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 [2022-23]

General Information

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

Luis Valdez Leadership Academy (LVLA) is a public charter high school focusing on providing its students with a rigorous curriculum, a strong faculty and support staff for their instructional experience, and an environment made up of high expectations and community that serves the entire student and their family. LVLA has a strong educational track record that has enhanced all attending students' chances of succeeding academically and completing a college degree, particularly with a focus of English Language Learner (ELL) students. LVLA possesses an innovative curriculum focused on meeting the needs of English Language Learners, a capable fully-certificated faculty through the Union of Foundation (UFE) educators, and a nurturing environment co-located with East Side Union High School District's (ESUHSD) Yerba Buena High School. Accordingly, LVLA has become a viable educational option for each and every student in East San Jose, especially English Language Learners and those deriving from underrepresented backgrounds. With its focus on Visual and Performing Arts in honor of its namesake Mexican-American playwright Luis Valdez focused, LVLA fills a unique niche in the creative and technical arts locally. LVLA also provides focus to reach the academic level proficiency of English Language Arts (ELA) that is critical for academic achievement, demonstrating growth in standardized tests, benefiting from assessment-based curriculum, and pursuing postsecondary educational opportunities to thrive in East San Jose, Silicon Valley, and beyond.

All LVLA students are on a University of California (UC) A - G requirement aligned pathway and LVLA grants these students a diploma once they have completed all credit-bearing courses required for high school graduation by the State of California with 220 units required by LVLA for graduation on their route to post- secondary success. As is consistent with the mission and values of LVLA, the school seeks to ensure that students who attend LVLA are among the first within their families to graduate high school and seek a degree beyond high school. Such a focus is integral to the operation of LVLA, as the majority of students are set to become first-generation college students attaining the highest level of education in their families to date. LVLA believes that the high school years are crucial, formative years, and that the choices students make during these years will set them on a path for life with post-secondary success as a primary school site objective for sustained college/career success. The primary demographic of students attending LVLA are Latino/Hispanic English Language Learner (ELL) students from the proximate aforementioned regions of East San Jose. LVLA reflects the general demographics of its local community where located,

whereby approximately 98% of its students are Latino/Hispanic and 85% are or have been designated an English Learner during their educational career. In addition, nearly half of students come from single-parent families with 23% of them expected to provide childcare for their siblings or work on behalf of their families throughout the school week. Though the majority (71.4%) of them student body is on free or reduced lunch, and 93% of our families do not have an immediate family member to have graduated from college, LVLA has experienced success in leading student growth in the midst such challenges.

The number of students at LVLA has remained steady historically with a minimum enrollment of 340 students and a maximum enrollment permitted of 430 students aged between 13 years old and 19 years old. As of the 2020-2021 academic year, the enrolment is approximately 346 students with similar levels of representation from the same schools and neighborhoods historically served by LVLA under The Foundation for Hispanic Education (TFHE) schools. As a non-selective public school, LVLA is tuition-free and admits any student regardless of ethnic, socioeconomic or religious background. LVLA works in tandem with parents, community members, and the East Side Union High School District (ESUHSD) to realize the mission of the school. The only admission requirement for the school is the students' and parents' willingness to uphold the mission and vision of the L LVLA. Consistent with the mission and focus of LVLA, the school site serves a student population that is predominantly belonging to the two following student groups: English Learner (EL) and Reclassified Fluent English Proficient (RFEP). This is evidenced with the year-by-year rate of student attendance with approximately 30% classified as EL and +60% classified as RFEP for an aggregated rate of 90%. In the most recent academic year, the figures at LVLA were 63% RFEP and 30.9% EL, respectively, for a total of 93.9%. For students to remain effective and engaged in their educational experience, LVLA and TFHE partner to monitor progress to achieving high rates of school attendance and course participation. Information is broken down by grade level as well to guide and inform the retention objectives of the school site. This effort is performed in the interest of providing students with continuity in their educational experience and accurate counts for student cohorts, which translate into anticipated accommodations, class sizes, and the resulting learning environment.

LVLA offers a robust, comprehensive Advisory program that seeks to ensure that ALL students attend school regularly and are academically successful. Advisory also seeks to develop students with their socio-emotional identity and character through a curriculum that focuses on academic success, college and career readiness, exploration of self, building initiative, developing resilience and learning resourcefulness in all LVLA students. LVLA institutes a restorative justice approach to discipline that seeks to avoid suspension, expulsion and other punitive forms of discipline and promote conflict mediation, public apologies and community service as alternative means of discipline. It is the goal to allow students the opportunity to reflect and take ownership of their behavior and make amends for the wrong or harm that they bring to the LVLA community. 100% of LVLA students are issued a Chromebook and charger, including the option to receive hotspots to ensure connectivity. School-Wide standardized the use of Google Classroom, including Google Meet, to foster delivery of content and to teacher/student learning spaces. For faculty, time has been allocated within the workday and within the school calendar to ensure that information, necessary support, a forum for on-going communication, and resources are provided to teachers. Multi-Tiered System of Supports (MTSS) practices also reinforce impactful school systems.

In order to achieve its goals schoolwide, LVLA (in line with The Foundation for Hispanic Education Schools):

- The LEA creates a safe and a clean learning environment by maintaining the school facility in good condition. Regular reviews of the facility are conducted and documented by ESUHSD, who is the lessor for the LVLA Site. Technical support for technology and

facilities oversight are provided by The Foundation for Hispanic Education. Nutrition services are provided by Better 4 You Meals. Daily janitorial service is provided by on-site staff during the day and a third-party approved contractor for evening and weekend service. Maintenance of major systems, such as fire protection, emergency generator, landscaping, electrical systems, network equipment, emergency exit signage, elevator system, pest control, and HVAC, are provided by qualified vendors on a regular basis. Recent improvements include upgrades to our internet infrastructure, classroom cabling, flooring, and painting, while the auditorium/nutrition space is currently under full renovation for reopening in Fall 2021. Any issues that arise are addressed in partnership with the landlord. The LEA takes the necessary steps to ensure the facility is safe and secure, by the regular maintenance of facility, gates, and locks. In addition, procedures for emergencies are in place.

- The LEA implements a rigorous hiring process, which includes paper screening, formal and informal interviews, curricular teacher materials review, teaching demonstration, background checks, and reference checks. 100% of its teaching staff is credentialed and fully certificated to teach in their subject area assignment as confirmed by the California Commission on Teaching Credentialing. LEA provides teachers with the supplies, professional development, and learning tools that are needed to successfully teach common core curriculum in their classrooms. Moreover, LVLA works in conjunction with the Union of Foundation Educators (UFE) to ensure that all faculty members have access to stakeholder engagement processes such as developing the instructional calendar as a collaborator, acting as a respondent for surveys, and providing plan feedback through access to all public meetings.
- The LEA provides textbooks and ancillary resources to support teaching and learning in compliance with the Williams Act, in addition to digitized aligned curriculum from Springboard (English Language Arts), College Preparatory Mathematics (Mathematics), Discovery Education NGSS (Science), TCI and AMSCO (History and Social Studies), Realidades (Spanish), McGraw-Hill (Health), and other standards-aligned curriculum providers.
- The LEA offers a robust, comprehensive Advisory program that seeks to ensure that ALL students attend school regularly and are academically successful. Advisory also seeks to develop students with their socio-emotional identity and character through a curriculum that focuses on academic success, college, and career readiness. All supervising members of the Advisory Program are fully certificated teachers responsible for a cohort of students.
- The LEA institutes a restorative justice approach to discipline that seeks to avoid suspension, expulsion and other punitive forms of discipline and promote conflict mediation, public apologies and community service as alternative means of discipline. It is the goal to allow students the opportunity to reflect and take ownership of their behavior and make amends for the wrong or harm that they bring to the LVLA community.

Reflections: Successes

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

Due to the COVID-19 pandemic, no California Dashboard data is available for Luis Valdez Leadership Academy (LVLA) most recent academic year; thus, referring the school community to the previous academic year (2019) for reflection on student performance and relative areas of strength. Per the California School Dashboard as of the 2018 – 2019 academic year, Luis Valdez Leadership Academy (LVLA) currently has approximately 46.5% of its English Learners (EL) making progress towards English Language proficiency, which stands at the

Medium level for development. Moreover, the English Learner students that progress at least one ELPI level is at 40.8%%. These are baseline standards for LVLA as no prior data is captured in the California School Dashboard for comparative purposes.

LVLA currently sits in the Increased status in Graduation Rate in the Blue standing category with approximately 97% of all students Graduating and 100% of Hispanic students successfully graduated. Historically, LVLA students have demonstrated over 90% graduation rate with the Cohort Dropout Rate most recently standing at an all-time low rate for the school at less than 3%. In comparison to peer Subgroups, Hispanic students at LVLA hold a +16.8% standing in comparison to their Hispanic peers statewide in 2018 – 2019. Moreover, when compared to other Socioeconomically Disadvantaged students statewide, LVLA students held a +14.7% standing in comparison to subgroup peers statewide in 2018 – 2019.

Per the California School Dashboard, Luis Valdez Leadership Academy (LVLA) currently sits in the Maintained status in College and Career Readiness in the Green standing category with students with approximately 55.1% Meeting or Exceeding preparation while another sizable student group of 19.1% is Approaching Prepared. Historically, LVLA students have demonstrated approximately 55% for the categories of A – G completion and admission to a four-year university (UC, CSU, or Private). In comparison to peer Subgroups, Hispanic students at LVLA hold a +19.9% standing in comparison to their Hispanic peers statewide in 2018 – 2019. Moreover, when compared to other Socioeconomically Disadvantaged students statewide, LVLA students held a +20.0% standing in comparison to subgroup peers statewide in 2018 – 2019.

Per the California School Dashboard, Luis Valdez Leadership Academy (LVLA) currently sits in the Increased status for Suspensions with 0.5% of students being suspended in the previous academic year for which data was available (2018 – 2019). Subgroups such as of English Learners, Socioeconomically Disadvantaged, and Hispanic students share positive results. This standing has been fostered by a restorative justice culture and implementation of Positive Behavior Interventions and Support (PBIS) training practices amongst administration members. This positive development of a strong rapport with students is also reflected in Average Daily Attendance (ADA) of over 95% for the most recent academic year.

Moreover, during this last year, the school community continued to show strong attendance, engagement, participation in parent governance, and overall strength in the COVID-19 pandemic. Remote learning also proved to be effective with ensuring that students maintained access to a comprehensive learning experience as well as advisory support from LVLA's instructional staff members. Parents/Guardians also demonstrated a heightened and active role in the development of critical plans such as the Learning Continuity and Attendance Plan (LCP), the Local Control and Accountability Plan (LCAP) for 2021 – 2024, and the support offered to students via Mental Health Services. Mechanisms including high participation were surveying efforts, Town Hall Meetings, School Site Council Meetings, English Learner Advisory Committee, and Monthly Cafecitos with the Principal.

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.

Due to the COVID 19 pandemic, no California Dashboard data is available for Luis Valdez Leadership Academy LVLA) most recent academic year; thus, referring the school community to the previous academic year (2019) for reflection on student performance and relative areas of strength. Based on the California School Dashboard indicators, Luis Valdez Leadership Academy's LVLA) can improve its measurable results for English Language Arts (ELA) and Mathematics with a current standing in the 'Orange' level. The same performance was achieved by English Learners, Hispanic, and Socioeconomically Disadvantaged Students.

Per the California School Dashboard, Luis Valdez Leadership Academy LVLA) most recently (2018 2019) was placed in the Increased Significantly status in English Language Arts (ELA) proficiency with approximately 39.73 % students Meeting or Exceeding subject matter proficiency while another sizable student group of 28. 77 Nearly Met the standards for ELA content standards. The classification for such results are in the California School Dashboard Yellow Tier . Methods of reaching a class wide average in the following academic year can be found in Elements A and C are designed by TFHE Teaching & Learning and implemented through assessment based curriculum.

Per the California School Dashboard, Luis Valdez Leadership Academy LVLA) most recently (2018 2019) was placed in the Increased Significantly status in Mathematics proficiency with approximately 17.15 % students Meeting or Exceeding subject matter proficiency while another sizable student group of 30 Nearly Met the standards for Mathematics content standards. The classification for such results are in the California School Dashboard Yellow Tier . Methods of reaching a class wide average in the following academic year can be found in Elements A and C are designed by TFHE Teaching & Learning and implemented through assessment based curriculum.

For improving student results, English Language Arts (ELA) and Mathematics teachers will use benchmark assessments to monitor students' progress toward the mastery of Common Core State Standards every six weeks. Additionally, the NWEA MAP asse ssment will be used three times a year to collect baseline, mid year progress, and end of year results to determine growth and areas where additional support is needed. The 6 week benchmark assessments will be given to students in an effort to assist teach ers to determine specific learning gaps.

LVLA will continue to develop and offer a robust ELD plan that leverages students' first language to support the acquisition of a second language. Common strategies for supporting rigorous content are shared by content teachers to ensure students are exposed to high level tasks as they develop linguistically. For supporting faculty, professional development to ensure that all instructional staff can appropriately foster and support student growth year by year. The focus is on the use of data to inform classroom instruction.

Five full days of professional development are provided for LVLA teachers during the school year to participate in further Foundation implemented Professional Development. LVLA teachers have 3 hours weekly to collaborate as a school in professional learning teams focused on the assessment review of student work given student performance outcomes

LCAP Highlights

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

For Luis Valdez Leadership Academy (LVLA) and its school community, its student enrollment is comprised of 97% Latino, 73.1% free or reduced lunch status, 86.4% socioeconomically disadvantaged, 11.5% identified Special Education students, and 30.9% English Learners. In developing its 2021 – 2024 Local Control and Accountability Plan (LCAP), three goals were determined in conjunction with students, parents, teachers, staff, community members, and stakeholders. The overarching goals are shown below with their supporting groups for input, development, and implementation:

Goal #1: Increase A-G completion rates, on par with our neighboring schools holding similar student groups.

- Key Stakeholders: Faculty, Staff, Students, Community Members, Support Staff, Administration.
- Student Subgroups: English Learners, Socioeconomically Disadvantaged Students, Students with Disabilities, Hispanic Students.
- Overview: The school community requested a continuation of investment in student post-secondary success and developing strong proficiency, as well as clear communication from faculty and staff for student academic expectations. Accordingly, such resources and supports will be provided to Socioeconomically Disadvantaged students and families, underrepresented students (Hispanic/Latino, Vietnamese, African American, all other groups), and Students with Disabilities year-round as identified to meet all needs. This will allow LVLA to increase the number of students achieving A-G completion and prepare all learners for a college and/or career pathway after high school in line with their professional objectives.

Goal #2: Maintain or increase graduation rate and ensure we maintain a 95% graduation rate annually.

- Key Stakeholders: Parents/Guardians, Students, Community Members, Support Staff.
- Student Subgroups: English Learners, Socioeconomically Disadvantaged Students, Students with Disabilities, Hispanic Students.
- Overview: Stakeholders consisting of parents/guardians, students, and community engagement staff are seeking to maintain and extend resources for all families in the form of one-to-one resource shares, academic workshops, distribution of household essentials, and hosting student-focused campus events in East San Jose. Thus, in order to maintain or achieve higher graduation rates, credit earning review with families and students will be a priority. Strong graduation rates will be supported and achieved through maintaining high attendance rates, parent presentation, community engagement, regular four-year plan review, and expanded learning (during and after school). Students and families will have access to translated guiding documents and workshops in Spanish and Vietnamese, as well as school site staff members on student graduation status during their four-year tenure.

Goal #3: 11th grade students will demonstrate on par or exceed proficiency rates on the English Language Arts (ELA) and Mathematics CAASPP when compared to neighborhood high schools with the same student demographics.

- Key Stakeholders: Students, Parents/Guardians, Faculty, Staff.
- Student Subgroups: English Learners, Socioeconomically Disadvantaged Students, Students with Disabilities, Hispanic Students.
- Overview: To grow annually and access to course content, the LVLA community is prioritizing their student proficiency gains in the areas of English Language Arts (ELA) and Mathematics. Gains will be made through student assessment via NWEA MAP, thorough preparation and breakdown of CAASPP scores, and expanded learning (during and after school). Additional services will be provided to English Learner (EL) year-round through instructors and instructional assistants.

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.

None.

Support for Identified Schools

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

Not Applicable.

Monitoring and Evaluating Effectiveness

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

Not Applicable.

Engaging Educational Partners

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

In the development of its Local Control and Accountability Plan (LCAP), Luis Valdez Leadership Academy (LVLA) was intentional in its multi-tiered outreach to all stakeholder groups over the course of the 2019 – 2020 and 2020 – 2021 academic years. During the process of development specific to the LCAP guiding the 2021 – 2024 academic years, the school site held a total of ten School Site Council Meetings, four LCAP Town Halls, two Back to School Nights, and conducted four LCAP-centered surveys. Groups that were effectively engaged across all efforts include: students, parents/guardians, families, staff, faculty members, administration members, general community members, and other interested parties. The facilitation of meetings was conducted fully in English and Spanish at each meeting with interpretation provided by the TFHE Community Outreach Liaison. LVLA contributing members to the outreach efforts include the School Site Principal, Office Manager, Attendance Clerk, faculty members, and staff members. Assistance was also received via TFHE's Community Outreach Team including its Director of Compliance & Equity as well as its Community Relations Coordinator and Student Life Team.

During the course of developing the 2021 – 2024 LCAP, measures and progress were also reported for the 2019 – 2020 Annual Update and the Learning Continuity and Attendance Plan (LCP). Meetings during which promotion took place for feedback in the LCAP process included Back to School Nights, Parent Workshops, Technology Tutorials, and via Weekly School Newsletters delivered by the School Site Principal. Tools used in the engagement and continual updates to stakeholders include: OneCallNow (canned call and text message outreach), the Remind App (text message communication), Google Forms (surveys), Edlio Website (compliance posting), Canva (development of presentation materials), and meeting and/or town hall facilitation guides. Community members were invited to attend the October 15th, April 15th, and May 20th Town Hall meetings. The frequency of reminders to students, parents/guardians, families, and other stakeholders was weekly leading up to LCAP Town Hall and School Site Council Meetings, in addition to daily throughout the week of the meeting. These meetings were held at The Foundation for Hispanic Education, a centralized location for all stakeholders.

The meetings were conducted in both English and Spanish. Key items for the presentation include: (1) the eight key State Priority Areas for Local Control Funding Formula (LCFF), (2) accountability measures in place for student responsibility to deliver indicated services, (3) measures in place broken down by student subgroup, (4) Local Control Funding Formula (LCFF) rates for LVLA, (5) parental governance roles and structures in the development of LCAP, and (6) the process for creating guiding LCAP Goals for focusing school resources/efforts. Ample Public Comment time has been fixed into all Town Hall Meetings for stakeholders to inquire about technical LCAP process, provide suggestions for measures to be considered to implementation, and improve existing school services to guide student performance. The frequency of reminders to students, parents/guardians, families, and other stakeholders was weekly leading up to LCAP Town Hall and School Site Council Meetings, in addition to daily throughout the week of the meeting. Regular LCAP Reports were provided to the TFHE Board of Trustees on progress, in addition to a Public Comment period available at their Quarterly September 2nd, December 2nd, March 3rd, and June 16th Meetings. Representatives of the Union of Foundation Educators (UFE) were also solicited for feedback with attendance to all highlighted meetings, as members of the School Site Council, and via survey feedback. In aggregate, nearly 800 survey responses were received and 250 different attendees were present for discussions pertaining to serving all student groups in a responsive manner with a keen focus on: Latino/Hispanic Students, English Learners (EL), Socioeconomically Disadvantaged Students (SED), Students with Disabilities, Students with Exceptional Needs, McKinney-Vento Students, Foster Youth, and students from underrepresented backgrounds.

For the survey of stakeholders, the following questions were posed and broken into LCAP Survey #1 and LCAP Survey #2:
LVLA LCAP Survey #1 (Issued March through April 2021):

- How familiar are you with the Local Control and Accountability Plan (LCAP)?
- Please indicate any of the following supports you currently receive through your school site and its staff.
- What service areas would you like increased to support your A - G eligibility?
- How would you like to engage in the East Side San Jose community?
- What mental health supports would you like to see invested in for LVLA?
- What type of support would best assist with engaging with assessment review?

LVLA LCAP Survey #2 (Rated on a scale of Strongly Disagree to Strongly Agree – Issued April through May 2021):

- State Priority Area #1: Schools ensure student access to instructional materials and technology.
- State Priority Area #1: School facilities and instructional spaces are in good repair.
- State Priority Area #2: Schools are using Common Core Standard aligned curriculum and digitized services/curriculum materials.
- State Priority Area #3: Parents feel welcomed and encouraged to participate in parent workshops and meetings such as School Site Council and LCAP Meetings.
- State Priority Area #4: Schools offer tutoring services support for most in-need students (including subgroups of English Learner, Hispanic/Latino, Students with Disabilities, Socioeconomically Disadvantaged Students with Exceptional Needs, and others).
- State Priority Area #4: Students are being properly supported and prepared for state assessments.
- State Priority Area #4: Students are successfully attempting and completing AP Exams.
- State Priority Area #4: Schools have direct support for all students in completing A - G course requirements.
- State Priority Area #5: Students are engaged in the classroom as shown by daily attendance.
- State Priority Area #6: Students are engaged as primary stakeholders in creating and shaping their educational experience.

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A summary of the feedback provided by specific stakeholder groups.
LVLA LCAP Survey #2 (Rated on a scale of Strongly Disagree to Strongly Agree – Issued April through May 2021):

- State Priority Area #6: Students are supported in the education as shown by low suspension rates.
- State Priority Area #6: Students are guided properly in their education as shown by high graduation and college enrollment rates.
- State Priority Area #7: English Learner students are successfully accessing the core curriculum and becoming English proficient.
- State Priority Area #7: All student groups, including but not limited to Low-Income Students, Students with Disabilities Foster Youth, and Homeless Youth, are well supported to reach subject level proficiency.
- State Priority Area #7: Schools give students access to core subjects that prepare them for college and career (i.e., English, Math, Science, Social Science, Language, VPA).
- State Priority Area #7: Students have access to Chromebooks, hotspots, and supporting devices.
- State Priority Area #8: Schools connect classroom learning to real-world experiences.
- State Priority Area #8: Schools give access to students for credit earning opportunities.

A summary of the feedback provided by specific educational partners.

In soliciting feedback, all members of the school community were provided access to develop, analyze, and shape LVLA 's plans for student support for all pupils, especially for those under English Learner, Socioeconomically Disadvantaged, Students with Disabilities, McKinney Vento, Foster Youth, and Hispanic/Latino subgroups. Based on the aggregated feedback surveys for LCAP Survey #1, stakeholders provided feedback with the following captured areas of priority and results:

Mos t Accessed Current School Programs/Supports: (1) Academic Advising/Counseling; (2) College/Career Readiness ; 3) Tutoring ; 4) Mental Health Services ; (5) Credit Recovery; and (6) Summer School Programming

Areas Requested for Increased A G Support: (1) Academic Advising/Counseling; 2) College/Career Readiness; 3) Tutoring; (4) Credit Recovery; and (5) Summer School Programming

Areas Requested for Increased Postsecondary Preparation: (1) Financial Aid/Financial Wellness Workshops; 2) College Preparation Coursework; (3) Professional Volunteer Experience; and (4) College Exposure

Assessment Review Preferences: (1) One to One Reviews with Students and Parents/Guardians; (2) Workshops with Teaching & Learning and School Assessment Staff; and (3) Online Materials and Tutorials.

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

Luis Valdez Leadership Academy (LVLA) 2021 – 2024 Local Control and Accountability Plan (LCAP) is a plan for LVLA to adhere to in order to drive student performance and growth year-over-year.

LVLA's objective is to measure all employed actions to ensure that all supports are properly calibrated to improve results for all students, including all subgroups of English Learners, Hispanic/Latino, Socioeconomically Disadvantaged, and Students with Disabilities. Below are areas of impact that stakeholders had on the LCAP State Priority Areas to meet the needs of all learners:

- Stakeholders looked for students to have more opportunities annually to review their four-year plans with academic counselors, in order to ensure college eligibility (A – G) as well as graduation requirements being met (Goal #1).
- Stakeholder sought to improve the tutoring program available to students with greater in-house support for all students, specifically in the subjects of English Language Arts, Mathematics, and Science (Goal #1).
- Stakeholders looked for teachers and staff to continue to be highly qualified for their roles with proper certification (Goal #1, #2, and #3).
- Stakeholders requested more attention to rapport between support staff and students following COVID school closures with regular campus climate reports out to parents/guardians and staff (Goal #2).
- Stakeholders emphasized the need to continue strong student engagement through support of high classroom attendance, enrichment opportunities, professional development, and college/career exposure (Goals #2).

- Stakeholders, primarily parents/guardians, advocated for increased support in Mental Health Services for students on a one-to-one level as well as a group services via workshops (Goal #2).
- Stakeholders requested the addition of new communication tools in order to allow text capabilities and easier communication between support staff members and parents/guardians (Goal #3).
- Stakeholders emphasized a need to continue investment in direct instruction, support, and instructional alignment in the areas of English Language Arts (ELA) and Mathematics for all students, especially for English Learners and Students with Disabilities (Goal #3).
- Stakeholders, primarily parents/guardians, requested more investment in assessment services with accompanying workshops and tutorials for breaking down student scores (Goal #3).

Goals and Actions

Goal

Goal #	Description
1	Maintain or increase a-g completion rates, on par with our neighboring schools.

An explanation of why the LEA has developed this goal.

As a college preparatory school with a goal of students attaining college and career readiness, LVLA performance in indicators such as state assessment, internal assessment, and graduation requirements are key measures indicating student preparation. LVLA will continue to support all students in the completion of standards aligned core courses with a focus on increasing proficiency in ELA and Mathematics. Supplemental resources will be provided on top of base standard aligned programming for English Learner (EL) students to achieve proficiency gains reclassification, as well as Homeless Outreach Liaison services to McKinney Vento students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
A – G Completion Rate in line with UC/CSU Admittance Requirements as Measured by Student Subgroups.	All Students: 65.7% Hispanic: 64.5% English Learner: 61.4% Socioeconomically Disadvantaged: 64.1% Students with Disabilities: N/A				All Students: 75% Hispanic: 75% English Learner: 70% Socioeconomically Disadvantaged: 75% Students with Disabilities: N/A
On Pace for A – G Completion Rate in line with UC/CSU Admittance Requirements as Measured by Student Subgroups.	Baseline To Be Collected in 2021 – 2022				All Students: 80% Hispanic: 80% English Learner: 75% Socioeconomically Disadvantaged: 80% Students with Disabilities: N/A

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of Student Receiving Tutoring Support Weekly.	Baseline To Be Collected in 2021 – 2022				All Students: 25%
Total Number of Professional Development Days for All Instructional Staff.	2020 – 2021: 9 Professional Development Days				2023 – 2024: At least 9 Professional Development Days
Full access to curriculum, technology, and connectivity for students.	2020 – 2021: 100%				2023 – 2024: 100%
Total Number of Weekly Newsletters Issued Per Year.	2020 – 2021: 20 Newsletters				2023 – 2024: 40 Newsletters
Percent of Stakeholders Familiar with A – G Requirements.	2020 – 2021: Very Familiar: 42.6% Somewhat Familiar: 41.2%				2023 – 2024: Very Familiar: 50% Somewhat Familiar: 50%
Student Frequency of Four-Year Plan Review with Counselors.	2020 – 2021: Three Times of More: 19.1% One to Two Times: 46.1%				2020 – 2021: Three Times of More: 30% One to Two Times: 65%
Percent of Advanced Placement-Enrolled Students passing AP Exams.	2019 – 2020: 37%				2023 – 2024: 50%

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Academic Counseling/ College Readiness	• Students' grades and benchmark assessments are reviewed by the academic counselors to determine student four-year plan standings in supporting A – G success rates and graduation rates each academic year. • Academic counselors are responsible for working with instructional staff to identify students across all subgroups requiring academic intervention support in addressing and meeting their needs for sustained success. • Academic counselors and College/Career staff also ensure that each student at each grade level (including subgroups of English Learners, Socioeconomically Disadvantaged, Students with Disabilities) is participating in available college-related activities when possible, including, but not limited to, summer programs, financial aid workshops, application support, and presentations.	$52,271.00	No
1.2	Academic Tutoring	• Tutoring will be offered to all students seeking such access in the core subject areas of English Language Arts, Mathematics, Science, Social Sciences, and Spanish. • Support will be procured internally, from certified third-party providers, and in engaging qualified LVLA alumni. • English Learner students will receive support in a responsive and equitable manner in making proficiency gains.	$20,000.00	
1.3	Professional Development	• The Department of Teaching & Learning facilitates professional development opportunities to enhance instructional support, including the organization and distribution of teacher lesson plans, as well as guiding weekly engagement logs.	$22,000.00	

Action #	Title	Description	Total Funds	Contributing
1.4	Student Technology	• Technology is offered to all students in the form of a Chromebook, charger, and headset, while an internet hotspot can be provided. • Students may access fully digitized curriculum through their assigned Chromebook device, while also utilizing the device for all learning opportunities, college application processes, financial aid application processes, and career-development related items. • In maintaining equitable access to instructional materials and ongoing support, students will continue to receive technology at a one-to-one rate with cost-free network connectivity also offered in addressing the local region's ongoing digital divide.	$26,400.00	No
1.5	Student Alumni Speaker Panels	• LVLA alumni are engaged as speakers to provide guidance, feedback, and mentorship to students to support college persistence.	$1,000.00	No

Goal Analysis [2021-22]

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

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

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
2	Maintain or increase graduation rate and ensure we maintain a 95% Graduation Rate annually.

An explanation of why the LEA has developed this goal.

Luis Valdez Leadership Academy (LVLA) has established this goal to support strong student results in attaining their high school diploma with sufficient credits for graduation. To achieve this goal, four year plans will be created, maintained , and reviewed with academic counselors to ensure students are on track for graduation. Moreover, it is critical for students to have a sense of belonging and investment, as well as exhibiting high attendance rates for improved academic performance to perf orm well academically. Moreover, for school sites to have a representative voice of all stakeholders, parental governance and student feedback must be incorporated across all areas of school operations. Thus, i n order to achieve student success, engagement from families and students will be a priority.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of students graduating/ graduation rate as Measured by Student Subgroups.	All Students: 95.7% Hispanic: 96.9% English Learner: 91.7% Socioeconomically Disadvantaged: 95.5% Students with Disabilities: N/A				All Students: 96% Hispanic: 96% English Learner: 96% Socioeconomically Disadvantaged: 96% Students with Disabilities: N/A
2021-22 Local Control Accountability Plan for Luis Valdez Leadership Academy Average Daily	2019 – 2020: 95.70%				2023 – 2024: 97.50%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance (ADA) Rate.					
Hosting of School Site Council Meetings and English Learner Advisory Committee Meetings.	2020 – 2021: 9 Meetings				2023 – 2024: 11 Meetings
Total Number of Restorative Justice Trainings for Supporting Staff Members.	2020 – 2021: 1 Training Session				2023 – 2024: 3 Training Sessions
Total Number of Respondents to Guiding Plan Surveys (Including Stakeholders – Students, Parents, Staff, Faculty, Admin).	2020 – 2021: 780 Responses				2023 – 2024: 1000 Responses
Suspension Rate as Measured by Student Subgroups.	All Students: 0% Hispanic: 0% English Learner: 0% Socioeconomically Disadvantaged: 0% Students with Disabilities: 0%				All Students: 0% Hispanic: 0% English Learner: 0% Socioeconomically Disadvantaged: 0% Students with Disabilities: 0%
Expulsion Rate as Measured by Student Subgroups.	All Students: 0% Hispanic: 0% English Learner: 0% Socioeconomically Disadvantaged: 0%				All Students: 0% Hispanic: 0% English Learner: 0% Socioeconomically Disadvantaged: 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Students with Disabilities: 0%				Students with Disabilities: 0%
% of Students Receiving Direct Mental Health Services	2020 – 2021: N/A				2023 – 2024: 35%
Total Number of Mental Health Workshops for Students and Families	2020 – 2021: 2 Workshops				2023 – 2024: 4 Workshops (Quarterly)
Percent of Students Engaged in Summer Programming.	Baseline To Be Collected in 2021 – 2022				All Students: 50%

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Academic Advisory	• Academic Advisory is offered to all students as part of their academic, professional, and time management development in all four years of their time at LVLA. Students receive full exposure to college readiness support as well as course modules intended to assist them in all other subject areas and post-secondary opportunities.	$131,976.00	No
2.2	Attendance Support	• All enrollment figures are tallied and updated on a monthly basis by the LVLA Administration, Attendance Clerks, and TFHE Registrar's Office with measurement of attendance via Average Daily Attendance (ADA) in accordance with state practices. • Support actions from the Attendance Clerk Team, as well as other collaborating members include calls to the	$38,500.00	No

Action #	Title	Description	Total Funds	Contributing
		parents/guardians of absent and chronically absent students, creation of communication for remedying existing attendance performance issues, working with Student Life Team Members on improving student rapport, and meeting objectives of continually improving engagement levels as confirmed by School Administration. • For students to remain effective and engaged in their educational experience, LVLA and TFHE partner to monitor progress to achieving high rates of school attendance and course participation. Information is broken down by grade level as well to guide and inform the retention objectives of the school site. • This effort is performed in the interest of providing students with continuity in their educational experience and accurate counts for student cohorts, which translate into anticipated accommodations, class sizes, and learning environment.		
2.3	Community Engagement and Outreach	• TFHE's Community Outreach Team works with all stakeholder groups (i.e., students, parents, community members, faculty, staff) to ensure participation in all school activities including community engagement opportunities, public meetings, skill tutorials, and state compliance-based surveying efforts. • Sustained efforts from the group also include translation of critical information, delivery of workshops, initiation of responding to general inquiries, connection to local resources, and distribution of critical materials. • One-to-one consultations are also available for informing parents/guardians how to become more engaged advocates in their student's academic experience. • Members of the Community Outreach Team also work with Compliance, Human Resources, School Administration and Central Office Staff to ensure that groups such as English	$44,469.50	No

Action #	Title	Description	Total Funds	Contributing
		Learners, Socioeconomically Disadvantaged Students, and all others have equitable access to implemented supplemental supports.		
2.4	Community Engagement Staff Training	• Training will be offered to Community Engagement Staff for translation abilities, service training, student support best practices, and development of informational collateral.		
2.5	Communication Tools	• The intent of LVLA using high-quality communication tools is to offer all students and families access to information in real time. Use of systems include upcoming school deadlines, instructional program developments, survey efforts, public meeting disclosure, emergency system notices, direct one-to-one student support, and other key pieces of information. • Tools used in the engagement and continual updates to stakeholders include: OneCallNow (canned call and text message outreach), the Remind App (text message communication), Google Forms (surveys), Edlio Website (compliance posting), Canva (development of presentation materials), and meeting and/or town hall facilitation guides.	$2,500.00	No
2.6	Direct Mental Health Staff Services	• Services provided in conjunction with the Santa Clara County Department of Public Health and Alum Rock Counseling for one-to-one mental health support. • LVLA notifies students and parents or guardians of students no less than twice during the school year on how to initiate access to available student mental health services on campus.	$92,704.00	No

Action #	Title	Description	Total Funds	Contributing
2.7	Mental Health Support Workshops	• Workshops hosted in conjunction with third-party partner organizations for supporting students, parents/guardians, and families remotely for mental health support.	$26,400.00	No
2.8	Student Engagement/Student Life Team	• Team engaging with students for supervision, conflict resolution, campus climate monitoring, and implementation of direct efforts for student engagement initiatives.	$21,000.00	No
2.9	Summer Programming and Credit Recovery	• Summer Programming will continue to consist of core classes offered, enrichment programming, and credit recovery (Cyber High) for students to get ahead or remain current academically. • This goal supports students of all learning abilities and background remaining on track for graduation in four-years.	$83,500.00	No
2.10	Student Information System	• Student Information system (SIS) warehouses all student information, grades, academic standing, and faculty notes to ensure that each pupil is on track for academic success.	$4,620.00	No

Goal Analysis [2021-22]

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

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

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
3	11th grade students will demonstrate on par or exceed proficiency rates on the English Language Arts (ELA) and Mathematics CAASPP when compared to neighborhood high schools with the same student demographics.

An explanation of why the LEA has developed this goal.

With its innovative curriculum focused on meeting the needs of English Language Learners and a capable fully certificated faculty through the Union of Foundation (UFE) educators, LVLA is seeking to utilize such tools and strengths to bring a greater number of students to subject level proficiency. In order for students to succeed at t he post secondary level, a firm hold on core subject matter will be required to pass prerequisite coursework, in addition to being competitive in the open career market. Specific supports are also in place for improved results English Learners (EL) and Stu dents with Disabilities.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of Students Improving on the English Language Proficiency Assessments for California (ELPAC).	Well Developed: 14.86% Moderately Developed: 35.14%				Well Developed: 30% Moderately Developed: 40%
Performance by Students in the CAASPP/SBAC Test for English Language Arts as Measured by Student Subgroups.	All Students: 39.73% Hispanic: 38.81% English Learner: 0% Socioeconomically Disadvantaged: 38.10% Students with Disabilities: N/A				All Students: 50% Hispanic: 50% English Learner: 25% Socioeconomically Disadvantaged: 50% Students with Disabilities: N/A

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Performance by Students in the CAASPP/SBAC Test for Mathematics as Measured by Student Subgroups.	All Students: 17.15% Hispanic: 16.93% English Learner: 0% Socioeconomically Disadvantaged: 16.66% Students with Disabilities: N/A				All Students: 25% Hispanic: 25% English Learner: 20% Socioeconomically Disadvantaged: 25% Students with Disabilities: N/A
Annual Increase in Student Performance on NWEA MAP Language.	Baseline To Be Collected in 2021 – 2022 by Subgroup (All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic)				
Annual Increase in Student Performance on NWEA MAP Mathematics.	Baseline To Be Collected in 2021 – 2022 by Subgroup (All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic)				
Percent of fully credentialed teachers and assigned to their area of certification.	2020 – 2021: 100%				2023 – 2024: 100%
area of certification. 2020 – 2021: 100% 2023 – 2024: 100%	2020 – 2021: 100%				2023 – 2024: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Fully Common Core State Standards (CCSS) aligned and accessible curriculum for all subject areas and coursework.					
Total Number of Campus Climate Status Updates Issued Per Year.	2020 – 2021: Not Available				2023 – 2024: 10 Updates (Monthly)
Total Number of Parent/Guardian Town Halls Each Year.	2020 – 2021: 2 Town Halls				2023 – 2024: 4 Town Halls (Quarterly)
Facilities in Good Repair and Current Standing Based on FIT Report.	2019 – 2020 Status: Good				2023 – 2024: Good

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	English Language Development Support	• Administer and support English Learner Designation Assessment for English Learner (EL) students. • Administer and support English Language Assessments for California (ELPAC). • LVLA provides English Learners (EL) with a comprehensive ELD program to accelerate their linguistic proficiency in English through dedicated full-time staff, assessment, learning strategies, and parent engagement in Spanish and English.	$53,376.00	

Action #	Title	Description	Total Funds	Contributing
		• LVLA expects that a large proportion of current and future students will be classified as English Language Learners (ELL) at some point in their educational career. Consistent with the mission and programming of LVLA, the school site serves a student population that is predominantly belonging to the two following student groups: English Learner (EL) and Reclassified Fluent English Proficient (RFEP).		
3.2	English Language Arts Coursework and Support	• The goal for use of funds is to provide student support in working towards mastery of this content area with the support of staff, aligned curriculum, and useful guides for pupils with fully qualified teachers. • The California Common Core State Standards for English Language Arts/English Language Development Standards play a critical role in the development of complex skills in literacy and language analysis and applications. The language arts are integrated in all content areas to foster inquiry skills (through speaking, listening, reading, and writing). • Language practice in all four domains, in all content areas support linguistic development. LVLA students read to gain, modify, or extend knowledge and to learn multiple perspectives across content areas, authors, genres, formats, cultures, and historical time periods. • Prioritization will be provided to English Learners and Students with Disabilities.	$201,871.00	No
3.3	Mathematics Coursework and Support	• With instruction from fully qualified staff, students will engage in problem-based lessons structured around core mathematical ideas guided by a knowledgeable credentialed	$232,832.00	No

Action #	Title	Description	Total Funds	Contributing
		teacher, while students learn in groups to foster mathematical discourse. • The adopted Mathematics curriculum is Common Core Standards aligned and is used across grade levels in planning and instruction. • The courses balance procedural fluency (algorithms and basic skills), deep conceptual understanding, strategic competence (problem solving), and adaptive reasoning (application and extension). • Prioritization will be provided to English Learners and Students with Disabilities.		
3.4	Assessment	• LVLA will administer regular beginning of year, mid-year, and end of year summative and formative assessments to inform practice and to monitor student progress on grade-level content standards relative to set goals.	$93,434.00	No
3.5	Instructional Coaching and Teacher Induction	• LVLA retains and employs teaching staff who hold appropriate California teaching credentials, certificates, permits, and other documents issued by the Commission on Teacher Credentialing across all courses. • These teachers instruct for the academic courses of Mathematics, English Language Arts, Science, History/ Social Studies, World Languages (Spanish) Visual and Performing Arts, Physical Education, and Electives. • An instructional coach will provide support to teachers in the induction process with the Santa Clara County Office of Education (SCCOE).	$15,000.00	No
3.6	Curriculum		$30,000.00	No

Action #	Title	Description	Total Funds	Contributing
		• The instructional materials that have been adopted at LVLA are aligned with State Standards (Common Core, Next generation, ELD, etc.) and have been selected as they provide resources that support our English Learners and Students with Disabilities. • Most recently, LVLA has adopted the College Board's Springboard curriculum for English 9th-11th. In its Math Department, LVLA has adopted the College Preparatory Mathematics (CPM) curriculum and IXL and DESMOS supplemental materials, which aim to enhance conceptual understanding and promote mastery of math standards.		
3.7	Parent Meeting Workshop Series and Facilitation	• Workshops are offered annually to parents/guardians for training in the areas of technology (PowerSchool), Health/Safety, College/Career Preparation, Raising Adolescents, and others.	$7,500.00	No
3.8	Virtual Coursework	• Coursework will be offered to students seeking to refine their skills in preparation for state assessments. • In support of English Learners Students and their families, coursework will be supported will be conducted on interacting with a multilingual students contingency.	$5,000.00	No
3.9	Facilities Audit of Instructional Spaces	• LVLA takes the necessary steps to ensure the facility is safe and secure, by the regular maintenance of facility, gates, and locks. Audit efforts include system review of electrical, mechanical, plumbing, emergency systems, classroom furniture, air quality, common spaces, and building equipment. Any issues that arise are addressed in partnership with the landlord (ESUHSD). In addition, procedures for emergencies are in place.	$500.00	No

Action #	Title	Description	Total Funds	Contributing
3.10	Student Services Department Support	• Services from instructional assistant staff in working with Students with Disabilities and others requiring special accommodations to reach subject proficiency.	$20,000.00	No

Goal Analysis [2021-22]

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

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

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.

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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 [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.

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.

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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 [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.

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.

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)

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

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.

Luis Valdez Leadership Academy (LVLA) placed the needs of student subgroups including English Learners (EL), Socioeconomically Disadvantaged Students, Hispanic Students, Students with Disabilities, and all families at the forefront of plan development. Positive incorporation of the community at-large, especially subgroups, can be seen in the high engagement rates of students and parents, strong Average Daily Attendance (ADA) rate, above-average Graduation rates, growing A – G completion rates, and formidable support systems across all learner groups. LVLA prioritizes the needs and requirements for learning of all unduplicated students in the areas of reaching A – G completion, graduation, post-secondary persistence, on-site engagement, and parental governance/decision making authority.

Such prioritization is evidenced by the focus on School Site Council (SSC) feedback from parent/guardian and student representatives, open survey collection from all families advocating for their students' needs, and in-depth analysis of areas for improvements (primarily for English Learners and Students with Disabilities). Equitable access language-wise is also a prime consideration with all Town Hall Meetings, public meetings, surveys, facilitated discussions, and plan development efforts offered in English and Spanish.

In an effort to raise the performance of students from the Yellow Tier in core subjects, LVLA has incorporated strong measures by subgroup level as indicators of growth year-over-year in order to hone in on areas of concern or regression for students. Tools in place to be utilized further and expanded in their reporting relative to the California School Dashboard include NWEA MAP formative assessments, aligned curriculum, virtual coursework, as well as English Language Development benchmarking and support. For ensuring all students remain on track to meet all outlined objectives at the end of their four years, supports such as four-year plan review and development, credit recovery opportunities, extended learning coursework, and professional development will all work to close any existing proficiency gaps for students. In total, services available for student support are intended to not be restricted in any way due to learning level, home language, or lack of access to key materials. At the focal point of ensuring LVLA does not lose its headway made or the critical points for support students with all highlighted programming, a fortified line of communication will continue to be supported for incorporation of stakeholder feedback.

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

In order to achieve student success, engagement from families and students is present throughout the LVLA Plan with inclusion of Parent Workshops, Town Halls, Training Sessions, one-to-one meetings with staff, and ongoing development of academic plans. This will be done through access to mental health services, maintenance of high attendance rates, parent workshops, community engagement, Positive Behavior Interventions and Support (PBIS) training, Multi-Tiered Support Systems (MTSS) training, and expanded learning (during and after school). Members of the School Administration and the Community Outreach Team also work with Compliance, Human Resources, School Administration and Central Office Staff to ensure that groups such as English Learners, Socioeconomically Disadvantaged Students, and all others have equitable access to implemented supplemental supports.

For offering support to Homeless Youth and Foster Youth, LVLA provides significant mental health support services available through its Department of Student Services in collaboration with Alum Rock Counseling Center as well as a Homeless Outreach Liaison. In meeting English Learner (EL) needs, LVLA included a comprehensive ELD program to accelerate their linguistic proficiency in English through dedicated full-time staff, assessment, learning strategies, and parent engagement in Spanish and English. For Low-Income Students, increases in Student Life Team support, full coverage of all instructionally-related costs, one-to-one Chromebook support, and other related needs assessments are in place to accommodate all students. In an effort to attain schoolwide equity, each support in place for unduplicated students will be measured, evaluated, and reported on twice per year to Administration Members and Community Members.

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.

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

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,034,933.50	$49,400.00	$142,520.00		$1,226,853.50		$1,226,853.50

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	**1.1**	Academic Counseling/ College Readiness	Students with Disabilities English Learners Foster Youth Low Income	$52,271.00				$52,271.00
1	**1.2**	Academic Tutoring	English Learners Foster Youth Low Income	$20,000.00				$20,000.00
1	**1.3**	Professional Development	English Learners Foster Youth Low Income		$22,000.00			$22,000.00
1	**1.4**	Student Technology	All Low Income		$26,400.00			$26,400.00
1	**1.5**	Student Alumni Speaker Panels	All		$1,000.00			$1,000.00
2	**2.1**	Academic Advisory	Students with Disabilities English Learners Foster Youth Low Income	$131,976.00				$131,976.00
2	**2.2**	Attendance Support	All Students with Disabilities Low Income	$38,500.00				$38,500.00
2	**2.3**	Community Engagement and Outreach	All English Learners Low Income	$44,469.50				$44,469.50

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.4	Community Engagement Staff Training	English Learners Low Income					
2	2.5	Communication Tools	All Students with Disabilities English Learners Foster Youth Low Income	$2,500.00				$2,500.00
2	2.6	Direct Mental Health Staff Services	All Students with Disabilities English Learners Low Income	$92,704.00				$92,704.00
2	2.7	Mental Health Support Workshops	All Students with Disabilities English Learners Low Income			$26,400.00		$26,400.00
2	2.8	Student Engagement/Student Life Team	All	$21,000.00				$21,000.00
2	2.9	Summer Programming and Credit Recovery	All Students with Disabilities English Learners Low Income			$83,500.00		$83,500.00
2	2.10	Student Information System	All			$4,620.00		$4,620.00
3	3.1	English Language Development Support	English Learners	$53,376.00				$53,376.00
3	3.2	English Language Arts Coursework and Support	Students with Disabilities English Learners Low Income	$201,871.00				$201,871.00
3	3.3	Mathematics Coursework and Support	Students with Disabilities English Learners Low Income	$232,832.00				$232,832.00
3	3.4	Assessment	Students with Disabilities English Learners	$93,434.00				$93,434.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income					
3	**3.5**	Instructional Coaching and Teacher Induction	All			$15,000.00		$15,000.00
3	**3.6**	Curriculum	All	$30,000.00				$30,000.00
3	**3.7**	Parent Meeting Workshop Series and Facilitation	All			$7,500.00		$7,500.00
3	**3.8**	Virtual Coursework	Students with Disabilities English Learners Low Income			$5,000.00		$5,000.00
3	**3.9**	Facilities Audit of Instructional Spaces	All			$500.00		$500.00
3	**3.10**	Student Services Department Support	Students with Disabilities	$20,000.00				$20,000.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
					$0.00			**Total:**	$0.00
								LEA-wide Total:	$0.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

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	**1.1**	Academic Counseling/ College Readiness			English Learners Foster Youth Low Income		$52,271.00	
1	**1.2**	Academic Tutoring			English Learners Foster Youth Low Income		$20,000.00	
1	**1.3**	Professional Development			English Learners Foster Youth Low Income			
1	**1.4**	Student Technology			Low Income			
2	**2.1**	Academic Advisory			English Learners Foster Youth Low Income		$131,976.00	
2	**2.2**	Attendance Support			Low Income		$38,500.00	
2	**2.3**	Community Engagement and Outreach			English Learners Low Income		$44,469.50	
2	**2.4**	Community Engagement Staff Training			English Learners Low Income			

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	2.5	Communication Tools			English Learners Foster Youth Low Income		$2,500.00	
2	2.6	Direct Mental Health Staff Services			English Learners Low Income		$92,704.00	
2	2.7	Mental Health Support Workshops			English Learners Low Income			
2	2.9	Summer Programming and Credit Recovery			English Learners Low Income			
3	3.1	English Language Development Support			English Learners		$53,376.00	
3	3.2	English Language Arts Coursework and Support			English Learners Low Income		$201,871.00	
3	3.3	Mathematics Coursework and Support			English Learners Low Income		$232,832.00	
3	3.4	Assessment			English Learners Low Income		$93,434.00	
3	3.8	Virtual Coursework			English Learners Low Income			

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,226,853.50	

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**	Academic Counseling/ College Readiness	No	$52,271.00	
1	**1.2**	Academic Tutoring		$20,000.00	
1	**1.3**	Professional Development		$22,000.00	
1	**1.4**	Student Technology	No	$26,400.00	
1	**1.5**	Student Alumni Speaker Panels	No	$1,000.00	
2	**2.1**	Academic Advisory	No	$131,976.00	
2	**2.2**	Attendance Support	No	$38,500.00	
2	**2.3**	Community Engagement and Outreach	No	$44,469.50	
2	**2.4**	Community Engagement Staff Training			
2	**2.5**	Communication Tools	No	$2,500.00	
2	**2.6**	Direct Mental Health Staff Services	No	$92,704.00	

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)
2	**2.7**	Mental Health Support Workshops	No	$26,400.00	
2	**2.8**	Student Engagement/Student Life Team	No	$21,000.00	
2	**2.9**	Summer Programming and Credit Recovery	No	$83,500.00	
2	**2.10**	Student Information System	No	$4,620.00	
3	**3.1**	English Language Development Support		$53,376.00	
3	**3.2**	English Language Arts Coursework and Support	No	$201,871.00	
3	**3.3**	Mathematics Coursework and Support	No	$232,832.00	
3	**3.4**	Assessment	No	$93,434.00	
3	**3.5**	Instructional Coaching and Teacher Induction	No	$15,000.00	
3	**3.6**	Curriculum	No	$30,000.00	
3	**3.7**	Parent Meeting Workshop Series and Facilitation	No	$7,500.00	
3	**3.8**	Virtual Coursework	No	$5,000.00	
3	**3.9**	Facilities Audit of Instructional Spaces	No	$500.00	

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)
3	**3.10**	Student Services Department Support	No	$20,000.00	

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
	$0.00					

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
This table was automatically populated from the 2021 LCAP. Existing content should not be changed, but additional actions/funding can be added.							

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)

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.

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 **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22** or when adding a new metric.

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])
>
> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])
>
> These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

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

Data Entry Table

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

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

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