

LCFF Budget Overview for Parents

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

CDS Code: 19-64733-1996610

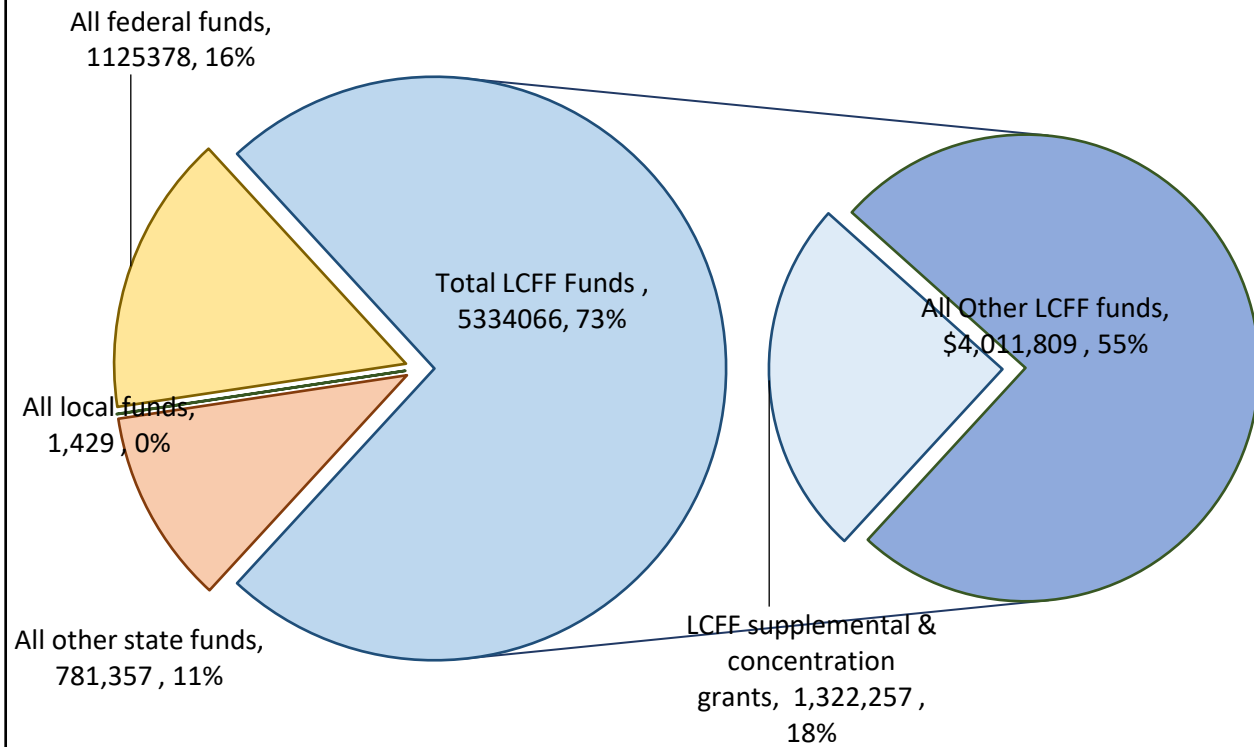
School Year: 2022 – 23

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

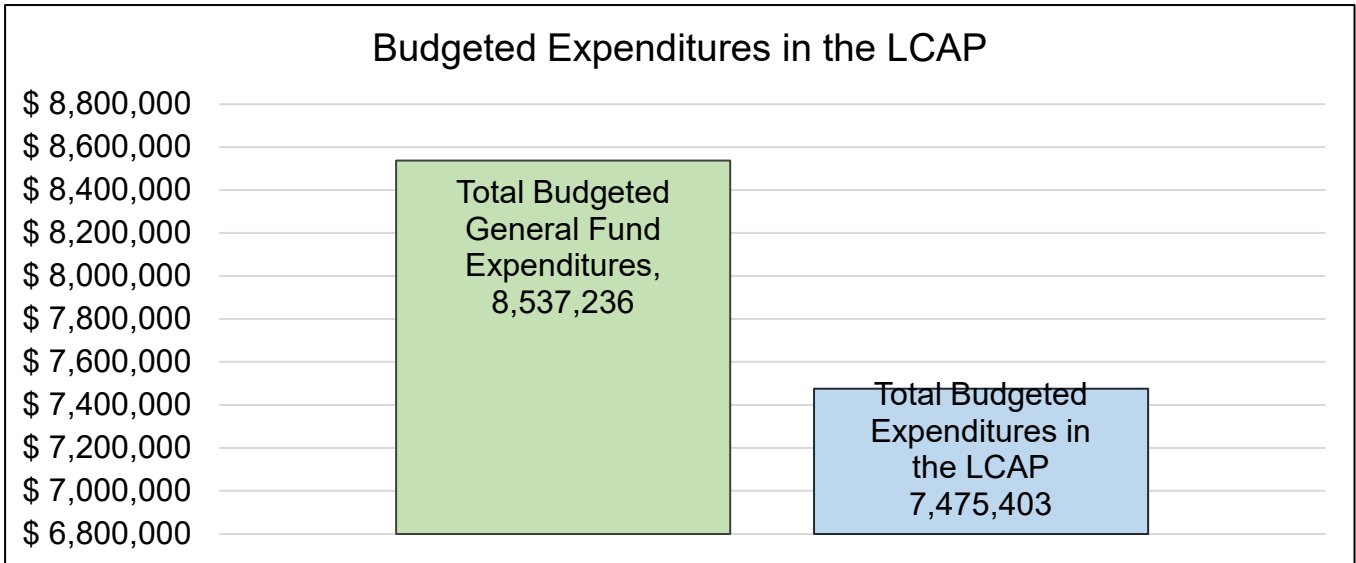


This chart shows the total general purpose revenue Los Angeles Leadership Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Los Angeles Leadership Academy is \$7,242,230.00, of which \$5,334,066.00 is Local Control Funding Formula (LCFF), \$781,357.00 is other state funds, \$1,429.00 is local funds, and \$1,125,378.00 is federal funds. Of the \$5,334,066.00 in LCFF Funds, \$1,322,257.00 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 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 Academy plans to spend \$8,537,236.00 for the 2022 – 23 school year. Of that amount, \$7,475,403.00 is tied to actions/services in the LCAP and \$1,061,833.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

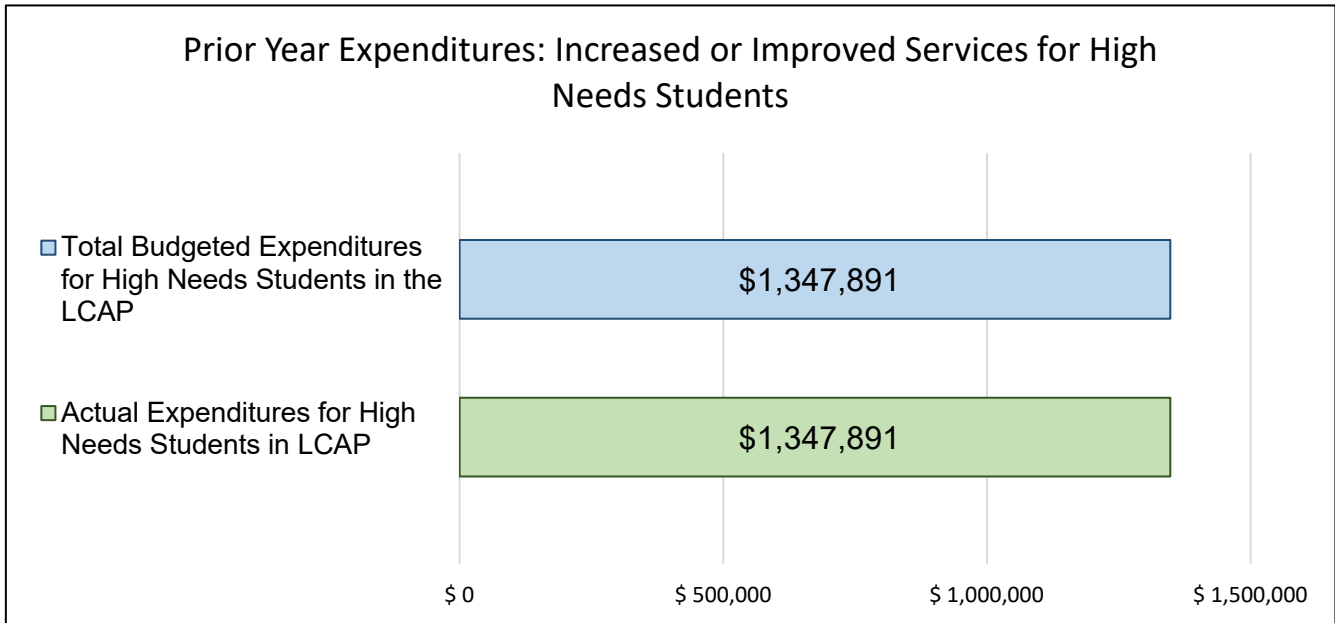
Business Office Expenses, legal and oversight fees, insurance, equipment leases

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

In 2022 – 23, Los Angeles Leadership Academy is projecting it will receive \$1,322,257.00 based on the enrollment of foster youth, English learner, and low-income students. Los Angeles Leadership Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Los Angeles Leadership Academy plans to spend \$1,322,595.00 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 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 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 Academy's LCAP budgeted \$1,347,891.00 for planned actions to increase or improve services for high needs students. Los Angeles Leadership Academy actually spent \$1,347,891.00 for actions to increase or improve services for high needs students in 2021 – 22.

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 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 Academy (LALA) 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 Academy did receive the additional Cost-Of-Living-Adjustment (COLA) and 15% increase to concentration funds. However due to lower than projected enrollment, the school will receive less LCFF funds than were included in the original LCAP. The school plans to engage with our educational partners on the use of funds during our January 26, 2022 board meeting and at our regular monthly Coffee with the Principal event on January 27th, 2022.

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.

Los Angeles Leadership Academy 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. LALA is using the additional concentration grant add-on funding it received to maintain the number of staff who provide direct services to students by retaining all of the teachers in the high school program even though enrollment has decreased. Without the use of this additional funding, the school would be required to release at least one teacher. By maintaining current staffing levels, LALA will decrease the student to staff ratio at the school to provide additional direct services to students through more individualized instruction for students in each daily academic class.

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.

LALA believes that stakeholder input drives the development of the plan. LALA 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.

LALA does not serve any tribes. There are not any Civil Rights organizations, including disability rights organizations connected to our school community. The LALA 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, LALA 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 LALA'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 LALA'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 LALA'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, LALA has established other formal opportunities for teachers to provide their input. LALA has explicitly dedicated time during its Wednesday collaborative meetings and pupil-free days to collecting faculty input on organizational plans. LALA has also regularly surveyed its faculty on various topics ranging from student discipline to LALA'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 LALA'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, LALA 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, LALA 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. LALA 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, LALA has also conducted a survey explicitly aligned to the LCAP for families. LALA 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 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 with one full time nurse serving as our health coordinator with a full-time assistant. This staff member 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.

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

Testing Process for Employees and Students: LALA is testing all students and vaccinated staff every two weeks for COVID-19. Any unvaccinated staff member is tested weekly. 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. One challenge with the process has been ensuring that students or staff who

are absent on the regular testing day still get tested in the required time frame. The nurse has been able to successfully identify these staff and students, but it is challenging to coordinate the testing when it is not during a regularly scheduled testing time because we do not want staff or students to miss class for testing.

Tutoring Services: LALA has successfully increased the number of students who are participating in afterschool tutoring. The high school program has more than doubled from serving 36 students at the beginning of the year to now serving 80 students. The biggest challenge has been getting students to log-in to an online program after school. Some students indicate that after spending over a year in the distance learning format, they are not motivated to use online programs for learning. Other students are fatigued after the regular school day and homework, and are not motivated to log-in to the program for additional learning. The middle school is trying solutions such as putting students in groups with other students they enjoy working with at similar ability levels to increase their motivation to participate in the tutoring program.

Counselor: The high school has hired an additional counselor to support both academic counseling and addressing students' social emotional needs. The counselors have been able to successfully support our seniors with completing their college applications. The two counselors are now leading advisory groups, whereas previously these were led by teachers, which provides students daily access to their counselor. The advisory group meetings can be on a variety of topics such as: restorative circles, college and career readiness, executive functioning skills, social emotional learning.

Professional Development: All teachers are participating in ongoing professional development on the 5D instructional framework. All math teachers are receiving one-on-one coaching through WestEd. 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. The math teachers are finding the coaching to be very powerful as well. A challenge in implementation has been with the logistics of arranging for peer observations because substitute teachers are needed to cover classes on those days. With the shortage of substitutes, it can be difficult to implement the peer observations.

Educational Software: The in-school intervention program has been successfully facilitated by the adoption of Edgenuity. Having one platform for students and staff to log-in to instead of multiple platforms has streamlined use. The system integrates each student's benchmark data to create personalized instruction in ELA and Math. It has been challenging to teach teachers how to best use the new software amongst all of the other new learning teachers have been engaged with this year. It has been difficult to find the time to devote to each of the new tools and processes teachers are using this year.

Non-Capitalized Equipment: LALA has successfully upgraded the internet Infrastructure for both the middle and high school programs. Whereas previously, both programs shared one 5G access point, now each program has their own 10G access point. One challenge has been getting the project completed when students are not on campus. As a result, some of the work has had to be completed on the weekends.

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 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. 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; Goal 1, Action 3; Goal 1, Action 6).

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 action supplements the actions previously outlined in the LCAP Safe Campus action (Goal 3, Action 31). The ESSER III expenditure plan Counselor action supplements the actions previously outlined in the LCAP SEL Supports action (Goal 3, Action 2)

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 Academy	Arina Goldring-Ravin Chief Executive Officer/ 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.

The Los Angeles Leadership Academy (LALA) includes a middle school and high school on two separate sites serving urban students in grades 6-12 in the northeast Los Angeles community of Lincoln Heights. According to U.S. Census data, the community is approximately 70 percent Latino with one of the highest populations of residents aged 10-18 in Los Angeles County. The needs of students in this community include improved English Language fluency, narrowing of the achievement gap, and access to resources and services otherwise inaccessible due to high rates of poverty among community residents. Currently, our student population is composed of 495 students of which 91.9% are Latinx students, 95.4% are socioeconomically disadvantaged students, 25.7% are English Learners, and 10.5% are students with exceptional needs. A benefit of being a small school is that educational partners can devote time to developing relationships with one another. One of our strengths is the “family” community that we have developed.

Since its inception, LALA has focused on engaging students through hands-on, student-centered constructivist learning. LALA has also emphasized the significance of Social Justice as an integral part of the school’s program. By following the principles of cultural proficiency and culturally responsive teaching, our students grow into scholars, activists, and creators who demonstrate the school’s Mandala values of love, courage, inquiry, empowerment, integrity, community, and well-being.

An integral component of our social justice and leadership mission is LALA Farm. LALA has a student farm at the high school campus. In addition to the A-G approved elective Farming for Social Justice where students learn about sustainability, farming, history, and culture, students have formed a LALA farm club, and student leadership hosts educational field trips for primary and middle school students.

We are proud of our community partnerships that enable us to meet the needs of our students and their families. Through our partnership with ELAC, LACC, and Trade Tech, students have had access to a variety of online and on-site community college courses that are considered for credit towards graduation at LALA and could also count as college credits towards their major. Courses have included American Sign Language, Engineering 101, Psychology, Health, Political Science, Sociology, and Computer Science. This school year we

also have some 8th grade students dually enrolled. In addition to this partnership, we have partnerships with VIP, GRYD, PESA, Didi Hirsch and USC's counseling intern program to ensure our student needs are met.

The purpose of this Local Control Accountability Plan (LCAP) is to address the School Plan for Student Achievement (SPSA) for Los Angeles Leadership 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; 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 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.

Due to the suspension of 2020 and 2021 CA Dashboards, there is little current Dashboard data to reflect upon.

WASC- During the 2020-21 school year, LALA completed a WASC Self Study and was awarded WASC renewal for an additional six years.

Graduation Outcomes- All students, including English Learners and students with exceptional abilities, have access to college ready pathway and graduate with access to a full range of ed options (4 year, comm college, variety of career fields). Data from Data Quest indicates, the percentage of students graduating meeting A-G at LALA is a higher percentage than A-G graduates from LAUSD, LA County, and the state by about 30% or more for the cohorts from 2017 - 2020. In addition, when comparing outcomes based on the main demographic of the students living in the Lincoln Heights and Highland Park area (Hispanic students), the data indicates that a greater percent of Hispanic students successfully complete A-G requirements at LALA compared to the local schools.

English Language Arts- As a whole, LALA students' strengths are in the English language arts. While the 6-8 grades have lower scores than the 11th grade does, in the three years between 2017 and 2019, LALA's 11th graders had an average of 65 percent of its students meet or exceed the state standards on the CAASPP ELA assessments. While this percentage is on par with the state average, it is much higher than the average for our neighboring high school, Abraham Lincoln High School, at 46%. Also, CAASPP performance data from 2019 for both reading and math indicate that LALA's socioeconomically disadvantaged students performed on par to their higher income peers and increased 21.5 points. Another positive outcome is that data indicates there is a clear trajectory of students doing better as they promote from grade to grade.

English Learners- ELL Students are LALA's third largest subgroup population. Data from the CA Dashboard indicates that a very high percent (60.8%) of our English Learners are making progress towards English Proficiency, compared to the average of 48.3% of English Learners making progress in the state of California. For the year 2020-21, Dataquest shows that LALA reclassified 14.2% of English Learners, outperforming the district, county, and state reclassification rates for the same year.

Staff- The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels. There is strong awareness of the school's mission, vision, and SLOs. Based on internal survey data, adults are especially in alignment with the ideals represented.

Leadership and staff are qualified based on staff background and are qualified and up to date on credentials. Internal surveys indicate that staff and leadership share decision making often and effectively. Administration has an open-door policy which staff utilize without hesitation. Often improvements to our processes and program come from staff suggestions. Staff and administration work collaboratively. Professional development is approved to address school goals and teacher development needs. Lots of opportunities for differentiated PD based on school goals and staff needs. Also available through different mediums. In collaboration with our teacher union, we selected the 5

Dimensions of Teaching and Learning as our formal evaluation rubric. Leadership, department chairs, and mentor teachers participated in a year-long observation protocol training.

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.

Parent involvement needs to continue to improve to ensure increased communication and transparency. We will do so by increasing our community outreach program to ensure it solicits feedback and participation and provides services, training and information for parents. We will continue to provide a variety of avenues for parent involvement such as parent conferences, Coffee with the Principal, Task Force Meetings, DELAC, SSC, and workshops as well as increase social media presence via Facebook and Instagram to keep families engaged.

Academic performance needs to improve for math. Dataquest indicates 2019 student Math scores are 108.9 distance from standard. The majority of our student population is identified as Hispanic and socioeconomically disadvantaged, however when focusing on student group performance levels, the CA Dashboard has identified students with disability and English Language Learners to have scored two or more performance levels below. For the 2019 CAASPP Math, students with disabilities scored 181.8 points below standard and English language learners scored 122.1 below standard, not being able to meet grade-level standards on the Mathematics assessment. Los Angeles Leadership Academy will focus on monitoring the use of board approved curriculum across grade levels, increase teacher growth of performance levels of targeted indicators from the 5D+ Rubric for Instructional Growth, use of rubrics and aligned school-wide strategies across disciplines, as well as small group tutoring for struggling students during non-school hours. In addition, the use of adaptive digital content and other resources to provide differentiated instruction and intervention to students from significant subpopulations will continue to be a focus.

Continuation of professional development focused on student work analysis, improvement in classroom formative assessments will take place, as well as ongoing professional development focused on mathematics. LALA will engage 6-12th grade teachers in professional learning with emphasis on increasing capacity, familiarity, and expertise with supporting classroom discourse, student-centered classroom environments that focus on equity, and rigorous mathematics instruction through WestEd. WestED is a comprehensive research- and evidence-based professional development that will improve math instruction by providing teachers access to effective mathematics teaching practices such as orchestrating productive mathematics discussions and posing purposeful questions, and the Standards for Mathematical Practice as outlined in California's Common Core State Standards for Mathematics.

Site Administrators and 6-12 teachers will utilize the 5 Dimensions of Teaching and Learning Framework (Center for Educational Leadership) to improve instructional practices through a teacher coaching model with a goal to positively impact student achievement.

According to the CA Dashboard, the percentage of high school graduates who are placed in the Prepared level on the College/Career Indicator is 44.7%. Our focus is to increase career technical education awareness by increasing the use of the Naviance platform, having

students research and select interesting colleges and careers. The College Counselor will increase promotion of colleges and careers, monitor student progress towards, and support higher education goals.

Lastly, the 2019 CA Dashboard indicates suspension rates at 5.9%, however data from Dataquest indicates a drop in suspension since then, marking LALA at a 1.2% suspension rate for 2019-20 and a 0% suspension rate for 2020-21.

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 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.

LALA believes that stakeholder input drives the development of the plan. LALA 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.

LALA does not serve any tribes. There are not any Civil Rights organizations, including disability rights organizations connected to our school community. The LALA 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, LALA 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 LALA'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 LALA'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 LALA'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, LALA has established other formal opportunities for teachers to provide their input. LALA has explicitly dedicated time during its Wednesday collaborative meetings and pupil-free days to collecting faculty input on organizational plans. LALA has also regularly surveyed its faculty on various topics ranging from student discipline to LALA'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 LALA'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, LALA 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, LALA 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. LALA 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, LALA has also conducted a survey explicitly aligned to the LCAP for families. LALA 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 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.

LALA 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 expressed that it has been difficult to get students to log in to online learning programs at home. Students do not want to engage with online learning programs after spending more than a year in a distance learning/hybrid format.

Teachers/Staff/Administrators find value in the 5D instructional framework professional development and the math teachers are finding the coaching they are receiving to be very powerful.

Students express experiencing difficulty in maintaining engagement with online learning programs after spending over a year in a distance learning environment.

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

Educational partner feedback was carefully considered and influenced the following elements of the LCAP:

- Goal 1 Analysis was influenced by student feedback about the difficulty in maintaining engagement with online learning programs after spending over a year in a distance learning environment and by Teachers/Staff/Administrators find value in the 5D instructional framework professional development and the math teachers are finding the coaching they are receiving to be very powerful.

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.

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 can complete the requirements necessary for acceptance to a college or university.

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 (added in 2022)	100% Data Year: 2021-22 Source: SARC	N/A Added in 2022			100% Data Year: 2023-24 Source: SARC

<p>Implementation of state adopted content standards, including ELD (added in 2022)</p>	<p>ELA and Math standards Full Implementation and Sustainability ELD and NGSS Standards Full Implementation History-Social Science Initial Implementation Data Year: 2021-22 Source: Local Indicators</p>	<p>N/A Added in 2022</p>			<p>Full Implementation and Sustainability Data Year: 2023-24 Source: Local Indicators</p>
<p>% of students enrolled in a broad course of study including unduplicated students and students with disabilities (modified in 2022)</p>	<p>100% Data Year: 2020-21 Source: Local</p>	<p>100% Data Year: 2021-22 Source: Local</p>			<p>100% Data Year: 2023-24 Source: Local</p>
<p>CAASPP ELA: Distance from Standard (DFS) for all students and all numerically significant subgroups (Moved from Goal 2)</p>	<p>All Students: -47.3 EL -75.7 SWD: -141.1 Data Year: 2018-19 Data Source: CA Dashboard</p>	<p>All Students: -47.4 EL: -118.7 SWD: -122.5 Data Year: 2020-21 Source: Estimate from CAASPP file</p>			<p>All Students: 27.5 SED: 27.5 EL: 13.5 SWD: -45.9 Hispanic/Latino: 27.5 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 2)	All Students: -108.9 EL -122.1; SWD: -181.8 Data Year: 2018-19 Data Source: CA Dashboard	All Students: -77.3 EL: -131.8 SWD: -151.4 Data Year: 2020-21 Source: Estimate from CAASPP file			All Students: 10.5 SED: 10.5 EL: -18.5 SWD: -41.5 Hispanic/Latino: 10.5 Data Year: 2022-23 Data Source: CA Dashboard
% of English Learners making progress on the ELPAC (ELPI) (Moved from Goal 2)	60.8% Data Year: 2018-19 Data Source: CA Dashboard	ELPI not calculated for 2021 ELPAC Summative Level 3 or 4: 58.4% Data Year: 2020-21 Data Source: DataQuest Summative ELPAC			>55% Data Year: 2022-23 Data Source: CA Dashboard
English Learner Reclassification Rate (Moved from Goal 2)	0% Data Year: 2019-20 Data Source: Dataquest	14.2% Data Year: 2020-21 Data Source: Dataquest			20% Data Year: 2022-23 Data Source: Dataquest
% of teachers properly credentialed and appropriately assigned (added in 2022)	100% properly credentialed 0 misassignments Data Year: 2021-22	N/A Added in 2022			100% properly credentialed 0 misassigned Data Year: TBD Data Source: SARC

	Data Source: Local				
CA School Dashboard – College and Career Readiness Outcomes	2018-19 44.7%	49.2% Prepared Data Year: 2019-20 Graduates Data Source: CA School Dashboard College/Career Levels and Measures Report CCI percentage prepared not calculated for 2021 Dashboard			
Advanced Placement participation rates	2018-19 32% in grades 9- 12	23.65% Data Year: 2021-22 (through end of S1) Data Source: AP registration records			
Advanced Placement Passing Rates	2018-19 12% in grades 9- 12	2020-21 78.78% Source: Local			
% of graduates completing A-G requirements	2019-20 90.4%	94.3% Data Year: 2020-21 Graduates Data Source: DataQuest Four-Year			

	(Source: Dataquest)	Adjusted Cohort Graduation Rate - Graduates Meeting UC/CSU Requirements			
% of students prepared for college by EAP (CAASPP 11 th grade ELA)	2018-19 57.63%	45.7% Data Year: 2020-21 Data Source: DataQuest CAASPP Grade 11 ELA			
% of students prepared for college by EAP (CAASPP 11 th grade Math)	2018-19 13.33%	20% Data Year: 2020-21 Data Source: DataQuest CAASPP Grade 11 Math			
High School Graduation Rate	2019-20 80% (Source: Dataquest)	All Students: 72% SED: 72% Hispanic/Latinx: 71.4% Data Year: 2021 Dashboard Data Source: CA School Dashboard Graduation Rate Additional Report (4/5-year cohort)			

Actions

Action #	Title	Description	Total Funds	Contributing
1	Core 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.	\$64,265	Y
2	Tutoring Services	LALA will provide ELPAC and CAASPP bootcamps to provide students additional tutoring to support growth on the state academic assessments. LALA will also provide additional tutoring services to students after school and through Tutorly.	\$453,928	Y
3	Intervention	LALA provides additional support to students with <ul style="list-style-type: none"> ● Office Hours and Advisory ● Paraprofessionals ● Intervention and Study Hall (HS) ● Edgenuity for Intervention using MAP data (creates online lessons based on data) 	\$95,732	Y
4	Academic Progress Monitoring	Monitor academic progress of significant subpopulations (including RFEPs). This will include (but not be limited to): <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 	\$12,506	Y

		<p>5. Implement ICA (Interim CAASPP Assessments) at least once a year</p> <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.	\$164,009	Y
6	Technology and Digital Resources	Maintain the technology and digital resources that will allow LALA to differentiate instruction, develop students' 21 st Century skills, and meet state standards.	\$326,805	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	\$3,604,069	N
8	English Learner Support and Reclassification	<p>Provide intervention, designated and integrated ELD instruction through a structured English Immersion program, This will include (but not be limited to):</p> <ul style="list-style-type: none"> ● In-class instructional aide to support English Learner ● Monitor ELPAC summative assessments ● Professional Development for teachers on designated and integrated ELD strategies (SIOP Strategies) ● Administrator and ELD coordinator will attend annual ELPAC training with Los Angeles County of Education 	\$491,084	Y

9	Special Education	LALA 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.	\$673,017	N
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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 began using Edgenuity in place of Acellus. 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.

Tutoring Services: LALA has successfully increased the number of students who are participating in afterschool tutoring. The high school program has more than doubled from serving 36 students at the beginning of the year to now serving 80 students. The biggest challenge has been getting students to log-in to an online program after school. Some students indicate that after spending over a year in the distance learning format, they are not motivated to use online programs for learning. Other students are fatigued after the regular school day and homework, and are not motivated to log-in to the program for additional learning. The middle school is trying solutions such as putting students in groups with other students they enjoy working with at similar ability levels to increase their motivation to participate in the tutoring program.

Professional Development: All teachers are participating in ongoing professional development on the 5D instructional framework. All math teachers are receiving one-on-one coaching through WestEd. 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. The math teachers are finding the coaching to be very powerful as well. A challenge in implementation has been with the logistics of arranging for peer observations because substitute teachers are needed to cover classes on those days. With the shortage of substitutes, it can be difficult to implement the peer observations.

Educational Software: The in-school intervention program has been successfully facilitated by the adoption of Edgenuity. Having one platform for students and staff to log-in to instead of multiple platforms has streamlined use. The system integrates each student's benchmark data to create personalized instruction in ELA and Math. It has been challenging to teach teachers how to best use the new software amongst all of the other new learning teachers have been engaged with this year. It has been difficult to find the

time to devote to each of the new tools and processes teachers are using this year.

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 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.

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 higher than budgeted expenditures for professional development (Action 2) was the result of adding math professional development services from WestEd. Technology and Digital Resources (Action 3) expenditures were higher than budgeted due to the additional pandemic related funding that allowed us to update our technology infrastructure, so that students can make use of digital resources and assessments while all students are attending classes in-person. The Intervention and Enrichment (Action 6) expenditures were higher than budgeted because of the additional pandemic related funding that allowed us to expand our tutoring program to serve more students.

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

The Rigorous, standards-aligned curricula, the Professional Development, the data driven instruction, high quality teachers and staff, MTSS, and Small Class size actions have been successful as evidenced by 100% of students being enrolled in a broad course of study, 94.3% of graduates completing A-G requirements, 45.7% % of students prepared for college by ELA EAP and 20% by Math EAP. We are incredibly proud of the growth of students demonstrating preparedness for college level math from 13.3% to 20% during the pandemic. These actions have been partially effective with supporting a graduation rate of 72%, and 8 point decrease from 2019-20.

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 that prepares students for college and their future careers." has been combined with the 2021 Goal 2 "Close the achievement gap for students from prioritized subpopulations compared to general education students (i.e., EL, SPED, socioeconomically disadvantaged, and Latino students) and the general population." 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 the general population based on the California Dashboard." incorporates all of the Goal 2 academic outcome metrics. The Goal 2 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 LALA 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 2021 Goal 1, Action 7 Small Class Sizes has been combined with the 2021 Goal 2, Action 3 Interventions and Action 4 Paraprofessionals to better describe the additional supports offered to students during the school day and align our Goals, Actions, and expected outcomes.

The actions Progress Monitoring, Professional Development and Interventions were moved from Goal 2. Action 6 Technology and Digital Resources now incorporates the 2021 Goal 2, Action 2 Differentiated Instruction components.

Action 2 Tutoring Services 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.

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
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% of parents participating in parent survey (added in 2022)	2021-22 Middle School: 25.7% High School: 22.9% Source: Local	N/A Metric added in 2022			60% Data Year: 2023-24 Source: Local
% of parents participating in school events	No data due to many events hosted virtually due to the pandemic	N/A Metric added in 2022			75% Data Year: 2023-24 Source: Local

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 LALA families.	\$0	N
2	Family Workshops	Provide families with workshops about: -supporting their children in learning -Growth mindset -being inclusive; diversity -resources in the community -Barrio Action	\$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 partner surveys 3. hosting regular educational partner meetings and forums (e.g. "Coffee with the Principal")	\$6,500	Y

- | | | | | |
|--|--|---|--|--|
| | | <ul style="list-style-type: none"> 5. providing family services through community partners 6. hosting community service, outreach, and recruiting events 7. increasing ways families and educational partners can provide feedback 8. recruit parents/ guardians to participate in school councils (ELAC, SSC, PTC) | | |
|--|--|---|--|--|

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.

Original Goal 2 “Close the achievement gap for students from prioritized subpopulations compared to general education students (i.e., EL, SPED, socioeconomically disadvantaged, and Latino students) and the general population.” analysis:

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 ELAC data.

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.

There were no differences in budgeted expenditures and estimated actual expenditures for the 2021 Goal 2 that has now been merged into the 2022 Goal 1.

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

The Progress Monitoring, Differentiated Instruction, Interventions, Paraprofessionals actions all worked in concert to support academic growth of all students including subgroups to close the achievement gap. They were effective as evidenced by the increased English Learner reclassification rate, the high English Learner progress, and the 58.4% of English learners scoring at levels 3 or 4 on the 2021 ELPAC. The effectiveness of these actions on CAASPP outcomes is unclear at this point because there was clearly learning loss as a result of the pandemic. We look forward to 2022 testing data to indicate the effectiveness of these actions this year as we have returned to full in person instruction.

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 2 “Close the achievement gap for students from prioritized subpopulations compared to general education students (i.e., EL, SPED, socioeconomically disadvantaged, and Latino students) and the general population.” has been incorporated into Goal 1 and the metrics and actions have been included in Goal 1 with more precise language and consolidation of actions when appropriate to reduce duplication of actions and funding.

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	Provide a safe and supportive schooling experience that attends to the social and emotional development of students and their growth as agents of social justice.

An explanation of why the LEA has developed this goal.

Research indicates that students’ social and emotional well being 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, LALA 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
Chronic Absenteeism for all students and all numerically significant subgroups	2018-19 13.5% (Source: Dataquest)	All Students: 11.2% EL: 13.2% SED: 12.8% SWD: 17.4% Hispanic/Latinx: 11.9%			0.7% chronic absenteeism Data Year: 2022-23

		Data Year: 2020-21 Data Source: DataQuest Chronic Absenteeism Estimated 21-22 rate: 30.45% (as of end of S1) Data Source: SIS Discipline Records			Data Source: DataQuest
Attendance Rates	2019-20 94%	93.35% Data Year: 2020-21 Data Source: SIS Attendance Reports 88.37% 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 numerically significant subgroups	2019-2020 CDE DataQuest 1.9%	0% Data Year: 2020-21 Data Source: DataQuest			<3% Data Year: 2022-23 Data Source: DataQuest
Expulsion Rate for all students and all numerically significant subgroups	2019-20 0%	0% Data Year: 2020-21 Data Source: DataQuest			0% Data Year: 2022-23 Data Source: DataQuest
Parent and Family Engagement (remove in 2022)	Met	Met Data Year: 2021-22			TBD

		Data Source: Local			
Facilities in Good Repair?	Overall Good Data Year: 2020-21 Source: Local	Overall Good Data Year: 2021-22 Source: SARC			Overall Good Data Year: 2023-24 Source: SARC
High School Dropout Rate	2019-20: 16.9%	All Students 12.2% SED: 12.2% Hispanic/Latinx: 12.5% Data Year: 2020-21 Data Source: DataQuest Four-Year Adjusted Cohort Outcome			10% Data Year: 2022-23 Data Source: Dataquest
Middle School Dropout Rate (added in 2022)	0% Data Year: 2020-21 Data Source: CALPADS 8.1c	N/A (added in 2022)			0% Data Year: 2022-23 Data Source: CALPADS 8.1c
% of students who feel safe at school (added in 2022)	27% Strongly agree 40.6 % Agree 31.3% Neutral Data Year: 2021-22 Data Source: Local Survey	N/A (added in 2022)			75% Data Year: 2023-24 Data Source: Local Survey

Actions

Action #	Title	Description	Total Funds	Contributing
1	Safe and Clean Campus	<p>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):</p> <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 6. COVID Prevention Measures 	\$1,036,542	N
2	PBIS	<p>Refine LALA's PBIS systems and alternatives to suspension as a component of the school's MTSS plans</p> <ul style="list-style-type: none"> ● a program of PBIS rewards and recognitions for meeting expectations ● expanding the number of alternatives to suspension available ● a program of school events and activities promoting school culture through the ● school's mandala and expectations ● activities of the student leadership group ● activities (like standards-aligned field trips) that build enthusiasm for learning ● Go Guardian, a classroom management, and school mental health tool 	\$5,000	Y

3	Enrichment and Empowerment Activities	<p>Refine services and programs that support students' socio-emotional health and development through students' MTSS teams continuing to draw on principles from the ASCD's WSCC approach including providing an interscholastic athletics program, an after-school youth program, sex health education for middle school students, and increased non-athletic extracurricular activities and programming in the arts, as well as promoting attendance at youth development programs and conferences and participation in the MOSTe program.</p> <p>Maintain a social justice curriculum and program that encourages the integration of civic engagement and activism with content curriculum and instruction.</p>	\$203,482	N
4	Nutrition Program	Provide a healthy nutritious breakfast and lunch for all students.	\$350,964	N
5	Student Uniforms	Provide uniforms for students whose families cannot afford to purchase	\$5,500	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 	\$0	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 students are participating in the program. 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.

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

The high school has hired an additional counselor to support both academic counseling and addressing students' social emotional needs. The counselors have been able to successfully support our seniors with completing their college applications. The two counselors are now leading advisory groups, whereas previously these were led by teachers, which provides students daily access to their counselor. The advisory group meetings can be on a variety of topics such as: restorative circles, college and career readiness, executive functioning skills, social emotional learning.

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. Some challenges with implementation this year were overall attendance and higher chronic absenteeism. Sometimes during the pandemic, attending school is outside the control of the students or the families with illness or quarantine requirements. 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.

2021 Goal 3 analysis:

The Socio-emotional health and development (2021 Action 2) expenditures were higher than budgeted because we were able to hire a counselor to support students with mental health challenges. The Parent and Community Outreach (2021 Action 6) expenditures were lower than budgeted due to the difficulties hosting in-person family events due to the pandemic.

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

The Safe Campus action has been effective as evidenced by facilities in overall good repair on facilities inspection and the lack of COVID transmission on campus.

The SEL Supports, PBIS, Nutrition, and student empowerment actions have been successful as evidenced by 0 suspensions and expulsions, a reduced high school dropout rate compared to 2019-20 and by the overall promotion of positive student behaviors. These actions have not been effective at maintaining a high daily attendance rate and low chronic absence rate when combined with pandemic protocols requiring students to stay home from school at the first signs of illness and quarantine when in close contact with someone who tested positive for COVID.

The Supportive school culture for parents action was successful in maintaining a core group of parent participants, but not at getting the majority of parents to participate in the annual survey.

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 language “and the important role of their families in this effort” was removed from this Goal because family engagement is now a separate goal for Goal 2.

The Parent and Family Engagement was removed from this goal and modified to measure parent participation in the annual survey as a more precise metric of family engagement and included with 2022 Goal 2. 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)
\$1,322,257	\$135,440

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
32.96%	0%	\$0	32.96%

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 scored in the Yellow level in ELA and the Red level in Math and our English learners in the Orange level in ELA and Math. We had high performance in 2019 on the English Learner Progress Indicator, with 60.8% 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 58.4% of our English Learners scored at Levels 3 or 4. In 2020-21, the English Learner reclassification rate was 14.2%

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 and tutoring services during school breaks and after school. 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 Distance from Standard on the CAASPP ELA and Math assessments and maintenance of our 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 maintenance of the English Learner Progress Indicator higher than 55% and to increase our reclassification rate to 20%. 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 2020. In 2019, our Socioeconomically disadvantaged students had a 1.2% suspension rate and our English learners a 0% suspension rate. In 2019, our Chronic Absence rate was 13.2% for our Socioeconomically disadvantaged students and 13% 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 and Positive Behavior Intervention Supports (PBIS). We also provide school uniforms for our students which fosters belonging and promotes attendance and investment.

Goal 2, Action 3 Family and Community Outreach

Goal 3, Action 2 PBIS Program

Goal 3, Action 5 Student Uniforms

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 LALA 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.

LALA is increasing services 32.97% for unduplicated students through the following LEA-wide actions:

Goal 1, Action 1 Curriculum and Instructional Materials \$ 64,265 = 1.60%

Goal 1, Action 2 Tutoring Services \$ 276,000 = 6.88%

Goal 1, Action 3 Intervention \$ 75,000 = 1.87%

Goal 1, Action 4 Academic Progress Monitoring \$ 12,506 = 0.31%

Goal 1, Action 5 Professional Development \$ 145,889 = 3.64%

Goal 1, Action 6 Technology and Digital Resources \$ 262,869 = 6.55%

Goal 1, Action 8 English Learner Support and Reclassification \$ 469,066 = 11.69%

Goal 2, Action 3 Family and Community Outreach \$ 6,500 = 0.16%

Goal 3, Action 2 PBIS Program \$ 5,000 = 0.12%

Goal 3, Action 5 Student Uniforms \$ 5,500 = 0.14%

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.

LALA 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 2 Tutoring Services LALA will provide ELPAC and CAASPP bootcamps to provide students additional tutoring to support growth on the state academic assessments.

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 Academy 1:23
Staff-to-student ratio of certificated staff providing direct services to students	N/A	Los Angeles Leadership Academy 1:14

2022-23 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 6,047,737	\$ 562,823	\$ -	\$ 864,843	7,475,403	\$ 4,517,562	\$ 2,957,841

Goal #	Action #	Action Title	Student Group (s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Core Curriculum and Instructional materials	ALL	\$ 64,265	\$ -	\$ -	\$ -	\$ 64,265
1	2	Tutoring Services	ALL	\$ 276,000	\$ -	\$ -	\$ 159,928	\$ 435,928
1	3	Intervention	ALL	\$ 75,000	\$ -	\$ -	\$ 20,732	\$ 95,732
1	4	Academic Progress Monitoring	ALL	\$ 12,506	\$ -	\$ -	\$ -	\$ 12,506
1	5	Profesional Development	ALL	\$ 145,889	\$ -	\$ -	\$ 18,120	\$ 164,009
1	6	Technology and Digital Resources	ALL	\$ 262,869	\$ -	\$ -	\$ 63,936	\$ 326,805
1	7	High-Quality Instruction	ALL	\$ 3,433,415	\$ -	\$ -	\$ 170,654	\$ 3,604,069
1	8	English Learner Support and Reclassificatio	ALL	\$ 469,066	\$ -	\$ -	\$ 22,018	\$ 491,084
1	9	Special Education	SPED	\$ 255,185	\$ 327,435	\$ -	\$ 90,397	\$ 673,017
2	1	Family Events	ALL	\$ -	\$ -	\$ -	\$ -	\$ -
2	2	Workshops	ALL	\$ -	\$ -	\$ -	\$ -	\$ -
2	3	Family and Community Outreach	ALL	\$ 6,500	\$ -	\$ -	\$ -	\$ 6,500
3	1	Safe and Clean Campus	ALL	\$ 1,036,542	\$ -	\$ -	\$ -	\$ 1,036,542
3	2	PBIS Program	ALL	\$ 5,000	\$ -	\$ -	\$ -	\$ 5,000
3	3	Enrichment and Empowerment Activities	ALL	\$ -	\$ 203,482	\$ -	\$ -	\$ 203,482
3	4	Nutrition Program	ALL	\$ -	\$ 31,906	\$ -	\$ 319,058	\$ 350,964
3	5	Student Uniforms	ALL	\$ 5,500	\$ -	\$ -	\$ -	\$ 5,500
3	6	Mental Health	ALL	\$ -	\$ -	\$ -	\$ -	\$ -
3	7	Attendance Support	ALL	\$ -	\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 4,011,809	\$ 1,322,257	32.96%	0.00%	32.96%	\$ 1,322,595	0.00%	32.97%	Total:	\$ 1,322,595
								LEA-wide Total:	\$ 1,322,595
								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	Core Curriculum and Instructional materials	Yes	LEA-wide	All	Secondary	\$ 64,265	0.00%
1	2	Tutoring Services	Yes	LEA-wide	All	Secondary	\$ 276,000	0.00%
1	3	Intervention	Yes	LEA-wide	All	Secondary	\$ 75,000	0.00%
1	4	Academic Progress Monitoring	Yes	LEA-wide	All	Secondary	\$ 12,506	0.00%
1	5	Professional Development	Yes	LEA-wide	All	Secondary	\$ 145,889	0.00%
1	6	Technology and Digital Resources	Yes	LEA-wide	All	Secondary	\$ 262,869	0.00%
1	8	English Learner Support and Reclassification (title 3)	Yes	LEA-wide	All	Secondary	\$ 469,066	0.00%
2	3	Family and Community Outreach	Yes	LEA-wide	All	Secondary	\$ 6,500	0.00%
3	2	PBIS Program	Yes	LEA-wide	All	Secondary	\$ 5,000	0.00%
3	5	Student Uniforms	Yes	LEA-wide	All	Secondary	\$ 5,500	0.00%

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)
\$ 1,263,866	\$ 1,347,891	\$ 1,347,891	\$0.00 - No Difference	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)
1	7	Small Class Sizes	Yes	\$ 1,347,891	\$ 1,347,891.00	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)
\$ 3,601,701	\$ 1,263,866	0.00%	35.09%	\$ 1,347,891	0.00%	37.42%	\$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%).
 - 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).