

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Los Angeles Leadership Primary Academy

CDS Code: 19-64733-0124818

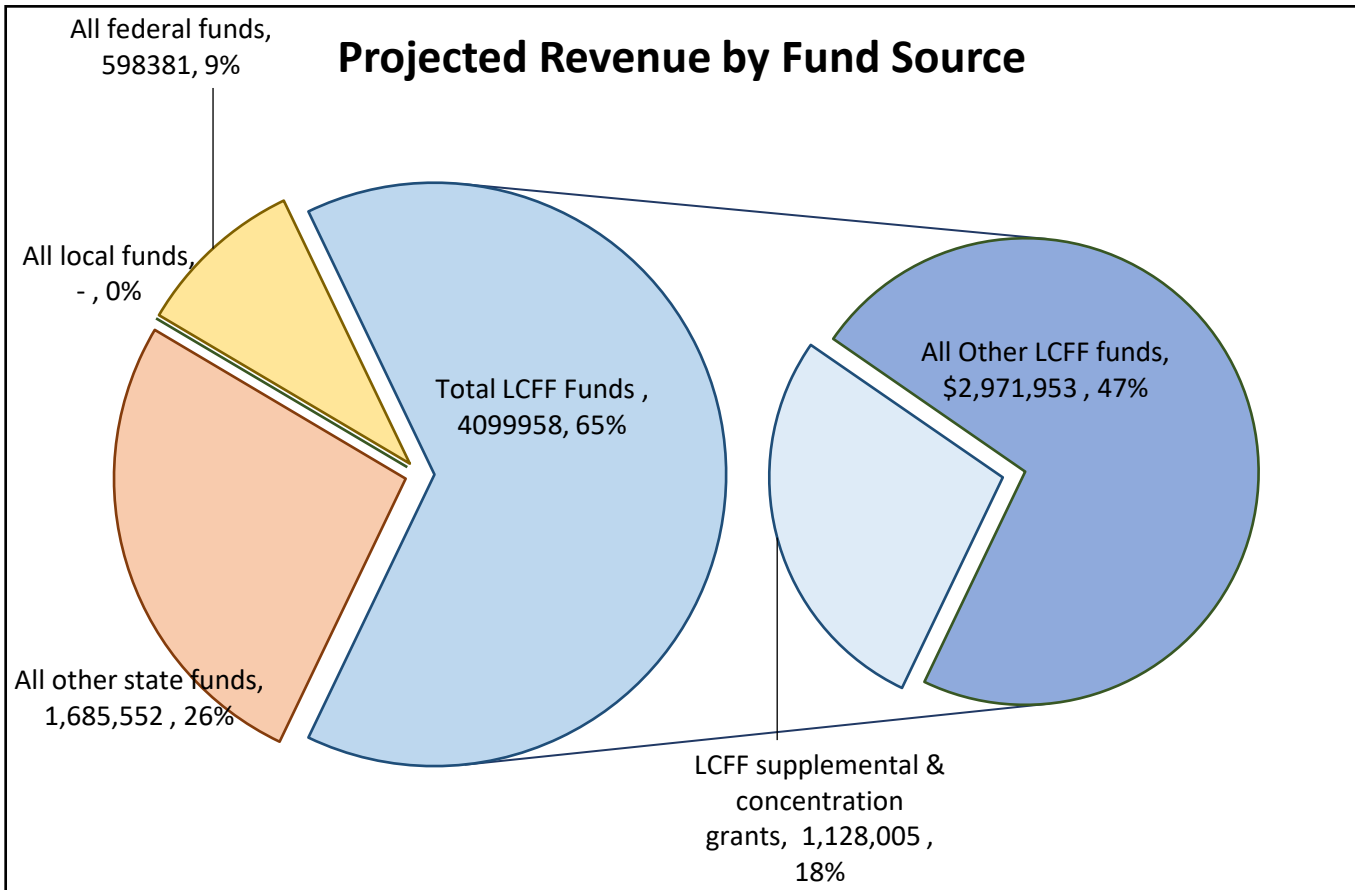
School Year: 2022 – 23

LEA contact information: Arina Goldring-Ravin, 818-605-6964, agoldring@laleadership.org

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 2022 – 23 School Year

Projected Revenue by Fund Source

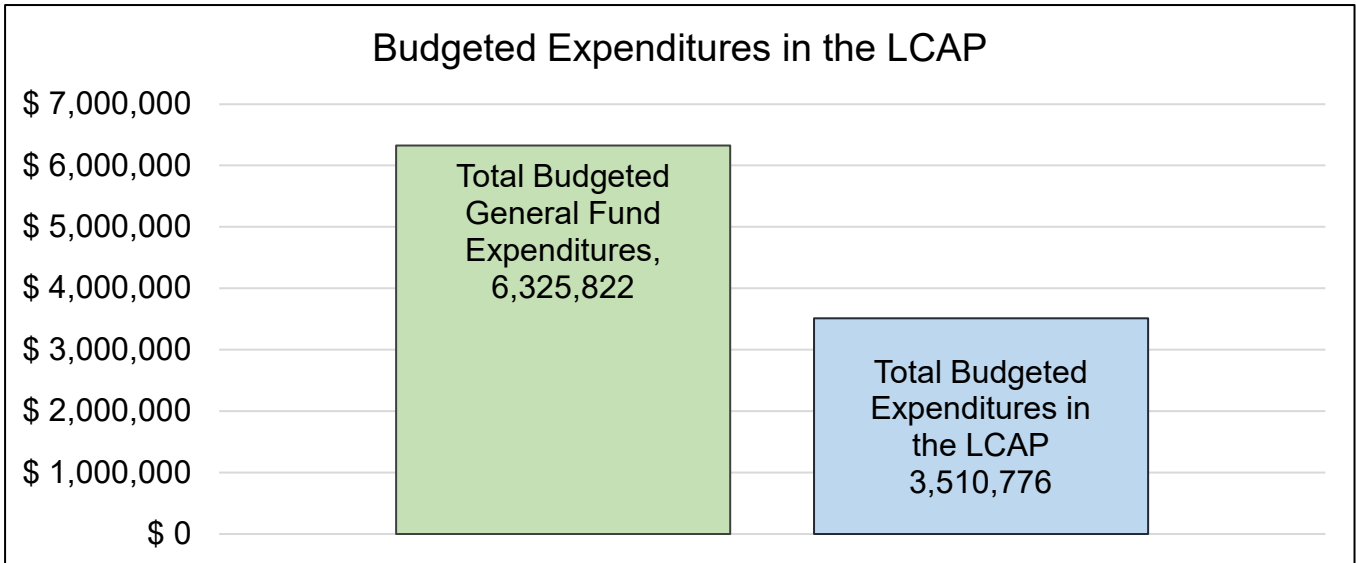


This chart shows the total general purpose revenue Los Angeles Leadership Primary Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Los Angeles Leadership Primary Academy is \$6,383,891.00, of which \$4,099,958.00 is Local Control Funding Formula (LCFF), \$1,685,552.00 is other state funds, \$0.00 is local funds, and \$598,381.00 is federal funds. Of the \$4,099,958.00 in LCFF Funds, \$1,128,005.00 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.



This chart provides a quick summary of how much Los Angeles Leadership Primary Academy plans to spend for 2022 – 23. 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: Los Angeles Leadership Primary Academy plans to spend \$6,325,822.00 for the 2022 – 23 school year. Of that amount, \$3,510,776.00 is tied to actions/services in the LCAP and \$2,815,046.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

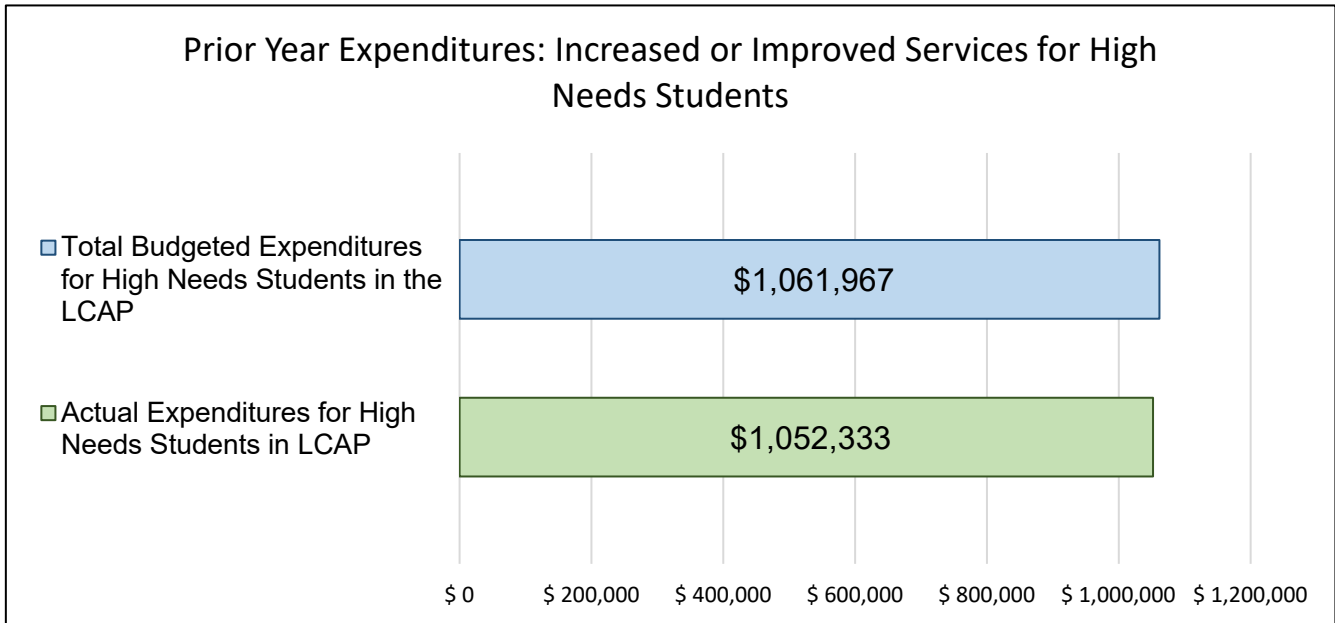
Business Office Expenses, Special Education and Nutrition program expenses, legal and oversight fees, insurance, equipment leases

Increased or Improved Services for High Needs Students in the LCAP for the 2022 – 23 School Year

In 2022 – 23, Los Angeles Leadership Primary Academy is projecting it will receive \$1,128,005.00 based on the enrollment of foster youth, English learner, and low-income students. Los Angeles Leadership Primary Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Los Angeles Leadership Primary Academy plans to spend \$1,129,621.00 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 2021 – 22



This chart compares what Los Angeles Leadership Primary Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Los Angeles Leadership Primary 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 2021 – 22, Los Angeles Leadership Primary Academy's LCAP budgeted \$1,061,967.00 for planned actions to increase or improve services for high needs students. Los Angeles Leadership Primary Academy actually spent \$1,052,333.00 for actions to increase or improve services for high needs students in 2021 – 22. The difference between the budgeted and actual expenditures of \$9,634.00 had the following impact on Los Angeles Leadership Primary Academy's ability to increase or improve services for high needs students:

All services were provided to high needs students as planned. Staffing shifted to best meet student needs resulting in reduced costs.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Los Angeles Leadership Primary Academy	Arina Goldring-Ravin, Chief Executive Officer/Superintendent	agoldring@laleadership.org 818-605-6964

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).

Los Angeles Leadership Primary Academy engaged its educational partners on the use of funds for this year throughout 2020-21 through the following meetings: expense input meetings with classified and credential staff, Instructional and Safety Task Force Committees, School Site Council, DELAC, Coffee with the principal, and Student Leadership. In addition, stakeholders are able to provide input through surveys, phone calls, online newsletters, parent Schoology accounts, and anonymous drop boxes at each site. Further details of educational partner engagement can be found in the 2021-22 Local Control and Accountability Plan here: <http://www.laleadership.org/lcap.html> (p.6-8).

The 2021-22 LCAP was presented at a public hearing on June 9, 2021 and then approved by the governing board on June 11, 2021 at a public meeting. The revised LCAP was approved by the governing board on October 12, 2021.

Los Angeles Leadership Primary Academy will continue to engage community partners regarding the additional Cost-Of-Living-Adjustment (COLA) and 15% increase to concentration funds during the LCAP community partners engagement opportunities in the first half of 2022. The school plans to engage with our educational partners on the use of additional funds provided through the Budget Act of 2021 that were not included in the 2021-22 LCAP during our January 26, 2022 board meeting and at our regular monthly Coffee with the Principal event on January 27th, 2022.

Learning Center teacher use of funding engagement will also occur at Coffee with the Principal January 27th, 2022 regular monthly event.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

LALPA is a single school site LEA, and the one campus has an enrollment of students who are low-income, English Learners, and/or foster youth that is greater than 55 percent. LALPA is using the additional concentration grant add-on funding received to increase the number of staff who provide direct services to students by hiring an additional Learning Center teacher to provide additional Tier II direct services to 1st-5th grade students through 30 minute sessions three times each week to support English language literacy.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

LALPA believes that stakeholder input drives the development of the plan. LALPA consulted parents, pupils, school personnel including principals, teachers, and the special education administrator, local bargaining units, and the community over the course of the year conducting meetings and administering surveys to all employees, students, and parents.

LALPA does not serve any tribes. There are not any Civil Rights organizations, including disability rights organizations connected to our school community. The LALPA governing board is composed of a diverse group of community members who are part of other organizations that represent the interests of underserved students, such as the Alliance for Children's Rights. The school maintains a partnership with Didi Hirsch Mental Health Services and their staff provides input as to how best to meet the mental health needs of underserved students.

To consult its various stakeholders, LALPA utilized its developing school improvement process: a one-year cycle that involves both internal and external stakeholders in active reflection on the current state of the school and its goals, with the aim of refining the current plan. The goal of the process—to build consensus around a strategic plan that addresses the needs of LALPA's students—is always clear to stakeholders. This process has been characterized by information-sharing between stakeholders that is clear, accurate, and transparent and by the multitude of opportunities for stakeholders to express their opinions. A corollary to LALPA's commitment to stakeholder communication has been the provision of reliable data and objective evidence to serve as the basis for productive discussions and data-based decisions. Teachers and administrators have worked closely to analyze results from the NWEA MAP assessments in reading, language, and math, the CAASPP ELA and math assessments, Children's Progress of Academic Assessment, unit summative assessments, and LALPA's intervention and enrichment programs. Faculty and administrators have used weekly staff meetings and weekly grade level meetings to discuss data and their implications—discussions that have informed the school's developing plans.

While administrators have received input during these sessions with faculty, LALPA has established other formal opportunities for teachers to provide their input. LALPA has explicitly dedicated time during its Wednesday collaborative meetings and pupil-free days to collecting faculty input on organizational plans. LALPA has also regularly surveyed its faculty on various topics ranging from student

discipline to LALPA's professional development program. Teachers have continued to hold reserved seats on LALA's School Site Council, English Learner's Parent Advisory Council, and Curriculum Council, which provided explicit input on the LCAP. Teachers have also had the opportunity to provide input with their direct access to LALPA's Chief Executive Officer/Superintendent, who maintains an open-door policy and has hosted listening forums with the faculty. As for the school's principals and other administrators, they have significant input into the LEA's strategic plans since the school and LEA exist as one. Their input is accounted for in regular meetings of the leadership team. For parents and community members, LALPA has arranged and invited parents to a variety of forums focused on presenting school improvement data and collecting input. During several open forums and regular Coffee with the Principal meetings, administrators and parents have reviewed school-wide student data, contextualizing these results in light of the school's mission and plans. These sessions have provided parents with opportunities to dialogue about progress and make suggestions for improvement. Parents and other stakeholders have been invited to bi-monthly meetings of the school's Board of Directors as well as all meetings of the school's various councils. All these meetings have remained public and continue to reserve time for open commentary. In addition to forums and meetings, LALPA engages in regular communications with families to update them on their students and the school, with parents receiving phone calls, texts and emails, Letters from the Principal, and progress reports every five weeks. LALPA sees its families as important partners and regularly invests in the development of these relationships. As a result, students' teachers become trusted avenues for families to convey their concerns, who in turn have served as their advocates. Similarly, parents have provided input through the school's Parent and Family Coordinator, who has advocated for parents and shared their concerns with school leaders as they have developed. As with faculty, LALPA has also conducted a survey explicitly aligned to the LCAP for families. LALPA also provides an avenue for students to express their voice, supporting a student leadership group. In addition to planning school events and fundraisers, this group voices and champions student initiatives and interests under the guidance of a faculty advisor, who has regularly established communication channels with school administrators. The ESSER III Expenditure plan was discussed at the October 7th, 2021 SSC meeting and the SSC recommended board approval. The ESSER III Expenditure plan was approved by the governing board on October 12, 2021.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Los Angeles Leadership Primary Academy is successfully implementing efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services as required by the federal American Rescue Plan Act by providing additional nursing services. This nurse assistant has been well-trained and able to implement clear protocols with regards to health reviews, Covid-19 testing, social distancing, cleaning and sanitizing, and the use of personal protective equipment (PPE) to prevent virus transmission. Consistency in implementation of protocols across campuses, staff members, grade-levels, and classrooms has contributed to the success in bringing students back to school safely this year. There has not been a disruption to continuity of in-person instructional services as of this writing on 1/11/2022.

Progress on implementation of each Los Angeles Leadership Primary Academy ESSER III expenditure plan action:

Testing Process for Employees and Students and Nursing Services: LALPA is testing all students and staff every week for COVID-19. Prior to November, all students and vaccinated staff tested every other two weeks. The full time nurse and assistant

coordinate the testing program and associated contact tracing. We have been successful ensuring all students test regularly and any close contacts of infected students are tested in the time period required by the public health department. We are proud of the work collaborating with the teacher's union to come to an agreement on teacher COVID-19 testing protocols. One challenge with the process has been adjusting to changing guidelines and protocols from the County and ensuring prompt, clear communication with all staff, teachers, families, and students about the updated protocols.

Tutoring Services: LALPA has successfully provided math tutoring to approximately 115 students so far this year through Spark Tutors online tutoring platform. Students in all grades are eligible for 2-4 hours of weekly math tutoring. English Language Learners and Students with IEPs are eligible to receive additional tutoring hours if requested. The only challenge occurred during the initial roll out when parents were concerned about the tutoring occurring virtually after their child spent over a year in the distance learning format. Once students got started with the program, parent feedback has been overwhelmingly positive.

Professional Development: All teachers are participating in ongoing professional development focusing on the integration of language strategies across the curriculum. All teachers participated in GLAD strategies professional development and there is evidence of implementation of these strategies in lesson plans and classroom observations. All teachers are also receiving one-on-one math coaching through WestEd around fostering academic conversations and increasing the amount of student talk versus teacher talk during each math lesson. Classroom observations demonstrate implementation of academic conversations about mathematics. It is too soon to identify academic successes as a result of the professional development, however the fact that the teachers are finding value in the professional development is definitely a success. A challenge in implementation has been with the logistics of developing a professional development calendar that provides enough time for teacher collaboration around implementation of these new strategies. Since the school calendar does not have any pupil free days and substitute teachers are scarce, the school has had to create rotation schedules to ensure teachers have the opportunity to collaborate and observe other teachers.

Technology Services and Educational Software: LALPA has purchased additional student MacBooks, 12 teacher MacBooks, 80 hotspots, and additional technology infrastructure to increase bandwidth across the campus. Increased bandwidth has allowed additional use of educational software tools like Renaissance STAR testing and Accelerated Reader on campus. The availability of the hardware and software has allowed students on independent study to be able to use these tools while at home. The challenge has been with supply chain delays that have made the delivery of purchased equipment take longer than anticipated.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

Los Angeles Leadership Primary Academy is using the fiscal resources received for the 2021-22 school year with a specific focus on ensuring the academic and social emotional recovery of our students after spending a year or more in a distance learning format. The LCAP prioritizes providing high-quality, standards-aligned instruction with specific supports for our highest need students. Based on our annual update reflections, the plan addresses learning loss through implementation of assessments and a multi-tiered system of academic supports. After returning to school in the Fall, local assessment data indicated a great diversity in student needs and the school pivoted to a small group learning model to ensure each lesson provided appropriate differentiation to meet each student's needs. The ESSER III expenditure plan provides additional supports to address learning loss for students with tutoring, professional development, and additional educational software that supplement the related LCAP actions (Goal 1, Action 2-4, p.10). The additional professional development is focused on language standards, but even more so on providing high quality differentiated instruction in literacy centers and small group math instruction. This has required a huge shift in the instructional model and the purchase of additional technology, staff, and instructional materials. The teachers have invested a huge amount of time to set up the procedures and routines in their classrooms to successfully provide small group instruction, to collaborate with their peers to analyze the data and make instructional plans that best meet the needs of each student.

Ensuring our students return to in-person instruction in the safest manner possible, while addressing their social emotional needs is also prioritized in the LCAP this year. The ESSER III expenditure plan Testing Process for Employees and Students and Nursing Services actions supplement the actions previously outlined in the LCAP Safe and Clean Campus action (Goal 1, Action 1, p.13).

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), 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

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

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

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

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
Los Angeles Leadership Primary Academy	Arina Goldring- Ravin CEO/ Superintendent	agoldring@laleadership.org 818-605-6964

Plan Summary 2022-23

General Information

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

Los Angeles Leadership Primary Academy (hereafter “LALPA”) is a small TK-5 dual immersion (Spanish/English) charter school located in Lincoln Heights, a community north of downtown Los Angeles. LALPA is operated by the Los Angeles Leadership Academy, a California nonprofit corporation, which also operates Los Angeles Leadership Academy charter school, a 6-12 secondary school originally founded in 2002. Currently: LALPA, opened in 2011, serves approximately 325 students in TK-5 with an additional 18 students in a privately funded Expanded TK (ETK) class. From our student population, 98% of students qualify for Free or Reduced-Price Lunch (FRPL), 54% are English Learners (EL), 12.1% are Students with Disabilities (SWD), 1% are Foster/Homeless Youth (F/HY), 84% are Hispanic/Latino, 12% are White, 2% are African American, and 1% are Asian.

As part of LALPA’s vision, students participate in a dual language program, which promotes the development of bilingual and multicultural competencies for all students. The charter school’s environment is safe, nurturing, and developmental. Parents, students, and community members feel welcomed and have ownership of the learning environment. LALPA’s educational program has been flexible enough to allow staff to find creative, unique ways to meet the needs of all students, so that all students succeed, irrespective of individual differences and despite the effects of poverty in their community. The Los Angeles Leadership Primary Academy constantly looks for ways to address community needs with a supportive, responsive staff and program. Research notes that high-poverty; high-achieving schools share common characteristics: support of the whole child, data collection and analysis, accountability, relationship building, and an enrichment mindset. These principles drive many of the school’s programs including the data and assessment, advisory, and extracurricular programs as well as LALPA’s multi-tiered system of supports, the Student Assistance Program.

Across all grades, LALPA and LALA focus on engaging students through student-centered, constructivist problem-based learning approaches that actively engage each of our students in the learning process. Our students are scholars, activists, and creators who demonstrate commitment to our values of social justice and leadership.

The purpose of this Local Control Accountability Plan (LCAP) is to address the School Plan for Student Achievement (SPSA) for Los Angeles Leadership Primary Academy which is the Schoolwide Program; herein referred to as the LCAP. The Charter School's plan is to effectively meet the ESSA Requirements in alignment with the LCAP and other federal, state and local programs. The plans included in the LCAP address these requirements by focusing on three broad goals: Increase student achievement in English Language Arts and Mathematics in order to close the achievement gap between student subgroups and general population based on the California Dashboard within the framework of a two-way Spanish-English dual language program; Work collaboratively with students, staff, families, and community to increase resources in order to provide a safe and supportive schooling experience that attends to all the different academic and social-emotional needs of the students; Ensure the school site has an inclusive and welcoming climate for all students and their families, so that all students are in their classes ready to learn.

The Charter School completed a comprehensive needs assessment of the entire school which included an analysis of verifiable state data and local performance data used to measure student outcomes as evidenced in the annual update portion of the LCAP. The needs assessment process included meeting parents, classified staff, teachers and administrators to identify areas of opportunity for the students and groups of students who are not achieving standard mastery and to identify strategies which will be implemented in the LCAP to address those areas of opportunity.

The identification of the process for evaluating and monitoring the implementation of the LCAP and the progress toward accomplishing the established goals will include discussing the actions and services with the use of supplemental funds at the school level through the English Learner Advisory Council. The English Learner Advisory Council will meet four times per year to inform the process. Parents, classified staff, certificated staff and an administrator will make up the council. The number of parents will exceed or be equal to the number of total staff members. The council will discuss academic performance, supplemental services and areas to make improvements with Title funds as part of the School Plan included in the LCAP conversations at the meeting in the fall and at the meeting in the spring. The teachers, staff, students and parents also participate in an annual survey which provides feedback on the goals and services. The teachers, staff and administrators actively participate in the decision making process throughout the year and during LCAP workshops. The decisions will take into account the needs of Los Angeles Leadership Primary Academy based on student achievement data to include SBAC, ELPAC, and interim assessment data such as NWEA MAP, cumulative assessments, and attendance and student demographic data to include the significant subgroups of Latino, Black or African American, White, socioeconomically disadvantaged, students with disabilities, and English Learners. This student achievement data and student demographic data will be used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

Each goal includes actions and services that address the needs of all students and significant subgroups which include evidence-based strategies that provide opportunities for all children, methods and instructional strategies, and particular focus on students at risk of not meeting the State academic standards.

Reflections: Successes

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

We are very proud of the work of our students, staff, and families as they have worked together to address the challenges faced during the pandemic. This year we were able to quickly identify student culture and academic needs, and as a result shifted the instructional model to include small group instructional times throughout the week to meet these needs. Adding assessments has also helped monitor progress throughout the year. The additional support staff in classrooms has been helpful in providing small group and individual instruction based on that assessment data. We are proud of how well students are using Accelerated Reader to support reading growth. We awarded nearly 60 certificates to students at our last awards ceremony to celebrate this progress. At the mid-year, the STAR data showed at least half a year's reading growth and the number of students in the urgent intervention level has decreased significantly. We will continue this instructional model and assessment schedule next year to ensure continued growth.

The PBIS program has been supportive with students understanding and meeting expectations, which has been crucial for the school to get back on track with in-person instruction. We will continue implementation of the PBIS program next year, but will continue with Year 2 implementation due to some expected staff turnover.

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.

Since the 2020 and 2021 CA Dashboard was suspended due to the pandemic, we have only 2019 data to reflect on.

While we are pleased by the 2019 gains in our CAASPP scores, we recognize that there is considerable room for growth in our scores.

Based on a review of performance on the state and local indicators measured by the California Dashboard, a review of our internal benchmark data, and a review of educational partner input, LALPA has identified the following needs:

Increase in English Language Arts Proficiency: While students have demonstrated growth in this subject, LALPA recognizes that additional support is needed to increase student proficiency for both the general population and significant subgroups. CAASPP scores indicate a growth from 31.26% Met and Exceeded in 2018 to 37.50% Met and Exceeded in 2019. A closer analysis of our data indicates two specific areas of concern: Reading Comprehension and Research/Inquiry. The Reading Domain remained relatively the same from 2018 to 2019. While there was a slight positive increase from below standard to near standard, there was no increase in the "above standard" level. This indicates that students are having difficulty analyzing a range of informational and literary texts. Similarly, our data indicates that the Research/ Inquiry domain is also an area in need for improvement. Although there was a positive shift from the "Below Standard" to "Near Standard", there was also a slight regression from the "Above Standard" level from 2018 to 2019 (Above Standard decreased from 19.37% to 16.07%). This data indicates that students are having difficulty investigating topics, analyzing, integrating, and presenting information.

Increase in Mathematics Proficiency: Despite the growth that LALPA noted in the 2019 CAASPP results, we recognize there is room for improvement in this subject. Overall, we note that growth in Mathematics has been slower than that of ELA. Taking a deeper dive into our data, we note that the area of Concepts and Procedures presents itself as the greatest challenge for our students with an overall of 65% of

students performing below standard in 2018 and an overall of 52.98% performing below standards in 2019. These results indicate that our students are having difficulty explaining and applying mathematical concepts.

Increase in student reclassification rate: As discussed above, LALPA's EL reclassification rates are not equivalent to a typical elementary school in that we are a whole school dual immersion program. Our students have limited time learning in English each day, compared to a typical elementary school in which EL students are immersed in an English-only or predominantly English program. As such, we do not expect our ELs to reclassify as rapidly as they would at a typical elementary school and instead expect that ELs who come to LALPA in Kindergarten and remain continuously enrolled will reclassify by 5th grade. That said, our faculty regularly analyzes ELPAC scores, breaking down the scores by grade level and by the four domains of Listening, Speaking, Reading, and Writing, in the context of our instructional strategies and curricula. Teachers communicate ELPAC results with the individual students, so that they understand where they are, and what they need to accomplish to be reclassified. At the end of 2018-19, based on the spring 2019 ELPAC results, for example, the data showed that K-2nd graders were stronger in Listening Performance, while 3rd -5th graders were stronger in Speaking Performance.

To address the concerns, LALPA has directed resources towards purchasing additional reading books in English for the Accelerated Reading program, allotted time for instructional aides to provide small group tutoring and purchased EL components to supplemental programs. Funds have also been allotted to provide professional development in language acquisition for second language learners.

For 2021-22, we have identified needs in attendance and plan to hire additional attendance support staff to ensure regular communication with parents about the importance of attendance, attendance tracking, communication about absences, and enhanced communication and implementation of attendance support plans with families of students in danger of becoming chronically absent. We have also identified needs in English Learner progress and will provide additional support for development of foundational language skills for English Learners. We are also seeing a need in our youngest students for support with foundational skills in reading and math. We will provide support staff to address these needs during small group instruction. We will continue to have the volunteer read aloud program next year. We also have identified needs in Spanish foundational skills and plan to adopt the Estrellitas curriculum to address this need.

While we have little science data to reflect upon, we know that Science is an area of need and plan to expand STEM during the school day.

Next year due to expected staff turnover, we will need to provide professional development for teachers and staff through LACOE on PBIS program implementation to ensure we are able to maintain the gains that we made this year.

LCAP Highlights

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

The 2022 LCAP provides our plan for improvement and development. We have designed three goals which encompass the breadth of our program. The previous four goal structure was modified to three goals to better align our outcomes, actions, and goals.

Goal 1: Increase student achievement in English Language Arts and Mathematics in order to close the achievement gap between student subgroups and general population based on the California Dashboard within the framework of a two-way Spanish-English dual language

program by providing high quality instruction, high quality dual language curriculum and instructional materials, tutoring services, intervention, academic progress monitoring, professional development, technology and digital resources, English Learner Support, and Special Education services.

Goal 2: Work collaboratively with students, staff, families, and community to increase resources in order to provide a supportive schooling experience that attends to all the different academic and social-emotional needs of the students by providing family events, workshops, and family and community outreach.

Goal 3: Ensure the school site has a safe, inclusive and welcoming climate for all students and their families, so that all students are in their classes ready to learn by providing a PBIS program, enrichment activities, a nutrition program, student uniforms, mental health support, and an attendance clerk.

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.

LALA is a single school LEA that is not eligible for comprehensive support and improvement.

Support for Identified Schools

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

LALA is a single school LEA that is not eligible for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

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

LALA is a single school LEA that is not eligible for comprehensive support and improvement.

Engaging Educational Partners

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

LALPA believes that educational partner input drives the development of the plan. LALPA consulted parents, pupils, school personnel including principals, teachers, and the special education administrator, local bargaining units, and the community over the course of the year conducting meetings and administering surveys to all employees, students, and parents.

LALPA does not serve any tribes. There are not any Civil Rights organizations, including disability rights organizations connected to our school community. The LALPA governing board is composed of a diverse group of community members who are part of other organizations that represent the interests of underserved students, such as the Alliance for Children's Rights. The school maintains a partnership with Didi Hirsch Mental Health Services and their staff provides input as to how best to meet the mental health needs of underserved students.

To consult its various stakeholders, LALPA utilized its developing school improvement process: a one-year cycle that involves both internal and external stakeholders in active reflection on the current state of the school and its goals, with the aim of refining the current plan. The goal of the process—to build consensus around a strategic plan that addresses the needs of LALPA's students—is always clear to stakeholders. This process has been characterized by information-sharing between stakeholders that is clear, accurate, and transparent and by the multitude of opportunities for stakeholders to express their opinions. A corollary to LALPA's commitment to stakeholder communication has been the provision of reliable data and objective evidence to serve as the basis for productive discussions and data-based decisions. Teachers and administrators have worked closely to analyze results from the NWEA MAP assessments in reading, language, and math, the CAASPP ELA and math assessments, unit summative assessments, and LALPA's intervention and enrichment programs. Faculty and administrators have used weekly staff meetings and weekly grade level meetings to discuss data and their implications—discussions that have informed the school's developing plans. While administrators have received input during these sessions with faculty, LALPA has established other formal opportunities for teachers to provide their input. LALPA has explicitly dedicated time during its Wednesday collaborative meetings and pupil-free days to collecting faculty input on organizational plans.

Teachers have continued to hold reserved seats on LALA's School Site Council, English Learner's Parent Advisory Council, and Curriculum Council, which provided explicit input on the LCAP. Teachers have also had the opportunity to provide input with their direct access to LALPA's Chief Executive Officer/Superintendent, who maintains an open-door policy and has hosted listening forums with the faculty. As for the school's principals and other administrators, they have significant input into the LEA's strategic plans since the school and LEA exist as one. Their input is accounted for in regular meetings of the leadership team. For parents and community members, LALPA has arranged and invited parents to a variety of forums focused on presenting school improvement data and collecting input. During several open forums and regular Coffee with the Principal meetings, administrators and parents have reviewed school-wide student data, contextualizing these results in light of the school's mission and plans. These sessions have provided parents with opportunities to dialogue about progress and make suggestions for improvement. Parents and other stakeholders have been invited to bi-monthly meetings of the school's Board of Directors as well as all meetings of the school's various councils. All these meetings have remained public and continue to reserve time for open

commentary. In addition to forums and meetings, LALPA engages in regular communications with families to update them on their students and the school, with parents receiving phone calls, texts and emails, Letters from the Principal, and progress reports every five weeks. LALPA sees its families as important partners and regularly invests in the development of these relationships. As a result, students' teachers become trusted avenues for families to convey their concerns, who in turn have served as their advocates. Similarly, parents have provided input through the school's Parent and Family Coordinator, who has advocated for parents and shared their concerns with school leaders as they have developed.

The school engaged with education partners about the use of funding during our January 26, 2022 board meeting and at our regular monthly Coffee with the Principal event on January 27th, 2022. Specifically addressed was how to best use funding to support the Learning Center model for intervention.

LALPA presented the LCAP to the SSC on May 31st for their feedback. A public hearing was held on June 9, 2022 and the LCAP was approved by the board on June 22, 2022.

A summary of the feedback provided by specific educational partners.

Parents express appreciation for all of the hard work of teachers, staff, and administrators. Parents are very satisfied with the program. They would like to see the music program return next year and security services to be provided on campus to ensure the campus is safe from intruders. They also express that the playgrounds need to be remodeled.

Teachers/Staff/Administrators would like a return to field trips and on-campus parent activities.

Students would like regular field trips to resume.

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

Goal 3, Action 3 includes "Weekly Music and Visual Arts Education Program" in response to parent feedback about wanting the music program to return. It also includes "Student educational enrichment field trips" in response to staff and student feedback about the desire for regular field trips to resume.

Return to field trips and on -campus parent activities

Goals and Actions

Goal 1

Goal #	Description
Goal #1	Increase student achievement in English Language Arts and Mathematics in order to close the achievement gap between student subgroups and general population based on the California Dashboard within the framework of a two-way Spanish-English dual language program.

An explanation of why the LEA has developed this goal.

Students must have access to a rigorous program of curriculum and instruction aligned to CCSS, NGSS, and other California adopted state standards, be monitored in their progress toward mastery of these standards and receive differentiated support to ensure they are ready for future academic success. The dual language program contributes to the creation of culturally proficient learning environments conducive to the success of student populations like LALPA’s while also allowing the school to build upon the academic skills students may already have in Spanish.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of students with access to state-adopted instructional materials for use at both school and home	100% Data Year: 2020-21 Source: SARC	100% Data Year: 2021-22 Source: SARC			100% Data Year: 2023-24 Source: SARC

<p>Grade level quarterly plans reflect implementation of curriculum aligned to CCSS, NGSS, ELD and other California adopted state standards for Dual-language Program</p>	<p>Quarterly plans align to State adopted standards in English</p> <p>Data Year: 2020-21</p> <p>Source: Local</p>	<p>Quarterly plans for all grade levels reflect 100% implementation of State adopted standards in all core subjects</p> <p>Data Year: 2021-22</p> <p>Source: Local</p>			<p>Quarterly plans for all grade levels reflect 100% implementation of State adopted standards in all core subjects</p> <p>Data Year: 2023-24</p> <p>Source: Local</p>
<p>% of students enrolled in a broad course of study including unduplicated students and students with disabilities</p> <p>(modified in 2022)</p>	<p>100%</p> <p>Data Year: 2020-21</p> <p>Source: Local</p>	<p>100%</p> <p>Data Year: 2021-22</p> <p>Source: Local</p>			<p>100%</p> <p>Data Year: 2023-24</p> <p>Source: Local</p>
<p>CAASPP ELA Achievement: % of students meeting/exceeding standards for all students and all numerically significant subgroups</p> <p>(Moved from Goal 3)</p>	<p>All Students: 37.5%</p> <p>SED: 38.4%</p> <p>EL: 18.4%</p> <p>SWD: 22.2%</p> <p>Hispanic/Latino: 38.8%</p> <p>White: 15.4%</p> <p>Data Year: 2018-19</p>	<p>All Students: 27%</p> <p>SED: 26.7%</p> <p>EL: 12.7%</p> <p>Hispanic/Latino: 26.8%</p> <p>Data Year: 2020-21</p> <p>Data Source: Dataquest</p>			<p>All Students: 52.5%</p> <p>SED: 53%</p> <p>EL: 33%</p> <p>SWD: 37%</p> <p>Hispanic/Latino: 53%</p> <p>Data Year: 2022-23</p> <p>Data Source: Dataquest</p>

	Data Source: Dataquest				
CAASPP Math Achievement: % of students meeting/exceeding standards for all students and all numerically significant subgroups (Moved from Goal 3)	All Students: 25% SED: 24% EL: 9.2% SWD: 11.1% Hispanic/Latino: 25.9% White: 7.7% Data Year: 2018-19 Data Source: Dataquest	All Students: 12.1% SED: 11.6% EL: 3.9% Hispanic/Latino: 12.3% Data Year: 2020-21 Data Source: Dataquest			All Students: 37% SED: 39% EL: 21% SWD: 23% Hispanic/Latino: 38% Data Year: 2022-23 Data Source: CA Dataquest
CAASPP ELA: Distance from Standard (DFS) for all students and all numerically significant subgroups (Moved from Goal 3)	All Students: -24.2 SED: -25.6 EL: -31 SWD: -37.8 Hispanic/Latino: -23.7 White: -54.8 Data Year: 2018-19 Data Source: CA Dashboard	SED: -45.1 EL: -71.3 SWD: -62.3 Data Year: 2020-21 Source: Estimate from CAASPP file			All Students: -9.2 SED: -10.6 EL: -16 SWD: -22.8 Hispanic/Latino: -8.7 Data Year: 2022-23 Data Source: CA Dashboard

<p>CAASPP Math: Distance from Standard (DFS) for all students and all numerically significant subgroups (Moved from Goal 3)</p>	<p>All Students: -43.2 SED: -44.8 EL: -52.4 SWD: -52.4 Hispanic/Latino: -43.8 White: -68.6 Data Year: 2018-19 Data Source: CA Dashboard</p>	<p>SED: -82.6 EL: -100.6 SWD: -81.0 Source: Estimate from CAASPP file</p>			<p>All Students: -31.2 SED: -32.8 EL: -40.4 SWD: -40.4 Hispanic/Latino: -31.8 Data Year: 2022-23 Data Source: CA Dashboard</p>
<p>NWEA MAP: % of students meeting growth targets in Reading and Math (added in 2022)</p>	<p>40% Students Meeting Projected Fall to Spring Growth in Math 50% Students Meeting Projected Fall to Spring Growth in Reading Data Year: 2021-22 Data Source: NWEA MAP</p>	<p>N/A Added in 2022</p>			<p>55%</p>
<p>% of English Learners making progress on the ELPAC (ELPI) (Moved from Goal 3)</p>	<p>44.2% Data Year: 2018-19 Data Source: CA Dashboard</p>	<p>ELPI not calculated for 2021 ELPAC Summative Level 3 or 4: 41.7% (Proficient: 5%) Data Year: 2020-21</p>			<p>55% Data Year: 2022-23 Data Source: CA Dashboard</p>

		Data Source: DataQuest Summative ELPAC			
English Learner Reclassification Rate (Moved from Goal 3)	9.1% Data Year: 2019-20 Data Source: Dataquest	11.6% Data Year: 2019-20 Data Source: Dataquest			15% Data Year: 2022-23 Data Source: Dataquest
% of teachers properly credentialed and appropriately assigned (added in 2022)	72.2% properly credentialed Data Year: 2021-22 Data Source: Local	N/A Added in 2022			100% properly credentialed 0 misassigned Data Year: TBD Data Source: SARC

Actions

Action #	Title	Description	Total Funds	Contributing
1	Curriculum and Instructional Materials	Provide standards-aligned curriculum and instructional materials for all students for use at home and at school to promote dual language acquisition and content knowledge development.	\$41,000	Y
2	Tutoring Services	LALPA will provide ELPAC and CAASPP bootcamps to provide students additional tutoring to support growth on the state academic assessments. LALPA will also provide additional tutoring services to students after school.	\$500,000	Y

3	Intervention	<p>LALPA provides additional support to students during the school day with Learning Center teachers and paraprofessionals that support small group and individual instruction during the school day. LALPA also maintains small class sizes to ensure students receive the support needed for academic growth.</p> <ul style="list-style-type: none"> ● Student Assistance Program ● Small class sizes averaging 21 students with small group instruction and individual support provided to students. (All with over 21 have TA) ● Learning Center/ RTI program (ELA) ● Small group and 1:1 after school Tutoring (<i>online</i>) 	\$149,912	Y
4	Academic Progress Monitoring	<p>Monitor academic progress of significant subpopulations (including RFEPs). This will include (but not be limited to):</p> <ol style="list-style-type: none"> 1. implementation of internal benchmarks (STAR Literacy and NWEA) 2. Analyze student data from internal benchmarks and digital programs 3. Analyze data for tutoring program effectiveness 4. Review ELPAC data with teachers, students, and parents 5. Implement ICA (Interim CAASPP Assessments) at least once a year 	\$8,681	Y

		<p>6. Teachers offer periodic meeting with parents to review quarterly report cards and students assessments</p> <p>Instructional faculty will participate in periodic school-wide, grade-level, and classroom data analysis to guide instruction</p>		
5	Professional Development	Provide on-going professional development to support effective teaching practices and the implementation of the Common Core and other state adopted standards.	\$178,231	Y
6	Technology and Digital Resources	<p>Maintain the technology and digital resources that will allow LALPA to differentiate instruction, develop students' 21st Century skills, and meet state standards, such as</p> <ol style="list-style-type: none"> 1. Renaissance Accelerated Reading Program 2. Achieve3000 Literacy & Math 3. Learning A-Z: Raz Kids 4. BrainPop 5. PowerSchool Digital Report Cards 6. TeacherspayTeachers Digital Resources for teachers 	\$135,028	Y
7	High-Quality Instruction	Maintain a stable and effective staff and faculty, recruiting and retaining high-quality appropriately credentialed teachers and staff, and contracted services to support students with special needs	\$445,807	N
8	English Learner Support and Reclassification	<p>Provide intervention, designated and integrated ELD instruction, and similar academic support during the school day for English Learners. This will include (but not be limited to):</p> <ul style="list-style-type: none"> ● Continuation of a RTI Tier II pullout program for ELA ● In-class instructional aide to support English Learner 	\$286,518	Y

		<ul style="list-style-type: none"> ● Monitor ELPAC summative assessments and review with teachers, parents, and students ● Host annual reclassification ceremony for students meeting criteria ● Professional Development for teachers on designated and integrated ELD strategies ● Administrator and ELD coordinator will attend annual ELPAC training with Los Angeles County of Education 		
9	Special Education	LALPA will coordinate special education services by a RSP teacher, instructional aides, and external service providers to provide all of the services required in each student's IEP.	\$518,539	N

Goal Analysis for 2021-22

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

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

Overall the actions designed to support achievement of the goal were implemented as planned, except we did not purchase new Science and Social Studies curriculum. We did implement a STEM curricular program that was aligned to the NGSS standards and was well received by teachers and students.

Successes with the action implementation process include having enough tech to provide students devices for tutoring at home and during the after school program. We also used devices for our coding classes. We were able to provide a new set of computers for teachers. Professional Development has been a successful mix of in-person and virtual sessions. We provided professional development for STEM this year as well that was well-received by teachers.

Some challenges with implementation this year were with regard to return to in person instruction and needing to reintroduce curricular resources to students and reinforce existing programs rather than adopting more. It was also a challenge switching the use of some digital tools from virtual instruction to in person instruction. The volunteer read-aloud program is still being provided virtually. The shortage of teachers has made implementation of our academic program challenging. We continue to post positions and recruit but it has been challenging. The Special Education team has also faced challenges completing pending evaluations and addressing all of the requests for new evaluations this year.

Original Goal 3 “Increase student achievement in English Language Arts and Mathematics in order to close the achievement gap between student subgroups and general population based on the California Dashboard”

Overall the actions designed to support achievement of the goal were implemented as planned.

Successes with the action implementation process include strong monitoring of English Learner progress with individualized plans using monthly STAR data and use of the instructional aides to provide small group and individual instruction under direction of the teacher. Teachers conferenced with students and students in grades 3-5 are aware of ELD level and levels for each ELPAC domain, so they can better understand their individualized instruction plan. Changing the frequency of STAR testing to monthly has helped monitor progress and adjust small group instruction accordingly.

Staff turnover has made implementation of consistent supports challenging. Student attendance has made continuity of instruction challenging despite each child having an individualized plan.

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

The Core Curriculum and Instructional materials expenditures were less than budgeted due to the fact that we did not purchase a new Social Studies curriculum this year. The Professional Development expenditures were more than budgeted due to the ability to fund additional professional development opportunities through pandemic-related funding. Faculty and Staff expenditures were more than budgeted due to the higher costs associated with hiring and retaining staff and shifting of staffing to better meet student needs.

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

The Curriculum and Instructional Materials action has been successful as evidenced by 100% of students with access to state-adopted instructional materials for use at both school and home. The Professional Development action has been successful as evidenced by quarterly plans for all grade levels reflecting 100% implementation of State adopted standards in all core subjects. The Technology and Digital Resources action has been successful as evidenced by the school being able to provide new devices to teachers and purchase enough devices so that students have access to them at home and during the after school tutoring program. The Faculty and Staff action has been partially effective as it has been very difficult to hire qualified staff during the staffing shortage.

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.

The 2021 Goal 1 “Provide a broad and rigorous course of study in alignment with the CCSS, NGSS, and other California adopted state standards within the framework of a two-way Spanish-English dual language program.” has been combined with the 2021 Goal 3 “Increase student achievement in English Language Arts and Mathematics in order to close the achievement gap between student subgroups and general population based on the California Dashboard” to better align the actions, desired outcomes, and overall goal. The new Goal 1 “Increase student achievement in English Language Arts and Mathematics in order to close the achievement gap between student

subgroups and general population based on the California Dashboard within the framework of a two-way Spanish-English dual language program.” incorporates all of the Goal 3 academic outcome metrics. The Goal 3 CAASPP metrics were combined so that each metric includes all students and all numerically significant subgroups to help the reader more easily compare achievement/growth between subgroups.

The metric “% of teachers properly credentialed and appropriately assigned” was added to ensure LALPA is tracking all required metrics. The metric “% of students with access to a broad course of study” was modified to add “including unduplicated students and students with disabilities” to ensure it is stated that all of our classes are fully inclusive.

The metrics NWEA MAP: % of students meeting growth targets in Reading and Math”was added to capture local assessment progress. These metrics were ambiguously included in Goal 2 as “Small Group Tutoring” and that metric was removed and these metrics added here for clarity and alignment.

The actions “Academic Progress Monitoring” and “ English Learner Support and Reclassification” were moved from Goal 3. Action 6 Technology and Digital Resources now incorporates the previous Goal 3’s Adaptive Digital Academic Resources action.

Action 2 Tutoring Services, Action 3 Intervention, and Action 9 Special Education have been added to the LCAP this year. These have all been components of our program previously. To better describe the totality of our program of instructional supports, ensure transparency, and allow for higher quality analysis of the effectiveness of our actions, we have added these actions.

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.

Goal 2

Goal #	Description
2	Work collaboratively with students, staff, families, and community to increase resources in order to provide a supportive schooling experience that attends to all the different academic and social-emotional needs of the students.

An explanation of why the LEA has developed this goal.

In addition, students exist as members of family units who they rely upon for support. However, the conditions of socio-economically disadvantaged communities often prevent some families from effectively doing so. In these cases, the school will need to assist students by way of helping their families with the understanding that student outcomes are highly dependent on family circumstances.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Small group Tutoring (Remove in 2022)	Internal Benchmarks (NWEA, STAR)- 30% proficient	30% proficient based on NWEA at mid-year Data Year: 2021-22 Source: Local			Internal Benchmarks- 60% Proficient Data Year: 2023-24 Source: Local
Monthly campus walkthroughs (Remove in 2022)	three walkthrough at the beginning, middle, and end of the school year	three walkthroughs at the beginning, middle, and end of the school year Data Year: 2021-22 Source: Local			Monthly checks for: -campus safety -emergency supplies Data Year: 2023-24 Source: Local
School social media and two-way communication outlets: -ParentSquare -Facebook -Instagram -ClassDojo	132 followers on Instagram 85% of families are connected to Class Dojo 90% of families connected to parent square 290 followers on Facebook	95% connected on ClassDojo, Parent Square 98%, 166 IG Followers, 62 FB followers Data Year: 2021-22 Source: Local			Increase followers and connected families by 5% each year from baseline Data Year: 2023-24 Source: Local
PBIS School-wide expectations for all common areas and classrooms	-Developed school-wide expectations for Distance Learning and	Developed school-wide expectations for all common areas, classrooms,			Developed school-wide expectations for all common areas, classrooms,

(Remove in 2022)	school-wide campus expectations	implemented with 100% fidelity on a daily basis Data Year: 2021-22 Source: Local			implemented with 100% fidelity on a daily basis Data Year: 2023-24 Source: Local
Student of the Month (moved to Goal 3)	Minimum 1 student per grade level meets criteria for Student of the Month. Host at least 7 assemblies	1-2 students per class meets the criteria for Student of the Month each of the 9 assemblies hosted Data Year: 2021-22 Source: Local			One student per class meets the criteria for Student of the Month each of the 9 assemblies hosted Data Year: 2023-24 Source: Local
Food survey (students) (Remove in 2022)	Receive feedback from individual students on food satisfaction; 55% satisfaction	No food survey data available Data Year: 2021-22 Source: Local			Establish a well-developed survey to measure meal satisfaction amongst the students; receive 80% satisfaction Data Year: 2023-24 Source: Local
Parent Survey	40% maximum participation in parent surveys	51% Data Year: 2021-22 Source: Local			85% parent participation in home surveys Data Year: 2023-24 Source: Local
Student Assistance Program (SAP) (Remove in 2022)	Conduct 3 meetings per year for every SAP with teacher, family, and administration	Maintain Data Year: 2021-22 Source: Local			maintain Data Year: 2023-24 Source: Local

% Participation Teacher-Parent Conferences (moved from Goal 3)	80% Parent participation	90% Parent participation Data Year: 2021-22 Source: Local			100% parent participation Data Year: 2023-24 Source: Local
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Actions

Action #	Title	Description	Total Funds	Contributing
1	Safe and Clean Campus	Refine and implement processes that improve the physical conditions of the school and result in safe and clean campuses. . This will include (but not limited to): <ol style="list-style-type: none"> 1. leasing the school’s campus 2. evaluating the school’s comprehensive safety plan 3. conducting monthly safety drills 4. conducting regular walk-throughs and site inspections refining processes for reporting concerns with facilities 5. contract additional cleaning and disinfecting cleaning services 	\$719,626	N
2	PBIS Implementation	Implement a school-wide PBIS program and alternatives to suspension as a component of the school’s MTSS plan. This will include (but not limited to): <ul style="list-style-type: none"> ● Create a PBIS team composed of certificated and classified staff ● PBIS training through LACOE for all staff ● Implementation of a monthly incentive program including, but not limited to activities, participation in game rooms, field trips, snacks, lion store and student of the month recognition. 	\$42,500	Y

		<ul style="list-style-type: none"> Establish school-wide expectations and promote them through posters and signs around the school Create a student leadership group to coordinate activities 		
3	Enrichment Activities	<p>LALPA will provide enrichment opportunities for all students including but not limited to:</p> <ul style="list-style-type: none"> Schoolwide STEM program provided weekly for 15 weeks robotics, coding, engineering Student educational enrichment field trips Weekly Music and Visual Arts Education Program – After School Program Parker Anderson enrichment classes including cooking, robotics, legos, STEM (subject to change by vendor) 	\$152,612	Y
4	Nutrition Program	Provide a healthy nutritious breakfast and lunch for all students.	\$290,822	N
5	Student Uniforms	Provide uniforms for students whose families cannot afford to purchase	\$1,500	Y
6	Mental Health	Provide mental health support for students with access to counseling services.	\$0	N
7	Attendance Support	<p>Provide attendance support to students by the following actions</p> <ul style="list-style-type: none"> communicate the importance of regular attendance to families and students track daily attendance and communicate with families when a student is absent track students who are in danger of becoming chronically absent and meet with families 	\$30,000	Y

Goal Analysis for 2021-22

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

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

Overall the actions designed to support achievement of the goal were implemented as planned, except we were not able to hire a music teacher due to staffing shortages. All field trips had to occur virtually due to the pandemic.

Our PBIS program (2021 Action 3) implementation will remain in Year 2 of PBIS implementation next year due to an anticipated change in staff to ensure all staff members receive the same training. The PBIS program has been implemented slowly to ensure students know the expectations, but the student store has been open and students are participating in the program. We have not yet implemented a student leadership group, but instead implemented a weekly responsibilities chart where students can sign-up for roles such as taking care of the playground and then these students are rewarded at the end of each week.

The Interventions and Enrichments (2021 Action 4) Robotics and STEAM components morphed into a new STEM program opportunity. The Next Generation Science Standards-aligned STEM program has been very successful with the students. They participated in a final project showcase and students were very engaged. The same program provided professional development for teachers so they could follow up on the work throughout the year.

The after school program has been successfully implemented and is aligned with the academic and enrichment goals of the school.

Returning to in-person instruction after spending more than a year in either a distance learning or hybrid format has been challenging. It has taken a lot of time to reteach and reinforce positive behavior expectations and school routines. Attendance challenges due to the pandemic has impacted participation in many of our programs.

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

The Intervention and Enrichment expenditures were less than budgeted due to the difficulty in staffing these positions this year and not being able to take field trips. The student incentive costs were less than budgeted due to suspending our perfect attendance incentives and not being able to provide other incentives due to the pandemic.

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

The safe and clean campus action was effective as evidenced by the facility meeting the good repair standard as indicated on the SARC and in monthly walkthroughs. The Parent and Community Outreach action was effective as evidenced by the %/# of parents participating in the school social media and two-way communication outlets, and the 51% of parents participating in the annual survey.. The PBIS program, the student incentive program, and the interventions and enrichments actions are effective as evidenced by the development of school-wide expectations for all common areas, classrooms, implemented with 100% fidelity on a daily basis, and the student of the month assemblies. The interventions and enrichments action has been somewhat effective in that we have continued to conduct 3 meetings per year for every SAP with teacher, family, and administration and we see continued growth in NWEA MAP and STAR data.

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.

The word safety has been removed from Goal 2 because the actions and outcomes related to safety are encompassed in Goal 3. The metrics small group tutoring, monthly campus walkthroughs, school social media and two-way communication outlets, PBIS School-wide expectations for all common areas and classrooms, Student Assistance Program (SAP) were removed to be replaced by less ambiguous metrics that make clearer the alignment between what is being measured and the state priorities and aligned to the appropriate goals and actions. Small group tutoring has been replaced and moved to Goal 1 as NWEA MAP:% of students meeting growth targets in Reading and Math and STAR: % proficient. The metric Monthly campus walkthroughs has been replaced and moved to Goal 3 as Facilities in Good Repair? The metric PBIS School-wide expectations for all common areas and classrooms was removed because it fits better with the action of the PBIS program in Goal 3 with the associated metrics of suspension and expulsion rates. Food survey has been removed as a metric because it does not align with the goals and actions.

The Safe and Clean Campus action has been moved to Goal 3 to better align goals, outcomes, and actions.

The Parent and Community Outreach action has been renamed Family and Community Outreach. The previous Goal 4 Family outreach action has been moved to Goal 2 and renamed Family Workshops. The action Family Events has been added as an important component of the work we do to connect and build community with our students' families.

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.

Goal 3

Goal #	Description
3	Ensure the school site has a safe, inclusive, and welcoming climate for all students and their families, so that all students are in their classes ready to learn.

An explanation of why the LEA has developed this goal.

LALPA strives to ensure that students feel safe so that they attend school on a daily basis. Research indicates that students' social and emotional wellbeing are precursors to academic achievement and strengthened through family involvement. Schools that are both socially and physically secure allow students to perform to the best of their abilities. Chronic absenteeism has been a growing concern and identified as a need within our school community. Being at school is the most important factor to drive student achievement so as an organization, LALPA must strive to increase its student attendance.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Perfect Attendance Incentives (removed in 2022)	80 students recognized on a monthly basis	N/A during the pandemic			138 students recognized on a monthly basis
Chronic Absenteeism for all students and all numerically significant subgroups	12.7%	All Students: 15.7% EL: 14.7% SED: 15.7% SWD: 20.5% Hispanic/Latinx: 15.7% Data Year: 2020-21 (distance learning) Data Source: DataQuest			0.7% chronic absenteeism Data Year: 2022-23 Data Source: DataQuest
Average Daily Attendance	95%	93.35% Data Year: 2020-21 Data Source: SIS Attendance Reports 89.26% Data Year: 2021-22 Data Source: P2 Report			Increase Average Daily attendance to 96.5% Data Year: 2023-24 Data Source: P2 Report
Suspension Rate for all students and all	0%	0% Data Year: 2020-21			<3% Data Year: 2022-23

numerically significant subgroups		Data Source: DataQuest			Data Source: DataQuest
Expulsion Rate for all students and all numerically significant subgroups	0%	0% Data Year: 2020-21 Data Source: DataQuest			0% Data Year: 2022-23 Data Source: DataQuest
% of Parents and students that feel that the school is safe (Moved from Goal 2)	N/A during pandemic	Student survey not administered in 2022			TBD
% of students that feel a sense of connectedness to the school (Moved from Goal 2)	Met	Student survey not administered in 2022			TBD
Facilities in Good Repair? (added in 2022)	Overall Good Data Year: 2021-22 Source: SARC	N/A (added in 2022)			Overall Good Data Year: 2023-24 Source: SARC

Actions

Action #	Title	Description	Total Funds	Contributing
1	Family Events	Host family events that provide opportunities for families to come to campus and build community with the school and other LALPA families. Some events that we have held in the past and hope to be able to continue to host in the future include our Fall Festival, Winter	\$0	N

		Performance, Halloween Parade, Fiesta Night, as well as the traditional Back to School Night and Open House events.		
2	Family Workshops	Provide families with workshops about: -supporting their children in learning -Learning in a dual-language immersion program -Growth mindset -being inclusive; diversity -resources in the community	\$0	N
3	Family and Community outreach	Maintain a program of parent and community outreach that solicits feedback and participation and provides services, training and information. This will include (but not be limited to): 1.use of electronic communication systems and social media (e.g. Parent Square, Facebook, Class Dojo, Instagram) 2. conducting annual educational partnerat surveys – <i>not yet</i> 3. hosting regular educational partnerational partnerat meetings and forums (e.g. “Coffee with the Principal”) 4. assisting families in need with school uniforms 5. providing family services through community partners 6. hosting community service, outreach, and recruiting events 7. increasing ways families and educational partnerators can provide feedback 8. recruit parents/ guardians to participate in school councils (ELAC, SSC, PTC)	\$10,000	Y

Goal Analysis for 2021-22

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

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

This goal was Goal 4 in the 2021 LCAP. The 2021 Goal 3 analysis can be found under the 2022 Goal 1. 2021 Goal 1 and 2021 Goal 3 were merged into Goal 1 in 2022 to better align actions, outcomes, and goals.

Overall the actions designed to support achievement of the goal were implemented as planned.

Successes with the action implementation process include regular parent participation from the core group of parents has continued. We have increased parent communication by sending out reminders every Sunday. Student incentives have been successful at supporting positive behaviors. We have also had donations of uniforms, so we haven't had to purchase all of them.

Some challenges with implementation this year were overall attendance and higher chronic absenteeism. We stepped back from attendance incentives because we wanted to focus more on expectations when students are here. Sometimes during the pandemic, attending school is outside the control of the students or the families with illness or quarantine requirements.

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

The student incentive costs were less than budgeted due to suspending our perfect attendance incentives and not being able to provide other incentives due to the pandemic. The student uniforms costs were less than budgeted because we had uniforms donated this year. Family outreach was less than budgeted due to not being able to host in-person events at the same level as we have in previous years.

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

The Student Incentive Program has not been successful for maintaining high attendance this year because the school was not able to implement it due to the pandemic. It has been successful at promoting positive behaviors though.

The PBIS Implementation action has been successful as evidenced by 0 suspensions or expulsions.

The student uniforms action was successful because all students had uniforms.

Family outreach was successful in maintaining a core group of parent participants. Other measures of the success of parent outreach can be found in Goal 2.

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.

The perfect attendance incentives metric has been removed because of the difficulty promoting this during the pandemic. Instead the school will track chronic absenteeism for all students and all numerically significant subgroups and average daily attendance. An attendance support action has been added to ensure that students have the support they need to attend school regularly. The description of the suspension and expulsion rate metric has been expanded to include all students and all numerically significant subgroups to ensure we are tracking for equitable outcomes. Survey data tracking whether parents and students feel the school is safe has been moved from Goal 2 and described more thoroughly here. Survey data tracking whether students feel connected to the school community has been moved from Goal 2 and described more thoroughly here.

The Safe and Clean campus and Nutrition program actions were moved here from the 2021 Goal 2 to better align Goals, outcomes, and actions. The Student Incentive action was combined with the PBIS program because it is a component of the PBIS program. The

Enrichment activities action was separated from the Intervention and Enrichments action in the 2021 Goal 3 and included here for better alignment. The mental health action was added because it has become a very necessary and integral support for our students.

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 2022-23

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$1,128,005	\$134,541

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
40.56%	0%	\$0	40.56%

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.

A- Academic Growth and Achievement

Needs

In reviewing the 2019 ELA and Math performance of our English Learners and socioeconomically disadvantaged students, we find our Socioeconomically disadvantaged students and English learners scored in the Yellow level. We had medium performance in 2019 on the English Learner Progress Indicator, with 44.2% of students making progress towards English language proficiency. In 2021, the English Learner Progress Indicator was not produced by the CDE. On the 2021 ELPAC 41.7% of our English Learners scored at Levels 3 or 4. In 2020-21, the English Learner reclassification rate was 11.6%

Actions

Based on a review of data, we have designed the 21-24 LCAP to implement strategies that effectively address learning gaps where needed while promoting rigorous grade level instruction. We have selected a variety of curricular and instructional resources, supported by appropriate technology, that allow students to learn and practice both at grade level and with personalized content to fill gaps and advance skills. We have planned for extensive professional development in support of our goals. This is coupled with a comprehensive assessment system that monitors student progress towards meeting grade level standards and informs our comprehensive system of intervention. The intervention begins with smaller class sizes to ensure additional student support and expands to include instructional assistants providing small group instruction in the classroom and tutoring services during school breaks and after school. We also provide intervention services to students through the Learning Center with intervention teachers. We have also designed a comprehensive program of English Language Development to ensure that our English Learners become proficient and are able to reclassify at high rates.

Goal 1, Action 1 Curriculum and Instructional Materials

Goal 1, Action 2 Tutoring Services

Goal 1, Action 3 Intervention

Goal 1, Action 4 Academic Progress Monitoring

Goal 1, Action 5 Professional Development

Goal 1, Action 6 Technology and Digital Resources

Goal 1, Action 8 English Learner Support and Reclassification

Expected Outcomes

By implementing the identified actions, we will ensure steady growth in our academic outcomes, such as SBAC ELA and Math, English Learner Progress, and Reclassification rates. Current targets aim growth within the next two years for both ELA and Math (see expected outcomes in Goal 1), and growth in the English Learner Progress Indicator to 55% and to increase our reclassification rate to 10%. We plan to use interim assessment data to gauge progress throughout the year.

B- Climate and Culture

Needs, Conditions, Circumstances

In order to achieve our academic growth and achievement goals, we know that parents are critical partners in the endeavor. We know that parents of our socioeconomically disadvantaged students may benefit from additional opportunities that increase their ability to support their students' learning. Parents of English Learners benefit from additional outreach to support their students in English Language Development. Our Socioeconomically disadvantaged students and our English Learners have a 0% suspension rate across since 2019. In 2019, our Chronic Absence rate was 15.7% for our Socioeconomically disadvantaged students and 14.7% for our English learners.

Actions

Based on the data, we see positive signs of the impact of our efforts to foster a positive culture and climate in support of students both holistically and academically. Key components of these additional efforts include providing Family and Community Outreach, Positive Behavior Intervention Supports (PBIS), and additional attendance support. We also provide school uniforms for our students which fosters belonging and promotes attendance and investment.

Goal 2, Action 2 PBIS Program

Goal 2, Action 5 Student Uniforms

Goal 2, Action 7 Attendance Support

Goal 3, Action 3 Family and Community Outreach

Expected Outcomes

By implementing strategic actions in support of culture and climate, we hope to achieve our goals in academic growth and achievement, described above, and to maintain a low suspension rate and positive indicators that students feel safe and connected to the Voices school community. We will also measure progress toward a high attendance and low chronic absenteeism (see above).

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

LALPA is increasing services for unduplicated students through the following LEA-wide actions:

Goal 1, Action 1 Curriculum and Instructional Materials \$ 41,000 = 1.47%

Goal 1, Action 2 Tutoring Services \$ 500,000 = 17.98%

Goal 1, Action 3 Intervention \$ 49,912 = 1.79%

Goal 1, Action 4 Academic Progress Monitoring \$ 8,681 = 0.31%

Goal 1, Action 5 Professional Development \$ 46,000 = 1.65%

Goal 1, Action 6 Technology and Digital Resources \$ 265,000 = 4.86%

Goal 1, Action 8 English Learner Support and Reclassification \$ 469,066 = 9.53%

Goal 2, Action 2 PBIS Program \$ 42,500 = 1.53%

Goal 2, Action 5 Student Uniforms \$ 1,500 = 0.05%

Goal 2, Action 7 Attendance Support \$30,000 = 1.08%

Goal 2, Action 3 Family and Community Outreach \$ 10,000 = 0.36%

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.

LALPA is a single school LEA with a greater than 55% unduplicated pupil population that will use the additional concentration grant add-on funding to increase the number of staff providing direct services to students through the following action(s):

Goal 1, Action 8 English Learner Support and Reclassification provides additional staff time to provide designated and integrated ELD to small groups and whole groups of students.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	Los Angeles Leadership Primary Academy 1:23
Staff-to-student ratio of certificated staff providing direct services to students	N/A	Los Angeles Leadership Primary Academy 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	\$ 2,488,647	\$ 438,361	\$ -	\$ 583,768	3,510,776	\$ 830,700	\$ 2,135,758

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Curriculum and Instructional materials	ALL	\$ 41,000	\$ -	\$ -	\$ -	\$ 41,000
1	2	Tutoring Services	ALL	\$ 500,000	\$ -	\$ -	\$ -	\$ 500,000
1	3	Intervention	ALL	\$ 49,912	\$ -	\$ -	\$ 100,000	\$ 149,912
1	4	Academic Progress Monitoring	ALL	\$ 8,681	\$ -	\$ -	\$ -	\$ 8,681
1	5	Profesional Development	ALL	\$ 46,000	\$ -	\$ -	\$ 132,231	\$ 178,231
1	6	Technology and Digital Resources	ALL	\$ 135,028	\$ -	\$ -	\$ -	\$ 135,028
1	7	High-Quality Instruction	ALL	\$ 445,807	\$ -	\$ -	\$ -	\$ 445,807
1	8	English Learner Support and Reclassificatio	ALL	\$ 265,000	\$ -	\$ -	\$ 21,518	\$ 286,518
1	9	Special Education	SPED	\$ 193,593	\$ 254,645	\$ -	\$ 70,301	\$ 518,539
2	1	Safe and Clean Campus	ALL	\$ 719,626	\$ -	\$ -	\$ -	\$ 719,626
2	2	PBIS Program	ALL	\$ 42,500	\$ -	\$ -	\$ -	\$ 42,500
2	3	Enrichment Activities	ALL	\$ -	\$ 152,612	\$ -	\$ -	\$ 152,612
2	4	Nutrition Program	ALL	\$ -	\$ 31,104	\$ -	\$ 259,718	\$ 290,822
2	5	Student Uniforms	ALL	\$ 1,500	\$ -	\$ -	\$ -	\$ 1,500
2	6	Mental Health	ALL	\$ -	\$ -	\$ -	\$ -	\$ -
2	7	Attendance Support	ALL	\$ 30,000	\$ -	\$ -	\$ -	\$ 30,000
3	1	Family Events	ALL	\$ -	\$ -	\$ -	\$ -	\$ -
3	2	Workshops	ALL	\$ -	\$ -	\$ -	\$ -	\$ -
3	3	Family and Community Outreach	ALL	\$ 10,000	\$ -	\$ -	\$ -	\$ 10,000
				\$ -	\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -

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
\$2,781,033	\$ 1,128,005	40.56%	0.00%	40.56%	\$ 1,129,621	0.00%	40.62%	Total:	\$ 1,129,621
								LEA-wide Total:	\$ 1,129,621
								Limited Total:	\$ -
								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	Curriculum and Instructional materials	Yes	LEA-wide	All	Elementary	\$ 41,000	0.00%
1	2	Tutoring Services	Yes	LEA-wide	All	Elementary	\$ 500,000	0.00%
1	3	Intervention	Yes	LEA-wide	All	Elementary	\$ 49,912	0.00%
1	4	Academic Progress Monitoring	Yes	LEA-wide	All	Elementary	\$ 8,681	0.00%
1	5	Professional Development	Yes	LEA-wide	All	Elementary	\$ 46,000	0.00%
1	6	Technology and Digital Resources	Yes	LEA-wide	All	Elementary	\$ 135,028	0.00%
1	8	English Learner Support and Reclassification	Yes	LEA-wide	English Learners	Elementary	\$ 265,000	0.00%
2	2	PBIS Program	Yes	LEA-wide	All	Elementary	\$ 42,500	0.00%
2	5	Student Uniforms	Yes	LEA-wide	All	Elementary	\$ 1,500	0.00%
2	7	Attendance Support	Yes	LEA-wide	All	Elementary	\$ 30,000	0.00%
3	3	Family and Community Outreach	Yes	LEA-wide	All	Elementary	\$ 10,000	0.00%

2021–22 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 4,794,451.00	\$ 5,358,373.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Core Curriculum and Instructional materials	Yes	\$ 56,000	\$ 43,000
1	2	Professional Development	Yes	\$ 169,758	\$ 214,186
1	3	Technology and Digital Resources	No	\$ 230,543	\$ 223,746
1	4	Faculty and Staff	No	\$ 1,959,486	\$ 2,865,990
2	1	Safe and Clean Campus	No	\$ 591,351	\$ 586,851
2	2	Parent and Community Outreach	No	\$ 7,500	\$ 5,500
2	3	PBIS Program	No	\$ -	\$ -
2	4	Intervention and Enrichment	Yes	\$ 1,376,813	\$ 1,047,919
2	5	Student Incentive Program	No	\$ 26,500	\$ 2,500
2	6	Nutrition Program	No	\$ 360,000	\$ 360,000
3	1	Academic Progress Monitoring	Yes	\$ 8,000	\$ 8,681
4	2	Student incentive Program	No	\$ 3,000	\$ -
4	3	Student Uniforms	Yes	\$ 1,500	\$ -
4	4	Family Outreach	No	\$ 4,000	\$ -
				\$ -	
				\$ -	
				\$ -	\$ -

2021–22 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)
\$ 1,033,733	\$ 1,061,967	\$ 1,052,333	\$ 9,634	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Core Curriculum and Instructional materials	Yes	\$ 56,000	\$ 43,000.00	0.00%	0.00%
1	2	Professional Development	Yes	\$ 50,000	\$ 50,000.00	0.00%	0.00%
2	4	Intervention and Enrichment	Yes	\$ 946,467	\$ 946,467.00	0.00%	0.00%
3	1	Academic Progress Monitoring	Yes	\$ 8,000	\$ 8,681.00	0.00%	0.00%
4	3	Student Uniforms	Yes	\$ 1,500		0.00%	0.00%



2021–22 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)
\$ 2,497,799	\$ 1,033,733	0.00%	41.39%	\$ 1,052,333	0.00%	42.13%	\$0.00 - No Carryover	0.00% - No Carryover

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (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).
 - **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.
 - 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)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater

than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)
- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

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