

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
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Plan Summary FY 2021-2022

General Information

Los Angeles Leadership Primary Academy (hereafter “LALPA”) is a small TK-5 dual immersion (Spanish/English) charter school located in Lincoln Heights, a community north of downtown Los Angeles. LALPA is operated by the Los Angeles Leadership Academy, a California nonprofit corporation, which also operates Los Angeles Leadership Academy charter school, a 6-12 secondary school originally founded in 2002. Currently:

- LALPA, opened in 2011, serves approximately 325 students in TK-5 with an additional 18 students in a privately funded Expanded TK (ETK) class. From our student population, 98% of students qualify for Free or Reduced Price Lunch (FRPL), 54% are English Learners (EL), 12.1% are Students with Disabilities (SWD), 1% are Foster/Homeless Youth (F/HY), 84% are Hispanic/Latino, 12% are White, 2% are African American, and 1% are Asian.

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

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

Reflections: Successes

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

Due to a lack of academic assessments in the spring of 2020, the Dashboard has not been updated since 2019. For purposes of discussion however, we will review the 2019 Dashboard for areas of progress.

In the most recent test administration in 2019, as detailed more fully below, LALPA’s students demonstrated growth in the percentage of students who achieved Met/Exceeded in ELA and Math and the “Distance from Standard” (DFS) rates both schoolwide and for every significant subgroup – all metrics showed increases over 2018, ranging from 18.4 to 63.7 point gains

LALPA DFS Scores 2018 to 2019

		ELA		MATH	
		LALPA		LALPA	
All Students	2019	24.2 pts below	+21.5 points	43.2 pts below	+18.4 points
	2018	45.7 pts below		61.6 pts below	
English Learners	2019	31 pts below	+27.1 points	52.4 pts below	+19.6 points
	2018	58.1 pts below		72.1 pts below	
Socioeconomically Disadvantaged	2019	25.6 pts below	+23.8 points	44.8 pts below	+19.7 points
	2018	49.4 pts below		64.4 pts below	

Students w/Disabilities	2019	37.8 pts below	+63.7 points	52.4 pts below	+35.4 points
	2018	101.4 pts below		87.8 pts below	
Hispanic/Latinx	2019	23.7 pts below	+21.9 points	43.8 pts below	+18.5 points
	2018	45.6 pts below		62.3 pts below	

Source: <https://www.caschooldashboard.org/reports/19647330124818/2019>

Looking at Met/Exceeded rates, similarly, LALPA achieved growth schoolwide in both ELA and Math and across all subgroups, ranging from one to nine percentage points.

LALPA CAASPP Scores 2018 to 2019

		ELA		MATH	
		LALPA	Growth	LALPA	Growth
All Students	2019	38%	6%	25%	5%
	2018	31%		20%	
English Learners	2019	18%	8%	9%	2%
	2018	11%		7%	
Socioeconomically Disadvantaged	2019	38%	9%	24%	6%
	2018	29%		18%	
Students w/Disabilities	2019	22%	6%	11%	1%
	2018	16%		10%	
Hispanic/Latinx	2019	39%	7%	26%	6%
	2018	32%		20%	

Source: <https://caaspp-elpac.cde.ca.gov/caaspp/>

English Learner Progress

No performance colors were issued for any schools on the 2018 or 2019 Dashboard for the English Learner Progress Indicator due to the transition to the English Language Proficiency Assessments for California. The Indicator divides the four levels of the ELPAC exam into six ELPI levels to determine how many students at a school gain at least one ELPI level that year on the ELPAC. Based on this analysis, on the 2019 spring ELPAC, 44.2% of our 129 ELs gained at least one ELPI level, 33.3% maintained ELPI levels 1, 2L, 2H, 3L or 3H, and 22.4% decreased at least one ELPI level. Across California in 2019, the statewide average was 42.9% of ELs gaining at least one ELPI level, so LALPA's ELs are performing slightly better than the state average. CA averages in 2019 also indicate that 31.5% maintained ELPI levels 1, 2L, 2H, 3L or 3H (slightly less than LALPA's 33.3%) and 20.1% decreased at least on ELPI level (slightly less than LALPA's 22.4%).

Over the current charter term, LALPA's EL reclassification rates have ranged from 4.7% to a high of 9.1% spring 2020. As we have noted in our annual updates to CSD staff, our dual immersion program inherently means that our English Learners receive less instruction each day in English, particularly in the lower grades, where Spanish is the predominant language. While a typical elementary school might seek to reclassify most ELs who are continuously enrolled from Kindergarten by the third grade, at LALPA, our goal is to reclassify students who are continuously enrolled from Kindergarten by fifth grade, given the amount of English language learning they receive each day. Our EL reclassification rates are on par with other whole school dual immersion programs in the state.

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.

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

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

Increase in English Language Arts Proficiency

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

Increase in Mathematics Proficiency

Despite the growth that LALPA noted in the 2019 CAASPP results, we recognize there is room for improvement in this subject. Overall, we note that growth in Mathematics has been slower than that of ELA. Taking a deeper dive into our data, we note that the area of Concepts and Procedures presents itself as the greatest challenge for our students with an overall of 65% of students performing below standard in 2018 and an overall of 52.98% performing below standards in 2019. These results indicate that our students are having difficulty explaining and applying mathematical concepts.

Increase in student reclassification rate

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

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

Increase in student attendance

While attendance has remained between 95%-95.5%, the transition from Distance Learning to in-person instruction will pose another challenge for the school to increase attendance. LALPA is specifically concerned about the younger students that their first or primary experience with education has been learning from home through a computer. We expect new challenges to arise as students return 100% to in-person instruction. We will focus on students' mental well-being and ensuring that our campus offers a positive school culture where students want to be while they are learning.

LCAP Highlights

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

With the many challenges that we face after school closures and Distance Learning, LALPA is committed to continue providing a high-quality education and create a school culture that will support students transition back to in-person learning. We know that many students have suffered learning loss as a result of the COVID-19 pandemic. While the 2021 LCAP will continue to focus on academic improvement, we also know that we need to ensure that students' basic needs are met. By employing a variety of actions and services designed to improve or

maintain student engagement, support, school climate, safety and the environment on each campus we know that our students will be in the best possible position to succeed.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

To consult its various stakeholders, LALPA utilized its developing school improvement process: a one-year cycle that involves both internal and external stakeholders in active reflection on the current state of the school and its goals, with the aim of refining the current plan. The goal of the process—to build consensus around a strategic plan that addresses the needs of 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 LALPA's intervention and enrichment programs. Faculty and administrators have used weekly staff meetings and weekly grade level meetings to discuss data and their implications—discussions that have informed the school's developing plans.

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

initiatives and interests under the guidance of a faculty advisor, who has regularly established communication channels with school administrators.

Stakeholder input has also taken an active part in shaping the current LCAP, impacting the action plans for all of the school's goals. During consultations, stakeholders expressed interest in improving the physical and social state of the school, which have impacted the focus on Goal 2 and continuing with planned actions in the LCAP. Similarly, stakeholder desire to see improvements in school communications have resulted in a new item expecting an increase in the ways families and other stakeholders can give feedback like the installation of comment boxes in school front offices and a comment option on the LEA website to Action 2. In response to stakeholders' interests in better meeting the needs of the student as a whole child, LALPA continues to seek to increase non-athletic extracurricular activities and programming in the arts for students. LALPA continues to support greater student access to healthcare services through referrals and collaborations with community service groups. Stakeholder consultations affected the final shape of all of the goals in the new LCAP, but largely remained the same in the culminating year of this LCAP cycle.

A summary of the feedback provided by specific stakeholder groups.

The input received indicates that families continue to approve of LALPA's mission and vision. The feedback demonstrated that LALPA should prioritize its efforts as follows:

1. Maintain its fidelity to its dual-immersion program
2. Improve Mathematics proficiency
3. Improve Language Arts proficiency
4. Offer more opportunities to receive support in literacy both during and after school hours
5. Continue to improve campus cleanliness
6. Establish school-wide positive expectations and continue to motivate students to have a growth mindset and

Additional input was received through the 20-21 SPSA process this school year. The school held regularly scheduled School Site council meetings that included the SPSA, and had a site staff leadership team that was involved in the SPSA update process. Input from site annual SPSA meetings, SSC meetings, and staff meetings were highly considered in creating the school's LCAP plan, specifically in the areas of literacy, professional learning, communication and further development of academic pathways and enrichment experiences.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

All stakeholder feedback was considered when developing LCAP goals and actions/services. Stakeholder input influenced LALPA's decision to implement and fund programs directly related to improving Math proficiency and ELA proficiency. All stakeholder groups contributed their observations from their vantage points related to the need for improving skills in both subjects. Teachers provided assessment data and

parents contributed their experiences. The office staff related the concerns that they were hearing from students and parents, and the student's perspective indicated a need for small group classes, tutoring availability and additional positive behavior incentives.

Goals and Actions

Goal 1

Goal #	Description
Goal #1	Provide a broad and rigorous course of study in alignment with the CCSS, NGSS, and other California adopted state standards within the framework of a two-way Spanish-English dual language program. (Priority 1, 2, 4, 7, 8, 9, 10)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Use of state adopted curriculum in English and Spanish	State adopted curriculum for ELA and Math in English and Spanish	Leave blank this year	Leave blank this year	Leave blank this year	Purchase and implement state adopted curriculum in all core subjects (ELA, Math, Science, Social Studies)
Grade level quarterly plans reflect implementation of curriculum aligned to CCSS, NGSS, and other California adopted state standards for Dual-language Program	Quarterly plans align to State adopted standards in English				Quarterly plans for all grade levels reflect 100% implementation of State adopted standards in all core subjects

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Actions

Action #	Title	Description	Total Funds	Contributing
1	Instructional Materials	Adopt a Social Studies curriculum, adopt a Science curriculum in Spanish, and implement Go Math as a state adopted mathematics curriculum for all grade levels.	\$ 60,500	Y
2	Professional Development	Provide on-going professional development to support effective teaching practices and the implementation of the Common Core and other state adopted standards.	\$ 89,758	Y
3	Technology & Digital Resources	Maintain the technology and digital resources that will allow LALPA to differentiate instruction, develop students' 21 st Century skills, meet state standards, and support students transition from Distance Learning to oncampus instruction	\$ 230,543	Y
4	Faculty and Staff	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	\$3,011,336	Y

Goal Analysis [LCAP Year]

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.

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

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

[Respond here]

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.

[Respond here]

A report of the Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Expenditures Table.

Goal 2

Goal #	Description
Goal #2	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. (Priority 1, 3, 5, 6, 9, 10)

An explanation of why the LEA has developed this goal.

Research indicates that students’ social and emotional wellbeing are precursors to academic achievement and strengthened through family involvement. Schools that are both socially and physically secure allow students to perform to the best of their abilities. In addition, students exist as members of family units who they rely upon for support. However, the conditions of socio-economically disadvantaged communities often prevent some families from effectively doing so. In these cases, the school will need to assist students by way of helping their families with the understanding that student outcomes are highly dependent on family circumstances.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Small group Tutoring	Internal Benchmarks (NWEA, STAR)- 30% proficient	Leave blank this year	Leave blank this year	Leave blank this year	Internal Benchmarks- 60% Proficient

Monthly campus walkthroughs	three walkthrough at the beginning, middle, and end of the school year				Monthly checks for: -campus safety -emergency supplies
School social media and two-way communication outlets: -ParentSquare -Facebook -Instagram -ClassDojo	132 followers on Instagram 85% of families are connected to Class Dojo 90% of families connected to parent square 290 followers on Facebook				Increase followers and connected families by 5% each year from baseline
PBIS School-wide expectations for all common areas and classrooms	-Developed school-wide expectations for Distance Learning and school-wide campus expectations				-Developed school-wide expectations for all common areas, classrooms, implemented with 100% fidelity on a daily basis
Student of the Month	Minimum 1 student per grade level meets criteria for Student of the Month. Host at least 7 assemblies				One student per class meets the criteria for Student of the Month each of the 9 assemblies hosted
Food survey (students)	Receive feedback from individual students on food satisfaction; 55% satisfaction				Establish a well-developed survey to measure meal satisfaction amongst the students; receive 80% satisfaction

Parent Survey	40% maximum participation in parent surveys				85% parent participation in home surveys
Student Assistance Program (SAP)	Conduct 3 meetings per year for every SAP with teacher, family, and administration				maintain

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 	\$591,351	Y
2	Parent and Community Outreach	<p>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):</p> <ol style="list-style-type: none"> 1. use of electronic communication systems and social media (e.g. Parent Square, Facebook, Class Dojo, Instagram) 2. conducting annual stakeholder surveys 3. hosting regular stakeholder meetings and forums (e.g. "Coffee with the Principal") 4. assisting families in need with school uniforms 5. providing family services through community partners 6. hosting community service, outreach, and recruiting events 7. increasing ways families and stakeholders can provide feedback 	\$7,000	Y

		8. recruit parents/ guardians to participate in school councils (ELAC, SSC, PTC)		
3	PBIS Program	<p>Implement a school-wide PBIS program and alternatives to suspension as a component of the school's MTSS plan. This will include (but not limited to):</p> <ol style="list-style-type: none"> 1. Create a PBIS team composed of certificated and classified staff 2. PBIS training through LACOE for all staff 3. Implementation of monthly incentive program 4. Establish school-wide expectations and promote them through posters and signs around the school 5. Create a student leadership group to coordinate activities 	Goal 1, Action 2	Y

4	Interventions and Enrichments	<p>As part of our MTSS plan, LALPA will implement interventions and enrichments based on different student needs, including (but not limited to):</p> <ol style="list-style-type: none"> 1. Student Assistance Program 2. Learning Center/ RTI program (ELA) 3. Small group and 1:1 after school Tutoring 4. GATE Robotics program 5. Student educational enrichment field trips 6. Weekly Music and Visual Arts Education Program 7. STEAM program for 4th and 5th grade students 8. After School Program 	\$451,296	Y
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5	Student Incentive Program	<p>Implement a school-wide monthly student incentive program to provide recognition to students for:</p> <ol style="list-style-type: none"> 1. Student of the Month (students selected based on LALPA's mandala words and Social Justice elements) 2. Accelerated Reading Program Recognition for certification earned 3. Perfect Attendance 	Goal 2, action 5	Y
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6	Nutrition Program	Provide a healthy nutritious breakfast and lunch for all students. This will include (but not limited to): <ol style="list-style-type: none">1. Surveying students regarding food preferences2. Survey stakeholder satisfaction with food	\$360,000	Y
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Goal Analysis [LCAP Year]

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.

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

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

[Respond here]

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.

[Respond here]

A report of the Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Expenditures Table.

Goal 3

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

An explanation of why the LEA has developed this goal.

LALPA serves significant populations of English Learners, students from low-income families, and Latino students. Historically, students from these disadvantaged groups perform at a lower academic level than the general population and national norms. To prevent and close these achievement gaps, LALPA will proactively monitor student achievement and intervene in culturally proficient ways that provide the differentiated support and scaffolds necessary. At the same time, LALPA will work to increase educator efficacy in supporting all student in learning and achievement. (Priority 2, 3, 4, 7, 9, 10)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California Dashboard for EL Progress (ELA)	31 points below standard	Leave blank this year	Leave blank this year	Leave blank this year	Decrease points below standard by 5 points each year
California Dashboard for EL Progress (Mathematics)	52.4 points below standard				Decrease points below standard by 4 points each year
English learner CAASPP ELA Achievement	18.42% Met or Exceeded				Increase English Learner Met or Exceeded achievement by 5% each year
English Learner CAASPP Mathematics Achievement	9.21%				Increase English Learner Met or Exceeded by 4% each year

California Dashboard ELA progress for Students with Disabilities	37.8 Points below standard				Decrease Points below standard by 5 points each year
California Dashboard Mathematics progress for students with disabilities	52.4 points below standard				Decrease points below standard by 4 points each year
Students with disabilities CAASPP ELA Achievement	22.22% Met or Exceeded				Increase SWD Met or Exceeded achievement by 5% each year
Students with Disabilities CAASPP Mathematics Achievement	11.12% Met or exceeded				Increase SWD Met or Exceeded achievement by 4% each year
California Dashboard ELA Progress for Socioeconomically disadvantaged Students	25.6 points below standard				Decrease Points below standard by 5 points each year
California Dashboard Mathematics Progress for Socioeconomically disadvantaged students	44.8 points below standard				Decrease Points below standard by 4 points each year
Socioeconomically disadvantaged students CAASPP ELA Achievement	38.36% met or exceeded				Increase Met or Exceeded achievement by 5% each year

Socioeconomically disadvantaged students CAASPP Mathematics Achievement	23.97% Met or exceeded				Increase Met or Exceeded achievement by 4% each year
English Learner Progress (California Dashboard)	44.2% of students making progress towards English Proficiency				Increase students making progress towards English Proficiency by 5% each year
EL Reclassification Rate	9% reclassification rate				Increase reclassification by 3 students each year
Teacher-Parent Conferences	80% Parent participation				100% parent participation

Actions

Action #	Title	Description	Total Funds	Contributing
1	Academic Progress Monitoring	<p>Monitor academic progress of significant subpopulations (including RFEPs). This will include (but not be limited to):</p> <ol style="list-style-type: none"> 1. implementation of internal benchmarks (STAR Literacy and NWEA) 2. Analyze student data from internal benchmarks and digital programs 3. Analyze data for tutoring program effectiveness 4. Review ELPAC data with teachers, students, and parents 5. Implement ICA (Interim CAASPP Assessments) at least once a year 6. Teachers offer periodic meeting with parents to review quarterly report cards and students assessments 	\$ 5,520	Y

		7. Instructional faculty will participate in periodic school-wide, grade-level, and classroom data analysis to guide instruction		
2	Adaptive Digital Academic Resources	<p>Use adaptive digital content and other resources to provide differentiated instruction and intervention to students from significant subpopulations. This will include (but not be limited to):</p> <ol style="list-style-type: none"> 1. Renaissance Accelerated Reading Program 2. Achieve3000 Literacy & Math 3. Learning A-Z: Raz Kids 4. BrainPop 5. PowerSchool Digital Report Cards 6. TeacherspayTeachers Digital Resources for teachers 	Goal1,Action 3	Y
3	English Learner Support and Reclassification	<p>Provide intervention, designated and integrated ELD instruction, and similar academic support during the school day for English Learners. This will include (but not be limited to):</p> <ol style="list-style-type: none"> 1. continuation of a RTI Tier II pullout program for ELA 2. In-class instructional aide to support English Learners 3. monitor ELPAC summative assessments and review with teachers, parents, and students 4. Host annual reclassification ceremony for students meeting criteria 5. Professional Development for teachers on designated and integrated ELD strategies 6. Administrator and ELD coordinator will attend annual ELPAC training with Los Angeles County of Education 	Goal1,Action 4	Y

Goal 4

Goal #	Description
Goal #3	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.

An explanation of why the LEA has developed this goal.

LALPA strives to ensure that students feel safe so that they attend school on a daily basis. If the school creates an inclusive environment for all families, participation and engagement will increase. Chronic absenteeism has been a growing concern and identified as a need within our

school community. Being at school is the most important factor to drive student achievement so as an organization, LALPA must strive to increase its student attendance. (Priority 1, 3, 4, 5, 6, 8)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Perfect Attendance Incentives	80 students recognized on a monthly basis	Leave blank this year	Leave blank this year	Leave blank this year	138 students recognized on a monthly basis
Chronic Absenteeism (California Dashboard)	12.7%				0.7% chronic absenteeism
Average Daily Attendance	95%				Increase Average Daily attendance to 96.5%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Student Incentive Program	Monthly and annual incentives for students with perfect attendance including, but not limited to: -activities, participation in game room, field trips, snacks, lion store	2,500	N
2	PBIS Program Implementation	Implement a well-developed PBIS plan to provide an inclusive environment for all students and incentivize students to meet school expectations	Goal1, Action 5	N
3	Student uniforms	Provide uniforms for students whose families cannot afford to purchase	Goal2, Action 2	N
4	family outreach	Provide families with workshops about: -supporting their children in learning -Learning in a dual-language immersion program	Goal2, Action2	N

- | | | | | |
|--|--|---|--|--|
| | | <ul style="list-style-type: none">-Growth mindset-being inclusive; diversity-resources in the community | | |
|--|--|---|--|--|

Administer family survey for school services satisfaction

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
34,84%	915,820

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures 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.

Each of the goals, and actions were specifically targeted to increase and improve services for foster youth, English learners, and low income students.

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

The majority of actions in LALPA's LCAP plan are aimed at improving the entire educational program in all cases using strategies principally directed at improving the educational outcomes of unduplicated students. The expenditures are aimed at improving:

1. access to state approved curriculum and quality instruction
2. Increasing resources to support the different academic and social-emotional needs of students
3. Increasing student achievement specifically for significant subgroups, including increasing reclassification rate for English Learners
4. Increasing our attendance rate

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[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 LCAP template, please contact the local 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 LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (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] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders 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 52064(b)(4-6)).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 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 stakeholders 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 stakeholder engagement tool.

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 stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 stakeholders 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 stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its 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 students and community. 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, stakeholder input, 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? 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.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC 52064(e)(1)*). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders 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 stakeholder groups 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 stakeholder 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 stakeholder engagement 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 stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

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

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder 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 stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests 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 stakeholder 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 services
- 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 stakeholders 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 stakeholders 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 stakeholders. 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 stakeholders, 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.

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 2020–2021 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 .

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 expenditure 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 expenditure 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. Minor variances in expenditures 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 stakeholders. 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 stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders 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

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the “Increased or Improved Services” section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the 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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

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.

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% 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% 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%: For school districts with an unduplicated pupil percentage of 55% 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%: For school districts with an unduplicated pupil percentage of less than 55%, 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% 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% 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. 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.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

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, provide the following information for each action in the LCAP for the relevant 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.
- **Increased / Improved:** 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 K-5), 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”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **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).
- **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.