LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Lawndale Elementary School District
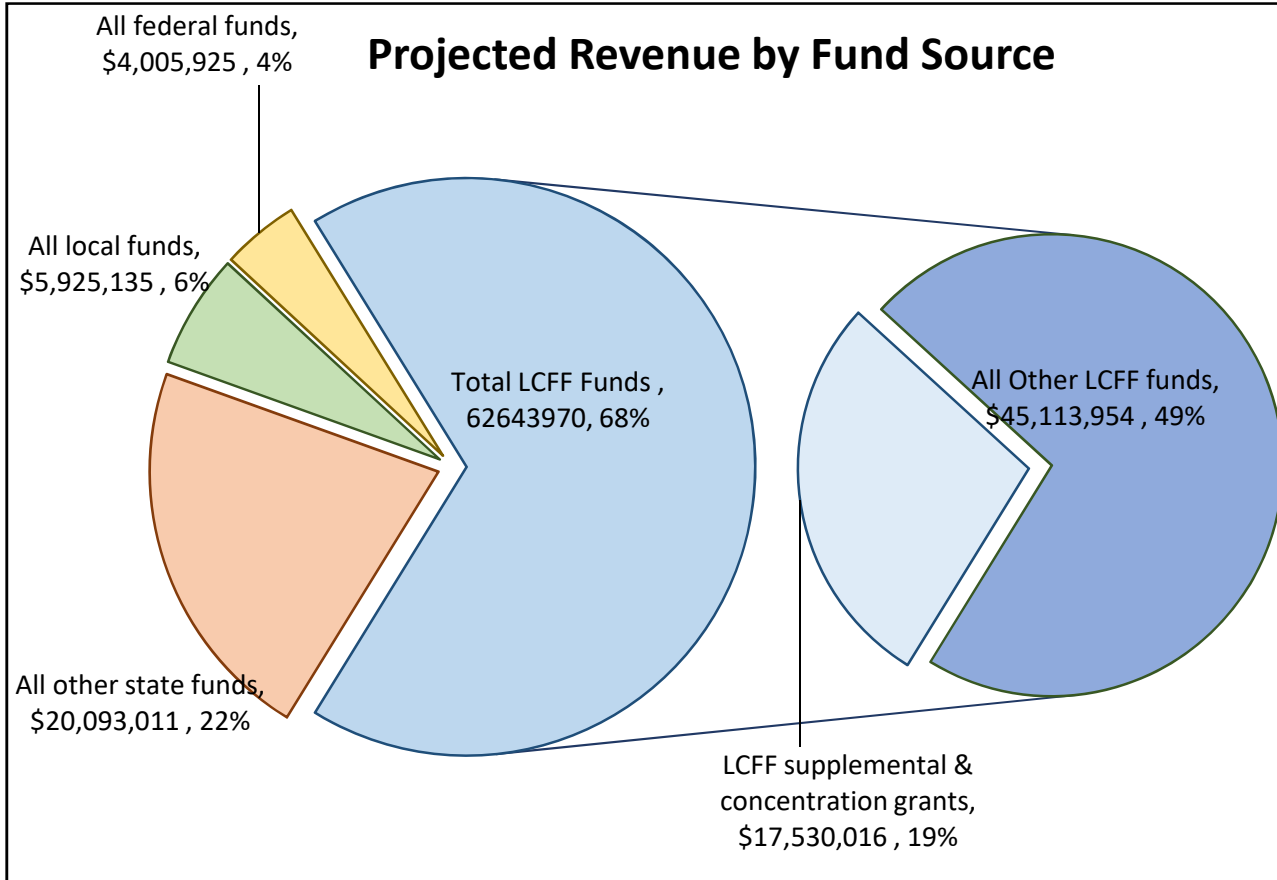
CDS Code: 19-64691

School Year: 2022 – 23

LEA contact information: Monique Benjamin

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

- All federal funds, $4,005,925 , 4%
- All local funds, $5,925,135 , 6%
- All other state funds, $20,093,011 , 22%
- Total LCFF Funds , 62643970, 68%
- All Other LCFF funds, $45,113,954 , 49%
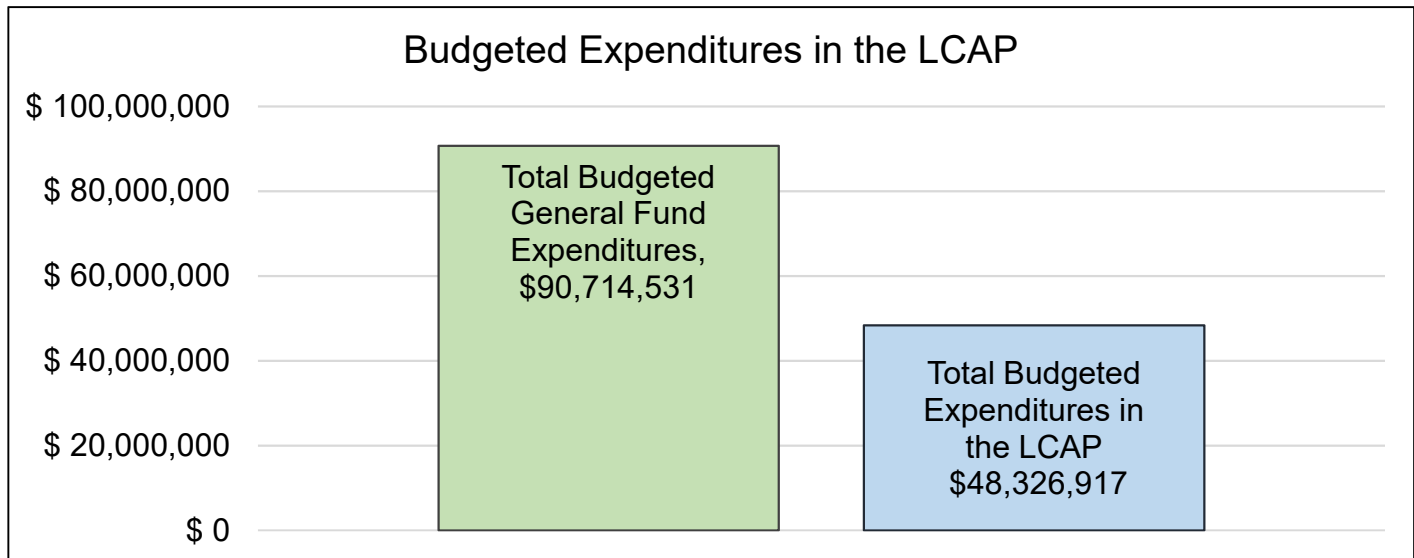- LCFF supplemental & concentration grants, $17,530,016 , 19%

This chart shows the total general purpose revenue Lawndale Elementary School District 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 Lawndale Elementary School District is $92,668,041.00, of which $62,643,970.00 is Local Control Funding Formula (LCFF), $20,093,011.00 is other state funds, $5,925,135.00 is local funds, and $4,005,925.00 is federal funds. Of the $62,643,970.00 in LCFF Funds, $17,530,016.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

Budgeted Expenditures in the LCAP

$ 100,000,000	
$ 80,000,000	**Total Budgeted General Fund Expenditures, $90,714,531**
$ 60,000,000	
$ 40,000,000	**Total Budgeted Expenditures in the LCAP $48,326,917**
$ 20,000,000	
$ 0	

This chart provides a quick summary of how much Lawndale Elementary School District 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: Lawndale Elementary School District plans to spend $90,714,531.00 for the 2022 – 23 school year. Of that amount, $48,326,917.00 is tied to actions/services in the LCAP and $42,387,614.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
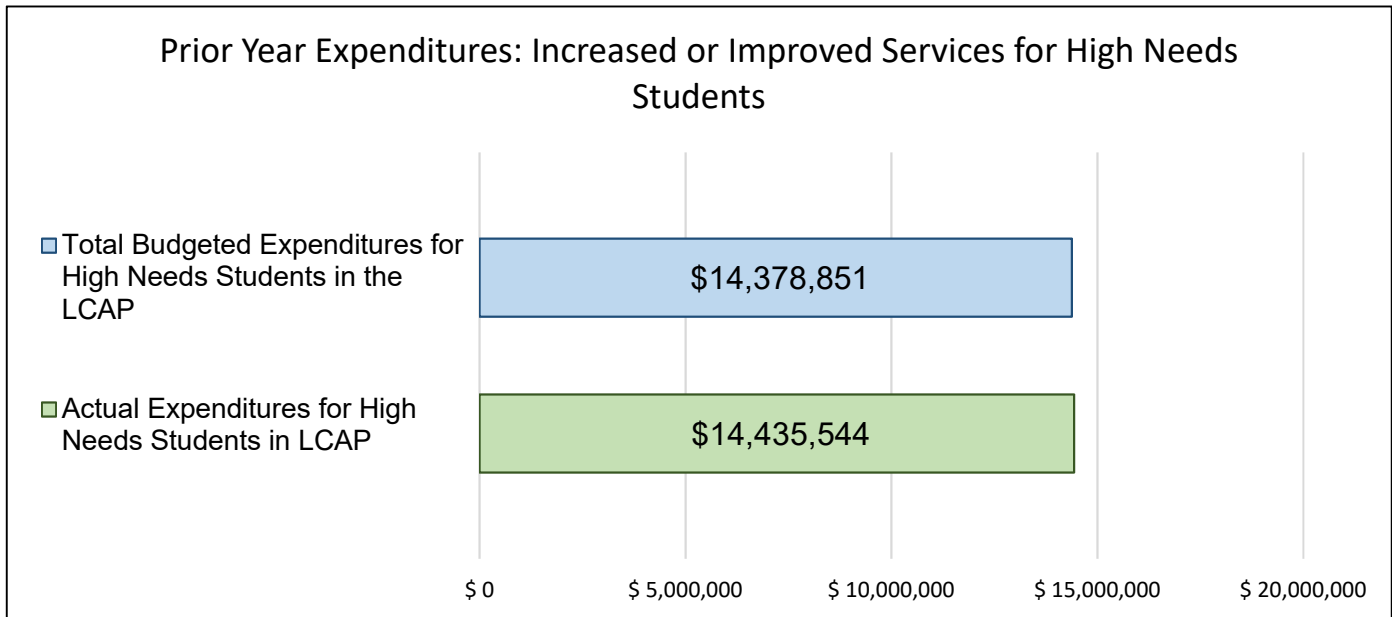
General operational costs that were not included were district level administrator certificated and classified salaries, benefits, and utilities. Federal Title I, Title II and III were also not included. Expenditures from federal funds included additional teacher professional development, additional tutoring, diagnostic tools, conferences, parent workshops, and teacher collaboration.

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

In 2022 – 23, Lawndale Elementary School District is projecting it will receive $17,530,016.00 based on the enrollment of foster youth, English learner, and low-income students. Lawndale Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Lawndale Elementary School District plans to spend $19,675,935.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

Prior Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the LCAP	$14,378,851
☐ Actual Expenditures for High Needs Students in LCAP	$14,435,544

$ 0 $ 5,000,000 $ 10,000,000 $ 15,000,000 $ 20,000,000

This chart compares what Lawndale Elementary School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Lawndale Elementary School District 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, Lawndale Elementary School District's LCAP budgeted $14,378,851.00 for planned actions to increase or improve services for high needs students. Lawndale Elementary School District actually spent $14,435,544.00 for actions to increase or improve services for high needs students in 2021 – 22.

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Lawndale Elementary School District	Lety Varela Director of Teaching and Learning	Lety_varela@lawndalesd.net 310-973-1300

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).

The district has a well-established LCAP Educational Partner Advisory Committee that has worked closely together across the past three years to study data and gather meaningful input that drives district planning. The committee is comprised of 18 members and includes parents, classified and certificated staff, site and district administration. The committee also includes representation from bargaining unit leadership as well as classified and certificated staff that support students in our Special Education program.

The district's LCAP Committee reconvened in Fall 2021 to consult on the use of the additional funds and how to best address both social-emotional and academic challenges faced by our students. Meetings were held on October 18, November 15, and February 7th to review data and make recommendations related to the additional funds. Meetings are held virtually through Zoom and are two hours long.

The committee began by looking at student data with a focus on unduplicated pupils as an anchor for all of the conversations to follow. The data included a longitudinal view of language arts and math proficiency going back to the 2017-18 school year. The unduplicated pupil data was shared at every meeting and was there as a visible reminder that our conversations had to focus on the needs of our unduplicated pupils. The LCAP committee reviewed a variety of proposals from different educational partners. Proposals included unduplicated pupil targets, identified needs, and progress monitoring data. Proposals were developed by school site Social Workers, Director of Student Support Services, middle school administrators, Counselors and Library Media Specialists, classroom teacher leaders, classroom teachers, parents, and district administrators.

The committee worked in teams to discuss the proposed actions and they recorded benefits, challenges and wonderings. The committee had the opportunity to propose novel ways to support students through conversations about student need, data to monitor progress, and evidence of success. Individual members were given time to review, consider, and prioritize. Teams then worked through prioritizing ideas and made recommendations on what to implement.

Recommendations were presented at a public board meeting in February. A survey went out to all families in December to gauge levels of engagement and solicit feedback and input.

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.

The LCAP Committee determined that the following additional certificated and classified site staff for our unduplicated pupils would provide the biggest benefits to their academic, social, and behavioral development:

Bilingual Math TOSA:

The Lawndale Dual Immersion Program will continue to expand because of the continued demand by our parents. We continue to have a waitlist at the beginning of every kindergarten school year and it's because students in the program achieve at higher rates than other students. As the program continues to grow, we need to continue supporting students, teachers, parents, as well as administrators. We need a full time bilingual math TOSA that can provide parent meetings and workshops to parents in Spanish about Spanish curriculum and instruction. We need a bilingual math TOSA that understands second language acquisition and can support teachers with the teaching of two languages.

Math continues to be a challenge at our middle schools especially for our English Learners. We need a 2nd math TOSA at the middle schools so both can work together to meet the needs of the Long Term English Learners (LTEL) in grades 6-8th. Many of these students are enrolled in math support classes and we need a math TOSA that understands not only math standards but the ELD standards and how to support the needs of our LTELs. These are the students that struggle the most in mathematics.

STEM TOSA:

Mitchell elementary is working with a committee to implement a new STEM program. The STEM TOSA will work directly with students and teachers to implement a STEM program that integrates into other content areas and builds into the middle school STEM elective. Our low income students and parents have a strong interest in receiving the same opportunities as wealthier communities and have expressed an interest in interactive and immersive STEM programs for their students. Our low income students will benefit from a STEM TOSA that can work to implement the program effectively.

Elementary PE teachers and Elementary PE instructional aides:

The addition of elementary PE teachers and elementary PE aides at two elementary schools will allow teachers to have weekly collaboration time with our ELA, Math, and EL teacher leaders in order to follow up on professional development, analyze student data, and plan. In addition, teachers will be able to participate in Lab Days once a month where grade levels can collaborate on a

lesson, teach the lesson, debrief and modify the lesson all in one day. Teachers will be able to have job embedded collaboration time to plan for the different needs of our struggling English Learners in language arts but specifically in mathematics which is where we see the biggest needs.

Additional Assistant Principal:

Parent interest in virtual learning began in the 2020-21 school year and for several parents, it continues to be a program of choice. Twain elementary provides instruction to all LESD students enrolled in the Independent Study Program. The program serves 155 students from TK-8th. Most of the students enrolled are low income and in order to continue meeting the needs of these interested families, in virtual learning for their students and providing the best program possible, we need a dedicated administrator to fully support the program.

Early Education TOSA and Early Education Support Providers:

As the Transitional Kindergarten Program continues to grow, so do the needs by students, teachers, and parents in that program. The Early Ed TOSA will lead the Early Ed Committee that will work on supporting the TK instructional program. The program currently holds 80 students and will grow the next school year potentially by 38 more students The Early Ed TOSA and Support Providers will work together with TK teachers to support developmental and academic needs for our low income students interested in early education for their children.

Elementary Instructional Technology Teachers and Technology Support Specialist:

As a result of the Pandemic, LESD went one-to-one in a matter of months. We are still uncovering different needs as a result of the overnight transition. 83% of our students live in low income homes and did not have dedicated devices at home for school work. To address this need, devices were deployed to all TK-8th grade students. An additional technology support specialist will support the continued needs by students and parents as it relates to troubleshooting hardware and software issues by our low income families. The addition of Technology Teachers in the elementary is to support the continued effort for the integration of technology and implementation of 21st Century practices. These Elementary Technology Teachers will collaborate on full technology integration and coherence with middle school Technology Teachers. Our low income students need to move beyond word processing and into more engaging ways to learn and show learning using technology.

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.

The district has a well-established LCAP Stakeholder Advisory Committee that has worked closely together across the past three years to study data and gather meaningful input that drives district planning. This group convened on August 28, 2020, September 4, 2020, February 24, 2021, March 24, 2021, April 21, 2021 and May 12, 2021 to review data and make recommendations related to large scale district planning. In addition, this data and input was reviewed with the DPAC on September 11, 2020 and the DELAC on September 9, 2020. School Site Councils received updates on district planning throughout the year.

The district's LCAP Stakeholder Advisory Committee reconvened in Fall 2021 to consult on the use of these funds and how to best address lost instructional time and also address both social-emotional and academic challenges faced by our students. The committee is comprised of 18 members and includes parents, classified and certificated staff, site and district administration. The committee also includes representation from bargaining unit leadership as well as classified and certificated staff that support students in our Special Education program.

LESD engaged in meaningful consultation with the Stakeholder Committee this year on September 13 and September 27 through virtual Zoom meetings. The committee began by looking at data for our students with a focus on unduplicated pupils as an anchor for the conversations to follow. The data included a longitudinal view of language arts and math proficiency going back to the 2017-18 school year. The unduplicated pupil data was shared at every meeting and was there as a visible reminder that our conversations had to focus on what would impact students. Various district stakeholders proposed a variety of actions to the committee. Proposals were developed by school site Social Workers, Director of Student Support Services, middle school administrators, Counselors and Library Media Specialists, classroom teacher leaders, classroom teachers, parents, and Director of Special Education.

The committee worked in teams to discuss the proposed actions and they recorded benefits, challenges and questions. The committee had the opportunity to propose novel ways to support students through conversations about student need, data to monitor progress, and evidence of success. Individual members were given time to review, consider, and prioritize. Teams then worked through prioritizing ideas and made recommendations on what to implement.

LESD engaged in meaningful consultation with our middle school students through their Period 8 in-person class. Our Middle School Language Arts specialists presented recommendations to the Student Leadership Teams at both middle schools and collected student opinions and suggestions. The middle school leadership team overwhelmingly agreed that lower class sizes benefited students. They felt this led to an increase in teacher-student interactions as well as teacher-student support. Students felt that summer school needed to be shorter and more fun instead of academic. Students agreed that social-emotional supports were needed even though most reported never accessing. They felt teachers should continue to receive professional development in this area and that students should continue to be encouraged and motivated to participate in.

Recommendations were presented at a public board meeting prior to adoption. The proposed plan was shared electronically with the district community for input and made available to the public at large on the district website.

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.

Health and Safety services implemented as of January 2022:

Successes:

Student and Staff Technology: Replacement and additional devices were purchased for students and staff to maintain the 2:1 and 1:1 student to device ratios that have expanded to grades TK-8 and build student 21st century skills. Filtering was added to devices

for security purposes. Hotspots continue to be provided for students to ensure wifi access while at home. Cases and software required for all devices continues to be purchased.

Indoor Air Quality: Replacement HVAC and air purifier filters were purchased to maximize air filtration.

Safety Supplies and Training: Purchase safety equipment and supplies. The district replenished personal protective equipment, cleaning and disinfection supplies and testing programs to ensure student and staff safety and to comply with CDC, State and Local requirements. Release time or additional hourly pay for certificated and classified staff was provided for the purposes of accessing vaccinations or boosters, completing safety training, or engaging in work related to campus safety and other related COVID-19 mitigation costs.

Outdoor/Indoor Seating Expansion: Furniture was purchased as well as outdoor coverings to expand outdoor dining for students for safety purposes.

Challenges:

We have experienced challenges due to supply chain issues in ordering and receiving some of our furniture. It has all been received as of January 2022. We have also experienced challenges related to testing supplies due to the COVID surge that occurred this winter. We have worked to address these challenges and are currently on track to receive the supplies we have ordered.

Academic Supports implemented as of January 2022:

Successes:

Training of Social Workers: Student Support Services has contracted with Trajectory of Hope to provide Social Workers (SW) with monthly professional development days. The SW team has met with Trajectory of Hope and recommended three book titles for consideration. The SW team voted and selected to study Racial Healing Workbook by Anneliese A. Singh. The SW team have had two book study sessions (12/16/21 and 1/6/22) to discuss and process chapters one and two as a collective. The SW team also consulted with Trajectory of Hope on 12/2/21 to help with the planning of Social Emotional Learning (SEL) Professional Development (PD) #2 that took place 12/9/22 (middle schools) and 1/20/22 (elementary schools). The next consultation meeting and book study will take place 2/10/22.

Additional Classroom teachers: Additional classroom teachers were hired to support students in Independent Study, to support long term absences related to COVID, as well as a contract with SchoolsPLP for middle school students in Independent Study. We were able to onboard the needed staff to support the 160 students in independent study. The program was housed at one site in order to centralize supervision, academic, social-emotional, and behavioral support. We were able to hire additional staff that has become invaluable in covering extended absences related to COVID. These additional certificate teachers have allowed for continuity of instruction for all of our students. These additional teachers have been able to become part of the Lawndale system and are able to better support our students instead of relying on outside substitute teachers. Due to nation-wide staffing shortages, we have not been able to hire all of the additional teachers we wanted, so this has been a challenge.

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 Stakeholder Advisory Committee has been working together for three years and has an understanding of how to use data and research to steer conversations and guide recommendations that best meet the needs of our students. The members of this committee serve as representatives for key local groups and funnel all recommendations, suggestions, proposals from teachers, students, parents, teachers, and administrators. The committee discussed and prioritized services for our unduplicated pupils through the Learning Continuity Attendance Plan, Expanded Learning Continuity Plan, ESSER III, as well as the LCAP. This created coherence between all of the plans and, thus, all services provided to students.

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

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

Introduction

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

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

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

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

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

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

Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

California Department of Education
November 2021

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Lawndale Elementary	Lety Varela Director of Teaching and Learning	lety_varela@lawndalesd.net 3109731300

Plan Summary 2022-2023

General Information

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

Lawndale Elementary School District (LESD) continues to undergo significant systemic and instructional changes as a result of the pandemic and our moral imperative that is reflected in our district vision statement, "Champions for equity & access for all". This vision can only be realized through constant change and constant improvement. Lawndale is a place of growth where ALL actively practice "continuous improvement". The expectation for parents, students, staff, teachers, and administration is to intentionally collaborate to get better at what we are doing.

Lawndale serves students from preschool through grade eight. Six elementary schools serve Kindergarten through 5th grade: William Anderson, William Green, Billy Mitchell, Franklin D. Roosevelt, Lucille J. Smith, and Mark Twain. In addition, Anderson, Green, Mitchell, and Roosevelt serve our families with an all-day Transitional Kindergarten program. Our state preschool program provides sessions at several of our elementary schools serving over 200 students. Jane Addams Middle School and Will Rogers Middle School serve students in the 6th, 7th, and 8th grades.

Of our 4,697 pupils, 75% are Latino, 10% African American, and 4.4% White. Our English Learners make up 26.1% of the population and 83.8% of our students receive Free or Reduced lunch meals.
LESD proudly boasts a diverse student population with approximately 43.6% of students arriving at school with exposure to another language in the home. The most common home languages include: Spanish, Vietnamese, and Arabic. To capitalize on this asset, Mark Twain Elementary School supports a Dual Immersion Spanish program. Students in that program matriculate to Will Rogers Middle School to expand their mastery of literacy in both English and Spanish.

Reflections: Successes

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

Lawndale has the responsibility of ensuring that students continue to reach academic excellence in order to be college and career ready. To that end, LESD is in a constant state of systemic and instructional improvements leading to many successes.

Our biggest success was opening all of our schools for in-person instruction and making sure that all of our families felt safe in sending their students back to our campuses. This was a heavy lift because we had to plan for the opening of our campus doors with so many unknowns related to COVID. Once our doors opened, every single staff member, student, and parent had to remain flexible in order to meet and quickly adjust to the frequent updates to the LA County Department of Health COVID

guideline. It took great effort by all staff including students and parents leading to 97% of our students attending school in-person and only 3% in Independent Study (IS). Students can learn virtually, and have been, but school is not only about academics, it also teaches the social and behavioral skills needed to successfully interact with each other. We've been able to keep high enrollment in-person all school year and plan to have even more of our students in-person next year. We plan to build on this success by continuing to support all of our Safe, Clean, Ready processes and practices established this school year. All parents with students in the Independent Study program conferenced with the IS Principal towards the end of the school year to discuss plans for the next school year. Most of the reasons given for choosing the IS program over in-person instruction was COVID related and social/emotional related.   We plan to continue meeting with parents in order to answer questions and any new or lingering concerns so parents feel safe in returning their student(s) back to their classrooms with their peers and teachers. We also plan to continue supporting students in our Independent Study program with any new and or lingering social and emotional concerns related to returning to school sites.

Last school year, our Language Arts Specialists, English Learner Resource Teachers, and Math TOSAs (teacher leaders), dedicated the year supporting teachers with how to do "all things school" virtually. Our teacher leaders this school year successfully supported teachers with how to do "all things school" while wearing masks, desks in rows, students facing forward, three and/or six feet apart from one another, no mixing of students, and no sharing of material. The success was that students remained at the center of the work and we all learned to teach and learn in spite of these challenges. Around Trimester II, some classrooms slowly began reintroducing best practices. To build on this success, our teacher leaders will continue supporting teachers with the reintroduction of the structures, practices, and strategies we know support teaching and learning. The district wide focus will be on returning to purposeful questions and academic conversations that deepen student understanding and critical thinking.

Based on a review of local data, the majority of our grade levels have maintained similar levels of performance when compared to pre-COVID years. Our teachers, support staff, and site administrators have worked hard to provide effective professional learning, collaboration, planning time, interventions, social skills, counseling, additional staff, behavior modification strategies, and parent workshops in order to prevent significant learning loss. To continue to build on this success, Ed Services in collaboration with site leadership teams, have dedicated time to conversations about where we are now with our instructional focus, what will be our work, and where we want to be at the end of next school year.

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.

Our biggest challenge is meeting the needs of our English Learners. This school year 17% of our English Learners reclassified, which is comparable to districts in the Los Angeles area. A success is that our reclassified students continue to outperform most subgroups. The challenge is continuing to meet the needs of English Learners that don't reclassify. A gap between ELs and non-ELs usually began around 2nd grade. This school year we noticed that a gap, for the first time, appeared in Kindergarten when comparing Decoding proficiency for ELs to non-ELs. More specifically, the gap appeared for English Learners that were also part of the Socio-Economic-Status (SES) subgroup. Non-SES English Learners performed comparable to the larger group. To address this challenge, the district will implement improved progress monitoring tools that will allow teachers to respond sooner to EL students that show early signs of academic needs. The data from these tools will allow for more appropriate and timely leveling of students during the ELD period. Our English Learner Instructional Resource Teachers (ELIRTs) will support and provide professional development on the updated progress monitoring tools. In turn, our ELIRTs will receive professional development opportunities to support their learning and implementation of these updates.

A second challenge for this school year was updating our system, structures, practices, and strategies fast enough to meet the needs of students struggling social-emotionally or with behavior skills. Families struggling with COVID related challenges as well as being isolated at home for a full school year left students with social emotional and behavior difficulties. Our new Director of Student Support Services along with our District and site Social Workers have been working hard to both address students demonstrating needs as well as searching for students that may experience difficulties. That team has been collaborating with our Director of Special Education and our contracted Behavior Specialist to support both students demonstrating behavioral needs as well as searching for students that may experience difficulties. For the new school year, the departments will continue to collaborate in order to continue updating our systems, especially in how we collect social, emotional, and behavioral data in order to correctly identify Tier 1, Tier 2, and Tier 3 students and corresponding structures and practices.

LCAP Highlights

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

LESD is deeply committed to raising the bar and closing learning gaps for all students. As a result, the board made a resolution that translated into the following 4 goals that connect to state and local priorities and highlight what drives our LCAP as well as key features:

Goal 1: Increase Academic Achievement: Ensure all students learn through access to high quality actions and services that increase academic achievement and civic, career, and college readiness.
-Improved support for our classified staff through Professional Learning that continues to increase their capacity to support our low income students and families
-Continued support for teachers and teacher leaders to plan, teach, and learn together through the addition of Lab Days

Goal 2: Ensure Access and Equity: Provide high quality actions and services to eliminate barriers to student access to required and desired areas of study.
-The addition of an Early Education Lead Teacher and Early Education Support Providers in order to support refinements as well as the expansion of our Transitional Kinder Program
-The addition of two bilingual math Teachers On Special Assignment to support teachers teaching and students learning math in Spanish
-Time for grade level collaboration that supports instructional planning for student needs
Improved systems of intervention during and after-school that are evaluated for effectiveness and supported by our site Language Arts Specialists
-Additional supports for unduplicated pupils participating in Independent Study

Goal 3: Improve Parent and Student Engagement: Ensure all school sites have safe, welcoming, healthy and inspiring climates for all students and their families, so that all students are behaviorally and academically engaged in school and ready to learn.
-School Community Liaisons work hard to build parent involvement and engage more parents. The Liaisons have quickly become a strong resource to parents and continue to work on empowerment through information and trainings
-Our Social workers, like our School Community Liaisons, have had a significant role in support our students return to in-person instruction and work through social, emotional, and behavioral needs
-Site support to continue to create school and classroom environments that support teaching, learning, social emotional development, and behavior skills through PBIS

Goal 4: Provide 21st Century Learning Environment: Invest in optimal learning environments that enhance student learning and ensure safety.
-Increased technology support to provide our unduplicated pupils with the same opportunities that neighboring districts provide their students as it relates to experience with software, hardware, and technology integration
-Improvements to our Programming and Engineering Program at our middle school continues to prepare our students with additional skills, knowledge and interest

These expenditures aim to increase and improve the educational experiences for our low-income students, English Learners, and foster youth resulting in academic success and the closing of achievement gaps.

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.

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

Engaging Educational Partners

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

The district's LCAP Educational Partner Advisory Committee has worked closely across the past three years to study implementation, data and gather meaningful information in order to provide input on LCAP actions that drive district planning. The committee continued to meet throughout the year via Zoom in order to meet all LA County Department of Health Guidelines:

Meeting Dates   Meeting Times
Sep 13, 2021   3:15-5:15 pm
Sept 27, 2021   3:15-5:15 pm
Oct 18, 2021   3:15-5:15 pm
Nov 15, 2021   3:15-5:15 pm
Feb 7, 2022   3:15-5:15 pm
March 22, 2022   3:15-5:15 pm
April 18, 2022   3:15-5:15 pm

The committee always benefits by looking at student data with a focus on unduplicated pupils as an anchor for all of the work and conversations to follow. The data the committee reviewed included a longitudinal view of language arts and math proficiency data going back to the 2017-18 school year.

This year the committee spent most of their time understanding where we were with implementation of action items, looking at data and discussing how to improve outcomes for our unduplicated pupils. We selected a managle number of actions to dig deep into in order to make informed recommendations about improvements for the new school year. Parent committee members regularly reported back to DELAC and the District Parent Advisory Committee in order to engage a wider audience. Site and district administrators as well as bargaining unit committee members were encouraged to regularly report information back to their constituents.

Parents received several surveys throughout the school year in order to reconnect and identify strengths and areas of need now that school was back in-person. Parent surveys focused on collecting information regarding technology, social emotional learning, behavior, instructional software, and school connectedness. Surveys connected to LCAP Goals 3 and 4.

Our classroom teachers had the opportunity to provide feedback on a new structure for collaboration under Goal 1. Teachers had the opportunity to do what we called "Lab Days" which is a day where grade levels get together to plan a lesson, someone teach the lesson while the others observe students, and then reflect and update the lesson. We had over 30 Lab Days this school year and collected meaningful data for Goal 1.

Our teacher leaders met with our middle school Student Leadership Teams and engaged them in a conversation regarding supports for students through the LCAP. Teacher leaders prepared Google Slides in order to facilitate sharing of the draft LCAP actions. They explained actions, asked and answered questions, and collected student thinking through a survey. Students also had the opportunity to indicate through a survey what supports they found more valuable from this current school year.

The District Parent Advisory Committee (DPAC)and the District English Learner Parent Advisory Committee (DELAC) participated in several presentations from the Superintendent regarding distance learning, instruction, services and the LCAP. The formal presentation took place May 25, 2022. The superintendent responded in writing to any comments from the district parent advisory or district English learner advisory committees prior to submitting the LCAP to the local board for adoption.

The district met with the SELPA director in March and discussed current actions that supported English Learners and SES students that were also receiving Special Education services.

The Superintendent met with both Classified and Certificated bargaining units for an LCAP presentation and discussion. Since the LCAP Stakeholder Advisory Committee has a strong representation from both bargaining teams, the conversation focused on clarifications and explanations of certain action items.

The District Leadership Team, which includes Directors, Coordinators, principals, and assistant principals also had the opportunity to give input on the draft LCAP. This conversation prepared site administrators to share the LCAP to School Site Councils.

At the June 9th , 2022 board meeting, a public hearing was held for public comments and for the opportunity to submit written comments regarding the LCAP actions and expenditures. The LCAP will be adopted by the board at the June 21st, 2022 board meeting.

A summary of the feedback provided by specific educational partners.

Feedback provided by LCAP Advisory Committee:

Conversation and feedback by the committee was focused on the following actions:
Goal 1: Academic Achievement
Action 2 Supplemental Instructional Program Material
Action 7 Physical Education Program Support/Collaboration
Goal 2: Access and Equity
Action 1 TK/K Instructional Supports
Action 3 Support for Teaching and Learning
Action 5 Site Specific Targeted Instructional Supports
Goal 3: Student and Parent Engagement
Action 1 Social Emotional Student Engagement Support
Goal 4: 21st Century Learning
Action 2 Technology and 21st Century Support

Feedback provided by Parents
 A majority of the parents that responded to the survey indicated a preference for texts and emails as the primary way to continue communication between school and parents.

Feedback provided by classroom teachers on a new structure for collaboration under Goal 1. Teachers had the opportunity to do what we called "Lab Days" :
-Working together as a grade level with the teacher leader was valuable
-Analyzing student work was valuable
-Observing someone teach the lesson was valuable
-Discussing and debriefing was valuable

Feedback provided provided by SELPA
There is strong collaboration between the special education leaders and general education teacher leaders
There is strong communication and collaboration between Director of Special Education and Director of Teaching and Learning
SELPA can provide support for Inclusion Professional Learning for teachers and administrators

Feedback provided provided by Classified and Certificated bargaining units
Because we have both classified and certificated members in the district LCAP Educational Partners Committee, there was no additional feedback by our bargaining units.

Feedback provided provided by District Leadership Team
Questions and conversation from the district Leadership Team focused around supports for our African American student group. Sample questions: Why are our African American students not "unduplicated pupils"?   How are we supporting these students through the LCAP? What are sites doing?

Feedback provided by MIddle School Student Leadership Team:
Students gave input on social emotional and behavioral supports provided by site social workers and counselors
Many of the respondents reported never accessing these services
Those that had accessed services reported that staff was supportive and had no improvements to recommend
Some students reported that:
    More communication was needed so students can be aware of these services
    Make sure everyone feels safe at school
    Make sure staff builds trust with students
    The majority of students reported that Wifi was too slow

Feedback provided provided by District English Learner Advisory Committee (DELAC) and District Parent Advisory Committee (DPAC):
Sample LCAP logistics questions:
Is it possible to describe or tell us in general what things are going to be changing this year as opposed to last year? In terms of the 3 columns on slide 5.
Who are the other parents that were involved in the LCAP and from what schools?

Sample questions outside of LCAP:
Parent volunteers in the classrooms maybe for next year?

Sample questions related to LCAP updates:
Can my daughter be enrolled in the (dual immersion) program if she'll be in first grade next year? She wasn't chosen for the program in kindergarten
Are parents able to recommend certain supports for future school years for the advisory committee to consider? Although the numbers are not as high as other demographics, the Special Education programs are in need of additional support
 Also, wondering if there are more recess supervisors hired now for the elementary schools
I understand the importance of technology but why give homework to kinder on a tablet when they need to practice their writing and spelling?

The LCAP Advisory Committee focused their conversations on a few actions that played major roles during the current school year. Their recommendations changed the direction for several LCAP actions:

Goal 1: Academic Achievement
Action 2 Supplemental Instructional Program Material. A subcommittee continues to examine the effectiveness/impact of instructional software purchased for teachers and students. The committee wants to understand if instructional software is being implemented with fidelity, are teachers receiving training, what standards are being addressed, how are low income students performing? The district has provided additional professional development opportunities and continues to refine processes. The district will continue to examine purchased instructional software in order to meet the recommendation from the committee
Action 7 Physical Education Program Support/Collaboration. Additional elementary teachers will be hired in order to provide weekly grade level collaboration time with teacher leaders, grade level Lab Days, small group time, as well as structured recess activities for students

Goal 2: Access and Equity
Action 1 TK/K Instructional Supports. An Early Ed Lead Teacher will provide support to TK teachers district wide and support the expansion of the TK program
Action 3 Support for Teaching and Learning. Lawndale is opening up a second Dual Immersion school and two bilingual math Teachers on Special Assignment were hired to support teaching learning math in Spanish
Action 5 Site Specific Targeted Instructional Supports. An additional Assistant Principals will support the TK8th grade Independent Study program at three of our sites.

Goal 3: Student and Parent Engagement
Action 1 Social Emotional Student Engagement Support. Our social workers will continue to receive opportunities to participate in professional development in order to build their capacity to support staff and students. The district will partner with LACOE to provide differentiated PBIS support to our sites.

Goal 4: 21st Century Learning
Action 2 Technology and 21st Century Support. An additional Computer Technician will support our Independent Study families as well as the large number of student devices issued to students

Parent respondents indicated a preference for text and email communication, as a result, the district will continue to support site Zoom licenses for parent meetings as well as parent outreach actions under Goal 3   Parents reported academic and social emotional successes for this school year and also reported the need to continue getting better at supporting academics and social emotional skills. We will continue to support with built in time during the day for professional learning as well as collaboration time in order to discuss and plan for student needs.

Our classroom teachers had the opportunity to provide feedback on a new structure for collaboration under Goal 1. Teachers had the opportunity to do what we called "Lab Days". We had over 30 Lab Days this school year and collected meaningful data for Goal 1. Structures to support Lab Days next school year will be added to our LCAP. This school year we relied on Substitute teachers to provide grade level coverage and there were several occasions where Lab Days had to be canceled or moved because of Substitute Teacher shortages. For next school year, the additional elementary PE teachers will be able to provide the release time needed for Lab Days to be available to all grade levels at all elementary sites.

Goals and Actions

Goal

Goal #	Description
1	Increase Academic Achievement: All students will continue to increase proficiency in language arts, mathematics, English language, and science as demonstrated by state and local assessments.

An explanation of why the LEA has developed this goal.

The primary goal of any school is to make sure that students are making academic progress every year by meeting grade level standards established by the state. LESD's goal is to make sure that our 8th graders leave ready for high school and ready for college or specific trade. This is why Lawndale is focused on standards based instruction for all core content areas, professional development, teacher collaboration, supplemental material, and assessments starting with Transitional Kindergarten and Kindergarten students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Percent of students scoring Proficient and Exceeded on ELA SBAC	2018-19 50.10%	2018-19 50.10% Current data not yet available			59%
Percent of students scoring Proficient and Exceeded on LA Benchmark	2020-21 Tk-5th T1 Unit: 27.3% Tk-5th T2 Unit: 27.8% 6th T2 IAB: 23% 7th T2 EWP: 47% 8th T2 EWP: 49%	2021-22 Tk-5th T1 Unit: 17.9% Tk-5th T2 Unit: 27.3% 6th T2 IAB: 29% 7th T2 EWP: 52.5% 8th T2 EWP: 45%			Tk-5th Unit T1: 36.3% Tk-5th Unit T2: 36.8 6th T2 IAB: 32% 7th T2 EWP: 53% 8th T2 EWP: 55%
Percent of students scoring Proficient and Exceeded on Math SBAC	2018-19 39.02%	2018-19 39.02% Current data not yet available			48%
Percent of students scoring Proficient and Exceeded on Math	2020-21 Tk-5th T1: 52.7% Tk-5th T2: 49.8%	2021-22 Tk-5th T1: 50% Tk-5th T2: 54%			Tk-5th: T1: 61.7% Tk-5th: T2: 58% 6-8th T1: 51.3% 6-8th T2: 48.4%

T1, T2 Benchmark	6-8th T1: 45.3% 6-8th T2: 42.4%	6-8th T1: 48% 6-8th T2: 18%			
Percent of students demonstrating growth of a minimum of 50 scale score points on ELPAC	2018-19 30%	2021-22 29%			36%
Percent of students Met or Exceeded on CAST	2018-19 8th: 30.59%	2018-19 8th: 30.59% Current data not yet available			8th: 35%
Percent of sites meeting Basic Services through the Williams Report	2020-21 Textbooks: 100% Facilities: 98.03% Not fully credentialed: 1 Not appropriately assigned: 6	2021-22 Textbooks: 100% Facilities: 98.15% Not fully credentialed: 0 Not appropriately assigned: 20			Textbooks: 100% Facilities: 98.03% Not fully credentialed: 0 Not appropriately assigned: 0
Local Performance Indicator: Increase the amount of professional development provided to teachers on the California Science Standards.	2019-20: 4 professional learning opportunities 2020-21 0	2021-22 5 professional learning opportunities			4 professional learning opportunities

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development	Teachers will receive two days of professional development. For this new school year, aside from safety guidelines, one area of focus will be assessing our low income, EL, foster, and homeless students in order to begin the school year with appropriate instruction. Another focus will be on , reestablishing school community and relationships for our unduplicated pupils. The ELA Professional Development TOSA will develop and coordinate the professional learning as well as provide additional support. Classified staff will receive professional development throughout the school year. For this school year, the focus will be on safety guidelines to make sure everyone is following protocols and keeping students safe.	$672,492.00	Yes
2	Supplemental Instructional	Materials and supplies will be purchased for classroom teachers as well as additional	$730,500.00	Yes

	Program Material and Supplies	resources in order to supplement the existing instructional program. Items will include material to provide interventions for low income, EL, foster, and homeless students during small groups, push-in,or pull-out. Science software will augment instruction for our low income students since it will allow them to simulate experiences they would not have been able to participate in otherwise.. This will include diagnostic resources. The purchase and implementation of Instructional software will be closely monitored to make sure it is addressing the needs and increasing outcomes for our low income, foster, homeless, and English Learners. This monitoring will allow us to pivot to better meet the needs of our low income, foster, homeless, and English Learners as we do trimester check ins on key instructional software. Material will include planners, journals, math consumables, manipulatives to for small groups and interventions, and annotating tools for our low income students to use at school and at home.			
3	Site Professional Development & Collaboration	Sites will support site specific student English Learner and low income student needs with additional collaboration, professional development, material and specific program support. Sites provide collaboration time during the day with subs or after school with additional hours for teachers to meet with administrators and/or teacher leaders to discuss student data and plan for instruction. Data is disaggregated by subgroups in order to determine progress by our ELs, low income, foster, and homeless and who may need interventions.	$148,591.00		Yes
4	Dual Immersion Program	This Alternative Program will be enhanced to better support the needs of English Learners through the expansion of an additional DI teacher, outside of the FTE, to provide space for students enrolling from outside the district and from schools within the district. This program continues to have a wait list. The two additional Dual Immersion teachers will allow parents of English learners entering Kindergarten to participate in the program.	$910,779.00		Yes
5	Arts Program Support	Actions will be put in place to ensure effective support of the arts instructional program. Low income, foster, and EL students benefit from opportunities to engage in the arts from professionals. Actions will include funding for a middle school Arts Coordinator, art and music instructional material for middle school, and PS Arts instructors for elementary schools. The Arts Coordinator will secure two performances and provide professional development so classroom teachers can follow up on the performance and make connections to content. PS Arts will provide a music unit, arts unit, and dance unit to elementary schools. Our low income families enjoy participating in art workshops where they get to see their children as artists.	$738,470.00		Yes
6	State Testing	Funding will be provided to administer state testing for all students to ensure that student progress is monitored and actionable data is available for teachers and site leaders	$52,500.00		No
7	Physical Education Program Support	Staff and material will be provided to enhance the quality of instruction provided to our low income students in physical education. Funds will be provided to offer the Creating Opportunities for Physical Activity (COPA) program at each elementary school. This program is a support program for teachers that provides ideas for standards-based, engaging physical education through coaching and modeling. Six elementary PE teachers, eleven PE aides, and adaptive PE time will provide elementary teachers with valuable grade	$1,690,739.00		Yes

		level collaboration time to plan for specific student needs as well as Lab days and small group time. In addition, material will be purchased to enhance both elementary and middle school physical education programs in order to support relevant and stimulating courses in addition to the regular physical education classes that engage our low income, foster, EL, and homeless students.		
8	Certificated Staff	Research states that highly effective teachers and administrators produce positive student outcomes. We are committed to hiring and supporting teachers and administrators with professional learning, strategies, collaboration time, and resources to continue increasing achievement.	$28,213,815.00	No
9	Facilities Maintenance	Funds will continue to be allocated to support the general maintenance of all school facilities in order to support safer and more welcoming campuses that support teaching and learning	$214,445.00	No

Goal Analysis for 2021-2022

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.

All actions under goal 1 were implemented. When thinking of successes and challenges, in most cases they were one in the same. Providing professional learning virtually this school year in engaging and meaningful ways was a challenge that turned into a success. We started the year with professional learning experiences for both certificated and classified staff around safety and health guidelines and over the course of the school year moved into social, emotional, behavioral, and academic topics. All teachers were provided with four days of social emotional learning by our Site Social Workers. Certificated and classified staff continued to have opportunities to participate in technology related professional learning. Finding additional resources and instructional material to meet the academic needs of students was a challenge. Most of the school year we experienced delays to much needed instructional material. A success was the ability to continue to lean heavily on our devices, instructional software, and technology for successful teaching and learning. The biggest challenge to academic achievement was getting used to speaking louder and tuning our ears to hear each other while wearing masks and sitting in rows facing forward for six hours a day. Several classroom teachers slowly and successfully started shifting away from limiting classroom environments as the year progressed and health guidelines changed.

Actions supporting specific areas like Physical Education, Arts, Music, and the Dual Immersion program were implemented in order to continue providing our students with a comprehensive school program that supports attendance, motivation, and improved school climate.

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 was a material difference with Action 2 and 3. Because of the additional funds provided by the state, professional development and additional supplemental material, teacher collaboration, and teacher planning was provided through additional dollars. There was a material difference with Action 6 as a result of the unavailability of substitute teachers to support ELPAC testing. There was also a reduced need for testing material and training.

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

This school year was just as challenging as the 2019-20 Distance Learning school year. Coming back in-person was a heavy lift. That being said, our students, parents, teachers, support staff, and site administrators worked together to support teaching and learning. Our data shows that we maintained progress and did not experience significant learning loss even through the COVID surge. Our data shows that we scored similar to prior school years but we want much more for our students and have continued to work together to plan for bigger gains in the new school year. The district office and school sites (Action 3) remain committed to analysis, collaboration

(Action 7), professional learning (Action 1), innovation, and targeted support in order to continue refining our research-based practices, improving instruction, and increasing outcomes for our unduplicated pupils.

Our local data indicates progress for most of our grades in Language Arts. LESD was very concerned about how our TK and Kinder students would perform since classroom configuration and environments had significantly changed as a result of the LA Department of Health Guidelines. LESD was also concerned with first grade students since most of their schooling had been virtual.   We were worried about these lower grades not having the strong foundation they needed to carry them into the future grades. An analysis of our current TK students demonstrates favorable progress throughout the school year. At the end of Trimester II, 51% of our 95 TK students, including significant subgroups, were proficient with Letter Sounds. We also noticed that Kindergarten students that participated in TK did better than students that hadn't. Our Kinder students that participated in TK ended Tri II with 58% Decoding proficiency compared to 49% by Kinder students that hadn't.

Our first grade students, after being introduced last school year to school and to kindergarten via Zoom, demonstrated steady growth in their return to in-person instruction. First grade students that participated in TK demonstrated the most growth ending Trimester II with 70% Decoding proficiency. First graders enrolled since kindergarten also demonstrated steady growth ending Trimester II with 57% Decoding proficiency. Our 2nd, 3rd, 4th, and 5th grade students showed growth through Trimester II and didn't see large dips in proficiency as a result of the January COVID surge where we had hundreds of students quarantine at home because of close contact guidelines. Our elementary Dual Immersion (Action 4) students on the Trimester II STAR Math assessment scored 77% compared to the 52% for all 2-5th graders. The EL students in the Dual Immersion program scored 65.4% proficient on Tri II STAR Math, which is higher compared to non-DI classes. Our middle schools maintained similar proficiency percentages prior to COVID. Our current reclassification average is 11% which is comparable to pre-COVID rates.

After analyzing longitudinal data math data, it was noted that trends in math prior to COVID continued through the pandemic into the current year. A trend that persisted was the difficulty in increasing proficiency in mathematics from Trimester II to Trimester III starting in second grade. There's a large jump in numbers 2nd grade students need to be flexible with and so addition and subtraction becomes more difficult when working in the thousands. After second grade, our teachers and students struggle to regain the larger proficiency numbers from the earlier grades. This trend also appears in 5th grade when we compare the proficiency numbers from this year's 5th graders and when they were Kindergarteners.

Language Arts Proficiency

	Screener	Tri I	Tri II
TK Letter Sound (#95)	16%	51%	51%
TK to K Cohort Letter Sound (#60)	33%	62%	78%
TK to K Cohort Decode (#60)			58%
K Letter Sound (#338)	7%	43%	75%
K Decode (#338)			49%
TK to K to 1st Decode Cohort (#70)	56%	58%	70%
TK to K to 1st Fluency Cohort (#70)	54%	54%	63%
1st Decode (#350)	37%	49%	57%
1st Fluency (#350)	47%	46%	54%
TK to K to 1 to 2nd Fluency Cohort (#37)	50%	47%	60%
TK to K to 1 to 2nd STAR Cohort (#37)	52%	44%	65%
2nd Fluency (#366)	50%	65%	64%
2nd STAR (#366)	50%	41%	65%

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.

Actions under Goal 1 will continue into the next school year. Our focus is on improving those services for our unduplicated pupils. An adjustment to the dollar amount will be made to action 7. Currently our six elementary schools share four credentialed Physical Education (PE) teachers and four Physical Education Paraprofessionals. The district will hire additional elementary PE teachers and PE aides in order to provide all elementary school teachers built in time during the school day for grade level collaboration, grade level lesson study sessions, as well as small group instruction. An adjustment will be made to Action 4. The Dual Immersion program continues to be an interest to our families. In order to meet this need we are adding two more Kindergarten DI teachers in order to allow our English Learners to participate in this program.

Dollar amounts will be adjusted to reflect enrollment numbers, need, and salary increases.

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	Ensure Access and Equity: All students will continue to increase proficiency in language arts, mathematics, science, and English language proficiency as demonstrated by state assessments and reclassification numbers. Data will be disaggregated to monitor progress for our English Learners, Low Income Pupils, Homeless, Foster, African American, Reclassified Pupils and a subset of Students with Disabilities

An explanation of why the LEA has developed this goal.

Goal number one was about making sure that students meet grade level standards at the end of each grade level in order to be ready for high school and beyond. Goal 2 is about making sure that all students meet this target and so we focus on significant subgroups and make sure that additional supports are put in place to make sure all students succeed. Supports come from our teacher leaders as well as the additional programs like full day transitional kinder and Saturday School that help provide differentiated support to our unduplicated pupils

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Percent of students scoring Proficient and Exceeded on LA SBAC	2018-19 SES: 48% EL: 21% AA: 42% Sped subset: 33% Foster: 50% Homeless: 35% RFEP: 71%	2018-19 SES: 48% EL: 21% AA: 42% Sped subset: 33% Foster: 50% Homeless: 35% RFEP: 71% Current data not yet available			SES: 57% EL: 30% AA: 51% Sped subset: 42% Foster: 56% RFEP: 80% Homeless: 44%
Percent of students scoring Proficient and Exceeded on LA Benchmark	2020-21 Benchmark Unit SES: 20% EL: 14% AA: 21% Sped subset: 21% Foster: 0 Homeless: 17% RFEP: 17.2%	2021-22 T2 Benchmark Unit SES: 22.5% EL: 15.5% AA: 27% Sped subset: 22.4% Foster: 0 Homeless: 15.8% RFEP: 29.5%			Benchmark Unit SES: 29% EL: 23% AA: 30% Sped subset: 30% RFEP: 26.2% Foster: 9% Homeless: 26% RFEP: 26.2%
Percent of students	2018-19	2018-19			SES: 47% EL: 29%

scoring Proficient and Exceeded on Math SBAC	SES: 38% EL: 20% AA: 27% Sped subset: 33% Foster: 17% Homeless: 22% RFEP: 53%	SES: 38% EL: 20% AA: 27% Sped subset: 33% Foster: 17% Homeless: 22% RFEP: 53% Current data not yet available			AA: 36% Sped subset: 43% Foster: 26% RFEP: 62% Homeless: 31%
Percent of students scoring Proficient and Exceeded on Math T1, T2 Benchmark	2020-21 Tk-5th T2 SES: 47% EL: 42% AA: 44% Sped subset: 53% Foster: 36% Homeless: 42% RFEP: 49.4% 6-8th T2 SES: 41% EL: 12% AA: 36% Sped subset: 54% Foster: 57% Homeless: 20% RFEP: 36.1%	2021-22 Tk-5th T2 T2 Benchmark Unit SES: 53% EL: 43% AA: 45% Sped subset: 58% Foster: 30 Homeless: 43% RFEP: 70% 6-8th T2 SES: 42.6% EL: 22.1% AA: 38.2% Sped subset: 45.5% Foster: 0 Homeless: 27.1% RFEP: 50.1%			Tk-5th T2 SES: 56% EL: 51% AA: 53% SWD Language: 62% Foster: 45% Homeless: 51% RFEP: 58% 6-8th T2 SES: 50% EL: 21% AA: 45% Sped subset: 63% Foster: 69% Homeless: 29% RFEP: 45%
Percent of students Met or Exceeded on CAST	2018-19 8th grade SES - 29% EL - 5% AA - 22% Sped subset: 17% Foster - 0 Homeless - 100% RFEP: 38%	2018-19 8th grade SES - 29% EL - 5% AA - 22% Sped subset: 17% Foster - 0 Homeless - 100% RFEP: 38% Current data not yet available			SES - 38% EL -14% AA - 31 % Sped subset:- 26% Foster - 9% Homeless - 100% RFEP: 47%
Percent of English	2018-19	2021-22			Tk--8th: 23%

| Learners students that Reclassify | TK-8th: 17% | Tk-8th: 17% | | | |

Actions

Action #	Title	Description	Total Funds	Contributing
1	TK/K Instructional Supports	A full day Transitional Kindergarten and Kindergarten program will be offered to provide our low income, foster, EL, and homeless students with extended learning opportunities. Extended learning opportunities include Physical Education, Arts, Social Studies, and Science since these opportunities would be difficult to include in a half day TK/K program. Full day TK,K provides our low income students with a comprehensive educational program, more time with classroom teachers, and access to interventions they would not have access to in a half day program. The addition of the Early Education Lead Teacher and Early Education Support Providers will support the expansion of the full day TK program at our new elementary site.	$698,928.00	Yes
2	Student Instructional Supports	Over 80% of our students qualify for free or reduced meals. Class size reduction in the lower grades provides more one-to-one, more differentiation, more individualized support, and an environment that lends itself to speaking up and the sharing of ideas. This is the type of environment our low income students need to get the additional time with teachers and the instructional benefits of smaller class sizes. These smaller class sizes will be even more important as we focus on addressing learning loss by our low income students and English Learners. Teachers will be able to run more small groups with the scaffolds needed to address specific needs. Our low Income students will require frequent checking for understanding and scaffolding throughout the lessons that can be provided through small group instruction. Teachers will be able to provide more personalized attention to students' academic needs. English Learners-English Learners will require a focus on academic language development that can be provided through small groups Teachers will be able to provide more personalized attention to students' language development needs.	$3,801,257.00	Yes
3	Support for Teaching and Learning	The access and differentiation of the core instructional programs in ELA, ELD and Math for our low income, EL, foster, and homeless students will be supported by our classroom teacher leaders, (Language Arts Specialists (LAS), two additional Math TOSAs, English Learner Instructional Resource Teachers (ELIRT), MTSS TOSA), the Director of Teaching and Learning, 21st Century Learning Coordinator, and through the Director of Special Projects. The teacher leaders' work will begin with an understanding of the needs of our low income, EL, foster, and homeless students through the analysis of Universal Screeners administered in the beginning of the school year. This will guide teacher leaders and teachers and support effective Tier 1 instruction for our unduplicated pupils. Using Universal Screener data as well as trimester data, teacher leaders and classroom teachers will co-plan lessons, model lessons, observe each other, and offer feedback In addition, teacher leaders will delivering professional development, meet with grade levels to analyze data, plan and	$3,995,318.00	Yes

		support Tier I and Tier II intervention programs, as well as facilitate and participate in weekly grade level collaborations. Instructional programs offered for students in the unduplicated pupil count in need of extra support will be improved through the maintenance of the Instructional Specialist position and through the extended instructional aide hours. The district will partner with TNTP to strengthen the coaching skills of our ELIRTs as they support classroom teachers in providing more targeted, standards based designated and integrated ELD lessons for our students. The district is partnering with Stanford University's Understanding Language and several other school districts to improve planning and delivery of designated ELD lessons and increasing language acquisition at the middle school level, focused on student outcomes and moving students to reclassification, thus reducing the number of LTELs. We conducted our first Newcomer Academy this summer for middle school students to support language acquisition and their transition back to the classroom. The partnership between curriculum & instruction, social workers, and our community liaisons targeted academic vocabulary, strengthened social emotional skills and resilience, and connected families to district and community resources. Newcomer academies will continue year round at each school site to ensure that all newcomers have the support they need to be successful in acquiring English proficiency.		
4	Additional Student Learning Opportunities	Extended learning opportunities will be made available to targeted low income, foster, EL, and homeless students for Saturday School. Saturdays will support lost instructional time for the identified students. The GATE program will provide supplemental instructional material to accelerate learning for our low income, foster, EL, and homeless students. The GATE parent committee will meet to identify the reading and math supplemental material.	$28,000.00	Yes
5	Site specific Targeted Instructional Supports	The Assistant Principals will serve as instructional leaders that monitor classroom instruction and ensure high quality pedagogy for low income, foster, EL, and Homeless student groups. In addition, sites will provide site specific and targeted extended learning opportunities and interventions for struggling students. Two additional Assistant Principals will be added to support our now two largest elementary schools with their many programs.	$795,440.00	Yes
6	Foster Youth and Homeless	The district will provide transportation to our Foster Youth and homeless in order to eliminate barriers and enable our students to attend school. We want to make sure that students are arriving to school on time on a daily basis ready to learn.	$10,000.00	Yes

Goal Analysis for 2021-2022

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.

All but two actions were implemented under Goal 2. The actions that were not implemented were Action 6 Homeless and Foster Youth Transportation and part of Action 4 Saturday School. The two main reasons these actions were not implemented was due to a leave by the Director of Student Support Services who was responsible for Saturday School and also served as the district's Homeless Liaison. In addition, TUPE funds were used to support with transportation for Homeless students..

All implemented actions in Goal 2 supported and enhanced specific programs targeting specific student needs. Goal 2 supported instructional program enhancements in Language Arts and Math by our teacher leaders (the Language Arts Specialists, English Learner Instructional Resources Teachers, Math TOSAs, and MTSS TOSA). A big challenge for instruction was that it was competing for attention with COVID especially in the beginning of the school year when the return to in-person instruction felt monumental. A big success was shifting our focus back to instruction as we learned to live with masks and COVID guidelines. Teachers and teacher leaders doubled the amount of collaboration last year during distance learning out of sheer need. Another success was the amount of collaboration that continued as a result of the meaningful connections made last school year.

Specific programs directly supporting our unduplicated pupils were during and after school Interventions, full day Transitional Kinder as well as our full day Kindergarten program. Our data indicates that these full day programs support academic achievement.

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 material differences as a result of Action 4 not being fully implemented. The Saturday program did not have the staffing needed to operate. Action 6 was not implemented due to the availability of additional state funds and grants. Action 5 presented with a material difference as a result of limited interventions and mixing of students as a result of strict classroom COVID restrictions as well as the availability of additional state funds.

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

The purpose of Goal 2 is to provide access and equity and high quality services that eliminate barriers for our unduplicated pupils. We've created structures that provide collaboration time built into the school day so that our teacher leaders (Action 3) can spend time working with all teachers improving first instruction as well as supporting classroom interventions (Action 5). Our Kinder students in our full day Kinder classes (Action 1) made significant progress in math starting at 26.3% proficiency and ending the school year at 67%.

Lawndale is working to change the school culture where continuous improvement is the norm for all teachers and all staff. Generally speaking, our SES and Latino subgroups score comparable to all students. In terms of students with an IEP, we have focused on a specific subgroup and have noticed that this specific subgroup scored comparable in our local assessments to our SES and Latino subgroups. Our highest performing subgroups are our IFEP and RFEP students.

Although we have seen academic improvements for the majority of our subgroups, our English Learners begin to show gaps in the lower grades that get wider as they matriculate into the upper grades. Our African American students begin to see gaps in Language Arts starting in fourth grade that persist into middle school. Our teacher leaders (Action 3) and site administrators (Action 5) work very intentionally to support the needs of our English learners and African American students. Sites provide interventions during the school day as well as after school. Sites have created African American committees and have partnered with organizations to support teaching and learning.

SES Compared to ALL

Language Arts		Tri II SES	Tri II ALL
TK	Letter Sound	46%	51%
K	Decoding	45%	49%
1st	Decoding	51%	57%
2nd	STAR Reading	61%	65%
3rd	STAR Reading	60%	62%
4th	STAR Reading	55%	57%
5th	STAR Reading	60%	60%

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

There will be a few modifications to existing actions for the new school year. As a support for our expanding TK program, the district will hire an Early Education Lead Teacher at one of our elementary schools to support the opening of a new TK classroom, instruction, assessments, preschool to TK transitions, as well as parent engagement. The Early Education Lead Teacher will also provide direct support to our Early Education Support Providers. The Support Providers support in meeting the updated TK student 10:1 ratio.

Next school year we are adding two additional Kinder Dual Immersion Teachers at a different site due to increased parent interest in biliteracy. In order to support students, teachers, and parents in our Dual Immersion Programs at Twain and Mitchell, we hired a bilingual math TOSA. This bilingual math TOSA will now be able to

provide support for Spanish math instruction as well as a second math TOSA to support our 1,600 middle school students and families with the different needs in mathematics.

Unlike any other of our schools, one of our elementary schools continues to increase enrollment due to the Dual Immersion Program. This school will add two Assistant Principals the expanding Dual Immersion Program, Makerspace and Technology programs at two sites. These are now our largest elementary schools.

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	Improve Parent and Student Engagement: Each school site will develop and maintain positive parent, students, and community involvement and engagement to promote and support student success. Students and parents will engage and work within and across schools to support engagement and learning

An explanation of why the LEA has developed this goal.

Even though a school's primary role is academic achievement, we know that the only way to get there is by making sure we are addressing and supporting the whole child. Social emotional supports for students and having parents partner with schools will provide students with the environment they need for growth and learning. Goals 1 and 2 target grade level standards based proficiency by all students including significant subgroups. This goal is about supporting students with social emotional development and about proving parents multiple ways to get involved and informed.   These wrap-around services support the whole child.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Maintain Attendance rates	2020-21 95.84%	2021-22 95.84%			96%
Reduce Suspension rates	2019-20 1.3%	2021-22 1.2%			1%
Reduce Chronic Absenteeism rates	2019-20 9.1%	2021-22 8.1%			7%
Maintain Middle School Dropout rates	2020-21 0%	2021-22 0%			0%
Maintain Expulsion rates	2020-21 0%	2021-22 0%			0%
Increase percentage of students -- related to Safety and School Connectedness	CA Healthy Kids Survey 2018-19 5th Grade focus area: Maintain School Connectedness = 95% Maintain Feel Safe at School = 76.99% 2018-19 7th Grade focus	CA Healthy Kids Survey 2020-21 5th Grade focus area: Maintain School Connectedness = 96% Maintain Feel Safe at School = 77% 2018-19 7th Grade focus			CA Healthy Kids Survey 5th Grade focus area: School Connectedness = 95% Feel Safe at School = 76.99% 7th Grade focus area: School Connectedness = 91% Feel Safe at School = 65%

	area: Maintain School Connectedness = 91% Increase Feel Safe at School = 62.42%	area: Maintain School Connectedness = 92% Increase Feel Safe at School = 62.42%			
Local Performance Indicator: Parent Input in Decision Making, Parent Participation, and Parent Input in Building Relationships in order to support parent participation. A score of 4 – Full Implementation or 5 – Full Implementation and Sustainability will indicate we've met this goal.	2020-21 Progress in supporting staff to effectively engage with families = 4 Progress in building family capacity = 5 Progress in opportunities for families to provide input = 4 Progress in families and staff planning together = 3 Progress in building staff capacity = 3 Progress in creating welcoming environments = 4 Progress in staff learning about family goals , culture = 4 Progress in engaging in 2 way communication = 5	2021-22 Progress in supporting staff to effectively engage with families = 4 Progress in building family capacity = 4 Progress in opportunities for families to provide input = 4 Progress in families and staff planning together = 3 Progress in building staff capacity = 3 Progress in creating welcoming environments = 4 Progress in staff learning about family goals , culture = 4 Progress in engaging in 2 way communication = 4			All 4s and 5s
Parent and Teacher school climate survey	2021-22 Baseline Parent survey data: Maintain School Connectedness = 0% Maintain Feel Safe at School = 0% 2021-22 Baseline Teacher survey data: Maintain School Connectedness = 0% Increase Feel Safe at School = 0%	2021-22 LESD Parent survey data: Maintain School Connectedness = 53% Maintain Feel Safe at School = 84% CA Healthy Kids Survey 2021-22 Teacher survey data: Maintain School Connectedness = 0% Increase Feel Safe at			Parent survey data: Maintain School Connectedness = 50% Maintain Feel Safe at School = 50% Teacher survey data: Maintain School Connectedness = 50% Increase Feel Safe at School = 50%

	School = 0% Current data not yet available			

Actions

Action #	Title	Description	Total Funds	Contributing
1	Student Social/Emotional Support	In an effort to ensure students receive the social and emotional support needed to fully engage in their education and manage social and academic pressures, School Social Workers will continue to provide specific outreach to our Low Income, Foster Youth, and Homeless populations. Support for students will include student clothing, school supplies, home visits, small group sessions, clubs, and resources for any medical or mental health services to meet the basic needs of low income, foster, and homeless students. Social Workers in combination with the Positive Behavioral Intervention Program will work to restore physical school cultures and climates that welcome and support our low income, foster, EL, and homeless students back in school. Two additional social workers will be hired to support the schools with the increase in social emotional and behavior needs as a result of distance learning and the Pandemic.	$1,532,658.00	Yes
2	Extra Curricular Engagement and Attendance Support	Middle schools will offer and support after school sports to promote physical activity, enhance social skills, build confidence and promote school attendance for our low income, foster, EL, and homeless students. Sports programs provide our low income students a safe place to be after school.	$5,000.00	Yes
3	Academic Parent Engagement Support	School Community Liaisons will receive professional learning opportunities to better support site parent workshops. Community liaisons, classroom teachers and teacher leaders will collaborate to coordinate parent workshops that focus on the needs of our low income, foster, EL, and homeless students. This collaboration will continue improving two-way communication and decision-making input by our identified parent groups. In addition, sites will provide site specific parent engagement workshops, assemblies, and meetings. Community Liaisons have been very active in increasing parent participation in SSC, ELAC, and DELAC. DELAC participation has doubled over the last two years increasing EL parent engagement. Community liaisons are not only attending DELAC with parents as a support but in many cases are driving parents over. This allows community liaison and parents to collaborate around the information from DELAC and take it back to the school sites.	$450,421.00	Yes
4	Parent Outreach Support	Actions will be put in place to ensure that we increase public relations and keep families informed, make them feel welcomed, encourage participation, and involved in the decision making processes at school sites. These actions will include maintaining a Food Service Liaison and Medi-cal Outreach worker dedicated to reaching out to our low income, foster, EL, and homeless parents with the material and resources needed to keep them involved and well informed.	$207,491.00	Yes
5	Additional Student and	Noon duty aides are trained to support student management and physical activity during	$170,222.00	No

| | Parent Support | non-instructional parts of the day. Parent Project Training will continue to support our Parent Liaisons that support parents in all areas. Attendance clerks will continue to support students and parents with attendance concerns, questions, support. | | |

Goal Analysis for 2021-2022

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.

All actions under Goal 3 were implemented. A significant success with the planned actions was with the work of our site social workers and site Community Liaisons. In more normal times, our primary work is continuing to increase achievement. This year, our work was continuing to make academic progress while working through elevated social emotional needs as well as student behaviors. Our classroom teachers, social workers, and community liaisons were instrumental in welcoming, supporting, and teaching our students during this complex return to in-person. Our Social Workers partnered with Trajectory of Hope in order to continue increasing their capacity to support students, parents, and staff. Our community Liaisons have been key to coordinating resources and information between the different support groups and parents. The combination of academic, social emotional, and resource-type workshops have supported successful parent engagement.

A challenge this school year was getting our middle school sports programs to open up with all of the County Health Guidelines in place.

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.

A material difference was with Action 2 and the ability to implement middle school sports programs due to COVID restrictions. An additional material difference was with Action 4 as a result of staff vacancy.

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

It has been an incredibly challenging school year but many of our challenges turned into opportunities for progress. Initially we had concerns over our families' willingness to return their students back to our campuses after a year of distance learning and with the amount of COVID restrictions. Over 95% of our students returned to school and managed to keep attendance up (Action 5). We were also concerned with having the capacity to support the expected social, emotional, and behavioral challenges and although the needs were many, our systems and resources responded, expanded, and were modified in order to meet the needs of our students. Principals, teachers, and parents have indicated that the work of our Social Workers (Action 1), Noon Duty Aides (Action 5), and Community Liaisons (Action 3)has been extremely valuable this school year. They played a key role in supporting a smooth transition back into school for students and parents.

Our collective efforts led to a decrease in suspension as well as chronic absenteeism rates and an increase in school connectedness and safety. Collective efforts included providing Behavior De-escalation professional development for classified and certificated staff in order to better respond to situations.

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.

We will be adding two more site Social Workers (Action 1) to support the two sites with the most Social Emotional and behavior needs. There will be no additional changes to the goal, expected outcomes or metrics.

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

Goal

Goal #	Description
4	Provide 21st Century Learning Environments: Invest in optimal learning environments that integrate technology and enhance student learning.

An explanation of why the LEA has developed this goal.

Part of getting students academically ready must include digital citizenship and technology skills. Students need to be able to navigate any type of input, think critically, work collaborative, and show what they know through technology. We need to start early with technology skills and integrate devices and software into our teaching and learning. Our 6-8th graders started with one to one devices four years ago but our TK-5th grade students are starting this journey together and we need to make sure that we are closely monitoring success in this area.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Continue to move from "using devices" to "integration of devices and 21st Century Skills"	2020-21 Currently, it is unknown how often teachers and students are using devices to support 21st Century Skills. District will use Classlinks and surveys to gather data.	2021-22 100% of our middle school students use their one-to-one device in at least 2 periods on a daily basis. The most common use of the device by middle school students is Google Classroom. An average of 30,000 launches from September to January. Currently, it is unknown how many middle school teachers and students are using devices to support critical thinking, creativity, and collaboration.			24% of teachers and students are using devices to support critical thinking, creativity, and collaboration.
Increase the implementation fidelity of instructional software	2020-21 Currently, it is unknown if instructional software is being implemented with fidelity. District will use	2021-22 20% of our instructional software is being implemented with fidelity.			30% of instructional software programs will be implemented with fidelity.

| Broad Course of Study: Increase the number of school sites implementing STEM programs into Lawndale Schools | 2020-21 Number of school sites implementing Makerspace: Two elementary sites implementing Makerspace STEM program | 2021-22 Number of school sites implementing Makerspace: Due to COVID restrictions, one elementary site continued to implement Makerspace STEM program | | | Five schools implementing Makerspace STEM program |

Actions

Action #	Title	Description	Total Funds	Contributing
1	Technology Material and Resources	Resources will be invested to ensure students and teachers have access to instructional technology. Material and resources will be allocated to support 1:1 device for our low income students. Our District continues to ensure that all of our students have access to the grade-level standards and online curriculum textbooks both at school and at home by providing each student with a device. The instructional growth and development that was made by our certificated and classified staff during Distance Learning will continue to make an impact on our low income students in the classroom. Teachers will be able to provide scaffolds, practice, and differentiation through technology. STEM programs will continue to be developed in order to provide our low income, foster, EL, and homeless students opportunities to engage and build technology and engineering skills.	$1,716,108.00	Yes
2	Technology and 21st Century Support	Actions will be put into place to ensure that our library media clerks and Library Media Teachers are supporting school site Library-Media Centers through enhancements for maximum student utilization, research opportunities, and 21st Century Learning connections. Resources will be provided to teachers that target the needs of our low income students. Two additional Instructional Technology Resource Teachers and site Technology Technician will join the existing team and continue to support technology professional learning and support to all teachers so that our low income, foster, and homeless can benefit from blended learning opportunities. We are providing 1:1 technology for students in grades K-8 to continue growing and sustaining our 1:1 Technology Initiative. We understand that low income, foster, homeless, EL families and students will continue to have technology needs and will need troubleshooting, upgrading, replacements, and training and our IT support staff will ensure that there is a systemic process to provide support.	$1,543,743.00	Yes

Goal Analysis for 2021-2022

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

All actions under Goal 4 were implemented during the current school year. The district is committed to access and support to technology and 21st Century Learning for our unduplicated pupils.
Our classroom teachers and students continue to use technology on a daily basis. We issued a record number of devices last school during distance learning and a success was the continued interest and value in the use of our devices. A challenge has been continuing to move from using devices to integrating technology into the classroom in innovative and meaningful ways that support teaching and learning. Another success has been the continued interest by students, parents and teachers to support our new Programming and Engineering program. We successfully purchased Makerspace programs for all elementary schools. We successfully created a STEM committee that met monthly to plan and for the district program and make sure that there's a clear vision and coherence TK-8th grade. A challenge was getting Makerspace classrooms up and running with the LA County Department of Health Guidelines in place due to COVID.

The district is committed to providing the support needed to transform instruction with the addition of technology. The district also understands that it is not enough to simply hand a device to a teacher and to a student. Our Instructional Technology Resource Teachers, Library Media Specialist, and Computer Technicians have been working closely with both site and district administrators to support professional development as well as planning for meaningful support and integration.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The material difference was with action 1 under Goal 4. Due to challenges with supply and demand, backorders, and lack of resources and material by vendors, we were unable to receive some of the purchased technology material. In addition, since so many new devices were purchased last school year, there was a decrease in need so soon after last year's large purchase.

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

?Teachers and students are continuing to benefit from software, hardware, technology, and 21st Century Learning support at all sites. We have evidence of teachers and students using devices. Data collected through Classlinks indicates high usage of device and instructional software (Action 1). The data through Classlinks and vendors also provides information about the software that is being used more frequently. Technology support is strong. The number of technology support tickets indicates a strong interest in using devices and software by students, parents, and teachers (Action 2). It has been hard to generate quantitative data to demonstrate overall effectiveness but during classroom walkthroughs, it is evident that more and more students are using technology for instruction, to produce products, to assess, to collaborate, and to communicate. Our technology committee met monthly to continue discussing how to improve the effectiveness and impact of technology for our unduplicated pupils.

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

There were no changes to the goals or expected outcomes. A modifications made will be to the funding total for some action items. There will be a reduction to our 1:1 initiative (Goal 4 Action 1) since student devices are relatively in good working condition. The Director of Informational Technology keeps a spreadsheet with actuals and projections based on device life span and can anticipate next year's device need. A modification to Action 2 is the addition of two Instructional Technology Resource Teachers and a Computer Technician to support the low income families in our Independent Study Program as well as the significant increase to the number of devices issued. Our low income TK-4th grade students were issued two devices in order to support technology use at home.

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 2022-2023

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$17,530,016.00	$2,226,456.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
39.25%	4.79%	$2,041,766.24	44.04%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

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

Goal 1:

Action 1: Professional Learning: Teachers will continue to participate in professional learning at the beginning of the school year to collaborate on how to support the needs of our low income students and English learners. Teachers will continue to collaborate throughout the school year around instructional practices like scaffolds and differentiation as well as assessments and data analysis for these targeted populations. This action is principally directed towards low income pupils and English learners since the curriculum does not come with lessons targeting our unduplicated pupils. An important part of professional learning will include integrated and designated ELD supports and formative assessment practices that help target the needs of our unduplicated pupils. We don't want teachers symplying the rigor of the instruction for low income and English Learners so we need to continue with professional learning that provinces teachers with a deep understanding of the common core standards, research based instructional practices, strategies, and curriculum. Classified staff that work directly with students as paraprofessionals or instructional aides will receive professional development opportunities . Staff members will receive in-house professional development connected to the professional development that is being offered to teachers. They will understand the unique needs of low income pupils and English learners and their role in supporting these needs. Students benefit from small group support and trained paraprofessionals can provide more effective intervention to our unduplicated pupils before, afterschool, and during strategic times during the day alongside classroom teachers.   Professional development always begins with an understanding of what are the needs of our low income students and English Learners. Some low income students don't sustain proficiency from Trimester II to Trimester III when standards become more complex..Our English learners continue to show gaps. We need to continue disaggregating data, identifying low income and EL needs, and support teachers to meet those student needs through professional development.

Action 2: Supplemental Instructional Program Material and Supplies: Instructional material, resources, and supplies will be purchased for classroom teachers to supplement the existing instructional program. These funds are principally directed towards low income pupils since additional instructional material provinces access as well as differentiated and targeted resources. Additional instructional material will give low income students the additional practice needed, additional experiences

not available outside of school, the additional content knowledge needed, software, consumables, and the different text needed to access standards and conceptual knowledge. With additional instructional material, teachers will be able to enhance student instruction with culturally relevant, project-based activities, and provide students with real world application opportunities. Software license purchases have increased in order to target specific unduplicated pupil needs. Some sites purchased different and bilingual tools to target the different needs by low income students. The LCAP Advisory Committee will be monitoring this service to make sure we are collecting data that shows low income students have access and are increasing their achievement. These supplemental tools will allow teachers more opportunity to collect and review student data and determine if our low income students require additional academic support or scaffolding.

Action 3: Site Professional Development & Collaboration: Sites will support site specific English learner and low income student needs with additional collaboration, professional learning, material and specific interventions. School sites plan for their low income and EL students through their SPSA where site goals align to district goals. Site goals and actions are meant to dig deeper into student needs through the disaggregation of student data. Both the district and schools provide teachers with the opportunity to engage in facilitated collaboration around instruction as it relates to unduplicated pupil strengths and areas of weakness. The EL and low income student needs that are being addressed at the sites are decoding, fluency in language arts and number sense and conceptual math understanding specifically in second grade.

Action 4: Dual Immersion Program: Lawndale continues to have a parent waitlist for this alternate program by low income and EL families that want to build their Spanish skills or learn a second language. This alternative program will be enhanced to better support the needs of English Learners and low income students through the expansion of an additional DI teacher, outside of the FTE, to provide space for students enrolling from outside the district and from schools within the district. Students in the DI program score higher than any other group in Lawndale but when data is disaggregated, low income English Learners don't perform at the same level of proficiency as the rest of the students in the DI program. They struggle to keep up with reading comprehension and application of mathematical concepts. It is vital to be able to reclassify English Learners in the primary grades because content and expectations get harder. The entry point into this program is kindergarten and this increases their chances of reclassification and increased academic achievement before leaving to middle school.The Dual Immersion teachers will need to meet specific criteria to support the unique needs of students learning two languages.

Action 5: Arts Program Support: Sometimes low income students don't see themselves as doctors or successful musicians or artists. Lawndale is committed to providing an arts instructional program for our low income students by professional artists. These professionals know how to incorporate the arts in meaningful ways into curriculum and help our unduplicated pupils see themselves as aspiring artists. A middle school Arts Coordinator will provide professional development to our middle school arts and music teachers and help coordinate art events for our low income families. The PS Arts Organization will directly work with low income students at the elementary schools and provide 50 minutes of weekly arts instruction. Additional funds will be made available for the purchase of middle school arts and music supplies as well as additional staff development. These funds are principally directed towards low income pupils who may not have access to hands-on music or arts materials in their homes. Teachers will be able to enhance their instruction with project-based activities and provide students with real world application opportunities.

Action 7: Physical Education Program Support: Staff and material will be provided to enhance the quality of instruction provided to our low income students in physical education. Funds will be provided to offer the Creating Opportunities for Physical Activity (COPA) program at each elementary school through a partnership with Little Company of Mary Hospital. This program is a support program for teachers that provides standards-based PE curriculum and engaging physical education through coaching and modeling that helps target our low income students. Many of our low income students spend their recess and lunch break sitting or standing out in the play areas. One of its primary focuses is to provide opportunities during recess and lunch time (outside of PE time) to engage in structured physical activity that can reduce behavior problems, relieve stress, increase social skills, self-control, and self-esteem for our unduplicated pupils. The additional elementary PE teachers, PE aides, adaptive PE, and COPA instructors, not only provide the much needed standards-based physical education needed to address health and obesity issues among our low income families, it will provide elementary teachers with valuable grade level collaboration time to plan for the needs of our low income students, small group work time, and Lab Days. Teacher leaders and administrators will be able to meet with entire grade level teams and collaborate around the specific needs of our low income students. In addition, material will be purchased to enhance both elementary and middle school physical education programs in order to support relevant and stimulating courses aside from the regular physical education classes.

We are continuing with actions 1 thru 5 and 7 under Goal 1 because after an extensive study of our local cohort data we determined that even though certain grade levels experienced dips in language arts or math proficiency, there were no significant drops in proficiency across our sites. In addition, our low income students continued to perform at comparable proficiency levels as all students but we still don't have a majority of our students proficient in language arts or math. Our professional learning, supplementary material, collaboration time, and additional programs continue to support academic instruction for our unduplicated pupils. In continuing to implement these actions we expect to reach the expected outcomes as outlined under the Goal 1 metrics. We do expect to see an increase specifically to our state ELPAC scores and reach 32% proficiency and 56% proficiency on our language arts local benchmarks. No one action increases student achievement on its own. Continued improvement to the implementation of these actions under Goal 1 will help us reach year 1 targets.

Goal 2:

Action 1: Full day TK and K: A full day Transitional and Kindergarten program will be offered to provide students with extended learning opportunities. Extended learning opportunities include Physical Education, Arts, Social Studies, and Science since these opportunities would be difficult to include in a half day TK/K program. Full day TK,K provides our low income students with the additional time and the additional experiences they need to succeed. Research shows that a full day program helps to ensure equity for low income pupils that may not have had the benefit of preschool. Preliminary student enrollment data indicates that expansion into an additional elementary school is needed. Through our continued investment in full day TK, data shows that students that participated in our full day TK program, perform better academically at the end of their kindergarten school year.

Action 2: Class size reduction: Class size reduction will continue to provide much needed opportunities and support for our low income students.. Research shows that smaller classes are particularly effective at raising academic achievement and other outcomes for socioeconomically disadvantaged students and racial or ethnic minorities. Our low income students need more one-to-one, more differentiation, more individualized support, and an environment that lends itself to speaking up and the sharing of ideas. Smaller class sizes will encourage our low income students to be part of classroom communities where students can have more turns to actively participate and get feedback from teachers. Lower class sizes had the benefit of allowing for a manageable amount of small groups in the day to be able to group and work with our low income students and differentiate instruction. The alternative was a 3 hour day where the majority of time is spent on language arts and mathematics instruction in whole groups because there isn't the time in the day or the class size needed to teach content and work in small groups.   Classroom walkthroughs demonstrate the increased levels of student engagement and participation between students as well as between teacher and student.

We are continuing with actions 1 and 2 under Goal 2 due to classroom teachers and bargaining unit members strongly expressing the benefits of having full day kindergarten as well as smaller class sizes when working to address the needs of our low income students. Benefits included our low income students having a full day schedule where they were able to participate in science labs, immerse themselves in conversations around social studies standards and connect to current events, they were able to engage in music, theater, and visual arts rotations, 200 minutes of physical education every two weeks, and the ability to get support in small groups due to class sizes. We expect to reach 25% proficiency in our local language arts scores for our low income students in order to reach our state assessment benchmarks. No one action increases student achievement on its own.

Action 3: Support for Teaching and Learning: The scaffolding, intervening, and differentiation of the core instructional programs in ELA, ELD, and Math for our low income and English Learners will be led through the support of our classroom teacher leaders, (Language Arts Specialists, Math TOSAs, English Learner Instructional Resource Teachers, MTSS TOSA), the Director of Teaching and Learning,21st Century Learning Coordinator, and through the Director of Special Projects. The teacher leaders' work will include monitoring student progress for our most neediest students in order to strategically co-plan lessons, model lessons, observe teachers, offer feedback, deliver job-embedded professional development, analyze student work and data, plan intervention programs, as well as facilitate and participate in grade level collaboration meetings in order to appropriately serve the needs of our unduplicated pupils.
The gap between our low income students and all students has significantly narrowed. Our teacher leaders and classroom teachers need to continue working together to continue building from their successes that result in the closing of gaps between our low income students and all students. Data shows that our English Learners continue to have a significant gap that begins in the lower grades. The EL student needs in the early grades are with Decoding and proficiency in Fluency. In mathematics the needs being addressed are number sense and conceptual math understanding as it relates to fractions and decimals.   Teacher leaders will have three main responsibilities: 1) Coordinate intervention services EL students, 2) Manage a progress monitoring system for ELs, 3) Provide teacher support and professional development to improve instruction. Teacher leaders will continue to collaborate with the MTSS TOSA in order to coordinate and guide the work and progress of English learners. She will work with teacher leaders and site administrators to support intervention services and progress monitoring.

Action 5: Site Specific Targeted Supports: Elementary schools with the highest number of low income students and English learners have been assigned an Assistant Principal (AP). APs serve as instructional leaders that monitor classroom instruction and ensure high quality pedagogy for our low income and EL students. This decreases the administrator-teacher ratio as well as the administrator-student ratio, allowing nearly double the support for our certificated staff as well as low income and EL students. The assistant principals vigorously support PBIS. Their focus is on creating a culture of learning, shared behaviors, and PBIS related practices to support our low income pupils. Our low income students need strong social emotional supports, a safe learning environment, and adults they can reach out to that can understand when stressful home environments lead to problems with behavior at school. In addition, sites will provide site specific and targeted extended learning opportunities and interventions for struggling students. Sites will support site specific English learner and low income student needs with additional collaboration, professional learning, material and specific intervention support.

We are continuing with actions 3 and 5 under Goal 2 because on separate surveys for classroom teachers, teacher leaders, and site administrators there was

unanimous consensus of the impact on low income and EL students. The work and collaboration between district teacher leaders, site teacher leaders and site administrators has focused the work on the needs of our low income and EL students. These groups have expressed a strong interest in continued collaboration across the sites. In continuing to implement these actions we expect to reach the expected outcomes as outlined under the Goal 2 metrics. In continuing to implement these actions we expect to reach the outcomes as outlined under the Goal 2 metrics. We expect to reach 24% proficiency in our state language arts scores for ELs in order to increase our reclassification rates from 17% to 19%. No one action increases student achievement on its own. Continued improvement to the implementation of actions under Goal 2 will help us reach year 1 targets.

Action 4: Additional Student Learning Opportunities: Lawndale has a 95.84% attendance rate which is a drop from the normal 97%. The attendance rate for English learners and low income students dropped due to the amount of COVID close contacts. A few students in the Independent Study program had a difficult time attending and engaging in school virtually for a second year. Extended learning opportunities through Saturday School did not happen this school year so our low income and English Learners were not able to benefit from the additional time and additional support. Our students still stand to benefit from this program and will implement Saturday School next school year. Many English learners and low income students struggled to achieve academically due to barriers to education particularly during and after COVID. In an effort to help every child succeed, these students will be provided with tutoring, mentoring, and enrichment activities during next year's Saturday School Program from certificated and support staff. Students from these subgroups will be targeted and invited to attend Saturday School based on their overall academic performance and through staff recommendations. The GATE program will continue to be enhanced and our EL and low income students supported through extended learning opportunities since they too present with academic needs when compared to other students. Teachers will gain expertise in how to best serve EL and low income GATE students who are part of these targeted populations and have the materials needed to implement new strategies.

Action 6 Foster Youth and Homeless: The Homeless Liaison was out for most of the school year and transportation was provided through other federal funds. A new Director of Student Support Services was hired and next school year Foster and Homeless Youth will be provided with additional resources to get to and from school. Depending on the level of need, most students will be provided with a district purchased daily, weekly or monthly bus pass. In addition, school materials and a middle school mentorship program will be provided to eliminate barriers and have students attend school on a daily basis.

We are continuing with actions 4 and 6 under Goal 2 because our parents and classroom teachers have shared the benefits of such programs and have expressed an interest in improving implementation through committees in order to better serve low income, EL, and foster students. Benefits included providing targeted support for students with attendance issues, social emotional issues, behavior issues, transportation issues, as well as issues with differentiation when it came to acceleration of instruction. In continuing to implement these actions we expect to reach the expected outcomes as outlined under the Goal 2 metrics. When students are supported to come to school and receive extra support through programs like Saturday school and GATE, language arts, math scores, as well as reclassification rates increase. Continued improvement to the implementation of actions under Goal 2 will help us reach year 2 targets.

Goal 3:

Action 1: Student Social/Emotional Support: In an effort to ensure students receive the social and emotional support needed to fully engage in their education and manage social and academic pressures, the district will continue to support School Social Workers and the Positive Behavioral Intervention Program (PBIS). PBIS is principally directed towards low income pupils and foster youth. This school year we had 160 families that participated in Independent Study and a major reason was that our low income parents and students felt anxious about returning to school. Some low income families felt it wasn't safe because of COVID. Currently, half of our low income families in independent study still feel anxious, not safe returning, or that school is not the best environment and want to continue with Independent Study next school year. Re-establishing positive school climates and communicating safe environments will be key in making sure all of our low income students and foster youth return to school. As the district moves from a punitive discipline structure to a more equity-based program our students need a support structure to teach and guide their behavior. Although we have had PBIS for several years in LESD, site data shows that a re-launch of the PBIS program is needed districtwide. The main areas that will be addressed will be in training site staff, students and parents. Making sure that PBIS is clearly visible throughout the school (signage) and that the school community is knowledgeable about their sites PBIS goals and vision. Our low income and foster students will be targeted by all schools offering a reward system to reinforce PBIS and by providing students with PBIS materials and school supplies. Students will also have the opportunity to participate in enrichment activities as incentives to demonstrate positive behavior as outlined by PBIS. To determine progress, the district will provide a universal method and criteria to collect district-wide data.

Action 2: Extra Curricular Engagement and Attendance Support: During distance learning, sites discovered that many of our low income middle school students go home and are unsupervised because both parents are working one to two jobs. In most cases, many of our low income students are unsupervised for many hours after they get home from school. Schools offering sports programs after school could provide a safe and educational experience for our low income students. Our Middle schools, because of COVID restrictions and guidelines, were unable to provide after school sports. The goal for the next school is to offer and support after school

sports to promote physical activity, enhance social skills, build confidence and promote school attendance for our low income students needing a more balanced educational experience as well as supervised time with an adult.

The district continued with actions 1 and 2 under goal 3 after the LCAP Advisory Committee discussed the importance of and the impact of supporting students with attendance, engagement, and social emotional learning after a year of distance learning where students were not socializing and with little academic and behavior structures at home followed by a school year of strict LA County Health Guidelines that continued to limit socialization and attendance. Teachers were aware, more than any other year, of student home life for our low income and foster students and that impacted how teachers saw and worked with students. Social Workers worked closely with classroom teachers as well as site administrators to meet the social, emotional, and behavior needs of our low income and foster youth. The district needs to continue implementing these actions in the new school year in order to address the trailing and in some cases pervasive student challenges. Parent surveys indicate that students are getting their needs met at school but the district will continue to survey each site to determine improvements needed and a plan for implementation since we did have a small percentage of families opt for Independent Study. The expected outcome is that we meet our Goal 3 year 2 target of maintaining School Connectedness at 96% and Feeling Safe at School at 77% for our 5th grade metric.

Action 3: Academic Parent Engagement Support: Research shows that parent liaisons help to provide outreach and connect low income families to school activities. They also inform staff members about the needs of these families and ensure that staff members know how to best engage these valuable stakeholders. Parent participation and engagement continued at high levels but not as high as last school year when all communication was virtual due to distance learning. Now that students are in-person, several low income and English learner families have returned to the practice of dropping off their students at the school gate and participation ending there. Zoom continues to be a tool that supports parent engagement and so the district will continue to hold parent meetings virtually. . Our School Community Liaisons will continue to determine and address the needs of our low income, foster, and EL students into the new school year and continue to build the Family University website and post recorded parent trainings for easier access. Community Liaisons develop, create, and post parent training to a variety of social media accounts that are easily accessible to parents to view on their own time. Parents of our unduplicated students struggle to support their children's educational goals due to a lack of time, knowledge, or language. Many of our parents work multiple jobs and have limited time to support their children's schooling. Those that may have the time either lack the skills and/or language to comprehend and assist their children at home. Community Liaisons help to bridge this divide and identify additional needs by making themselves available for parents during the school day, before school, after school, and on some weekends.

Action 4: Parent Outreach Support: Actions will be put in place to ensure that we increase public relations and keep our low income, foster, homeless and EL families informed, make them feel welcomed, encourage participation, and involved in the decision making processes at school sites. These actions will include maintaining a Food Service Liaison and a Medi-cal Outreach worker dedicated to reaching out to our low income, foster, and homeless parents with the material and resources needed to keep them involved and well informed. A food service liaison at each school site will support wellness promotion. Their work will ensure that school staff members understand and promote wellness policies and that students make healthier food choices. The Medi-Cal Outreach Worker will work with foster youth, English Learner and low income students and their families to meet their mental and physical health needs, locate and identify families in the target community who need services through outreach and referrals, assist students and their families to access available community resources, supports and services, and assist in the completion of applications. Our low income families, which include ELs and foster youth, need to see bilingual staff members that provide supports for the whole child. Our families often don't know about other services or don't know how to access other services. Our Wellness Liaison and Outreach Worker are proactive in reaching out to our families with information and resources.

The district continued with actions 3 and 4 under goal 3 in order to maintain and at some sites increase high levels of participation and engagement. The pandemic has highlighted the need to support the whole child. It's not enough to support academically, it is just as important to provide support for students and parents on wellness, nutrition, as well as outside services available to our low income, English Learner, and foster youth families. For the new school year, the district expects sites to continue using Zoom and videos in order to keep the high levels of parent participation, two-way communication, and engagement as well as supports by our ancillary staff. The expected outcome is that we meet our Goal 3 year 2 target for the "Progress in families and staff planning together" of a '4' rating on our metric.

Goal 4:

Action 1: Technology Material and Resources: Our data shows that all students are using devices at school to support learning. Our low income students continue to need access to instructional technology both at school and home that allow students to complete school work, use adaptive instructional software, or practice coding.. Our low income families don't have devices at home dedicated for this type of school work. Material and resources will be allocated to support 1:1 device cohorts at all sites. We have continued to invest in our low income families with technology and training and the feedback we received was to continue to provide training and make them more available to all families by posting past trainings on the district website. We will continue to survey students, parents, and teachers around technology needs in order to continue providing the supports needed by our low income students.

Action 2: Technology and 21st Century Support: Our Library Media Clerks, Library Media Teacher, and Instructional Technology Resource Teachers are working together to support enhancements for maximize student utilization, research opportunities, technology access, Programming, and 21st Century Learning connections for our low income students and English learners. With a focus on equity, our parents and teachers continue to need access to bilingual books, culturally relevant books, bilingual software, and access to the outside world through the internet and to a center with staff ready to support. Several low income and English Learner families continued to need Hot Spots in order for students to continue learning at home. Classroom teachers will continue to be supported with the planning for the continued integration of technology in their lessons that meet the different needs of our low income students and English Learners.

The district continued with both actions under goal 4 after student and teacher survey results indicated that although devices, instructional software, and Programming and Engineering standards were being implemented, we still need more understanding and support for more intentional and meaningful technology integration. . The district expects that instructional software will be used with more fidelity and that sites will continue with meaningful technology integration and not go back to paper-pencil activities. The expected outcome is that we meet our Goal 4 year 2 target for the "Integration of Devices" metric and hit "10%" and the 25% for the "Software implementation with fidelity" metric.

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

Actions under Goal 1 improve services for unduplicated pupils because they provide access and opportunities to services that keep the needs of our low income, EL, foster, and homeless youth at the forefront. Professional development for all staff always begins with data highlighting the successes and areas of improvement. Understanding our students in this way, allows our specialized elementary PE, Arts, and dual immersion programs to plan for instruction with intention. Our PS Arts program for elementary, Arts Coordinator for middle school, credentialed PE teachers for elementary, Creating Opportunities for Physical Activity (COPA) program through Little Company of Mary, and properly authorized Dual Immersion teachers, bring specialists to work with our students and our teachers to provide standards based instruction by professionals and plan with our low income, EL, foster, and homeless students in mind. Goal 1 also provides the professional development and supplemental material needed by these specialists as well as our classroom teachers. These actions provide the time with teachers needed as well as the material needed to address the different needs by our low income, EL, foster, and homeless students. Often the need is similar but the approach for how to address the need will be different. Improvements to the supplemental material action will come from a study of how current instructional software is being used across the district. Administrators studied the use of two instructional software tools that were purchased for all sites. We were able to study the usage as well as the intended audience and outcomes by the vendors. As a result, we were able to provide additional professional learning to teachers in order to better implement the instructional software. Administrators agreed once again to study two additional tools used across all sites in order to make sure the needs of low income students are being met. Lawndale does not have a problem with retaining teachers and sustaining partnerships. Our committed and consistent staff allows us to continue honing in on the needs of our unduplicated pupils with precision.

Goal 2 is intended to provide a second layer of supports for unduplicated pupils. This goal is about providing as much time for students at school and about providing a team of teacher leader specialists to maximize instructional time. Next to the actual classroom teacher, teacher leaders know students best. They spent time looking at our low income, EL, foster, and homeless student data all year in order to plan support and pivot when needed. Additional improvements to this action will come from a collaboration between teacher leaders and classroom teachers to provide Lab Days in order to better plan and deliver lessons to our unduplicated pupils. Professional development always begins with data that identifies the academic needs of our low income students and English Learners. An improvement will come from identifying student social emotional needs as well as behavioral needs and creating a way to track supports provided for students. We have full day TK, and Kinder and smaller class sizes that continue to allow our teacher leader teams and classroom teachers to work together and make sure the data is showing that our unduplicated pupils are mastering key identified standards..

Goal 3 complements and augments improvements under Goals 1 and 2 because it now looks to support our low income, EL, foster, and homeless students beyond the academics. Goal 3 is about social emotional learning as well as providing supports for parents. It is intended to provide our unduplicated pupils with supports from additional specialists that can focus on their unique needs. Each site has a social worker and a team of interns focused on addressing individual needs. Aside from classroom teachers and teacher leaders, this specialized team knows students in different ways and supports students with academics, social skills, trauma, attendance and whatever else our unduplicated pupils might be struggling with. This specialized team builds from the PBIS program to make sure we are always improving the school climate for our students. Additional improvements to this action will come from the development of district rubric that sites will use to rate implementation of their PBIS program that will help identify areas of growth and next steps in supporting stronger school climates for our low income, foster, and homeless students. Data from this tool will guide next year's improvements to site PBIS programs as well as support from LACOE.

Goal 4 is the last improvement to our educational program for our unduplicated pupils giving our low income students access and the opportunity to compete in the ever changing landscape of our global economy. It provides our students with devices and support from a specialized team that includes Instructional Technology Resource Teachers, Computer Technicians, and Library Media Specialist. This team doesn't work in isolation. This team works with teacher leaders, with classroom teachers, and with administrators to better understand and meet the needs of our unduplicated pupils. Our low income students do not have dedicated devices at home to use for teaching and learning and the district will continue investing in providing all students with devices as well as the specialized staff to support them.

The four goals provide beyond a basic educational program for our unduplicated pupils. In order for Lawndale to graduate 8th grade students mastering grade level standards as well as 21st century learning skills that will allow them to succeed in high school and beyond, it will take all staff, including the specialized staff throughout the 4 goals, working together building from a deep understanding of the needs of our unduplicated pupils to make this happen.

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.

All schools are over 55% UDP and qualify for the additional concentration.

Goal 1: Academic Achievement
Action 4: Two Kinder Dual Immersion teachers to fulfill the demand for biliteracy for our English Learners. The two teachers will be located at Mitchell to support the list of students asking for DI instruction.

Action 7: Two additional elementary PE teachers and seven additional PE aides to support expanding opportunities for classroom teachers to collaborate, participate in Lab Days and small groups. The elementary PE teachers will be located at Anderson and Smith. Each elementary school will get one elementary PE aide. Twain will get two aides in order to pull complete grade levels at the same time.

Goal 2: Access and Equity
Action 1: Early Education Teacher Leader and 5 Early Education Support Providers will support the expansion of the TK full day instructional program to 5 of our 6 elementary schools. The Early Education Teacher Leader will be located at FDR. That site has the largest amount of behavior and social emotional needs. The 5 Early Education Support Providers will be located at FDR, Anderson, Twain, Mitchell, and Green.

Action 3: Two additional bilingual math TOSAs will support students, teachers, and families learning academic math in Spanish at our elementary and middle schools with the Dual Immersion program. The math TOSAs will be located at Twain elementary and Rogers middle school, which is the feeder middle school that will take the additional DI students created as a result of the two additional teachers.

Action 5: Two additional Assistant Principals to support our new largest elementary schools, Twain and Mitchell, to support the expanding Dual Immersion Programs and Makerspace and Technology, Engineering Program

Goal 3: Parent and Student Engagement
Action 1: Two additional Social Workers at our most neediest schools, FDR and Rogers. They have had the highest number of behavior incidents as well as social emotional issues.

Goal 4: 21st Century Learning
Action 2: Two Elementary Instructional Technology Resource teachers at Mitchell and Anderson and Additional Computer Technician at Twain to continue supporting our largest elementary schools with the tremendous increase in technology.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	36.05 : 1
Staff-to-student ratio of certificated staff providing direct services to students	N/A	18.48 : 1

Action Tables

2022-2023 Total Planned Expenditures Table

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$48,326,917.00	$0.00	$0.00	$0.00	$48,326,917.00	$43,843,800.00	$4,483,117.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Professional Development	Low Income, English learner (EL)	$672,492.00	$0.00	$0.00	$0.00	$672,492.00
1	2	Supplemental Instructional Program Material and Supplies	Low Income	$730,500.00	$0.00	$0.00	$0.00	$730,500.00
1	3	Site Professional Development & Collaboration	English learner (EL), Low Income	$148,591.00	$0.00	$0.00	$0.00	$148,591.00
1	4	Dual Immersion Program	English learner (EL), Low Income	$910,779.00	$0.00	$0.00	$0.00	$910,779.00
1	5	Arts Program Support	Low Income	$738,470.00	$0.00	$0.00	$0.00	$738,470.00
1	6	State Testing	All	$52,500.00	$0.00	$0.00	$0.00	$52,500.00
1	7	Physical Education Program Support	Low Income	$1,690,739.00	$0.00	$0.00	$0.00	$1,690,739.00
1	8	Certificated Staff	All	$28,213,815.00	$0.00	$0.00	$0.00	$28,213,815.00
1	9	Facilities Maintenance	All	$214,445.00	$0.00	$0.00	$0.00	$214,445.00
2	1	TK/K Instructional Supports	Low Income	$698,928.00	$0.00	$0.00	$0.00	$698,928.00
2	2	Student Instructional Supports	Low Income	$3,801,257.00	$0.00	$0.00	$0.00	$3,801,257.00
2	3	Support for Teaching and Learning	Low Income, English learner (EL)	$3,995,318.00	$0.00	$0.00	$0.00	$3,995,318.00
2	4	Additional Student Learning Opportunities	Low Income, English learner (EL)	$28,000.00	$0.00	$0.00	$0.00	$28,000.00
2	5	Site specific Targeted Instructional Supports	Low Income, English learner (EL)	$795,440.00	$0.00	$0.00	$0.00	$795,440.00

2	6	Foster Youth and Homeless	Foster Youth	$10,000.00	$0.00	$0.00	$0.00	$10,000.00
3	1	Student Social/Emotional Support	Foster Youth, Low Income	$1,532,658.00	$0.00	$0.00	$0.00	$1,532,658.00
3	2	Extra Curricular Engagement and Attendance Support	Low Income	$5,000.00	$0.00	$0.00	$0.00	$5,000.00
3	3	Academic Parent Engagement Support	Low Income, Foster Youth, English learner (EL)	$450,421.00	$0.00	$0.00	$0.00	$450,421.00
3	4	Parent Outreach Support	English learner (EL), Low Income, Foster Youth	$207,491.00	$0.00	$0.00	$0.00	$207,491.00
3	5	Additional Student and Parent Support	All	$170,222.00	$0.00	$0.00	$0.00	$170,222.00
4	1	Technology Material and Resources	Low Income	$1,716,108.00	$0.00	$0.00	$0.00	$1,716,108.00
4	2	Technology and 21st Century Support	English learner (EL), Low Income	$1,543,743.00	$0.00	$0.00	$0.00	$1,543,743.00

2022-2023 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
$44,667,582.00	$17,530,016.00	39.25%	4.79%	44.04%	$19,675,935.00	0.00%	44.05%	**Total:**	$19,675,935.00
								LEA-wide Total:	$11,763,792.00
								Limited Total:	$10,000.00
								Schoolwide Total:	$7,902,143.00

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions(LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Professional Development	Yes	LEA-wide	Low Income, English learner (EL)	All Schools	$672,492.00	0.00%
1	2	Supplemental Instructional Program Material and Supplies	Yes	LEA-wide	Low Income	All Schools	$730,500.00	0.00%
1	3	Site Professional Development & Collaboration	Yes	LEA-wide	English learner (EL), Low Income	All Schools	$148,591.00	0.00%
1	4	Dual Immersion Program	Yes	Schoolwide	English learner (EL), Low Income	Specific Schools,Twain Elementary, Mitchell Elementary, Rogers Middle School	$910,779.00	0.00%
1	5	Arts Program Support	Yes	LEA-wide	Low Income	All Schools	$738,470.00	0.00%
1	7	Physical Education Program Support	Yes	Schoolwide	Low Income	Specific Schools,Only Elementary schools	$1,690,739.00	0.00%

2	1	TK/K Instructional Supports	Yes	Schoolwide	Low Income	Specific Schools,Only Elementary schools	$698,928.00	0.00%
2	2	Student Instructional Supports	Yes	Schoolwide	Low Income	Specific Schools,Elementary schools only	$3,801,257.00	0.00%
2	3	Support for Teaching and Learning	Yes	LEA-wide	Low Income, English learner (EL)	All Schools	$3,995,318.00	0.00%
2	4	Additional Student Learning Opportunities	Yes	LEA-wide	Low Income, English learner (EL)	All Schools	$28,000.00	0.00%
2	5	Site specific Targeted Instructional Supports	Yes	Schoolwide	Low Income, English learner (EL)	Specific Schools,FDR, Anderson, Green, Mitchell, Twain	$795,440.00	0.00%
2	6	Foster Youth and Homeless	Yes	Limited	Foster Youth	All Schools	$10,000.00	0.00%
3	1	Student Social/Emotional Support	Yes	LEA-wide	Foster Youth, Low Income	All Schools	$1,532,658.00	0.00%
3	2	Extra Curricular Engagement and Attendance Support	Yes	Schoolwide	Low Income	Specific Schools,Middle Schools only	$5,000.00	0.00%
3	3	Academic Parent Engagement Support	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$450,421.00	0.00%
3	4	Parent Outreach Support	Yes	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools	$207,491.00	0.00%
4	1	Technology Material and Resources	Yes	LEA-wide	Low Income	All Schools	$1,716,108.00	0.00%
4	2	Technology and 21st Century Support	Yes	LEA-wide	English learner (EL), Low Income	All Schools	$1,543,743.00	0.00%

2021-2022 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$40,896,230.00	$42,201,257.00

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	Professional Development	Yes	$553,412.00	$560,277.00
1	2	Supplemental Instructional Program Material and Supplies	Yes	$693,200.00	$643,588.00
1	3	Site Professional Development & Collaboration	Yes	$119,050.00	$68,001.00
1	4	Dual Immersion Program	Yes	$639,598.00	$658,628.00
1	5	Arts Program Support	Yes	$201,000.00	$200,802.00
1	6	State Testing	No	$52,500.00	$20,618.00
1	7	Physical Education Program Support	Yes	$837,633.00	$882,902.00
1	8	Certificated Staff	No	$26,082,210.00	$27,386,320.00
1	9	Facilities Maintenance	No	$214,445.00	$214,445.00
2	1	TK/K Instructional Supports	Yes	$286,590.00	$300,621.00
2	2	Student Instructional Supports	Yes	$2,174,378.00	$3,402,378.00
2	3	Support for Teaching and Learning	Yes	$3,566,243.00	$3,584,734.00
2	4	Additional Student Learning Opportunities	Yes	$18,000.00	$7,576.00
2	5	Site specific Targeted Instructional Supports	Yes	$459,324.00	$593,195.00
2	6	Foster Youth and Homeless	Yes	$4,000.00	$0.00
3	1	Student Social/Emotional Support	Yes	$1,090,440.00	$1,111,117.00
3	2	Extra Curricular Engagement	Yes	$5,000.00	$1,497.00

		and Attendance Support			
3	3	Academic Parent Engagement Support	Yes	$391,287.00	$378,890.00
3	4	Parent Outreach Support	Yes	$158,405.00	$114,276.00
3	5	Additional Student and Parent Support	No	$159,224.00	$144,330.00
4	1	Technology Material and Resources	Yes	$2,079,998.00	$679,975.00
4	2	Technology and 21st Century Support	Yes	$1,110,293.00	$1,247,087.00

2021-2022 Contributing Actions Annual Update Table

6.Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount):	4.Total Planned Contributing Expenditures (LCFF Funds)	7.Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5.Total Planned Percentage of Improved Services (%)	8.Total Estimated Actual Percentage of Improved Services(%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$16,478,631.00	$14,387,851.00	$14,435,544.00	($47,693.00)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions(Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services(Input Percentage)
1	1	Professional Development	Yes	$553,412.00	$560,277.00	0.00%	0.00%
1	2	Supplemental Instructional Program Material and Supplies	Yes	$693,200.00	$643,588.00	0.00%	0.00%
1	3	Site Professional Development & Collaboration	Yes	$119,050.00	$68,001.00	0.00%	0.00%
1	4	Dual Immersion Program	Yes	$639,598.00	$658,628.00	0.00%	0.00%
1	5	Arts Program Support	Yes	$201,000.00	$200,802.00	0.00%	0.00%
1	7	Physical Education Program Support	Yes	$837,633.00	$882,902.00	0.00%	0.00%
2	1	TK/K Instructional Supports	Yes	$286,590.00	$300,621.00	0.00%	0.00%
2	2	Student Instructional Supports	Yes	$2,174,378.00	$3,402,378.00	0.00%	0.00%
2	3	Support for Teaching and Learning	Yes	$3,566,243.00	$3,584,734.00	0.00%	0.00%
2	4	Additional Student Learning Opportunities	Yes	$18,000.00	$7,576.00	0.00%	0.00%
2	5	Site specific Targeted Instructional Supports	Yes	$459,324.00	$593,195.00	0.00%	0.00%
2	6	Foster Youth and Homeless	Yes	$4,000.00	$0.00	0.00%	0.00%
3	1	Student Social/Emotional Support	Yes	$1,090,440.00	$1,111,117.00	0.00%	0.00%
3	2	Extra Curricular Engagement and Attendance Support	Yes	$5,000.00	$1,497.00	0.00%	0.00%
3	3	Academic Parent Engagement Support	Yes	$391,287.00	$378,890.00	0.00%	0.00%
3	4	Parent Outreach Support	Yes	$158,405.00	$114,276.00	0.00%	0.00%
4	1	Technology Material and Resources	Yes	$2,079,998.00	$679,975.00	0.00%	0.00%
4	2	Technology and 21st Century Support	Yes	$1,110,293.00	$1,247,087.00	0.00%	0.00%

2021-2022 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)
$42,625,600.00	$16,478,631.00	0.00%	38.66%	$14,435,544.00	0.00%	33.87%	$2,041,766.24	4.79%

Instructions

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

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

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

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

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

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

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

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

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

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

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

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

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

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

> Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

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

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

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

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

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

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

Prompt 1: "A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

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

Prompt 2: "A summary of the feedback provided by specific educational partners."

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

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

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

*   Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

*   Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs

may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

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

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

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

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

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

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word "input" has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

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

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

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

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

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

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

  o **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 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)

- o 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

  - o 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)

  - o 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

  - o 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)

  - o 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 (%)

  - o This amount is the total of the Planned Percentage of Improved Services column

- 8. Total Estimated Actual Percentage of Improved Services (%)

  - o 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)

- o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)

  - o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)

  - o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)

  - o If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)

  - o This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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