

## LCFF Budget Overview for Parents: Data Input

<b>Local Educational Agency (LEA) name:</b>	Los Angeles Academy of Arts and Enterprise
<b>CDS code:</b>	19 64733 0110304
<b>LEA contact information:</b>	David DeFrenza
<b>Coming School Year:</b>	2022 – 23
<b>Current School Year:</b>	2021 – 22

\*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

<b>Projected General Fund Revenue for the 2022 – 23 School Year</b>		<b>Amount</b>
Total LCFF funds	\$	3,497,998
LCFF supplemental & concentration grants	\$	981,253
All other state funds	\$	692,589
All local funds	\$	17,000
All federal funds	\$	845,016
<b>Total Projected Revenue</b>	<b>\$</b>	<b>5,052,603</b>
<b>Total Budgeted Expenditures for the 2022 – 23 School Year</b>		<b>Amount</b>
Total Budgeted General Fund Expenditures	\$	4,924,767
Total Budgeted Expenditures in the LCAP	\$	3,568,454
Total Budgeted Expenditures for High Needs Students in the LCAP	\$	981,253
Expenditures not in the LCAP	\$	1,356,313
<b>Expenditures for High Needs Students in the 2021 – 22 School Year</b>		<b>Amount</b>
Total Budgeted Expenditures for High Needs Students in the LCAP	\$	1,192,326
Actual Expenditures for High Needs Students in LCAP	\$	2,094,206

# LCFF Budget Overview for Parents: Narrative Responses

## LCFF Budget Overview for Parents Narrative Responses Sheet

Required Prompt(s)	Response(s)
<p>Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).</p>	<p>Some members of school leadership and office staff have not been included in the LCAP.</p>
<p>A prompt may display based on information provided in the Data Input tab.</p>	<p>[Respond to the prompt here; if there is no prompt, a response is not required.]</p>
<p>A prompt may display based on information provided in the Data Input tab.</p>	<p>[Respond to the prompt here; if there is no prompt, a response is not required.]</p>

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Los Angeles Academy of Arts and Enterprise

CDS Code: 19 64733 0110304

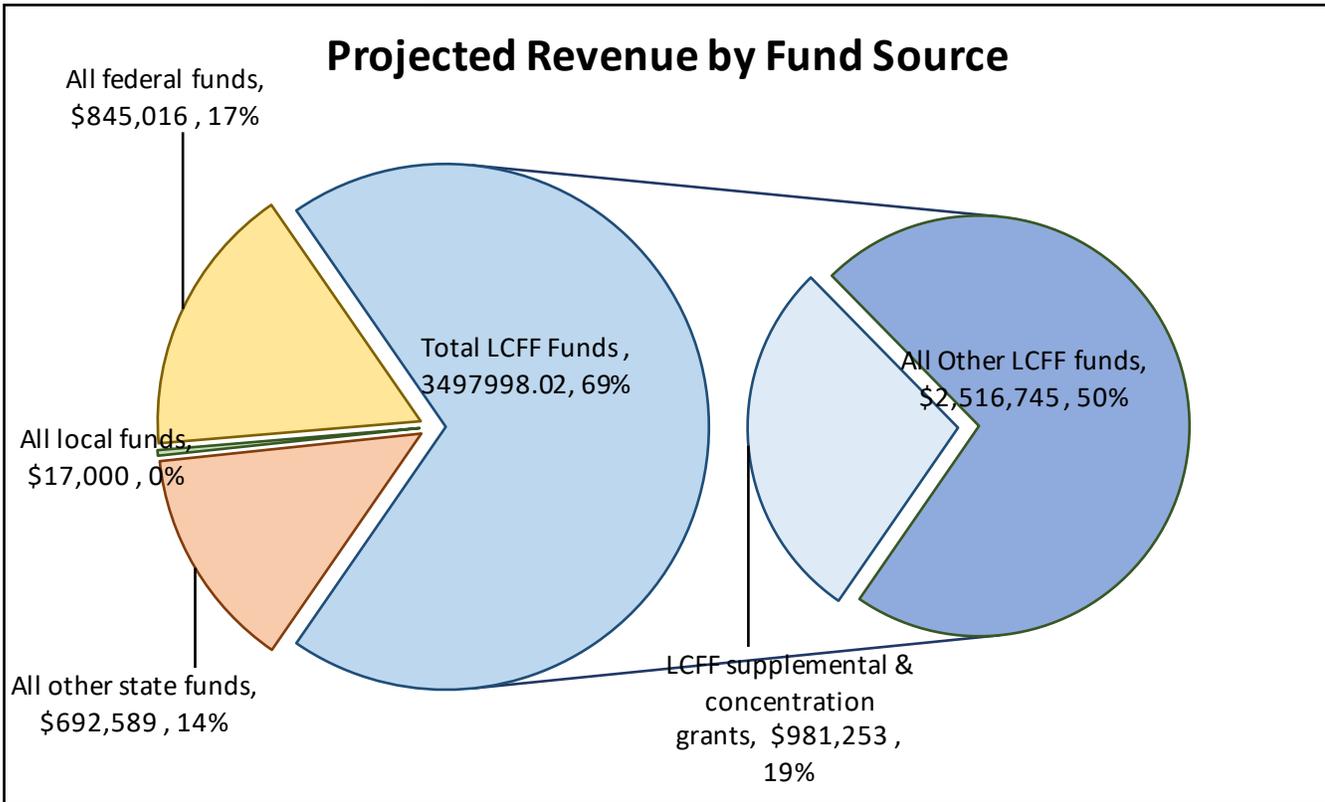
School Year: 2022 – 23

LEA contact information: David DeFrenza

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

## Budget Overview for the 2022 – 23 School Year

### Projected Revenue by Fund Source

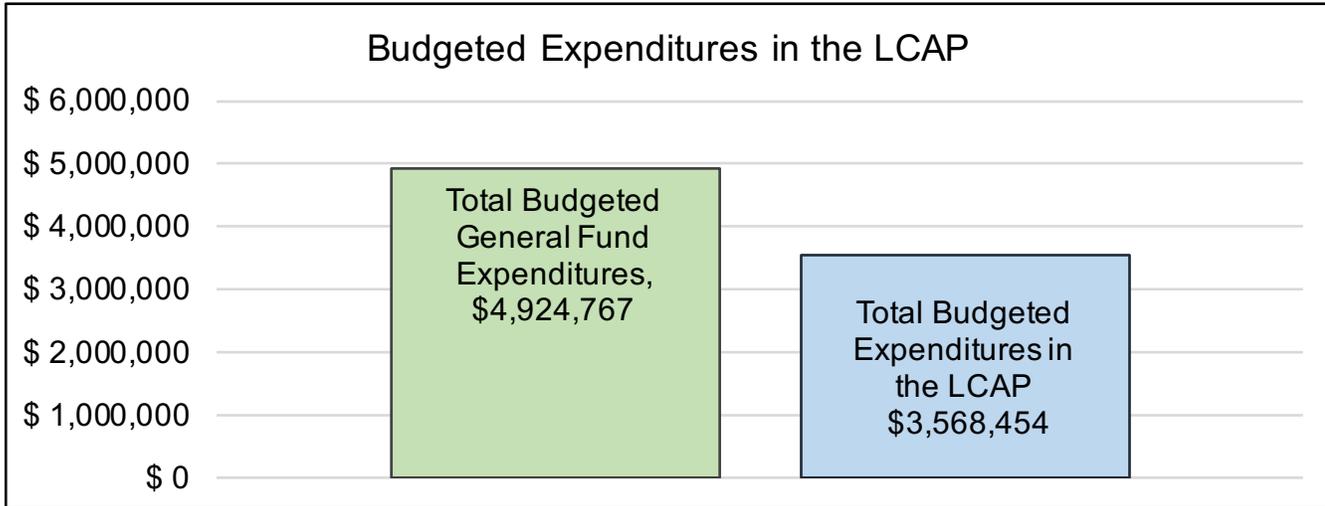


This chart shows the total general purpose revenue Los Angeles Academy of Arts and Enterprise expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Los Angeles Academy of Arts and Enterprise is \$5,052,603.02, of which \$3,497,998.02 is Local Control Funding Formula (LCFF), \$692,589.00 is other state funds, \$17,000.00 is local funds, and \$845,016.00 is federal funds. Of the \$3,497,998.02 in LCFF Funds, \$981,253.00 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 districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

# LCFF Budget Overview for Parents



This chart provides a quick summary of how much Los Angeles Academy of Arts and Enterprise plans to spend for 2022 – 23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Los Angeles Academy of Arts and Enterprise plans to spend \$4,924,767.00 for the 2022 – 23 school year. Of that amount, \$3,568,454.00 is tied to actions/services in the LCAP and \$1,356,313.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

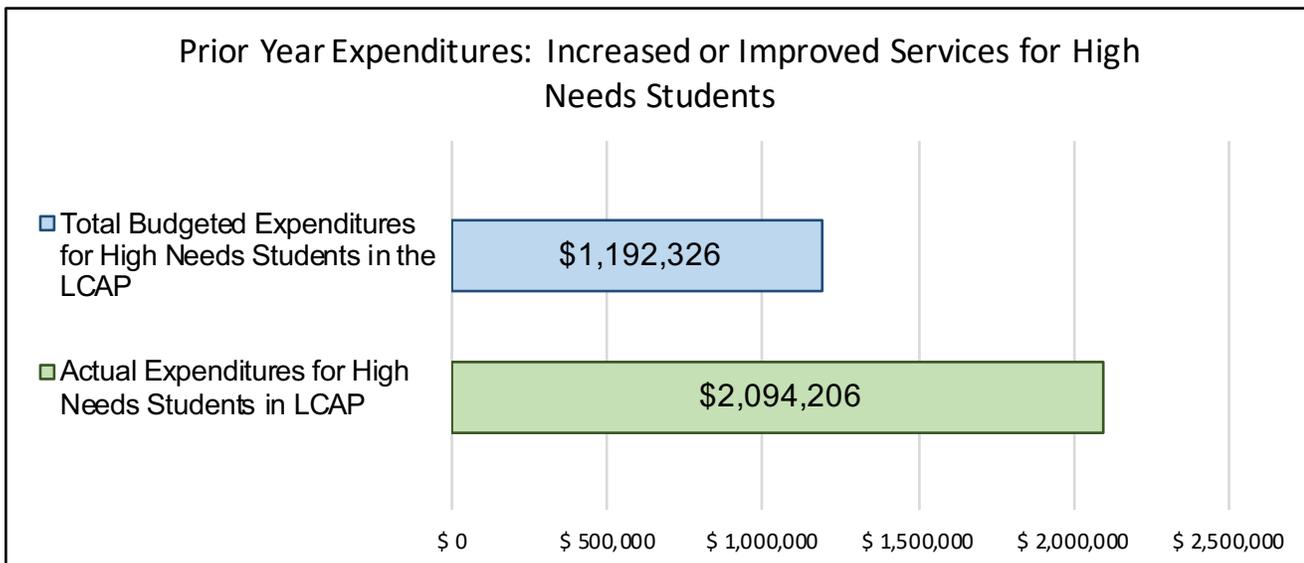
Some members of school leadership and office staff have not been included in the LCAP.

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

In 2022 – 23, Los Angeles Academy of Arts and Enterprise is projecting it will receive \$981,253.00 based on the enrollment of foster youth, English learner, and low-income students. Los Angeles Academy of Arts and Enterprise must describe how it intends to increase or improve services for high needs students in the LCAP. Los Angeles Academy of Arts and Enterprise plans to spend \$981,253.00 towards meeting this requirement, described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2021 – 22



This chart compares what Los Angeles Academy of Arts and Enterprise budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Los Angeles Academy of Arts and Enterprise estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021 – 22, Los Angeles Academy of Arts and Enterprise's LCAP budgeted \$1,192,326.00 for planned actions to increase or improve services for high needs students. Los Angeles Academy of Arts and Enterprise actually spent \$2,094,205.86 for actions to increase or improve services for high needs students in 2021 – 22.

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Los Angeles Academy of Arts and Enterprise	David DeFrenza, Principal	ddefrenza@laaae.org (213) 487-0600

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

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

At Los Angeles Academy of Arts and Enterprise (LAAAE), engagement with our educational partners was an ongoing process in the development of the school’s 2021-22 LCAP, and the use of the following funds provided through the Budget Act of 2021:

- Expanded Learning Opportunities Grant (ELO-G) Plan
- Additional Cost-of-living (Mega COLA)
- 15% Concentration grant add-on funds
- Educator Effectiveness Funds (EEF).

Expanded Learning Opportunities Grant one-time funds were included in the 2021-22 LCAP and used to fund a School Counselor, to further reduce the counselor to student ratio caseload. With the return to in-person instruction, there has been an increase in anxiety, and social-emotional/mental health needs, further exacerbated from the COVID-19 pandemic on our community and the isolation experienced by our student during distance learning and the pandemic. ELO-G funds have also been used to employ Academic Coaches that provide high dosage tutoring and tiered academic intervention to address student learning gaps and the impact of lost instructional time.

The engagement process among families and the public took place through English Learner Advisory Committee meetings (9/29/21, 12/8/21), Coffee with the Principal virtual meetings, Family Night (10/27/21), School Site Council meetings (9/29/21, 12/8/21), Parent-Teacher Organization (PTO) meetings and surveys administered to families. Our leadership team solicited input from our students through meaningful engagement during discussions that took place in the Advisory course, Leadership Class (students), School Site Council and ELAC/DELAC

meetings (9/29/21, 12/8/21), and surveys administered to students. Engagement among our staff (classified and certificated) took place during weekly staff-wide meetings; and weekly Leadership Team meetings to identify the most effective and efficient use of funds provided through the Budget Act of 2021. The principal provides the LAAAE Governing Board with monthly budget updates during each board meeting.

The Leadership Team will continue to engage its educational partners during the months of February – May 2022 through virtual meetings, in-person meetings with our entire staff and students, in combination with surveys for the development of the following plans and use of one-time funds through the Budget Act of 2021:

- Expanded Learning Opportunities Plan (ELO-P)
- A-G Completion Improvement Grant

The following are links to the referenced school plans which included funds provided through the Budget Act of 2021 and the engagement of our educational partners:

ELO-G Plan <https://www.laaae.org/wp-content/uploads/2021/06/6.a.-Adoption-of-Expanded-Learning-Opportunities-Grant-Plan.pdf>

EEF Plan <http://www.laaae.org/wp-content/uploads/2022/02/6.a.-Educator-Effectiveness-Block-Grant-2021.xlsx>

ESSER III Expenditure Plan [http://www.laaae.org/wp-content/uploads/2022/02/6.j.-ESSER-III-Expenditure-Plan\\_revised-1-13-22.pdf](http://www.laaae.org/wp-content/uploads/2022/02/6.j.-ESSER-III-Expenditure-Plan_revised-1-13-22.pdf)

2021-22 LCAP [https://www.laaae.org/wp-content/uploads/2021/10/LAAAE-LCAP-2021-2022\\_revised\\_10-14-21.pdf](https://www.laaae.org/wp-content/uploads/2021/10/LAAAE-LCAP-2021-2022_revised_10-14-21.pdf)

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

Los Angeles Academy of the Arts and Enterprise is a direct-funded charter school serving grades 6-12. The additional LCFF Concentration grant add-on funds were used to increase the number of teachers – specifically English Language Arts and Mathematics, to reduce class size and student to teacher ratio among our Unduplicated Pupils. With the return to in-person instruction and to maintain continuity of services, reducing class sizes especially in ELA and Mathematics is critical to address the identified learning gaps and the impact of lost instructional time especially among English Learners.

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

Throughout the annual LCAP development process, Los Angeles Academy of the Arts and Enterprise received input and feedback from its educational partners on the numerous programs and services which were considered in the development of the 2021-22 LCAP, and the use of one-time federal funds (CARES-LLMF, CRRSA, ARP, GEER I/II, ELO-G) received that are intended to support recovery from the COVID-19 pandemic.

These funds have been critical to addressing the impact of lost instructional time, maintain continuity of services, and to provide a comprehensive Multi-tiered System of Supports to address the academic, social-emotional, and mental well-being of our students. The pandemic that resulted in school closures and social isolation with the shift to distance learning, has had a detrimental impact on our students and community. With the return to in-person instruction we identified the need to further strengthen and expand comprehensive support services through MTSS - for our students and families including Unduplicated Pupils and Students with Disabilities (SWD).

Los Angeles Academy of the Arts and Enterprise has continuously engaged its educational partners through virtual meetings, surveys, Committee Meetings, Family Nights, staff meetings, discussions with students and through multiple surveys. Effective and consistent communication among our educational partners has been key during this pandemic to identify student and family needs.

The following plans indicate provide further evidence of the engagement with our educational partners in the use of funds received to support recovery for the COVID-19 pandemic and the impacts of distance learning on our students.

Learning Continuity & Attendance Plan: [http://www.laaae.org/?page\\_id=5959](http://www.laaae.org/?page_id=5959)

Link to ELO-G Plan <https://www.laaae.org/wp-content/uploads/2021/06/6.a.-Adoption-of-Expanded-Learning-Opportunities-Grant-Plan.pdf>

2021-22 LCAP [https://www.laaae.org/wp-content/uploads/2021/10/LAAAE-LCAP-2021-2022\\_revised\\_10-14-21.pdf](https://www.laaae.org/wp-content/uploads/2021/10/LAAAE-LCAP-2021-2022_revised_10-14-21.pdf)

ESSER III Expenditure Plan [http://www.laaae.org/wp-content/uploads/2022/02/6.j.-ESSER-III-Expenditure-Plan\\_revised-1-13-22.pdf](http://www.laaae.org/wp-content/uploads/2022/02/6.j.-ESSER-III-Expenditure-Plan_revised-1-13-22.pdf)

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

It is the priority of Los Angeles Academy of the Arts and Enterprise to ensure the Health & Safety of its students, educators, and staff and to maintain continuity of services as required by the American Rescue Plan (ARP) Act of 2021 and adheres to the Safe Return to In-person Instruction & Continuity of Services Plan, which is updated every six months.

However, Los Angeles Academy of the Arts and Enterprise, will not be implementing the ESSER III Expenditure Plan nor utilize ESSER III/ARP funds in the 2021-22 school year. Therefore, we have not experienced, nor can we identify any challenges or successes.

ESSER III Expenditure Plan [http://www.laaae.org/wp-content/uploads/2022/02/6.j.-ESSER-III-Expenditure-Plan\\_revised-1-13-22.pdf](http://www.laaae.org/wp-content/uploads/2022/02/6.j.-ESSER-III-Expenditure-Plan_revised-1-13-22.pdf)

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

The LCAP serves as the school’s overall comprehensive planning document that focuses on schoolwide priorities with LCAP goals and actions that align to the 8 State Priorities and metrics, schoolwide initiatives and student academic, social-emotional and mental health needs as identified through our MTSS model. Fiscal resources are allocated in manner that is consistent with the Safe Return to In-Person Instruction, and Continuity of Services Plan, ESSER III Expenditure Plan, and the 2021-22 LCAP.

However, Los Angeles Academy of the Arts and Enterprise, will not be implementing the ESSER III Expenditure Plan nor utilize ESSER III/ARP funds in the 2021-22 school year. Therefore, we have not experienced, nor can we identify any challenges or successes.

ESSER III Expenditure Plan [http://www.laaae.org/wp-content/uploads/2022/02/6.j.-ESSER-III-Expenditure-Plan\\_revised-1-13-22.pdf](http://www.laaae.org/wp-content/uploads/2022/02/6.j.-ESSER-III-Expenditure-Plan_revised-1-13-22.pdf)

2021-22 LCAP [https://www.laaae.org/wp-content/uploads/2021/10/LAAAE-LCAP-2021-2022\\_revised\\_10-14-21.pdf](https://www.laaae.org/wp-content/uploads/2021/10/LAAAE-LCAP-2021-2022_revised_10-14-21.pdf)

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

*For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Introduction

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

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

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

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

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

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

## Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

California Department of Education  
November 2021

# Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Los Angeles Academy of Arts and Enterprise	David DeFrenza, Principal	ddefrenza@laaae.org (310) 614-2855

## Plan Summary 2022-23

### General Information

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

Los Angeles Academy of Arts and Enterprise (LAAAE) is a WASC-accredited college-preparatory charter school serving 296 students in grades 6-12. All students are provided with A-G approved courses, access to college courses through dual enrollment at Los Angeles City College; and CTE pathways in Business, Animation and Music Production through the K12 Strong Workforce Program.

The mission of LAAAE is to prepare students for leadership in the arts and business, where creativity, academic knowledge and financial literacy are essential for success. We are developing a generation of diverse, educated, compassionate leaders in the arts and business by providing a dynamic, innovative education that integrates the four lenses of learning: Academics, Arts, Enterprise, and Personal Growth.

- Academics: The LAAAE curriculum fully addresses the core academic content standards of the California State Board of Education and meets the University of California A-G admission requirements.
- The Arts: LAAAE provides comprehensive courses in the visual and performing arts.
- Enterprise: LAAAE provides business education courses that teach core and advanced principles of enterprise, economics, and entrepreneurship.
- Personal Growth: LAAAE focuses on personal growth and responsibility to self and others, through character education and community service.

In 2014, the “D” letter grade was eliminated in both the middle and high school educational program. All students are expected to earn at least a C in order to successfully complete a course. Beyond academics, LAAAE’s educational program has a holistic approach and includes providing multi-tiered systems of supports. These systems of support include positive behavioral interventions and supports (PBIS), multiple opportunities to demonstrate mastery, and a targeted tutoring program. The California PBIS Coalition awarded LAAAE Silver recognition in [2016](#), [2017](#), and [2018](#) and Platinum recognition in [2019](#), for its systems of tiered interventions. LAAAE is the only California charter school to

earn Platinum recognition in the award's history. The California PBIS Coalition recognized LAAAE as a Community Cares recipient in [2020](#) for its ongoing, positive efforts throughout the COVID-19 pandemic.

## Reflections: Successes

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

The following chart reflects LAAAE's Fall 2019 Dashboard:

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	Green	Green	Yellow	Orange	Yellow	Red
English Learners	Yellow	Blue	Red	None	Orange	Red
Foster Youth	None	None	None	None	None	None
Homeless	None	None	None	None	None	None
Socioeconomically Disadvantaged	Green	Green	Yellow	Orange	Yellow	Red
Students with Disabilities	None	None	None	None	None	None
African American	None	None	None	None	None	None
American Indian or Alaska Native	None	None	None	None	None	None
Asian	None	None	None	None	None	None
Filipino	None	None	None	None	None	None
Hispanic	Green	Blue	Yellow	Orange	Yellow	Red
Native Hawaiian or Pacific Islander	None	None	None	None	None	None
White	None	None	None	None	None	None
Two or More Races	None	None	None	None	None	None

Los Angeles Academy of Arts and Enterprise continues to implement Positive Behavior Intervention and Support (PBIS) is an additional system LAAAE uses to support student wellbeing and, by extension, their ELA and math progress. PBIS Rewards is a system through which teachers and staff give students non-academic points for positive behavior which can be redeemed for items like school supplies and apparel. LAAAE has been recognized at the platinum level by the California PBIS Coalition for its implementation of this program. Suspension rates remain at 0% for the current academic year.

Despite staffing shortages both at the national and state level, LAAAE maintained teacher retention rates at 90%.

LAAAE has also partnered with the following community based programs that provide our students with extended learning opportunities:

- Da Vinci Summer Math Camp – that includes scholarships; and partially subsidized by the school.
- Student Workforce Program collaboration with the Shakespeare Center. Approximately 25 students participated in Shakespearean theatre performances.
- Inner City Arts (Summer 2022) – will hire our students who will also participate in the Summer Arts Camp.

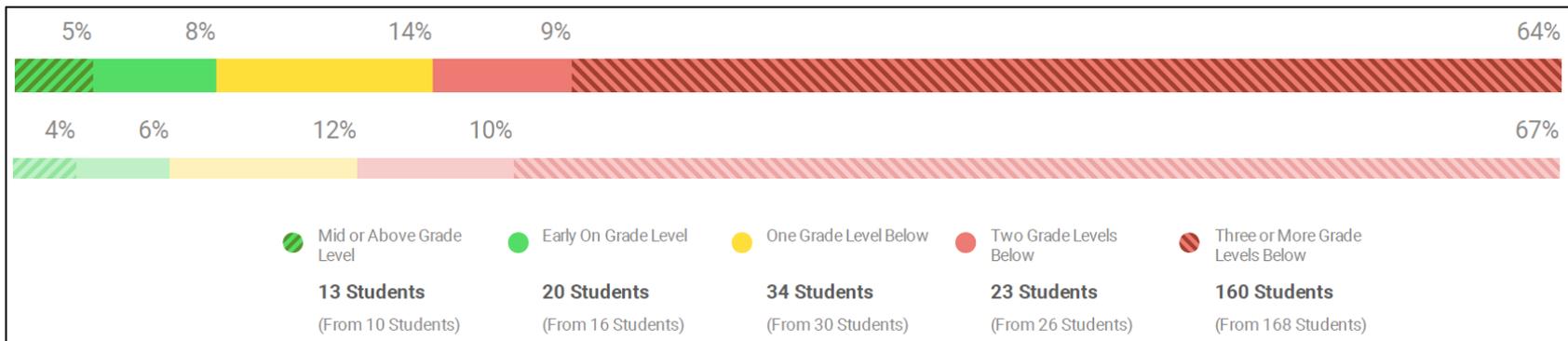
- CA State Summer School for the Arts (CSSSA) (Summer 2022) is a competitive and robust dance and theater program that our students participate in.

## 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.

Los Angeles Academy of Arts and Enterprise has administered i-Ready Math and reading assessments as a diagnostic and academic universal screener; and used to monitor student academic progress. Students utilize the i-Ready learning platform that provides personalized instruction through engaging and motivating lessons, with a teacher toolbox of digital resources that support educators in differentiating instruction.

**i-Ready Reading Assessment: Fall 2021 – Winter 2022:** i-Ready assessments provide 5 performance levels ranging from “three or more grade level below” to “mid or above grade level.” The following chart provides an overall placement snapshot of the total number of students schoolwide (gr 6-12) by progress level (fall to winter comparison). As evidenced in the following chart - a total of 8 students’ progressed out of the 3 or more grade levels below with 160 students that continued to perform three or more grade levels below; 3 students progressed out of two grade levels below with 26 students remaining in that category.



The following charts illustrate student performance in reading by grade level - a fall to winter comparison:

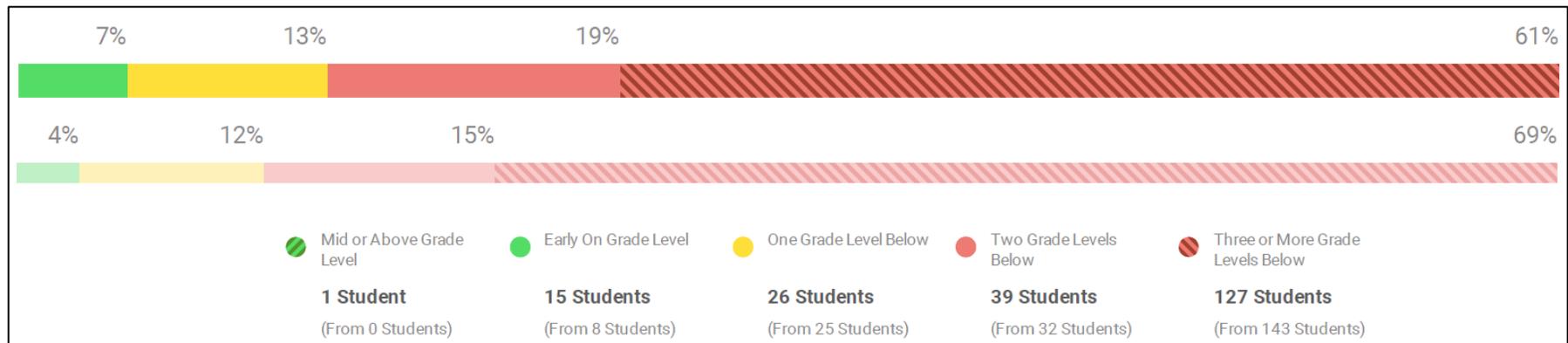
Grade	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
Grade 6	Winter (November 16 - March 1)	7%	7%	25%	7%	54%
	Fall (Beginning of Year - November 15)	4%	11%	14%	21%	50%

Grade		Overall Grade-Level Placement					
Grade 7	Winter (November 16 - March 1)		9%	15%	3%	15%	59%
	Fall (Beginning of Year - November 15)		9%	18%	6%	12%	56%
Grade 8	Winter (November 16 - March 1)		6%	6%	16%	3%	69%
	Fall (Beginning of Year - November 15)		3%	3%	13%	6%	75%
Grade 9	Winter (November 16 - March 1)		4%	2%	17%	0%	77%
	Fall (Beginning of Year - November 15)		4%	0%	17%	4%	75%
Grade 10	Winter (November 16 - March 1)		4%	6%	16%	18%	57%
	Fall (Beginning of Year - November 15)		2%	2%	12%	24%	61%
Grade 11	Winter (November 16 - March 1)		7%	11%	4%	14%	64%
	Fall (Beginning of Year - November 15)		4%	7%	7%	0%	82%
Grade 12	Winter (November 16 - March 1)		0%	16%	12%	8%	64%
	Fall (Beginning of Year - November 15)		4%	12%	12%	0%	72%

The following chart reflects placement by domain (schoolwide) with the critical areas of concern identified as vocabulary, comprehension – Literature; comprehension – Informational text; and phonics.



**i-Ready Math Assessment: Fall 2021 – Winter 2022:** The following chart provides a fall to winter schoolwide comparison by performance level.



The following chart reflects placement by domain (schoolwide) with all four domains as the critical areas of concern: Number & Operations; Algebra & Algebraic Thinking; Measurement & Data; and Geometry.

## Placement by Domain



The following charts illustrate student performance in mathematics by grade level – a fall to winter comparison:

Grade		Overall Grade-Level Placement					
Grade 6	Winter (November 16 - March 1)		0%	4%	25%	38%	33%
	Fall (Beginning of Year - November 15)		0%	4%	21%	29%	46%
Grade 7	Winter (November 16 - March 1)		3%	9%	26%	20%	43%
	Fall (Beginning of Year - November 15)		0%	3%	23%	23%	51%

Grade		Overall Grade-Level Placement					
Grade 8	Winter (November 16 - March 1)		0%	10%	10%	17%	62%
	Fall (Beginning of Year - November 15)		0%	3%	14%	17%	66%
Grade 9	Winter (November 16 - March 1)		0%	10%	2%	19%	69%
	Fall (Beginning of Year - November 15)		0%	5%	7%	10%	79%
Grade 10	Winter (November 16 - March 1)		0%	10%	12%	12%	66%
	Fall (Beginning of Year - November 15)		0%	7%	12%	15%	66%
Grade 11	Winter (November 16 - March 1)		0%	0%	5%	24%	71%
	Fall (Beginning of Year - November 15)		0%	0%	0%	10%	90%
Grade 12	Winter (November 16 - March 1)		0%	0%	6%	0%	94%
	Fall (Beginning of Year - November 15)		0%	0%	0%	0%	100%

The following charts provide a comparison of EL, EO/IFEP, and RFEP as measured by i-Ready reading & math assessment from fall to winter which demonstrates significant achievement gaps between EL and EO; and EL and Reclassified ELs (RFEP).

ELA:

	Early On Grade Level	Mid or Above Grade Level
Benchmark 1 (fall 2021)	5.64%	3.76%
Benchmark 2 (winter 2022)	6.86%	4.58%

Total Early on Grade Level and Mid or Above Grade Level (ELA):

	EL	EO & IFEP	RFEP
Benchmark 1 (fall 2021)	1.96%	26.47%	10.77%
Benchmark 2 (winter 2022)	2.42%	27.78%	15.07%

Total Early on Grade Level and Mid or Above Grade Level (ELA):

	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Benchmark 1 (fall 2021)	14.29%	24.24%	6.25%	3.51%	3.70%	8.33%	15.38%
Benchmark 2 (winter 2022)	12.90%	19.57%	8.70%	6.25%	8.47%	15.15%	14.81%

Math:

Benchmark Number	Early On Grade Level	Mid or Above Grade Level
Benchmark 1 (fall 2021)	3.24%	
Benchmark 2 (winter 2022)	7.05%	0.83%

Total Early on Grade Level and Mid or Above Grade Level (math):

	EL	EO & IFEP	RFEP
Benchmark 1 (fall 2021)	0.00%	14.81%	3.20%
Benchmark 2 (winter 2022)	1.14%	13.79%	11.29%

Total Early on Grade Level and Mid or Above Grade Level (math):

	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Benchmark 1 (fall 2021)	4.00%	2.63%	2.78%	3.57%	6.67%	0.00%	0.00%
Benchmark 2 (winter 2022)	3.85%	10.81%	9.09%	9.26%	10.42%	0.00%	4.76%

Reclassification rates among ELs has also been low with 1 student in 2019-20, 0 in 2020-21. The total number of long-term ELs has also increased significantly:

LONG-TERM EL		
	TOTAL	TOTAL %
2018-19	50	19.6%
2019-20	38	14.3%
2020-21	72	28.6%

The following chart illustrate i-Ready reading overall schoolwide results by performance level – a fall to winter comparison for Students with Disabilities (SWD) student group:

COUNTA of Overall Relative Placement	Overall Relative Placement				
	1 Grade Level Below	2 Grade Levels Below	3 or More Grade Levels Below	Early On Grade Level	Mid or Above Grade Level
Benchmark 1 (fall 2021)	15.00%	5.00%	75.00%		5.00%
Benchmark 2 (winter 2022)	8.70%	4.35%	78.26%	8.70%	
<b>Grand Total</b>	<b>11.63%</b>	<b>4.65%</b>	<b>76.74%</b>	<b>4.65%</b>	<b>2.33%</b>

The following chart illustrate the i-Ready mathematics overall schoolwide results by performance level – a fall to winter comparison for Students with Disabilities (SWD) student group:

COUNTA of Overall Relative Placement	Overall Relative Placement	
	2 Grade Levels Below	3 or More Grade Levels Below
Benchmark 1 (fall 2021)	10.53%	89.47%
Benchmark 2 (winter 2022)	5.56%	94.44%
<b>Grand Total</b>	<b>8.11%</b>	<b>91.89%</b>

Another area of concern with the return to in-person instruction is the decline in student attendance from 93% in 2020-21; to 89.5% as of April 2022; and chronic absenteeism rates at 28% mid-year; and 17.2% in 2020-21. Student absences were primarily due to COVID-19 quarantines and infection rates, which has further contributed to learning gaps across all grade levels and student groups.

LAAAE has implemented a Multi-tiered System of Supports (MTSS) focusing on a whole child approach. With the return to in-person instruction, LAAAE designed a robust plan to address the academic, social-emotional, and mental health challenges of our students:

- A designated ELD (dELD) teacher was hired to support English Learners (EL) including “newcomers.”
- Teachers participated in professional development on EL strategies including designated and integrated ELD to improve English language acquisition of our English learners.
- EL Paraprofessionals provided additional individualized support during the instructional day and after-school
- Revision of the EL Master Plan to align with EL language and academic needs.
- Use of differentiated instruction – vertical and horizontal regrouping
- Inquiry-based instruction using the scientific method

- Project-based Learning integrated knowing and doing. Students acquired knowledge and learned elements of the core curriculum and applied their knowledge by solving authentic projects.
- Restorative Practices training was provided staffwide as a refresher with the return to in-person instruction and to ensure fidelity of practices.
- Arts Integration that focused on the infusion and integration of the arts throughout the curriculum.
- Edgenuity credit recovery program was provided to students for credit recovery, to address high School Graduation Rates that declined to 70.6% (2020-21), and the high school dropout rate was 8.8% (2020-21).
- All students were enrolled in a grade specific Advisory course.
- Parent Workshops took place “Gabriela’s Dream” – that informed families on how to engage in the college application process to support their learner. The Counselor and College/Career Advisor led these multi-week workshops.

## LCAP Highlights

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

LAAAE’s LCAP reflects a “whole child approach” to education that integrates a multi-tiered system of supports (MTSS) to address the academic, social-emotional, and mental health needs of students. LCAP goals were revised to align with the school’s educational program, and WASC Action Plan, solidifying the multiple schoolwide initiatives into one document with the input and feedback from a diverse group of educational partners.

LAAAE has been the recipient of multiple PBIS awards and accolades. Positive Behavioral Interventions and Supports (PBIS) is an evidence-based three-tiered framework for improving and integrating all data systems, and practices affecting student outcomes daily.

Los Angeles Academy of Art and Enterprise’s 2022-23 LCAP will also serve as the school’s School Plan for Student Achievement (SPSA) and adheres to CA Education Code 64001(j); and EC Section 47606.5(e) with regards to engaging its educational partners in the development of the LCAP:

- Consultation with SELPA
- Consultation with Parent Advisory Committee (PAC)
- Consultation with English Learner Parent Advisory Committee
- Provided written response to each committee with regards to comments on specific actions and expenditures in the LCAP.

# 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.

Not applicable

Los Angeles Academy of Arts and Enterprise has not been identified for Comprehensive Support and Improvement (CSI).

## ***Support for Identified Schools***

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

Not applicable

Los Angeles Academy of Arts and Enterprise has not been identified for Comprehensive Support and Improvement (CSI).

## ***Monitoring and Evaluating Effectiveness***

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

Not applicable

Los Angeles Academy of Arts and Enterprise has not been identified for Comprehensive Support and Improvement (CSI).

# Engaging Educational Partners

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

The following is a summary of the engagement process Los Angeles Academy of Arts and Enterprise used to involve our statutorily required educational partners in the development of the LCAP and how this engagement was considered before finalizing the LCAP. Engagement of our educational partners has been an ongoing process throughout the academic school year with the development of the multitude of school plans as outlined in the LCAP supplement.

- **Teachers**- during weekly staff development meetings that took place in-person. Discussions included planning for professional development; review of the 2021-22 LCAP, input/feedback 2022-23 LCAP, professional development and planning on English Language Development (ELD) and Students with Disabilities (SWD)/SPED Program; and a review and analysis of multiple types of data (academic, behavioral, attendance, and social-emotional).
- **Principal** – as a single direct-funded charter school, LAAAE employs one principal that meets with and presents at each monthly in-person governing board meeting on the following areas of focus: schoolwide needs assessment, review of the 2021-22 LCAP (mid-year report); 2022-23 LCAP development feedback, school policies and procedures to support the educational program, and student/staff needs.
- **Administrators** - as a single direct-funded charter school, administrators/leadership team met weekly in-person during leadership team meetings. Discussions took place on schoolwide needs assessment, review of the 2021-22 LCAP (mid-year report); 2022-23 LCAP development feedback, school policies and procedures to support the educational program, and student/staff needs.
- **School Personnel**: during weekly staff development meetings that took place in-person. Discussions included planning for professional development; review of the 2021-22 LCAP, input/feedback 2022-23 LCAP; and a review and analysis of multiple types of data (academic, behavioral, attendance, and social-emotional).
- **Parents including those representing Unduplicated Pupils & Students with Disabilities (SWD)** - School Site Council met virtually via zoom on a quarterly basis with the principal and interpreter. Discussions took place on reviewing multiple types of data; updates on opportunities for students/parents; review of the 2021-22 LCAP (mid-year report); and 2022-23 LCAP development feedback.
- **Students**: were consulted in-person during ASB class (Leadership) that met three times per week; Advisory course (all students) that met twice per week; and SSC meetings that took place quarterly.
- **SELPA**: Throughout the academic year, the Principal/Leadership Team have consulted with the Special Education Team and General Education teachers during weekly staff meetings; quarterly with the SELPA – in-person and zoom. Issues discussed include a review of the Special Education policies and procedures, IEP development, reviews, collaboration on Special Education best instructional practices. Additionally, the Principal consulted with the SELPA via email on 5/19/22.
- **ELAC/DELAC and EL-PAC** - met virtually via Zoom on 9/29/21, 12/8/21 and 3/2/22 with the principal and interpreter. Discussions took place on reviewing multiple types of data including ELPAC results, reclassification, i-Ready, CAASPP; schoolwide events; updates on opportunities for students/parents; review of the 2021-22 LCAP (mid-year report); 2022-23 LCAP development feedback; reviewed and revised EL Master Plan (ELD policies) and supports for ELs.
- **Parent Advisory Committee (PAC) which includes parents representing Unduplicated Pupils & Students with Disabilities (SWD)**: In combination with Parent-Teacher Organization (PTO) met virtually via Zoom on 9/29/21, 12/8/21 and 3/2/22 with the principal. Discussions

took place on reviewing multiple types of data; updates on opportunities for students/parents; review of the 2021-22 LCAP (mid-year report); and 2022-23 LCAP development feedback.

#### A summary of the feedback provided by specific educational partners.

The following is a summary of the feedback provided by the following required educational partners, that emerged from an analysis of the input received in the development of the 2022-23 LCAP.

- **Teachers** – requested updates to the Advisory curriculum to further support social-emotional development and the “whole child” as students readjust to in-person instruction.
- **Principals** – continue with COVID-19 safety procedures; provide professional development for all staff; continue to provide behavior and social-emotional supports for students; and strengthen learning loss mitigation strategies.
- **Administrators:** continue with COVID-19 safety procedures; provide professional development for all staff; continue to provide behavior and social-emotional supports for students; and strengthen learning loss mitigation strategies.
- **School Personnel-** would like to see mechanisms to provide push-in and pull-out supports, and supervision training and support.
- **Parents including those representing Unduplicated Pupils & Students with Disabilities (SWD)** – would like opportunities for students to participate in afterschool program offerings – academic enrichment and extracurricular activities
- **Students including Unduplicated Pupils & Students with Disabilities (SWD):** would like to see a return to school event planning (in-person events); behavior and social-emotional processes and procedures; and continue with PBIS Store.
- **SELPA and Special Education Team** – desire additional planning time for collaboration on IEP implementation and sharing of best practices for individual students. No additional feedback was provided by the LAUSD SELPA.
- **ELAC/DELAC & EL-PAC** – were concerned with the low reclassification rates; would like to see increased academic supports for EL in core courses (teachers, paraprofessionals); agreed there is a need to provide additional professional development on designated and integrated ELD; and provide social-emotional supports for ELs.
- **Parent Advisory Committee (PAC) which includes parents representing Unduplicated Pupils & Students with Disabilities (SWD):** in combination with the Parent-Teacher Organization (PTO) would like after school program offerings in academic enrichment and extracurricular. Parents would also like to see opportunities for parents to learn about college and career supports for students.

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

The following is a description of the aspects of the LCAP that were influenced by or developed in response to specific feedback from educational partners as described in previous prompt.

- Academic Coaches to provide high dosage evidence-based tutoring (Goal 1, Action 3)
- After-school tutoring (Goal 1, Action 3)
- PBIS training & implementation; and PBIS Store (Goal 1, Action 4)
- Professional development: restorative justice, teach like a champion & instructional coaching (Goal 2, Action 1)

- Professional Development and EL/ELD Coaching; EL Academic support (Goal 2, Action 2)
- ELD/EL Academic support/intervention (EL Paraprofessionals) (Goal 2, Action 2)
- Athletics/extracurricular – CIF Sports (Goal 3, Action 1)
- Field Trips/Learning excursions (Goal 3, Action 1)
- Parent workshops & opportunities for engagement and participation (Goal 3, Action 3)

# Goals and Actions

## Goal

Goal #	Description
1	Continue to strengthen and expand schoolwide MTSS and PBIS to ensure the academic, social-emotional, and mental health needs of our students are met. Continue to expand learning opportunities including CTE Pathways, and dual enrollment to ensure all graduates are college and career ready (CCR).

An explanation of why the LEA has developed this goal.

With the return to in-person instruction, there is a need to strengthen the MTSS process of identification and delivery of services to reduce achievement gaps, and improve student academic outcomes, to ensure all graduates are College and Career ready.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA	2020-21: 22.58% met/exceeded (Gr 11)	2021-22: results pending			35%
CAASPP Math	2020-21: 0% met/exceeded (Gr 11)	2021-22: results pending			20%
CA Science Test: Gr 8	2018-19: Not administered 2020-21: Not administered	2021-22: results pending			15%
CA Science Test: Gr 12	2018-19: 4.65% met/exceeded 2020-21: Not administered	2021-22: results pending			20%
% Of Students Prepared for College as measured by EAP ELA	2020-21: 3.23%	2021-22: results pending			10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% Of Students Prepared for College as measured by EAP Math	2020-21: 0%	2021-22: results pending			10%
A-G Completion Rate	2019-20: 97.4%	2020-21: 100%			100%
CTE Pathway Completion Rate	2019-20: 16%	2020-21: 8.6%			20%
CTE & A-G Completion Rate	2019-20: 16%	2020-21: 8.6%			20%
Passage of AP Exams	2019-20: 74.3%	2020-21: 17.6%			60%
Attendance Rate	2019-20: 95.2%	2020-21: 93%			95%
Chronic absenteeism Rate Source: Dataquest	2018-19: 19.3% 2019-20: Not reported by the CDE	CHRONIC ABSENTEEISM			10%
		2020-21			
			Count	Rate	
		Schoolwide	48	17.2%	
		Hispanic	43	17.3%	
		Not Reported	5	18.5%	
		EL	25	21.4%	
		SWD	9	27.3%	
SED	44	16.6%			
Middle School Dropout Rate	2019-20: 0%	2020-21: 0%			0%
HS Dropout Rate	2019-20: 10.0%	2020-21: 8.8%			5%
HS Graduation Rate	2019-20: 76.0%	2020-21: 70.6%			90%
Access to & enrollment in a broad course of study: Student access to A-G, & AP Courses	2020-21: 100%	2021-22: 100%			100%
Other Pupil Outcomes: State Seal of Biliteracy	2019-20: 34.2%	2020-21: 33.3%			45%

# Actions

Action #	Title	Description	Total Funds	Contributing
1	<b>ADMIN &amp; EDUCATORS – Support Core Educational Program</b>	Los Angeles Academy of Arts and Enterprises will employ a principal and 13 credentialed teachers assigned to core subject areas. LAAAE will provide all students with 190 instructional days, exceeding CA state requirement of 175 days. Additional teachers will be employed to reduce class sizes to 17:1 to provide differentiated support and rigorous instruction. The Math teachers will also be assigned to teach Math support courses (Algebra readiness), in addition to core Math courses, for incoming students identified as not prepared for Algebra.	\$1,289,895	Y
2	<b>Assessment of Learning</b>	To assess student learning and measure student academic progress schoolwide, by grade level and student group, i-Ready reading and math assessments will be administered to all students in grades 6-12, three times per year (fall, winter, spring). i-Ready math assessments will also measure algebra readiness for high school courses.  Additionally, weekly academic grade checks will take place by the student services team. Assessment results will be used by teachers, academic coaches, and paraprofessionals to inform instruction and identify students for further intervention.	\$12,000	Y
3	<b>Multi-tiered System of Supports: Academic</b>	Over 64% of our students performed 3+ years below grade level in reading, 61% 3+ years below grade level in mathematics. School closures combined with distance learning due to the COVID-19 pandemic further exacerbated achievement gaps especially among unduplicated pupils, as evidenced by student performance on internal assessments and state mandated assessments. LAAAE will employ academic coaches (tutors) that will provide high dosage tutoring during the instructional day and after school, in all subject areas in cohorts of 10 students.  Additionally, teachers will provide office hours (before school) every other Friday, to provide struggling students with additional academic support. The master schedule will reflect a double block of ELA for students identified as performing 3 or more years below grade level using i-Ready assessments.	\$209,515	Y

Action #	Title	Description	Total Funds	Contributing
		<p>LAAAE will provide expanded learning opportunities via:</p> <ul style="list-style-type: none"> <li>• After-school tutoring</li> <li>• Summer school</li> <li>• Credit recovery – Edgenuity</li> </ul> <p>To prepare incoming 6<sup>th</sup> grade students for success in our rigorous academic program, LAAAE will provide a summer bridge program to assist students with the transition to our rigorous, college preparatory educational program.</p>		
4	<b>Multi-tiered System of Supports: SEL &amp; Mental Health</b>	<p>An area of concern is the increase rates in chronic absenteeism of 28% this past year, (17.2% in 2020-21 school year) partially due to COVID-19 health &amp; safety protocols, infection rates, quarantine, and families that were impacted.</p> <p>LAAAE has implemented a multi-tiered system of supports (MTSS) that integrates positive behavioral interventions and supports (PBIS). The Student Services Team will participate in the PBIS Cohort through LACOE; and will implement PBIS Rewards – Student Store. LAAAE has a robust student services team which collaborates with community-based organizations to provide onsite and offsite individual and group therapy, family therapy, gang prevention, and gang intervention, areas critical to the needs of our students.</p> <p>The Wellness Center provides counseling services for students, led by the Student Services Team. Students are also referred to the Didi Hirsch Mental Health Services (offsite).</p> <p>The Advisory Committee has designed the Advisory curriculum that integrates SEL and mental health needs of our students. All students are enrolled in a grade-level appropriate Advisory course.</p>	\$12,500	N
5	<b>College &amp; Career Readiness (CCR)</b>	<p>An identified area of need is the decline in 4-year high school graduation rates of 70.6% in 2021-22 (Dataquest) and the need to reduce high school dropout rates of 8.8% as reported in 2020-21.</p>	\$467,150	Y

Action #	Title	Description	Total Funds	Contributing
		<p>LAAAE provides its students with a college preparatory educational program; and all students have access to a broad course of study beyond core subjects (ELA, Math, Science, History, Physical Education, VAPA, Foreign language, Health), including A-G approved courses, Advanced Placement (AP) courses, and CTE Pathways. To further support a college-going culture, graduation requirements include meeting A-G eligibility requirements. High school students have access to dual enrollment to fulfill and complete college level courses through Los Angeles City College (LACC).</p> <p>All Middle School students have access to and are enrolled in: Animation, Dance, Business and/or Music Production.</p> <p>All students have access to College/Academic counselors, College &amp; Career Advisory, and an additional counselor will be added to further reduce student to counselor ratio (caseload). The College &amp; Career Advisor assists our seniors with the College application process, scholarships, job applications, and internships.</p> <p>Students may select from 3 different CTE pathways: Animation, Music Production, and Business, which all meet the College – Career Indicator (CCI).</p> <p>Students will participate in visiting colleges/universities throughout Southern California.</p>		

## Goal Analysis for 2021-22

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

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

There were no identified substantive differences in planned actions and actual implementation of the actions under goal #1.

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 between budgeted expenditures and estimated actual expenditures.

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

The actions were somewhat effective in making progress toward the goal. With the return to in-person instruction, diagnostic assessments provided significant insight on the amount of learning loss and/or learning gaps experienced by our students during virtual/distance learning. i-Ready assessments (ELA & Math) were administered three times this year (fall, winter, spring) used as academic universal screeners, to identify student academic needs, develop annual growth outcomes, and measure student progress throughout the academic school year. CAASPP assessment results are currently pending.

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 planned goal, desired outcome, and some actions and metrics were revised to align to the school's strategic plan, WASC Action Plan, schoolwide goals, 8 State priorities, MTSS/PBIS implementation, and identified needs from a collection and review of multiple forms of data and assessments with the return to in-person instruction. Alignment of these multiple schoolwide initiatives and plans is essential to ensure fidelity and transparency of our school's program, allocation of physical, human and fiscal resources to improve student achievement.

**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	Continue to provide evidence-based professional learning opportunities for all educators, instructional support staff and administrators to build capacity, strengthen the delivery of pedagogical strategies that meet the diverse needs of our students, especially among our English Learners.

An explanation of why the LEA has developed this goal.

There is a need to strengthen the delivery of instruction including scaffolding/differentiating to address the learning needs of our students with the return to in-person instruction. There is also a need to improve instruction in designated and integrated English Language Development (ELD) to improve outcomes for ELs and narrow the achievement gap among ELs and EOs.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24	
Fully credentialed & Appropriately assigned Teachers	2020-21: 100%	2021-22: 100%			100%	
Access to Standards-aligned Instructional Materials	2020-21: 100%	2021-22: 100%			100%	
Implementation of the State Standards – measured using Local Indicator Priority 2	2020-21: Implementation		2021-22: Implementation		2023-24: Implementation	
	Academic Standards		Academic Standards		Academic Standards	
	ELA	4	ELA	4	ELA	5
	ELD	4	ELD	4	ELD	5
	Math	4	Math	4	Math	5
	NGSS	4	NGSS	4	NGSS	4
	History	4	History	4	History	4
	CTE	4	CTE	4	CTE	4
	Health	0	Health	4	Health	4
	PE	4	PE	4	PE	4
	VAPA	4	VAPA	4	VAPA	4
	World Language	4	World Language	4	World Language	4

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% Of EL who made progress toward English Proficiency measured by ELPAC	2019-20: 1.02% Proficient	2020-21: 10.87% Proficient			20% Proficient
Reclassification Rate	2019-20: 0.9%	2020-21: 0%			20%
% EL with access to CCSS & ELD Standards	2020-21: 100%	2021-22: 100%			100%

## Actions

Action #	Title	Description	Total Funds	Contributing
1	<b>PROFESSIONAL LEARNING OPPORTUNITIES &amp; CAPACITY BUILDING</b>	<p>All teachers participate in weekly professional development (Wednesdays) and every other Friday during the academic school year; in addition to 6 non-instructional days for professional development.</p> <p>To support the instructional needs of our teachers, and improve student academic outcomes, professional development will focus on the following areas:</p> <ul style="list-style-type: none"> <li>• PBIS/MTSS</li> <li>• Teach Like a Champion</li> <li>• Thinking Maps</li> <li>• Restorative Justice,</li> <li>• Technology Integration,</li> <li>• English Language Development (ELD) Standards</li> <li>• Strategies to support Students with Disabilities (SWD)</li> </ul> <p>The Director of Curriculum and Instruction will provide instructional coaching, plan and facilitate professional development and conduct classroom walkthroughs and feedback.</p> <p>The Instructional leadership Team (ILT) comprised of teachers will collaborate and provide mentoring, conduct classroom observations, feedback and develop intervention plans for approximately 5-6 teachers each.</p>	\$187,102	Y

Action #	Title	Description	Total Funds	Contributing
		<p>Academic coaches and paraprofessionals will participate in professional development led by credentialed staff and will be provided with opportunities for off-site professional learning.</p> <p>Additionally, administrators and certificated teachers will have opportunities to participate in conferences and off-site professional learning to build capacity and effective leadership.</p>		
2	<b>ADDRESSING EL NEEDS</b>	<p>Over 68.7% of English Learners (EL) are performing 3+ years below grade level; 8.5% 2 years below grade level; and 11.4% one-year below grade level as measured by i-Ready ELA Assessments. In mathematics 64.3% of ELs are performing 3+ years below grade level; 16.2% 2-years below grade level; and 11.6% one-year below grade level. There is a significant achievement gap among ELs and EO's as measured using i-Ready assessment in ELA and Math (see identified needs section of this LCAP).</p> <p>LA Academy of the Arts and Enterprise provides English learners with designated and integrated ELD instruction. The EL Master Plan will be reviewed and revised annually. Study Sync ELD curriculum has been adopted for designated ELD courses. There is a need to strengthen the delivery, content, and quality of both designated and integrated ELD schoolwide as evidenced by the low reclassification rates, low academic performance of ELs (CAASPP, ELPAC, i-Ready), and increased number of long-term ELs (LtEL).</p> <p>The ELD Coordinator will provide designated ELD for English Learners. In addition, the ELD Coordinator will also provide ongoing training for teachers, paraprofessionals, and academic coaches on the ELD Standards, integrated ELD, technology integration to support language development, and evidence-based pedagogical strategies to support ELs including newcomers, to improve English language acquisition and proficiency, improve reclassification rates and academic performance of ELs. EL Paraprofessionals will provide high dosage tutoring to English Learners during dELD and the instructional day.</p>	\$183,378	Y

Action #	Title	Description	Total Funds	Contributing
3	<b>ADDRESSING &amp; SUPPORTING STUDENTS WITH DISABILITIES (SWD)</b>	<p>LA Academy of the Arts and Enterprise's SPED team provides instructional, academic, and social-emotional support as outlined in the student's IEP. LAUSD serves as the school's SELPA provider. The Special Education team will participate in professional development opportunities provided by the SELPA and LAAAE.</p> <p>The Special Education Coordinator collaborates with General Education teachers to ensure appropriate modifications and accommodations are implemented during instruction as outlined in the student's IEP.</p>	\$286,928	N
4	<b>CORE CURRICULUM</b>	<p>LAAAE has implemented the academic content and performance standards for all subject areas. Every student has access to standards aligned instructional and/or curricular materials. Additionally, the following core curriculum will be purchased:</p> <ul style="list-style-type: none"> <li>• ELA: Study Sync</li> <li>• Math: CPM</li> <li>• History: TCI</li> <li>• Science: McGraw-Hill</li> </ul>	\$39,250	N
5	<b>TECHNOLOGY USE</b>	<p>To ensure equitable services for all students, LAAAE has implemented a 1:1 student to device ratio, to access curricular and supplemental instructional materials. Wi-fi hotspots will be provided to families that lack internet connectivity at home (as needed). SMART Board will be purchased for classrooms, as part of the next phase of implementation.</p>	\$163,700	Y

## Goal Analysis for 2021-22

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

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

There were no identified substantive differences in planned actions and actual implementation of the actions under goal #1.

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 between budgeted expenditures and estimated actual expenditures.

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

The actions were effective in making progress toward the goal – through implementation of MTSS.

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 planned goal, desired outcome, and some actions and metrics were revised to align to the school's strategic plan, WASC Action Plan, schoolwide goals, 8 State priorities, and identified needs from a collection and review of multiple forms of data and assessments with the return to in-person instruction.

**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	Develop and implement strategies to engage parents/families in our school community, and solicit input in decision-making, that will impact student outcomes; and support a positive and welcoming school environment.

An explanation of why the LEA has developed this goal.

There is a need to continue to engage and educate parents in their child’s education to improve overall student academic outcomes for students to be college and career ready. There is a need to ensure parents participate in parent workshops to educate them on how to support their child’s academic and mental health needs including factors such as daily attendance; and how to access resources when needed.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rate	2019-20: 0.3%	2020-21: 0%			<1%
Expulsion Rate	2019-20: 0%	2020-21: 0%			0%
Student Survey: Student Perception of School Safety & Connectedness	2020-21: 50% school is a welcoming place	2021-22: Results pending			80%
Parent Survey: Sense of safety & school connectedness	2020-21: 50% sense of safety	2021-22: Results pending			75%
Teacher/staff Survey: Sense of safety & school connectedness	2020-21: 50% sense of safety 50% school connectedness	2021-22: Results pending			80%
Parents will have input in decision-making (including UP, and SWD): Local Indicator Report – Rating 1-5	CDE’s Self-reflection Tool (Questions 5-8) 5. 4 6. 4 7. 4	CDE’s Self-reflection Tool (Questions 5-8) 5. 4 6. 4 7. 4			A rating of 5 for all questions.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	8. 4	8. 4			
Provide opportunities for parent participation in programs including Unduplicated Pupils (UP), and Students with Disabilities (SWD). Local Indicator Report - Rating 1-5	CDE’s Self-reflection Tool (Questions 1-4) 1. 4 2. 4 3. 4 4. 5	CDE’s Self-reflection Tool (Questions 1-4) 1. 4 2. 4 3. 4 4. 5			A rating of 5 for all questions.

## Actions

Action #	Title	Description	Total Funds	Contributing
1	<b>STRATEGIES TO PROMOTE A POSITIVE SCHOOL CLIMATE &amp; STUDENT ENGAGEMENT</b>	<p>An area for growth is to increase student attendance and reduce chronic absenteeism for all students including Unduplicated Pupils and Students with Disabilities (SWD). LAAAE will implement the following:</p> <ul style="list-style-type: none"> <li>• Field trips to enhance student learning</li> <li>• Collaboration &amp; partnership with Inner City Arts</li> <li>• Collaboration &amp; partnership with Shakespeare Center</li> <li>• CIF Athletic program: Cross Country; B/G Volleyball; B/G Soccer, Softball</li> <li>• Integrate Schoolwide learner outcomes into daily practices: Empathy, Integrity, Perseverance, Respect, &amp; Innovation</li> <li>• Provide students with school uniform</li> <li>• Provide Transit Access Pass – (transportation)</li> <li>• Administer vision &amp; hearing testing</li> <li>• Implement Universal Meals for all students</li> <li>• Student Service Specialist to promote school safety, positive school climate and PBIS practices</li> </ul>	\$345,682	Y

Action #	Title	Description	Total Funds	Contributing
2	<b>OPPORTUNITIES FOR PARENT INPUT IN DECISION-MAKING</b>	<p>At LAAAE, parent input in decision-making will take place through the following:</p> <ul style="list-style-type: none"> <li>• ELAC &amp; For DELAC</li> <li>• English Learner Parent Advisory Committee (EL-PAC)</li> <li>• Parent Advisory Committee (PAC) per CA EC 52063 and CCR Title 5 (5CCR), Section 15495(f)</li> </ul>	\$0	N
3	<b>STRATEGIES TO PROMOTE PARENT ENGAGEMENT &amp; PARTICIPATION</b>	<p>An identified area of need (as requested by parents) is to provide parents/families with opportunities to engage and learn about college and career supports for students. LAAAE principal, counselor and parent coordinator will promote the following strategies to increase parent engagement at the school and participation in their child's education:</p> <ul style="list-style-type: none"> <li>• Coffee with the principal</li> <li>• Gabriela's Dream: parent workshop series promoting college readiness</li> <li>• Parent workshops: SEL, PBIS, i-Ready assessments, SBAC, College application process, FAFSA application, and other topics as requested by families</li> </ul> <p>The Parent Coordinator will collaborate with the Student Services Specialist to communicate with families to reduce chronic absenteeism rates, increase student attendance and connect families with resources through community-based organizations.</p>	\$47,354	Y
4	<b>MAINTAINING SAFE &amp; CLEAN SCHOOL FACILITY</b>	<p>LAAAE will provide all students and staff with safe and clean school facility – and administer the Facility Inspection Tool (FIT) annually that will be reported on the school's SARC and LCAP. LAAAE leases its facility from LAUSD via a Proposition 39 MOU. School administrator will collaborate with co-located school to maintain a safe and clean learning environment for all students and staff.</p>	\$324,000	N

## Goal Analysis for 2021-22

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

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

There were no identified substantive differences in planned actions and actual implementation of the actions under goal #1.

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 between budgeted expenditures and estimated actual expenditures.

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

The actions were effective in making progress toward the goal of improving teacher training and support.

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 planned goal, desired outcome, and some actions and metrics were revised to align to the school's strategic plan, WASC Action Plan, schoolwide goals, 8 State priorities, and identified needs from a collection and review of multiple forms of data and assessments with the return to in-person instruction.

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

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2022-23

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$981,253	\$115,593

## 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
38.99%	0%	\$0	38.99%

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.

The following schoolwide actions are principally directed towards Unduplicated Pupils which were considered first. As evidenced in the i-Ready charts and data, in the “identified need” section of the LCAP. Over 68.7% of English Learners (EL) are performing 3+ years below grade level; 8.5% 2 years below grade level; and 11.4% one-year below grade level as measured by i-Ready ELA Assessments. In mathematics 64.3% of ELs are performing 3+ years below grade level; 16.2% 2-years below grade level; and 11.6% one-year below grade level. There is a significant achievement gap among ELs and EO’s as measured using i-Ready assessment in ELA and Math.

- There is a need to provide all students (including Unduplicated Pupils and Students with Disabilities) with a longer school year - 190 instructional days (exceeds the 175 instructional day requirement) to address the learning gaps and academic needs of our students. Additional teachers will be employed to reduce class sizes to 17:1 to provide differentiated support and rigorous instruction. The Math teachers will also be assigned to teach Math support courses (Algebra readiness), in addition to core Math courses, for incoming students identified as not prepared for Algebra. (Goal 1, Action 1)
- i-Ready ELA & Math Assessments will be administered three times per year as a universal screener, to monitor student progress and identify appropriate supports through MTSS. Students will also utilize the i-Ready learning platform to address their learning gaps. (Goal 1, Action 2)
- Edgenuity credit recovery program will be utilized by students that are credit deficient, as a credit recovery program, to address high School Graduation Rates that declined to 70.6% (2020-21), and the high school dropout rate was 8.8% (2020-21). (Goal 1, Action 3)

- CTE credentialed teachers will provide students with access (3) CTE Pathway to increase graduation rates, increase A-G completion rates, and increase the percentage of graduates meeting College/Career Indicator on the CA School dashboard. Schoolwide High School graduation rates is 70.6% (2020-21) and 61.9% for ELs (2020-21) (Goal 1, Action 5)
- There is a need to reduce caseload for the College/Academic counselor to ensure all students meet with their counselor regularly; are on track to graduate; able to access resources and interventions as needed and are on track to meet A-G eligibility requirements. The College & Career Advisor will assist seniors with the College application process, scholarships, job applications, and internships (Goal 1, Action 5)
- With the return to in-person instruction - to improve the delivery of instruction and build teacher capacity, the Director of Curriculum and Instruction will provide instructional coaching, plan and facilitate professional development and conduct classroom walkthroughs and feedback. (Goal 2, Action 2)
- To continue to strengthen the delivery of designated and integrated English Language Development (ELD) for English Learners (ELs), improve annual reclassification rates, address EL achievement gap and increase English language acquisition among ELs, LAAAE will improve services by employing an experienced ELD Coordinator/Instructional coach (Goal 2, Action 2). The purpose of this role is to provide ELs with additional targeted designated ELD instruction, provide all teachers with coaching on strategies to improve language acquisition for English Learners, coaching on the ELD standards, and evidence-based strategies (differentiation) to engage and provide additional tiered intervention for ELs. The ELD Coordinator will also provide coaching for the EL Paraprofessionals. With the addition of this role, we anticipate improvement in language acquisition among ELs, and narrowing the achievement gap among English Learners (EL) and English Only (EO) students, as measured using i-Ready and CAASPP assessments. Additionally, a total of (3) EL Paraprofessionals will provide increased language support for ELs.
- Technology devices will be purchased for all students so they will be able to access additional academic intervention tools and programs at home, complete coursework, and for credit recovery. Wi-Fi hotspots will be provided for students who lack internet connectivity at home. This decision was made in consultation with our educational partners to provide equitable services to all students. (Goal 2, Action 5)
- To strengthen RtI and MTSS implementation to address student SEL, and behavioral needs, in part due to trauma exacerbated by the pandemic, the Student Service Specialist will implement Restorative Justice/practices to promote a positive school climate. (Goal 3, Action 1).
- An area of concern is the increase rates in chronic absenteeism of 28% this past year, (17.2% in 2020-21 school year) partially due to COVID-19 health & safety protocols, infection rates, quarantine, and families that were impacted. The Parent Coordinator will collaborate with the Student Services Specialist to communicate with families to reduce chronic absenteeism rates, increase student attendance and connect families with resources through community-based organizations. (Goal 3, Action 3)

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

The following action (Goal 2, Action 2) that includes staff and services will be provided on a limited basis and are principally directed at English Learners (EL). To continue to strengthen the delivery of designated and integrated English Language Development (ELD) for English Learners (ELs), improve annual reclassification rates, address EL achievement gap and increase English language acquisition among ELs, LAAAE will improve services by employing an experienced ELD Coordinator/Instructional coach (Goal 2, Action 2). The purpose of this role is to provide ELs with additional targeted designated ELD instruction, provide all teachers with coaching on strategies to improve language acquisition for

English Learners, coaching on the ELD standards, and evidence-based strategies (differentiation) to engage and provide additional tiered intervention for ELs. The ELD Coordinator will also provide coaching for the EL Paraprofessionals. With the addition of this role, we anticipate improvement in language acquisition among ELs, and narrowing the achievement gap among English Learners (EL) and English Only (EO) students, as measured using i-Ready and CAASPP assessments. Additionally, a total of (3) EL Paraprofessionals will provide increased language support for ELs.

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

Additional concentration grant add-on funding will be used to hire an additional counselor to reduce student to counselor ratio (caseload); and an additional CTE credentialed teacher to provide students with access to an additional CTE Pathway to increase graduation rates and increase the percentage of graduates meeting College/Career Indicator on the CA schools dashboard.

There is a need to reduce caseload for the College/Academic counselor to ensure all students meet with their counselor regularly; are on track to graduate; able to access resources and interventions as needed and are on track to meet A-G eligibility requirements.

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	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	This section does not apply to charter schools.	This section does not apply to charter schools.
Staff-to-student ratio of certificated staff providing direct services to students	This section does not apply to charter schools.	This section does not apply to charter schools.

## 2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
<b>Totals</b>	\$3,996,737.00	\$3,568,217.00

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	1.1	i-Ready Benchmarks	No	\$50,000.00	\$39,726
1	1.2	A-G and Career Technical Education Pathway Development	No	\$361,116.00	\$220,078
1	1.3	English Language Development Program	Yes	\$314,186.00	\$163,093
1	1.4	Serving Students with Special Learning Needs	No	\$263,631.00	\$130,724
1	1.5	Academic Support Services and Graduation	No	\$80,000.00	\$27,758
2	2.1	School Food Program	Yes	\$466,140.00	\$235,058
2	2.2	Multi-Tiered Systems and Supports	Yes	\$412,000.00	\$1,696,055
3	3.1	Instructional Leadership Teachers	No	\$61,921.00	\$249,441
3	3.2	Merit Based Teacher Compensation	No	\$1,987,743.00	\$806,284
3	3.3	Teacher Assignment and Credentialing	No		

## 2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$833,064	\$912,000.00	\$2,094,206.00	(\$1,182,206.00)	100.00%	100.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.3	English Language Development Program	Yes	\$250,000.00	\$163,093	27.41%	7.79%
2	2.1	School Food Program	Yes	\$250,000.00	\$235,058	27.41%	11.22%
2	2.2	Multi-Tiered Systems and Supports	Yes	\$412,000.00	\$1,696,055	45.18%	80.99%

**2021-22 LCFF Carryover Table**

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$3,306,680	\$833,064	0%	25.19%	\$2,094,206.00	100.00%	163.33%	\$0.00	0.00%

## 22-23 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 2,519,910	\$ 437,899	\$ 76,099	\$ 534,546	3,568,454	\$ 2,654,574	\$ 913,880

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Admin & Educators to support Core Educational Program	All	\$ 1,161,154	\$ 53,249	\$ -	\$ 75,492	\$ 1,289,895
1	2	Assessments of Learning	All	\$ 12,000	\$ -	\$ -	\$ -	\$ 12,000
1	3	Multi-tiered System of Supports: Academic	All	\$ 28,511	\$ 65,710	\$ -	\$ 115,294	\$ 209,515
1	4	Multi-tiered System of Supports: SEL & Mental Health	All	\$ 12,500	\$ -	\$ -	\$ -	\$ 12,500
1	5	College & Career Readiness	All	\$ 284,921	\$ 106,130	\$ 76,099	\$ -	\$ 467,150
2	1	Professional Learning Opportunities & Capacity Building	All	\$ 16,710	\$ 60,224	\$ -	\$ 110,168	\$ 187,102
2	2	Addressing EL Needs	English Learners	\$ 83,158	\$ 39,938	\$ -	\$ 60,282	\$ 183,378
2	3	Addressing & Supporting Students with Disabilities (SWD)	SPED	\$ 84,670	\$ 112,648	\$ -	\$ 89,610	\$ 286,928
2	4	Core Curriculum	All	\$ 39,250	\$ -	\$ -	\$ -	\$ 39,250
2	5	Technology Use	All	\$ 80,000	\$ -	\$ -	\$ 83,700	\$ 163,700
3	1	Strategies to Promote a Positive School Climate & Student Engagement	All	\$ 345,682	\$ -	\$ -	\$ -	\$ 345,682
3	2	Opportunities for Parent Input in Decision-making	All	\$ -	\$ -	\$ -	\$ -	\$ -
3	3	Strategies to Promote Parent Engagement & Participation	All	\$ 47,354	\$ -	\$ -	\$ -	\$ 47,354
3	4	Maintaining Safe & Clean School Facility	All	\$ 324,000	\$ -	\$ -	\$ -	\$ 324,000
				\$ -	\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -

**22-23 Contributing Actions Table**

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 2,516,745	\$ 981,253	38.99%	0.00%	38.99%	\$ 2,059,490	0.00%	81.83%	<b>Total:</b>	\$ 2,059,490
								<b>LEA-wide Total:</b>	\$ -
								<b>Limited Total:</b>	\$ 83,158
								<b>Schoolwide Total:</b>	\$ 1,976,332

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Admin & Educators to support Core Educational Program	Yes	Schoolwide	All	LAAAE	\$ 1,161,154	0.00%
1	2	Assessments of Learning	Yes	Schoolwide	All	LAAAE	\$ 12,000	0.00%
1	3	Multi-tiered System of Supports: Academic	Yes	Schoolwide	All	LAAAE	\$ 28,511	0.00%
1	4	Multi-tiered System of Supports: SEL & Mental Health	No	[Input scope]		[Input location]	\$ -	0.00%
1	5	College & Career Readiness	Yes	Schoolwide	All	LAAAE	\$ 284,921	0.00%
2	1	Professional Learning Opportunities & Capacity Building	Yes	Schoolwide	All	LAAAE	\$ 16,710	0.00%
2	2	Addressing EL Needs	Yes	Limited	English Learners	LAAAE	\$ 83,158	0.00%
2	3	Addressing & Supporting Students with Disabilities (SWD)	No	[Input scope]		[Input location]	\$ -	0.00%
2	4	Core Curriculum	No	[Input scope]		[Input location]	\$ -	0.00%
2	5	Technology Use	Yes	Schoolwide	All	LAAAE	\$ 80,000	0.00%
3	1	Strategies to Promote a Positive School Climate & Student Engagement	Yes	Schoolwide	All	LAAAE	\$ 345,682	0.00%
3	2	Opportunities for Parent Input in Decision-making	No	[Input scope]		[Input location]	\$ -	0.00%
3	3	Strategies to Promote Parent Engagement & Participation	Yes	Schoolwide	All	LAAAE	\$ 47,354	0.00%
3	4	Maintaining Safe & Clean School Facility	No	[Input scope]		[Input location]	\$ -	0.00%
							\$ -	0.00%

## 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](mailto: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/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing

the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

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

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

#### *Measuring and Reporting Results:*

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

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

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

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

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> 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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