

# **Local Control Funding Formula (LCFF) Budget Overview for Parents Template**

Developed by the California Department of Education, November 2022

**LCFF Budget Overview for Parents Data Input Sheet**

<b>Local Educational Agency (LEA) name:</b>	Cox Academy
<b>CDS code:</b>	1100176001788
<b>LEA contact information:</b>	Omar Currie, Principal
<b>Coming School Year:</b>	2024-25
<b>Current School Year:</b>	2023-24

\*NOTE: The "High Needs Students" referred to in

<b>Projected General Fund Revenue for the 2024-25 School Year</b>		<b>Amount</b>
Total LCFF funds	\$	6,345,178
LCFF supplemental & concentration grants	\$	1,625,266
All other state funds	\$	2,503,070
All local funds	\$	703,855
All federal funds	\$	605,193
<b>Total Projected Revenue</b>	<b>\$</b>	<b>10,157,296</b>
<b>Total Budgeted Expenditures for the 2024-25 School Year</b>		<b>Amount</b>
Total Budgeted General Fund Expenditures	\$	10,157,295
Total Budgeted Expenditures in the LCAP	\$	10,055,870
Total Budgeted Expenditures for High Needs Students in the LCAP	\$	4,983,769
Expenditures not in the LCAP	\$	101,425
<b>Expenditures for High Needs Students in the 2023-24 School Year</b>		<b>Amount</b>
Total Budgeted Expenditures for High Needs Students in the LCAP	\$	5,619,780
Actual Expenditures for High Needs Students in LCAP	\$	5,518,691

## LCFF Budget Overview for Parents Narrative Responses Sheet

Required Prompt(s)	Response(s)
<p>Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).</p>	<p>Contingency</p>
<p>A prompt may display based on information provided in the Data Input tab.</p>	
<p>The total actual expenditures for actions and services to increase or improve services for high needs students in 2023-24 is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2023-24.</p>	<p>There was no material impact on actions and services.</p>

## LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: Cox Academy

CDS Code: 1100176001788

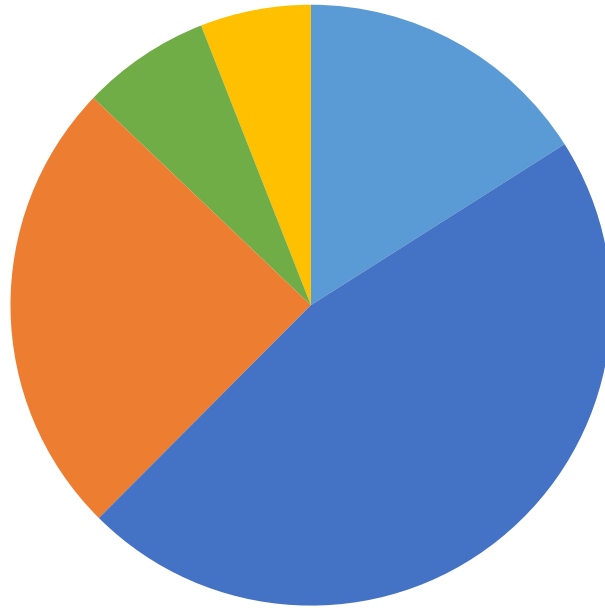
School Year: 2024-25

LEA contact information: Omar Currie, Principal

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

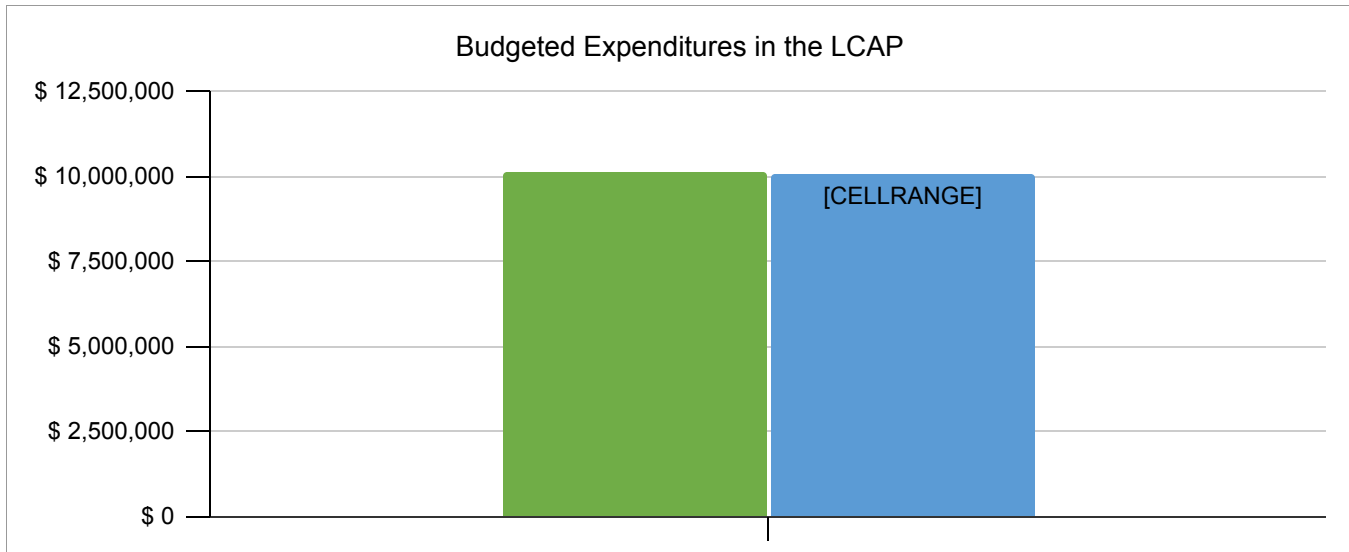
Projected Revenue by Fund Source



This chart shows the total general purpose revenue Cox Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Cox Academy is \$10,157,296.00, of which \$6,345,178.00 is Local Control Funding Formula (LCFF), \$2,503,070.00 is other state funds, \$703,855.00 is local funds, and \$605,193.00 is federal funds. Of the \$6,345,178.00 in LCFF Funds, \$1,625,266.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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 Cox Academy plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

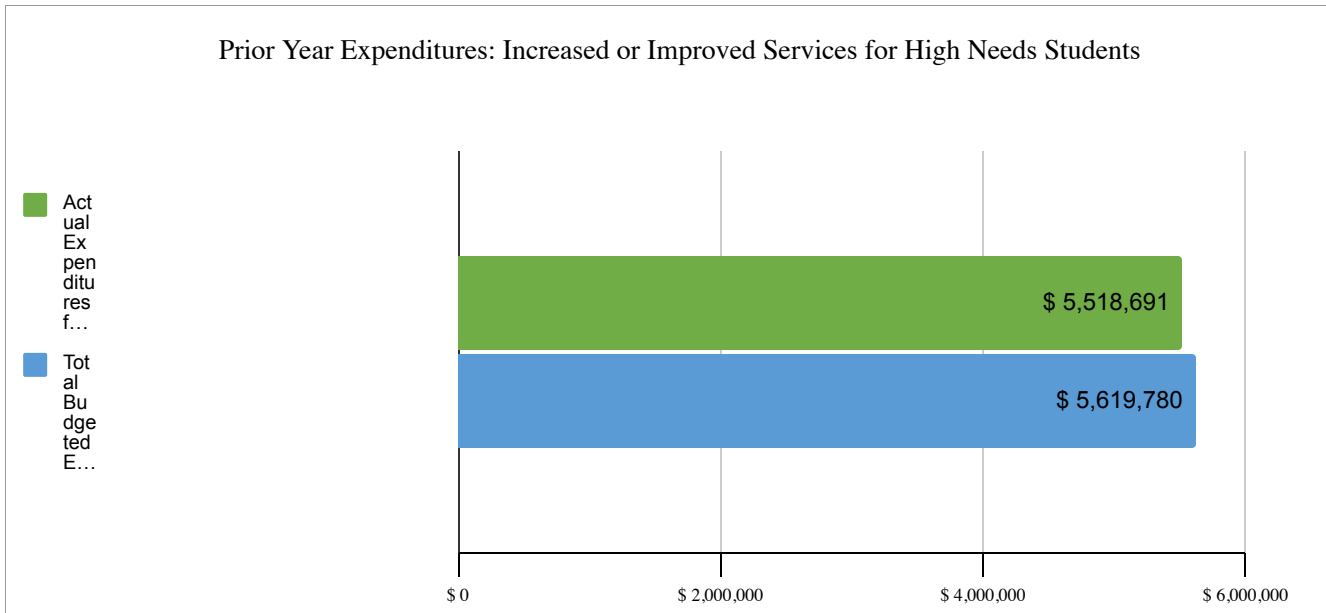
The text description of the above chart is as follows: Cox Academy plans to spend \$10,157,295.00 for the 2024-25 school year. Of that amount, \$10,055,870.00 is tied to actions/services in the LCAP and \$101,425.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Contingency

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

In 2024-25, Cox Academy is projecting it will receive \$1,625,266.00 based on the enrollment of foster youth, English learner, and low-income students. Cox Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Cox Academy plans to spend \$4,983,769.00 towards meeting this requirement, as described in the LCAP.

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



This chart compares what Cox Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Cox Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Cox Academy's LCAP budgeted \$5,619,780.00 for planned actions to increase or improve services for high needs students. Cox Academy actually spent \$5,518,691.00 for actions to increase or improve services for high needs students in 2023-24. The difference between the budgeted and actual expenditures of \$101,089.00 had the following impact on Cox Academy's ability to increase or improve services for high needs students:

There was no material impact on actions and services.

# 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
Cox Academy	Omar Currie, Principal	ocurrie@efcps.net 510-904-6300

## 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.

Cox Academy serves approximately 500 TK-5th students in the Elmhurst neighborhood of Oakland, CA. Our school is comprised of a diverse population of students from a variety of ethnic, linguistic, and socioeconomic backgrounds. The majority of Cox Academy students are:

- Students from low-income families
- Students who are English Language Learners when they enroll as kindergarteners
- Students who experience considerable toxic stress as a result of poverty and other community stressors
- Students living in communities with low-performing middle and high schools and low college-going rates
- Students who would be the first in their families to attend college, and perhaps the first to graduate from high school

Cox challenges each student to dream and envision a future of possibility and success. The teachers and staff at Cox, in collaboration with the parents, support the students so these dreams will come to fruition. The curriculum will present every student with rigorous, coherent content and high expectations for achievement that are the foundation of high levels of learning. Cox Academy uses research-based curriculum aligned to state and national standards that has proven to be effective with the student populations served at the site. Both in Math and Reading/Language Arts, teachers differentiate instruction throughout the main lesson to better meet each individual students needs. Cox Academy provides a safe, student-centered environment where families and teachers collaborate to ensure that all students meet high expectations in their social and academic growth.

Building on the strengths of students’ cultures, backgrounds, abilities, and experiences, Cox cultivates the values of respect, responsibility, and community involvement. Cox strives to develop, promote, and integrate structures and practices that support student achievement in the classroom and will commit resources to establish, enhance, and maintain these goals.

### Reflections: Annual Performance

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

A review of Dashboard data aligns with the school's own reflection of progress, which includes data review as well as other measures of progress including observations and stakeholder feedback. In particular, the Conditions & Climate data, including local indicators and the Suspension rate indicate success in creating a loving, community-centered environment that puts students first, with low overall suspensions and strong conditions for learning.

In terms of Dashboard data and the site's reflection of progress on Academic Progress, Math data indicates significant growth; this is particularly exciting because 3-5 Math has been a priority and Cox is beginning to see results from that investment.

Analyzing sub-group data, specifically for Students w/ Disabilities, and African American students, there is a need, in partnership with stakeholders, to design and implement a proactive and reactive plan to increase student sense of belonging in service of reducing students' chronic absenteeism and ultimately support their academic performance.

## Reflections: Technical Assistance

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

N/A

## 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.

N/A

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

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

N/A

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

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

N/A



# 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	
Leadership Team	<p><b>February 21, 2024</b></p> <p><b>Leadership Team*</b></p> <p><b>Site Planning Kickoff: Launch &amp; Vision Setting</b></p> <p><b>*The Cox Leadership Team is made up of Grade Level Chairs, Team Leads, CEFC Site Union Rep, and Principal</b></p>	<p>The leadership team reviewed the InSight survey results, Fastbridge, Interims, and behavior data for 23-24 and decided on areas to prioritize for site planning during the current cycle.</p> <p>The Leadership Team reviewed the class size list proposal from the Admin Team and approved it before being sent to CEFC union members for final approval.</p>
	<p><b>March 6, 2024</b></p> <p><b>Leadership Team</b></p> <p><b>Staffing Model   School Calendar   Bell Schedule</b></p>	<p>The Leadership Team discussed staff reductions and which positions to prioritize.</p> <p>The Leadership Team developed a draft school calendar and bell schedule to present to staff.</p>
	<p><b>March 21, 2024</b></p> <p><b>Leadership Team</b></p> <p><b>Instructional Minutes</b></p>	<p>The Leadership team developed a framework for instructional minutes for the 24-25 school year.</p>

	<p><b>April 24, 2024</b></p> <p><b>Leadership Team</b></p> <p><b>Family and Staff Handbook Policies</b></p>	<p>The Leadership team reviewed the Cox Staff Handbook. No changes were made at this time.</p>
	<p><b>April 24, 2022</b></p> <p><b>Leadership Team</b></p> <p><b>Revision of Priorities and Policy</b></p>	<p>The Leadership Team revised priorities and policies based on feedback shared during the next All Staff Engagement Meeting.</p>
<p><b>Family / Community</b></p>	<p><b>March 6, 2024</b></p> <p><b>Family Leadership Council</b></p> <p><b>Site Planning Kickoff: Launch &amp; Vision Setting</b></p>	<p>Bullying and a sense of belonging were high priorities for families. They wanted to see Cox develop a systematic approach to addressing concerns regarding negative peer interactions.</p>
	<p><b>March 28, 2024</b></p> <p><b>Family Leadership Council</b></p> <p><b>School Culture and Climate &amp; Academic Data Review</b></p>	<p>Families expressed concerns about a large number of referrals for students in grade 4 and grade 5. This conversation led to a commitment from Cox to identify and adult a character-building education program to teach during our SEL block known as "crew."</p> <p>Families expressed concerns about students in G3-G5 having access to intervention to address foundational gaps.</p>
	<p><b>April 10, 2024</b></p> <p><b>Family Leadership Council</b></p> <p><b>24-25 Site Base Family Engagement Plan</b></p>	<p>Families provided feedback on the roles and responsibilities of our new Family Engagement Coordinator.</p> <p>Families provided input on our school calendar of events for the 24-25 school year.</p> <p>Families provided feedback and approved our re-engagement plan to welcome families for the 24-25 school year.</p>

<b>Staff</b>	<b>February 23, 2024</b>  <b>All Staff Members</b>  <b>CEFC Union Members reviewed and voted class size proposal approved by the Leadership Team.</b>	CEFC Union Members reviewed 24-25 class list proposal and gave final approval.
	<b>May 1, 2024</b>  <b>All Staff Members</b>  <b>Priority and Calendar Feedback</b>	Staff provided feedback and areas for revision related to the bell schedule, school calendar, academic programming, school culture, operations, and family engagement.
	<b>May 15, 2024</b>  <b>All Staff Members</b>  <b>Enrollment   Budget   School Calendar Vote</b>	All staff members reviewed the current state of enrollment for 24-25 school year and provided feedback on recruitment strategy.  CEFC Union Members voted to approve the School Calendar for 24-25 school year.
	<b>May 29, 2024</b>  <b>ELD WIN Priority Area   24-25 School Priorities</b>	All staff reviewed the WIN Priority Minimum Specs shared from Home Office.

Insert or delete rows, as necessary.

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

Bullying and a sense of belonging were high priorities for community members. Conversation led to a commitment from Cox to identify and develop a character-building education program to teach during our SEL block known as "crew." Stakeholders also expressed concerns about students in G3-G5 having access to intervention to address foundational gaps and that impacted resource allocation.

## Goals and Actions

# Goal

Goal #	Description	Type of Goal
1	Core Instruction: Provide engaging, high-quality, rigorous, standards-aligned curriculum in a broad course of study that incorporates 21st century learning opportunities, including math, science, social studies, targeted English language development and language arts, and provide appropriately assigned and fully credentialed teachers to support a high-quality, broad course of study; further, teachers will receive high-quality professional development aligned to high priority instructional practices that positively impact student academic achievement and social-emotional development.	Broad

State Priorities addressed by this goal.

1,2,4,5,7,8

An explanation of why the LEA has developed this goal.

Accelerate learning to offset learning gaps  
 Increase the number of students making targeted growth in Common Core Standards  
 Ensure all EL students make adequate gains in English language development.  
 Ensure all teachers requiring certification are highly qualified  
 Ensure students are provided and engaged w/ a broad course of study  
 Ensure all teachers receive regular, high-quality instructional coaching, site-based professional development, and structured collaboration time

# Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	ELPAC: ELPI - English Learners	0.42			0.55	0.13
2	FastBridge: Math - All	0.50			0.70	0.20
3	FastBridge: Reading - All	0.73			0.70	-0.03
4	SBAC: ELA - All	-77.1			-22.1	55.00
5	SBAC: Math - All	-65.0			-25.0	40.00
6	Annual Eval: Curricular Requirements	100%				0.00
7	Annual Eval: Instructional Requirements	100%				0.00
8	SARC: Qualified Teachers	N/A				

## Goal Analysis for 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.

N/A

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.

N/A

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

N/A

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.

N/A

**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.**

**Actions**

Action #	Title	Description	Total Funds	Contributing
1	Certificated Instructional Staff	To provide staff that would support student learning and social emotional development.	\$2,549,870	Yes
2	Certificated Administrators	To provide administrative staff that would be able to lead student support efforts through coaching and professional development towards implementation of a strong core academic program.	\$603,026	No
3	Curricular Materials	To ensure students have access to researched based learning materials	\$93,965	Yes

Goal #	Description	Type of Goal
2	Multi-Tiered System of Supports: Implement a rigorous whole child approach that not only meets the basic needs of our students, but also takes into consideration their socio-emotional, academic and behavioral needs.	Broad

State Priorities addressed by this goal.

1,2,4,5,7,8

An explanation of why the LEA has developed this goal.

Improve the effectiveness of interventions students receive to ensure that academic, social and behavioral needs are adequately served.  
 Decrease the achievement gap between subgroups of students, especially those who need intervention

# Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	ELPAC: ELPI - English Learners	0.42			0.55	0.13
2	SBAC: ELA - All	-77.1			-22.1	55.00
3	SBAC: Math - All	-65.0			-25.0	40.00
4	Chronic Absenteeism - All	19.8%			10.8%	-0.09
5	SCAI: Domain 6 Students - All	3.8			3.5	-0.30
6	SCAI: Domain 6 Families - All	4.4			3.5	-0.90
7	Insight - Academic Opportunity Teachers				5.0	

Insert or delete rows, as necessary.

## Goal Analysis for 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.

N/A

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.

N/A

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

N/A

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.

N/A

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.

## Actions

Action #	Title	Description	Total Funds	Contributing
1	MTSS Internal Personnel	Psychologists, social workers, clinicians to provide academic, social and behavioral support.	\$710,639	Yes
2	MTSS External Services	Contracted clinicians to provide academic, social and behavioral support.	\$548,719	Yes

Goal #	Description	Type of Goal
3	Community & Culture: All students, families, and staff feel welcome at school. Students attend school in a safe, engaging and nurturing environment. All staff and families are empowered and feel included to participate in decisions regarding implementation of curriculum, school culture, and community engagement.	Broad

State Priorities addressed by this goal.

3,5,6

An explanation of why the LEA has developed this goal.

All students feel safe at school  
All staff feel welcomed and respected at school  
Increase the level and quality of student engagement in learning  
Increase efficacy of family outreach and engagement structures.  
Provide after-school and support services



# Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Chronic Absenteeism - All	19.8%			10.8%	-9.0%
2	Attendance Rate - All Students	93.0%			94.0%	0.01
3	Annual Return Rate - All Students	87.1%			85.0%	-0.02
4	Expulsion Rate - All Students	0.0%			0.0%	0.00
5	SCAI: Domain 7 Families	4.2			3.5	-0.70
6	SCAI: Domain 7 Students	3.8			3.5	-0.30
7	Insight - Learning Environment					0.00
8	Suspension Rate - All Students	3.2%			0.5%	-2.70%

Insert or delete rows, as necessary.

## Goal Analysis for 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.

N/A

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.

N/A

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

N/A

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.

N/A

**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.**

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Classified Support Staff	To support students with a welcoming environment	\$581,223	No
2	Classified Admin	To support students with their socio-emotional needs.	\$238,109	No
3	Staff Supports	To support adult culture and development	\$1,927,608	No
4	Student, and Family Supports	To support extracurricular activities and family engagement.	\$1,065,656	No

Goal #	Description	Type of Goal
4	Operations: All students have access to a safe and clean learning environment and appropriate educational resources, learning opportunities and services.	Broad

State Priorities addressed by this goal.

1

An explanation of why the LEA has developed this goal.

Ensure all basic services are adequately addressed  
Improve the quality of the learning environment  
Provide and maintain operational services for schools and students

# Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Annual Eval: Facilities Requirements	Good			100%	0.00
2	SCAI: Domain 1 Families	4.4			3.5	-0.90
3	SCAI: Domain 1 Students	4.0			3.5	-0.50
4	Insight - School Operations					

Insert or delete rows, as necessary.

## Goal Analysis for 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.

N/A

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.

N/A

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

N/A

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.

N/A

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.

**Actions**

Action #	Title	Description	Total Funds	Contributing
1	Clerical, Technical, & Office Staff	Staffing to ensure high operational effectiveness, including health and safety protocols.	\$50,918	No
2	Materials, Supplies & Equipment	Purchase of items that support the day to day operations of the school.	\$162,100	No
3	Facilities & Utilities	To provide repairs and upgrades that ensure the building is safe and operating efficiently for students, staff, and families.	\$469,074	No
4	Operations Services	To ensure that the services required for daily operation are in place.	\$1,043,401	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$ 1,625,266	\$ 173,806

**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
34.43%	0%	\$0	34.43%

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 #s)	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	Positive and Restorative School Climate: English Learners Low-Income	The commitment is to enhance the school climate by fostering a more inclusive and supportive environment. Our goal is to significantly reduce disparities in feelings of belonging and inclusion among student subgroups, as indicated by our surveys, and to decrease the number of behavior referrals across the school	<p>Success will be measured by a 20% improvement in "getting along with peers" and "respect from peers" on student belonging surveys.</p> <p>Additionally, we aim to see a reduction in behavioral referrals by 15% by the end of the school year.</p> <p>Effective implementation will also be evidenced by increased efficacy among staff in supporting students to solve problems productively, which will be assessed through staff feedback and the frequency of their intervention in student conflicts.</p>

2	Authentic Family and Community Engagement, Collaborative Leadership: English Learners Low-Income	The commitment is to foster deeper family involvement and build stronger school-family partnerships. Our goal is to improve academic outcomes for students in grades 1-5 by enhancing parental understanding and involvement in their children’s education, particularly in literacy.	A 20% increase in positive feedback from families on understanding their child’s academic progress. Observable improvements in student academic performance in targeted grades, with a specific metric of a 15% improvement in literacy proficiency scores by the end of the school year.
3	Extended learning time and opportunities: English Learners Low-Income	The commitment is to enhance student engagement and address educational inequities through expanded learning opportunities. Our goal is to provide equitable access to enrichment activities, thereby fostering a more inclusive and engaging learning environment.	Success will be measured by a 25% increase in participation in enrichment activities among low-income students.

***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.

The additional concentration grant add-on funding will support additional MTSS staff, SEL/culture staff, and appropriate resources that will provide targeted and research based interventions to students. It will also support having effective and appropriately trained staff to deliver core curriculum, culture programming, and operations in support of foster youth, English learners and low-income students.

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	N/A	15.0
Staff-to-student ratio of certificated staff providing direct services to students	N/A	41.3

California Department of Education  
November 2023

# **Local Control and Accountability Plan (LCAP) Action Tables Template**

Developed by the California Department of Education, July 2023



**2024-25 Total Planned Expenditures Table**

LCAP Year (Input)	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 %)
2024-25	\$ 4,719,912	\$ 1,625,266	34.434%	0.000%	34.434%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 6,365,594	\$ 2,503,070	\$ 703,855	\$ 605,193	\$ 10,177,712.00	\$ 6,455,513	\$ 3,701,782

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	Certificated Instructional Staff	All	Yes	LEA-wide	English Learners and Low-Income	All Schools	Ongoing	\$ 2,675,891		\$ 2,456,163	\$ 77,637	\$ 142,092	\$ -	\$ 2,675,892	90.4%
1	2	Certificated Administrators	All	No	LEA-wide	All	All Schools	Ongoing	\$ 624,165		\$ 301,651	\$ 160,744	\$ 4,149	\$ 157,621	\$ 624,165	
1	3	Curricular Materials	All	Yes	LEA-wide	English Learners and Low-Income	All Schools	Ongoing		\$ 102,197	\$ 95,180	\$ 149	\$ 1,309	\$ 5,560	\$ 102,198	3.5%
2	1	MTSS Internal Personnel	All	Yes	LEA-wide	English Learners and Low-Income	All Schools	Ongoing	\$ 548,666		\$ 23,175	\$ 288,689	\$ 192,466	\$ 44,337	\$ 548,667	0.9%
2	2	MTSS External Services	All	Yes	LEA-wide	English Learners and Low-Income	All Schools	Ongoing		\$ 348,535		\$ 44,260	\$ 233,485	\$ 70,790	\$ 348,535	0.0%
3	1	Classified Support Staff	All	No	LEA-wide	All	All Schools	Ongoing	\$ 604,872		\$ 455,316	\$ 123,448	\$ 26,109	\$ -	\$ 604,873	
3	2	Classified Admin	All	Yes	LEA-wide	English Learners and Low-Income	All Schools	Ongoing	\$ 246,755		\$ 96,166	\$ 149,267	\$ 1,323	\$ -	\$ 246,756	3.5%
3	3	Staff Supports	All	No	LEA-wide	All	All Schools	Ongoing	\$ 1,704,203	\$ 309,738	\$ 1,599,527	\$ 261,777	\$ 84,795	\$ 67,842	\$ 2,013,941	
3	4	Student and Family Supports	All	Yes	LEA-wide	All	All Schools	Ongoing		\$ 1,061,724	\$ 47,500	\$ 771,687	\$ 653	\$ 241,884	\$ 1,061,724	1.7%
4	1	Clerical, Technical, & Office Staff	All	No	LEA-wide	All	All Schools	Ongoing	\$ 50,961		\$ -	\$ 50,961	\$ -	\$ -	\$ 50,961	
4	2	Materials, Supplies & Equipment	All	No	LEA-wide	All	All Schools	Ongoing		\$ 173,417	\$ 127,292	\$ 44,374	\$ 1,751	\$ -	\$ 173,417	
4	3	Facilities & Utilities	All	No	LEA-wide	All	All Schools	Ongoing		\$ 497,709	\$ 321,522	\$ 171,765	\$ 4,422	\$ -	\$ 497,709	
4	4	Operations Services	All	No	LEA-wide	All	All Schools	Ongoing		\$ 1,107,037	\$ 721,794	\$ 358,156	\$ 9,927	\$ 17,159	\$ 1,107,036	
		Non-LCAP	All	No	LEA-wide	All	All Schools	Ongoing		\$ 101,425	\$ 120,308	\$ 156	\$ 1,374	\$ -	\$ 121,838	

**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
\$ 4,719,912	\$ 1,625,266	34.434%	0.000%	34.434%	\$ 2,718,184	100.000%	157.590%	<b>Total:</b>	\$ 2,718,184
								<b>LEA-wide Total:</b>	\$ 2,718,184
								<b>Limited Total:</b>	\$ -
								<b>Schoolwide Total:</b>	\$ -

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	Certificated Instructional Staff	Yes	LEA-wide	English Learners and Low-Income	All Schools	\$ 2,456,163	90.360%
1	2	Certificated Administrators	No	LEA-wide		All Schools	\$ -	0.000%
1	3	Curricular Materials	Yes	LEA-wide	English Learners and Low-Income	All Schools	\$ 95,180	3.502%
2	1	MTSS Internal Personnel	Yes	LEA-wide	English Learners and Low-Income	All Schools	\$ 23,175	0.853%
2	2	MTSS External Services	Yes	LEA-wide	English Learners and Low-Income	All Schools	\$ -	0.000%
3	1	Classified Support Staff	No	LEA-wide		All Schools	\$ -	0.000%
3	2	Classified Admin	Yes	LEA-wide	English Learners and Low-Income	All Schools	\$ 96,166	3.538%
3	3	Staff Supports	No	LEA-wide		All Schools	\$ -	0.000%
3	4	Student and Family Supports	Yes	LEA-wide	All	All Schools	\$ 47,500	1.747%
4	1	Clerical, Technical, & Office Staff	No	LEA-wide		All Schools	\$ -	0.000%
4	2	Materials, Supplies & Equipment	No	LEA-wide		All Schools	\$ -	0.000%
4	3	Facilities & Utilities	No	LEA-wide		All Schools	\$ -	0.000%
4	4	Operations Services	No	LEA-wide		All Schools	\$ -	0.000%
		Non-LCAP	No	LEA-wide		All Schools	\$ -	0.000%

## 2024-25 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
<b>Totals:</b>	\$ 10,550,353.00	\$ 10,723,057.00

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	Certificated Instructional Staff	Yes	\$ 2,557,254	\$ 2,447,352
1	2	Certificated Administrators	No	\$ 711,183	\$ 704,143
1	3	Curricular Materials	Yes	\$ 96,153	\$ 106,142
2	1	MTSS Internal Personnel	Yes	\$ 565,762	\$ 623,609
2	2	MTSS External Services	Yes	\$ 724,068	\$ 516,888
3	1	Classified Support Staff	No	\$ 559,572	\$ 658,910
3	2	Classified Admin	Yes	\$ 231,110	\$ 229,018
3	3	Staff Supports	No	\$ 1,792,780	\$ 2,120,254
3	4	Student and Family Supports	Yes	\$ 1,445,434	\$ 1,595,681
4	1	Clerical, Technical, & Office Staff	No	\$ 66,822	\$ 74,175
4	2	Materials, Supplies & Equipment	No	\$ 131,512	\$ 156,015
4	3	Facilities & Utilities	No	\$ 369,257	\$ 407,844
4	4	Operations Services	No	\$ 1,184,448	\$ 1,081,698
		Non-LCAP	No	\$ 132,200	\$ 1,328

## 2024-25 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 1,872,762	\$ 2,160,034	\$ 2,234,964	\$ (74,930)	100.000%	103.469%	3.47%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed 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	Certificated Instructional Staff	Yes	\$ 2,032,881	\$1,835,514	94.113%	84.976%
1	2	Certificated Administrators	No	\$ -			0.000%
1	3	Curricular Materials	Yes	\$ 40,642	\$63,685	1.882%	2.948%
2	1	MTSS Internal Personnel	Yes	\$ -	\$74,833		3.464%
2	2	MTSS External Services	Yes	\$ -			0.000%
3	1	Classified Support Staff	No	\$ -			0.000%
3	2	Classified Admin	Yes	\$ 86,511	\$229,018	4.005%	10.603%
3	3	Staff Supports	No	\$ -			0.000%
3	4	Student and Family Supports	Yes	\$ -	\$31,914		1.477%
4	1	Clerical, Technical, & Office Staff	No	\$ -			0.000%
4	2	Materials, Supplies & Equipment	No	\$ -			0.000%
4	3	Facilities & Utilities	No	\$ -			0.000%
4	4	Operations Services	No	\$ -			0.000%
				\$ -			
				\$ -			

**2024-25 LCFF Carryover Table**

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ -	\$ 1,872,762	0.000%	0.000%	\$ 2,234,964	103.469%	0.000%	\$ -	0.000%

## 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	Contact Name and Title	Email and Phone
Cox Academy	Omar Currie, Principal	ocurrie@efcps.net 510-904-6300

### Goals and Actions

#### Goal

Goal #	Description
1	Core Instruction: Provide engaging, high-quality, rigorous, standards-aligned curriculum in a broad course of study that incorporates 21st century learning opportunities, including math, science, social studies, targeted English language development and language arts, and provide appropriately assigned and fully credentialed teachers to support a high-quality, broad course of study; further, teachers will receive high-quality professional development aligned to high priority instructional practices that positively impact student academic achievement and social-emotional development.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELPAC: ELPI - English Learners	N/A	0.56	0.42	TBD	0.40
FastBridge: Math - All	0.18	0.50	0.50	TBD	0.33
FastBridge: Reading - All	0.40	0.57	0.73	TBD	0.69
SBAC: ELA - All	N/A	-75.8	-77.1	TBD	-18.8
SBAC: Math - All	N/A	-94.1	-65.0	TBD	-29.5
Annual Eval: Curricular Requirements	100%	100%	100%	100%	100%
Annual Eval: Instructional Requirements	100%	100%	100%	100%	100%
SARC: Qualified Teachers	80%	83%	N/A	TBD	95%
FastBridge: Math - English Learners	0.08	0.52	0.47	TBD	0.23
FastBridge: Math - Students with Disabilities	0.04	0.27	0.35	TBD	0.19
FastBridge: Math - African Americans	0.22	0.35	0.41	TBD	0.37

FastBridge: Math - Latinx	0.17	0.51	0.53	TBD	0.32
FastBridge: Reading - English Learners	0.39	0.54	0.74	TBD	0.70
FastBridge: Reading - Students with Disabilities	0.22	0.49	0.51	TBD	0.53
FastBridge: Reading - African Americans	0.46	0.53	0.66	TBD	0.61
FastBridge: Reading - Latinx	0.39	0.56	0.74	TBD	0.70
SBAC: ELA - English Learners	N/A	-97.9	-98.6	TBD	-30.0
SBAC: ELA - Students with Disabilities	N/A	-153.7	-111.0	TBD	-30.0
SBAC: ELA - African Americans	N/A	-99.9	-100.9	TBD	-32.0
SBAC: ELA - Latinx	N/A	-74.1	-75.0	TBD	-19.1
SBAC: Math - English Learners	N/A	-107.8	-75.1	TBD	-52.2
SBAC: Math - Students with Disabilities	N/A	-187.9	-121.2	TBD	-55.0
SBAC: Math - African Americans	N/A	-120.2	-99.1	TBD	-37.3
SBAC: Math - Latinx	N/A	-92.0	-58.3	TBD	-27.0

## 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.

No substantive differences

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.

N/A

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

The KPI target for students meeting K-2 ELA growth goals by EOY is 70%. Based on mid-year Fastbridge Progress Monitoring, Cox is nearly meeting the EOY growth goal, with English Learner student subgroup already meeting our overall proficiency/growth goals.

In 3rd-5th ELA Proficiency, Cox grew in proficiency from T1 to MOY. We continue to see the trend of 5th grade having higher performance. We believe this indicates that the longer students stay with us, the greater proficiency they achieve.

In Math, the test is different than last year so we cannot compare to prior years. There are disparities between all of our subgroups and the general population, with All ELs achieving proficiency closest to the overall population and ELPAC-1 ELs furthest from this level. In 3-5 Math, fifth graders are improving in proficiency on procedural standards but struggling when the standard asks students to problem solve and apply their learning.

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.

Next steps based on reflections:

Early Lit: Shift the proficient students out of intervention into grade level work; Provide more intervention for students that are behind; Coaches providing in the moment coaching; Phonics audit- make sure people are on pace to cover all the sound spelling patterns of the grade level

ELA: Identify key standards to ensure they are covered before SBAC; SBAC prep- How do we help kids annotate/ take notes on passages to support answering multiple questions

Math: Embedding performance tasks into the units - coaches/ director; Ensuring that teachers get to the writing task at the end of each Eureka lesson



**Goal**

Goal #	Description
2	Multi-Tiered System of Supports: Implement a rigorous whole child approach that not only meets the basic needs of our students, but also takes into consideration their socio-emotional, academic and behavioral needs.

**Measuring and Reporting Results**

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELPAC: ELPI - English Learners	N/A	0.56	0.42	TBD	0.40
SBAC: ELA - All	N/A	-75.8	-77.1	TBD	-18.8
SBAC: Math - All	N/A	-94.1	-65.0	TBD	-29.5
Chronic Absenteeism - All	15.4%	37.3%	19.8%	13.8%	8.2%
SCAI: Domain 6 Students - All	4.2	3.9	3.8	3.8	3.5
SCAI: Domain 6 Families - All	4.4	4.2	4.4	4.5	3.5
SBAC: ELA - English Learners	N/A	-97.9	-98.6	TBD	-30.0
SBAC: ELA - Students with Disabilities	N/A	-153.7	-111.0	TBD	-30.0
SBAC: ELA - African Americans	N/A	-99.9	-100.9	TBD	-32.0
SBAC: ELA - Latinx	N/A	-74.1	-75.0	TBD	-19.1
SBAC: Math - English Learners	N/A	-107.8	-75.1	TBD	-52.2
SBAC: Math - Students with Disabilities	N/A	-187.9	-121.2	TBD	-55.0
SBAC: Math - African Americans	N/A	-120.2	-99.1	TBD	-37.3
SBAC: Math - Latinx	N/A	-92.0	-58.3	TBD	-27.0
Chronic Absenteeism - English Learners	11.1%	30.4%	9.8%	5.7%	7.4%

Chronic Absenteeism - Students with Disabilities	14.8%	43.5%	24.5%	18.4%	10.5%
Chronic Absenteeism - African Americans	29.7%	57.5%	43.3%	38.3%	11.0%
Chronic Absenteeism - Latinx	11.5%	32.4%	13.1%	8.1%	6.7%
SCAI: Domain 6 Teachers - All	3.9	4.0	4.0	4.1	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.

Implementation was in-line with planned actions, with reduced need requiring fewer resources.

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.

Shift to non-MTSS staff reflecting reduced need identified after the beginning of the school year, with resources shifted from behavioral to academic support.

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

In 3rd-5th ELA Proficiency, Cox grew in proficiency from T1 to MOY. We continue to see the trend of 5th grade having higher performance. We believe this indicates that the longer students stay with us, the greater proficiency they achieve.

In Math, the test is different than last year so we cannot compare to prior years. There are disparities between all of our subgroups and the general population, with All ELs achieving proficiency closest to the overall population and ELPAC-1 ELs furthest from this level. In 3-5 Math, fifth graders are improving in proficiency on procedural standards but struggling when the standard asks students to problem solve and apply their learning.

Cox is showing a decrease in chronic absenteeism compared to this time last year and is nearing the target.

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.

Continue to implement a proactive and reactive plan to increase student sense of belonging in service of reducing students' chronic absenteeism, with a focus on specific subgroups of students.

**Goal**

Goal #	Description
3	Community & Culture: All students, families, and staff feel welcome at school. Students attend school in a safe, engaging and nurturing environment. All staff and families are empowered and feel included to participate in decisions regarding implementation of curriculum, school culture, and community engagement.

**Measuring and Reporting Results**

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism - All	15.4%	37.3%	19.8%	13.8%	8.2%
Attendance Rate - All Students	94.5%	90.0%	93.0%	94.5%	94.0%
Annual Return Rate - All Students	88.6%	79.5%	87.1%	83.4%	85.0%
Expulsion Rate - All Students	0.0%	0.0%	0.0%	0.0%	0.0%
SCAI: Domain 7 Families	4.4	4.0	4.2	4.4	3.5
SCAI: Domain 7 Students	3.9	3.8	3.8	3.7	3.5
Insight - Learning Environment					
Suspension Rate - All Students	0.0%	6.3%	3.2%	2.0%	2.0%
Chronic Absenteeism - English Learners	11.1%	30.4%	9.8%	5.7%	7.4%
SCAI: Domain 7 Teachers	3.9	3.7	3.9	4.0	3.5
Chronic Absenteeism - Students with Disabilities	14.8%	43.5%	24.5%	18.4%	10.5%
Chronic Absenteeism - African Americans	29.7%	57.5%	43.3%	38.3%	11.0%
Chronic Absenteeism - Latinx	11.5%	32.4%	13.1%	8.1%	6.7%
Suspension Rate - English Learners	0.0%	3.0%	1.0%	0.7%	0.5%
Suspension Rate - Students with Disabilities	0.0%	12.5%	14.3%	6.1%	2.7%
Suspension Rate - African Americans	0.0%	21.7%	10.2%	8.4%	2.7%
Suspension Rate - Latinx	0.0%	3.9%	1.8%	0.8%	0.9%

**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 ELOP program is in the start-up phase and continuing to develop, based on early learnings and stakeholder feedback on programming and resource allocation.

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.

ELOP funding was a placeholder in the Family & Student supports line; resource allocation was updated during the school-year to reflect stakeholder decision-making. Core investments in culture work implemented as planned.

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

Suspension rates are down from last year and Cox is below their end-of-year target  
EL suspensions exceed the end of year target and are higher that last year  
Cox is showing a decrease in chronic absenteeism compared to this time last year.

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

Continue to implement a proactive and reactive plan to increase student sense of belonging in service of reducing students' chronic absenteeism, with a focus on specific subgroups of students.

**Goal**

Goal #	Description
4	Operations: All students have access to a safe and clean learning environment and appropriate educational resources, learning opportunities and services.

**Measuring and Reporting Results**

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Annual Eval: Facilities Requirements	Good	Good	Good	Good	Good
SCAI: Domain 1 Families	4.2	4.2	4.4	4.5	3.5
SCAI: Domain 1 Students	4.2	4.1	4.0	3.9	3.5
Insight - School Operations					

**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.

N/A

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.

N/A

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

Operational needs continue to be met

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.

Support for staff to manage deferred maintenance.

**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.**