Local Control 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 Alamitos Unified School District	Melissa Davis Director of Assessment & Accountability	mdavis@losal.org (562) 799--4700

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

The Los Alamitos Unified School District (Los Al USD) serves three distinct communities: The City of Los Alamitos, the City of Seal Beach and the unincorporated community of Rossmoor. The students of Los Al USD are diverse, high-achieving and contribute greatly to the District's culture of excellence. Los Al USD prepares students for post-secondary opportunities through unparalleled professional development for teachers, by maintaining and prioritizing low class sizes TK-12, by providing enrichment and intervention programs for all

students, and emphasizing school connectedness through the 4 A's: Academics, Athletics, Activities and The Arts. The community at-large supports Los Al USD by way of strong PTA, Booster, "Friends Of", and other fundraising groups. A fourth of Los Al USD's population has attended District schools and over 90% of Los Al residents claim they live in Los Al as a result of the high-quality schools. Los Al USD continues to be at the forefront of achievement evidenced by its graduation rate, A-G completion rate, being on the College Board's Advanced Placement (AP) Honor Roll for seven consecutive years, and its overall performance on CAASPP.

Reflections: Successes

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

On the 2019 California School Dashboard, Los Alamitos USD met all of its local indicators and maintained or increased in the areas of Chronic Absenteeism, Suspension Rate, Graduation Rate, English Language Arts, and Mathematics. All of these areas appeared blue on the dashboard with the exception of Suspension Rate which was in the green. Los Alamitos USD students performed well in Math and ELA on CAASPP, with no student subgroups reported in the orange or red status. In addition, 69.7% of English Learners were making progress towards English Language proficiency putting Los Alamitos USD in the very high category.

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 Alamitos USD showed a decline of 3% on the California School Dashboard in 2019 for the area of College and Career. This decline was projected as the District made an adjustment to the CTE pathways as well as the method in which the District reported College and Career information. While Chronic Absenteeism and Graduation Rate reported a blue status, Students with Disabilities in these two areas reported an orange status. For Chronic Absenteeism, there was an increase of 1.2% and the Graduation Rate showed a decrease of 1%. This decline in Graduation Rate is a reflection of students who chose a non-diploma track and instead receive a Certificate of Completion per their Individualized Education Program (IEP). Students with disabilities will continue to be supported through the best first instruction provided by highly qualified, highly trained teachers in addition to receiving intervention supports when needed. Students with disabilities will also be served in a co-teaching model.

The Suspension Rate for African American students increased by 2.1% reporting an orange status on the dashboard. Since 2019, the District has implemented Restorative Practices including training of staff. With this implementation, students are provided with interventions including restorative circles. The District has also implemented a Human Relations Task Force with a sub-committee focused on student discipline and provides students with Human Relations Intervention and Education Programs.

LCAP Highlights

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

Los Alamitos USD prides itself on best first instruction for all students. This encompasses:

- Rigorous 5-year professional development plan for all teachers within their first five years.
- Ongoing training and coaching in District Signature Practices for all teachers.
- Instructional networking model used for demonstration lessons and coaching provided by Teachers on Special Assignment.
- Robust K-12 intervention programs and extended learning opportunities.
- Focus on technology and transformational learning with Project Lead the Way, Makerspaces, Career Technical Education Pathways and Dual Enrollment.
- Implementation of a 3-year plan for Next Generation Science Standards.
- Increased focus on inquiry-based instruction across all content areas.
- K-12 Summer School programs providing small group, targeted instruction for students who benefit from remediation or continued skill application.

In Goal 3, the District is providing additional support in Mental Health and Student Social-Emotional Well-Being. The District will be hiring additional Mental Health support staff as well as intervention programs to support students.

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.

Los Alamitos USD does not have and schools eligible for Comprehensive Support and Improvement.

Support for Identified Schools

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

Los Alamitos USD does not have and schools eligible for Comprehensive Support and Improvement.

Monitoring and Evaluating Effectiveness

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

Los Alamitos USD does not have and schools eligible for Comprehensive Support and Improvement.

Stakeholder Engagement

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

Stakeholders were engaged throughout the school year in the development of the 2021-2022 LCAP.

DAC Meeting #1 Messaging & Parent Input Workshop – January 26, 2021
General overview of LCFF and LCAP including discussing the eight state priorities. District leaders shared the Los Al story with the committee members. We began a general discussion and review of data to gain a contextualized understanding of where we are as a district and what our needs might be. Committee Members provided input through two different activities that aligned with the three goals in the LCAP.

DAC Meeting #2 Stakeholder Engagement Workshop – March 22, 2021
We continued in-depth discussion and analysis of LCFF and district data that focused on student performance outcomes. We also solicited input on increasing or improving services for all students, specifically for English learners, low-income, and ethnicity subgroups. We then shared the results of the electronic survey that was sent out to staff and families. DAC committee members provided feedback and insight to the survey responses and we discussed how they were aligned with the district priorities.

DAC Meeting #3 Final Draft Review Workshop – May 6, 2021
The committee reviewed the components of the final draft of the 2021-22 LCAP with respect to the goals, actions, services, and related budgeted expenditures (projected).

LCAP Input Form - January 2021
Parents and Staff were able to provide input on the LCAP goals and actions via a Google Form following a discussion in School Site Council at their school sites.

Community Engagement Survey - March 5, 2021 to April 2, 2021
There were a total of 1,807 responses to the survey, 364 staff and 1,443 parents/guardians. Chromebooks were made available to stakeholders who did not have a device, so they were able to participate.

During the 2020-21 school year, multiple stakeholder groups (students, staff and community) were engaged in the LCAP process:
2018 California Healthy Kids Survey Data (students): 8/2018
School Site Council's at Sites (students & staff): Various dates in January and March 2021
District Advisory Council (staff & community): 1/26/21 and 3/22/21
District English Learner Advisory Council (staff & community): 2/4/21
Board of Education Workshop (Board of Education & Community): 6/1/21
LCAP Survey to Parents/Guardians & Staff (community/parents/guardians & staff): see above
Joint Negotiations Meetings with Classified and Certificated Bargaining Units (staff):
Operations Steering Committees (staff & community): 4/28/21

District Principal Meetings (staff): 10/28/20 & 3/24/21

During these meetings, district leaders reviewed and discussed LCAP/LCFF and student performance outcome data and solicited input for how Los Alamitos Unified School District can increase or improve services for all students.

A summary of the feedback provided by specific stakeholder groups.

Overall, our stakeholders provided us with important perspectives on how the District is serving their students' needs and how the LCAP can further bolster those efforts. The stakeholder engagement process allowed the District to articulate how its Board Priorities align and meet the current State and Local Priorities and demonstrate how the District is performing under the State's metrics.

Each consultation provided a greater insight into the community's desire for student outcomes, student experiences, and overall performance. These consultations provided the District a platform to communicate its philosophy on teaching and learning, inform constituents of the District's results as they pertain to the current state and local metrics, and reflect on its current state of progress. Overall, the District's ability to engage its stakeholders and further promote collaboration amongst all community members were extremely valuable.

As a result of the LCAP process, the District received a wealth of information from the community and staff through separate surveys for each constituency. The results of the surveys allowed the District to gain insight as to the community's desire for their student's educational experience. This promoted authentic discussion around areas of improvement for current programs as well as needs moving into the 2021-2022 school year including students returning to school in-person for over a year if they were enrolled in LosAl@Home.

Feedback from the Community LCAP Survey and Stakeholder meetings created the foundation for Los Al to develop goals for all pupils in the District. Input via the Community Survey and Advisory Committee Meetings had an impact on the prioritization of goals for improved additional services. Based on the survey and meeting results, most responses favored the following goals and outcomes:
- Increased Mental Health and Social-Emotional Well-Being supports for students
- Increased Counseling
- Increased Interventions for students
- Increased Professional Development for Staff to be able to support students

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

The feedback the District received from stakeholders was primarily in the area of Mental Health and Social-Emotional Well-Being of students. This was a major influence on the development of the LCAP and led to additional actions and services being added to Goal 3 - Exemplary Connections. Some additions include increased Mental Health and Social-Emotional Well-Being for students by increasing the District Mental Health Counselors. The District also added in the Challenge Success program in partnership with Stanford University.

Goals and Actions

Goal

Goal #	Description
1	Exemplary Teaching and Learning

An explanation of why the LEA has developed this goal.

This goal was developed to provide all students with exemplary teaching and learning opportunities to promote academic success. This will be achieved by designing and managing a comprehensive staff development plan that aligns to the District's Signature Instructional Practices as well as providing targeted interventions to students by highly qualified teachers. The District will utilize teacher leaders (TOSA's) and coordinator roles to execute model lessons, provide in class coaching, demonstrate transformative ways in which to incorporate technology into the classroom, and promote collaboration and communication across each school site. In addition, the District will assess and interpret student achievement through data collected through local measures (benchmarks, skills assessments, unit exams, etc.) as well as through state measures.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Classroom teachers assigned to teach subjects for which they are credentialed.	(2020-2021) 100% of teachers are assigned to teach in the content area for which they are credentialed.				100% of teachers are assigned to teach in the content area for which they are credentialed.
Participation in 5-Year Professional Development Induction Program for all year 0-5 teachers.	(2019-2020) 100% of year 0-5 teachers participated in Professional Development Induction Program. In 2020-2021, the Professional Development Induction program was put on hold due to Covid-19.				100% of year 0-5 teachers participated in Professional Development Induction Program.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Instructional coaching by TOSA's for teacher cohorts.	(2019-2020) 100% of teachers participated in instructional coaching who were part of the 5-year PD teacher cohorts. This was put on hold in 2020-2021 due to Covid-19.				100% of teachers participated in instructional coaching who were part of the 5-year PD teacher cohorts.
Full implementation of NGSS.	(2020-2021) 100% Implementation in grades 6-8.				100% Implementation at all grade levels.
Use District Benchmark results to inform instruction in grades K-8.	(2020-2021) 95% of teachers administered one or more District Benchmarks.				100% of teachers administer one or more District Benchmarks.
Use District Benchmark results to inform instruction in grades 9-12.	(2020-2021) 50% of teachers administered one or more District Benchmarks in Algebra and English 3.				90% of teachers administer one or more District Benchmarks.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development	Provide professional development to staff including the following: • 5-Year Induction Program of signature practices for all year 0-5 teachers • Maintain and expand PD opportunities to include volunteer trainings throughout the school year for all teachers • Provide model demonstration lessons and in-class coaching for teachers by TOSAs • Provide release days for District Benchmark collaboration • Provide professional development for NGSS roll out	$624,000.00	No

Action #	Title	Description	Total Funds	Contributing
		• Provide professional development to support textbook adoptions • Provide professional development through KYTE online PD platform		
2	Instructional Materials	Provide all classrooms with resources that align with and support the implementation of the Common Core State Standards in Math, ELA, Social Science and Science (NGSS).	$150,000.00	No
3	Educational Technology	In collaboration with the Educational Technology Coordinator, each school site will receive training and coaching on how to effectively use technology to transform classroom instruction. This includes online subscriptions that support instruction.	$211,000.00	No
4	Intervention	(TK-5) Utilize credentialed Intervention Teachers for push-in support, before and after school intervention and to service students in the Reading Lab. (6-8) Utilize credentialed Intervention Teachers to provide support in ELA and Math through intervention classes, summer math and science bridge courses and Saturday academies. Use programs to support English Learners such as Brain Pop and PAPER (9-12) Utilize credentialed Intervention Teachers for before and after-school intervention, Griffin Lab, Saturday Academies, Griffin Virtual Lab, additional Algebra support and PAPER (3-8) Reading Plus Intervention for students before and after school in addition to the instructional day.	$1,044,000.00	Yes
5	ELA Support	Support ELA Instruction by:	$43,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		- Training classroom teachers and intervention teachers in Leveled Literacy Intervention (LLI) - Provide in-class coaching by TOSA - Provide students with access to APEX English in the Skills Lab at LAHS - Provide students in grades 3-8 with additional reading intervention with Reading Plus - Increase EL Aide Support		
6	Math Support	Support Math instruction by: - Training classroom teachers in Cognitively Guided Instruction at the elementary level by the way of a CGI TOSA - Provide students access to APEX Math courses in the Skills Lab at LAHS - Provide in-class Math coaching to classroom teachers by the way of CGI TOSA	$331,500.00	Yes
7	Instructional Support Services	Support Foster Youth students in the following way: - Foster Youth students supported by District's Foster Youth Liaison through partnership with CASA Youth Shelter - Foster Youth Liaison ensures Foster Youth students have the necessary school supplies - Foster Youth Liaison ensures Foster Youth Students are provided access to extracurricular activities - Foster Youth Liaison ensures Foster Youth students' transcripts are properly reviewed for potential reduced credit requirements for graduation AB 216.	$11,000.00	Yes

Goal Analysis [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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Goals and Actions

Goal

Goal #	Description
2	Exemplary Student Outcomes

An explanation of why the LEA has developed this goal.

This goal was developed to increase student performance that align with the Districts Board Priority Goal #1 of passionately pursing academic excellence from all students. Los Alamitos USD has a strong history of academic success and stakeholders have expressed student achievement as an area of continued growth and want for their children. The District plans to achieve continued success in student outcomes in the following ways:

- Customized District Benchmarks including collaboration time for teachers
- Increasing the A-G completion rate
- Increase the number of students who complete an AP, CTE and/or Dual Enrollment Course
- Continuing the Co-Teaching Model
- Expanding Career Technical Education (CTE) and Project Lead the Way (PLTW) courses and pathways

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
District Benchmark Results (grades 3-8)	(2020-2021) Grades 3-5: ELA - 81% of students meet or exceed standards Math - 80% of students meet or exceed standards (2020-2021) Grades 6-8: ELA - 79% of students meet or exceed standards				Grades 3-5: ELA - 86% of students meet or exceed standards Math - 85% of students meet or exceed standards Grades 6-8: ELA - 84% of students meet or exceed standards Math - 73% of students meet or exceed standards

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Math - 68% of students meet or exceed standards				
CAASPP Results (grade 11)	(20-21) ELA - 80% of students meet or exceed standards Math - 57% of students meet or exceed standards				ELA - 82% of students meet or exceed standards Math - 70% of students meet or exceed standards
A-G Completion Rate	(19-20) A-G completion rate was 71.6%				A-G completion rate of 75%
AP Course Completion	(19-20) 1048 students (33.4%) completed at least one AP course				35% of students complete at least one AP course
CTE Course Completion	(19-20) 24.2% of students completed at least on CTE course				30% of students complete at least on CTE course
Dual Enrollment Completion	(19-20) 24 students in Fall 2019 and 22 students in spring 2020 completed a dual enrollment course				35 students each semester complete a dual enrollment course

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Seal of Biliteracy	(19-20) 38% of graduating seniors qualified for the Seal of Biliteracy				40% of graduating seniors qualified for the Seal of Biliteracy

Actions

Action #	Title	Description	Total Funds	Contributing
1	District Benchmarks & Collaboration	Administer District Benchmarks three times a year and provide collaboration time for teachers. This would include collaboration time for teachers to review student performance data and hand scoring of performance tasks. In addition, teachers would be provided time for small group and targeted instruction as well as push in support from intervention teachers.	$10,000.00	No
2	Increase A-G Completion	Increase A-G completion by: • Promote District-wide College Days PK-12 • APEX course offerings (remediation and initial credit) • Naviance in grades 8-12 • Griffin Connections for students in grades 9-12	$28,000.00	No
3	Increase AP Access	Increase AP access for all students in grades 9-12 by: • Offering the PSAT to all 10th grade students at no cost • Utilizing Pre-AP data from PSAT results • Cover costs for AP exams for students who receive free/reduced lunch	$13,000.00	Yes
4	Co-Teaching Model	Maintain co-teaching classes and sections in addition to providing professional development to teachers working in a co-teach model.	$35,000.00	No

Action #	Title	Description	Total Funds	Contributing
5	Career Technical Education, Project Lead the Way, STEAM & Maker's Spaces	Support and increase Career Technical Education, Project Lead the Way, STEAM & Maker's Spaces at the secondary level by: • Continue to offer PLTW units of study at the middle school • Continue to offer career pathway courses in Engineering, Sports Medicine, Computer Science, Emergent Medical Technician and Video Production by CTE credentialed instructors, supported by STEAM, Coding and Robotics activities through Maker's Spaces, STEAM fairs and "Day of Code" • Implementation of new Medical Professional CTE Pathway	$17,000.00	No

Goal Analysis [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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Goals and Actions

Goal

Goal #	Description
3	Exemplary Connections

An explanation of why the LEA has developed this goal.

This goal was developed in alignment with Board District Priority Goals and stakeholder feedback of ensuring every student is connected through the 4 A's: Academics, Athletics, Activities and the Arts. Specifically from stakeholder feedback, their has been an identified need for additional support in the area of mental health and social-emotional well being. In addition their is an ongoing interest in increasing parental involvement in site and District committees as well as maintaining a positive and safe school climate.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Students connected to school through extra-curricular activities using District metrics	(19-20) 72% of students participated in at least one extra-curricular activity				75% of students participate in at least one extra-curricular activity
Graduation Rate	(19-20) 99.1% Graduation Rate				Maintain or Improve
Dropout Rate	(19-20) Middle School dropout rate was less than 1% (2 students) High School dropout rate was 0.006% (5 students)				Maintain or Improve

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism	(19-20) 2.6% Chronic absenteeism rate				Maintain or Decrease by 0.5%
Suspension/Expulsion Rate	(19-20) 1.1% Suspension/Expulsion rate				Maintain or Decrease by 0.5%
Parent Engagement	(19-20) Offered about 25 parent nights for safety, special education, instructional practices, unduplicated students, advisory meetings				Maintain or Increase
School Facilities	(19-20) Ensure school facilities are maintained, in good repair and updated as needed				Maintain
Attendance Rate	(19-20) 97.4% Attendance rate				Maintain or Improve by 0.5%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Student Engagement	Increase student engagement and connectedness at school sites through the following:	$64,000.00	No

Action #	Title	Description	Total Funds	Contributing
		- All-District arts events - Club Activities at secondary sites - Partnering with LAEF and the Los Alamitos Youth Center for enrichment and extension - Promote athletics participation - Implementation of Challenge Success at the secondary level		
2	Parent Engagement	Increase parent engagement and connectedness to school sites through: - Parent education and information nights - Involvement in District and school site committees	$8,000.00	No
3	Student Safety	Increase measures for student safety under the Director of Safety and Student Services. This includes: - Physical security measures - Procedural uniformity and monitoring - Student and school site support - Threat assessments and school site crisis response - Implementation of Restorative Practices and Cyber Safety - Human Relations intervention and education programs	$165,000.00	No
4	Healthy and Drug Free Learning Environment	Foster and maintain a safe, healthy and drug-free learning environment under the supervision of the Director of Safety and Student Services. This includes: - Foster Youth and Homeless student supports - Reduce truancy rate (SART and SARB meetings) - Maintain/Improve graduation and drop out rates - Canine drug detection program - Random drug testing program - CPR certifications - Nicotine Cessation Courses	$19,000.00	No

Action #	Title	Description	Total Funds	Contributing
5	Student Mental Health and Social-Emotional Well-Being	Ensure an inclusive, safe, healthy and secure environment for students by enhancing Mental Health Services to support student wellness. This includes: • Addition of Mental Health staff and supports • Increased counseling services • CARE Solace program • Student and Staff training on mental health awareness • Implementation of Social Emotional curriculum • Secondary Well Spaces	$502,000.00	No

Goal Analysis [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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
3.77%	$183,374

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

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

The Los Alamitos Unified School District team reviewed the educational services provided to students through state and local metrics. The findings indicated that each school is performing at or above the targeted levels. The District believes its current programs, student achievement results, and survey related data indicate the current use of funds in a districtwide manner is the most effective use of funds. The goals and actions listed below are identified for all students in Los Alamitos USD, but directly effect our English learners, low-income students and foster youth as the overarching goal is to provide best first instruction to all students specifically through the District's signature practices. This approach provides teachers with specific strategies, tools and interventions to meet the need of all students.

Goal 1:
Action 1 - Professional Development (Meets students needs by having trained & qualified teachers)
Action 2 - Instructional Materials (Meets students needs by having appropriate resources)
Action 3 - Educational Technology (Meets students needs by having access to technology and online programs)

Goal 2:
Action 1- District Benchmarks & Collaboration (Meets students needs by having ongoing formative instruction to provide appropriate intervention)
Action 2 - Increase A-G Completion (Meets students needs by having access to high level courses and provide endless opportunities to students)

Goal 3:
Action 1 - Student Engagement (Meets students needs by having them connected to schools in one of the 4 A's)
Action 2 - Parent Engagement (Meets students needs by providing parents with ongoing communication and opportunities to get involved)

Action 3 - Student Safety (Meets students needs by providing a safe learning environment)

Action 4 - Healthy and Drug Free Learning Environment (Meets students needs by providing a drug free environment that is supported by positive attendance and resources)

Action 5 - Student Mental Health and Social-Emotional Well-Being (Meets students needs by providing access to counseling services as well as a variety of resources to support the students well-being)

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

Services that directly relate to foster youth, English learners and low-income students are directly being increased by the addition of Goal 3, Action 5 which is Student Mental Health and Social-Emotional Well-Being. This will provide students with additional staff and resources to directly support them with additional counseling, CARE Solace program and well-spaces that are available to students. In addition, additional interventions are being added to support students.

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

  - Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

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

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

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

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)
Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal
Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal
Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

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

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

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

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> *Actions for English Learners:* School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

> *Actions for Foster Youth*: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

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

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

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

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This

description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

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

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.

- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- o **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.

- o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

  - o **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  - o **Total Non-Personnel**: This amount will be automatically calculated.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

Total Expenditures Table

	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
	$3,275,500.00				$3,275,500.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$2,346,000.00	$929,500.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Professional Development	$624,000.00				$624,000.00
1	2	All	Instructional Materials	$150,000.00				$150,000.00
1	3	All	Educational Technology	$211,000.00				$211,000.00
1	4	English Learners Foster Youth Low Income	Intervention	$1,044,000.00				$1,044,000.00
1	5	English Learners Foster Youth Low Income	ELA Support	$43,000.00				$43,000.00
1	6	English Learners	Math Support	$331,500.00				$331,500.00
1	7	Foster Youth	Instructional Support Services	$11,000.00				$11,000.00
2	1	All	District Benchmarks & Collaboration	$10,000.00				$10,000.00
2	2	All	Increase A-G Completion	$28,000.00				$28,000.00
2	3	English Learners Foster Youth Low Income	Increase AP Access	$13,000.00				$13,000.00
2	4	All	Co-Teaching Model	$35,000.00				$35,000.00
2	5	All	Career Technical Education, Project Lead the Way, STEAM & Maker's Spaces	$17,000.00				$17,000.00
3	1	All	Student Engagement	$64,000.00				$64,000.00
3	2	All	Parent Engagement	$8,000.00				$8,000.00
3	3	All	Student Safety	$165,000.00				$165,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	4	All	Healthy and Drug Free Learning Environment	$19,000.00				$19,000.00
3	5	All	Student Mental Health and Social-Emotional Well-Being	$502,000.00				$502,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$1,442,500.00	$1,442,500.00
LEA-wide Total:	$1,429,500.00	$1,429,500.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$13,000.00	$13,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	4	Intervention	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,044,000.00	$1,044,000.00
1	5	ELA Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	$43,000.00	$43,000.00
1	6	Math Support	LEA-wide	English Learners	All Schools	$331,500.00	$331,500.00
1	7	Instructional Support Services	LEA-wide	Foster Youth	All Schools	$11,000.00	$11,000.00
2	3	Increase AP Access	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Los Alamitos High School 9-12	$13,000.00	$13,000.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		