (Red) EL: 6.1% (Red) Hispanic: 6.5% (Red) SED: 6.3% (Red) SWD: 13.8% (Red)			All: 2.7% (Green) EL: 2.6% (Green) Hispanic: 2.7% (Green) SED: 2.7% (Green) SWD: 2.7% (Green)	
3.2	Average Daily Attendance (ADA) Data Source: CALPADS	2023-2024: 90.46% as of P2			95%	
3.3	Middle School Drop Out Rate Data Source: Internal Calculation	2023-2024: 0%			0%	
3.4	Chronic Absenteeism Data Source: CA School Dashboard	2023 CA School Dashboard: All Students: 37.3% (Red) EL: 38.8% (Red) Hispanic: 37.8% (Red) SED: 37.3% (Red) SWD: 39.3% (Red)			2026 CA School Dashboard: All: 28% (Yellow) EL: 30% (Yellow) Hispanic: 29% (Yellow) SED: 28% (Yellow) SWD: 30% (Yellow)	
3.5	# of identified instances where facilities do not meet the “good repair” standard Data Source: SARC	22-23 SARC: Overall Facility Rating of Good			Facility Rating of Good or Exemplary	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.6	Expulsion Rate Data Source: Internal Calculation	2023-2024: 0%			0%	
3.7	% of students who feel safe at school Data Source: Internal Survey	2023-2024: 86.21%			95%	
3.8	% of students who feel that there is at least 1 adult who cares about them Data Source: Internal Survey	2023-2024: 91.03%			95%	

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	Monitor & Respond to Student Culture & Behavioral Data	<ul style="list-style-type: none"> Maintain a Dean of Students to support students through multi-tiered intervention strategies and train staff on practices to uphold a healthy & thriving environment. Use Dean’s List, student culture survey, and SEL data to track student behavior and culture data disaggregated by significant student groups in order to inform problem solving and targeted interventions. Our targeted interventions will be focused on our students who received a Red on the CA School Dashboard under suspension rates, including our Hispanic, EL, students with disabilities, and socioeconomically disadvantaged students to ensure we are getting at the root of behaviors that lead to suspensions. Maintain Behavior Paraprofessionals to provide students with individual behavior and academic supports, with a focus on supporting the specific needs of our students with disabilities 	\$107,479.00	Yes
3.2	SEL Curriculum	<ul style="list-style-type: none"> Expand on our 23-24 SY SEL pilot in grades 5-8 to implement a comprehensive SEL curriculum across all grade levels to integrate SEL into daily instruction. Bring together champions of SEL across AJH to determine our common SEL vision for the school. Conduct professional development to provide our team with the tools, resources, language, and skill development to implement the SEL curriculum. 		No

Action #	Title	Description	Total Funds	Contributing
3.3	Restorative Justice Practices	<ul style="list-style-type: none"> • Incorporate restorative justice practices, including restorative circles and a check-in/check-out system for students with higher behavioral needs, in our response to student behaviors. • Conduct professional development over the summer and throughout the school year for all AJH staff on restorative justice practices. • Proactively monitor implementation of restorative practices across AJH staff members, led by the Dean of Students. 		No
3.4	Attendance Systems	<p>All Students:</p> <ul style="list-style-type: none"> • Continue to refine, train, and track accountability to the attendance systems and protocols according to the Alpha Attendance Playbook, which outlines all systems and procedures for how we address chronic absenteeism. This involves a tiered system for intervention, based on the chronic absenteeism % of each individual student. • Maintain consistent structures to uphold accountability on procedures, including regular data and action planning sessions during professional development, monthly meetings between Network Operations and the School Operations Manager (SOM), bi-weekly ops team attendance check-ins, and weekly individual check-ins between the Principal and SOM. • Build and sustain access to attendance data dashboards. Attendance data dashboards provide the ability to filter data by subgroups and identify variances in data. Attendance dashboards are then used in regular attendance data meetings. • Based on data, performed targeted attendance interventions including family/student follow-ups and attendance incentives such as “Presents for being Present”, where students are entered into raffles for perfect attendance, • Engage EverydayLabs to enhance our frequency and consistency with family communication around attendance, to further improve our level of data analysis and action planning with an upgraded attendance dashboard, and to benefit from their professional learning resources around chronic absenteeism. Everyday Labs is 	\$65,230.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>an ESSA-approved evidence based strategy for addressing absenteeism.</p> <ul style="list-style-type: none"> • Roll out an attendance home visit program performing targeted attendance-based home visits for tier 2 and tier 3 students. • Roll out a School Attendance Review Team (SART) structure to address students who are experiencing extremely high levels of chronic absenteeism (subset of tier 3). <p>Students with Disabilities:</p> <ul style="list-style-type: none"> • Target SWDs as a focus within our chronic absenteeism goals, which will involve working with our Ed Specialist, as well as our network SPED team, to have regular student-level check-ins and goals (aligned with the IEP) around attendance monitoring and strategies. <p>Hispanic Students & English Learners:</p> <ul style="list-style-type: none"> • Utilize systems like DeansList and attendance dashboards to effectively communicate around attendance between schools/teachers to families. This includes two-way texting and notices/reminders around attendance to families. The student community is 97% Hispanic. In addition, many of our families have a primary language of Spanish. Through our communication platform and our bilingual front-office staff members, we communicate to families in their native language to ensure families understand all communications. <p>Socioeconomically Disadvantaged Students:</p> <ul style="list-style-type: none"> • Fund Clipper (bus) cards for socioeconomically disadvantaged families that need financial support to get to school. These cards are refilled monthly and available based on parent request. • Connect families with our Parent Learning Center (PLC) that can provide our socioeconomically disadvantaged families with additional resources based on their individual needs • Provide uniform support to families as needed • Conduct wake up calls to support students in coming to school 		

Action #	Title	Description	Total Funds	Contributing
3.5	Facilities Maintenance & Improvement	<ul style="list-style-type: none"> • Ensure our school facilities remain clean, safe, and in good repair. • Implement an updated operations and facilities walkthrough structure, in order to ensure a more consistent and standardized approach towards having safe, clean and welcoming spaces. This updated structure includes adding additional internal walkthroughs with an AJH-specific walkthrough rubric, on top of our existing three walkthroughs done in collaboration with the Alpha network operations team utilizing CDE's Facilities Inspection Tool (FIT). 	\$887,512.00	No
3.6	Student Experiences	Increase the resources we put towards enhancing non-academic student experiences (student events, field trips, student council, etc.). To ensure our socioeconomically disadvantaged students are able to participate in these experiences, we offer support for funding to families for field trips and higher cost activities.	\$73,792.00	No
3.7	Community Schools Program	<p>AJH was awarded a California Community Schools Partnership Program (CCSPP) Implementation Grant in May 2024, for the five year period from 2024-2029. As a result, AJH will contract to bolster its supports related to the CCSPP's four pillars: Integrated support services, Family and community engagement, Collaborative leadership and practices for educators and administrators, and Extended learning time and opportunities. This will include:</p> <ul style="list-style-type: none"> • Hire a leader for community schools to establish and oversee the vision, strategy, workplan, and training for all community schools work • Hire a community schools coordinator to lead the planning and execution of community schools work. • Provide students with mental health counseling through school-based counselors and external providers 	\$300,000.00	

Action #	Title	Description	Total Funds	Contributing
3.8	Expanded Learning Programs	<p>Continue to enhance expanded learning and summer programming for students through external partnerships, athletics, clubs, etc. To ensure that our socioeconomically disadvantaged students are able to participate in these programs, we offer the following support for families:</p> <ul style="list-style-type: none"> • Partner with the Boys & Girls Club to offer additional childcare and enrichment to TK-8 families, in order to support family work schedules. • Provide sports leagues for 6-8 students & families free of charge. 	\$529,000.00	No
3.9	National Student Lunch Program (NSLP)	<p>Continue to strengthen the implementation of the NSLP through adequate staffing and strong processes to ensure all students have access to healthy, nutritious meals. To support our socioeconomically disadvantaged students, the NSLP ensures that all children have a free breakfast and lunch every school day. In addition, we offer a monthly food bank to families through the Alpha Parent Learning Center, and we offer families extra free fruit at arrival.</p>	\$543,875.00	No
3.10	Positive Behavioral Interventions and Supports (PBIS) systems	<p>Solidify and expand our PBIS framework, ensuring a school-wide culture that fosters positive behavior, enhances student learning, and creates a supportive and inclusive school environment. This includes:</p> <ul style="list-style-type: none"> • Executing a class points incentives system for positive class behaviors that are aligned to community values, which culminated in school wide incentives. • Providing daily positive points to students, which students are able to redeem for items in the student store. • Facilitating weekly incentives for students receiving a certain percentage of positive points. • Conducting monthly school-wide celebrations, Penguin Palooza, with differentiated, developmentally appropriate activities for students. 		No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Build & cultivate community and family engagement to support student achievement & wellness	Broad Goal

State Priorities addressed by this goal.

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

<p>During this new LCAP cycle, we will continue to focus on building an authentic community with families in support of student learning by focusing on communication & transparency, authentic engagement, and partnership in decision making. Our family survey data continues to show that our strong relationships and engagement with our families are a bright spot for our school:</p> <ul style="list-style-type: none"> • 99% of families agree that school staff listens to parents when they have questions, concerns, or ideas • 99% of families are satisfied with the amount of opportunities provided to participate in school activities and programs • 96% of families feel a sense of belonging and connectedness to the school community <p>Input received from our educational partners through the LCAP engagement process highlighted the need to build upon the successes this year of:</p> <ul style="list-style-type: none"> • The consistency and quality of parent & school communications, • Resources provided by the school, like English classes and the food bank, • Frequency of school events and engagement opportunities, • Partnership in decision making within systems and parent group structures, such as SSC and ELAC
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Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	% of families that feel a sense of belonging & connectedness to the school community	23-24 Family Survey: 95.59%			95%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: Internal Survey					
4.2	% of families that agree that the school listens of family voice and input when making decisions Data Source: Internal Survey	23-24 Family Survey: 94.28%			95%	
4.3	% of families that are satisfied with the amount of opportunities provided to families to participate in school activities and programs (by subgroups) Data Source: Internal Survey	23-24 Family Survey: All Families: 98.57% Families of Students with Disabilities: 100% Families of English Learners: 97.4%			95%	
4.4	% of Families that are satisfied with the level of physical and emotional safety Data Source: Internal Survey	23-24 Family Survey: 87%			95%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Parent Communication	<p>Strengthen family communication strategies to capture authentic input and feedback. Strategies include:</p> <ul style="list-style-type: none"> • Drive usage of our family communication platform • Support strong response rates in family surveys (2 times per year) • Drive high attendance at family conferences (3 times per year) <p>In order to mitigate language barriers for our significant population of Hispanic families, many of whose primary language is Spanish, the school invests in the following practices:</p> <ul style="list-style-type: none"> • Distribute all key family communications electronically and in paper flier form in both English and Spanish • Utilize a family engagement platform with strong accessibility for Spanish-speaking families, including: • Video resources to support families 	\$97,015.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Supports for language set-up, to enable automatic translation of posts and messages • Easy to post videos & pictures to enable access • Staff a team with the skillset to communication with families in their native language, helping to ensure families feel supported and can partner with school leadership • Provide extensive supports for team members that do not speak Spanish, providing oral translation and materials translation for all meetings and programming, including quarterly conferences, SST meetings, and ongoing teacher communications. • Emphasize video communication to promote further access for some families with literacy needs. 		
4.2	School Community Events and Celebrations	<ul style="list-style-type: none"> • Create and execute on an annual scope and sequence for school community celebrations, including: family events, cafecitos, student conferences, back to school night, award ceremonies, etc. • Track attendance at school community events to understand and improve family participation 	\$8,460.00	No
4.3	Programs and Services (PLC)	<ul style="list-style-type: none"> • Maintain and improve services from the Alpha Parent Learning Center to provide families with educational, career, and wellness programs to champion their agency in the community. • Work towards clarifying the vision and the supports offered by Alpha's Parent Learning Center, in order to ensure we are effectively serving the needs of our socioeconomically disadvantaged families. • Explore opportunities to expand the impact and reach of the Alpha Parent Learning Center programs such as the Food Bank, Adult English classes, and Know Your Rights workshops. 	\$23,212.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.4	Parent School Partnerships	<ul style="list-style-type: none"> • Provide parent volunteer opportunities to strengthen involvement of parents in their child's educational experience. • Organize the highly successful Los Dichos educational program, a parent volunteer opportunity that celebrates cultural diversity and promotes literacy through monthly parent read-alouds in TK-5 classrooms. Families sign up to read an intentionally selected book in English and/or in Spanish that celebrates different cultures and lead a related activity with their students' class. By engaging parents as active participants in their children's reading journey, we aim to foster a love of literature, embrace diverse stories and voices, and cultivate a greater appreciation for different cultures, supporting the learning of our Hispanic students and English Learners. 	\$7,136.00	No
4.5	Parent Power	<p>Develop parent power by providing parents with leadership opportunities to advocate for their students. Leadership opportunities include:</p> <ul style="list-style-type: none"> • School Site Council (SSC) • English Language Advisory Committee (ELAC) • Parent Leader Committee (Advocacy) • Alpha Parent Board Members <p>To honor the desire from our Hispanic/Latino families to have a direct connection to the principal, we embed the following strategies to create strong leadership & family partnerships to support academic achievement:</p> <ul style="list-style-type: none"> • Frequent principal engagement and communication through Konstella to provide easy access to principal. • Front office team escalates any parent concerns to full SLT and principal to promote visibility and make space for support and partnership with families. 		No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • SLT and principal are visible during arrivals and dismissals to provide quick touchpoints with families and promote leadership access. 		

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Hire, develop, value, and retain a high-quality faculty & staff	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

It is critical for our school to develop and maintain fully credentialed and high-quality educators. However, given the teacher shortage that we are experiencing in the Bay Area, it is challenging to hire and retain strong educators for our school. Over the past two years at AJH, we have experienced transitions among our Senior Leadership Team (SLT). Four of the six SLT members (Dean, Principal, 2 Assistant Principals) were new in the 22-23 SY, as three SLT members transitioned into Alpha Network Team roles. In addition to SLT transitions, we have experienced lower staff retention rates and a lighter talent pool of high quality applicants as educators exited the profession post-pandemic. The lighter talent pool, coupled with changing CTC requirements, has resulted in hiring educators that are newer to teaching and require more support, alignment, and coaching.

To address these underlying causes, we have established the following theory of change at Alpha: If we develop excellent coaches, then they will develop excellent educators, which will result in improved student outcomes. Therefore, we are focused on continuing to invest heavily in internal and external professional development and coaching of our leaders, teachers, and instructional staff. We are creating leadership pathways for staff members to grow and stay at Alpha, we regularly review our compensation and benefits packages, and we are using a variety of recruitment strategies to attract high-quality talent to our AJH.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	% of teachers appropriately assigned and credentialed Data Source: Internal Calculation	23-24: 100%			100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.2	Teacher perception on the spring TNTP question regarding Learning Environment Data Source: TNTP Survey	2.9			4.0	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Teacher Professional Development & Coaching	<ul style="list-style-type: none"> SLT members continue to develop teachers (through 1:1 coaching, PD sessions, walkthroughs, grade level/department 	\$171,259.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>meetings), in alignment to Alpha's Vision of Excellent Teaching and Teacher Rubric</p> <ul style="list-style-type: none"> • SLT members consistently conduct weekly observations and coaching meetings for all teachers by a school leadership team member, to continuously improve their instructional practice. SLT members track coaching sessions to monitor consistency. 		
5.2	New Staff Professional Development	<ul style="list-style-type: none"> • Facilitate a robust summer onboarding and training experience for all new Alpha staff • Train all new Alpha instructional staff on the foundational skills of what it means to facilitate learning for our APS community 	\$66,587.00	Yes
5.3	Instructional Support Staff Development	Develop instructional excellence in our instructional support staff through consistent professional development and regular coaching by school leaders	\$34,818.00	Yes
5.4	Leadership Development	<p>Develop the leadership skills across AJH leaders in PD design and facilitation. This includes:</p> <ul style="list-style-type: none"> • Initial training during summer professional development for leaders followed by cycles of feedback, revision, and rehearsal • Ongoing training through Coach Development Meetings throughout the year to further develop skills in PD design and facilitation as well as coaching, emotional agility, and performance management • Cycles of feedback, revisions, rehearsal, and coaching on PD design and facilitation aligned with Alpha-wide instructional staff PD <p>Develop the leadership skills across AJH leaders in coaching. This includes:</p>	\$44,818.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> Initial calibration on the Alpha Coaching Model and Abridged Coach Rubric during summer professional development for leaders Ongoing training through Coach Development Meetings throughout the year to further develop skills in coaching as well as PD design and facilitation, emotional agility, and performance management External coaching workshops and small group practice labs <p>Provide leadership opportunities for teachers through lead team. This includes regular training for lead team members, with opportunities to collaborate with lead team members across Alpha Public Schools.</p>		
5.5	School Culture	<ul style="list-style-type: none"> Foster a healthy and thriving school culture through programs such as shout-outs/recognitions, instructional spotlighting, a sunshine committee, and team-building and team gratitude events. Hold orientation and reorientation for staff to create team alignment around our culture. Conduct regular surveys to gather staff feedback. Use this data to inform strategies to strengthen school culture. Maintain strong communication channels through daily huddles. 	\$2,160.00	No
5.6	Credential / Certification Support	Provide all teachers with certification/credential support with a regular review around assignment and credential status.	\$32,497.00	Yes
5.7	Hiring Strategies	Use a variety of strategies to hire a diverse, highly-qualified, and appropriately credentialed teaching staff, including: <ul style="list-style-type: none"> Presence at all local career fairs as well as historically Hispanic serving colleges Partnerships with teacher preparation programs at local colleges and universities 	\$157,395.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Participation in CTC grant opportunities for educators to complete their degree and/or get on a teacher credential pathway to build our internal pipeline for teacher of record roles • Intentional programs to include teacher participation in recruitment and hiring processes • Transparent teacher salary scale, with differentiated pay depending on certification status • Reviewing our interview screening process to assess candidates on their response to student behaviors and skillset in cultivating a positive student culture • Standardizing expectations for the final interview round of teacher of record candidates to incorporate a live demo lesson, SLT interview, and a teacher panel 		
5.8	Compensation & Benefits	<ul style="list-style-type: none"> • Capture staff feedback (through stay interviews and staff surveys) to inform teacher salary and benefit compensation. • Regularly reevaluate our teacher salary scale and other compensation opportunities to ensure our teachers are compensated fairly relative to similar opportunities. 	\$89,534.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$1,682,659	\$185,253.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
27.100%	0.000%	\$0.00	27.100%

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
1.4	<p>Action: Academic Interventionists</p> <p>Need: Our English Learners and Socioeconomically Disadvantaged (SED) students are currently performing below all students in both ELA and Math as measured by the CA School Dashboard.</p> <p>ELA</p>	When reviewing our data, and based on input and feedback from our teachers, staff, and students, we identified that through an instructional lens, the performance of our low-income students and our English Learners lags behind that of our overall population. In order to address this growth area related to our support of low-income students and english learners, this action will focus on providing supplemental academic interventionists to support a tiered approach to intervention, with a focus on ELA and Math interventions. The increased	<p>1.2: ELPI</p> <p>1.3: Reclassification Rates</p> <p>1.4: SBAC DFS ELA</p> <p>1.5: SBAC DFS Math</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>All Students: 93.3 pts below EL Students: 115.3 pts below SED Students: 95.8 pts below</p> <p>Math All Students: 125 pts below EL Students: 144 pts below SED Students: 126 pts below</p> <p>Scope: LEA-wide</p>	<p>amount of time spent in direct support and the strategies used that will be targeted towards individual unduplicated students, will improve and increase services by executing small groups for learners in need of intervention, analyzing and responding to data regularly, and collaborating with teachers to engage in meaningful push in support.</p>	
<p>2.4</p>	<p>Action: Data Strategy</p> <p>Need: Our English learners and socioeconomically disadvantaged (SED) students are currently performing below all students in both ELA and Math as measured by the CA School Dashboard.</p> <p>ELA All Students: 93.3 pts below EL Students: 115.3 pts below SED Students: 95.8 pts below</p> <p>Math All Students: 125 pts below EL Students: 144 pts below SED Students: 126 pts below</p> <p>Scope:</p>	<p>Our data strategy action, designed to collect, analyze, and respond to academic data, will specifically meet the needs of our unduplicated population by enabling targeted interventions and differentiated instruction. Our data dashboards allow us to analyze student subgroup data and be proactive in identifying and addressing variances in our results. By using data to identify trends and potential challenges early, our school can deploy resources and supporting strategies in an effective, timely way. This data-driven approach not only supports individualized student success but also fosters an environment that adapts to and meets the evolving needs of our unduplicated student body.</p>	<p>2.3: SBAC ELA 2.4: SBAC Math 2.6: NWEA Math 2.7: NWEA ELA</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.5	<p>Action: Online Platforms & Technology</p> <p>Need: Our English learners and socioeconomically disadvantaged (SED) students are currently performing below all students in both ELA and Math as measured by the CA School Dashboard.</p> <p>ELA All Students: 93.3 pts below EL Students: 115.3 pts below SED Students: 95.8 pts below</p> <p>Math All Students: 125 pts below EL Students: 144 pts below SED Students: 126 pts below</p> <p>Scope: LEA-wide</p>	<p>Our technology action is strategically designed to meet the needs of our unduplicated population by ensuring equitable access to digital resources and enhancing learning opportunities for our students. By providing a variety of online programs accessible to all students, the school enables scaffolding of classroom instruction and offers additional learning and practice outside of class. This accessibility is crucial for unduplicated pupils who may not have similar educational support at home.</p> <p>Implementing a 1:1 environment where each student receives a Chromebook and access to a hotspot ensures that all students, regardless of their socioeconomic status, have the necessary tools to access digital learning platforms. This is particularly important for unduplicated students who might otherwise lack the technology to participate fully in digital learning activities. Providing these tools helps bridge the digital divide and ensures that all students can benefit from technology-enhanced learning both in and out of the classroom.</p>	<p>2.3: SBAC ELA 2.4: SBAC Math 2.6: NWEA Math 2.7: NWEA ELA</p>
2.6	<p>Action: Associate Teachers</p> <p>Need: Our English learners and socioeconomically disadvantaged (SED) students are currently performing below all students in both ELA and Math as measured by the CA School Dashboard.</p>	<p>This action involves staffing Associate Teachers in classrooms to provide additional support and focus on Tier 2 strategies. Associate Teachers enhance the classroom environment by providing extra hands, eyes, and expertise. This additional support is crucial for maintaining smaller student-to-teacher ratios, which is especially beneficial for unduplicated students who may require more personalized attention and instruction due to</p>	<p>2.3: SBAC ELA 2.4: SBAC Math 2.6: NWEA Math 2.7: NWEA ELA</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>ELA All Students: 93.3 pts below EL Students: 115.3 pts below SED Students: 95.8 pts below</p> <p>Math All Students: 125 pts below EL Students: 144 pts below SED Students: 126 pts below</p> <p>Scope: LEA-wide</p>	<p>various challenges, such as language barriers, socio-economic constraints, or learning gaps.</p> <p>While the primary focus is on meeting the needs of unduplicated students, the presence of Associate Teachers benefits the entire classroom by improving the overall student-to-teacher ratio and allowing for more differentiated instruction. This creates a more inclusive and supportive learning environment for every student, regardless of their background.</p>	
2.7	<p>Action: Broad Course of Study</p> <p>Need: Our English learners and socioeconomically disadvantaged (SED) students are currently performing below all students in both ELA and Math as measured by the CA School Dashboard.</p> <p>ELA All Students: 93.3 pts below EL Students: 115.3 pts below SED Students: 95.8 pts below</p> <p>Math All Students: 125 pts below EL Students: 144 pts below SED Students: 126 pts below</p>	<p>Our Broad Course of Study action is designed to meet the educational needs of all students while being principally directed toward our unduplicated population. This action emphasizes providing high-quality instruction in a range of content areas beyond the core curriculum, including the arts, sciences, technology, and other subjects crucial for a well-rounded education.</p> <p>A well-rounded education that includes the arts and other creative subjects fosters critical thinking, creativity, and emotional intelligence. For unduplicated students, these experiences are essential for personal development and can provide them with a more equitable educational experience. By focusing on providing a broad and high-quality course of study, our school addresses the specific needs of unduplicated students by offering them enriched educational pathways that promote engagement, skill development, and holistic growth. This strategic approach not only</p>	<p>2.3: SBAC ELA 2.4: SBAC Math 2.6: NWEA Math 2.7: NWEA ELA</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>Scope: LEA-wide</p>	<p>supports the academic and personal development of these students but also enhances the educational experience for the entire student body.</p>	
<p>3.1</p>	<p>Action: Monitor & Respond to Student Culture & Behavioral Data</p> <p>Need: Our English Learners and socioeconomically disadvantaged (SED) students are currently being suspended at the same rate or higher than all students on the suspension rate indicators as measured by the CA School Dashboard.</p> <p>All Students: 6.2% EL Students: 6.1% SED Students: 6.3%</p> <p>Scope: LEA-wide</p>	<p>Maintaining a Dean of Students who is focused on multi-tiered intervention strategies ensures that behavioral issues are addressed at various levels of intensity, tailored to the needs of individual students. This role is crucial in developing and overseeing interventions before behaviors escalate to the point of suspension, especially for unduplicated students who may face systemic challenges that affect their behavior.</p> <p>Training staff on practices to uphold a healthy and thriving environment equips them with the skills to manage classroom behaviors effectively and inclusively. By fostering an understanding of diverse student backgrounds and the specific challenges faced by unduplicated students, staff can implement more empathetic and effective disciplinary practices that reduce the need for suspensions which benefits all students.</p>	<p>3.5: Suspension Rate 3.6: Expulsion Rate 3.7: % of students who feel safe at school 3.8: % of students who feel that there is at least 1 adult who cares about them</p>
<p>3.4</p>	<p>Action: Attendance Systems</p> <p>Need: Our English learners and socioeconomically disadvantaged (SED) students are currently chronically absent at the same rate or higher than all students as measured by the CA School Dashboard.</p> <p>All Students: 37.3%</p>	<p>Our action to decrease chronic absenteeism and improve attendance rates focuses on refining and enhancing systems directed primarily at supporting our unduplicated population, while also benefiting all students.</p> <p>By continually refining and training staff on the Alpha Attendance Playbook protocols, the school ensures that all team members are equipped to identify and address the unique challenges related to attendance that unduplicated students might</p>	<p>3.2: ADA 3.3: Chronic absenteeism</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>EL Students: 38.8% SED Students: 37.3%</p> <p>Scope: LEA-wide</p>	<p>face. This consistent approach helps staff recognize early signs of absenteeism, which can be linked to various socio-economic and/or language challenges.</p> <p>Direct interventions based on attendance data—such as family/student follow-ups, home visits, and incentives—are particularly effective for unduplicated students. These interventions address external factors affecting attendance, such as transportation issues, lack of parental engagement due to work schedules, or other barriers that disproportionately affect underserved populations. While these strategies are principally directed at improving attendance for our unduplicated population, all students' attendance will improve as a result of successful implementation.</p>	
4.3	<p>Action: Programs and Services (PLC)</p> <p>Need: Through the LCAP engagement process, we hear from our families of unduplicated students for the need to continue offering services through the Alpha Learning Center.</p> <p>Scope: LEA-wide</p>	<p>Our action to maintain and improve services offered by the Alpha Parent Learning Center is specifically designed to support unduplicated populations by providing their families with critical resources that enhance their educational, career, and wellness opportunities.</p> <p>By offering educational programs, the center empowers parents with the knowledge and skills they need to support their children's academic journey effectively. This is especially beneficial for unduplicated families who may lack access to educational resources or face language barriers that make navigating the education system challenging.</p>	<p>4.1: % of families that feel a sense of belonging & connectedness to the school community</p> <p>4.2: % of families that agree that the school listens to family voice and input when making decisions</p> <p>4.3: % of families that are satisfied with the amount of opportunities provided to families to participate in school activities and programs (by subgroups)</p> <p>4.4: % of Families that are satisfied with the level of</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			physical and emotional safety
5.1	<p>Action: Teacher Professional Development & Coaching</p> <p>Need: We heard from our educational partners for the need to continue offering focused teacher professional development and coaching to ensure all staff are equipped to meet the needs of all students.</p> <p>Scope: LEA-wide</p>	<p>With a student body composed of 99% unduplicated pupils, any school-wide action inherently focuses on addressing their specific educational needs and challenges. Our unduplicated students face unique barriers that can impact their academic performance and overall school engagement. Implementing actions that are broadly beneficial yet target the needs of unduplicated pupils ensures that resources are allocated equitably. This strategic focus maximizes the impact and support by directing our funds toward interventions that address the most prevalent needs within our school community.</p> <p>Providing teacher professional development and coaching is a strategic action that supports unduplicated populations by enhancing the quality of education they receive. Professional development and coaching equips teachers with the effective strategies and instructional techniques, improving their ability to deliver high-quality education tailored to diverse learning needs. For unduplicated students, who may face additional academic challenges, having skilled teachers is crucial for ensuring that their academic needs are met effectively.</p>	1.4: SBAC ELA 1.5: SBAC Math 5.1: % of teachers appropriately assigned and credentialed 5.2: Teacher sense of safety and connectedness (Learning Environment)
5.2	<p>Action: New Staff Professional Development</p> <p>Need: We heard from our educational partners for the need to continue offering focused teacher</p>	<p>With a student body composed of 99% unduplicated pupils, any school-wide action inherently focuses on addressing their specific educational needs and challenges. Our unduplicated students face unique barriers that can impact their academic performance and</p>	1.4: SBAC ELA 1.5: SBAC Math 5.1: % of teachers appropriately assigned and credentialed

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>professional development and coaching, with an emphasis on new staff, to ensure all staff are equipped to meet the needs of all students.</p> <p>Scope: LEA-wide</p>	<p>overall school engagement. Implementing actions that are broadly beneficial yet target the needs of unduplicated pupils ensures that resources are allocated equitably. This strategic focus maximizes the impact and support by directing our funds toward interventions that address the most prevalent needs within our school community.</p> <p>Providing teacher professional development and coaching is a strategic action that supports unduplicated populations by enhancing the quality of education they receive. Professional development and coaching equips teachers with the effective strategies and instructional techniques, improving their ability to deliver high-quality education tailored to diverse learning needs. For unduplicated students, who may face additional academic challenges, having skilled teachers is crucial for ensuring that their academic needs are met effectively.</p>	<p>5.2: Teacher sense of safety and connectedness (Learning Environment)</p>
<p>5.3</p>	<p>Action: Instructional Support Staff Development</p> <p>Need: We heard from our educational partners for the need to continue offering focused teacher and instructional support teams professional development and coaching to ensure all staff are equipped to meet the needs of all students.</p> <p>Scope: LEA-wide</p>	<p>With a student body composed of 99% unduplicated pupils, any school-wide action inherently focuses on addressing their specific educational needs and challenges. Our unduplicated students face unique barriers that can impact their academic performance and overall school engagement. Implementing actions that are broadly beneficial yet target the needs of unduplicated pupils ensures that resources are allocated equitably. This strategic focus maximizes the impact and support by directing our funds toward interventions that address the most prevalent needs within our school community.</p>	<p>1.4: SBAC ELA 1.5: SBAC Math 5.1: % of teachers appropriately assigned and credentialed 5.2: Teacher sense of safety and connectedness (Learning Environment)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>Providing teacher professional development and coaching is a strategic action that supports unduplicated populations by enhancing the quality of education they receive. Professional development and coaching equips teachers with the effective strategies and instructional techniques, improving their ability to deliver high-quality education tailored to diverse learning needs. For unduplicated students, who may face additional academic challenges, having skilled teachers is crucial for ensuring that their academic needs are met effectively.</p>	
<p>5.6</p>	<p>Action: Credential / Certification Support</p> <p>Need: Ensuring all teachers that are providing instruction for unduplicated students are credentialed and have appropriate certifications.</p> <p>Scope: LEA-wide</p>	<p>With a student body composed of 99% unduplicated pupils, any school-wide action inherently focuses on addressing their specific educational needs and challenges. Our unduplicated students face unique barriers that can impact their academic performance and overall school engagement. Implementing actions that are broadly beneficial yet target the needs of unduplicated pupils ensures that resources are allocated equitably. This strategic focus maximizes the impact and support by directing our funds toward interventions that address the most prevalent needs within our school community.</p> <p>Providing teachers with credential and certification support directly benefits unduplicated populations by ensuring that students have access to qualified and highly skilled educators. While this action is principally directed at supporting our unduplicated populations to ensure they have teachers who are appropriately credentialed, all students benefit from having 100% of teachers in the building fully credentialed.</p>	<p>1.4: SBAC ELA 1.5: SBAC Math 5.1: % of teachers appropriately assigned and credentialed 5.2: Teacher sense of safety and connectedness (Learning Environment)</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>By supporting teachers in obtaining and maintaining their credentials and certifications, schools ensure that educators are up-to-date with current educational standards and practices. This leads to higher quality teaching, which is crucial for students from unduplicated populations who may need more structured and effective educational support to overcome socioeconomic and language barriers.</p> <p>Credential programs often include specialized training that equips teachers to better address the needs of diverse learners, including those from unduplicated populations. This training might cover areas such as English language development, special education, and culturally responsive teaching, all of which are essential for meeting the specific needs of our students.</p>	
<p>5.7</p>	<p>Action: Hiring Strategies</p> <p>Need: Ensuring all teachers that are providing instruction for unduplicated students are diverse, highly-qualified, and appropriately credentialed teaching staff.</p> <p>Scope: LEA-wide</p>	<p>With a student body composed of 99% unduplicated pupils, any school-wide action inherently focuses on addressing their specific educational needs and challenges. Our unduplicated students face unique barriers that can impact their academic performance and overall school engagement. Implementing actions that are broadly beneficial yet target the needs of unduplicated pupils ensures that resources are allocated equitably. This strategic focus maximizes the impact and support by directing our funds toward interventions that address the most prevalent needs within our school community.</p> <p>Focusing strategic efforts to hire a diverse, highly-qualified, and appropriately credentialed teaching</p>	<p>1.4: SBAC ELA 1.5: SBAC Math 5.1: % of teachers appropriately assigned and credentialed 5.2: Teacher sense of safety and connectedness</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>staff directly benefits unduplicated populations by ensuring that students have access to qualified and highly skilled educators. While this action is principally directed at supporting our unduplicated populations to ensure they have teachers who are appropriately credentialed and highly qualified, all students benefit from having 100% of teachers in the building fully credentialed.</p> <p>By supporting teachers in obtaining and maintaining their credentials and certifications, schools ensure that educators are up-to-date with current educational standards and practices. This leads to higher quality teaching, which is crucial for students from unduplicated populations who may need more structured and effective educational support to overcome socioeconomic and language barriers.</p> <p>Credential programs often include specialized training that equips teachers to better address the needs of diverse learners, including those from unduplicated populations. This training might cover areas such as English language development, special education, and culturally responsive teaching, all of which are essential for meeting the specific needs of our students</p>	
5.8	<p>Action: Compensation & Benefits</p> <p>Need: In order to support teacher retention and attract the highest quality teaching staff, we continue to hear from our educational partners the need to regularly reevaluate our teacher</p>	<p>With a student body composed of 99% unduplicated pupils, any school-wide action inherently focuses on addressing their specific educational needs and challenges. Our unduplicated students face unique barriers that can impact their academic performance and overall school engagement. Implementing actions that are broadly beneficial yet target the needs of</p>	<p>1.4: SBAC ELA 1.5: SBAC Math 5.1: % of teachers appropriately assigned and credentialed 5.2: Teacher sense of safety and connectedness (Learning Environment)</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>salary scale and other compensation opportunities to ensure our teachers are compensated fairly relative to similar opportunities.</p> <p>Scope: LEA-wide</p>	<p>unduplicated pupils ensures that resources are allocated equitably. This strategic focus maximizes the impact and support by directing our funds toward interventions that address the most prevalent needs within our school community.</p> <p>Providing teachers with appropriate compensation and benefits is crucial for supporting unduplicated populations and all students by ensuring students have access to dedicated, skilled, and motivated educators.</p> <p>Competitive compensation and comprehensive benefits attract highly qualified teachers and encourage them to remain in their positions long-term. Stability and consistency in teaching staff are particularly beneficial for unduplicated students, who often benefit from established relationships and consistent educational approaches that a stable staff can provide.</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
<p>1.1</p>	<p>Action: English Learner Supports</p> <p>Need:</p>	<p>By continuing to staff an English Language Development specialist, we ensure that ELs receive designated ELD instruction, which is specifically tailored to boost their English language proficiency in both academic and social settings.</p>	<p>1.2: ELPI 1.3: Reclassification Rates 1.4: SBAC DFS ELA 1.5: SBAC DFS Math</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Our English learners are currently performing below all students in both ELA and Math as measured by the CA School Dashboard.</p> <p>ELA: All Students: 93.3 pts below EL Students: 115.3 pts below</p> <p>Math: All Students: 125 pts below EL Students: 144 pts below</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>This role will also support teachers with integrated instruction, thereby enhancing the language development support within the context of subject matter learning.</p> <p>By conducting professional development for instructional staff, we ensure that our English Learners have access to high-quality teaching practices in all classroom settings. Within this framework, ELs benefit from integrated language supports that help them access complex texts and engage with grade-level content, which is crucial for closing gaps in ELA and Math.</p> <p>By continuing to monitor implementation of strategies through coaching, observations, and walkthroughs, the ELD Specialist and coaches will be able to assess the impact of professional development and ensure strategies are being effectively implemented in the classroom to support ELs.</p> <p>To address the needs of our Long Term English Learners, several actions are being implemented to increase and improve outcomes.</p> <p>By utilizing curricular assessments to regularly collect and monitor data, this will allow for timely identification of learning gaps and needs. This ongoing assessment process is key to adapting instruction that targets language proficiency and academic achievement. Informed by data, instructional staff can provide differentiated instruction tailored to the unique needs of LTELs. This will ensure that these students receive the</p>	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		<p>necessary academic support to succeed in their subject areas, particularly in ELA and Math.</p> <p>By ensuring instructional staff are equipped with and implementing strategies such as visual references, explicit vocabulary instruction, and embedded structured student talk routines, our staff will be supporting the diverse needs of our LTEL students.</p>	
1.2	<p>Action: High Quality ELD Curriculum</p> <p>Need: Our English learners are currently performing below all students in both ELA and Math as measured by the CA School Dashboard.</p> <p>ELA All Students: 93.3 pts below EL Students: 115.3 pts below</p> <p>Math All Students: 125 pts below EL Students: 144 pts below</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>We will implement a high quality, standards aligned ELD curriculum and provide training to all staff to support providing integrated and designated instruction to our English Learners. The implementation of skills learned in professional development will be monitored through cycles of coaching, observation, and feedback to ensure that English Learners are supported.</p>	<p>1.2: ELPI 1.3: Reclassification Rates 1.4: SBAC DFS ELA 1.5: SBAC DFS Math</p>

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.

As named above, the school was able to leverage increases associated with additional concentration grant funding to support its LCAP priorities:

Goal 1: Focused Subgroup Supports: All student groups will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math.

Goal 2: Support growth and achievement for all students through strong instructional practices, informed by our assessment and data strategy

Goal 3: Develop and cultivate a healthy and thriving school environment that promotes the safety and belonging of all students.

Goal 4: Build & cultivate community and family engagement to support student achievement & wellness

Goal 5: Hire, develop, value, and retain a high-quality faculty & staff

With the additional concentration funding projected to be approximately \$185,253.00 we were able to fund additional positions for instructional support that focus on providing tiered support and intervention for our unduplicated populations.

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	NA Single School LEA	NA Single School LEA
Staff-to-student ratio of certificated staff providing direct services to students	NA Single School LEA	NA Single School LEA

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	6,209,081	1,682,659	27.100%	0.000%	27.100%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$3,264,068.00	\$1,714,601.00	\$0.00	\$484,018.00	\$5,462,687.00	\$2,558,729.00	\$2,903,958.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	English Learner Supports	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$137,158.00	\$5,650.00	\$142,808.00				\$142,808.00	
1	1.2	High Quality ELD Curriculum	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$0.00	\$36,993.00	\$36,993.00				\$36,993.00	
1	1.3	Students with Disabilities Supports	Students with Disabilities	No			All Schools	Ongoing	\$543,690.00	\$0.00		\$456,700.00		\$86,990.00	\$543,690.00	
1	1.4	Academic Interventionists	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$268,336.00	\$0.00	\$268,336.00				\$268,336.00	
1	1.5	Supplemental Literacy Intervention	All	No			All Schools	Ongoing	\$0.00	\$163,444.00		\$163,444.00			\$163,444.00	
1	1.6	Tier 1 Strategy	All	No			All Schools	Ongoing								
2	2.1	Strengthen Instructional Practices	All	No			All Schools	Ongoing	\$142,716.00	\$60,630.00	\$203,346.00				\$203,346.00	
2	2.2	Assessment Strategy	All	No			All Schools	Ongoing	\$0.00	\$42,421.00	\$42,421.00				\$42,421.00	
2	2.3	High Quality Curriculum	All	No			All Schools	Ongoing	\$0.00	\$90,400.00	\$90,400.00				\$90,400.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.4	Data Strategy	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$62,911.00	\$62,911.00				\$62,911.00	
2	2.5	Online Platforms & Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$100,379.00	\$100,379.00				\$100,379.00	
2	2.6	Associate Teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$143,787.00	\$0.00	\$143,787.00				\$143,787.00	
2	2.7	Broad Course of Study	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$422,393.00	\$0.00	\$422,393.00				\$422,393.00	
3	3.1	Monitor & Respond to Student Culture & Behavioral Data	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$102,079.00	\$5,400.00	\$107,479.00				\$107,479.00	
3	3.2	SEL Curriculum	All	No			All Schools	Ongoing								
3	3.3	Restorative Justice Practices	All	No			All Schools	Ongoing								
3	3.4	Attendance Systems	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$65,230.00	\$65,230.00				\$65,230.00	
3	3.5	Facilities Maintenance & Improvement	All	No			All Schools	Ongoing	\$0.00	\$887,512.00	\$887,512.00				\$887,512.00	
3	3.6	Student Experiences	All	No			All Schools	Ongoing	\$0.00	\$73,792.00		\$73,792.00			\$73,792.00	
3	3.7	Community Schools Program						Ongoing	\$220,805.00	\$79,195.00		\$300,000.00			\$300,000.00	
3	3.8	Expanded Learning Programs	All	No			All Schools	Ongoing	\$0.00	\$529,000.00		\$529,000.00			\$529,000.00	
3	3.9	National Student Lunch Program (NSLP)	All	No			All Schools	Ongoing	\$131,710.00	\$412,165.00		\$146,847.00		\$397,028.00	\$543,875.00	
3	3.10	Positive Behavioral Interventions and Supports (PBIS) systems	All	No			All Schools	Ongoing								

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
4	4.1	Parent Communication	All	No			All Schools	Ongoing	\$64,401.00	\$32,614.00	\$97,015.00				\$97,015.00	
4	4.2	School Community Events and Celebrations	All	No			All Schools	Ongoing	\$0.00	\$8,460.00	\$8,460.00				\$8,460.00	
4	4.3	Programs and Services (PLC)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$23,212.00	\$23,212.00				\$23,212.00	
4	4.4	Parent School Partnerships	All	No			All Schools	Ongoing	\$7,136.00	\$0.00	\$7,136.00				\$7,136.00	
4	4.5	Parent Power	All	No			All Schools	Ongoing								
5	5.1	Teacher Professional Development & Coaching	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$171,259.00	\$0.00	\$171,259.00				\$171,259.00	
5	5.2	New Staff Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$20,163.00	\$46,424.00	\$66,587.00				\$66,587.00	
5	5.3	Instructional Support Staff Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$34,818.00	\$34,818.00				\$34,818.00	
5	5.4	Leadership Development	All	No			All Schools	Ongoing	\$0.00	\$44,818.00		\$44,818.00			\$44,818.00	
5	5.5	School Culture	All	No			All Schools	Ongoing	\$0.00	\$2,160.00	\$2,160.00				\$2,160.00	
5	5.6	Credential / Certification Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$32,497.00	\$32,497.00				\$32,497.00	
5	5.7	Hiring Strategies	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$93,562.00	\$63,833.00	\$157,395.00				\$157,395.00	
5	5.8	Compensation & Benefits	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$89,534.00	\$0.00	\$89,534.00				\$89,534.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
6,209,081	1,682,659	27.100%	0.000%	27.100%	\$1,925,618.00	0.000%	31.013 %	Total:	\$1,925,618.00
								LEA-wide Total:	\$1,745,817.00
								Limited Total:	\$179,801.00
								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	1.1	English Learner Supports	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$142,808.00	
1	1.2	High Quality ELD Curriculum	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$36,993.00	
1	1.4	Academic Interventionists	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$268,336.00	
2	2.4	Data Strategy	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$62,911.00	
2	2.5	Online Platforms & Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$100,379.00	
2	2.6	Associate Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$143,787.00	
2	2.7	Broad Course of Study	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$422,393.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
3	3.1	Monitor & Respond to Student Culture & Behavioral Data	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$107,479.00	
3	3.4	Attendance Systems	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$65,230.00	
4	4.3	Programs and Services (PLC)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$23,212.00	
5	5.1	Teacher Professional Development & Coaching	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$171,259.00	
5	5.2	New Staff Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$66,587.00	
5	5.3	Instructional Support Staff Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$34,818.00	
5	5.6	Credential / Certification Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$32,497.00	
5	5.7	Hiring Strategies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$157,395.00	
5	5.8	Compensation & Benefits	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$89,534.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$4,454,101.00	\$4,490,687.00

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	Academic Interventionists	Yes	\$236,508.00	241206
1	1.2	Associate Teacher	Yes	\$136,998.00	384230
1	1.3	Define the School Study Team Process	No	\$27,602.00	28150
1	1.4	Define, Identify, Enhance PBIS/MTSS Strategies	Yes	\$93,823.00	94235
1	1.5	Home library of Academic & Behavioral Resources	Yes	\$4,805.00	2940
1	1.6	Provide a wide range of blended program supports	No	\$28,831.00	17641
1	1.7	Provide Chromebooks & Hotspots	No	\$84,612.00	84612
1	1.8	Focused Students with Disabilities Supports	No	\$844,909.00	\$819683
2	2.1	Robust Data Analysis and Progress Monitoring Tools	No	\$297,112.00	296820
2	2.2	Improve structures for identifying needed tiered supports	Yes	\$450,083.00	461834
2	2.3	Frequent, shared data analysis time in schedule	No	\$41,403.00	42225

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.4	Standardized and Intentional Assessment Structure	Yes	\$132,154.00	130751
2	2.5	Data Specialist Role	No	\$29,590.00	29639
3	3.1	Weekly Differentiated Professional Development	No	\$436,258.00	422856
3	3.2	Teacher Weekly Coaching & Development	No	\$189,409.00	185114
3	3.3	Maintain English Language Development Specialist	Yes	\$92,944.00	73667
3	3.4	Regular All-Staff stepback days	No	\$76,973.00	73667
3	3.5	Purchase & Provide Training for High Quality Curriculum	No	\$115,772.00	97347
4	4.1	Comprehensive Community Programming Scope & Sequence	No	\$7,715.00	10000
4	4.2	Additional high-quality monthly family events	No	\$175.00	2285
4	4.3	Use of Family Communication System	No	\$4,229.00	4229
4	4.4	Family-led Cafecito Model	No		\$
4	4.5	Parent Learning Center Support & Resources	No	\$43,043.00	43341
4	4.6	Parent Leadership Trainings	No	\$1,929.00	2500

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.7	Senior Director of Advocacy and Community Engagement (SD of ACE)	No	\$42,700.00	\$42,700
4	4.8	Add an Engagement Coordinator	No	\$15,852.00	15878
5	5.1	Maintain Effective Attendance Procedures	No	\$222,773.00	217208
5	5.2	Student Behavior Data via Deanslist	No	\$7,025.00	\$7,025
5	5.3	Access to Mental Health Counselors & Partnership with FACTR	Yes	\$126,215.00	128384
5	5.4	Comprehensive Student Activities/Events Calendar	No	\$44,750.00	43900
5	5.5	Partnership with the City Peace Project	Yes		
5	5.6	School Operations Accountability	No	\$82,821.00	\$83924
5	5.7	Maintain Dean of Students Role to support the implementation of multi-tiered intervention strategies	Yes	\$98,588.00	100547
5	5.8	Facility Improvements	No	\$48,482.00	48962
6	6.1	School & Network will use a variety of strategies to hire a diverse, highly-qualified, and appropriately credentialed teaching staff	No	\$73,975.00	74096

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)
6	6.2	All teachers provided with certification/credential support	No	\$10,568.00	10585
6	6.3	Leadership Pathway for Teachers	No	\$46,013.00	
6	6.4	Teacher access to Professional Development	Yes	\$67,721.00	67946
6	6.5	Healthy Teacher Compensation & Benefits	No	\$115,765.00	26463
6	6.6	Faculty and staff retention and sustainability	No	\$42,272.00	42341
6	6.7	Introduce new performance rubrics for teachers and for instructional coaches	No	\$31,704.00	31756

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)
\$1,644,713	\$1,439,839.00	\$1,685,740.00	(\$245,901.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Academic Interventionists	Yes	\$236,508.00	241206		
1	1.2	Associate Teacher	Yes	\$136,998.00	384230		
1	1.4	Define, Identify, Enhance PBIS/MTSS Strategies	Yes	\$93,823.00	94235		
1	1.5	Home library of Academic & Behavioral Resources	Yes	\$4,805.00	2940		
2	2.2	Improve structures for identifying needed tiered supports	Yes	\$450,083.00	461834		
2	2.4	Standardized and Intentional Assessment Structure	Yes	\$132,154.00	130751		
3	3.3	Maintain English Language Development Specialist	Yes	\$92,944.00	73667		
5	5.3	Access to Mental Health Counselors & Partnership with FACTR	Yes	\$126,215.00	128384		
5	5.5	Partnership with the City Peace Project	Yes				
5	5.7	Maintain Dean of Students Role to support the implementation of multi-tiered intervention strategies	Yes	\$98,588.00	100547		
6	6.4	Teacher access to Professional Development	Yes	\$67,721.00	67946		

To Add a Row: Click "Add Row."

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

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
6,063,282	\$1,644,713	0%	27.126%	\$1,685,740.00	0.000%	27.802%	\$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).