LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: LaVerne Elementary Preparatory Academy
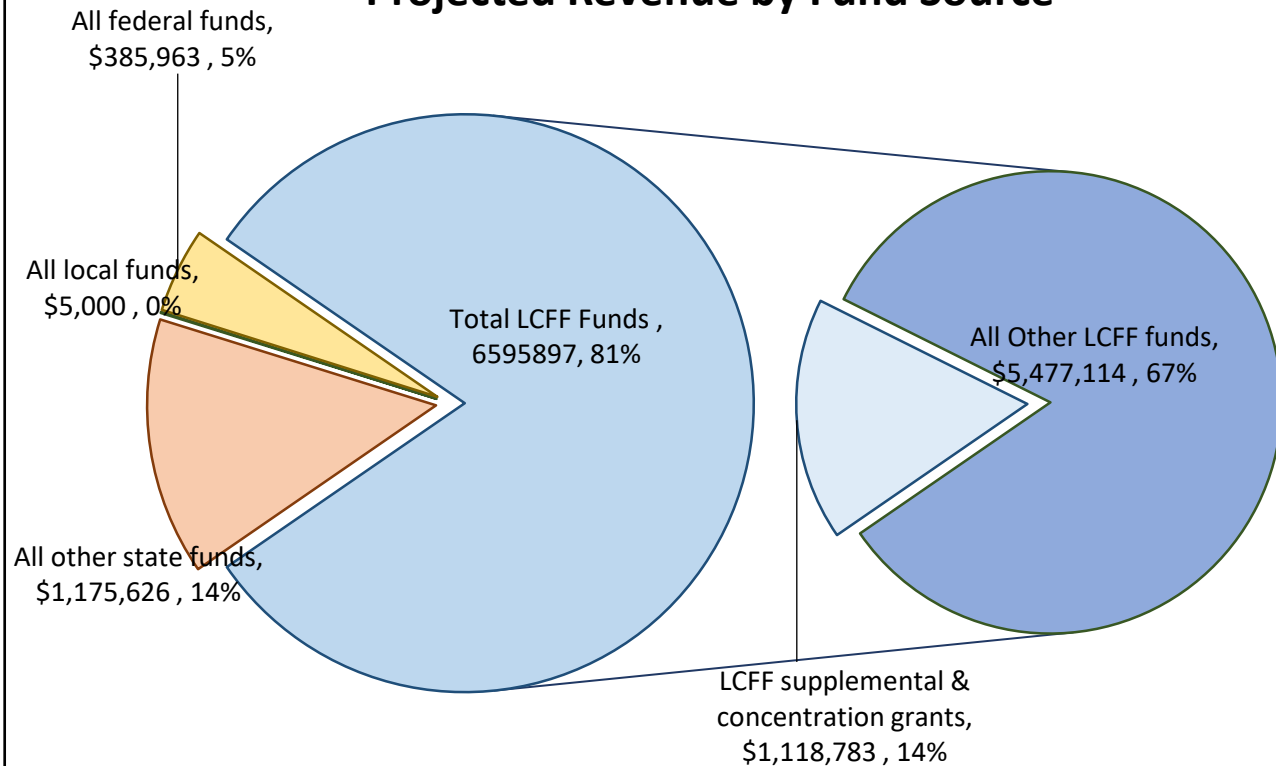
CDS Code: 36 75044 0118059

School Year: 2023-24

LEA contact information: Debbie Tarver (760) 948-4333 debbie.tarver@lepacademy.com

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 2023-24 School Year

Projected Revenue by Fund Source

All federal funds, $385,963 , 5%

All local funds, $5,000 , 0%

All other state funds, $1,175,626 , 14%

Total LCFF Funds , 6595897, 81%

All Other LCFF funds, $5,477,114 , 67%

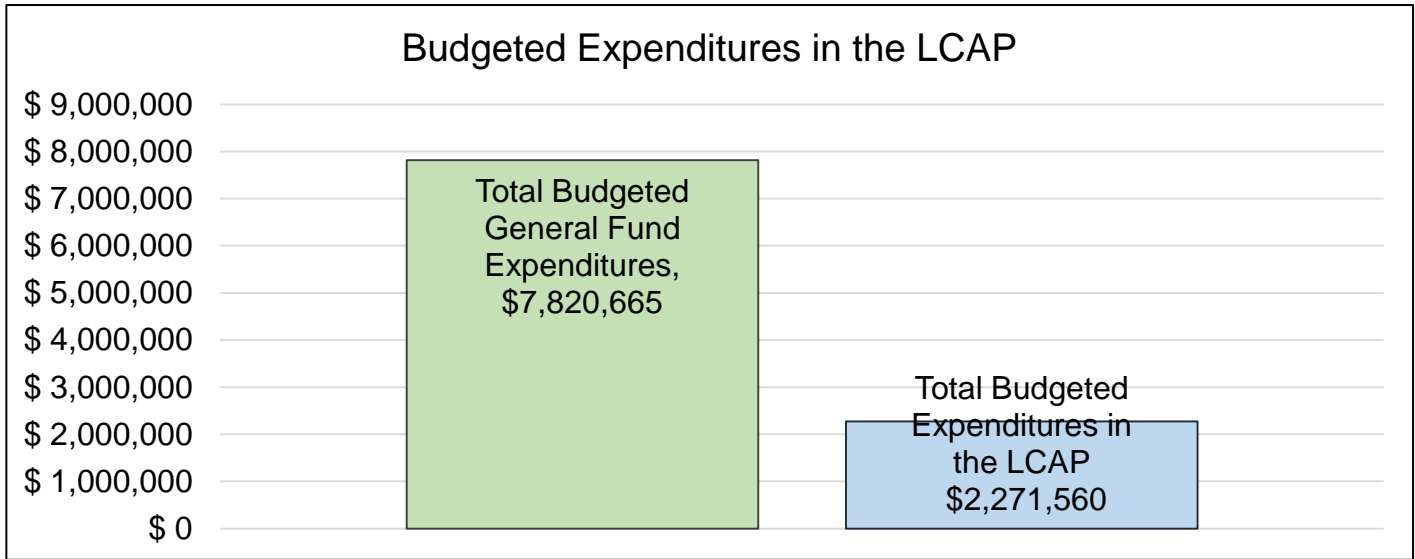LCFF supplemental & concentration grants, $1,118,783 , 14%

This chart shows the total general purpose revenue LaVerne Elementary Preparatory 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 LaVerne Elementary Preparatory Academy is $8,162,486.00, of which $6,595,897.00 is Local Control Funding Formula (LCFF), $1,175,626.00 is other state funds, $5,000.00 is local funds, and $385,963.00 is federal funds. Of the $6,595,897.00 in LCFF Funds, $1,118,783.00 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.

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $7,820,665	Total Budgeted Expenditures in the LCAP $2,271,560

Chart y-axis scale: $ 0 to $ 9,000,000 in increments of $1,000,000

This chart provides a quick summary of how much LaVerne Elementary Preparatory Academy plans to spend for 2023-24. 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: LaVerne Elementary Preparatory Academy plans to spend $7,820,665.00 for the 2023-24 school year. Of that amount, $2,271,560.00 is tied to actions/services in the LCAP and $5,549,105.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
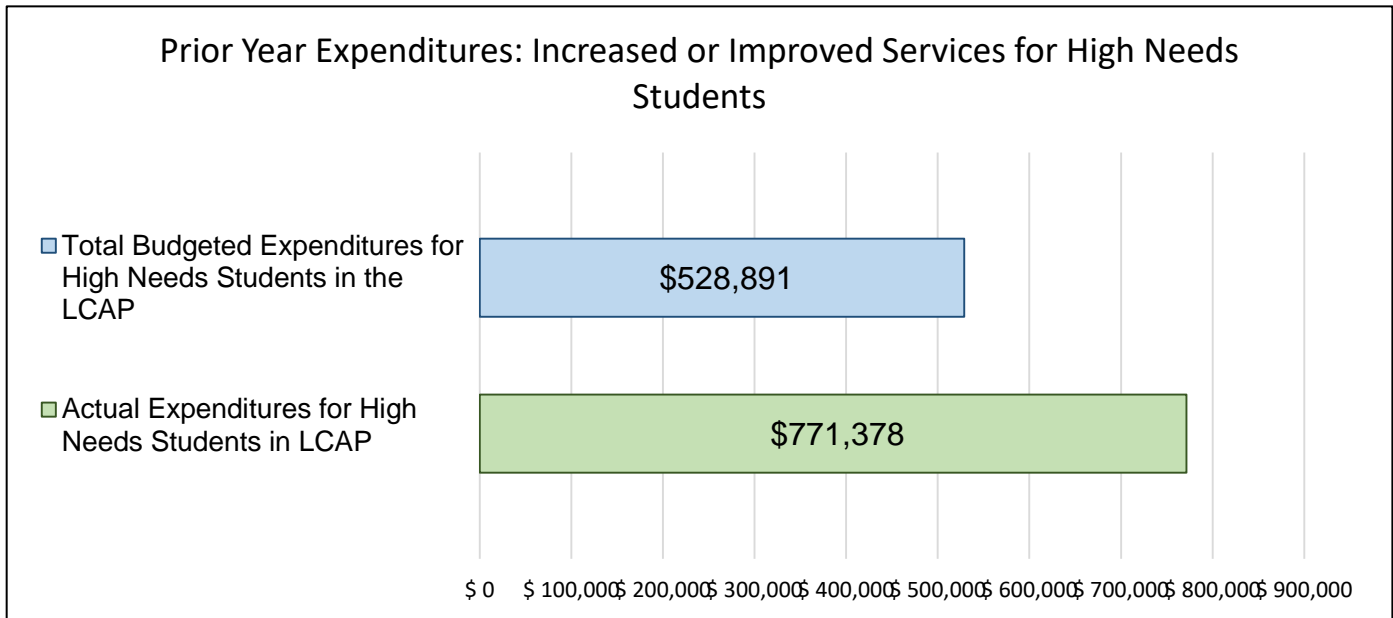
General fund budgeted expenditures that are not in the LCAP include all classified salaries, food expenses, dues and membership, operating expenses such as insurance, lease expense, accounting and legal fees, HR expenses, printing services, website development, all consultant fees, and contract labor.

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, LaVerne Elementary Preparatory Academy is projecting it will receive $1,118,783.00 based on the enrollment of foster youth, English learner, and low-income students. LaVerne Elementary Preparatory Academy must describe how it intends to increase or improve services for high needs students in the LCAP. LaVerne Elementary Preparatory Academy plans to spend $1,148,079.00 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 2022-23

Prior Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the LCAP — $528,891

☐ Actual Expenditures for High Needs Students in LCAP — $771,378

$ 0 $ 100,000 $ 200,000 $ 300,000 $ 400,000 $ 500,000 $ 600,000 $ 700,000 $ 800,000 $ 900,000

This chart compares what LaVerne Elementary Preparatory Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what LaVerne Elementary Preparatory 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 2022-23, LaVerne Elementary Preparatory Academy's LCAP budgeted $528,891.00 for planned actions to increase or improve services for high needs students. LaVerne Elementary Preparatory Academy actually spent $771,378.00 for actions to increase or improve services for high needs students in 2022-23.

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
LaVerne Elementary Preparatory Academy	Debra Tarver Executive Director	debbie.tarver@lepacademy.com 760-948-4333

Plan Summary 2023-24

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.
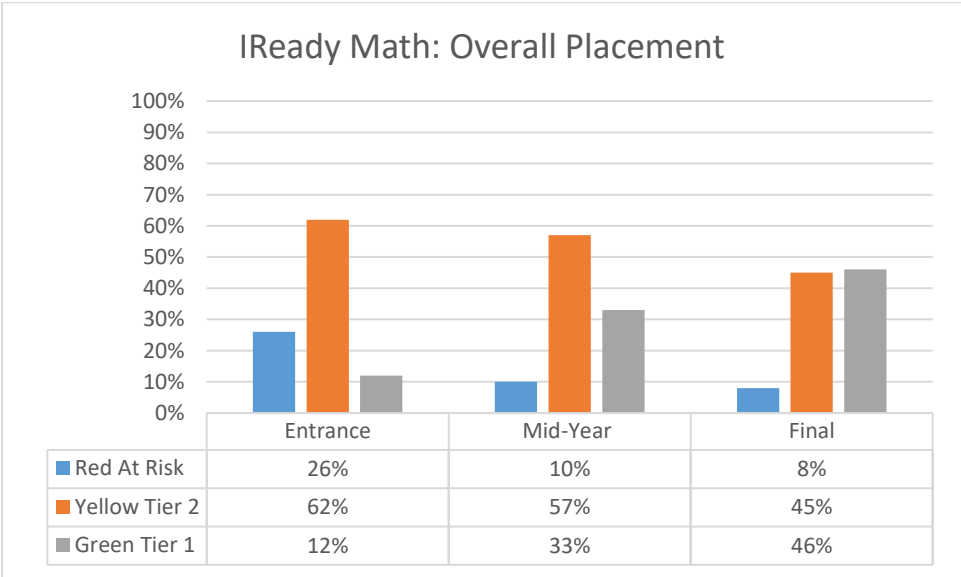
LaVerne Elementary Preparatory Academy (LEPA) is a directly funded public charter school, which opened in 2008, serving students in grades K-6 in the surrounding neighborhood of Hesperia. The goal of LEPA is to prepare students for entrance into college, university, or trade school. Students enrolled at LEPA are equipped with the skills and desire necessary to be self-motivated learners. LEPA recruitment strategies target scholars whose educational needs are not best served in large schools or overcrowded classrooms, who do not perform well on state tests, special education scholars, or scholars whose second language is English. LEPA seeks to enroll student demographics that are reflective of the surrounding community and the Hesperia School District. During the 2022-23 school year, our demographics included 82.4% Hispanic/Latino students and 10% White students. Other demographics include 2.1% African American, 1.4% Asian, 0.4% Filipino, 0.2% Pacific Islander, and 2.7% Two or More Races. 25% of our scholars were classified as English Language Learners. 47% are considered socio-economically disadvantaged.

LEPA believes a structured environment is most effective in such learning where each student is able to progress at his or her own pace with adequate leadership and tutorial from teaching staff to instill a love for learning and inquisitiveness toward things beyond present knowledge. Scholars will benefit through the use of a structured educational program involving a strong relationship with their teachers, school staff, and parents. LEPA seeks to provide an innovative, classical educational program that will enable all scholars to learn skills, acquire knowledge, apply wisdom, and develop character within a rich, diverse, and nurturing learning environment. The curriculum focuses on classical literature, phonics, grammar, composition, mathematics, science, history, geography, and foreign language. Music, art, and physical education are an important element of LEPA's well-rounded curriculum. Curriculum is aligned to Common Core State Standards. LEPA provides a comprehensive curriculum and implements on-going assessment. Staff uses the results of these assessments to understand students' needs and inform instruction that serves remedial and enrichment purposes. LEPA desires to ensure all students meet or exceed state and national standards in all core subjects.
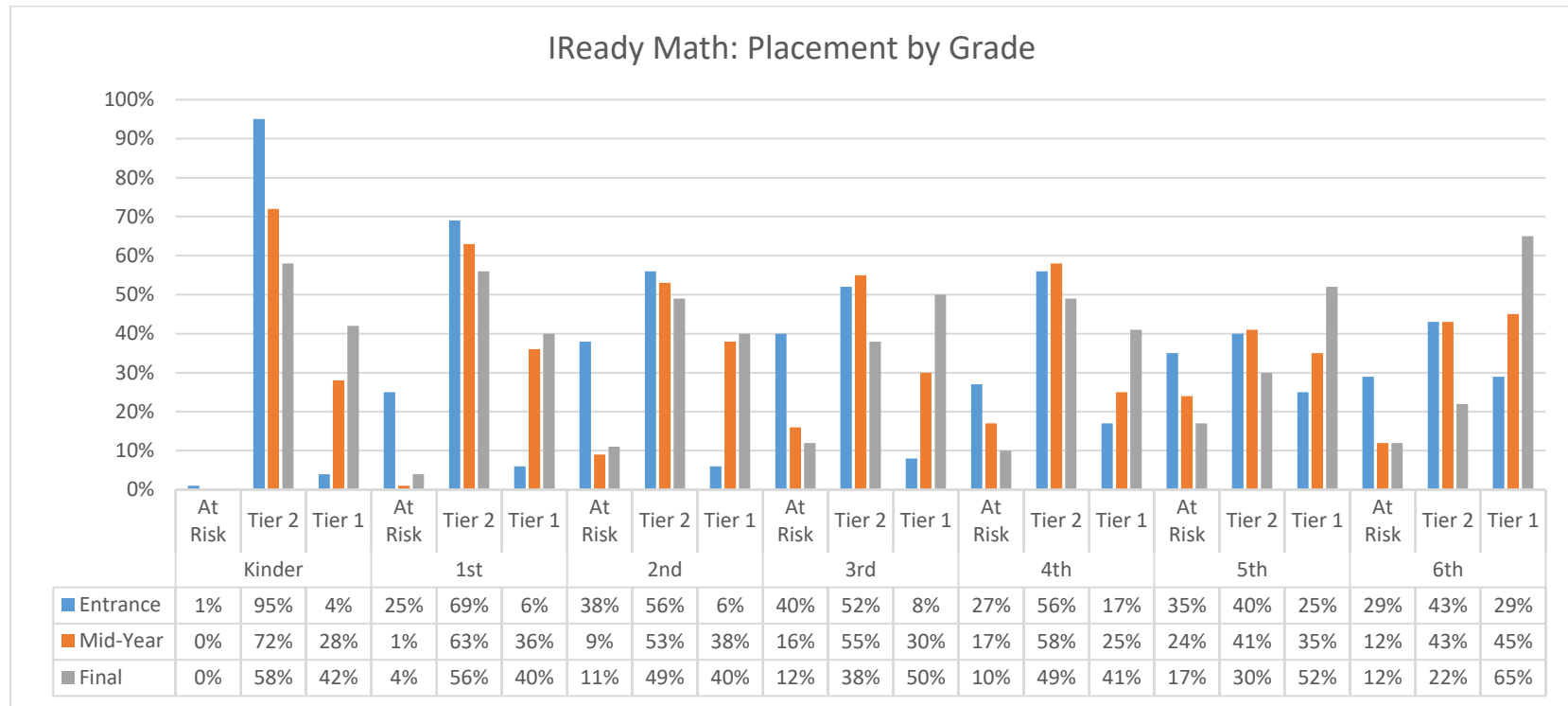
Reflections: Successes

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

Math i-Ready

IReady Math: Overall Placement

	Entrance	Mid-Year	Final
■ Red At Risk	26%	10%	8%
■ Yellow Tier 2	62%	57%	45%
■ Green Tier 1	12%	33%	46%

During the first administration of the i-Ready math assessment during the 2022-23 school year, more students placed in "Tier 2" and "at-risk" than in "Tier I". However, by the Final administration of the assessment, fewer students placed in the "at risk" group. 46% of all students placed in "Tier 1" during the final assessment. There was an increase of 34% of students who placed in "Tier I" from the initial assessment to the final assessment. In addition, during the entrance assessment, 26% of all students placed in "at risk". However, during the Final assessment, 8% of all students placed in the "At Risk". A decrease of 18%.

IReady Math: Placement by Grade

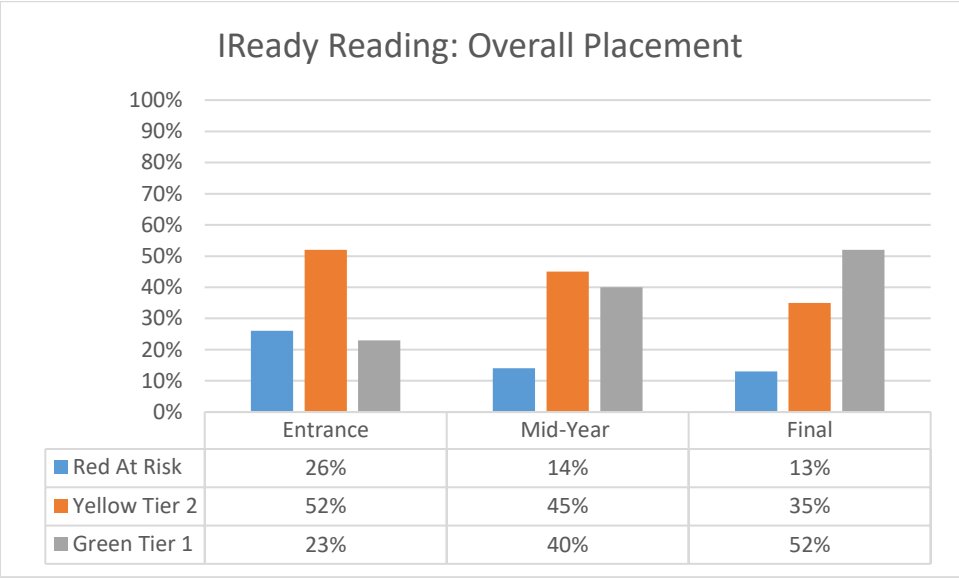|	Kinder			1st			2nd			3rd			4th			5th			6th		
	At Risk	Tier 2	Tier 1	At Risk	Tier 2	Tier 1	At Risk	Tier 2	Tier 1	At Risk	Tier 2	Tier 1	At Risk	Tier 2	Tier 1	At Risk	Tier 2	Tier 1	At Risk	Tier 2	Tier 1
Entrance	1%	95%	4%	25%	69%	6%	38%	56%	6%	40%	52%	8%	27%	56%	17%	35%	40%	25%	29%	43%	29%
Mid-Year	0%	72%	28%	1%	63%	36%	9%	53%	38%	16%	55%	30%	17%	58%	25%	24%	41%	35%	12%	43%	45%
Final	0%	58%	42%	4%	56%	40%	11%	49%	40%	12%	38%	50%	10%	49%	41%	17%	30%	52%	12%	22%	65%

Kinder and 1st grade had 0% of students place "at risk" during the Final assessment. All grade levels had a larger percentage of students place in "Tier 1" during the Final assessment compared to the entrance assessment. 6th graders had the largest increase of students moving into "Tier 1" from the Entrance assessment to the Final assessment, 65%. 5th grade also had a large increase, 52%, as well as 3rd grade, 50%. 3rd, 5th, and 6th all had more students place in "Tier 1" rather than any other tier.
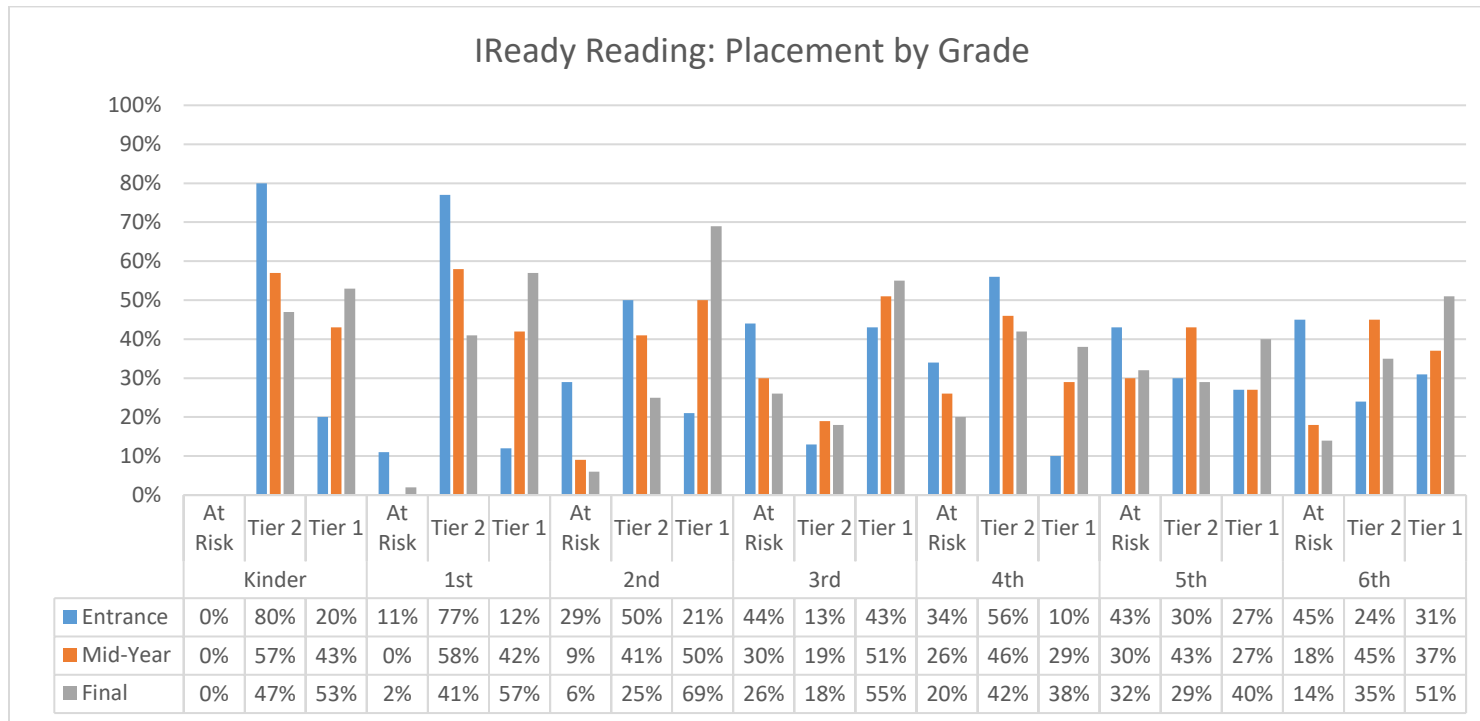
Improvement in student performance in math can be attributed to various steps taken by the school. This includes hiring of highly qualified staff, continued professional development, student access to CCSS and supplemental resources, technology integration, and intervention support.

The Response to Intervention program has been successful in providing academic support to struggling students and will continue to serve these students. RTI is a tiered system of intervention used to provide support and reinforcement to content learning by using strategies such as smaller group or 1:1 assistance. LEPA will need to revamp the RTI program to ensure that all students are benefiting and making improvements in their academics.

Reading i-Ready

IReady Reading: Overall Placement

	Entrance	Mid-Year	Final
■ Red At Risk	26%	14%	13%
■ Yellow Tier 2	52%	45%	35%
■ Green Tier 1	23%	40%	52%

During the first administration of the I Ready reading assessment during the 2022-23 school year, more students placed in "Tier 2" and "at-risk" than in "Tier I". However, by the Final administration of the assessment, fewer students placed in the "at risk" group. 52% of all students placed in "Tier 1" during the final assessment. There was an increase of 29% of students who placed in "Tier I" from the initial assessment to the final assessment. In addition, during the entrance assessment, 26% of all students placed in "at risk". However, during the Final assessment, 13% of all students placed in the "At Risk". A decrease of 13%.

IReady Reading: Placement by Grade

			Kinder			1st			2nd			3rd			4th			5th			6th	
	At Risk	Tier 2	Tier 1	At Risk	Tier 2	Tier 1	At Risk	Tier 2	Tier 1	At Risk	Tier 2	Tier 1	At Risk	Tier 2	Tier 1	At Risk	Tier 2	Tier 1	At Risk	Tier 2	Tier 1
■ Entrance	0%	80%	20%	11%	77%	12%	29%	50%	21%	44%	13%	43%	34%	56%	10%	43%	30%	27%	45%	24%	31%
■ Mid-Year	0%	57%	43%	0%	58%	42%	9%	41%	50%	30%	19%	51%	26%	46%	29%	30%	43%	27%	18%	45%	37%
■ Final	0%	47%	53%	2%	41%	57%	6%	25%	69%	26%	18%	55%	20%	42%	38%	32%	29%	40%	14%	35%	51%

Kinder had 0% of students all year place "at risk". All grade levels had a larger percentage of students place in "Tier 1" during the Final assessment compared to the entrance assessment. 2nd grade had the largest increase of students moving into "Tier 1" from the Entrance assessment to the Final assessment, 69%. 1st grade also had a large increase, 57%. All the other grade levels (except 4th grade) also had more students placed in "Tier 1" rather than any other individual tier.

Improvement in student performance in reading can be attributed to various steps taken by the school. This includes hiring of highly qualified staff, continued professional development, student access to CCSS and supplemental resources, technology integration and intervention support.
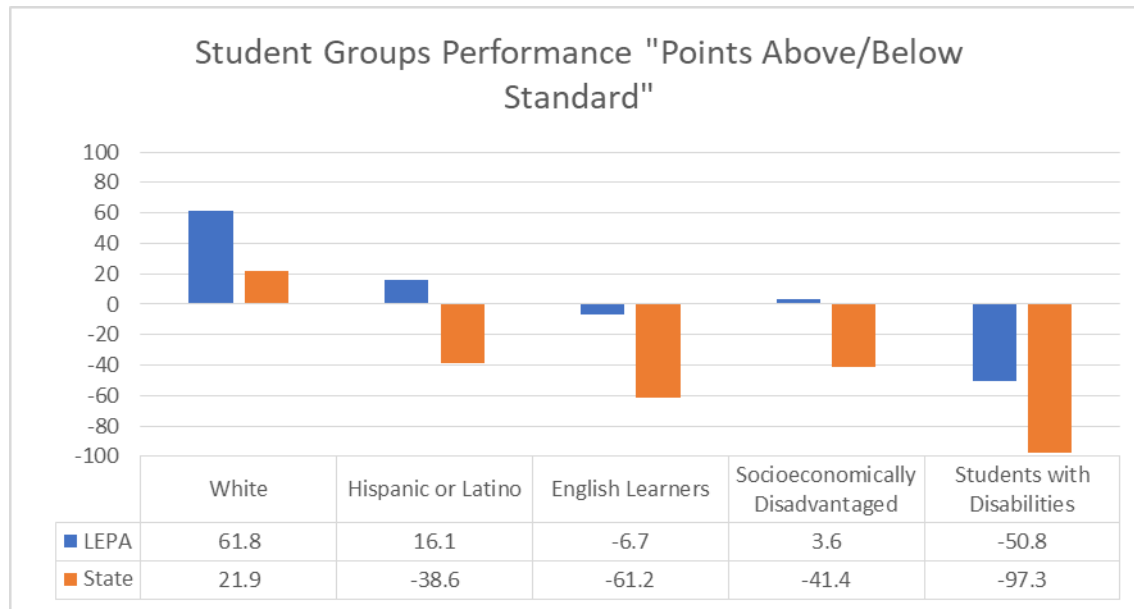
The Response to Intervention program has been successful in providing academic support to struggling students and will continue to serve these students. RTI is a tiered system of intervention used to provide support and reinforcement to content learning by using strategies such as smaller group or 1:1 assistance. LEPA will need to revamp the RTI program to ensure that all students are benefiting and making improvements in their academics.

Dashboard Data

Points Above and Below Standard (All Students)

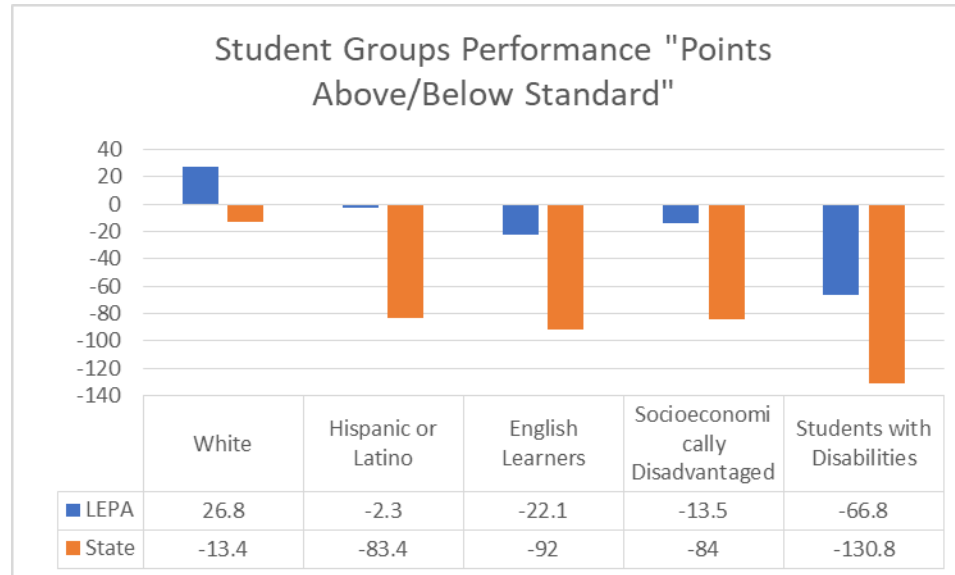|	ELA	Math
■ LEPA	21.6	1
■ State	-12.2	-51.7
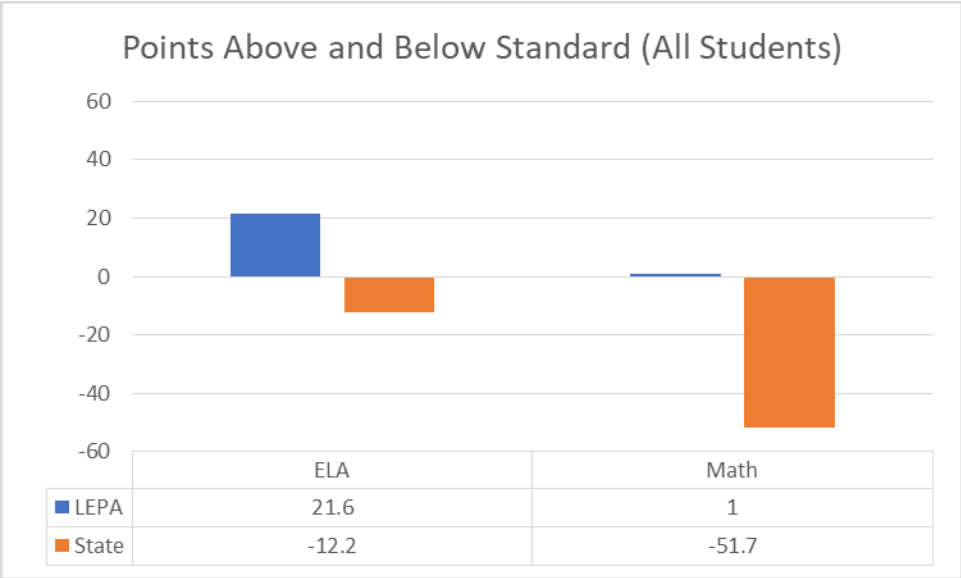
The 2021-22 Dashboard data showed that LEPA students' performance on the ELA and Math CAASPP assessment was "High". Compared to students at LEPA who performed above standard in both subjects, students at the State level performed below standard in both subjects.

ELA

Student Groups Performance "Points Above/Below Standard"

|	White	Hispanic or Latino	English Learners	Socioeconomically Disadvantaged	Students with Disabilities
■ LEPA	61.8	16.1	-6.7	3.6	-50.8
■ State	21.9	-38.6	-61.2	-41.4	-97.3

The 2021-22 Dashboard State and LEPA data showed that White, Hispanic or Latino, and Socioeconomically Disadvantaged students all performed above standard. Students in these subgroups outperformed compared to the State level data. Most notably, Hispanic or Latino students performed 54.7 points higher than the State level data and 16.1 points above standard. Hispanic or Latino students at LEPA showed a status of "High" on the Dashboard.

Math

Student Groups Performance "Points Above/Below Standard"

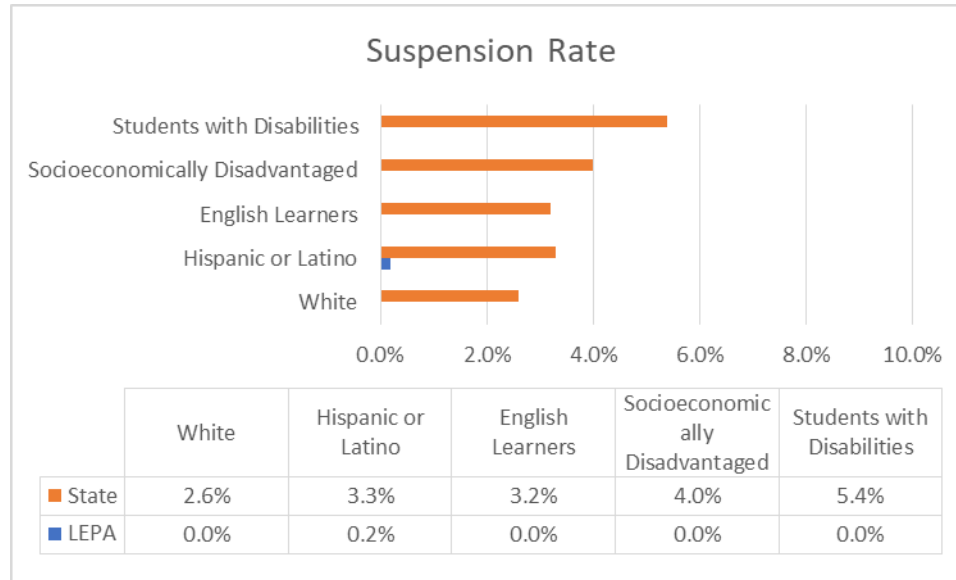|	White	Hispanic or Latino	English Learners	Socioeconomically Disadvantaged	Students with Disabilities
■ LEPA	26.8	-2.3	-22.1	-13.5	-66.8
■ State	-13.4	-83.4	-92	-84	-130.8

The 2021-22 Dashboard State and LEPA data showed that White students performed above standard. Students in this subgroup outperformed compared to the State level data. White students performed 40.2 points higher than the State level data and 26.8 points above standard. Although the other subgroups identified above at LEPA performed below standard, these performance groups still performed close to standard and showed better numbers than the State data. For example, Hispanic or Latino students performed only 2.3 points below standard at LEPA while the State data showed 83.4 points below standard. Similarly, Socioeconomically Disadvantaged students at LEPA performed 13.5 points below standard while State data showed 84 points below standard.

English Learners

Progress Towards English Language Proficiency

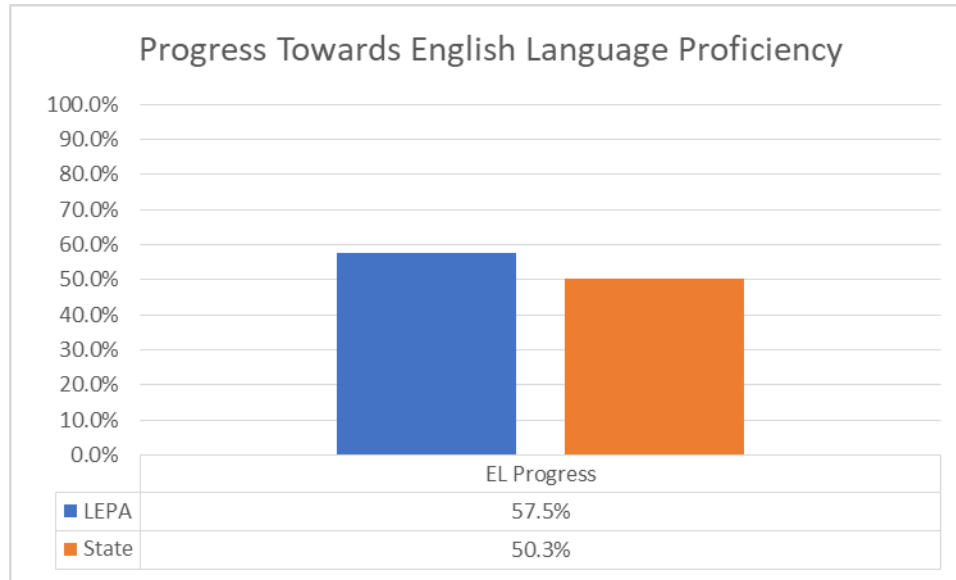|	EL Progress
LEPA	57.5%
State	50.3%
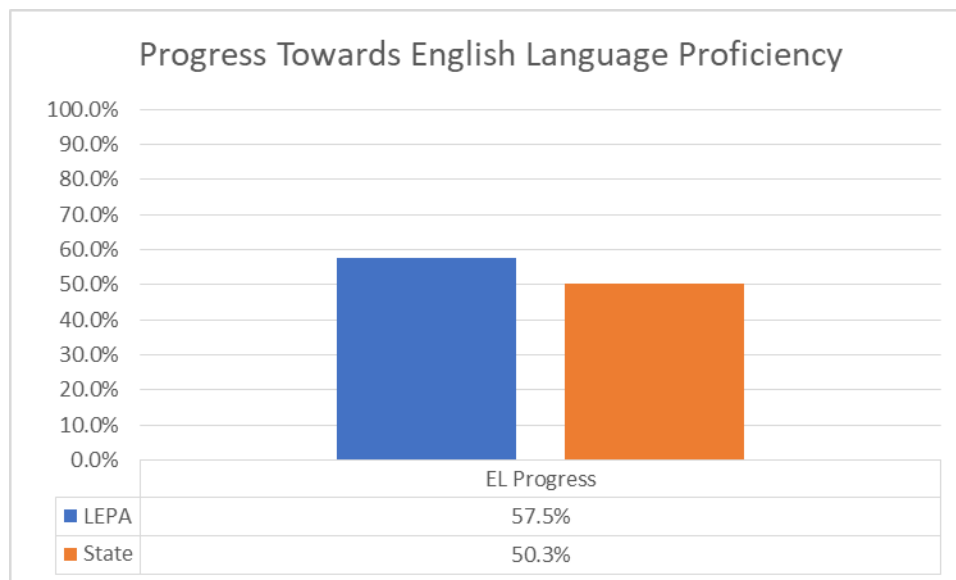
LEPA had a significant number of English Learners made progress toward proficiency. 57.5% of English Learners made progress toward proficiency at LEPA compared to the State, 50.3%.

Suspension Rate

Suspension Rate

	White	Hispanic or Latino	English Learners	Socioeconomically Disadvantaged	Students with Disabilities
■ State	2.6%	3.3%	3.2%	4.0%	5.4%
■ LEPA	0.0%	0.2%	0.0%	0.0%	0.0%

LEPA's suspension rate status on 2021-22 Dashboard was "Very Low" showing 0.2% suspended at least one day. In comparison, the State's Dashboard status was "Medium" with 3.1% suspended at least one day. All student groups identified above showed a "Very Low" status on the Dashboard.

English Learner Progress

Progress Towards English Language Proficiency

|	EL Progress
LEPA	57.5%
State	50.3%

The 2021-22 Dashboard showed that the percentage of English Learner's progress toward English Proficiency was "High. 57.8% of English Learners made progress toward English proficiency compared to 50.3% demonstrated by State data.

Local Dashboard

Local Indicator	2019	2022	2023
Basics: Teachers, Instructional Materials, Facilities	Met	Met	Met
Implementation of Academic Standards	Met	Met	Met
Parent and Family Engagement	Met	Met	Met
Local Climate Survey	Met	Met	Met
Access to a Broad Course of Study	Met	Met	Met

2021-22 CAASPP
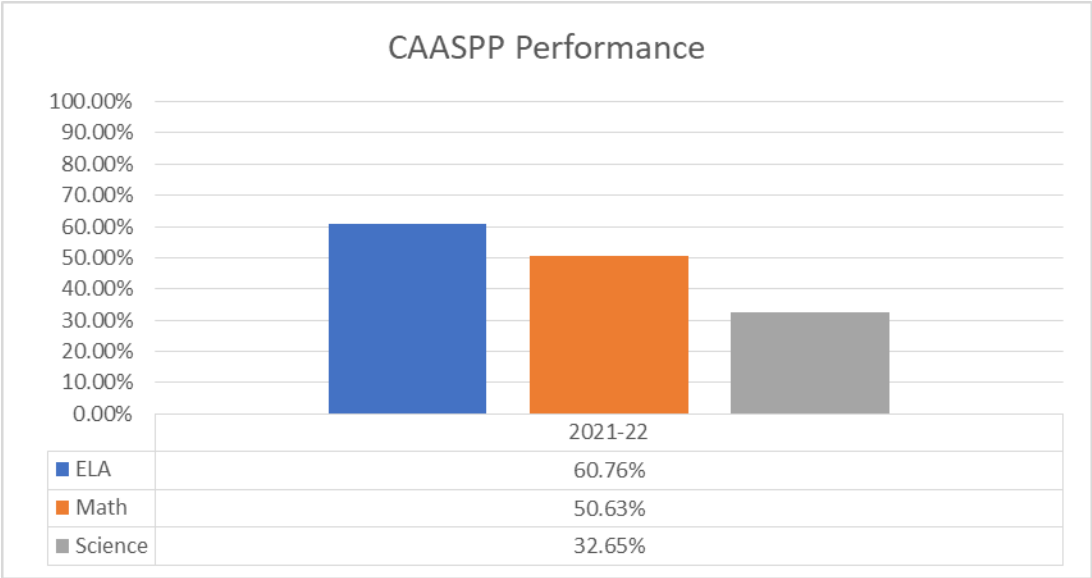
	ELA	Math
Standard Exceeded	26.58%	22.78%
Standard Met	34.18%	27.85%
Standard Nearly Met	21.52%	28.69%
Standard Not Met	17.72%	20.68%

CAASPP Performance chart values:
- ELA: 60.76%
- Math: 50.63%
- Science: 32.65%

The 2021-22 CAASPP data showed that 60.76% of LEPA students Met or Exceeded standards in ELA. In addition, 50.63% of students Met or Exceeded standards in math.

ELA

2021-22 ELA Grade Level Performance

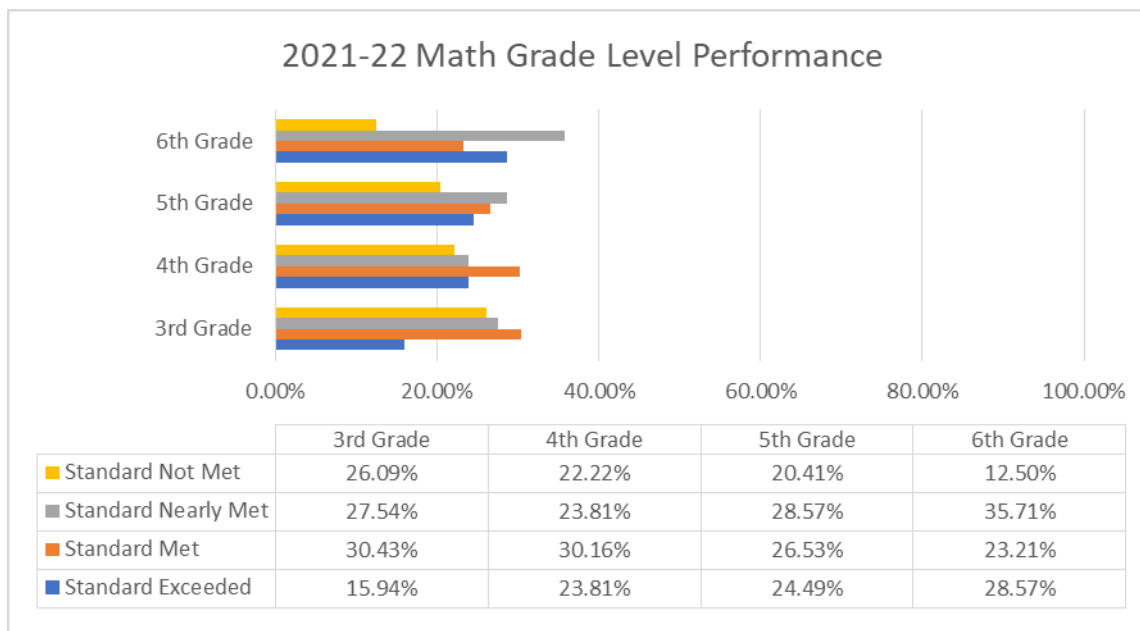|	3rd Grade	4th Grade	5th Grade	6th Grade
Standard Not Met	24.64%	19.05%	14.29%	10.71%
Standard Nearly Met	28.99%	17.46%	24.49%	14.29%
Standard Met	34.78%	26.98%	34.69%	41.07%
Standard Exceeded	11.59%	36.51%	26.53%	33.93%
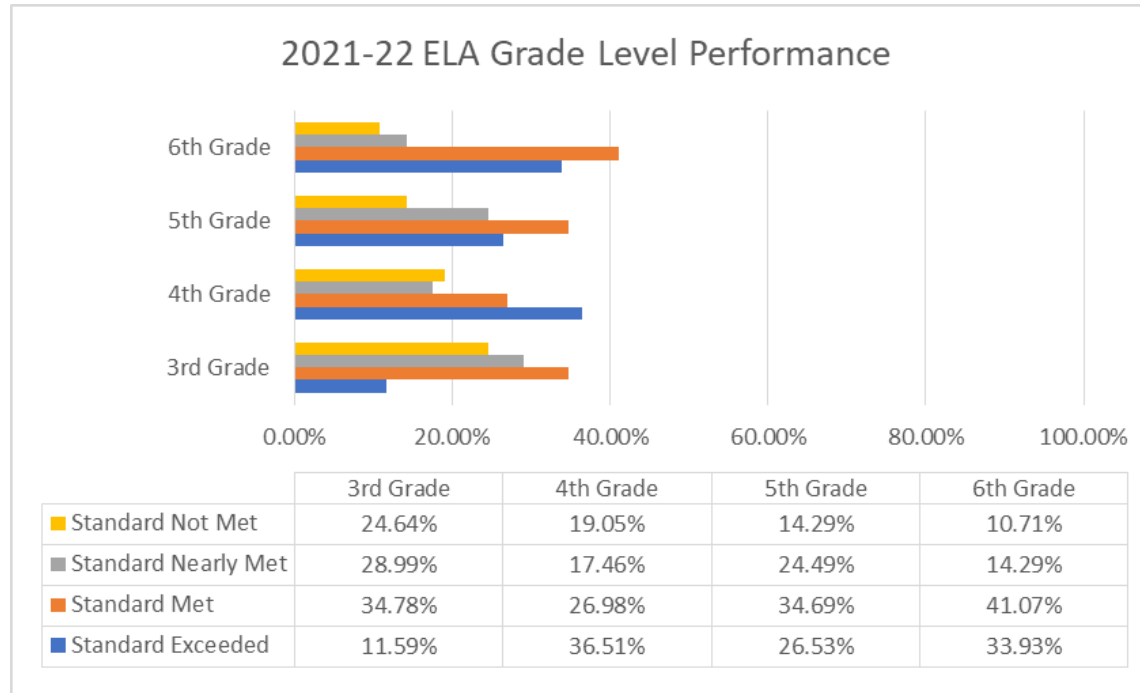
4th, 5th, and 6th graders all performed well on the 2021-22 ELA CAASPP Assessment. 63.49% of 4th graders either Met or Exceeded standards. 61.22% of 5th graders either Met or Exceeded standards. The highest performance was demonstrated by 6th graders. 75% of 6th graders either Met or Exceeded standards.
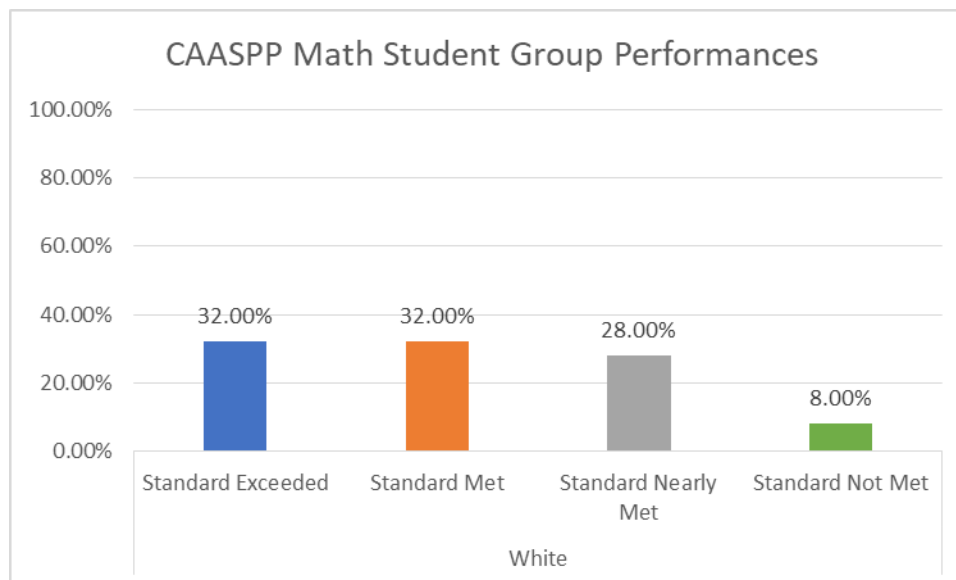
CAASPP ELA Student Group Performances
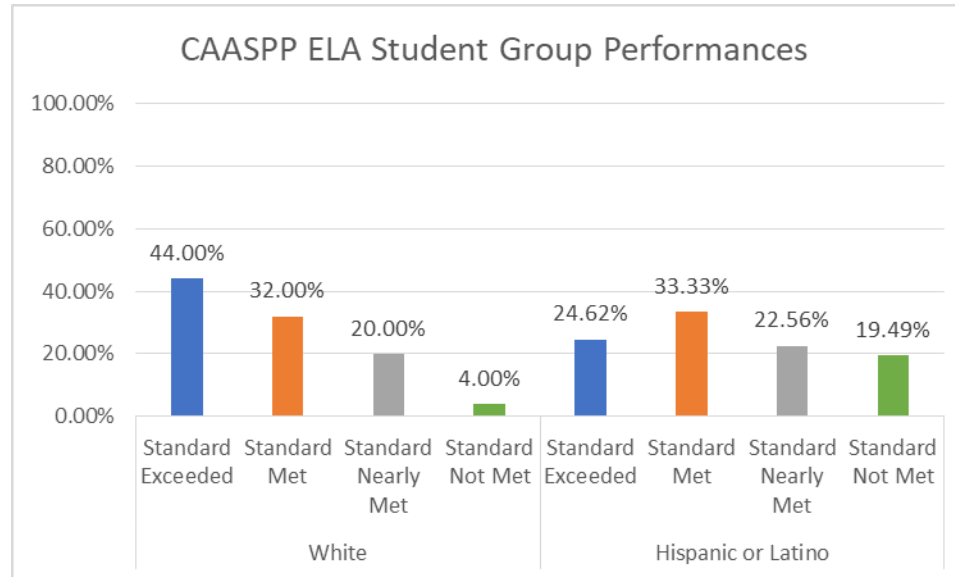
On the 2021-22 CAASPP, White students had the highest performance. 76% of White students at LEPA either Met or Exceeded standards. Hispanic or Latino students also performed well. 57.95% of Hispanic or Latino students either Met or Exceeded standards.

Math

2021-22 Math Grade Level Performance

	3rd Grade	4th Grade	5th Grade	6th Grade
■ Standard Not Met	26.09%	22.22%	20.41%	12.50%
■ Standard Nearly Met	27.54%	23.81%	28.57%	35.71%
■ Standard Met	30.43%	30.16%	26.53%	23.21%
■ Standard Exceeded	15.94%	23.81%	24.49%	28.57%

Like grade level performances in ELA, 4th, 5th, and 6th graders all performed well on the 2021-22 Math CAASPP Assessment. 53.97% of 4th graders either Met or Exceeded standards. 51.02% of 5th graders either Met or Exceeded standards. The highest performance was demonstrated by 6th graders. 51.78% of 6th graders either Met or Exceeded standards.

CAASPP Math Student Group Performances

| Standard Exceeded | Standard Met | Standard Nearly Met | Standard Not Met |
| 32.00% | 32.00% | 28.00% | 8.00% |

White

On the 2021-22 CAASPP, White students were the only student group who performed exceptionally well. 64% of White students at LEPA either Met or Exceeded standards.

Suspension and Expulsion Rate

LEPA continues to maintain a suspension rate of 0.2%.

LEPA continues to maintain an expulsion rate of 0%.

Additional Successes

As we work towards closing achievement gaps, LEPA has continued to provide training for administration, teachers, and office staff on topics that support student academics and behavioral concerns. Increasing student access to counselors and support services has proven to be beneficial in supporting scholars to excel in their academics.

Despite the impact of the pandemic, LEPA has managed to continue providing training for administration, teachers, and office staff on supporting students with behavior issues. In the 2022-2023 school year, eight days were designated for Professional Development. Throughout the school year, Monday staff meetings have been utilized to provide various PDs including such topics as classroom behavior management strategies, instructional strategies to engage learners, SEL best practices, and Positive Behavior Interventions and Supports (PBIS) training. Teachers were also able to provide ongoing communication with parents via Class Dojo and Remind Apps, regular phone

calls and three scheduled parent-teacher conferences. Through collaboration with teachers, staff, and parents, we have been able to identify areas of need to sustain academic and behavioral growth and progress for our student body.
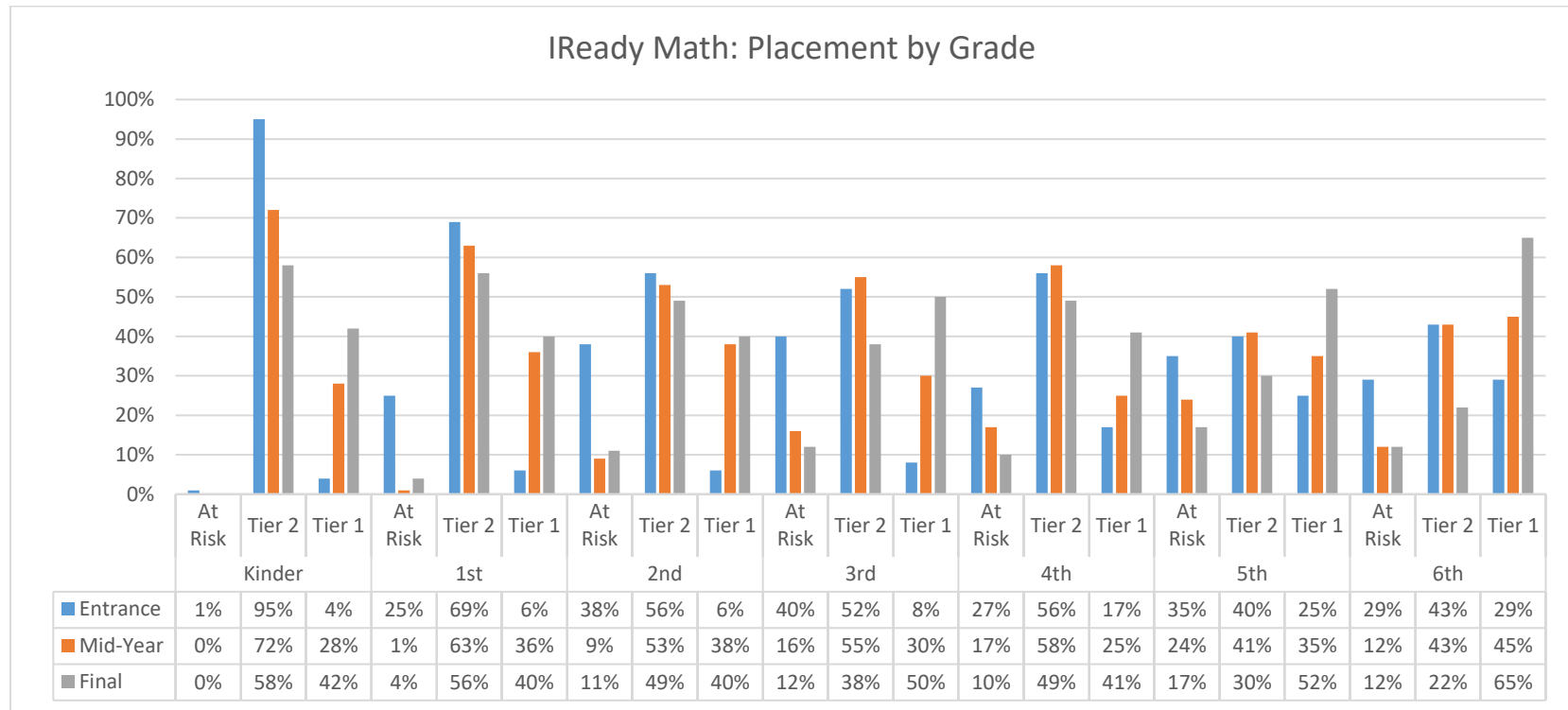
Furthermore, LEPA continued to administer benchmark assessments, i.e., i-Ready, throughout the school year, thus monitoring scholar progress and further guiding the direction of instruction for individual learners. In the 2022-2023 school year, LEPA placed a strong emphasis on RTI and PLCs. In utilizing RTI, LEPA teachers and administration were able to identify individual learning needs and implement classroom strategies that would target various groups of learners. PLCs were strengthened and allowed teachers to work closely together to foster best practices for instruction. PLCs also provide a realm for deep analysis of school data.

Furthermore, LEPA continues to provide staff to address the Social-Emotional needs of the scholars. This staff includes additional school psychologists, counselors, and contracting with agencies such as DM-SELPA and Care Solace. These professionals and programs have been beneficial to our scholars and their families this school year. Additionally, LEPA has added the "Expect Respect" program for scholars. This program includes assemblies to help scholars demonstrate respectful behavior, to encourage them to follow the PBIS character traits, and what to do should they witness or if they are the recipient of unwanted behaviors. The anti-bullying plan was implemented this school year to proactively address disrespect issues.
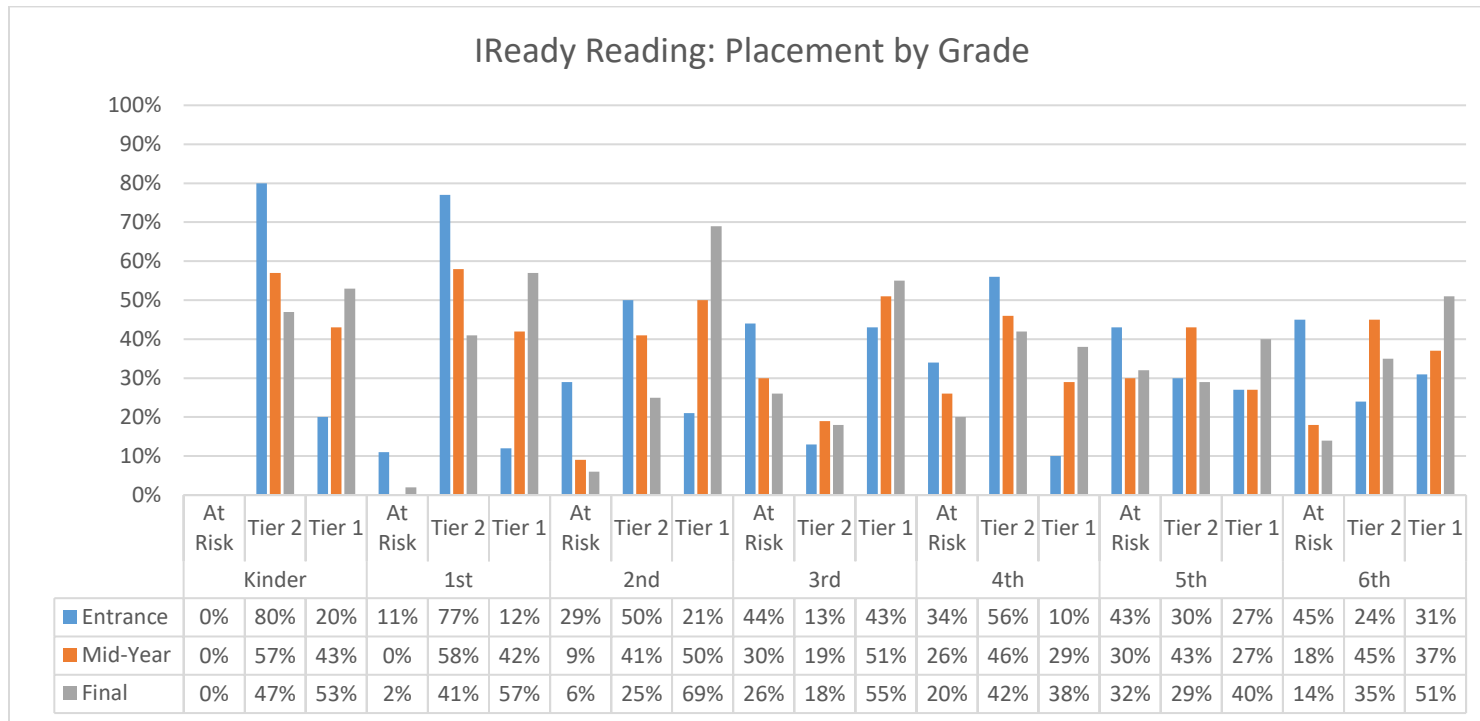
Reflections: Identified Need

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

Math i-Ready

IReady Math: Placement by Grade

| | Kinder | | | 1st | | | 2nd | | | 3rd | | | 4th | | | 5th | | | 6th | | |
	At Risk	Tier 2	Tier 1	At Risk	Tier 2	Tier 1	At Risk	Tier 2	Tier 1	At Risk	Tier 2	Tier 1	At Risk	Tier 2	Tier 1	At Risk	Tier 2	Tier 1	At Risk	Tier 2	Tier 1
Entrance	1%	95%	4%	25%	69%	6%	38%	56%	6%	40%	52%	8%	27%	56%	17%	35%	40%	25%	29%	43%	29%
Mid-Year	0%	72%	28%	1%	63%	36%	9%	53%	38%	16%	55%	30%	17%	58%	25%	24%	41%	35%	12%	43%	45%
Final	0%	58%	42%	4%	56%	40%	11%	49%	40%	12%	38%	50%	10%	49%	41%	17%	30%	52%	12%	22%	65%

Kinder, 1st, 2nd, 4th grade all had the largest percentage of students within the grade level place in "Tier 2" during the Final assessment. More students place in "Tier 2" and "At-Risk" combined for Kinder, 58%. This was also the case for 1st and 2nd grade, 60% as well as 4th grade, 59%.

Reading i-Ready

IReady Reading: Placement by Grade

	Kinder			1st			2nd			3rd			4th			5th			6th		
	At Risk	Tier 2	Tier 1	At Risk	Tier 2	Tier 1	At Risk	Tier 2	Tier 1	At Risk	Tier 2	Tier 1	At Risk	Tier 2	Tier 1	At Risk	Tier 2	Tier 1	At Risk	Tier 2	Tier 1
Entrance	0%	80%	20%	11%	77%	12%	29%	50%	21%	44%	13%	43%	34%	56%	10%	43%	30%	27%	45%	24%	31%
Mid-Year	0%	57%	43%	0%	58%	42%	9%	41%	50%	30%	19%	51%	26%	46%	29%	30%	43%	27%	18%	45%	37%
Final	0%	47%	53%	2%	41%	57%	6%	25%	69%	26%	18%	55%	20%	42%	38%	32%	29%	40%	14%	35%	51%

4th grade all had the largest percentage of students within the grade level place in "Tier 2" during the Final assessment. More students place in "Tier 2" and "At-Risk" combined for grade 4, 62%. This was also the case for 5th grade, 61%.

Additional Targeted Support and Improvement (ATSI)

A school is determined to have ATSI status if it has one or more student group(s) that meet(s) any of the criteria used to determine CSI Low Performing. CSI eligibility criteria is as follows:

-Low graduation rate

-Not less than the lowest-performing five percent of Title I-funded schools

The student groups used for ATSI determinations are:

-Race/ethnicity (i.e., Black/African American, American Indian/Alaska Native, Asian American, Filipino, Hispanic, Pacific Islander, White, and Two or More Races)
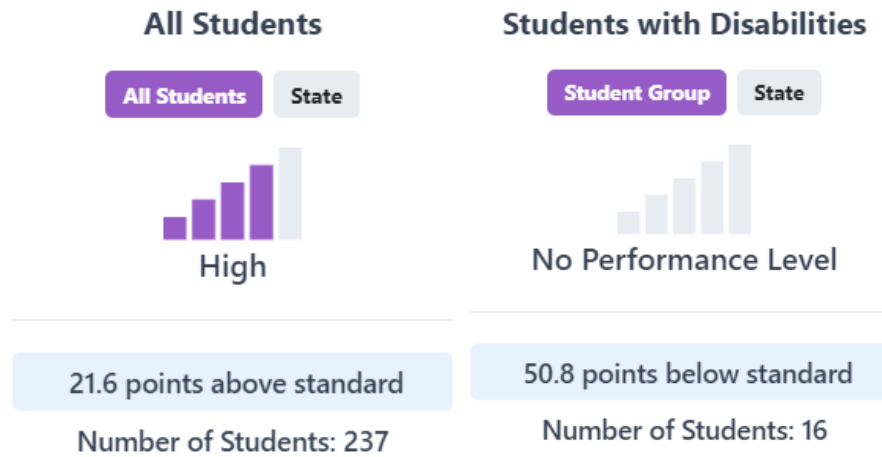
-Homeless Students

-English Learner Students

-Foster Youth Students

-Student with Disabilities

-Socioeconomically Disadvantaged Students

School eligibility was determined in the 2022-23 SY using only one year of Dashboard data from the 2022 Dashboard. LEPA was identified as ATSI eligible. Students with Disabilities and White student were the student groups identified that meet(s) any if the criteria used to determine CSI Low Performing.
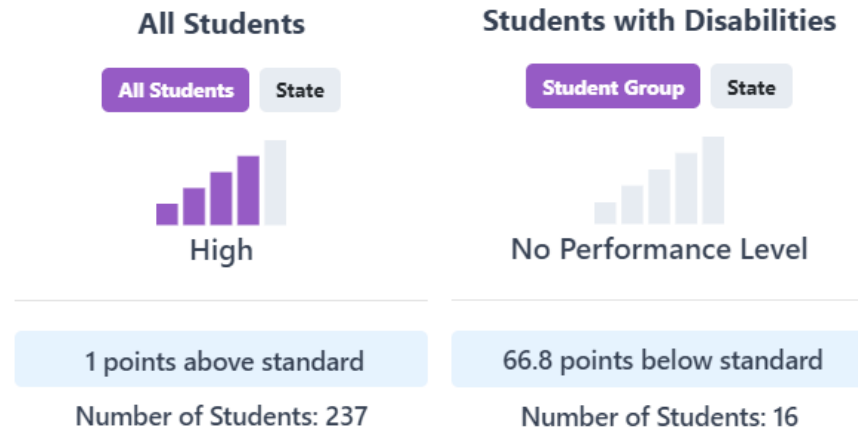

Students with Disabilities
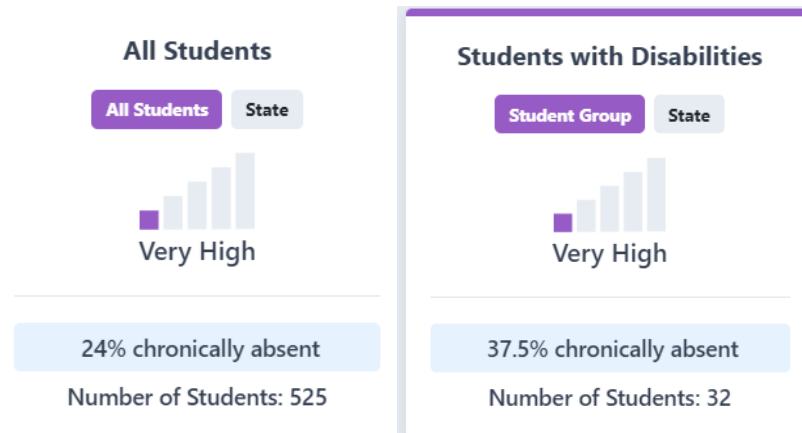
The performance level for Students with Disabilities was "very high" in the state indicator category- Chronic Absenteeism. 37.5% of Students with Disabilities were chronically absent compared to all students, which was 24%. English Leaners, Socioeconomic Disadvantaged, Hispanic and White students also had "very high" status. However, Students with Disabilities had the lowest performance.

All Students

| All Students | State |

High

21.6 points above standard

Number of Students: 237

Students with Disabilities

| Student Group | State |

No Performance Level

50.8 points below standard

Number of Students: 16

In ELA, as a whole, all students performed above standard. More specifically, 21.6 points above standard. In comparison, Students with Disabilities performed 50.8 points below standard. Students with Disabilities was only one of two student groups (with available Dashboard data) that performed below standard in ELA. English Learners performed 6.7 points below standard and within this student group Current English Learners performed 16.8 points below standard.

All Students

| All Students | State |

High

1 points above standard

Number of Students: 237

Students with Disabilities

| Student Group | State |

No Performance Level

66.8 points below standard

Number of Students: 16

In Math, as a whole, all students performed above standard. More specifically, 1 point above standard. In comparison, Students with Disabilities performed 66.8 points below standard. Although there were several student groups who performed below standard, the performance of Students with Disabilities was significantly lower.

White Students
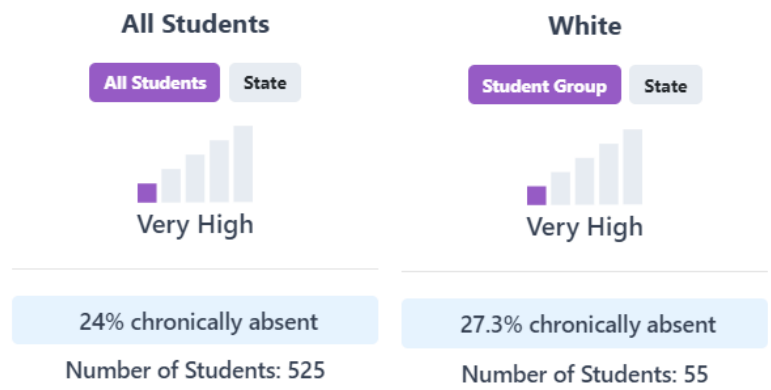
The performance level for White Students was "very high" in the state indicator category- Chronic Absenteeism. 27.3% of White students were chronically absent compared to all students which was 24%. English Leaners, Socioeconomic Disadvantaged, Students with Disabilities, and Hispanic students also had "very high" status.

Develop and Implement a School-Level Plan to Improve Outcomes

AB Bill 716 allows single school districts and charter schools to utilize the Local Control and Accountability Plan (LCAP) to serve as the SPSA, provided that the LCAP meets the ESSA school planning requirements and the stakeholder requirements established in subdivision (a) of Section 52062.

LEPA, in collaboration with educational partners, has developed and will implement a school-level plan for addressing student performance and improve student outcomes. The plan is based on indicators in the statewide accountability system and informed by all indicators, including student performance against long-term goals; include evidence-based interventions; and identify resource inequities, which include a review of LEA- and school-level budgeting, to be addressed through implementation of the school improvement plan.

LEPA has been identified as a school eligible for ATSI status due to the chronically absent status of its White students and Students with Disabilities subgroups, and the performance of its Students with Disabilities group. In order to address this issue and improve academic achievement and attendance for this group, the school has developed a comprehensive plan based on indicators in the statewide accountability system and informed by all indicators, including student performance against long-term goals.

The first objective of the plan is to increase academic achievement in ELA and Math for Students with Disabilities. This will be achieved through the implementation of evidence-based interventions such as differentiated instruction, small group instruction, and teacher

professional development on effective strategies for teaching students with disabilities. LEPA will monitor student progress using formative assessments and adjust instruction as needed to ensure that all students, including Students with Disabilities, are making progress towards grade-level standards. Targeted interventions and support will be provided to Students with Disabilities who are performing significantly below grade level in ELA and Math, including one-on-one or small group instruction, access to technology-assisted instruction, and additional time and support for homework completion. Additional resources and support will be provided to teachers to help them effectively differentiate instruction for Students with Disabilities, including access to assistive technology, professional development on inclusive teaching strategies, and additional classroom support from paraprofessionals or special education teachers.

The second objective of the plan is to decrease chronic absenteeism among all scholars, especially Students with Disabilities and White subgroups. LEPA will analyze chronic absenteeism data to identify trends and patterns among this group. The school will work with families and caregivers to identify and address barriers to regular attendance, including health concerns and family needs. Targeted interventions and support will be provided to Students with Disabilities who are chronically absent, including check-ins with family, mentoring, and academic support services. LEPA will continue to utilize a Positive Behavior Intervention and Support (PBIS) plan to promote a positive school culture and support attendance for all students, including Students with Disabilities

The following outlines the steps of the plan that will be put into place to address the issue and improve student performance.

1. LEPA will raise awareness of the importance of school attendance at the beginning of the school year. During the month of September, which is Attendance Awareness Month, we will hold assemblies for scholars about the importance of attending school regularly and on time. Parents will be provided with information on the effects of truancy and chronic absenteeism.
2. Data will be analyzed with regards to grade level and subgroup trends to identify and address patterns. The data will be used to strategize ways to improve attendance within those grade levels and subgroups.
3. Pupils with attendance problems will be identified early so that appropriate supports and interventions can be put into place.
4. The principal will meet with families to discuss attendance and truancy issues early in the year as soon as attendance problems arise. Efforts to notify the family of attendance issues will be documented, including documentation that a conscientious effort has been made to meet with the parent/guardian and the scholar.
5. Throughout the school year, administration will evaluate the strategies implemented to address chronic absenteeism and will continue to include progress toward improvement in the LCAP.
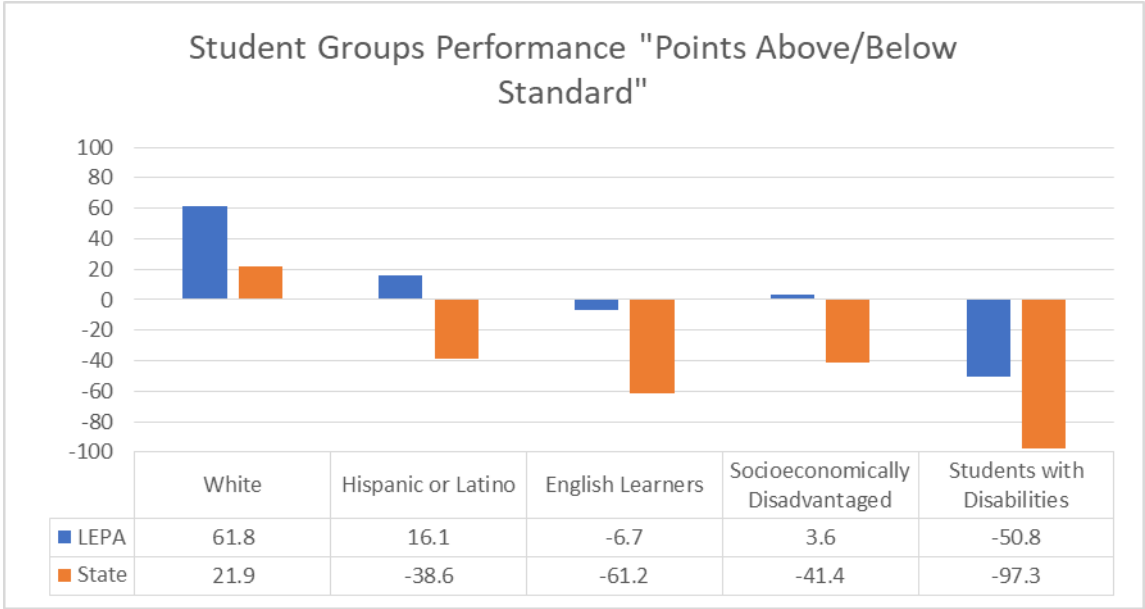
The third objective of the plan is to address resource inequities that may be impacting the academic achievement and attendance of Students with Disabilities. LEPA will conduct a review of LEA and school-level budgeting to identify and address resource inequities. The school will seek additional funding and resources to support the implementation of evidence-based interventions and targeted supports for Students with Disabilities. Families and community partners will be engaged to support fundraising and resource allocation efforts to address resource inequities.

At LEPA, we understand that being at school as much as possible is essential to improving progress toward grade level proficiency. Being present in the classroom during instruction presents all scholars with access to the high-quality education provided. Students with Disabilities miss out on valuable support services and instructional support when they are not in school. This has an impact on their ability to achieve academic success. LEPA will make a concerted effort to address attendance issues with parents/guardians. LEPA will monitor progress

towards the goals and objectives outlined in this plan through ongoing data analysis and formative assessments. The school will review and adjust the plan as needed based on progress towards goals and emerging trends in student data. Families, community partners, and other stakeholders will be engaged in regular feedback and review sessions to ensure that the plan remains relevant and effective. By implementing this comprehensive plan, LEPA aims to improve outcomes for Students with Disabilities and ensure that they have the opportunity to succeed academically and socially.
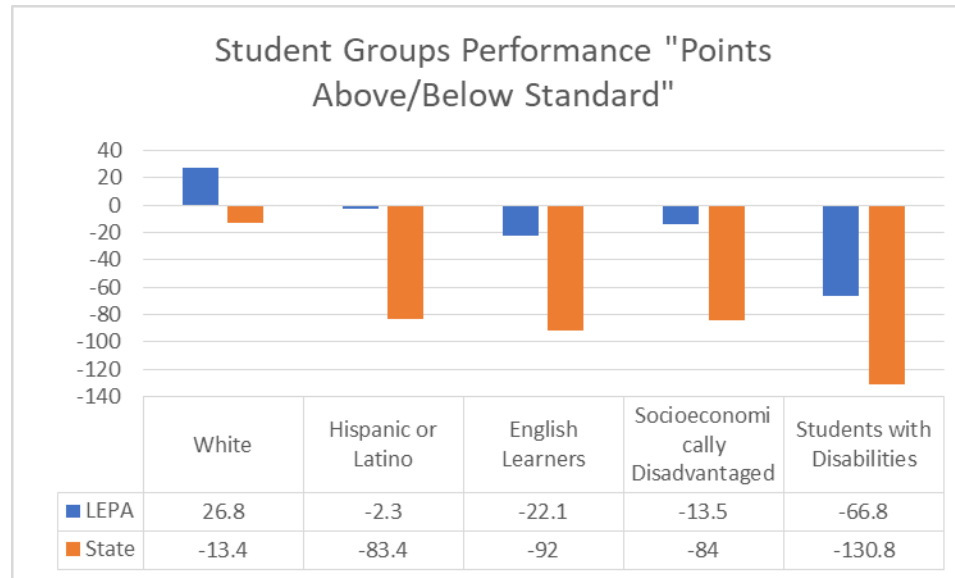
Dashboard Data

ELA

Student Groups Performance "Points Above/Below Standard"

	White	Hispanic or Latino	English Learners	Socioeconomically Disadvantaged	Students with Disabilities
LEPA	61.8	16.1	-6.7	3.6	-50.8
State	21.9	-38.6	-61.2	-41.4	-97.3

The 2021-22 Dashboard State and LEPA data showed that English Learners and Students with Disabilities performed below standard. No status was available for Students with Disabilities. However, the status for English Learners was "Low". Students with Disabilities at LEPA performed 50.8 points below standards while English Learners performed 6.7 points below standard. While theses still outperformed the State data, the performance of LEPA students in these subgroups were still low.

Math

Student Groups Performance "Points Above/Below Standard"

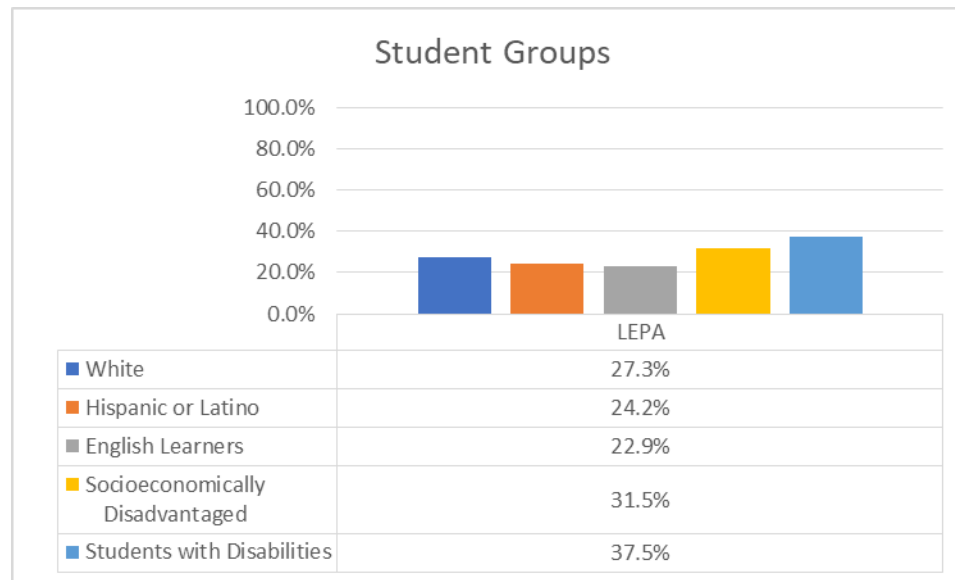|	White	Hispanic or Latino	English Learners	Socioeconomically Disadvantaged	Students with Disabilities
LEPA	26.8	-2.3	-22.1	-13.5	-66.8
State	-13.4	-83.4	-92	-84	-130.8

The 2021-22 Dashboard State and LEPA data showed that Hispanic or Latino, English Learners, Socioeconomically Disadvantaged and Students with Disabilities performed below standard. The status for English Learners, Hispanic or Latino, and Socioeconomically Disadvantaged students was "Medium'. The status for Students with Disabilities and White students was not available. Hispanic or Latino students performed 2.3 points below standard while socioeconomically disadvantaged students performed 13.5 points below standard. Students with Disabilities at LEPA performed 66.8 points below standards while English Learners performed 22.1 points below standard. While theses still outperformed the State data, the performance of LEPA students in these subgroups was still low.

Chronic Absenteeism

Chronic Absenteeism

LEPA	24.0%
State	30.0%
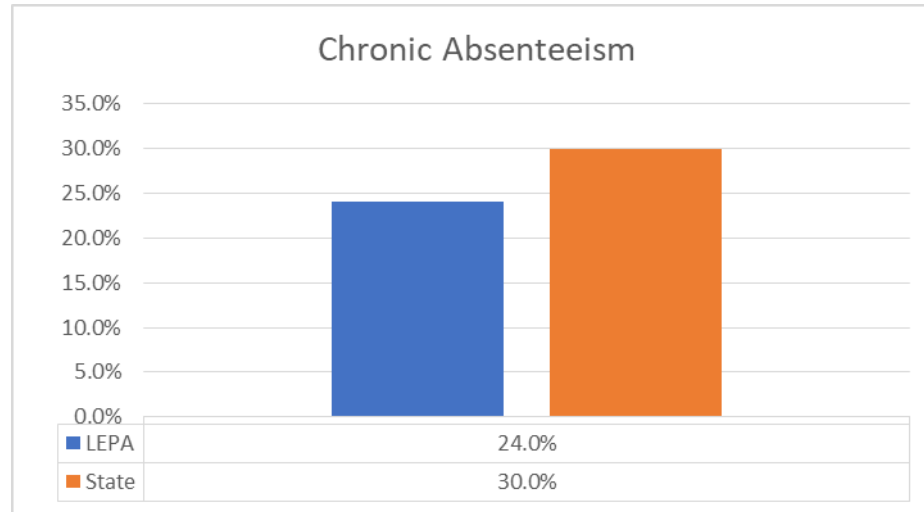
The status for LEPA's Chronic Absenteeism is "Very High" on the 2021-22 Dashboard. This is similar to the State's status. Although the chronically absent percentage is 6% less than that of the State.

Student Groups

	LEPA
White	27.3%
Hispanic or Latino	24.2%
English Learners	22.9%
Socioeconomically Disadvantaged	31.5%
Students with Disabilities	37.5%

The 2021-22 Dashboard showed that the chronically absent percentage was "Very High" for English Leaners, Students with Disabilities, Socioeconomically Disadvantaged, White and Hispanic or Latino students. The highest percentage was attributed to Students with Disabilities, 37.5%.

2021-22 CAASPP
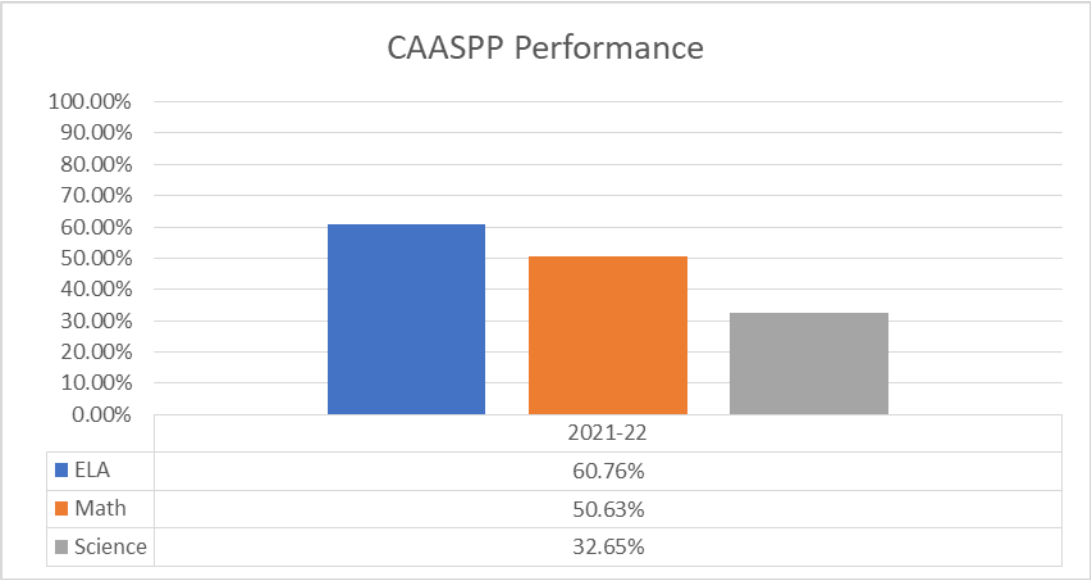
The percentage of students who "Met" and "Exceeded" standards in the 2021-22 CAASPP exams were low. In ELA, 33.77% of students "Met" or "Exceeded" standards. In Math, 23.94% of students "Met" and "Exceeded" standards. In Science, 18.69% of students "Met" and "Exceeded" standards.

ELA

2021-22 ELA Grade Level Performance

	3rd Grade	4th Grade	5th Grade	6th Grade
■ Standard Not Met	24.64%	19.05%	14.29%	10.71%
■ Standard Nearly Met	28.99%	17.46%	24.49%	14.29%
■ Standard Met	34.78%	26.98%	34.69%	41.07%
■ Standard Exceeded	11.59%	36.51%	26.53%	33.93%
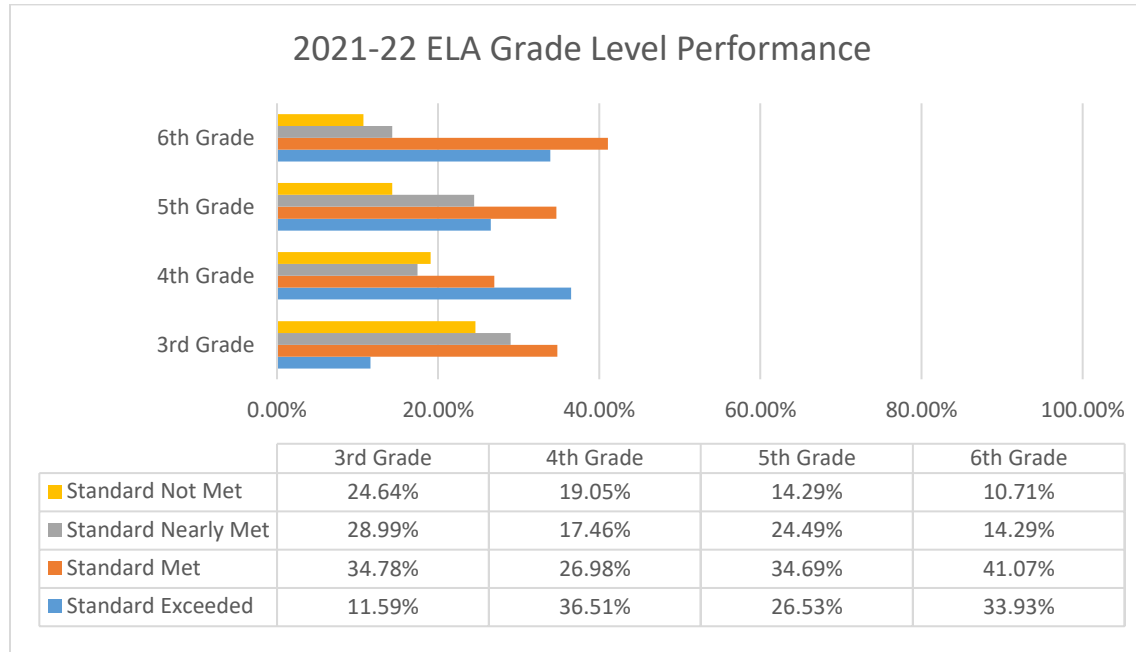
The percentage of 4th graders who "Met" and "Exceeded" standards in the 2021-22 CAASPP ELA was low. 4th graders had the lowest percentage of students who "Met" and "Exceeded" standard, 46.37%.

CAASPP ELA Student Group Performances
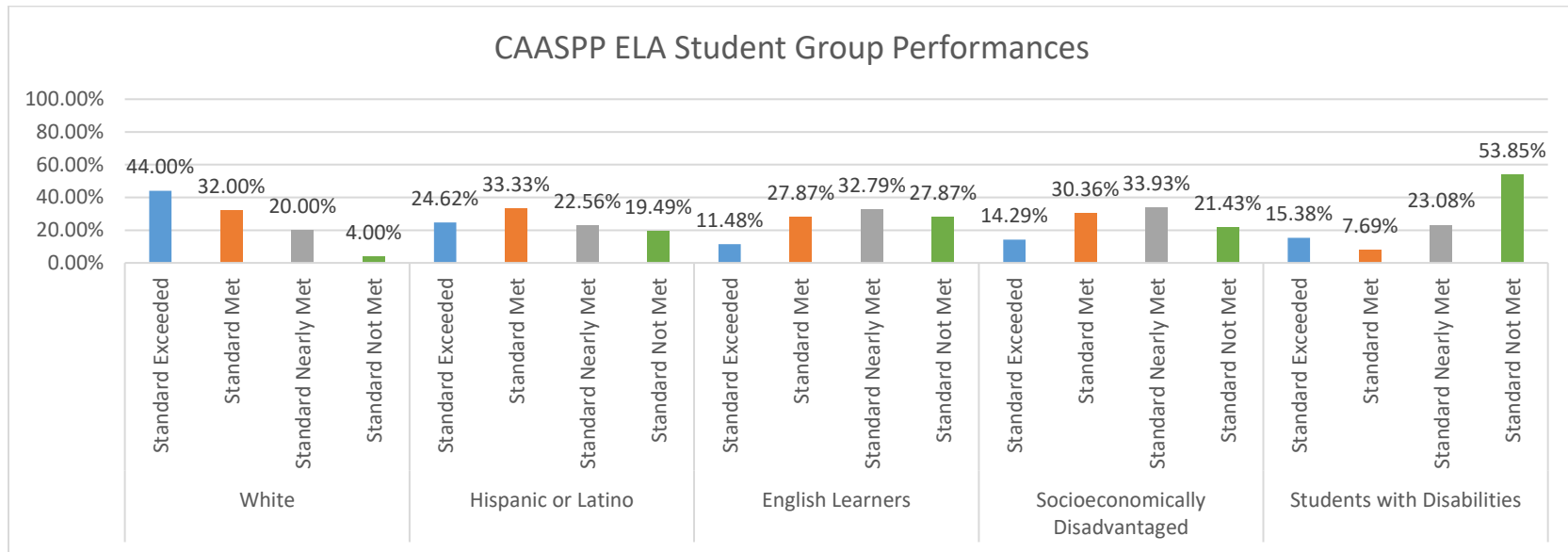
The two smallest subgroups at LEPA identify as English Learners and Students with Disabilities. Both student groups performed low in the ELA CAASPP test. 39.35% of English Learners "Met" and "Exceeded" standards while 23.07% of Students with Disabilities "Met" and "Exceeded" standards.

Math

2021-22 Math Grade Level Performance

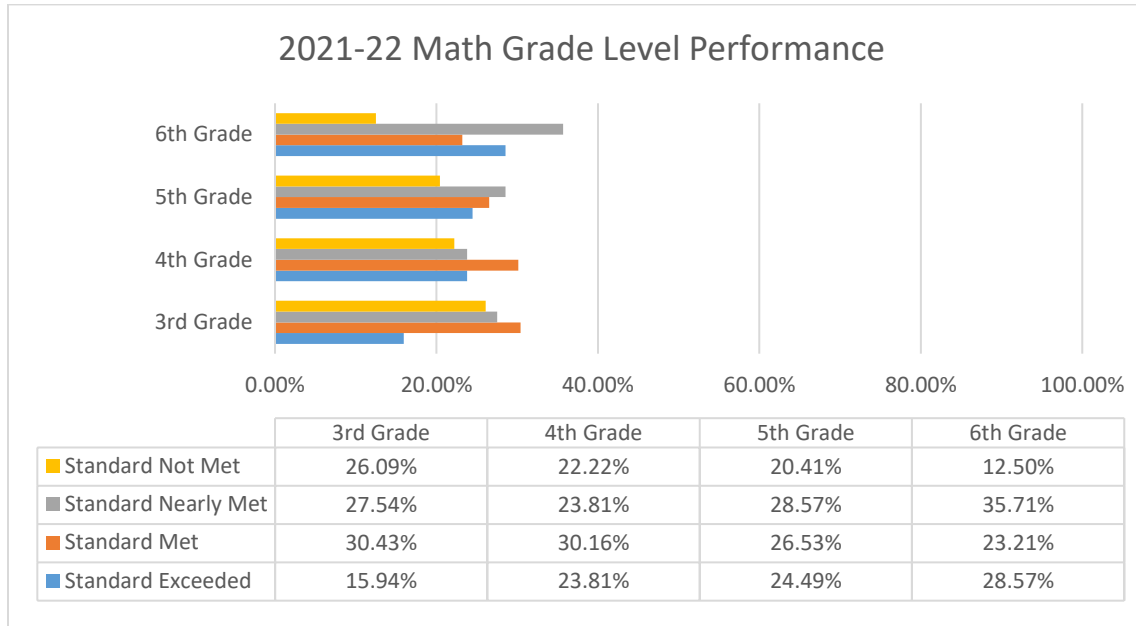|	3rd Grade	4th Grade	5th Grade	6th Grade
Standard Not Met	26.09%	22.22%	20.41%	12.50%
Standard Nearly Met	27.54%	23.81%	28.57%	35.71%
Standard Met	30.43%	30.16%	26.53%	23.21%
Standard Exceeded	15.94%	23.81%	24.49%	28.57%

The percentage of students who "Met" and "Exceeded" standards in the 2021-22 CAASPP Math test was low. 3rd grade had the lowest percentage of students who "Met" and "Exceeded" standard, 46.37%. 5th and 6th graders also had low percentages at 51.02% for 5th grade and 51.78% for 6th grade.

CAASPP Math Student Group Performances

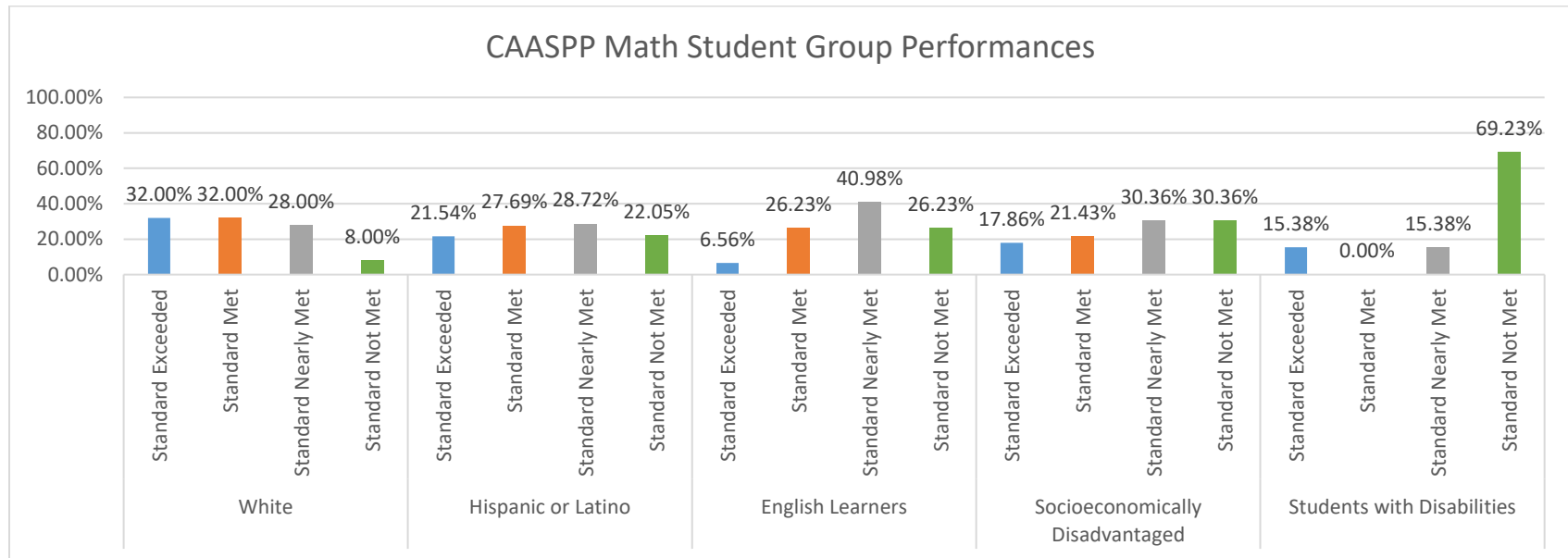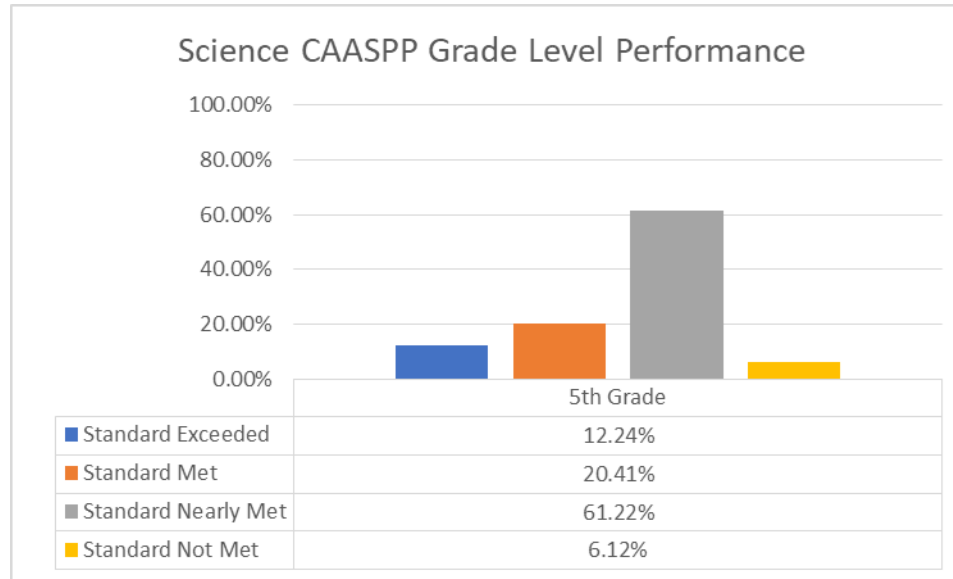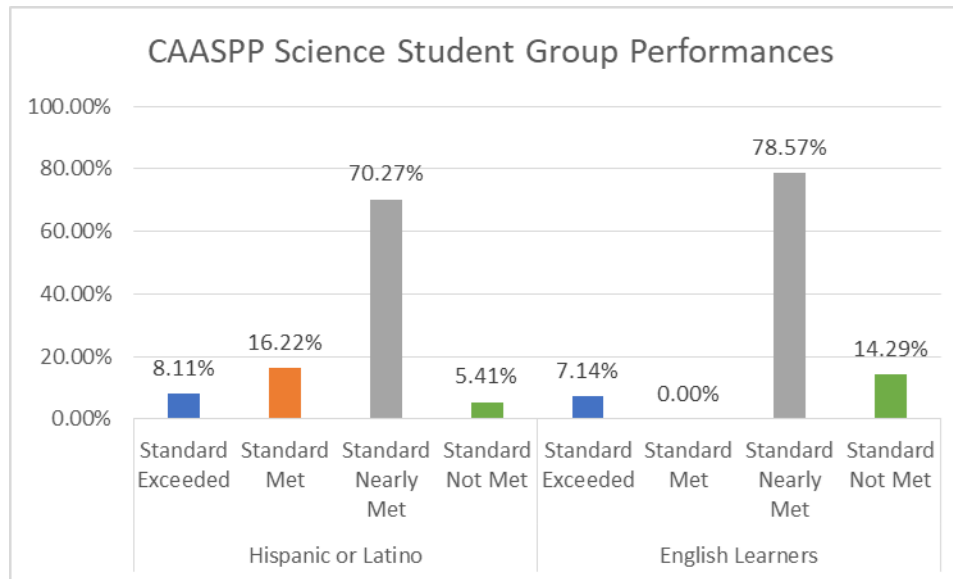|	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
White	32.00%	32.00%	28.00%	8.00%
Hispanic or Latino	21.54%	27.69%	28.72%	22.05%
English Learners	6.56%	26.23%	40.98%	26.23%
Socioeconomically Disadvantaged	17.86%	21.43%	30.36%	30.36%
Students with Disabilities	15.38%	0.00%	15.38%	69.23%

The two largest subgroups at LEPA identify as English Learners and Students with Disabilities. Both student groups performed low in the ELA CAASPP test. 32.79% of English Learners "Met" and "Exceeded" standards while 15.3% of Students with Disabilities "Met" and "Exceeded" standards. Only 39.29% of socioeconomically disadvantaged students "Met" and "Exceeded" standards.

Science

Science CAASPP Grade Level Performance

	5th Grade
■ Standard Exceeded	12.24%
■ Standard Met	20.41%
■ Standard Nearly Met	61.22%
■ Standard Not Met	6.12%

The 2021-22 CAASPP data showed 32.65% of 5th grade students at LEPA who either Met or Exceeded standard. Although low, this percentage is higher than the State data which shows 31.19% of students either Met or Exceeded standards.

CAASPP Science Student Group Performances

2021-22 CAASPP data was only available for two student groups at LEPA. Data showed only 24.33% if Hispanic or Latino 5th grade students and 7.14% of English Learners either Met or Exceeded standards on the science CAASPP assessment.

Additional Challenges

One of the challenges faced this year includes chronic absenteeism. Scholars continue to face a variety of illnesses which has kept them from attending school. This in turn has affected their academic well-being. Administration has met with parents to discuss attendance issues and encourage attendance unless illness is involved, remaining for the entire school day, and taking advantage of the additional tutoring hour that is provided.

In addition, scholars have presented a variety of behavioral issues that have impeded the learning process. Teachers, administrators, and counseling staff have worked to mitigate the effect on learning for these scholars and their classmates. SEL supports and services, along with the PBIS and anti-bullying programs have been helpful in addressing some of the behaviors. We are encouraged by the results so far and look forward to continued improvement in the frequency of behavioral problems.

LCAP Highlights

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

LEPA's LCAP is designed to meet the needs of all scholars. The 2023-24 LCAP identifies key priorities that were developed by the school community and labeled as relevant and appropriate goals, actions, and outcomes that are necessary for LEPA to achieve in order to meet the needs of all learners in particular the unduplicated population. The areas of priority for our LCAP are:

-Provide access to high quality curriculum and classroom instruction that promotes academic success with interventions in place to eliminate barriers to student's success.

-Utilize ongoing assessments and data analysis to tract scholars' progress toward academic proficiency.

-Ensure a safe and engaging school environment focusing on positive behavior intervention support to solicit model student behavior.

-Ensure social-emotional learning and wellness is provided to all scholars and families.

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 and how this engagement was considered before finalizing the LCAP.

LEPA regularly involved and engaged educational partners in our school's improvement efforts. LEPA conducts a variety of surveys to gain insight and feedback from parents (School Quality Survey) and scholars (School Climate Survey). A focus group is held with staff members representing teachers, student support services, classified employees, and administration. All of their input is vital to the planning and the development of goals for the school.

Beyond surveys, ongoing and regular communication between educational partners is consistently taking place. The school principal maintains open communication with parents. Teachers are required to engage in three formal parent-teacher conferences per school year. In addition, teachers utilize Class Dojo, Class Tag, and Remind apps to foster regular and open lines of communication with parents. Some teachers check in weekly with parents, especially in the case of our most at-risk students.

Teachers are also provided the opportunity to meet with administration and the leadership team one hour weekly is set aside for staff meeting, professional development, and/or grade-level collaboration. During these meetings, teachers address their concerns with administration. It is during these meetings that school-wide data is analyzed and addressed (including surveys) and strategic plans are established.

Further, LEPA enlists the local community to provide resources to address the concerns of educational partners. DM-SELPA is one such organization that provides services to students, parents, and staff. DM-SELPA provides counseling support for our students, family wrap-around services for our tier three students, and professional development to our staff so that they gain a better understanding on how to meet the needs of all learners. LEPA meets annually with the DM-SELPA liaison to establish a calendar of trainings that will best support the identified needs of our school.

A summary of the feedback provided by specific educational partners.

Based on the 2022-2023 LEPA School Quality Parent Survey, the majority of parents of LEPA are satisfied with the educational program provided to their children. In accordance with the information gathered from the survey, LEPA will continue to provide high-quality instruction to all students, in a well-maintained and safe environment. We have identified that parents have not had an opportunity to be involved this year on campus due to COVID-19 policies and protocols. In order to keep a safe and healthy campus, we have had to create a closed campus environment. However, we do consider that parents would like to be involved in their child's learning and therefore provide a number of virtual activities and parent conference opportunities throughout the school year. As COVID policies change, adjustments will be made. The parent Survey Results are as follows:

Response rate: 68%

236 surveys returned representing 359 scholars

1) LEPA provides a high-quality educational program.

Strongly Agree	Agree	SA/A Combined	Neither Agree nor Disagree	Disagree	Strongly Disagree
76%	21%	97%	2%	0.00%	0

2) LEPA appropriately challenges my child academically.

Strongly Agree	Agree	SA/A Combined	Neither Agree nor Disagree	Disagree	Strongly Disagree
77%	20%	97%	0%	0.00%	0

3) LEPA promotes academic success for all students.

Strongly Agree	Agree	SA/A Combined	Neither Agree nor Disagree	Disagree	Strongly Disagree
74%	21%	95%	0.03 %	0.00%	0.004

4) LEPA treats all scholars with respect.

Strongly Agree	Agree	SA/A Combined	Neither Agree nor Disagree	Disagree	Strongly Disagree
73%	22%	95%	0.3 %	0.02 %	0

5) LEPA helps scholars resolve conflicts using PBIS, SEL, and Student Support Services.

Strongly Agree	Agree	SA/A Combined	Neither Agree nor Disagree	Disagree	Strongly Disagree
59%	22%	81%	16	0.03 %	0.004 %

6) My child's teacher(s) are friendly and helpful.

Strongly Agree	Agree	SA/A Combined	Neither Agree nor Disagree	Disagree	Strongly Disagree
82%	15%	97%	0.02 %	0.008 %	0

7) I receive sufficient communication from my child's teacher about their educational progress.

Strongly Agree	Agree	SA/A Combined	Neither Agree nor Disagree	Disagree	Strongly Disagree
74%	19%	93%	0.04 %	0.03 %	0.004 %

8) My child's teacher cares about my child's well-being and wants them to be successful.

Strongly Agree	Agree	SA/A Combined	Neither Agree nor Disagree	Disagree	Strongly Disagree
81%	16%	97%	0.02 %	0.01 %	0

9) LEPA is a safe place for my child to learn.

Strongly Agree	Agree	SA/A Combined	Neither Agree nor Disagree	Disagree	Strongly Disagree
77%	19%	96%	0.03 %	0	0.008 %

10) Overall, my child likes to come to school.

Strongly Agree	Agree	SA/A Combined	Neither Agree nor Disagree	Disagree	Strongly Disagree
75%	20%	95%	0.03 %	0.008 %	0.008 %

The teacher surveys show that teachers feel that LEPA maintains a high-quality educational program. Teachers also enjoy being at LEPA and believe their physical safety is being protected. Staff input has proven to provide critical insight into the strategies needed to address student academic success. These strategies include addressing social-emotional learning and support for staff and scholars, and behavioral supports. Feedback between staff and administrators has also helped to develop best practices and plans towards closing the achievement gaps. The data shows that one major area of concern is increased collaboration opportunities. Professional development and more opportunities to contribute to the strategic plan were also identified. It is the desire of LEPA's administration for the staff to know that they are valued, their input is important, and that they are an important part of the decision-making process. The administration will work with staff to generate ideas and strategies for addressing these concerns and a plan will be put into place. The collaborative process will be greatly expanded, and the staff will be provided with more opportunities to voice their opinions.

The results of the Annual Staff Survey for 2022-2023 is as follows:

Response rate: 50%

1) The scholars at LEPA are receiving a high-quality education.

Strongly Agree	Agree	SA/A Combined	Neither Agree nor Disagree	Disagree	Strongly Disagree
0.75%	0.25%	100%	0%	0%	0%

2) Teachers and staff at LEPA are provided with an opportunity to collaborate and contribute to the academic strategic plan for the school.

Strongly Agree	Agree	SA/A Combined	Neither Agree nor Disagree	Disagree	Strongly Disagree
0.33%	0.33%	0.66%	0%	0.33%	0%

3) The staff and administration have the same values when it comes to education scholars.

Strongly Agree	Agree	SA/A Combined	Neither Agree nor Disagree	Disagree	Strongly Disagree
0.50%	0.25%	0.75%	0.16%	0.08%	0%

4) As a teacher and staff member, I enjoy being at LEPA and am enthusiastic about teaching.

Strongly Agree	Agree	SA/A Combined	Neither Agree nor Disagree	Disagree	Strongly Disagree

0.58%	0.25%	0.83%	0.08%	0%	0.08%

5) My physical safety is protected at LEPA.

Strongly Agree	Agree	SA/A Combined	Neither Agree nor Disagree	Disagree	Strongly Disagree
0.75%	0.16%	0.91%	0.08%	0%	0%

6) My social-emotional well-being is protected at LEPA.

Strongly Agree	Agree	SA/A Combined	Neither Agree nor Disagree	Disagree	Strongly Disagree
0.33%	0.16%	0.49%	0.16%	0.08%	0.16%

7) LEPA provides all the necessary materials (textbooks, supplies, equipment, etc.) and resources to make teaching effective in my classroom.

Strongly Agree	Agree	SA/A Combined	Neither Agree nor Disagree	Disagree	Strongly Disagree
0.25%	0.50%	0.75%	0.16%	0.08%	0%

8) LEPA provides professional development that is beneficial to my instruction and scholars' academic performance.

Strongly Agree	Agree	SA/A Combined	Neither Agree nor Disagree	Disagree	Strongly Disagree
0.25%	0.25%	0.50%	0.16%	0.25%	0%

9) At LEPA, there is cooperation and consistent communication between parents and staff.

Strongly Agree	Agree	SA/A Combined	Neither Agree nor Disagree	Disagree	Strongly Disagree
0.25%	0.50%	0.75%	0.08%	0.16%	0%

10) Overall, I am supported by administration and feel like a valued staff member at LEPA.

Strongly Agree	Agree	SA/A Combined	Neither Agree nor Disagree	Disagree	Strongly Disagree
0.41%	0.25%	0.66%	0%	0.25%	0.08%

Annually, scholars of LEPA are also surveyed in an annual school climate survey. This year, surveys were provided to students in grade 6. According to the results, students at LEPA feel that they are supported, are safe, and are provided with a sound education by staff that cares. The consensus of negative responses among our scholars seems to be regarding behavior and interpersonal relationships.

The results show that LEPA scholars feel they do well and that their school wants them to be successful. 90% of scholars indicated there are clear rules for behavior, however, they would like good behavior to be noticed more often. The scholars surveyed feel safe at school and that there is an adult at school who will help them if they need it. There is room for improvement when it comes to providing social-emotional support for the scholars and working with the scholars to learn how to better get along with each other. To help address this issue, the Expect Respect program that has been implemented this year will be strongly emphasized from the beginning of the next school year. The

staff and the scholars will continue to be part of the process for generating ideas about how we can better meet their academic and social-emotional needs.

Below are the results from the School Climate Survey.

	Never	Sometimes	Often	Always
1) I feel I do well in school.	0.0%	20%	47%	33%
2) My school wants me to do well.	0.0%	0.0%	10%	90%
3) My school has clear rules for behavior.	0.0%	10%	10%	80%
4) Teachers treat me with respect.	0.0%	10%	10%	80%
5) Good behavior is noticed at my school.	10%	37%	23%	30%
6) My social-emotional well-being is protected at LEPA.	0.06%	23%	23%	47%
7) I get along with other students.	0.0%	23%	43%	30%
8) I feel safe at school.	0.0%	13%	20%	67%
9) Students treat each other well.	0.07%	40%	30%	23%
10) There is an adult at my school who will help me if I need it.	0.035	10%	13%	73%
11) Students in my class behave so that teachers can teach.	0.05	20%	405	40%
Number of responses: 30	Percentage of 6th grade who responded: 65%			

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

LEPA has taken strong consideration of the recommendations made by our educational partners for improving student learning, social-emotional supports, and educational opportunities. Based on the analysis of this feedback, LEPA will be focusing on the following aspects to improve the school climate and academic achievement. These goals include providing high-quality education and interventions, regular monitoring and analysis of data, ensuring a safe and welcoming learning environment, and supporting social-emotional needs of staff and all learners.

Goals and Actions

Goal

Goal #	Description
Goal # 1	Provide access to high quality curriculum and classroom instruction that promotes academic success with interventions in place to eliminate barriers to student success.

An explanation of why the LEA has developed this goal.

This goal was developed to continue with high quality instruction to help close the achievement gap among all student groups.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of alignment of curriculum.	100% Alignment	100% Alignment of all curricula to California state standards.	100% Alignment of all curricula to California state standards.	[Insert outcome here]	Maintain 100% alignment of Curriculum
SBAC growth for Unduplicated Pupils	Unduplicated students demonstrated 2% growth on the SBAC assessment. 2018-19 SBAC Economically Disadvantaged and EL students who exceeded and met standards combined demonstrated over	Original: Due to pause in State Assessments, the outcome will be Adjusted 2021-22 outcome – unduplicated students demonstrated 2% growth on the SBAC assessment.	The 2022-2023 SBAC data serves as a baseline for future SBAC assessments. It is the goal that unduplicated students will continue to demonstrate 2% growth on SBAC assessment.	[Insert outcome here]	Ensure Unduplicated students demonstrate 2% growth annually on the SBAC assessment.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2% growth in ELA and math.	Adjusted: 2021-22 SBAC: ELA **Economically Disadvantaged** Standard Exceeded: 14.29% Standard Met: 30.36% Standard Nearly Met: 33.93% Standard Not Met: 21.43% **English Learners** Standard Exceeded: 11.48% Standard Met: 27.87% Standard Nearly Met: 32.79% Standard Not Met: 27.87% **Foster Youth** Data Unavailable			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<u>2021-22 Math SBAC</u> **Economically Disadvantaged** Standard Exceeded: 17.86% Standard Met: 21.43% Standard Nearly Met: 30.36% Standard Not Met: 30.36% **English Learners** Standard Exceeded: 6.56% Standard Met: 26.23% Standard Nearly Met: 40.98% Standard Not Met: 26.23% **Foster Youth** Data Unavailable			

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Teacher Assignment	Human resources will continue to monitor records to ensure all teachers hold valid teaching credentials so that the teaching staff is providing quality instruction to all learners.	[$ 0.00]	N
Action #2	ELA, Math, Science and History CCSS-Aligned Curriculum	Administration will continue to ensure students have access to curriculum and instructional materials that are aligned to CCSS thereby addressing the academic needs of all learners.	[$ 0.00]	N
Action #3	Afterschool Enrichment	Administration and teachers will continue providing access to a broad range of courses and enrichment opportunities to support unduplicated students with academic and SEL needs in an academically supportive extracurricular environment.	[$ 0.00]	Y
Action #4	Professional Development	Administration will continue providing professional development opportunities to teachers to learn new research-based instructional strategies that align with CCSS.	[$ 0.00]	N
Action #5	Teacher Induction Program	The Director will continue collaborating with the Center of Teacher Innovation to offer teachers holding a preliminary credential the opportunity to participate in the induction program, thereby clearing their credential and improving their craft of teaching.	[$ 0.00]	N
Action #6	Student Support Services	Administration and teachers will continue implementing multiple intervention methods in order to support Unduplicated students that promote academic success including: ● Small Group Instruction ● Pull-out and Push-in Support ● Support from Paraprofessionals (Counselors, Speech Therapist, Psychologist ● RtI ● SST Meetings	[$ 0.00]	Y

Action #	Title	Description	Total Funds	Contributing
		● IEP Meetings		
Action #7	English Learner Support	Administration will continue to provide professional development opportunities for teachers including the implementation of the SIOP Model. This model includes 8 categories including: 1) Lesson preparation 2) Building background 3) Comprehensible input 4) Strategies 5) Interaction 6) Practice and application 7) Lesson delivery 8) Review and assessment	[$ 0.00]	Y

Goal Analysis for 2022-23

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

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

There were no substantive changes in the planned actions and actual implementation of the action items.

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.

[Respond here]

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

Action #1: HR continues to review the credentials of prospective teachers to ensure they hold valid credentials. Teachers' credentials are reviewed annually to ensure that they are up to date. Maintaining a staff of qualified teachers ensures that the needs of all students are being met.

Action #2: All curriculum is CCSS aligned. The school's curriculum has proven to be effective in providing all scholars access to quality instruction and progress monitoring processes.

Action #3: Teachers provide academic support for all scholars including English Learners and Foster youth. Enrichment activities provide for access to learning that engages the whole child in a variety of content areas.

Action #4: Beginning of the year professional development is scheduled to review strategies that are effective for English learners and other unduplicated students. Teachers are observed often to ensure implementation of strategies that promote learning for all learners.

Action #5: Teachers continue to complete the teacher induction program with quality mentors. As teachers work through the program, they gain valuable experience and support from veteran teachers.

Action #6: Learning Recovery Emergency Block Grant funds will be used to add additional instructional assistants and support staff such as counselors, social workers, and psychologists as needed. This will be beneficial for students as they are able to work with small groups to target their learning needs with the collaboration and in support of the classroom teachers.

Action #7: Lesson plans are reviewed weekly, and teachers are observed regularly to ensure proper implementation of strategies for English Learners. PLCs strategize, using data to identify areas of need. They generate ideas for closing achievement gaps between all subgroups.

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 do not anticipate making any changes to the planned goal, metrics, desired outcomes, or actions for this coming year.

Goal #	Description
Goal # 2	Utilize ongoing assessment and data analysis to track scholars' progress toward academic proficiency.

An explanation of why the LEA has developed this goal.

The school needs to continue to utilize ongoing assessments and data to track scholars' progress toward academic proficiency and to address learning loss due to distance learning.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of times students are assessed using school-wide assessment tools.	Students are assessed using i-Ready three times during the school year.	Students were assessed using i-Ready three times during the school year.	Students were assessed using i-Ready three times during the school year.	[Insert outcome here]	Assess students three times during the school year using local benchmark assessment.
Students' growth on school-wide assessment tools.	2020-21 Percent of Students in Tier I during Final Assessment is 50% in math and 53% in reading. 2020-21 Percent of Students in Tier I during Final Assessment: Math i-Ready Kinder- 74% 1st- 59% 2nd- 26% 3rd- 40% 4th- 44% 5th- 53% 6th- 47% Reading i-Ready Kinder- 82% 1st- 63%	During the 2021-2022 school year, 47% of scholars scored in Tier 1 in math and 48% in reading on the Final i-Ready assessments. Percent of students placing in Tier 1 during the Final i-Ready assessment: <u>Math i-Ready 2021-2022</u> Kinder- 43% 1st- 49% 2nd- 35% 3rd- 40% 4th- 56% 5th- 53% 6th- 57%	During the 2022-23 school year, 46% of scholars scored in Tier 1 in math and 52% in reading on the Final i-Ready assessments. Percent of students placing in Tier 1 during the Final i-Ready assessment: <u>Math i-Ready 2022-2023</u> Kinder- 42% 1st- 40% 2nd- 40% 3rd- 50% 4th- 41% 5th- 52% 6th- 65%	[Insert outcome here]	Students' growth will increase by 3% annually in reading and math.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2nd- 47% 3rd- 56% 4th- 37% 5th- 26% 6th- 38%	<u>Reading i-Ready 2021-2022</u> Kinder- 50% 1st- 49% 2nd- 52% 3rd- 56% 4th- 38% 5th- 43% 6th- 41%	<u>Reading i-Ready 2022-2023</u> Kinder- 53% 1st- 57% 2nd- 69% 3rd- 55% 4th- 38% 5th- 40% 6th- 51%		

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Chromebooks	The school will purchase and upgrade supplemental technology including: • Chromebooks to ensure 1:1 student to Chromebook ratio for grades K-8 • IT will monitor functionality of current technology and upgrade as needed.	[$ 0.00]	N
Action #2	Professional Development	Administration will continue providing professional development opportunities to teachers on curriculum, data driven instruction, and effective use of technology to supplement instruction.	[$ 0.00]	N

Action #	Title	Description	Total Funds	Contributing
Action #3	Assessment and Data Analysis	Continue assessing students and analyzing data in order to inform instruction. Stay up to date on school-wide assessment systems available for schools to utilize that aligns with standards and yields the best results for student success.	[$ 0.00]	N
Action #4	Collaboration	Teachers and Administration will continue assessing students and analyzing data in order to inform instruction. LEPA will add more time for collaboration within and across grade levels, including designated grade level leads to foster stronger dialogue and staff input. Administration will stay up to date on school-wide assessment systems available for schools to utilize that align with standards and yield the best results for student success.	[$ 0.00]	Y

Goal Analysis for 2022-23

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

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

There were no substantive differences between the planned actions and actual implementation.

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

[Respond here]

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

Action #1: Keeping scholar technology up to date through Chromebooks provides scholars an opportunity to utilize diagnostic assessments and supporting supplemental curriculum.

Action #2, #3: Professional development provided during the school year addressed the teachers' use of Benchmark Advance and i-Ready resources to group scholars and provide small-group instruction to help them achieve greater proficiency on assessments. These also provide more data to be used to analyze scholars' progress toward learning goals and identify the need for additional training and support. We found that these have helped our scholars to make progress in improving the achievement gap.

Action #4: Collaboration time has allowed teachers to share ideas for helping to close the achievement gaps they see within their own classrooms and amongst grade levels.

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 do not anticipate any changes to the planned goal, metrics, desired outcomes, or actions for the coming year.

Goal #	Description
Goal # 3	Ensure a safe and engaging school environment focusing on positive behavior intervention support to solicit model student behavior.

An explanation of why the LEA has developed this goal.

LEPA desires to provide all members of the learning community with a safe, welcoming, and inclusive environment. This goal strives to ensure that all scholars are engaged and want to attend school on a consistent basis.

There will be ongoing training for teachers to implement effective classroom management techniques, strategies provided for student engagement, and creating a rigorous curriculum. The school will partner with CAHELP for professional development on strategies to support all scholars in the classroom by utilizing students' background as areas of strength rather than circumstances that negatively impact their ability to learn. We will continue with PBIS as a multi-tiered prevention framework used for implementing and sustaining evidence-based interventions to meet the needs of all learners. Using this program enhances both academic and behavioral outcomes.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of facilities that will be well maintained.	100% of the facilities are well maintained.	Overall, facilities are well maintained.	Facilities continue to be well maintained.	[Insert outcome here]	Will continue to be 100% maintained.
Percentage of the Suspension Rate that will be maintained.	Suspension Rate is maintained at 1% or less (0% in 2020-21).	Suspension rate was maintained at 1% or less in 2021-2022.	Suspension rate was maintained at 0.5% or less in 2022-2023.	[Insert outcome here]	The suspension rate will be maintained at 1% or less.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of the Expulsion Rate that will be maintained.	Expulsion Rate is maintained at 0%.	Expulsion rate is maintained at 0%.	Expulsion rate is maintained at 0%.	[Insert outcome here]	Expulsion rate will be maintained at 0%.

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Maintenance of Facility	The Administration and Lead Custodian will conduct frequent inspections of the facility to ensure site safety and functionality.	[$ 0.00]	N
Action #2	School Climate and Culture	The School Leadership Team will continue providing training for administration, teachers, and office staff on supporting students with behavior issues. Training will include: -Classroom Behavior Management PD -Social Emotional Learning -Instructional Techniques to Engage Students	**Repeat PD Expense**	N

Goal Analysis for 2022-23

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

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

There were no substantive differences in planned actions and actual implementation of the 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.

[Respond here]

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

Action #1: The lead custodian and administrator conduct daily inspections of the facility. This ensures that any issues are reported and addressed in a timely manner. Staff members also help identify any repairs that need to be made as soon as they are noticed.

Action #2: Administration participates in training through the legal department to ensure compliance with disciplinary procedures. School staff received training and will receive updated training to continue to provide support for students through PBIS and other behavior management processes.

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

This year, LEPA will fully implement the "Expect Respect" program to teach students problem solving skills. PBIS will be reinforced. Teachers will continue to be provided professional development opportunities so they can address SEL needs and provide consistent classroom management.

Goal #	Description
Goal # 4	Social-emotional learning and wellness of the whole child.

An explanation of why the LEA has developed this goal.

LEPA recognizes that COVID-19 and distance learning has been extremely hard on scholars and families both academically and emotionally. This goal has been added as an additional support service for our low socio-economic scholars, foster and homeless population. LEPA will provide services for all scholars and families who have experienced such trauma during this time of school closures.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Mental health services will be provided to scholars.	Scholars were provided access to school counselors and the school psychologist.	Support staff was made available to scholars as needed.	Additional support staff was made available to scholars as needed.	[Insert outcome here]	Continue providing services to scholars as needed.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Staff will receive professional development and support in relation to SEL.	Provide professional development trainings to staff in 2021-2022.	A variety of professional development was provided to staff and Well-being curriculum was implemented in classrooms.	A variety of professional development was provided to staff and SEL curriculum was utilized at all grade levels.	[Insert outcome here]	All staff will continue to receive professional development days of training geared towards SEL.
Parent Wellness Support will be provided to families.	Provide services for families in 2021-2022.	Parents were provided services throughout the year through outside agencies and the Student Support Team.	Parents were provided services throughout the year through outside agencies and the Student Support Team.	[Insert outcome here]	LEPA will continue to provide support services for families.

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Counseling	School counselors will provide social-emotional support to scholars (including Unduplicated students) with behavioral and social needs.	[$ 0.00]	Y
Action #2	Student Support Services	Administration will provide PD to staff to ensure staff support scholars with behavioral and social needs.	[$ 0.00]	N
Action #3	Counseling	Provide social-emotional group instruction to support Unduplicated Students with behavioral and social needs.	[$ 0.00]	Y

Goal Analysis for 2022-23

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

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

There were no substantive differences between the planned actions and actual implementation.

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

[Respond here]

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

Action #1 & #3 involved the provision of school site counselors and psychologists by LEPA to assist scholars in addressing social-emotional and behavioral needs. This approach proved to be highly successful in helping scholars perform better in the classroom and navigate through emotional stressors. Scholars are provided an opportunity to address their emotional needs within a safe environment. Scholars are provided with skills to assist them in making the best choices in various situations. This has been effective in cutting down the number of office behavioral referrals and has improved classroom learning environments. As needs for support increase, Learning Recovery Emergency Block Grant funds will be utilized as needed to integrate additional counseling support for scholars to address barriers to learning.

Action #2 involved providing teachers with professional development aimed at equipping them with strategies to support their students' social-emotional learning needs in the classroom. Additionally, the Well-Being curriculum gave teachers the opportunity to introduce specific topics relating to emotional health and wellness during class.

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.

LEPA understands the impact that SEL has on our scholars, and we will therefore continue to expand Student Support Services to meet these needs.

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

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$[Insert dollar amount here]	$[Insert dollar amount here]

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
[Insert percentage here]%	[Insert percentage here]%	$[Insert dollar amount here]	[Insert percentage here]%

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

Required Descriptions

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

Here is a summary of the goals and actions that LEPA plans to undertake to support the academic and social-emotional growth of their students, particularly foster youth, English learners, and low-income students.

Goal 1: Ensure high-quality instruction for unduplicated populations.

In considering the needs of foster youth, English learners, and low-income students, the hiring and staffing process prioritized individuals who have experience and training in addressing the unique needs of these populations. This included individuals who are familiar with scaffolding and SDAIE strategies that are effective for English learners, as well as strategies to support students from low-income backgrounds. Additionally, interviews with potential hire included questions about their experience working with these populations so that we could strategically place our support staff. School-site mentors and grade level leads will continue to provide support for teachers and grade-level cohorts will be provided collaboration time to analyze data and strategize about how to close achievement gaps.

By hiring and staffing teachers with experience and training in addressing the needs of foster youth, English learners, and low-income students, students from these populations receive high-quality instruction that is tailored to their specific needs. The consistent provision of accessible CCSS-aligned curriculum that includes differentiated lesson plans and ELD strategies, as well as the use of data to identify areas where students need support and implement targeted interventions, further support the academic growth of these students. Adopted

curriculum is rich in exposing students to diversity in cultures and backgrounds. Teachers will be trained and supported about the use of the school's curriculum and how to individualize learning so that each scholar receives instruction that meets their specific learning needs.

Providing professional development opportunities to teachers that prioritize the needs of foster youth, English learners, and low-income students also ensured that teachers have the skills and knowledge needed to effectively support these students in the classroom. This helped to close the achievement gap between these scholars and their peers, ensuring that all scholars have access to high-quality instruction that meets their needs.

Continued use of data from in-house and state assessments will continue to provide essential data for creating instructional groupings and identify the different learning challenges that need to be addressed.

Goal 2: Use technology to support student learning.

The purchase and maintenance of Chromebooks for each student ensures that all students have equal access to technology, regardless of their financial situation. Additionally, professional development opportunities for teachers to utilize technology and differentiated instruction to support students prioritizes strategies that are effective for English learners and students from low-income backgrounds.

The use of technology can be an effective tool for supporting student learning, particularly for English learners who may benefit from visual aids and interactive resources. By providing all students with access to Chromebooks, students from low-income backgrounds will have equal access to technology resources that can support their learning.

Providing professional development opportunities to teachers to utilize technology to differentiated instruction will support all students, including English learners and students from low-income backgrounds. Technology-rich lessons enhance lessons in order to meet the needs of individual students.

Conducting formative and summative assessments to track progress and adjust instruction as needed, as well as collaborating with parents to support students at home, will further support the academic growth of all students, including foster youth, English learners, and low-income students.

Regular and consistent communication with parents is utilized to ensure parents are a part of the educational process. Parent-teacher conferences will continue to be held to make parents aware of their child's needs. Parents will be made aware of ways in which they can help their child be more successful or challenge them even further as needed.

Goal 3: Maintain a safe and clean learning environment.

The maintenance of the facility to support a positive learning environment for students shows a priority of LEPA to the needs of foster youth, English learners, and low-income students. For example, ensuring that classrooms are clean and well-maintained can help to create a positive learning environment for all students, including those who may have experienced trauma or who may be more sensitive to their surroundings. Daily checks of the campus by maintenance staff reveal any issues that need to be addressed. The facility is cleaned throughout the day and any messes made are cleaned as soon as possible.

Professional development opportunities for teachers to promote a positive school climate and address the needs of foster youth, English learners, and low-income students will also ensure that teachers have the skills and knowledge needed to create a positive and supportive learning environment for all students. Prior to the beginning of each school year and throughout the school year, staff are trained on classroom management techniques and conflict resolution to better equip scholars to solve problems and get along with each other.

Maintaining a safe and clean learning environment has a positive impact on the academic and social-emotional growth of all students. By promoting a positive school climate and addressing the needs of foster youth, English learners, and low-income students, teachers can create a supportive learning environment that helps all students to feel safe and valued.

Goal 4: Provide social-emotional support to students.

To address these social-emotional challenges, LEPA has prioritized the needs of foster youth, English learners, and low-income students by allocating resources to provide specialized support services tailored to their needs. By recognizing that these students require additional support to succeed academically, LEPA is making a concerted effort to level the playing field and create a more equitable learning environment.

By hiring school counselors, LEPA provides additional support to all students, particularly foster youth, English learners, and low-income students. Counselors can help these students manage stress, cope with trauma, and address other challenges that can impact academic performance. Counselors can also help connect students and families to community resources and services, such as mental health services, food banks, and housing assistance.

Providing support services helps close achievement gaps between all students and foster youth, English learners, and low-income students. Support services can include tutoring, academic coaching, mentoring, and other services that can help these students succeed academically. By focusing on these services, the DTPA helps these students reach their full potential and succeed academically, socially, and emotionally.

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

Goal 1: Action 6 involved the use of a particular methodology by the LEA to determine the contribution of the action towards the planned or proportional percentage of improved services. The LEA annually enrolls EL students, and appropriate EL requirements and services are implemented by various staff members. If these staff members are not available, new hires are necessary.

Goal 3: Action 6 involves the provision of intervention and support to unduplicated pupils through the Student Support Services department. The department will expand as needed to accommodate the growing population of unduplicated pupils. Services provided will include counseling, small group instruction, pull-out/push-in services, and behavioral interventions.

Goal 4: Action 1 involves providing counseling to unduplicated students to address their behavior or social needs. Various staff members will provide these services, and the LEA estimated the salary for a counselor using a salary schedule and added 29% for health and benefits. This total was then divided by the estimated actual LCFF Base Grant in the preliminary budget to obtain the planned percentage of improved

services. This action provides for additional school counselors as needed to help provide for the social-emotional needs for all scholars including foster youth, EL students, and low-income students.

Goal 4: Action 2 aims to provide small group instruction to unduplicated scholars to identify their social-emotional needs and teach them strategies to address emotional and behavioral challenges. The instruction will help the students learn valuable coping skills that enable them to focus on learning while at school.

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.

Additional Student Services personnel will be hired as needed to meet the needs of the Unduplicated population. Goal 4: Action #1 provides for additional school counselors to help provide for the social-emotional needs for all scholars including foster youth, EL students, 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	[Provide ratio here]	1:58
Staff-to-student ratio of certificated staff providing direct services to students	[Provide ratio here]	1:15

2022-23 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 1,350,889	$ 67,160	$ -	$ 142,401	1,560,450	$ 767,301	$ 793,149

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Teacher Assignment	All	$ 7,984	$ -	$ -	$ -	$ 7,984
1	2	ELA, Math, Science and History	All	$ 218,053	$ -	$ -	$ -	$ 218,053
1	3	Enrichment Activities	Unduplicated Students	$ -	$ -	$ -	$ -	$ -
1	4	Professional Development	All	$ -	$ -	$ -	$ 6,024	$ 6,024
1	5	Teacher Induction Program	All	$ -	$ -	$ -	$ 11,000	$ 11,000
1	6	Student Support Services	Unduplicated Students	$ 471,081	$ -	$ -	$ 42,638	$ 513,719
1	7	English Learner Support	Unduplicated Students	$ 3,891	$ -	$ -	$ 11,839	$ 15,730
2	1	Chromebooks	All	$ 162,590	$ -	$ -	$ -	$ 162,590
2	2	Professional Development	All	$ 5,000	$ -	$ -	$ -	$ 5,000
2	3	Assessment and Data Analysis	All	$ -	$ -	$ -	$ 60,900	$ 60,900
2	4	Collaboration (Unduplicated Students)	Unduplicated Students	$ 50,029	$ -	$ -	$ -	$ 50,029
2	4 (Continued)	Collaboration	All	$ 50,029	$ -	$ -	$ -	$ 50,029
3	1	Maintenance of Facility	All	$ 298,212	$ -	$ -	$ -	$ 298,212
3	2	School Climate and Culture	All	$ -	$ -	$ -	$ -	$ -
4	1	Counseling (Unduplicated Students)	All	$ -	$ -	$ -	$ -	$ -
4	1 (Continued)	Counseling	All	$ 80,130	$ 67,160	$ -	$ 10,000	$ 157,290
4	2	Behavior Intervention Specialist	All	$ -	$ -	$ -	$ -	$ -
4	3	Student Support Services	All	$ -	$ -	$ -	$ -	$ -
4	4	Counseling	Unduplicated Students	$ 3,891	$ -	$ -	$ -	$ 3,891
				$ -	$ -	$ -	$ -	$ -
				$ -	$ -	$ -	$ -	$ -
				$ -	$ -	$ -	$ -	$ -
				$ -	$ -	$ -	$ -	$ -
				$ -	$ -	$ -	$ -	$ -
				$ -	$ -	$ -	$ -	$ -
				$ -	$ -	$ -	$ -	$ -
				$ -	$ -	$ -	$ -	$ -

2022-23 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
$ 4,563,029	$ 690,431	15.13%	0.00%	15.13%	$ 528,891	3.54%	15.13%	**Total:**	$ 528,891
								LEA-wide Total:	$ 50,029
								Limited Total:	$ 478,862
								Schoolwide Total:	$ -

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	Teacher Assignment	No	LEA-wide		All	$ -	0.00%
1	2	ELA, Math, Science and History	No	LEA-wide		All	$ -	0.00%
1	3	Enrichment Activities	Yes	Limited	All	All	$ -	1.75%
1	4	Professional Development	No	LEA-wide		All	$ -	0.00%
1	5	Teacher Induction Program	No	LEA-wide		All	$ -	0.00%
1	6	Student Support Services	Yes	Limited	All	All	$ 471,081	0.00%
1	7	English Learner Support	Yes	Limited	English Learners	All	$ 3,891	0.00%
2	1	Chromebooks	No	LEA-wide		All	$ -	0.00%
2	2	Professional Development	No	LEA-wide		All	$ -	0.00%
2	3	Assessment and Data Analysis	No	LEA-wide		All	$ -	0.00%
2	4	Collaboration (Unduplicated Students)	Yes	LEA-wide	All	All	$ 50,029	0.00%
2	4 (Continued)	Collaboration	No	LEA-wide		All	$ -	0.00%
3	1	Maintenance of Facility	No	LEA-wide		All	$ -	0.00%
3	2	School Climate and Culture	No	LEA-wide		All	$ -	0.00%
4	1	Counseling (Unduplicated Students)	Yes	LEA-wide	All	All	$ -	1.79%
4	1 (Continued)	Counseling	No	LEA-wide		All	$ -	0.00%
4	2	Behavior Intervention Specialist	No	LEA-wide		All	$ -	0.00%
4	3	Student Support Services	No	LEA-wide		All	$ -	0.00%
4	4	Counseling	Yes	Limited	All	All	$ 3,891	0.00%
							$ -	0.00%
							$ -	0.00%
							$ -	0.00%
							$ -	0.00%
							$ -	0.00%
							$ -	0.00%
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							$ -	0.00%
							$ -	0.00%
							$ -	0.00%
							$ -	0.00%

2022-23 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 1,560,449.73	$ 1,639,571.01

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	Teacher Assignment	No	$ 7,984	$ 10,088
1	2	ELA, Math, Science and History	No	$ 218,053	$ 175,697
1	3	Enrichment Activities	Yes	$ -	$ 14,644
1	4	Professional Development	No	$ 6,024	$ 11,823
1	5	Teacher Induction Program	No	$ 11,000	$ 11,000
1	6	Student Support Services	Yes	$ 513,719	$ 643,149
1	7	English Learner Support	Yes	$ 15,730	$ 37,030
2	1	Chromebooks	No	$ 162,590	$ 12,516
2	2	Professional Development	No	$ 5,000	$ 9,182
2	3	Assessment and Data Analysis	No	$ 60,900	$ 10,907
2	4	Collaboration (Unduplicated Students)	Yes	$ 50,029	$ 65,399
2	4 (Continued)	Collaboration	No	$ 50,029	$ 29,453
3	1	Maintenance of Facility	No	$ 298,212	$ 430,649
3	2	School Climate and Culture	No	$ -	$ 3,552
4	1	Counseling (Unduplicated Students)	Yes	$ -	$ 61,101
4	1 (Continued)	Counseling	No	$ 157,290	$ 32,955
4	2	Behavior Intervention Specialist	No	$ -	$ 76,875
4	3	Student Support Services	No	$ -	$ 3,552
4	4	Counseling	Yes	$ 3,891	$ -
				$ -	$ -
				$ -	$ -
				$ -	$ -
				$ -	$ -
				$ -	$ -
				$ -	$ -

2022-23 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)
$ 946,550	$ 528,891	$ 771,378	$ (242,487)	3.54%	1.54%	-2.00%

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	3	Enrichment Activities	Yes	$ -	$ -	1.75%	1.54%
1	6	Student Support Services	Yes	$ 471,081	$ 607,848.32	0.00%	0.00%
1	7	English Learner Support	Yes	$ 3,891	$ 37,029.60	0.00%	0.00%
2	4	Collaboration (Unduplicated Students)	Yes	$ 50,029	$ 65,399.06	0.00%	0.00%
4	1	Counseling (Unduplicated Students)	Yes	$ -	$ 61,100.57	1.79%	0.00%
4	4	Counseling	Yes	$ 3,891	$ -	0.00%	0.00%

2022-23 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)
$ 5,018,161	$ 946,550	0.00%	18.86%	$ 771,378	1.54%	16.91%	$ 97,892.77	1.95%

2023-24 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 2,096,409	$ 140,746	$ -	$ 34,405	2,271,560	$ 1,183,547	$ 1,088,013

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Teacher Assignment	All	$ 8,260	$ -	$ -	$ -	$ 8,260
1	2	ELA, Math, Science and History	All	$ 249,494	$ -	$ -	$ -	$ 249,494
1	3	Enrichment Activities	Unduplicated Students	$ 13,800	$ -	$ -	$ -	$ 13,800
1	4	Professional Development	All	$ -	$ -	$ -	$ 5,163	$ 5,163
1	5	Teacher Induction Program	All	$ 1,971	$ -	$ -	$ 9,029	$ 11,000
1	6	Student Support Services	Unduplicated Students	$ 831,532	$ 70,373	$ -	$ -	$ 901,905
1	7	English Learner Support	English Learners	$ 5,163	$ -	$ -	$ -	$ 5,163
2	1	Chromebooks	All	$ 64,468	$ -	$ -	$ -	$ 64,468
2	2	Professional Development	All	$ 5,163	$ -	$ -	$ -	$ 5,163
2	3	Assessment and Data Analysis	All	$ -	$ -	$ -	$ 11,500	$ 11,500
2	4	Collaboration (Unduplicated Students)	Unduplicated Students	$ 158,322	$ -	$ -	$ -	$ 158,322
2	4 (Continued)	Collaboration	All	$ 31,697	$ -	$ -	$ -	$ 31,697
3	1	Maintenance of Facility	All	$ 560,303	$ -	$ -	$ -	$ 560,303
3	2	School Climate and Culture	All	$ -	$ -	$ -	$ 5,163	$ 5,163
4	1	Counseling (Unduplicated Students)	All	$ 64,262	$ 35,186	$ -	$ -	$ 99,448
4	1 (Continued)	Counseling	All	$ 26,976	$ 35,186	$ -	$ -	$ 62,163
4	2	Student Support Services	All	$ -	$ -	$ -	$ 3,550	$ 3,550
4	3	Counseling	Unduplicated Students	$ 75,000	$ -	$ -	$ -	$ 75,000
				$ -	$ -	$ -	$ -	$ -
				$ -	$ -	$ -	$ -	$ -
				$ -	$ -	$ -	$ -	$ -
				$ -	$ -	$ -	$ -	$ -
				$ -	$ -	$ -	$ -	$ -
				$ -	$ -	$ -	$ -	$ -
				$ -	$ -	$ -	$ -	$ -
				$ -	$ -	$ -	$ -	$ -
				$ -	$ -	$ -	$ -	$ -

2023-24 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
$ 5,427,432	$ 1,118,783	20.61%	1.95%	22.56%	$ 1,148,079	1.43%	22.58%	**Total:**	$ 1,148,079
								LEA-wide Total:	$ -
								Limited Total:	$ 1,148,079
								Schoolwide Total:	$ -

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	Teacher Assignment	No	LEA-wide		All	$ -	0.00%
1	2	ELA, Math, Science and History	No	LEA-wide		All	$ -	0.00%
1	3	Enrichment Activities	Yes	Limited	All	All	$ 13,800	1.43%
1	4	Professional Development	No	LEA-wide		All	$ -	0.00%
1	5	Teacher Induction Program	No	LEA-wide		All	$ -	0.00%
1	6	Student Support Services	Yes	Limited	All	All	$ 831,532	0.00%
1	7	English Learner Support	Yes	Limited	English Learners	All	$ 5,163	0.00%
2	1	Chromebooks	No	LEA-wide		All	$ -	0.00%
2	2	Professional Development	No	LEA-wide		All	$ -	0.00%
2	3	Assessment and Data Analysis	No	LEA-wide		All	$ -	0.00%
2	4	Collaboration (Unduplicated Students)	Yes	Limited	All	All	$ 158,322	0.00%
2	4 (Continued)	Collaboration	No	LEA-wide		All	$ -	0.00%
3	1	Maintenance of Facility	No	LEA-wide		All	$ -	0.00%
3	2	School Climate and Culture	No	LEA-wide		All	$ -	0.00%
4	1	Counseling (Unduplicated Students)	Yes	Limited	All	All	$ 64,262	0.00%
4	1 (Continued)	Counseling	No	LEA-wide		All	$ -	0.00%
4	2	Student Support Services	No	LEA-wide		All	$ -	0.00%
4	3	Counseling	Yes	Limited	All	All	$ 75,000	0.00%
							$ -	0.00%
							$ -	0.00%
							$ -	0.00%
							$ -	0.00%
							$ -	0.00%
							$ -	0.00%
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							$ -	0.00%

2023-24 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 2,271,560.09	$ 1,639,571.01

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	Teacher Assignment	No	$ 8,260	$ 10,088
1	2	ELA, Math, Science and History	No	$ 249,494	$ 175,697
1	3	Enrichment Activities	Yes	$ 13,800	$ 14,644
1	4	Professional Development	No	$ 5,163	$ 11,823
1	5	Teacher Induction Program	No	$ 11,000	$ 11,000
1	6	Student Support Services	Yes	$ 901,905	$ 643,149
1	7	English Learner Support	Yes	$ 5,163	$ 37,030
2	1	Chromebooks	No	$ 64,468	$ 12,516
2	2	Professional Development	No	$ 5,163	$ 9,182
2	3	Assessment and Data Analysis	No	$ 11,500	$ 10,907
2	4	Collaboration (Unduplicated Students)	Yes	$ 158,322	$ 65,399
2	4 (Continued)	Collaboration	No	$ 31,697	$ 29,453
3	1	Maintenance of Facility	No	$ 560,303	$ 430,649
3	2	School Climate and Culture	No	$ 5,163	$ 3,552
4	1	Counseling (Unduplicated Students)	Yes	$ 99,448	$ 61,101
4	1 (Continued)	Counseling	No	$ 62,163	$ 32,955
4	2	Student Support Services	No	$ 3,550	$ 76,875
4	3	Counseling	Yes	$ 75,000	$ 3,552
				$ -	$ -
				$ -	$ -
				$ -	$ -
				$ -	$ -
				$ -	$ -
				$ -	$ -
				$ -	$ -

2023-24 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)
$ -	$ 1,148,079	$ -	$ 1,148,079	1.43%	0.00%	-1.43%

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	3	Enrichment Activities	Yes	$ 13,800	$ -	1.43%	0.00%
1	6	Student Support Services	Yes	$ 831,532	$ -	0.00%	0.00%
1	7	English Learner Support	Yes	$ 5,163	$ -	0.00%	0.00%
2	4	Collaboration (Unduplicated Students)	Yes	$ 158,322	$ -	0.00%	0.00%
4	1	Counseling (Unduplicated Students)	Yes	$ 64,262	$ -	0.00%	0.00%
				$ -	$ -	0.00%	0.00%

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ -	$ -	1.95%	0.00%	$ -	0.00%	0.00%	$ -	0.00%

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.

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

o   Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

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

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

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

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

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

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

Engaging Educational Partners

Purpose

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

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

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

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

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

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

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

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

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated students
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023–24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22** or when adding a new metric.

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

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs

may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

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

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

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

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

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

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

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

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

Action Tables

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

The following 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 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades 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).

  o **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

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

- **Total Funds**: 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.

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

  For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost $165,000.

Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

o Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)

  o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

- 5. Total Planned Percentage of Improved Services

  o 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)

o 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

    o 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)

    o 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

    o 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)

    o 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 (%)

    o This amount is the total of the Planned Percentage of Improved Services column

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

    o 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)

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

LCFF Carryover Table

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

  - o 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)

  - o 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)

  - o 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)

  - o This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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