

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: STEM Preparatory Elementary

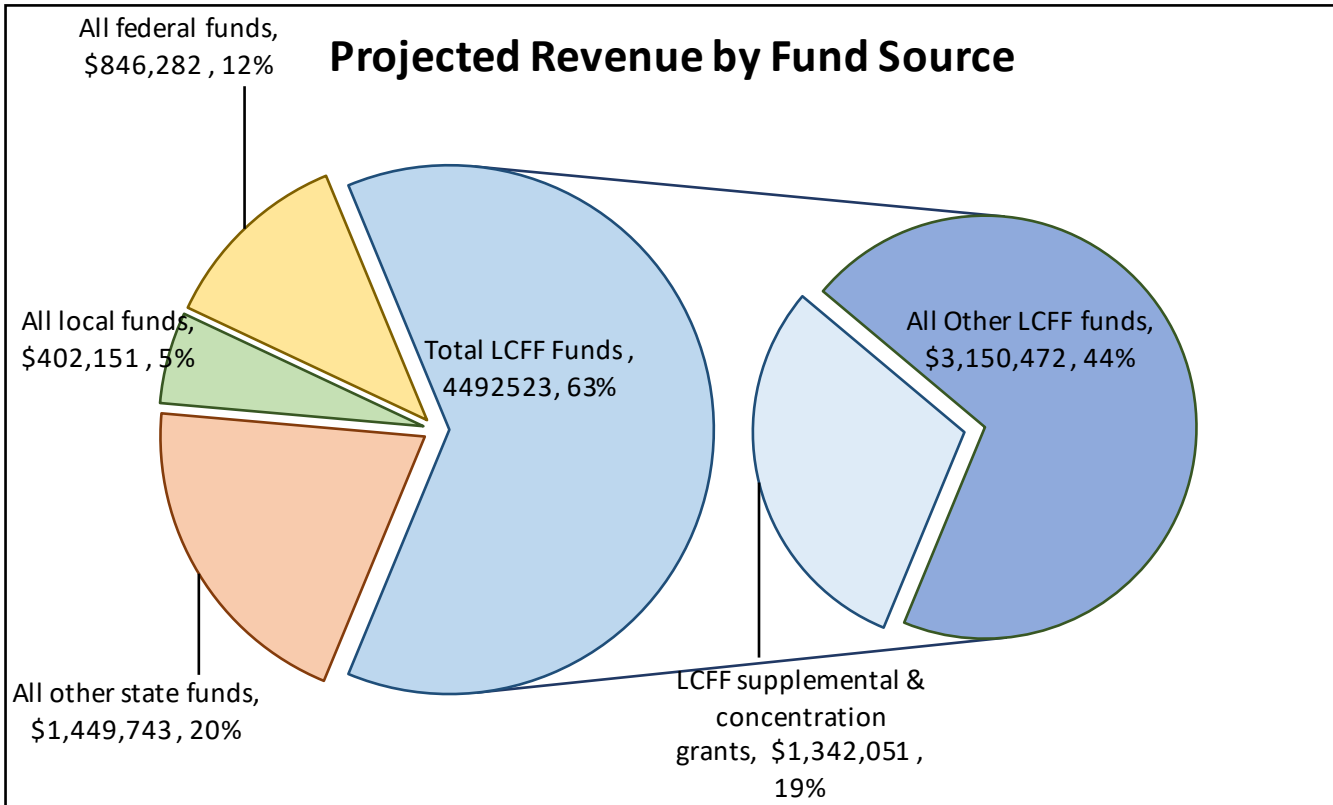
CDS Code: 19 64733 0136986

School Year: 2023-2024

LEA contact information: Emilio Pack, CEO epack@stem-prep.org 323-795-0695

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2023-2024 School Year

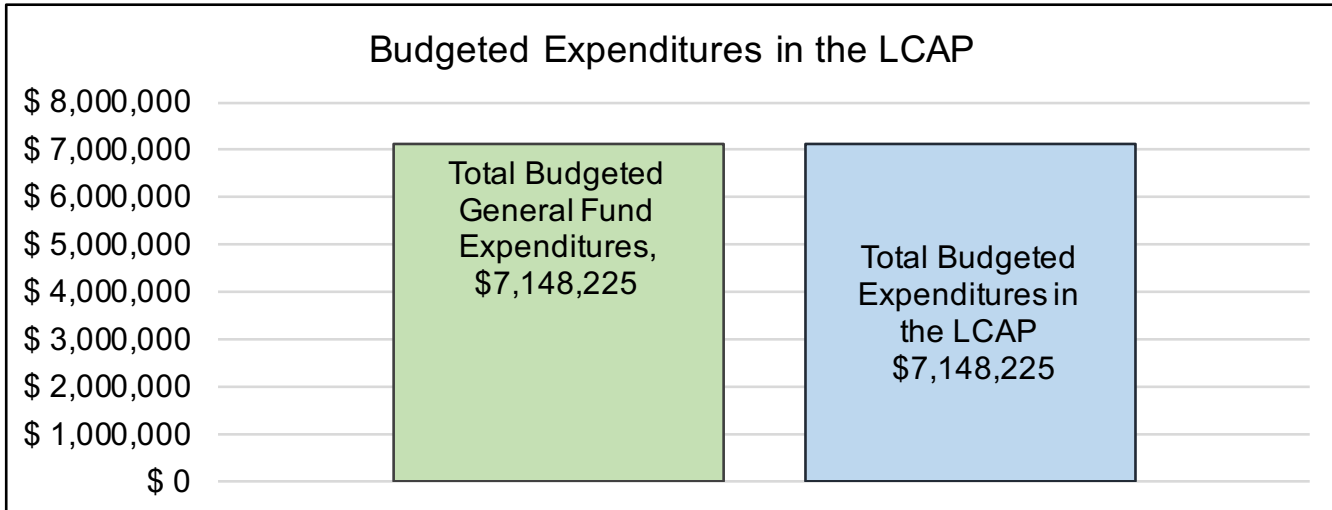


This chart shows the total general purpose revenue STEM Preparatory Elementary expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for STEM Preparatory Elementary is \$7,190,699.00, of which \$4,492,523.00 is Local Control Funding Formula (LCFF), \$1,449,743.00 is other state funds, \$402,151.00 is local funds, and \$846,282.00 is federal funds. Of the \$4,492,523.00 in LCFF Funds, \$1,342,051.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school district 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.

LCFF Budget Overview for Parents



This chart provides a quick summary of how much STEM Preparatory Elementary plans to spend for 2023-2024. 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: STEM Preparatory Elementary plans to spend \$7,148,225.00 for the 2023-2024 school year. Of that amount, \$7,148,225.00 is tied to actions/services in the LCAP and \$0.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

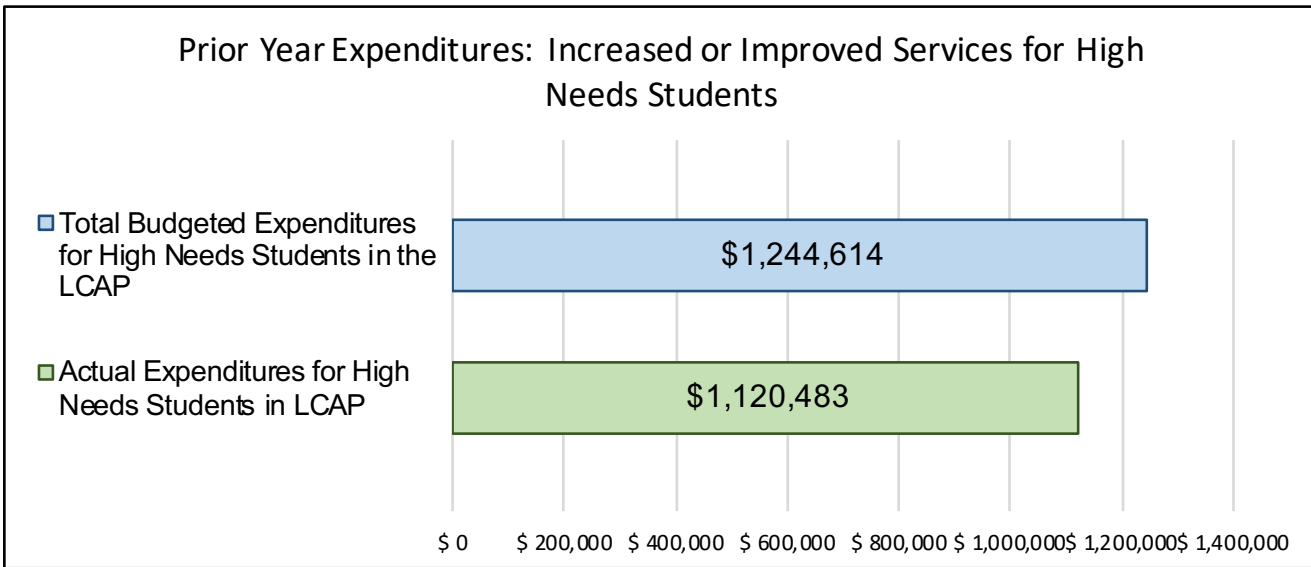
[Respond to prompt here]

Increased or Improved Services for High Needs Students in the LCAP for the 2023-2024 School Year

In 2023-2024, STEM Preparatory Elementary is projecting it will receive \$1,342,051.00 based on the enrollment of foster youth, English learner, and low-income students. STEM Preparatory Elementary must describe how it intends to increase or improve services for high needs students in the LCAP. STEM Preparatory Elementary plans to spend \$1,342,051.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-2023



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

The text description of the above chart is as follows: In 2022-2023, STEM Preparatory Elementary's LCAP budgeted \$1,244,614.00 for planned actions to increase or improve services for high needs students. STEM Preparatory Elementary actually spent \$1,120,483.00 for actions to increase or improve services for high needs students in 2022-2023. The difference between the budgeted and actual expenditures of \$124,131.00 had the following impact on STEM Preparatory Elementary's ability to increase or improve services for high needs students:

[Respond to the prompt here; if there is no prompt, a response is not required.]

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
STEM Preparatory Elementary	Emilio Pack CEO	epack@stem-prep.org 3237950695

Plan Summary 2023-2024

General Information

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

STEM Preparatory Elementary School (SPES), a part of the STEM Preparatory Schools, Inc. (STEM Prep) family, serves grades TK-5. Approximately 7% of our students qualify for special education services and 94% for free or reduced-price lunch, a proxy for student poverty. Most of our students will be the first in their families to graduate from college. Our student population is 81% Latino/Hispanic and 17% African American. Our schools operate in densely populated residential urban areas of South Los Angeles and our families are disproportionately poorer and less educated than the general population of the City of Los Angeles.

The vision of SPES and STEM Prep is to create a pipeline of individuals who will transform their community by closing the socio-economic, ethnic, and gender gaps in STEM fields, and serving as role models who exhibit scholarliness, advocacy, perseverance, and kindness. SPES is working to close this pervasive socioeconomic minority-gender gap in STEM by preparing a highly-qualified, diverse student population in STEM subjects, better enabling our students to achieve success in high-demand, high-income, high-impact careers by ensuring not only college acceptance, but also college retention, graduation, and job placement.

Reflections: Successes

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

STEM Prep Elementary has continued to foster a strong community and maintained very high rates of parent and staff satisfaction. The school has maintained an extremely low suspension rate, and achieved dramatic progress in reducing chronic absenteeism this year. A return to state testing showed the school overall in a fairly strong position post-COVID, with a smaller achievement gap for English Learners and African-American students than either the district or the state. School leadership reflected on success in getting students back into a motivated mindset of school and reacquainted socially. There was a significant increase in reading participation as measured by students earning incentives through Accelerated Reader; last year, 40 students made it; this year more than 80 were already on track for that achievement in May. There was increased parent and student engagement in the Multilingual Learner program; RFEP students achieved a higher GPA than the general student population. There was also strong growth for the African-American/Black student population on GPA, achieving no significant differences in most grade levels between that subgroup and the grade-level GPA. Additionally, the ability to dramatically expand the after-school program through ELO-P helped provide students with a healthy mix of academic and enrichment (robotics, computer access, arts, lots of field trips, as well as intervention support).

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 overall math performance on CAASPP was only slightly below the district, NWEA MAP results have shown students failing to meet growth projections, which may suggest a need for additional support in math. The school is expanding and reshaping its math intervention program for next year. There also has been a small decrease in student satisfaction, matriculation to Crown Prep Academy, the student waitlist, and teacher retention.

An analysis of student survey results showed that students with disabilities and Black students felt less safe at school than students overall, despite an improvement in feelings of safety for students with disabilities. Additionally, only 61% of teachers felt confident in their ability to support the social-emotional needs of LGBTQIA+ students. Student culture will be a bigger focus for the school next year; will be implementing new curriculum (Stand Up) to address language, awareness, etc.

The school wants to continue to build on reading motivation to capitalize on engagement to increase the percentage of students reading on grade level. The school is continuing to push on attendance, which is improving, and has been consistent in messaging with families and addressing misconceptions about the importance of elementary attendance. They have also received a grant for supporting SWD with reading (to implement Wilson Reading System and a staff member to support it).

LCAP Highlights

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

Overall, the LCAP is continuing to focus on the key levers of achievement and growth for the school: high quality staff at every level, from campus aides to the site principal; robust support structures, including investments in counseling, restorative justice, additional supervision, a strong office, and academic interventions; and equivalently strong supports for staff through PD and CMO-level support.

Comprehensive Support and Improvement

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

Schools Identified

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

n/a

Support for Identified Schools

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

n/a

Monitoring and Evaluating Effectiveness

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

n/a

Engaging Educational Partners

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

STEM Preparatory Elementary values stakeholder engagement as a continuous system through which its school leaders meaningfully connect with, learn from, and communicate with our students, families, staff, and the community at large. The school uses the stakeholder engagement cycle of Planning, Participation, Analysis, and Sharing. During the Planning Phase, the school determined the methods in which meaningful stakeholder input and feedback would be effective. The school conducted surveys and held meetings throughout the year to gather input. As School Site Council meetings are a key focus point for stakeholder input, STEM Preparatory Elementary heavily promotes these meetings, using the monthly newsletter, the school website, and the school's robocall system to ensure that all families are aware of and reminded about the meeting dates. These meetings are held via Zoom for maximum accessibility.

Students and Families

May 2022: End-of-Year Parent Survey

May 2022: End-of-Year Student Survey

July 2022: Family Orientation

September 2022: Beginning-of-Year Student Survey

August 2022: School Site Council Meeting

September 2022: School Site Council Meeting

November 2022: School Site Council Meeting

February 2023: School Site Council Meeting

Continuous Engagement Activities: phone calls, emails, text messages, robocalls, monthly school newsletters, monthly Coffee with the Principal. All communication provided in both English and Spanish.

Faculty and Staff

May 2022: End-of-Year Staff Survey

July 2022: Schoolwide professional development

October 2022: Beginning-of-Year Staff Survey

August 2022: School Site Council Meeting

September 2022: School Site Council Meeting

November 2022: School Site Council Meeting

February 2023: School Site Council Meeting

Continuous Engagement Activities: grade-level meetings, staff meetings, Leadership Team meetings

Our school developed a needs assessment, and solicited input and feedback through consultation with stakeholders that took place through School Site Council meetings and online surveys to assess our educational program, academic supports, social-emotional and behavioral supports, attendance, participation, and CA Dashboard performance levels.

In developing this Local Control and Accountability Plan, the LEA collected feedback from stakeholders regarding the specific actions and expenditures proposed to be included in the Plan by posting the draft plan, providing an opportunity to submit written comments on its website in English and in Spanish, and presenting the draft Plan in Spanish and English to the School Site Council, which includes parents as well as staff members.

A public hearing was held on May 3, 2023 at which the draft Plan was presented to the community for review and comment. The agenda was posted 72 hours prior to the public hearing on the school website with a message encouraging all to provide feedback. The agendas were also posted at each of our school sites and home office.

Over the academic year multiple small group feedback sessions were held to gather feedback on plans from teachers and staff on instructional and operational considerations. Topics covered:

- Effectiveness of sessions on student learning
- Student engagement
- Barriers to learning
- Important context
- Suggestions for improvement

Once the LCAP draft became available and before presenting the plan to the STEM Prep governing board during public hearing on May 3rd, the LEA presented the plan to the School Site Council for feedback. The opportunity for all to provide feedback during this meeting was promoted via school newsletter and parent meetings. During the parent meeting parents were notified of their ability to view the plan in its entirety on the school's website. Written feedback was also encouraged through contact form.

Throughout the school year, most meetings were held on Zoom after it was determined this was the most accessible format for families. Additionally, this year saw a very active and constructive ELAC, partly due to the real-time reminders to the entire school community about their ability to join these meetings and contribute as members of the public and school community. Efforts were made to involve all educational partners in decision-making even outside of these meetings through mini-surveys sent out throughout the year providing input on specific decisions. In addition, one of the campus aides also functions as a parent liaison and gathers informal feedback with parents. Finally, ClassDojo provides ongoing two-way communication from principals to parents (daily).

A summary of the feedback provided by specific educational partners.

Overall, feedback from educational partners on the LCAP and the school's overall progress was positive and supportive. In general, feedback from families focused on a desire for more fun community-building events and for additional support on how can they support their children. Student feedback focused on additional equipment for the playground and changes to the school meals. Teachers requested additional PE time for students, increased behavioral support, more support for SWD, and more

collaboration time.

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

The school has responded to feedback from educational partners continuously throughout the school year and in designing this year's LCAP. In response to parent feedback, the school has implemented a monthly workshop with content based entirely on parent input. This has included a Reading Night and Math Night in response to parent desires for additional guidance on academic support, and is an area that will continue to be funded in this year's LCAP. In response to student and teacher feedback, the school is implementing a longer PE period for next school year and has integrated more equipment and games on the playground. They have also invested in additional supervision (Goal 1, Action 4) and PD for staff on supporting playtime effectively (Goal 2, Action 4). The school also offered a taste-test of meal providers for students during the after-school program to give them agency in shaping the menu. In response to staff input, student culture is the top priority for next year (Goal 3), with a focus on increased counseling services (Goal 3, Action 1) and SEL time supported by additional coaching for teachers (Goal 2, Action 4 & 5). The request for additional support for SWD is being addressed through the grant the school has received for curriculum and staffing in this area. Finally, the school schedule has been revised to align common prep periods for teaching staff to better support collaboration (Goal 2, Action 4).

Goals and Actions

Goal

Goal #	Description
1	Maintenance Goal: Maintain all measurable outcomes that are already meeting our goals

An explanation of why the LEA has developed this goal.

Maintain all measurable outcomes that are already meeting our goals in service of our commitment to disrupting the status quo of inequitable access to high quality STEM pathways for women and minorities by cultivating a family of students and staff who solve problems through collaboration, innovation, passion, and perseverance.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
SPES.1.1 Students have access to the standards-aligned instructional materials resources (% Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home)	0% Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home	0% Students Without Access	0% of students without access		0% Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home
SPES.1.2 Teacher Retention (within the organization) [% of teachers returning from prior year]	80% for 2020-21	81% for 2021-22	61.9% for 2022-23		85% of teachers returning from prior year
SPES.1.3 Implementation of state academic standard	Standard Met	Standard Met	Standard Met		Standard Met

SPES.1.4 Access to Broad Course of Study	Standard Met	Standard Met	Standard Met		Standard Met
SPES.1.5 PLTW Enrollment [% Enrollment as of first Wed. in Oct. in a PLTW Course]	100% Enrollment as of first Wed. in Oct. in a PLTW Course	100%	65.8% enrolled as of first Wednesday in October		100% Enrollment as of first Wed. in Oct. in a PLTW Course
SPES.1.6 Parent Participation [% parents attended 1+ events]	100% parents attended 1+ events	75% of parents attended 1+ events	95% of parents attended 1+ events		80% parents attended 1+ events
SPES.1.7 Parent Satisfaction [Parent Survey I am satisfied with the overall education being received by my child]	99% "I am satisfied with the overall education being received by my child"	95.48% "I am satisfied with the overall education being received by my child"	96% "I am satisfied with the overall education being received by my child"		90% "I am satisfied with the overall education being received by my child"
SPES.1.8 Staff Satisfaction [Staff Survey I am satisfied with my job]	75% "I am satisfied with my job"	100% "I am satisfied with my job"	95% "I am satisfied with my job"		80% "I am satisfied with my job"
SPES.1.9 Student Satisfaction [Average of all questions on student survey]	92% Average Student Satisfaction	86% Average Student Satisfaction	81% Average Student Satisfaction		90% Average Student Satisfaction
SPES.1.10 Waitlist [# of students on waitlist as of March for next year]	0 students on waitlist as of March 2021	82 students on waitlist as of March 2022	3 students on waitlist as of March 2023		100 students on waitlist as of March for next year
SPES.1.11 Student cohort (from the time they enroll) [% continuous enrollment 4 years]	Insufficient Data	N/A School only 3 years old	76.7% enrolled continuously for 4 years		85% continuous enrollment 4 years
SPES.1.12 From SPES to CPA [% matriculating from SPES to CPA]	Insufficient Data	85.71% matriculated from SPES to CPA	68.89% matriculating from SPES to CPA		85% matriculating from SPES to CPA

SPES.1.13 Suspension rate [CA School Dashboard]	Lower Suspension Rate than State	0% Suspension Rate (state data not provided)	0.3%		Green
SPES.1.14 Subgroup suspension rate: English Learners	Less than State	0% Suspension Rate (state data not provided)	0% Suspension Rate		Green
SPES.1.15 Subgroup suspension rate: Students w/ Disabilities	Less than State	0% Suspension Rate (state data not provided)	2.6% Suspension Rate		Green
SPES.1.16 Teachers: Fully credentialed & appropriately assigned [% Teachers Fully credentialed & appropriately assigned]	81% Teachers Fully credentialed & appropriately assigned	84% Teachers Fully credentialed & appropriately assigned	78% Teachers Fully credentialed & appropriately assigned		100% Teachers Fully credentialed & appropriately assigned
SPES.1.17 School Facilities in "Good Repair" [Clean, safe, and functional as determined by Facility Inspection Tool (FIT)]	Facilities in Good Repair	Facilities in Good Repair	Facilities in Good Repair		Facilities in Good Repair
SPES.1.18 Student Attendance rate [% Student Attendance rate]	95% Student Attendance rate (in 2019-20)	90% Student Attendance rate (in 2020-21)	88.56% student attendance rate		95% Student Attendance rate
SPES.1.19 Expulsion rate [% Expelled at least once]	0% Expelled at least once	0% Expelled at least once	0% Expelled at least once		0% Expelled at least once

Actions

Action #	Title	Description	Total Funds	Contributing
1	Principal	The School Principal ensures that the master calendar and student schedules make all academic areas available to all students, inclusive of all subgroups, and all grades; meets with at-risk students on a regular basis; develop individual improvement plans; ensures that each teacher is appropriately credentialed for their assignment; engages parents in a series	\$162,269.00	No

		of relevant and interesting workshops related to their child's success; ensures all students have appropriate, standards-aligned (including CCSS and the academic content and performance standards) textbooks/curriculum materials and technology.		
2	Basic Services	Personnel, curriculum, supplies, and services for all students to ensure maintenance of progress in all areas.	\$4,261,621.00	No
3	Special Education	Special education teachers, services, and supplies	\$716,309.00	No
4	Campus Aides	Support implementation of alternatives to suspension; provide on-campus supervision	\$101,545.00	Yes

Goal Analysis for 2022-2023

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

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

There were no substantive differences.

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 material differences; the difference in spending on Basic Services is due to the use of one-time funds to cover some of these expenses (ESSER, etc.).

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

Overall, the school's planned actions were effective in making progress toward the goal of maintaining all measurable outcomes that are already meeting their goals in service of their commitment to disrupting the status quo of inequitable access to high quality STEM pathways for women and minorities by cultivating a family of students and staff who solve problems through collaboration, innovation, passion, and perseverance.

The school maintained progress in most areas. There were, however, small declines in the waitlist, % of students matriculating to CPA, and student satisfaction.

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.

There are no changes planned.

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

Goal #	Description
2	Academic Performance: Achieve Green rating in CA School Dashboard English and Math performance indicators by 2024.

An explanation of why the LEA has developed this goal.

Though LEA does not currently have sufficient data for a color rating on the CA School Dashboard, the latest data from 2019 indicated our CAASPP English scores (-11.5) are Below the State (-2.5). The same 2019 scores indicated the LEA was scoring above the state.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
SPES.2.1 English Performance [CA School Dashboard]	Below State	16.39% at or above grade level (CA Dashboard Score Not Available, 2021 NWEA Scores provided)	31.45% met or exceeded standard on CAASPP -43.8 Distance from Standard (No Color)		Green
SPES.2.2 CAASPP English: Subgroup Performance: African American	Insufficient Data	10% at or above grade level (CA Dashboard Score Not Available, 2021 NWEA Scores provided)	18.18% met or exceeded standard on CAASPP -61.5 Distance from Standard (No Color)		Green
SPES.2.3 CAASPP English: Subgroup Performance: SWD	Insufficient Data	0% at or above grade level (CA Dashboard Score Not Available, 2021 NWEA Scores provided)	0% met or exceeded standard on CAASPP -122.3 Distance from Standard (No Color)		Green
SPES.2.4 Math Performance [CA School Dashboard]	Above State	9.02% at or above grade level (CA Dashboard Score Not Available, 2021 NWEA Scores provided)	17.61% met or exceeded the standard on CAASPP -75.4 Distance from Standard (No Color)		Green
SPES.2.5 CAASPP Math: Subgroup Performance: African American	Insufficient Data	10% at or above grade level (CA Dashboard Score Not Available, 2021 NWEA Scores provided)	15.15% met or exceeded standard on CAASPP -101.2 Distance from Standard (No Color)		Green
SPES.2.6 CAASPP Math: Subgroup Performance: SWD	Insufficient Data	0% at or above grade level (CA Dashboard Score Not Available, 2021 NWEA Scores provided)	0% met or exceeded standard on CAASPP -116 Distance from Standard (No Color)		Green

Actions

Action #	Title	Description	Total Funds	Contributing
1	Supplemental Teachers	Additional teachers to reduce class size and provide improved services to unduplicated students	\$370,215.00	Yes
2	Site Coordinator	The Site Coordinator assists the Principal in all areas, focusing specifically on providing additional support to at-risk students.	\$107,552.00	Yes
3	Instructional Aides	Instructional Aides provide during and after-school support and tutoring for students in need of intervention	\$609,270.00	Yes
4	CMO-Level Support	Support for academic growth through CMO-level staff providing direct services, professional development, coaching, and other support to drive student progress. These roles include: <ul style="list-style-type: none"> - Director of Counseling - Director of Humanities - PLTW Coordinator - Director of RDEI - Director of Mathematics - History Team Leader - Director of STEM 	\$338,679.00	Yes

Goal Analysis for 2022-2023

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.

Due to the one-time and federal funds that became available to the school, some planned LCFF-funded actions were able to be funded through ESSER and Title I, freeing up additional S&C funding to invest in CMO-level support. This provided the school with additional coaching, professional development, and direct services to support student academic growth, and is a new action the school will be implementing going forward.

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 material differences, as the changes in allocations ultimately came to similar totals overall.

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

While there has been an absence of baseline data to compare to, STEM Prep established a strong foundation of academic performance in 21-22 results. While the average in ELA and math was slightly below the district and the state, subgroup gaps were significantly smaller for ELs and African-American students. Progress for English Learners is slightly below the state's performance. NWEA MAP testing showed strong growth for 4th and 5th grade reading, but other grade levels and math overall did not meet projections, showing there is more work to be done.

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 school has added CMO-level support as an additional action to support this goal.

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

Goal #	Description
3	Chronic Absenteeism: Achieve Yellow rating in CA School Dashboard Chronic Absenteeism performance indicator by 2024.

An explanation of why the LEA has developed this goal.

Though LEA does not currently have sufficient data for a color rating on the CA School Dashboard, the latest data from 2019 indicated our Chronic Absenteeism rate (21.2%) is significantly higher than the state (10.1%).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
SPES.3.1 Chronic Absenteeism [CA School Dashboard]	Below State	19% Chronic Absenteeism for 20-21 school yr	56.9% Chronic Absenteeism for 21-22 school year		Green

Actions

Action #	Title	Description	Total Funds	Contributing
1	Counselor	Provide counseling to improve academic performance, attendance, and socio-emotional health.	\$98,550.00	Yes
2	Office Assistant	Additional clerical to assist with attendance reporting and tracking at-risk students	\$60,218.00	Yes
3	School Operations Manager	Monitor student attendance and prepare daily reports of absent students, monthly reports of chronically absent students, and notifications as needed for truant students	\$95,581.00	No
4	Restorative Justice Coordinator	Implement alternatives to suspension; reduce suspension rate; conduct home visits of chronically absent students	\$95,581.00	Yes

Goal Analysis for 2022-2023

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

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

There were no substantive differences.

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 material differences.

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

While we do not have final chronic absenteeism data yet for this year, current ADA demonstrates huge improvement from last year's low point. The actions appear to have been highly effective, and the school has also benefited from a reduction in COVID-19 spread and quarantine requirements.

Big push has been parent education on impact of attendance on education. Daily outreach for attendance. Counselor and RJC have done home visits and helped develop plans to support student incentive. Also lots of positive incentives for strong attendance. Developed short-term independent-study plans for students who have extended absences.

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.

There are no significant changes planned.

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

Goal #	Description
4	English Learner Progress: Exceed state rates of English Learner Progress by 2024.

An explanation of why the LEA has developed this goal.

The latest data from 2019 indicated our English Learner Progress rate (36%) is not meeting the the state English Learner Progress rate (48.3%).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
SPES.4.1 English Learner Progress	Below State	Not Available - COVID	44.1% English Learner Progress Indicator (No Color; State at 50.3%)		Above State
SPES.4.2 CAASPP English: Subgroup Performance: EL	Insufficient Data	8.7% at or above grade level (CA School Dashboard Scores Not Available, 2021 NWEA Scores provided)	13.51% met or exceeded standard on CAASPP -54.2 DFS (No Color)		Green
SPES.4.3 CAASPP Math: Subgroup Performance: EL	Insufficient Data	4.35% at or above grade level (CA School Dashboard Scores Not Available, 2021 NWEA Scores provided)	8.11% met or exceeded standard on CAASPP -77.3 DFS (No Color)		Green
SPES.4.4 Reclassified English Learners ELA Performance	Insufficient Data	Not Available - COVID	72.73% met or exceeded standard on CAASPP +27.9 DFS (No Color)		Above Standard
SPES.4.5 Reclassified English Learners Math Performance	Insufficient Data	Not Available - COVID	27.28% met or exceeded standard on CAASPP -28.5 DFS (No Color)		Above Standard

Actions

Action #	Title	Description	Total Funds	Contributing
1	ELD Teacher	English Language Development teacher to work individually or in small groups with English	\$90,219.00	Yes

Goal Analysis for 2022-2023

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

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

There were no substantive differences.

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 material differences.

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

While the year 1 data was limited due to COVID, the most recent data we have demonstrates a strong start on the pathway to achieving our goals. EL performance in ELA and math was lower than the school overall, but the gap between the schoolwide performance and EL performance was much smaller than the district and the state's gaps.

This year started using Wonders curriculum for ELD. Integrated ELD has gotten stronger across the subjects, clearer ELD targets in each subject and methods of assessing across the year.

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

None currently planned.

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 2023-2024

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$1,342,051.00	

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
29.87%	0.00%	\$0.00	29.87%

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.

Goal 1, Action 4: Input and behavior data from the school has shown that our low-income students (the vast majority of our student population) need additional SEL and behavior support. By investing in additional campus aides, we are able to provide increased opportunities for outdoor play, special events, and strong adult-student relationship-building that benefits the needs of this student population.

Goal 2, Action 1: By investing in additional teachers beyond the Los Angeles Unified School District Board-approved minimum staffing levels, we are able to provide smaller class sizes to our students. This higher level of staffing and resulting service to our students is of particular benefit to our English Learners, foster youth, and low-income students, and was designed with their needs in mind. Our teachers are better able to differentiate for the needs of these subgroups due to their smaller class sizes and the strategic organization of our schedule with this staffing level to allow for collaborative planning time.

Goal 2, Action 2: The Site Coordinator provides key additional support to the Principal, allowing for the additional targeted supports designed for our English Learners, foster youth, and low-income students to be implemented successfully.

Goal 2, Action 3: Because many of our English Learners, foster youth, and low-income students are achieving lower academic performance than the schoolwide average, district, or state, we have invested in instructional aides to provide additional academic interventions targeted to the needs of those subgroups.

Goal 2, Action 4: The needs of our English Learners, foster youth, and low-income students are varied and often require additional expertise that are difficult for one school's resources to support. By investing in support at the CMO-level, SPES staff are able to benefit from a broader range of support from more experienced staff, including the Director of Counseling, Director of Humanities, PLTW Coordinator, Director of RDEI, Director of Mathematics, History Team Leader, and Director of STEM.

Goal 3, Action 1: While we believe that all students benefit from access to counseling, the SEL needs of our English Learners, foster youth, and low-income students often require additional staffing and have not been adequately addressed prior to enrolling. Providing this additional support for these subgroups helps ensure their engagement and success in school.

Goal 3, Action 2: The families of our English Learners, foster youth, and low-income students often face additional barriers in communicating with the school based on language, time, negative past experiences with school offices, and other communication barriers. By investing in a bilingual office assistant, the school ensures that these families receive additional support and outreach to maintain strong attendance for their children and get any other support they might need.

Goal 3, Action 4: Restorative Justice approaches are of particular value for the populations who have suffered the most under the school-to-prison pipeline, including our low-income students, foster youth, and English Learners, as well as our Black/African-American students. Investing in a Restorative Justice Coordinator ensures that our school culture supports these students by design.

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

Due to the high representation of foster youth, English Learners, and low-income students in the schoolwide population, all services are being provided on an LEA-wide basis. We expect to see meaningful increases in academic achievement, chronic absenteeism, parental involvement, and school climate both schoolwide and for each of these subgroups as a result of this investment.

The required percentage to increase or improve services is 29.87%. The planned quantitative increase in services (41.45%) exceeds that requirement as demonstrated by the budgeted LCFF expenditures.

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.

N/A

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

Action Tables

2023-2024 Total Planned Expenditures Table

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$5,881,125.00	\$716,309.00	\$0.00	\$510,175.00	\$7,107,609.00	\$3,645,173.00	\$3,462,436.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Principal	All	\$162,269.00	\$0.00	\$0.00	\$0.00	\$162,269.00
1	2	Basic Services	All	\$4,261,621.00	\$0.00	\$0.00	\$0.00	\$4,261,621.00
1	3	Special Education	Student with Disabilities (SWD)	\$0.00	\$716,309.00	\$0.00	\$0.00	\$716,309.00
1	4	Campus Aides	Low Income	\$101,545.00	\$0.00	\$0.00	\$0.00	\$101,545.00
2	1	Supplemental Teachers	English learner (EL), Foster Youth, Low Income	\$370,215.00	\$0.00	\$0.00	\$0.00	\$370,215.00
2	2	Site Coordinator	Low Income, Foster Youth, English learner (EL)	\$107,552.00	\$0.00	\$0.00	\$0.00	\$107,552.00
2	3	Instructional Aides	English learner (EL), Foster Youth, Low Income	\$99,095.00	\$0.00	\$0.00	\$510,175.00	\$609,270.00
2	4	CMO-Level Support	Low Income, Foster Youth, English learner (EL)	\$338,679.00	\$0.00	\$0.00	\$0.00	\$338,679.00
3	1	Counselor	English learner (EL), Foster Youth, Low Income	\$98,550.00	\$0.00	\$0.00	\$0.00	\$98,550.00
3	2	Office Assistant	Foster Youth, English learner (EL), Low Income	\$60,218.00	\$0.00	\$0.00	\$0.00	\$60,218.00
3	3	School Operations Manager	All	\$95,581.00	\$0.00	\$0.00	\$0.00	\$95,581.00
3	4	Restorative Justice Coordinator	English learner (EL), Foster Youth, Low Income	\$95,581.00	\$0.00	\$0.00	\$0.00	\$95,581.00
4	1	ELD Teacher	English learner (EL)	\$90,219.00	\$0.00	\$0.00	\$0.00	\$90,219.00

2023-2024 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
\$4,492,523.00	\$1,342,051.00	29.87%	0.00% - No Carryover	29.87%	\$1,361,654.00	0.00%	30.31%	Total:	\$1,361,654.00
								LEA-wide Total:	\$1,271,435.00
								Limited Total:	\$90,219.00
								Schoolwide Total:	\$0.00

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	4	Campus Aides	Yes	LEA-wide	Low Income	All Schools	\$101,545.00	0.00%
2	1	Supplemental Teachers	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$370,215.00	0.00%
2	2	Site Coordinator	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$107,552.00	0.00%
2	3	Instructional Aides	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$99,095.00	0.00%
2	4	CMO-Level Support	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$338,679.00	0.00%
3	1	Counselor	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$98,550.00	0.00%
3	2	Office Assistant	Yes	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	\$60,218.00	0.00%
3	4	Restorative Justice Coordinator	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$95,581.00	0.00%
4	1	ELD Teacher	Yes	Limited	English learner (EL)	All Schools	\$90,219.00	0.00%

2022-2023 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$6,575,814.00	\$5,347,881.00

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Principal	No	\$150,300.00	\$154,699.00
1	2	Basic Services	No	\$4,220,719.00	\$3,006,851.00
1	3	Special Education	No	\$446,699.00	\$584,850.00
1	4	Campus Aides	Yes	\$109,085.00	\$108,902.00
2	1	Supplemental Teachers	Yes	\$433,360.00	\$377,787.00
2	2	Site Coordinator	Yes	\$105,834.00	\$110,295.00
2	3	Instructional Aides	Yes	\$702,536.00	\$554,338.00
3	1	Counselor	Yes	\$92,175.00	\$116,302.00
3	2	Office Assistant	Yes	\$56,036.00	\$64,101.00
3	3	School Operations Manager	No	\$89,321.00	\$92,076.00
3	4	Restorative Justice Coordinator	Yes	\$89,321.00	\$92,076.00
4	1	ELD Teacher	Yes	\$80,428.00	\$85,604.00

2022-2023 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)
\$1,062,107.00	\$1,381,078.00	\$1,136,725.00	\$244,353.00	0.00%	0.00%	0.00% - No Difference

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions(Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services(Input Percentage)
1	4	Campus Aides	Yes	\$109,085.00	\$108,902.00	0.00%	0.00%
2	1	Supplemental Teachers	Yes	\$433,360.00	\$377,787.00	0.00%	0.00%
2	2	Site Coordinator	Yes	\$105,834.00	\$110,295.00	0.00%	0.00%
2	3	Instructional Aides	Yes	\$414,839.00	\$181,658.00	0.00%	0.00%
3	1	Counselor	Yes	\$92,175.00	\$116,302.00	0.00%	0.00%
3	2	Office Assistant	Yes	\$56,036.00	\$64,101.00	0.00%	0.00%
3	4	Restorative Justice Coordinator	Yes	\$89,321.00	\$92,076.00	0.00%	0.00%
4	1	ELD Teacher	Yes	\$80,428.00	\$85,604.00	0.00%	0.00%

2022-2023 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover – Percentage (Percentage from prior year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services(%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover – Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover – Percentage (12 divided by 9)
	\$1,062,107.00	0.00%	0.00%	\$1,136,725.00	0.00%	0.00%	\$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]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
- 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/fq/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/fq/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 %)
 - 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)
 - 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)
 - 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)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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