



Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Plan Summary [2021-22]

General Information

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

Leroy Greene Academy (LGA) is an academic charter school, operated by NUSD to serve students in 6th through 12th grades. Our Vision is that All students graduate college and career ready, productive, responsible and engaged global citizens. To do that, LGA is committed with PRIDE: Purpose, Results, Innovation, Determination, and Empathy.

We are a public school with the ability to operate differently than a traditional school. We implement challenging academic programs and high-leverage systems that ensure all students are prepared for college. Students complete course work in two innovative pathways -- Visual Arts & Technology, and Business Entrepreneurship. Our culture of achievement is defined by high expectations for academic performance and citizenship. We value diversity and connectedness, and we believe that the strength of our Lion PRIDE helps to create a rich educational experience focused on ensuring that all Lion students graduate as college ready.

LGA hosts a diverse group of students, with approximately 800 students representing the diversity of Sacramento including 45% Latinx, 20% White, 13% African American, 9% Asian, 7% Two or More Races. Additionally about 60% of LGA students are economically disadvantaged and 9% are English Learners.

Reflections: Successes

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

LGA has had great success over the years keeping students in school and graduating capped by a 99% graduation rate in 2019 and 100% grad rate in 2020. In addition to the high grad rate, LGA has a low absentee rate with a Green rating on the Ca School Dashboard and a 4% chronic absentee rate in 2018-2019. Local data highlights high positive perceptions about the school by students, families and staff. The vast majority of families (90% or more), students (85% or more) and staff (75% or more) agree that LGA is effectively preparing students for college/career by developing skills such as: Retaining Knowledge and Concepts in each class, Thinking Critically, Preparation for testing (such as CAASPP, ACT, SAT), Persevering to Solve a Problem, Reading for Understanding in all Subject Areas, Mathematics and Problem Solving, Writing Effectively, Innovating and Communicating Ideas, Thinking and Working Creatively, Working Collaboratively. Additionally, on average, more than 90% of stakeholders agreed that Counselors support students with their LGA course planning, provide the information students need for college and career planning, and support students' personal and mental health.

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.

Through an analysis of student data and stakeholder engagement a number of areas of need have emerged for LGA moving forward, including areas such as: expanding supports to prepare students for college/career, adding advanced coursework to provide rigorous

challenging college-level classes, improving math performance, expanding course taking and intervention opportunities for students, increasing the A-G completion/pass rates, improving campus climate/culture and increasing authentic communication with families.

LGA's performance on the Ca School Dashboard highlights the following needs/challenges: Academic Achievement in both ELA and Math with Yellow ratings, College/Career readiness with an Orange indicator and Suspension Rate with a Red indicator. In English Language Arts, African American students, English Learners and Students with Disabilities each had an Orange rating. These three groups also scored low on the Math indicator with Orange ratings for African American students and Students with Disabilities, but English Learners had a Red rating. There were too few students in these groups in the senior class to have a rating on the College/Career Indicator. None of those three groups had low ratings on the Chronic Absentee Indicator, however they all scored at the Red level on the Suspension indicator along with every student group except Asian and Filipino students who had an Orange Suspension indicator. Collectively, this identifies the need to support students of color and English Learners to be more academic successful at LGA. There is also a need to increase academic achievement in ELA and Math for all student groups.

LCAP Highlights

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

Leroy Greene Academy continues to make progress in connecting students to school and preparing them for college. Local and State data identified some important areas of need along with the experiences caused by the pandemic and year of distance learning. Together, these created an opportunity to look deeply at the LGA structures and culture and changes are planned including adding year-long support classes for students struggling in Math or English, improved and increased communications with stakeholders, a renewed focus on creating community and business partnerships to strengthen the career pathways, an expansion of AVID and alignment of systems to support CTE pathways, improving the Advisory program, expanding social-emotional supports for students, and creating flexible credit recovery options for students.

Comprehensive Support and Improvement

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

Schools Identified

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

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

Stakeholder Engagement

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

Distance Learning Survey for staff 9/22/2020
Graduate Profile Survey of families 9/23/2020 116 responses
Parent Town Hall on Zoom to discuss graduate profile 9/24/2020
LGA Communications Survey for families 12/7/2020 270 responses
Grade Level Lead Meetings 9/22/2020, 10/19/2020, 11/16/2020, 1/12/2021, 2/16/2021 (Grade Level Leads help to oversee the advisory program and focus on data cycles with attendance and grades.)
Building Team Meetings 9/21/2020, 11/9/2020, 12/15/2020, 1/11/2021, 3/8/2021 (Building Team-Leadership team that helps guide site-wide decisions and schoolwide direction.)
Learning Continuity and Attendance Plan 8/7/2020 Public Hearing 9/25/2020 Final Approval
LGA Parent Involvement Survey 8/5/2020 Parent Survey Survey parents to gauge when the best dates and times for a parent committee 62 respondents
LGA Orientation Questions (6th Grade) 8/17/2020 Parent Survey 6th Grade Orientation additional questions 10 questions
AVID Survey for students 11/9/2020, 1/14/2021, 3/18/2021 AVID effectiveness survey 48 responses, 21 responses
LGA Club Interest Survey for students 9/21/2021
Surveyed students to ask what types of clubs they want available on campus
LCAP Board Approval 6/18/2021

A summary of the feedback provided by specific stakeholder groups.

LGA families, staff and students had strong positive feelings about the past work at LGA to support student success, agreed that LGA is preparing students for college/career, has effective programs to help students, feel connected and safe at school, and feel the school is effective at engaging students and families. For example: 90% of families, 76% of staff, and 88% of students said the school effectively prepares students for college; 94% of families, 77% of staff, and 89% of students agreed that the school teaches students to think critically and 91%, 90% and 93% agreed the school teaches students to write effectively. One of the highest levels of agreement was seen in the response to how effectively prepares students to work collaboratively with 91% of families, 100% of staff and 92% of students agreeing.

Regarding the effectiveness of programs to help students, nearly all agreed that there are effective programs for students to participate in athletics (90%, 97%, and 92% respectively), supporting English Learner Students (93%, 95%, and 91% respectively), providing mental health supports for students (85%, 97%, and 80% respectively), and helping students who are struggling academically (82%, 92%, and 87% respectively). One of the lowest areas of agreement, yet still positive was in response to providing effective programs to volunteer in the community (73%, 55%, and 78% respectively) and working with a mentor in the community (70%, 67%, and 81% respectively).

Regarding school climate, a very 94% of families, 97% of staff and 93% of students said that they school is safe and 94%, 95%, and 94% feel welcome at school. Slightly lower, yet high was the feeling of being connected to school at 91%, 90% and 83% respectively). Respondents are most likely to say that classrooms and spaces during passing periods are safe with 92%, 95% and 95% agreement for classrooms and 93%, 95%, and 94% agreement for passing periods. Respondents felt that locker rooms were safe, but had the lowest agreement levels at 83%, 92%, and 85% respectively.)

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

Reviewing stakeholder feedback, in the context of student data and student needs, LGA will be adding new programs and supports in the following years. For example, more academic support (learning loss, hiring additional math teachers) will be added. There will be a larger focus on parent involvement, engagement and communication as well as more community engagement, partnerships, and supports for students to participate in service and internship programs. The school is looking at revising the Advisory program to include more parent involvement and improve academics. Yearlong support classes will be offered as well as work to strengthen and expand the CTE pathways. Additional distance learning and independent learning opportunities may be offered to support students who are off track to graduate and meet A-G requirements. AVID will be added in 2020-2021 with the goal of growing the program. LGA may add community circles and may start a restorative justice program too. Finally, the school will expand mental health supports for students and possibly staff.

Goals and Actions

Goal

Goal #	Description
1	Increase student success in ELA, math, science, literacy and civics

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
Percent of Students meeting/exceeding ELA Standards	48% in 2019, Establish new baseline in 2022				TBD in 2022
Percent of Students meeting/exceeding ELA Standards	25% in 2019, Establish new baseline in 2022				TBD in 2022
Classroom Walkthroughs completed	100%				100%
Students with access to broad course of study	100%				100%
Students with access to standards aligned curriculum	100%				100%
Chromebooks per student	1:1, 100%				1:1, 100%
English Learner Progress Indicator on CA School Dashboard	Low at 44.7%				55%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of English Learners Reclassified as Fluent English Proficient	7 students, 15% for 20-21				20%
Percent of Highly Qualified Teachers					100%
Percent of Highly Qualified CTE Teachers					100%
Teachers' receiving professional development on state standards					100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	2021 Summer School	Provide summer school learning and credit recovery opportunities for students (costs for 2021 Summer School are included in the ELO Plan)	\$0.00	Yes
3	Continue student technology	Provide Chromebook per student with refresh and maintenance to ensure all students, especially low income students, have access to technology for their academic program.	\$20,000.00	Yes
4	Continue curriculum software	Renew software licenses and purchase curriculum to support student learning	\$50,000.00	No
5	Implement pre-AP supports	In 2021-2024, support systems such as Pre-AP courses and AP Support will be offered to better prepare and support advanced education coursework.	\$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
6	Implement math supports	Add one additional teacher to provide yearlong math courses to students who are struggling with math to provide extra time and support for math content	\$100,000.00	Yes
7	Implement interventions and credit recovery systems	In 2021-2024, intervention and credit recovery systems will be put into place to assist students in meeting grade level standards and graduation requirements, These could include yearlong math and english courses to provide students more time and APEX courses. (Cost included in staff salary action)	\$0.00	Yes
8	Employee Salaries and Benefits	The salary and benefits for certificated and classified staff at LGA	\$6,354,065.00	No
9	Provide English Language Development supports	ELD course for EL students has no additional cost, included in teacher salaries above. Other funds to be used to provide academic and social-emotional supports for EL students.	\$25,000.00	Yes
10	Continue AVID	Continue AVID for 9th and 10th grade, and expand into other grade levels with the intention of having AVID go from 8th through 12th grade by 2024	\$16,000.00	

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	Prepare students to be college and career ready

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
Percent of 10th and 11th graders taking PSAT					
Percent of 11th graders taking SAT					
Percent of 12th graders taking SAT	78 of 82 students = 95% in 2020 38 of 79 students = 48% in 2021				50%
Percent of students in AP classes who took an exam	103 students took 168 exams in 2020, 84%				90%
Percent of AP Test takers who passed at least one exam	51%				50%
Percent of AP tests passed	81 of 166 tests = 49% in 2020				50%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Graduates completing State Seal of Biliteracy	7 of 75 graduates = 9%				10%
A-G Completion Rate	65 of 75 graduates = 87% in 2020				85%
College/Career Indicator on Ca School Dashboard	Orange at 50.7% prepared in 2019				60%
Graduation Rate	100%				100%
HS Dropout Rate	0%				0%
Percent of Seniors applying to CSUS	59 of 75 graduates = 79% in 2020 59 of 76 graduates = 78% in 2020				100%
College Going Rate	78% in 2020 (27% to 2-year college and 51% to 4-year college)				80%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Continue counseling services	Maintain a 3.0 FTE of LGA staff to support student A-G completion, high school graduation, 4-year planning, English Learner Development support, and students' social-emotional wellbeing	\$366,000.00	Yes
2	Expand pathways and pathways courses	Implement a variety of new pathway courses: addition of three new art courses and one business course to align to post secondary college and career goals for students, including but not limited to updates in digital media (Wacom tablets), AP course alignment (AP and Pre-AP	\$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		training) and adoption of CTE and dual enrollment expectations. Capstone projects for senior classes will reflect pathway coursework and require community engagement and interaction on a yearly basis (contract for off site locations for senior events). Additional courses will also require art Pre-AP and AP training for staff, and INCubator ACCelorator course training (conference attendance-3 attendees 9230 and ACCelorator licensing).		
3	Course supplies and equipment	With the adoption of new pathway outcomes and course development, on-going increase of course supplies to meet the needs of digital advances within the Adobe Creative Cloud, connections and access to community resources , after school events, pitching events and art shows/museum visits. Course supplies would also include visits from community professionals within careers that are linked to pathway outcomes.	\$75,000.00	Yes
4	Support CTE teacher credentialing	LGA will continue to support CTE teachers through the completion of their required CTE hours and application process to increase the number of CTE credentialed teachers to 4 on-site by 2024	\$0.00	No
5	Provide dual enrollment for students	LGA will continue its relationship with American River College and will expand its dual enrollement course offerings to 6 courses by 2024	\$0.00	No
6	SAT during the school day	Continue to provide 11th graders with access to SAT exam during the school day to increase SAT access for low income students and underrepresented subgroups	\$1,000.00	Yes
7	Provide field trips	Each grade level at LGA will have at least one field trip opportunity per year to visit a college. Seniors will have multiple.	\$18,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
9	Pay AP exam fees for students	Pay for AP exams for all students through 2024 to ensure that financial burdens for low income student do not impede their ability to sit for the AP exams	\$15,000.00	Yes
10	Pay for college applications for seniors to Sac State	Pay for college application for every senior or all students through 2024 to Sacramento State University to ensure that every student, regardless of family income, can apply to attend a 4-year college.	\$3,000.00	Yes
11	PSAT during the school day	Continue to provide 10th graders with access to PSAT exams during the school day to increase PSAT access for low income students and underrepresented subgroups	\$1,000.00	Yes
12	Expand Avid program	Continue AVID for 9th and 10th grade, and expand into other grade levels with the intention of having AVID go from 8th through 12th grade by 2024	\$15,000.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	Engage parents and families to support student success in school

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
Percent of Parents that complete the Annual Parent Survey	101 of 500 families = 20%				40%
Percent of Parents who feel welcome at school	94%				90%
Percent of Parents who feel their ideas are valued and included in school plans	88%				90%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Continue parent survey	Continue to survey parents and gather feedback for school initiatives	\$0.00	No
2	Implement parent engagement programs	Increase parent communication and involvement through the visit of other secondary school sites to better understand how to effectively reach parents and increase participation (transportation). Create	\$35,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		events within the community to build a bridge from home to school and invite ongoing parent feedback and input on site decisions (parent dinner events). Develop ongoing meetings that increase parent participation and explore how to best engage parents in supporting their students' success, implementing a parent advisory committee (morning meetings 10-20 parents, provided breakfast for feedback on specific items twice a quarter).		
3	Implement community engagement programs	LGA will increase community engagement through participation and consistent off site work through The Urban Hive, developing off site events and inviting guest speakers and teachers to be involved on a monthly basis. The Director of Pathways will attend community events to find industry professionals that can link students to internship, community service and future career opportunities.	\$10,000.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
4	Create safe and welcoming learning environment where students attend and are connected

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
Student Attendance Rate	96.4% in 2019-2020				95%
Chronic Absentee Rate	5.3% in 2019				5%
Students participating in music and athletics	289 in Music (removed drama and performing arts) 37%. 295 positions filled by 247 students for athletics. 32% 783 total students.				35%
Suspension Rate	8.8% in 2020				5%
Percent of students who feel safe at school	93%				90%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of students who feel welcome at school	94%				90%
Maintain facilities in good repair	100%				100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Continue music	Continue to grow the middle and high school music programs to ensure that all students, regardless of income have the opportunity to participate in school music programs	\$10,000.00	Yes
2	Continue Advisory Program	All LGA students attend advisory 4 days a week for 20 min. Advisory teachers contact home on a regular basis and are able to log contact in Infinite Campus. Advisory will continue to be offered to LGA students with a continued emphasis in building positive relationship with peers and staff.	\$0.00	No
3	Provide school activities	LGA will continue to develop and evolve activities on campus to increase student sense of connection and adapt to CDC guidelines to keep student safe while participating in ongoing campus traditions. LGA activities staff will be trained in WEB practices and leadership responsibilities to increase participation in school leadership, and expanding activities during school and after school.	\$4,500.00	Yes
4	Implement CoVitality survey to students	All LGA students will be provided the opportunity to take the CoVitality survey which provides individual feedback around the social emotional state of our students. Counseling staff uses the data from this survey to better support the mental health of LGA students	\$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
5	Implement Restorative Justice	Implement the Restorative Justice program to improve positive student behaviors through a wholistic wraparound supportive school environment	\$48,000.00	Yes
6	Athletics	Continue to support and fund middle and high school athletic programs to ensure that students, regardless of income, can participate.	\$12,000.00	Yes
7	Campus Culture and Safety Support	Improve safety and campus culture through additional resources to engage and support students	\$60,000.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
11.97%	\$830,651

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

Required Descriptions

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

After assessing the needs, conditions, and circumstances of our English Learners, Low Income Students, and Foster Youth students, we learned that their academic achievement was lower than the academic achievement for all students. To address this condition of our English Learners, Low Income Students, and Foster Youth students, we will provide summer school, technology for students, pre-AP supports, math supports, credit recovery, intervention supports and ELD to address some of the major causes of lower academic achievement, including lack of prior educational achievement, fewer family resources, and language acquisition challenges.

Goal 1, Actions 1, 3, 5, 6, 7, provide needed extra supports and extra time for unduplicated students. These actions are being provided on a school-wide basis with the expectation that it will also benefit all students to improve their academic achievement. However, because of the lower academic achievement for these English Learners, Low Income Students, and Foster Youth, and because the actions meet needs most associated with the chronic stresses and experiences of prior educational achievement, fewer family resources, and language acquisition challenges we expect that the academic achievement for our English Learners, Low Income Students, and Foster Youth students will increase more than the average academic achievement of all other students.

After assessing the needs, conditions, and circumstances of our English Learners students, we learned that their English Learner progress was lower than the English Learner progress for all students. To address this condition of our English Learners students, we will ELD supports to address some of the major causes of lower English Learner progress, including lack of lack of language skills

Goal 2, Actions 9 provide additional support and interventions in English language development. These actions are being provided on a school-wide basis with the expectation that it will also benefit all students to improve their English Learner progress. However, because of

the lower English Learner progress for these English Learners, and because the actions meet needs most associated with the chronic stresses and experiences of lack of language skills, we expect that the English Learner progress for our English Learners students will increase more than the average English Learner progress of all other students.

After assessing the needs, conditions, and circumstances of our English Learners, Low Income Students, and Foster Youth students, we learned that their college and career readiness was lower than the college and career readiness for all students. To address this condition of our English Learners, Low Income Students, and Foster Youth students, we will provide counseling services, expand pathways and courses, provide SAT during the school day, provide field trips, provide office hours, pay for AP exam fees, pay for college application to Sac State, provide the PSAT, and expand AVID programs to address some of the major causes of lower college and career readiness, including lack of limited knowledge, less family experience, fewer financial resources, and lower academic achievement.

Goal 3, Actions 1, 2, 6, 7, 8, 9,10, 11, and 12 provide additional support and services to encourage students to attend college and remove barriers from college readiness activities. These actions are being provided on a school-wide basis with the expectation that it will also benefit all students to improve their college and career readiness. However, because of the lower college and career readiness for these English Learners, Low Income Students, and Foster Youth, and because the actions meet needs most associated with the chronic stresses and experiences of limited knowledge, less family experience, fewer financial resources, and lower academic achievement we expect that the college and career readiness for our English Learners, Low Income Students, and Foster Youth students will increase more than the average college and career readiness of all other students.

After assessing the needs, conditions, and circumstances of our English Learners, Low Income Students, and Foster Youth students, we learned that their parent and community engagement was lower than the parent and community engagement for all students. To address this condition of our English Learners, Low Income Students, and Foster Youth students, we will visit other secondary school sites to better understand how to effectively reach parents and increase participation, create events within the community to build a bridge from home to school and invite ongoing parent feedback and input on site decisions, develop ongoing meetings that increase parent participation and explore how to best engage parents in supporting their students' success, and create partnerships between staff and community organizations to address some of the major causes of lower parent and community engagement, including lack of less time and fewer resources available to participate.

Goal 2, Actions 3 better understand the needs of our parents and create more effective engagement opportunities as well as engaging with local professional organizations . These actions are being provided on a school-wide basis with the expectation that it will also benefit all students to improve their parent and community engagement. However, because of the lower parent and community engagement for these English Learners, Low Income Students, and Foster Youth, and because the actions meet needs most associated with the chronic stresses and experiences of less time and fewer resources available to participate we expect that the parent and community engagement for our English Learners, Low Income Students, and Foster Youth students will increase more than the average parent and community engagement of all other students.

After assessing the needs, conditions, and circumstances of our English Learners, Low Income Students, and Foster Youth students, we learned that their chronic absenteeism and suspensions was higher than the chronic absenteeism and suspensions for all students. To address this condition of our English Learners, Low Income Students, and Foster Youth students, we will provide the CoVitality survey which provides individual feedback around the social emotional state of our students (counseling staff uses the data from this survey to better support the mental health of LGA students) to address some of the major causes of higher chronic absenteeism and suspensions, including lack of more challenging social, mental health, and family issues.

Goal 4 and 5, Actions 4 create more supportive school environments by better understanding our student's needs, provide effective counseling services, and develop positive student relationships for dealing with conflict. These actions are being provided on a school-wide basis with the expectation that it will also benefit all students to improve their chronic absenteeism and suspensions. However, because of the higher chronic absenteeism and suspensions for these English Learners, Low Income Students, and Foster Youth, and because the actions meet needs most associated with the chronic stresses and experiences of more challenging social, mental health, and family issues we expect that the chronic absenteeism and suspensions for our English Learners, Low Income Students, and Foster Youth students will increase more than the average chronic absenteeism and suspensions of all other students.

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

Using the calculation tool provided by the state, our LEA has calculated that it will receive \$830,651 in Supplemental and/or Concentration funding under the Local Control Funding Formula (LCFF). The proportionality percentage to increase or improve services has been calculated at 11.97%. Our LEA has demonstrated that it has met the 11.97% proportionality percentage by planning to expend more than the minimum required supplemental and/or concertation funds on actions or services that are principally directed towards the unduplicated student population as summarized in the prompt above and as explained in detail in each contributing action description within this plan.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$914,500.00	\$6,354,065.00			\$7,268,565.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$6,898,065.00	\$370,500.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	2021 Summer School					\$0.00
1	3	English Learners Foster Youth Low Income	Continue student technology	\$20,000.00				\$20,000.00
1	4	All	Continue curriculum software	\$50,000.00				\$50,000.00
1	5	English Learners Foster Youth Low Income	Implement pre-AP supports	\$10,000.00				\$10,000.00
1	6	English Learners Foster Youth Low Income	Implement math supports	\$100,000.00				\$100,000.00
1	7	English Learners Foster Youth Low Income	Implement interventions and credit recovery systems					\$0.00
1	8	All	Employee Salaries and Benefits		\$6,354,065.00			\$6,354,065.00
1	9	English Learners	Provide English Language Development supports	\$25,000.00				\$25,000.00
1	10		Continue AVID	\$16,000.00				\$16,000.00
2	1	English Learners Foster Youth Low Income	Continue counseling services	\$366,000.00				\$366,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2	English Learners Foster Youth Low Income	Expand pathways and pathways courses	\$20,000.00				\$20,000.00
2	3	Low Income	Course supplies and equipment	\$75,000.00				\$75,000.00
2	4	All	Support CTE teacher credentialing					\$0.00
2	5	All	Provide dual enrollment for students					\$0.00
2	6	English Learners Foster Youth Low Income	SAT during the school day	\$1,000.00				\$1,000.00
2	7	English Learners Foster Youth	Provide field trips	\$18,000.00				\$18,000.00
2	9	English Learners Foster Youth Low Income	Pay AP exam fees for students	\$15,000.00				\$15,000.00
2	10	English Learners Foster Youth Low Income	Pay for college applications for seniors to Sac State	\$3,000.00				\$3,000.00
2	11	English Learners Foster Youth Low Income	PSAT during the school day	\$1,000.00				\$1,000.00
2	12	English Learners Foster Youth Low Income	Expand Avid program	\$15,000.00				\$15,000.00
3	1	All	Continue parent survey					\$0.00
3	2	English Learners Foster Youth Low Income	Implement parent engagement programs	\$35,000.00				\$35,000.00
3	3	English Learners Foster Youth Low Income	Implement community engagement programs	\$10,000.00				\$10,000.00
4	1	English Learners Foster Youth Low Income	Continue music	\$10,000.00				\$10,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	2	All	Continue Advisory Program					\$0.00
4	3	Low Income	Provide school activities	\$4,500.00				\$4,500.00
4	4	English Learners Foster Youth Low Income	Implement CoVitality survey to students					\$0.00
4	5	English Learners Foster Youth Low Income	Implement Restorative Justice	\$48,000.00				\$48,000.00
4	6	English Learners Foster Youth Low Income	Athletics	\$12,000.00				\$12,000.00
4	7	Low Income	Campus Culture and Safety Support	\$60,000.00				\$60,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$848,500.00	\$848,500.00
LEA-wide Total:	\$161,500.00	\$161,500.00
Limited Total:	\$4,500.00	\$4,500.00
Schoolwide Total:	\$691,500.00	\$691,500.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	2021 Summer School	Schoolwide	English Learners Foster Youth Low Income			\$0.00
1	3	Continue student technology	Schoolwide	English Learners Foster Youth Low Income		\$20,000.00	\$20,000.00
1	5	Implement pre-AP supports	Schoolwide	English Learners Foster Youth Low Income		\$10,000.00	\$10,000.00
1	6	Implement math supports	Schoolwide	English Learners Foster Youth Low Income		\$100,000.00	\$100,000.00
1	7	Implement interventions and credit recovery systems	Schoolwide	English Learners Foster Youth Low Income			\$0.00
1	9	Provide English Language Development supports	Schoolwide	English Learners		\$25,000.00	\$25,000.00
2	1	Continue counseling services	Schoolwide	English Learners Foster Youth Low Income		\$366,000.00	\$366,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	2	Expand pathways and pathways courses	Schoolwide	English Learners Foster Youth Low Income		\$20,000.00	\$20,000.00
2	3	Course supplies and equipment	LEA-wide	Low Income	All Schools	\$75,000.00	\$75,000.00
2	6	SAT during the school day	Schoolwide	English Learners Foster Youth Low Income		\$1,000.00	\$1,000.00
2	7	Provide field trips	Schoolwide	English Learners Foster Youth		\$18,000.00	\$18,000.00
2	9	Pay AP exam fees for students	Schoolwide	English Learners Foster Youth Low Income		\$15,000.00	\$15,000.00
2	10	Pay for college applications for seniors to Sac State	Schoolwide	English Learners Foster Youth Low Income		\$3,000.00	\$3,000.00
2	11	PSAT during the school day	Schoolwide	English Learners Foster Youth Low Income		\$1,000.00	\$1,000.00
2	12	Expand Avid program	Schoolwide	English Learners Foster Youth Low Income		\$15,000.00	\$15,000.00
3	2	Implement parent engagement programs	Schoolwide	English Learners Foster Youth Low Income		\$35,000.00	\$35,000.00
3	3	Implement community engagement programs	Schoolwide	English Learners Foster Youth Low Income		\$10,000.00	\$10,000.00
4	1	Continue music	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	\$10,000.00
4	3	Provide school activities	LEA-wide Schoolwide	Low Income	All Schools	\$4,500.00	\$4,500.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
			Limited to Unduplicated Student Group(s)				
4	4	Implement CoVitality survey to students	Schoolwide	English Learners Foster Youth Low Income			\$0.00
4	5	Implement Restorative Justice	Schoolwide	English Learners Foster Youth Low Income		\$48,000.00	\$48,000.00
4	6	Athletics	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$12,000.00	\$12,000.00
4	7	Campus Culture and Safety Support	LEA-wide	Low Income	All Schools	\$60,000.00	\$60,000.00

Annual Update Table Year 1 [2021-22]

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

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

Instructions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

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

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

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

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

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **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 K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.