

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Holly Drive Leadership Academy

CDS Code: California

School Year: 2023-24

LEA contact information:

Alysia Smith

Principal

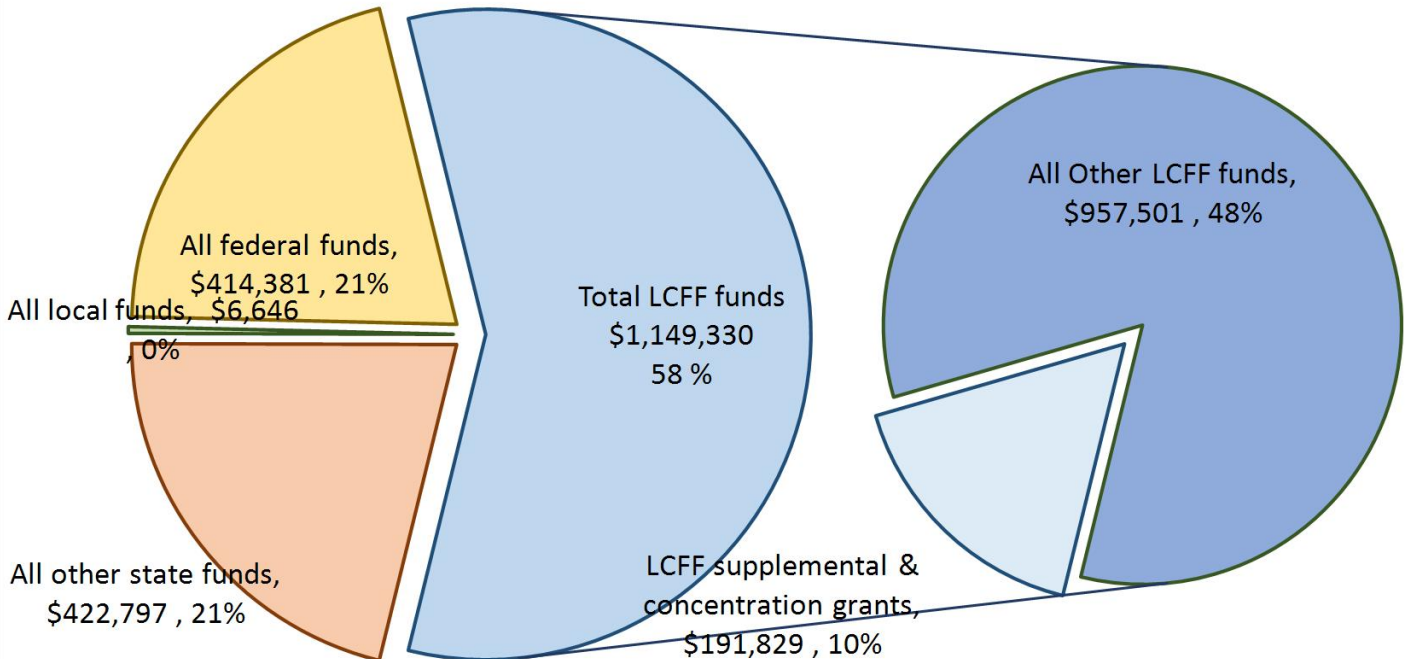
principal@hdla.org

619-266-7333

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

## Budget Overview for the 2023-24 School Year

### Projected Revenue by Fund Source

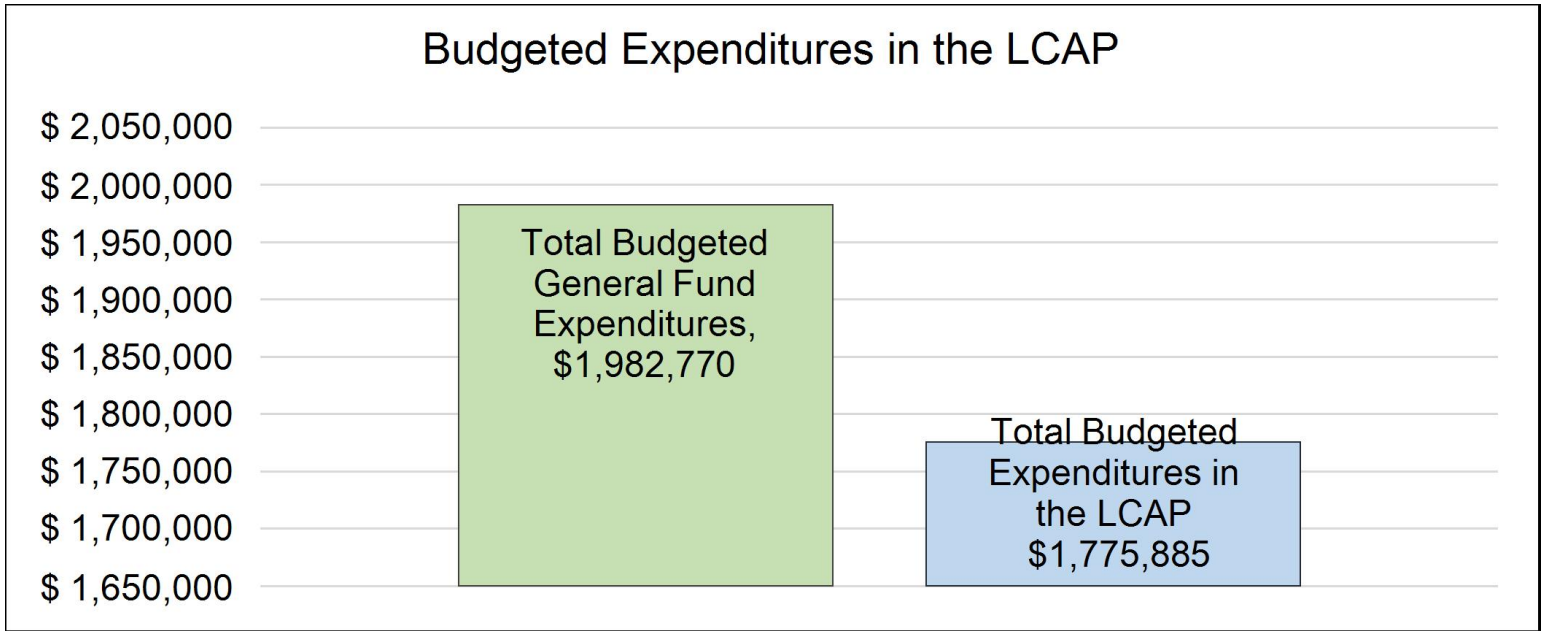


This chart shows the total general purpose revenue Holly Drive Leadership Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Holly Drive Leadership Academy is \$1,993,154, of which \$1,149,330 is Local Control Funding Formula (LCFF), \$422,797 is other state funds, \$6,646 is local funds, and \$414,381 is federal funds. Of the \$1,149,330 in LCFF Funds, \$191,829 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.



This chart provides a quick summary of how much Holly Drive Leadership Academy plans to spend for 2023-24. 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: Holly Drive Leadership Academy plans to spend \$1,982,770 for the 2023-24 school year. Of that amount, \$1,775,885 is tied to actions/services in the LCAP and \$206,885 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

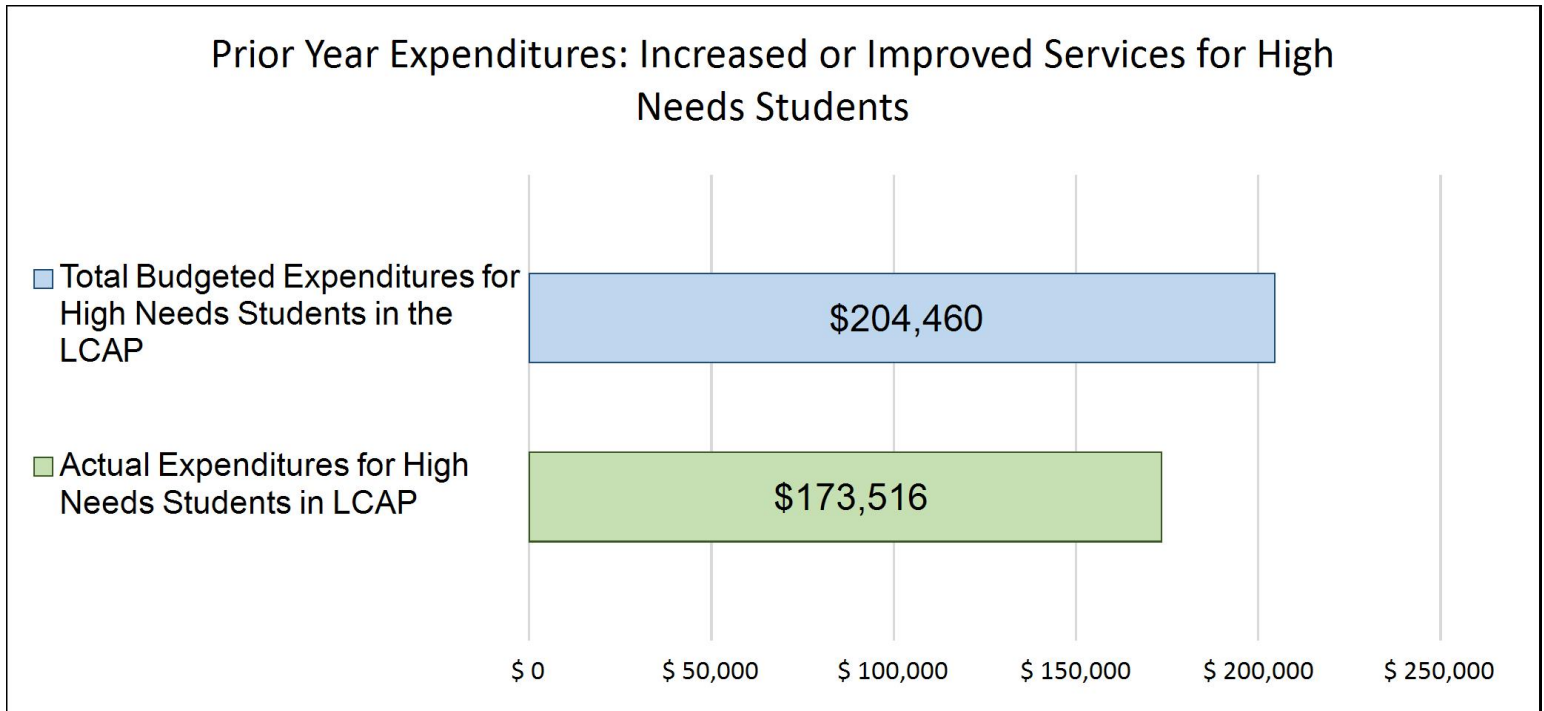
Expenses for dues and memberships, facility rentals, legal services, audit services, back office, oversight fees, admin fees, banking, advertising and depreciation were not included as expenses in the LCAP.

## Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Holly Drive Leadership Academy is projecting it will receive \$191,829 based on the enrollment of foster youth, English learner, and low-income students. Holly Drive Leadership Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Holly Drive Leadership Academy plans to spend \$209,450 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2022-23



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

The text description of the above chart is as follows: In 2022-23, Holly Drive Leadership Academy's LCAP budgeted \$204,460 for planned actions to increase or improve services for high needs students. Holly Drive Leadership Academy actually spent \$173,516 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of \$-30,944 had the following impact on Holly Drive Leadership Academy's ability to increase or improve services for high needs students:

The difference between budgeted and actual expenses for high needs students was mainly due to not finding a part-time math coach in FY22-23.

# 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
Holly Drive Leadership Academy	Alysia Smith Principal	principal@hdla.org 619-266-7333

## Plan Summary [2023-24]

### General Information

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

Holly Drive is located in Southeast San Diego, a community comprised primarily of low-income, minority residents. Most students reside in this area. As a result, Holly Drive’s students mirror the community in which they are located. Holly Drive serves approximately 135 students in grades K-8, 60% of which are African American, 28% of which were Hispanic, and 12% of which were White or Two or More Races. Approximately 86% of the families qualify for free and reduced lunch, 22% of the students are English learners, and 19% are in Special Education.

The school serves a high-risk population. The school’s vision is to remain under 200 students so that it can offer more individualized attention and a safe family atmosphere. The motto is that Holly Drive is a School Without Walls, offering numerous field trips and learning opportunities outside the school. The intent is to give students the opportunity to experience things outside their community, giving them a broader perspective of the world and providing real world application to all classroom learning. HDLA is small by design. Our goal is to provide individual nurturing and academic support to students who are not able to thrive in traditional school settings.

This LCAP has been revised in the fall of 2018 to address the school’s key challenges in math and suspensions.

### Reflections: Successes

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

The pandemic resulted in increased learning losses for Holly Drive's students and as a result, the school was identified for CSI in 22-23. We are happy to report however, we had significant growth in 22-23. Based on 21-22 i-Ready data we saw individual teachers accelerating their

students' ELA and math growth This year the proportion of students scoring at/above grade level has skyrocketed and the proportion of students scoring 2 years below grade level has dropped almost by half (from 46% to 27% in EL and 44% to 22% in math). While still far too high, Holly Drive's chronic absence rate also dropped by almost 9 percentage points this 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.

Holly Drive Leadership Academy scored in the lowest or second to lowest performance categories in each of the dashboard metrics in 21-22. As a result, the school qualified for CSI and went through a needs assessment process this spring. After reviewing performance on all four metrics (ELA, Math, Chronic Absences, and Suspensions), key stakeholders prioritized increasing math performance and reducing chronic absences as the focus for the 23-24 school year. Holly Drive staff identified having more than half of their students start the year 2 or more grades below level and not accelerating students as much as they need as two key symptoms of their math challenge. They identified the lack of having a fully common core aligned curriculum, training in that curriculum, and training on how to effectively accelerate student learning as primary causes of these challenges. As a result, the school is going to address those causes with new training and curriculum in math as well as several other evidence-based strategies to help boost performance (see more below).

Staff identified numerous causes of chronic absences, some of which they can and some of which they can't control. Key causes included the new culture of keeping students home if they didn't feel well, the lack of consistent interventions if students were or risk of becoming chronically absent, and the lack of understanding of HDLA's attendance policy. Based on staff and parent feedback, we also know lack of transportation is also a cause of the problem. Moving forward HDLA is going to revise its attendance policy, actively promote attendance and the fun things happening at school, offer more recognition of and incentives for good attendance, start a committee to monitor attendance, purchase software to make it easy to track chronic absences (and have two-way communication with families via text, phone or mail), follow through with attendance interventions (e.g. contracts), change policy to ensure the exit date for early-leavers is their last day of attendance, and offer transportation solutions when possible.

Recognizing the school also faces challenges in ELA, HDLA staff will participate in UCSD's California Reading and Literacy training/coaching program and spend the 23-24 school year working with outside experts to adopt a new common core aligned ELA curriculum for 24-25.

HDLA also recognizes its suspension rate is too high and will consider alternatives to suspension.

Note HDLA is a single-site K-8 school. As a result, it does not have resource inequities across the LEA.

# LCAP Highlights

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

Holly Drive Leadership Academy (HDLA) continues to move forward in the implementation of its LCAP. In 22-23, the school increased its student performance in both ELA and Math compared to 21-22 (based on i-Ready diagnostic data) and decreased its chronic absence rate. One big new feature in this year's LCAP is the inclusion of CSI strategies. HDLA was identified for CSI in the 22-23 school year. It applied for and received CSI funding, conducted a needs assessment, prioritized increasing math performance and decreasing chronic absences, and identified evidence-based improvement strategies. As a single charter school LEA, it is officially using the LCAP as its CSI Plan (although we also create a CSI implementation plan). HDLA has included specific CSI strategies at the end of Goal Areas 1 and 2.

## 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.

Holly Drive Leadership Academy (HDLA) is an independent charter school and single-school LEA. HDLA was identified for CSI in 22-23 based on 21-22 dashboard results.

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

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

Holly Drive Leadership Academy (HDLA) is a small school with a director and 7 teachers. In order to create its CSI improvement plan, HDLA hired a school improvement consultant. The consultant applied for and received CSI funding and developed the school's need assessment. All staff reviewed HDLA's CA dashboard metrics for the last four years as well as i-Ready and CAASPP proficiency level data. They identified HDLA's strengths, challenges, and trends. Based on the analysis, the staff prioritized working on increasing the school's math performance and reducing chronic absences. The school engaged in a root cause analysis with key stakeholders delving into the underlying causes of its math and attendance challenges (emphasizing those it could control).

Based on the underlying causes of its challenges, the director and consultant with support from the San Diego County Office of Education identified evidence-based math and attendance strategies. In math, for example, the majority of teachers identified the need for a fully aligned common core curriculum and training/coaching to support their implementation. As a result, the school will be implementing the highly rated (based on Ed Reports) i-Ready Classroom Mathematics curriculum in the fall and will have 5 training/coaching sessions.

HDLA will continue working with its school improvement consultant to support the implementation of the school's CSI plan and evaluate the effectiveness of its strategies.

Note HDLA is a single K-8 charter school and therefore does not have resource inequities across the LEA.

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

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

HDLA will create an implementation plan that will include specific action steps and timelines for each of its CSI strategies. The school administration will meet with its external school improvement consultant at least monthly to review implementation progress. Each strategy will include the specific evidence needed to show the strategy has been fully implemented. For example, for the i-Ready Classroom mathematics curriculum, we will collect evidence the curriculum has been received and is in use, and for the training we will collect the agenda for each session. In order to evaluate the effectiveness of the strategies, we need to verify they actually have been implemented.

HDLA will evaluate the effectiveness of the plan at two levels. Overall we will look at changes in each of the dashboard metrics as well as proficiency level changes on CAASPP and fall to EOY growth in i-Ready. We will also look at the effectiveness of each of the school's CSI strategies. For example, in the case of the curriculum and training, we will use staff survey feedback to measure its effectiveness. For attendance, we will evaluate our effectiveness in communicating the school's new policy based on parent survey information. We will also collect data on attendance interventions and analyze their impact on increasing attendance rates/decreasing chronic absences.

HDLA's CSI implementation plan will include both implementation and impact measures for each CSI strategy.



# Engaging Educational Partners

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

HDLA met with and collected feedback from key stakeholders as part of the LCAP and CSI process multiple times this year. For parents, informal feedback was gathered at parent-teacher conferences (required attendance) and more feedback was collected in the school's 22-23 LCAP Parent Survey, LCAP Parent Meeting, and end-of-year questionnaire. We got teacher feedback in the 22-23 LCAP staff survey and the CSI Needs Assessment and Root Cause professional development. In addition, HDLA engaged the support of a school improvement specialist who has previously worked with the school on data analytics, charter renewals, and other improvement and accountability needs.

A summary of the feedback provided by specific educational partners.

Overall parents were particularly happy with HDLA. 98% of parents responding gave the school either an A or B. The most common area for improvement cited by parents (29%) is the school's facility (HDLA rents portables on another school campus from the San Diego Unified School District). They would like to see bigger classrooms, a cafeteria, and a better playground with toys. HDLA has made some physical improvements to the campus this year but would love to be in its own facility that had a cafeteria as well as better classrooms and playground equipment. The school is investigating options.

HDLA sent out an end-of-year questionnaire focused specifically on the school's CSI priority areas; increasing mathematics performance and decreasing chronic absences. Approximately 75% of respondents would like to see improved school/teacher communication about how their students were performing in math. Similarly, approximately 64% of respondents indicated they thought it would be helpful if the school were clearer about its attendance policy and what would happen if a student frequently missed school. HDLA's CSI plan will address both of these concerns.

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

HDLA's key stakeholders all influenced the strategies included in its LCAP and CSI plan. More specifically teacher feedback in favor of having a fully common core aligned math curriculum with training/coaching to support its implementation resulted in its inclusion in its CSI plan. HDLA will be adopting the highly rated (based on Ed Reports) i-Ready Classroom Mathematics curriculum and have 5 training/coaching sessions in the 23-24 school year. Based in part on parent feedback, HDLA is going to increase its efforts communicate with parents about their student's math progress and performance (e.g. share students' i-Ready domain progress visuals at each teacher's conference and send out students' Family report after each diagnostic). In addition, based in part on parent feedback, HDLA is going to revised its attendance policy and be clearer about its incentives and interventions for good and poor attendance. With support of the San Diego County Office of Education and its external school improvement consultant, HDLA has identified evidence-based strategies to include in its LCAP/CSI plan.

# Goals and Actions

## Goal

Goal #	Description
1	Increase student achievement outcomes overall and for numerically significant subgroups by implementing common core aligned curriculum and supporting qualified teachers to deliver that curriculum and additional academic supports.

An explanation of why the LEA has developed this goal.

The primary goal of HDLA is to produce scholars that are high school ready and college bound. Producing students who are capable of meeting the rigor of the common core, high school and college standards are our primary objectives.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
LCFF Evaluation Rubric Performance Data	<p>Math Assessment: EL &amp; Hispanic Maintained with slight increase, African American Increase Significantly, Students with Disabilities Declined slightly.</p> <p>English Language Arts: All subgroups increased or increased significantly except Hispanic, which maintained</p>	<p>Because of Covid there was no SBAC testing in 20-21. As a result, 21-22 is a new baseline year and does not include growth.</p> <p>HDLA scored at the lowest performing or second lowest performing category across all metrics and as a result is a candiate for CSI.</p>	22-23 results will be added when released.		<p>Math Assessment: EL &amp; Hispanic will increase, African American Increase Significantly, and Students with Disabilities increase.</p> <p>English Language Arts: All subgroups increase</p>
CAASPP Scores	English Language Arts 22% of students scored standard met or above,	In 21-22 18% of students scored ME in ELA and 3% scored ME in math.	22-23 results will be added when released.		English Language Arts 30% of students scored standard met or above,

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Mathematics 13% of students scored standard met or above				Mathematics 25% of students scored standard met or above
100% of Teachers Fully Credentialed and Appropriately Assigned	100% of Teachers are fully credentialed and appropriately assigned	80% of teachers have full credentials and 20% have preliminary credentials and are completing internship and induction programs to obtain the full credential	100% of teachers hold a full or preliminary credential.		100% of Teachers hold a preliminary or full credential and are appropriately assigned
Experienced Principal/Director	School has a director with over 15 years of experience	School Director has 22 years of experience	School Director has over 23 years of experience.		School Director has over 20 years of educational experience
100% of students enrolled in core classes	100% of students enrolled in core classes	100% of students enrolled in core classes	100% of students enrolled in core classes.		100% of students enroll in Core Classes
100% of students enrolled in core classes	100% of students enrolled in core classes	100% of students enrolled in core classes	100% of students enrolled in core classes.		
*100% of students will have access to common core aligned materials	100% of students will have access to common core aligned materials	100 percent of students have access to common core aligned material	100% of student will have access to common core aligned materials.		100% of students have access to common core aligned materials
75% of English learners at HDLA at least 3 years will score intermediate or higher.	80% of English learners at HDLA for 3 years scored intermediate or higher	In 21-22, ?? % of ELs enrolled 3 years or more scored Intermediate or higher.	In 22-23, HDLA only had 2 ELs who had been a the school for at least 3 years. Based on 21-22 ELPAC scores, 50%		85 percent of English Learners at HDLA for at least 3 years will score intermediate or higher

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			scored at least a 3. We will update this when we get 22-23 ELPAC scores.		

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1		Hire/Retain Highly Qualified Teachers and Qualified Director/Principal	\$821,569.00	No
1.2		Hire/Retain Ed Specialist to assist in identifying special needs students and creating comprehensive IEPs to provide them with the skills they need to succeed.	\$24,859.00	No
1.3		Assure all students are provided with textbooks, supplies, and technology necessary to excel.	\$48,572.00	Yes
1.4		Provide professional development opportunities for certificated staff to enhance teaching skills.	\$20,900.00	No
1.5		Maintain a copy machine for use by teachers in classroom instruction and office staff for the benefit of the students	\$400.00	No
1.6		Hire outside consultants for alternative learning experiences including dance, music appreciation, chess, and art classes with a student show. This allows economically disadvantaged students and ELL to experience a broader academic base.	\$72,925.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.7		Hire Special Education consultants to provide services as specified in IEPs	\$42,500.00	No
1.8		Field trips to local museums and nature centers, specialized learning labs, college tours and 8th grade annual trip. Includes bus transportation, entry fees, and workshop fees	\$45,000.00	No Yes
1.9		Purchase California Achieve 3000 software	\$8,810.00	No
1.10		Purchase software licenses for online learning programs such as NWEA and Renaissance Learning to assist students which are not performing at grade level.	\$3,180.00	No
1.11		Get coaching support to implement new math curriculum		No Yes
1.12		Hire/Retain qualified classified aides and outside services to assist underperforming students in the classroom, minimize classroom disruptions by addressing behavior issues, and work in the HEAT Program to provide a safe and instructional environment for children before and after school	\$275,065.00	No
1.13		Provide summer school program for students performing below grade level in math to accelerate their skills.	\$20,861.00	No
1.14		CSI: Get trained on and implement i-Ready Classroom Mathematics. Align i-Ready math online individualized pathways with grade level	\$52,296.36	No

Action #	Title	Description	Total Funds	Contributing
		standards. Continue to implement ELA individualized on-line pathways to help accelerate student learning.		
1.15		CSI: Pilot Air Tutors high dosage tutoring with targeted students in math to accelerate their learning.	\$9,500.00	No
1.16		CSI: Purchase additional chrome books to allow targeted students to supplement what they are learning in school at home and allow parents to monitor students' work.	\$20,000.00	No
1.17		CSI: Train teachers and get follow up coaching in the UCSD's CA Reading and Literature Project (Training costs and teacher stipends for July training)	\$25,141.00	No
1.18		CSI: Research and decide on new common core aligned ELA curriculum for 24-25. Purchase and train staff in how to implement. \$31,000 is allocated in the CSI budget and will be spent in the spring/summer of 2024.		

## Goal Analysis [2022-23]

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.

NA

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 big difference between HDLA's projected and actual expenditures is in Action 1.1. The school was challenged both by difficulty in finding key personnel and enrollment declines. HDLA searched for an RSP teacher and could not find one (as a result had to spend more on a

consultant identifying and creating IEPs for students (Action 1.2). The school had planned on hiring an 8th-grade teacher, but ended up not doing that because only 8 8th graders enrolled. Similarly, the school didn't replace two folks who retired also due to declining enrollment. HDLA continued to be challenged in finding a part-time math coach (Action 1.11).

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

As described above, we are very excited about our i-Ready ELA and math growth in 22-23. We have more work to do and are excited about the making progress in our CSI focus areas: improving math performance and reducing chronic absences.

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

For 23-24, HDLA has added specific Goal Area 1 CSI strategies. Based on our needs assessment and root cause analysis we are adopting the highly rated i-Ready Classroom Mathematics curriculum with professional development and coaching. We are excited to link i-Ready's diagnostic results to identify students' prerequisite skills gaps for current grade-level skills. We can then have students focus on those specific gaps in their online i-Ready pathways. Our theory of action is that by addressing pre-requisite skills gaps in the context of current grade-level content, we will increase mastery of grade-level content. We are also going to pilot high-dosage tutoring with targeted students, get training and coaching on reading strategies, and plan to adopt new common core aligned ELA curriculum for 24-25.

**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.**

# Goals and Actions

## Goal

Goal #	Description
2	Reduce Suspension Rates, Increase Attendance Rates and ensure campus is safe and clean.

An explanation of why the LEA has developed this goal.

Students need to be in school in order to learn. HDLA has historically had relatively high chronic absence and suspension rates that need to be reduced in order to maximize learning. In addition, parents and students have historically reported concerns about having a safe and clean campus.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Less than 5% of students will be suspended in all subgroups	9.8% were suspended, with the highest subgroup being Students with Disabilities at 20.7%	In 21-22 4.7% of students were suspended overall. The rate for African Americans was 6.6%, missing our goal.	In 22-23 approximately 8.7% of students were suspended. We will update with the official number when the 22-23 dashboards are released.		Less than 5% of students will be suspended in all subgroups
Less than 3% of students will be expelled	No Students were expelled	No Students were expelled	No students were expelled.		Less than 1% of students will be expelled
An attendance rate in excess of 95% will be maintained	93.3%	HDLA's 21-22 ADA was 87.8%.	HDLA's 22-23 ADA was also 89.4%.		An attendance rate in excess of 95% will be maintained
Less than 16% of students will be Chronically Absent	23.1	In the 21-22 school year, 46.8% of students were chronically absent.	In 22-23, approximately 38.2% of students were chronically absent.		Less than 15% of students will be Chronically Absent



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			We will update with the official numbers when the 22-23 dashboards are released.		
Less than 20% of students of students will be concerned about bullying	20%	Don't have survey results.	95% of students surveyed felt safe at Holly Drive.		Less than 10% of students of students will be concerned about bullying
Less than 20% will be concerned about facilities	20%	Don't have survey results.	In 22-23, 10% of students felt that their bathrooms/classrooms could be improved.		Less than 10% will be concerned about facilities

## Actions

Action #	Title	Description	Total Funds	Contributing
<b>2.1</b>		Institute In-School Suspensions and conflict resolution strategies (including Positive Playground) to reduce suspension rates. Implement restorative justice practices.	\$0.00	No Yes
<b>2.2</b>		Hire/Retain Maintenance staff to ensure school grounds are kept safe and clean, and to execute school beautification projects such as setting up a community garden and outdoor science experiences for the students	\$33,716.00	No
<b>2.3</b>		Hire/Retain Office Staff assist students and parents as needed, maintain SIS data in PowerSchool, follow up on student absences/tardies thereby promoting student engagement/attendance	\$108,860.00	No Yes

Action #	Title	Description	Total Funds	Contributing
2.4		Provide CPR and training to all staff	\$1,600.00	No
2.5		Provide cleaning supplies, bathroom supplies, and paper products necessary to maintain a clean and safe campus	\$7,000.00	No
2.6		Proper insurance will be carried for the facilities, staff, and students at levels equal to or exceeding state requirements	\$22,501.00	No
2.7		Utilities, including power, gas, water and telephone, will be maintained at a level to insure the students have a comfortable learning environment and access to adequate technology.	\$45,558.00	No
2.8		Maintain PowerSchool SIS license to track attendance and discipline. Use the data to identify students that need counseling.	\$32,808.00	No
2.9		Implement strategies to address chronic absenteeism (e.g. provide bus passes, parent incentives, and mentoring resources). In addition communicate link between attendance and achievement, personally follow up with families of students who are chronically absent, and regularly monitor chronically absent students throughout the year.	\$1,200.00	No Yes
2.10		CSI: Revise HDLA's attendance policy and be proactive about communicating the importance of students attending school, provide incentives for attendance, and implement interventions for students who are or are at risk of chronic absences. Institute bi-weekly attendance meetings and engage teachers in family outreach.		

Action #	Title	Description	Total Funds	Contributing
2.11		CSI: Purchase software to identify students who are or are at risk of chronic absences and manage two-way communication with their families.	\$3,025.00	No

## Goal Analysis [2022-23]

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

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

There were no substantive differences in planned actions and actual implementation of our strategies in 22-23.

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.

HDLA did not spend money for Safe Playground training in 22-23. The school has used this program for several year and internally trained staff and students. In 22-23 for example, Holly Drive trained several 8th graders in the program and they helped resolve conflicts.

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

Holly Drive Leadership Academy did reduce its chronic absence rate 8.6% this year from 46.8% to 38.2%. While progress, it is still far too high. The school community recognizes this and has made chronic absences a CSI priority area for 23-24.

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.

While Holly Drive Leadership Academy (HDLA) made progress in lowering our chronic absence rate this year, it is still far too high. As a part of our CSI process, we have prioritized reducing chronic absences. We are going to revise HDLA's attendance policy and be proactive about communicating the importance of students attending school, provide incentives for attendance, and implement interventions for students who are or are at risk of chronic absences. In addition, we are going to institute bi-weekly attendance meetings to discuss and monitor our students' attendance. HDLA is planning on purchasing PowerSchool's Unified Attendance Intervention tool that will make it easy to identify those students who are or are at risk of being chronically absent and automate two-way communication with those families.

**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.**

# Goals and Actions

## Goal

Goal #	Description
3	Increase opportunity for parents and family members to participate in the educational program and events at HDLA

An explanation of why the LEA has developed this goal.

The parents and community members of Holly Drive will feel they are true partners with the school and in the students' education. Increase family fun and teacher/student efficacy. Parents will also have an opportunity to have a voice in the programs and happenings at HDLA. Parents are partners in our educational program. We have huge parent involvement. Many of our students come from working families so our school is creative on parent involvement so all parents can be part of their child's educational journey. Many parents are class parents who come in on the weekends or evenings and hang up bulletin boards, student work, make copies and/or take home papers to grade for the teacher. Many parents volunteer at our family day functions such as trunk a treat, family movie night, family game night, family science night and our family reading pajamarama. We are always looking for readers to come in and read to a class. This is a great way for a parent who may only have an hour lunch break to utilize to volunteer. We send out monthly newsletters called Heatwave News where we keep families abreast of all the happenings at HDLA. Our website has additional resources for the families to access as well.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
At least 3 parent meetings/events will be held per year	3 parent meetings/events were held October, February and May of each year	HDLA had three very fun and successful family events, Trunk a Treat in the fall, a Black History Culminating Event in February and an end of the year awards ceremony	HDLA had 4 parent events in 22-23 including: <ul style="list-style-type: none"> <li>• Hispanic Heritage Celebration,</li> <li>• Trunk a Treat,</li> <li>• Winter Wonderland, and</li> <li>• End of year celebration.</li> </ul>		At least 3 parent meetings/events will be held per year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
At least 85% Parents will rate school an A or a B	Parents will complete an online satisfaction survey in the fall of 2022	We don't have parent survey data from 21-22.	In 22-23, 98% of parents returning surveys gave the school an A or B.		At least 85% Parents will rate school an A or a B

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1		Purchase refreshments and supplies for parent meetings	\$100.00	No
3.2		Maintain a copy machine to produce monthly newsletters and other communications with parents	\$4,241.00	No
3.3		Contract with IT/Website Coordinator to update website. Website will contain information for parents including board meeting information, upcoming events, testing dates, and school calendar	\$5,000.00	No
3.4		Mail out communications to parents including test scores to keep them apprised of their children's progress.	\$2,071.00	No
3.5		Hold 3 events each year to encourage parents to attend and participate in their child's community, including Movie Night.	\$16,628.00	No Yes

## Goal Analysis [2022-23]

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.

HDLA implemented its Goal 3 strategies this year. The school held 4 rather than 3 parent nights and they were a big hit. Our Winter Wonderland celebration was on the local news and we were particularly pleased by the attendance at our end of year celebration. We are also pleased with our website updates.

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

There were no significant differences between our budgeted and estimated actual expenditures this year.

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

We were pleased by our LCAP parent survey results. 98% of respondents gave the school an A or a B. 96% of parents agreed or strongly agreed that they felt connected and engaged in the school.

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

There are no significant changes in this goal area for 23-24.

**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.**

# Goals and Actions

## Goal

Goal #	Description
4	

An explanation of why the LEA has developed this goal.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

## Actions

Action #	Title	Description	Total Funds	Contributing

## Goal Analysis [2022-23]

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.

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.

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

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.

**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.**



# Goals and Actions

## Goal

Goal #	Description
5	

An explanation of why the LEA has developed this goal.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

## Actions

Action #	Title	Description	Total Funds	Contributing

## Goal Analysis [2022-23]

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.

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.

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

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.

**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 [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
191,829	1,988

## 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
20.03%	0.00%	\$0.00	20.03%

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.

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

HDLA serves a high percentage of low-income students so their needs are the foundation of our decisions when creating this plan. During the pandemic, teachers surveyed the students and parents to ensure students had the necessary equipment and internet access to participate in zoom education. Many of our students did not have a home environment that was conducive to this type of education so printed work that mimicked the work given in a classroom setting was provided to all students. A pickup and drop-off program was implemented to support this model. Supply bags were created by the classroom teacher to ensure all students had all they needed to complete the printed work. Daily support staff assistance was available for all students and SAI services were required daily for all second language learners and students with individual educational plans. As we move into the 2022, 23 school year, our focus will be on addressing the learning loss that happen during the pandemic by having a grade-level test readiness exam given to all students in August. This information will help us see the objective deficits and create a plan, along with the parent and after-school program, to close those learning

gaps. Additional aides will be in all classrooms and individual academic program for all students. Middle school partnered with UCSD and completed a very successful thematic journey called the Da Vinci Project. This project began with the life and legacy of Leonardo Da Vinci and took the students on a journey across math, science, language arts, history, photography and art as the parents, and community members engage with student learning and growth. This project will go deeper into grade-level content in the 2022-2023 school year by providing critical thinking and rigor. As well as allows students the opportunity to showcase their work at a respected University.

HDLA recognizes a need to engage families in the life of our academy. The school has a particular focus on families of low-income and second language learners. A project like this allows self-expression, creativity and an opportunity to implement family culture in their finished project. HDLA will continue to provide ongoing opportunities for families to engage with student work through Presentation of Learning exhibitions, off-campus learning opportunities and student- led conferences. Having student work displayed brings about student buy in, pride, and their best effort. The lower grade students will embark on a similar journey with the silk worms.

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.

The additional concentration grant add on will be used to support additional TA's in the classroom.

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		12:1
Staff-to-student ratio of certificated staff providing direct services to students		12:1

## 2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$977,788.00	\$403,498.00		\$394,600.36	\$1,775,886.36	\$1,278,127.00	\$497,759.36

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1		All	\$565,344.00	\$77,857.00		\$178,368.00	\$821,569.00
1	1.2		Students with Disabilities		\$24,859.00			\$24,859.00
1	1.3		English Learners Foster Youth Low Income	\$41,682.00	\$6,890.00			\$48,572.00
1	1.4		All Students with Disabilities	\$8,645.00	\$5,900.00		\$6,355.00	\$20,900.00
1	1.5		All Students with Disabilities	\$400.00				\$400.00
1	1.6		English Learners Foster Youth Low Income	\$24,925.00	\$38,000.00		\$10,000.00	\$72,925.00
1	1.7		Students with Disabilities		\$29,630.00		\$12,870.00	\$42,500.00
1	1.8		Low Income, Foster Youth Foster Youth Low Income	\$16,155.00	\$15,000.00		\$13,845.00	\$45,000.00
1	1.9		All Students with Disabilities	\$8,810.00				\$8,810.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.10		All Students with Disabilities	\$3,180.00				\$3,180.00
1	1.11		ELL English Learners Foster Youth Low Income					
1	1.12		Low Income, Foster Youth All Students with Disabilities	\$27,364.00	\$184,501.00		\$63,200.00	\$275,065.00
1	1.13		All Students with Disabilities		\$20,861.00			\$20,861.00
1	1.14		All Students with Disabilities				\$52,296.36	\$52,296.36
1	1.15		Students with below grade level skills All Students with Disabilities				\$9,500.00	\$9,500.00
1	1.16		All Students with Disabilities				\$20,000.00	\$20,000.00
1	1.17		All Students with Disabilities				\$25,141.00	\$25,141.00
2	2.1		At Risk, African American Students English Learners Foster Youth Low Income	\$0.00				\$0.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.2		All Students with Disabilities	\$33,716.00				\$33,716.00
2	2.3		ELL, Low income, at risk, homeless English Learners Foster Youth Low Income	\$108,860.00				\$108,860.00
2	2.4		All Students with Disabilities	\$1,600.00				\$1,600.00
2	2.5		All Students with Disabilities	\$7,000.00				\$7,000.00
2	2.6		All Students with Disabilities	\$22,501.00				\$22,501.00
2	2.7		All Students with Disabilities	\$45,558.00				\$45,558.00
2	2.8		All	\$32,808.00				\$32,808.00
2	2.9		at risk youth, homeless, foster care English Learners Foster Youth Low Income	\$1,200.00				\$1,200.00
2	2.11		Students who are and are at risk of being chronically absent. All				\$3,025.00	\$3,025.00
3	3.1		All	\$100.00				\$100.00
3	3.2		All	\$4,241.00				\$4,241.00
3	3.3		All	\$5,000.00				\$5,000.00
3	3.4		Students with Disabilities	\$2,071.00				\$2,071.00
3	3.5		All English Learners Foster Youth Low Income	\$16,628.00				\$16,628.00





## 2023-24 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
957,501	191,829	20.03%	0.00%	20.03%	\$209,450.00	20.03%	41.90 %	<b>Total:</b>	\$209,450.00
								<b>LEA-wide Total:</b>	\$192,822.00
								<b>Limited Total:</b>	\$0.00
								<b>Schoolwide Total:</b>	\$16,628.00

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	1.3		Yes	LEA-wide	English Learners Foster Youth Low Income		\$41,682.00	3.32%
1	1.6		Yes	LEA-wide	English Learners Foster Youth Low Income		\$24,925.00	4.98%
1	1.8		Yes	LEA-wide	Foster Youth Low Income		\$16,155.00	3.07%
1	1.11		Yes	Schoolwide	English Learners Foster Youth Low Income			
1	1.16					All Schools		
2	2.1		Yes	Schoolwide	English Learners Foster Youth Low Income		\$0.00	
2	2.3		Yes	LEA-wide	English Learners Foster Youth Low Income		\$108,860.00	7.44%

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 (%)
2	2.9		Yes	LEA-wide	English Learners Foster Youth Low Income		\$1,200.00	.08%
3	3.5		Yes	Schoolwide	English Learners Foster Youth Low Income		\$16,628.00	1.14%

## 2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
<b>Totals</b>	\$1,810,746.00	\$1,605,357.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1		No	\$1,004,083.00	750,973
1	1.2		No	\$12,799.00	26,016
1	1.3		Yes	\$46,093.00	53,269
1	1.4		No	\$12,350.00	11,630
1	1.5		No	\$400.00	400
1	1.6		Yes	\$34,850.00	59,850
1	1.7		No	\$52,275.00	52,275
1	1.8		No Yes	\$27,060.00	42,279
1	1.9		No	\$18,400.00	18,350

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	1.10		No	\$11,500.00	11,550
1	1.11		No Yes	\$30,560.00	
1	1.12		No	\$241,780.00	269,010
1	1.13		No	\$13,551.00	12,156
2	2.1		No Yes	\$1,500.00	
2	2.2		No	\$55,952.00	49,956
2	2.3		No Yes	\$99,895.00	91,220
2	2.4		No	\$1,600.00	720
2	2.5		No	\$4,500.00	7,000
2	2.6		No	\$26,140.00	26,051
2	2.7		No	\$60,270.00	60,158

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)
2	2.8		No	\$30,618.00	33,342
2	2.9		No	\$1,200.00	705
			Yes		
3	3.1		No	\$100.00	100
3	3.2		No	\$6,074.00	5,377
3	3.3		No	\$1,422	\$5,000
3	3.4		No	\$1,230.00	1,342
3	3.5		No	\$14,544.00	16,628
			Yes		

**2022-23 Contributing Actions Annual Update Table**

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
169,029	\$204,523.00	\$173,516.00	\$31,007.00	20.00%	19.85%	-0.15%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.3		Yes	\$28,092.00	40,613	2.89%	4.65%
1	1.6		Yes	\$15,350.00	5,350	1.5%	.61%
1	1.8		Yes	\$13,382.00	19,000	1.3%	2.17%
1	1.11		Yes	\$30,560.00	0	2.99%	0%
2	2.1		Yes	\$1,500.00	0		
2	2.3		Yes	\$99,895.00	91,220	9.79%	10.44%
2	2.9		Yes	\$1,200.00	705	.11%	.08%
3	3.5		Yes	\$14,544.00	16,628	1.42%	1.90%

**2022-23 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)
850,970	169,029	0	19.86%	\$173,516.00	19.85%	40.24%	\$0.00	0.00%

# Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

## Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
  - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).



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

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

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

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

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

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

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

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

## **Plan Summary**

### **Purpose**

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

## Requirements and Instructions

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

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

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

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

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

## Engaging Educational Partners

## Purpose

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

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

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

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

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

## Requirements and Instructions

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

### **Local Control and Accountability Plan:**

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

**Prompt 2:** “A summary of the feedback provided by specific educational partners.”

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

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

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

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

## Focus Goal(s)

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

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

## Broad Goal

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

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

## Maintenance of Progress Goal

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

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

## Required Goals

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

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

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

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

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

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

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

### **Measuring and Reporting Results:**

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

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

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

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

Complete the table as follows:

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

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



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

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

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

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

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

**Goal Analysis:**

Enter the LCAP Year.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

### Purpose

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

### Requirements and Instructions

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

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

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

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

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

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

**Required Descriptions:**

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

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

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

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

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

## **For School Districts Only:**

### **Actions Provided on an LEA-Wide Basis:**

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

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

### **Actions Provided on a Schoolwide Basis:**

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

## Action Tables

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

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

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

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

## Data Entry Table

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

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.



- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

## Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

## Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

## Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## LCFF Carryover Table

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

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

### Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
  - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
  - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
  - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
  - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

**LCFF Carryover Table**

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

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

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