

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Leadership Military Academy

CDS Code: 33-103300-125237

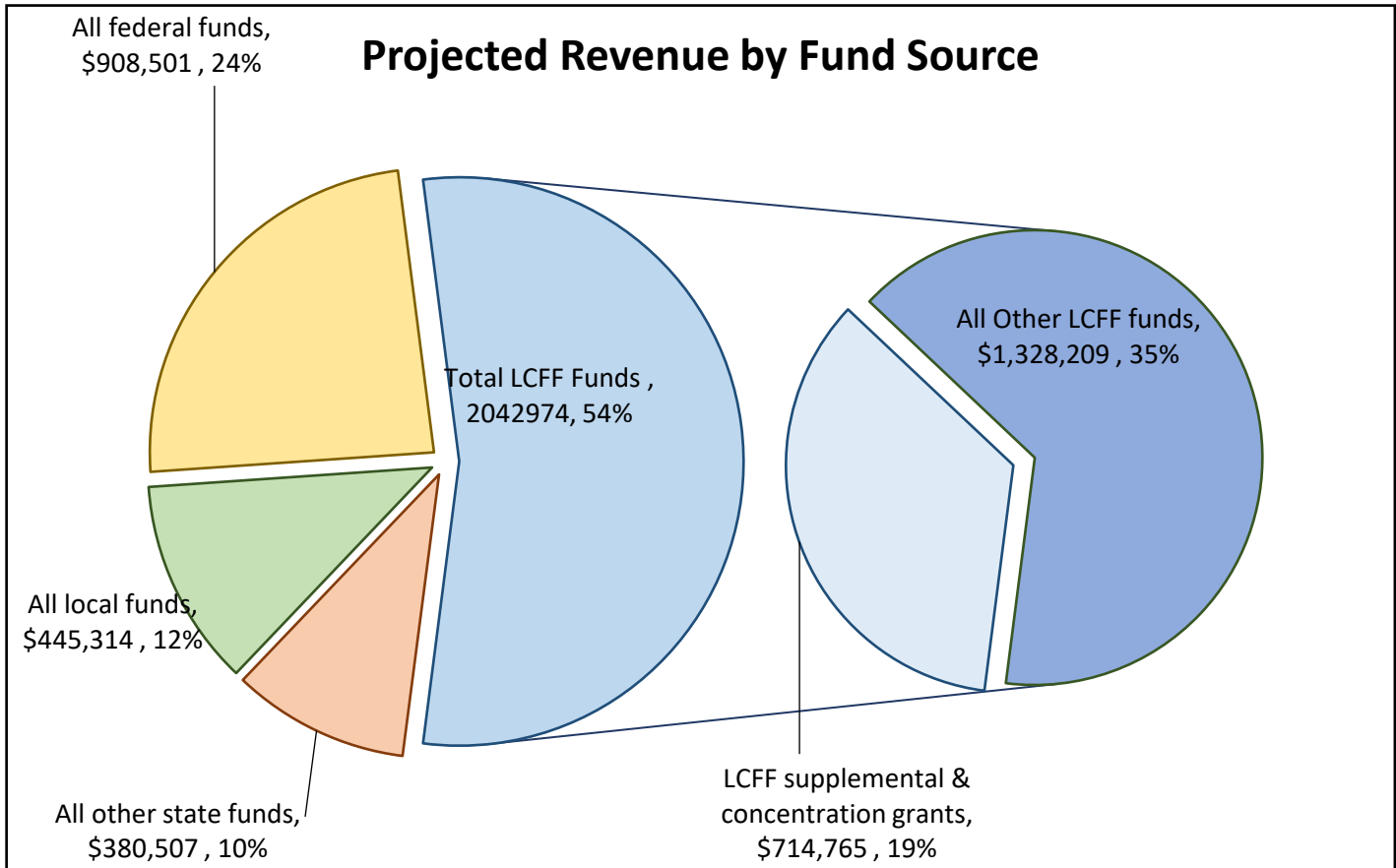
School Year: 2022 – 23

LEA contact information: Susan Legere, Director Fiscal Services

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

## Budget Overview for the 2022 – 23 School Year

### Projected Revenue by Fund Source

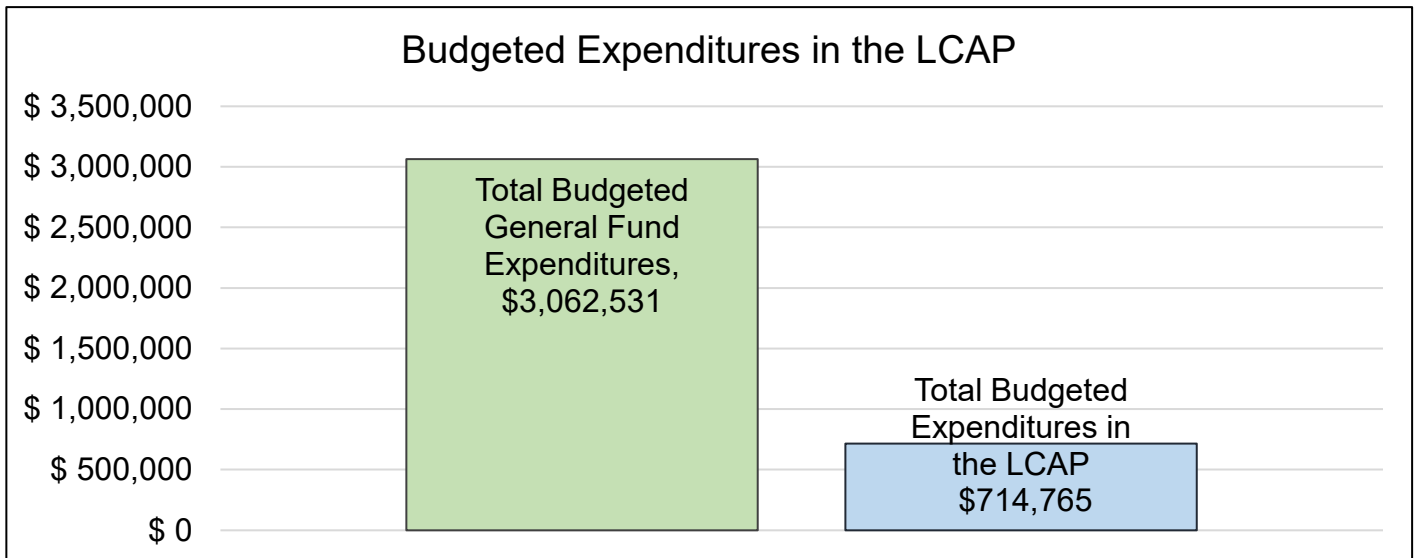


This chart shows the total general purpose revenue Leadership Military Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Leadership Military Academy is \$3,777,296.00, of which \$2,042,974.00 is Local Control Funding Formula (LCFF), \$380,507.00 is other state funds, \$445,314.00 is local funds, and \$908,501.00 is federal funds. Of the \$2,042,974.00 in LCFF Funds, \$714,765.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Leadership Military Academy plans to spend for 2022 – 23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Leadership Military Academy plans to spend \$3,062,531.00 for the 2022 – 23 school year. Of that amount, \$714,765.00 is tied to actions/services in the LCAP and \$2,347,766.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

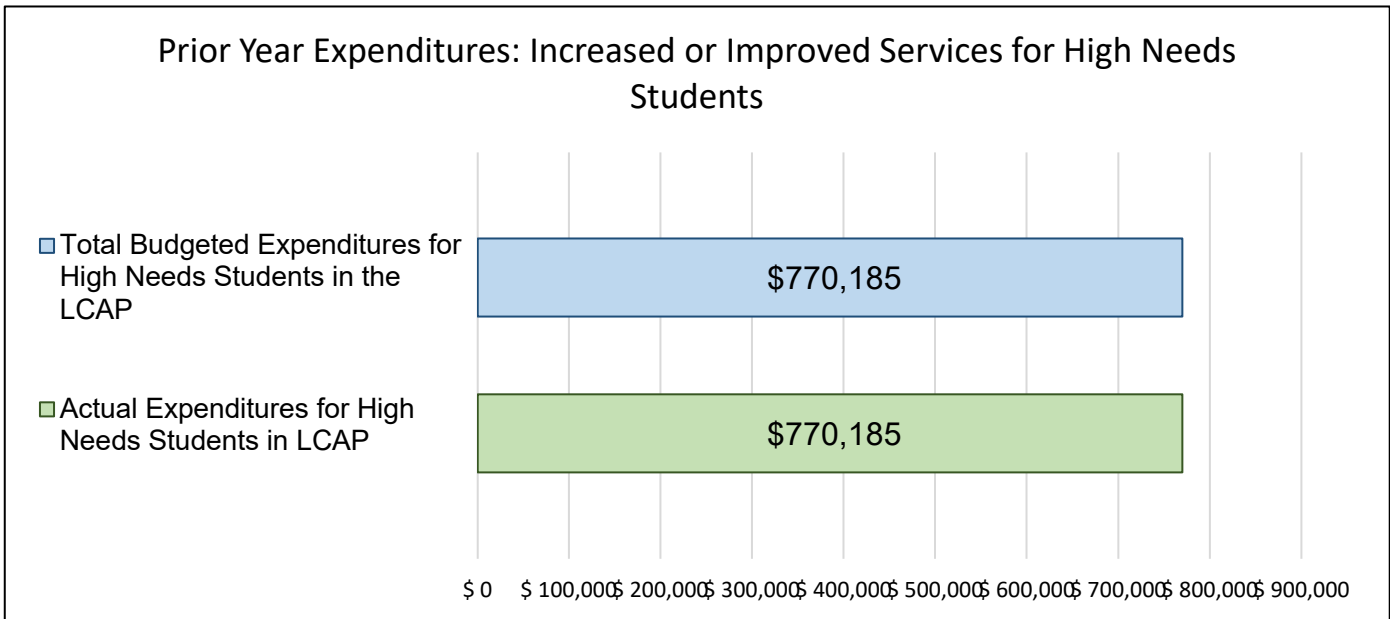
General fund expenditures include operating expenditures such as utilities, capital project expenditures, and materials and supplies necessary to operate the charter school. Operating costs also include salary and benefit costs for our employees not specifically outlined in the LCAP or Learning Continuity and Attendance Plan, including custodians, facilities staff, district and site support staff, and management staff.

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

In 2022 – 23, Leadership Military Academy is projecting it will receive \$714,765.00 based on the enrollment of foster youth, English learner, and low-income students. Leadership Military Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Leadership Military Academy plans to spend \$714,765.00 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2021 – 22, Leadership Military Academy's LCAP budgeted \$770,185.00 for planned actions to increase or improve services for high needs students. Leadership Military Academy actually spent \$770,185.00 for actions to increase or improve services for high needs students in 2021 – 22.

Leadership Military Academy (125237)		5/18/2022							
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	
<b>SUMMARY OF FUNDING</b>									
<b>General Assumptions</b>									
COLA & Augmentation	3.26%	0.00%	5.07%	6.56%	5.38%	4.02%	3.62%	3.58%	
Base Grant Proration Factor	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	
Add-on, ERT & MSA Proration Factor	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	
<b>LCFF Entitlement</b>									
Base Grant	\$2,371,152	\$2,371,152	\$1,442,756	\$1,880,100	\$2,102,337	\$2,404,290	\$-	\$-	
Grade Span Adjustment	61,763	61,763	37,534	48,960	54,626	62,580	-	-	
Supplemental Grant	430,091	423,571	254,255	330,448	365,217	417,690	-	-	
Concentration Grant	356,665	352,408	293,756	384,317	415,841	475,588	-	-	
Add-ons: Targeted Instructional Improvement Block Grant	-	-	-	-	-	-	-	-	
Add-ons: Home-to-School Transportation	-	-	-	-	-	-	-	-	
Add-ons: Small School District Bus Replacement Program	-	-	-	-	-	-	-	-	
<b>Total LCFF Entitlement Before Adjustments, ERT &amp; Additional State Aid</b>	<b>\$3,219,671</b>	<b>\$3,208,894</b>	<b>\$2,028,301</b>	<b>\$2,643,825</b>	<b>\$2,938,021</b>	<b>\$3,360,148</b>	<b>\$-</b>	<b>\$-</b>	
Miscellaneous Adjustments	-	-	-	-	-	-	-	-	
Economic Recovery Target	-	-	-	-	-	-	-	-	
Additional State Aid	-	-	-	-	-	-	-	-	
<b>Total LCFF Entitlement</b>	<b>3,219,671</b>	<b>3,208,894</b>	<b>2,028,301</b>	<b>2,643,825</b>	<b>2,938,021</b>	<b>3,360,148</b>	<b>-</b>	<b>-</b>	
<b>LCFF Entitlement Per ADA</b>	<b>\$ 12,667</b>	<b>\$ 12,625</b>	<b>\$ 13,780</b>	<b>\$ 14,688</b>	<b>\$ 15,382</b>	<b>\$ 16,001</b>	<b>\$ -</b>	<b>\$ -</b>	
<b>Components of LCFF By Object Code</b>									
State Aid (Object Code 8011)	\$ 2,680,025	\$ 1,790,361	\$ 1,415,750	\$ 2,042,974	\$ 2,436,596	\$ 2,925,567	\$ -	\$ -	
EPA (for LCFF Calculation purposes)	\$ 253,696	\$ 1,101,496	\$ 447,712	\$ 432,851	\$ 330,065	\$ 258,081	\$ -	\$ -	
<i>Local Revenue Sources:</i>									
Property Taxes (Object 8021 to 8089)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
In-Lieu of Property Taxes (Object Code 8096)	285,950	317,037	164,839	168,000	171,360	176,500	-	-	
<i>Property Taxes net of In-Lieu</i>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
<b>TOTAL FUNDING</b>	<b>3,219,671</b>	<b>3,208,894</b>	<b>2,028,301</b>	<b>2,643,825</b>	<b>2,938,021</b>	<b>3,360,148</b>	<b>-</b>	<b>-</b>	
Basic Aid Status	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Excess Taxes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
EPA in Excess to LCFF Funding	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
<b>Total LCFF Entitlement</b>	<b>3,219,671</b>	<b>3,208,894</b>	<b>2,028,301</b>	<b>2,643,825</b>	<b>2,938,021</b>	<b>3,360,148</b>	<b>-</b>	<b>-</b>	
<b>SUMMARY OF EPA</b>									
% of Adjusted Revenue Limit - Annual	16.13801139%	70.06785065%	49.17914663%	38.88000000%	27.94000000%	19.87000000%	0.00000000%	0.00000000%	
% of Adjusted Revenue Limit - P-2	16.08698870%	70.06785065%	49.17914663%	38.88000000%	27.94000000%	19.87000000%	0.00000000%	0.00000000%	
EPA (for LCFF Calculation purposes)	\$ 253,696	\$ 1,101,496	\$ 447,712	\$ 432,851	\$ 330,065	\$ 258,081	\$ -	\$ -	
EPA, Current Year (Object Code 8012) (P-2 plus Current Year Accrual)	\$ 253,696	\$ 1,101,496	\$ 447,712	\$ 432,851	\$ 330,065	\$ 258,081	\$ -	\$ -	
EPA, Prior Year Adjustment (Object Code 8019) (P-A less Prior Year Accrual)	\$ 3,236.00	\$ 20,503.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Accrual (from Data Entry tab)	-	-	-	-	-	-	-	-	

Leadership Military Academy (125237)		5/18/2022							
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	
<b>LCAP PERCENTAGE TO INCREASE OR IMPROVE SERVICES</b>									
Base Grant (Excludes add-ons for TIIG and Transportation)	\$ 2,432,915	\$ 2,432,915	\$ 1,480,290	\$ 1,929,060	\$ 2,156,963	\$ 2,466,870	\$ -	\$ -	
Supplemental and Concentration Grant funding in the LCAP year	\$ 786,756	\$ 775,979	\$ 548,011	\$ 714,765	\$ 781,058	\$ 893,278	\$ -	\$ -	
Percentage to Increase or Improve Services	32.34%	31.90%	37.02%	37.05%	36.21%	36.21%	0.00%	0.00%	

<b>SUMMARY OF STUDENT POPULATION</b>								
<b>Unduplicated Pupil Population</b>								
Enrollment	263	262	176	185	196	224	-	-
COE Enrollment	-	-	-	-	-	-	-	-
<b>Total Enrollment</b>	<b>263</b>	<b>262</b>	<b>176</b>	<b>185</b>	<b>196</b>	<b>224</b>	<b>0</b>	<b>0</b>
<b>Unduplicated Pupil Count</b>								
Unduplicated Pupil Count	225	228	149	157	166	190	-	-
COE Unduplicated Pupil Count	-	-	-	-	-	-	-	-
<b>Total Unduplicated Pupil Count</b>	<b>225</b>	<b>228</b>	<b>149</b>	<b>157</b>	<b>166</b>	<b>190</b>	<b>0</b>	<b>0</b>
<b>Rolling %</b>								
Rolling %, Supplemental Grant	88.3900%	87.0500%	85.8800%	85.6500%	84.6600%	84.6600%	0.0000%	0.0000%
Rolling %, Concentration Grant	84.3200%	83.9700%	85.5300%	85.6500%	84.6600%	84.6600%	0.0000%	0.0000%

Leadership Military Academy (125237)		5/18/2022							
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	
<b>SUMMARY OF LCFF ADA</b>									
<b>Prior Year ADA for the Hold Harmless - ( net of current year charter shift)</b>									
Grades TK-3	-	-	-	-	-	-	-	-	
Grades 4-6	-	-	-	-	-	-	-	-	
Grades 7-8	-	-	-	-	-	-	-	-	
Grades 9-12	-	-	-	-	-	-	-	-	
<b>LCFF Subtotal</b>	-	-	-	-	-	-	-	-	
NSS	-	-	-	-	-	-	-	-	
<b>Combined Subtotal</b>	-	-	-	-	-	-	-	-	
<b>Current Year ADA</b>									
Grades TK-3	-	-	-	-	-	-	-	-	
Grades 4-6	-	-	-	-	-	-	-	-	
Grades 7-8	-	-	-	-	-	-	-	-	
Grades 9-12	254.17	254.17	147.19	162.31	172.60	187.30	-	-	
<b>LCFF Subtotal</b>	254.17	254.17	147.19	162.31	172.60	187.30	-	-	
NSS	-	-	-	-	-	-	-	-	
<b>Combined Subtotal</b>	254.17	254.17	147.19	162.31	172.60	187.30	-	-	
<b>Change in LCFF ADA (excludes NSS ADA)</b>	254.17	254.17	147.19	162.31	172.60	187.30	-	-	
	Increase	Increase	Increase	Increase	Increase	Increase	No Change	No Change	
<b>Funded LCFF ADA for the Hold Harmless</b>									
Grades TK-3	-	-	-	-	-	-	-	-	
Grades 4-6	-	-	-	-	-	-	-	-	
Grades 7-8	-	-	-	-	-	-	-	-	
Grades 9-12	254.17	254.17	147.19	162.31	172.60	187.30	-	-	
<b>Subtotal</b>	254.17	254.17	147.19	162.31	172.60	187.30	-	-	
	Current	Current	Current	Current	Current	Current	Current	Current	
<b>Funded NSS ADA</b>									
Grades TK-3	-	-	-	-	-	-	-	-	
Grades 4-6	-	-	-	-	-	-	-	-	
Grades 7-8	-	-	-	-	-	-	-	-	
Grades 9-12	-	-	-	-	-	-	-	-	
<b>Subtotal</b>	-	-	-	-	-	-	-	-	
	Prior	Prior	Prior	Prior	Prior	Prior	Prior	Prior	
<b>NPS, CDS, &amp; COE Operated</b>									
Grades TK-3	-	-	-	-	-	-	-	-	
Grades 4-6	-	-	-	-	-	-	-	-	
Grades 7-8	-	-	-	-	-	-	-	-	
Grades 9-12	-	-	-	17.69	18.40	22.70	-	-	
<b>Subtotal</b>	-	-	-	17.69	18.40	22.70	-	-	
<b>ACTUAL ADA (Current Year Only)</b>									
Grades TK-3	-	-	-	-	-	-	-	-	
Grades 4-6	-	-	-	-	-	-	-	-	
Grades 7-8	-	-	-	-	-	-	-	-	
Grades 9-12	254.17	254.17	147.19	162.31	172.60	187.30	-	-	
<b>Total Actual ADA</b>	254.17	254.17	147.19	162.31	172.60	187.30	-	-	
<b>TOTAL FUNDED ADA</b>									
Grades TK-3	-	-	-	-	-	-	-	-	
Grades 4-6	-	-	-	-	-	-	-	-	
Grades 7-8	-	-	-	-	-	-	-	-	
Grades 9-12	254.17	254.17	147.19	180.00	191.00	210.00	-	-	
<b>Total</b>	<b>254.17</b>	<b>254.17</b>	<b>147.19</b>	<b>180.00</b>	<b>191.00</b>	<b>210.00</b>	-	-	
<i>Funded Difference (Funded ADA less Actual ADA)</i>	-	-	-	17.69	18.40	22.70	-	-	

Leadership Military Academy (125237)		5/18/2022							
		2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
<b>PER-ADA FUNDING LEVELS</b>									
<b>Base, Supplemental and Concentration Rate per ADA</b>									
Grades TK-3	\$	11,253	\$ 11,215	\$ 12,243	\$ 13,049	\$ 13,666	\$ 14,215	\$ 10,814	\$ 11,201
Grades 4-6	\$	10,346	\$ 10,312	\$ 11,256	\$ 11,998	\$ 12,565	\$ 13,071	\$ 9,943	\$ 10,299
Grades 7-8	\$	10,653	\$ 10,618	\$ 11,589	\$ 12,353	\$ 12,937	\$ 13,458	\$ 10,238	\$ 10,605
Grades 9-12	\$	12,667	\$ 12,625	\$ 13,780	\$ 14,688	\$ 15,382	\$ 16,001	\$ 12,171	\$ 12,607
<b>Base Grants</b>									
Grades TK-3	\$	7,702	\$ 7,702	\$ 8,093	\$ 8,624	\$ 9,088	\$ 9,453	\$ 9,795	\$ 10,146
Grades 4-6	\$	7,818	\$ 7,818	\$ 8,215	\$ 8,754	\$ 9,225	\$ 9,596	\$ 9,943	\$ 10,299
Grades 7-8	\$	8,050	\$ 8,050	\$ 8,458	\$ 9,013	\$ 9,498	\$ 9,880	\$ 10,238	\$ 10,605
Grades 9-12	\$	9,329	\$ 9,329	\$ 9,802	\$ 10,445	\$ 11,007	\$ 11,449	\$ 11,863	\$ 12,288
<b>Grade Span Adjustment</b>									
Grades TK-3	\$	801	\$ 801	\$ 842	\$ 897	\$ 945	\$ 983	\$ 1,019	\$ 1,055
Grades 9-12	\$	243	\$ 243	\$ 255	\$ 272	\$ 286	\$ 298	\$ 308	\$ 319
<b>Prorated Base, Supplemental and Concentration Rate per ADA</b>									
Grades TK-3	\$	8,503	\$ 8,503	\$ 8,935	\$ 9,521	\$ 10,033	\$ 10,436	\$ 10,814	\$ 11,201
Grades 4-6	\$	7,818	\$ 7,818	\$ 8,215	\$ 8,754	\$ 9,225	\$ 9,596	\$ 9,943	\$ 10,299
Grades 7-8	\$	8,050	\$ 8,050	\$ 8,458	\$ 9,013	\$ 9,498	\$ 9,880	\$ 10,238	\$ 10,605
Grades 9-12	\$	9,572	\$ 9,572	\$ 10,057	\$ 10,717	\$ 11,293	\$ 11,747	\$ 12,171	\$ 12,607
<b>Prorated Base Grants</b>									
Grades TK-3	\$	7,702	\$ 7,702	\$ 8,093	\$ 8,624	\$ 9,088	\$ 9,453	\$ 9,795	\$ 10,146
Grades 4-6	\$	7,818	\$ 7,818	\$ 8,215	\$ 8,754	\$ 9,225	\$ 9,596	\$ 9,943	\$ 10,299
Grades 7-8	\$	8,050	\$ 8,050	\$ 8,458	\$ 9,013	\$ 9,498	\$ 9,880	\$ 10,238	\$ 10,605
Grades 9-12	\$	9,329	\$ 9,329	\$ 9,802	\$ 10,445	\$ 11,007	\$ 11,449	\$ 11,863	\$ 12,288
<b>Prorated Grade Span Adjustment</b>									
Grades TK-3	\$	801	\$ 801	\$ 842	\$ 897	\$ 945	\$ 983	\$ 1,019	\$ 1,055
Grades 9-12	\$	243	\$ 243	\$ 255	\$ 272	\$ 286	\$ 298	\$ 308	\$ 319
<b>Supplemental Grant</b>									
Maximum - 1.00 ADA, 100% UPP		20%	20%	20%	20%	20%	20%	20%	20%
Grades TK-3	\$	1,701	\$ 1,701	\$ 1,787	\$ 1,904	\$ 2,007	\$ 2,087	\$ 2,163	\$ 2,240
Grades 4-6	\$	1,564	\$ 1,564	\$ 1,643	\$ 1,751	\$ 1,845	\$ 1,919	\$ 1,989	\$ 2,060
Grades 7-8	\$	1,610	\$ 1,610	\$ 1,692	\$ 1,803	\$ 1,900	\$ 1,976	\$ 2,048	\$ 2,121
Grades 9-12	\$	1,914	\$ 1,914	\$ 2,011	\$ 2,143	\$ 2,259	\$ 2,349	\$ 2,434	\$ 2,521
<b>Actual - 1.00 ADA, Local UPP as follows:</b>									
Grades TK-3	\$	88.39%	\$ 87.05%	\$ 85.88%	\$ 85.65%	\$ 84.66%	\$ 84.66%	\$ 0.00%	\$ 0.00%
Grades 4-6	\$	1,503	\$ 1,480	\$ 1,535	\$ 1,631	\$ 1,699	\$ 1,767	\$ -	\$ -
Grades 7-8	\$	1,382	\$ 1,361	\$ 1,411	\$ 1,500	\$ 1,562	\$ 1,625	\$ -	\$ -
Grades 9-12	\$	1,423	\$ 1,402	\$ 1,453	\$ 1,544	\$ 1,608	\$ 1,673	\$ -	\$ -
Grades 9-12	\$	1,692	\$ 1,666	\$ 1,727	\$ 1,836	\$ 1,912	\$ 1,989	\$ -	\$ -
<b>Concentration Grant (&gt;55% population)</b>									
Maximum - 1.00 ADA, 100% UPP		50%	50%	65%	65%	65%	65%	65%	65%
Grades TK-3	\$	4,252	\$ 4,252	\$ 5,808	\$ 6,189	\$ 6,521	\$ 6,783	\$ 7,029	\$ 7,281
Grades 4-6	\$	3,909	\$ 3,909	\$ 5,340	\$ 5,690	\$ 5,996	\$ 6,237	\$ 6,463	\$ 6,694
Grades 7-8	\$	4,025	\$ 4,025	\$ 5,498	\$ 5,858	\$ 6,174	\$ 6,422	\$ 6,655	\$ 6,893
Grades 9-12	\$	4,786	\$ 4,786	\$ 6,537	\$ 6,966	\$ 7,340	\$ 7,636	\$ 7,911	\$ 8,195
<b>Actual - 1.00 ADA, Local UPP &gt;55% as follows:</b>									
Grades TK-3	\$	29.3200%	\$ 28.9700%	\$ 30.5300%	\$ 30.6500%	\$ 29.6600%	\$ 29.6600%	\$ 0.0000%	\$ 0.0000%
Grades 4-6	\$	1,247	\$ 1,232	\$ 1,773	\$ 1,897	\$ 1,934	\$ 2,012	\$ -	\$ -
Grades 7-8	\$	1,146	\$ 1,132	\$ 1,630	\$ 1,744	\$ 1,778	\$ 1,850	\$ -	\$ -
Grades 9-12	\$	1,180	\$ 1,166	\$ 1,678	\$ 1,796	\$ 1,831	\$ 1,905	\$ -	\$ -
Grades 9-12	\$	1,403	\$ 1,387	\$ 1,996	\$ 2,135	\$ 2,177	\$ 2,265	\$ -	\$ -



# LEADERSHIP MILITARY ACADEMY

## 2022-23 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
 Leadership Military Academy	Jill McCormick, Curriculum Coordinator Santos Campos, Executive Director Sue Legere, Director Fiscal Services	<a href="mailto:jmccormick@lmaschools.org">jmccormick@lmaschools.org</a> <a href="mailto:scampos@lmaschools.org">scampos@lmaschools.org</a> <a href="mailto:slegere@lmaschools.org">slegere@lmaschools.org</a> (951) 421-8450

### Plan Summary [2022-2023]

#### General Information

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

Leadership Military Academy (LMA) is a public, military themed charter school, providing classroom based instruction to students in grades 9 through 12. The Moreno Valley site opened in the 2011-12 school year and has grown to serve as many as 280 students from Moreno Valley and the surrounding area. Although enrollment dropped in 2021-22 after the pandemic, LMA plans to expand to serve more students and grade levels.





Riverside County Board of Education is the charter's authorizer. The charter opened to serve at risk/at promise students otherwise served by Riverside County Office of Education. The CDS code and school type (county community school) defines LMA as a Dashboard Alternative School Status (DASS) school. The DASS status and small population have a significant impact on the Dashboard indicators. For example, the graduation rate is calculated differently for DASS than traditional schools. Thus recent legislation (AB1505/EC Section 47607(c)(7)) requires that alternative metrics are also considered at the time of renewal.

A demographic profile of LMA students is available to the public on [DataQuest](#) and the California School Dashboard. Over the last few years, the distribution of student subgroups at LMA has been relatively consistent with a large proportion of low-income/socioeconomically disadvantaged students (84.7%), and a large proportion of Latinx students (72.7%) and African American students (18.8%). For the 2021-22 school year, enrollment is recorded at 176 students, compared to 262 in 2020-21.

The students at LMA include 22% English learners (39), 22% are students with disabilities (39), and 5.7% are foster (1) or homeless youth (9). The proportion of each of these subgroups varies little from the 2020-21 school year, and when reviewing data for the whole school, the SED, EL, and SWD groups are numerically significant enough to be disaggregated. The enrollment of foster and homeless youth is low, too low to be a numerically significant student subgroup, and CDE data is usually suppressed to protect student privacy. This is also the case for EL and SWD when data is grade level specific. For example, only grade 11 students are tested on CAASPP, so EL and SWD data is not publicly available. It is also important to note that due to the small size of student population, percentage changes may be based on relatively few students; so with the enrollment of 176, 2 students can account for a change of 1.1%.

As mentioned, the subgroup of low-income students (SED) makes up a majority of the enrollment at 84.7% (149/176). This is important because data on SED will be very similar to that of all students. For example, each year suspension and chronic absenteeism rates for SED students fluctuate about 1% above or below the average for all students. Like EL students, SED is an unduplicated pupil group for increased/improved services, so the data is disaggregated when appropriate. Programs and services principally directed at and effective with this population are offered on a school-wide level and are explained in the Increased/Improved Section.

LMA continues to maintain a low student to teacher ratio and small class size. CALPADS report 3.1 for 2021-22 shows the average class size between 11 and 12 students. In 2020-21, class rosters (course sections) were adjusted to accommodate a hybrid instructional model, dividing rosters, but not changing the class size (multiple sections in a roster). In 2021-22 the reduction in enrollment caused a decrease in the class size that will increase with enrollment to pre-pandemic averages.

## Reflections: Successes

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

After a review of state and local data, including the stakeholder survey and other input from stakeholder groups, LMA is proud to report the following successes despite post pandemic challenges:

LMA was able to maintain the parent participation rate in the annual survey (Metric SP3A.2). Again parents provided feedback that email and text messages were preferred methods of communication, so links to the survey were distributed in that way as well as posted to the school website. Additionally, parents indicated in the survey that they were interested in participating in more opportunities to provide input. LMA will build upon this by communicating more about the existing opportunities like ELAC and SSC, as well as returning to more in-person family events like Orientation at the beginning of the school year.

Our school is well maintained and safe. Not only was this reflected in the SARC, but it was new to the top items on the annual survey. This is reflective of both the physical facilities and the additional health and safety precautions implemented from the pandemic. LMA will continue to follow health guidelines, safety checks, and routine maintenance to continue this success.



NWEA assessments had participation rates at or above 95%. This can be attributed to the immediate efforts to identify incomplete and missing results and administer make-up tests. As a result, the data is a reflection of the school, not a representative sample. Additionally, teachers have data on the majority of their students in each class. LMA will build upon this success through PD and collaborative efforts to support teachers to use the data in instruction and to address individual student strengths and needs.

Social Social-emotional supports were expanded. With the combined availability of two social worker interns and a counselor therapist and smaller school population, the opportunities for students was at the highest rate yet. There were also two presentations that addressed stress and appropriate coping strategies from the teenage perspective. Additionally, staff participated in Coaching for Cultural Success which included group training and individual coaching sessions, and resulted in increased compassion and empathy in staff according to the program survey results. LMA will continue to ensure students have counseling and social-emotional services and build staff capacity.

The suspension (Metric SP6A) and expulsion (Metric SP6B) rates are low. Although the initial closures and distance learning played a role in reducing the suspension rate, current local data show that LMA is on track to have a suspension rate considerably lower than the years just before the pandemic, plus expulsion rates have remained at 0%. To build on this success, LMA will need to closely analyze all the other factors that contributed to the higher and lower rates of the past.

Teachers have been working on the WASC. A series of collaborative sessions for both focus and home groups over the last two years has resulted in a draft of Chapter 3 of the WASC Self-Study report and revisions to the School wide Learner Outcomes (SLOs). As a team, LMA will continue to engage in reflection and analysis to prepare for the WASC accreditation visit in fall of 2022, and through the next 6 year cycle.

Other successes to highlight from the LCAP metrics:

Metrics utilizing the 2021 SARC and 2021 Dashboard Local Indicators (Board approved 6/17/21, but Dashboard suspended) met standards and Desired Outcome.

SP8.2 - There was no change in the percentage of students enrolling in college between the classes of 2020 and 2021 despite the pandemic.

SP5A & SP5B - Attendance and chronic absenteeism rates improved despite the pandemic. It is unknown how the attendance adjustments for distance learning impacted the rates.

SP5D & SP5E - Dropout rates improved and the graduation rate remained stable. It is unknown how much distance learning and the temporary reduction in graduation requirements impacted these rates

SP6C - The percentage of students feeling safe and connected to school increased over 2 years. It is unknown how much distance learning impacted these rates.

## 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.

After a review of state and local data, including the stakeholder survey and other input from stakeholder groups, LMA has identified the following general areas that need improvement:

Academic performance: Alternate and additional measures corroborate pre-pandemic data that show students continue to perform below expectations. For example, less than 1/3 of all students have had a GPA at or above 2.0 (C grade) in the spring; the majority of LMA students did not meet the standard in either ELA or Math on the SBAC; and NWEA results show the majority of students performing below the national average for their grade level. Since the SBAC is administered late in the 11th grade, NWEA assessments were added to gain earlier indicators of performance, measure progress, and guide instructional support. Intervention programs in reading and math were adopted, but implementation has encountered challenges. In the last two years, professional development time has been spent developing unit guides and focusing on instructional strategies to support students (included in several actions). The next steps will be to provide teachers with training on how to use the data from NWEA



(Action 2-2), support strategies specific to areas needing improvement (ex. writing, vocabulary) and increasing rigor (Actions 1-5, 1-6, 1-7), and improving the implementation of intervention courses (Action 2-3).

College preparation: Several things indicate that seniors leaving LMA are not equipped for college. Beyond academic performance metrics, LMA has low rates in A-G completion, AP pass rate (when offered), FAFSA completion, college enrollment, and college persistence. In addition to addressing academic performance, a key step will be in the area of academic guidance and supporting students with the steps to college before their senior year (Action 2-9).

Parent engagement: Although parent participation in the surveys has improved, the most recent results indicate that the majority of parents know there are other opportunities to participate and provide input, and at about half of those parents surveyed are interested, yet there was minimal membership on the ELAC and SSC. The first step will be to communicate with parents and work to address barriers that are preventing them from attending ELAC and SSC meetings (Actions 3-1, 3-3). Another step that may increase parent engagement is to offer more opportunities like family activities to connect parents to the site and each other (Action 3-2).

Other indicators of need measured by the LCAP metrics:

SP2.2 - Only two-thirds of EL students are scheduled in a designated ELD class. Competing priorities (credit recovery to meet graduation requirements, classes/supports written in IEPs, college electives) and a small master schedule cause conflicts in scheduling students.

SP4A & SP4H (multiple) - Assessment data shows that the majority of students perform below national averages in ELA and math and therefore not yet ready for college level coursework

SP4B & SP8.1 - There was almost a 6% drop in A-G Completion. It is unknown how distance learning and the temporary reduction in graduation requirements impacted A-G rates.

SP4C, SP4D, & SP4G - CTE pathways and AP courses are not offered

SP4E - An alternate metric to the ELPI to measure EL progress toward proficiency has not been identified

SP4F - The reclassification rate returned to 0%. Although remote administration of the ELPAC and limited participation in NWEA would impact this, the EL population at LMA meets the definition of LTEL (long term EL) or AR-LTEL (at risk for LTEL), with rare exceptions, and are less likely to meet all the requirements of reclassification before completing high school.

SP8.2 - 3% fewer graduates enrolled in college in the 1st year of the pandemic. It is unknown how the shift to distance learning impacted college enrollment rates.

SP3A.3 - There was a drop in the percentage of EL parents in the ELAC. The ELAC is very small so numbers are easily skewed.

SP5E - The graduation rate for EL students is 3% lower than for all students.

## LCAP Highlights

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

LMA remains committed to the intentions in the goals in previous LCAP cycles, so the 2021-24 LCAP reflects the same overarching focal points and objectives. The broad goals have been restructured to align with the organization of the State Priorities in the Whole Child Resource Map and system of supports, provide a succinct organization of the statutory metrics required in the LCAP (EC 52060), and help better outline the information to communicate with and get input from stakeholders. This also a more even balance of the priorities across the goals and their respective metrics.



The 2021-24 LCAP focuses on three broad goals to address the State Priorities. Goal 1 encompasses the Conditions of Learning (Priorities 1,2, 7); Goal 2 involves Student Outcomes (Priorities 4, 8); and Goal 3 focuses on Engagement (Priorities 3, 5, 6). LMA opted to develop broad goals, because they focus on improving performance across a wide range of metrics. Similarly, the actions also describe broad and comprehensive plans, so each can include a variety of efforts aimed at improving a specific outcome, like attendance or parent participation, and better meet the unique and changing needs of the LMA school community.

There have been some changes that are new in the LCAP for 2022-23, primarily the inclusion of alternate metrics identified in the process of collaborating with the Authorizer, RCOE for the next renewal. Any revisions to the actions and metrics are explained in the fourth prompt of the Goal Analysis section. In addition to the new requirements for the Increased/Improved section, the Required Descriptions responses have been restructured to better align with the guidance provided by RCOE at LCAP workshops and more clearly communicate how actions will support unduplicated student groups.

## 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.

Not applicable

### 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.

LMA is a small, single school charter (no district), and therefore has a small set of educational partners. The main groups of parents, students, staff, and community members may include even smaller groups. Parents of LMA students may include other guardians, caregivers, or adult family members. For example, emergency contacts may be included in emails or texts that communicate general information, but only the immediate parents/guardians would be included in communications regarding students. There is a small English Language Advisory Committee (ELAC) of 4 members, and small School Site Council (SSC) of 5 members. Both the ELAC and SSC include a teacher, administrator, classified staff member, and parent(s).



There are 29 staff members at LMA, mostly teachers (17), plus classified staff (8) and principals/administrators (4). Staff is often grouped as a whole because of these low numbers, unless feedback is specifically from a particular group. LMA is governed by a Board of 5 Directors. LMA currently does not have any of the following stakeholder groups active in the school community: local or collective bargaining units, district leaders, tribal groups, or civil rights organizations.

LMA engages with its educational partners through a variety of means. The process includes multiple communications with various stakeholder groups. Information is shared and collected using direct and structured methods, like surveys and formal meetings, as well as indirect and less structured methods like email and conversational dialog. Parents and community partners are provided key information initially through telephone calls, automated texts, emails and traditional mailers. In response they usually provide feedback and request any clarification through day-to-day conversations with teachers, staff, and administration. Parents shared that email, text, and direct calls are the best ways to communicate with them, so LMA adjusted to use text messaging for reminders and updates, as well as to distribute the links for the annual survey. Additionally, the school website, marquee, social media accounts, and teachers also share information and announcements. Students also hear announcements and updates during daily formation (except minimum days) and may have brief class/grade level meetings afterward, or through email. This all contributes to the multiple opportunities for the members of the LMA community to respond and engage with the school, its programs, and the LCAP process.

For parents, the process most often begins with outreach by LMA. In addition to disseminating information to families, parents are invited to participate in meetings. These may be schoolwide, grade level, or interest groups like the School Site Council (SSC) and the English Learner Advisory Committee (ELAC). Small group and individual meetings are often scheduled according to parent convenience. School Site Council and ELAC meetings are coordinated with the members in advance to schedule times that maximize participation. Aspects of the LCAP and related data are shared as applicable. For example, the ELAC was provided an abbreviated version of the LCAP, focusing on any actions that would have an impact on EL students.

A summary of the meetings is included at the end of this section. The list shows the variety and multitude of opportunities stakeholders have to receive information and share feedback on services and programs.

Engaging educational partners also includes the public opportunity to review and comment on drafts of plans, accountability reports, and budgets at the monthly Board meetings. In January, a report on the mid-year status of the LCAP metrics, actions, and expenditures was presented at the regularly scheduled LMA Board meeting. A draft version of the next LCAP, and links to an online shared copy of the document are made available and shared with the public early in the spring and at subsequent LMA Board meetings. As required, all LMA Board of Directors meeting agendas are posted in advance, and parents and the community are invited to comment following the protocol for public comments. Frequently, information on topics within the LCAP are shared with the Board, like assessment results ([Metrics SP4A](#)) or the status of our seniors which will influence the graduation and dropout rates ([Metrics SP5D and SP5E](#)). Information about any accountability reports or plans associated with additional funding (ESSER plans, Educator Effectiveness Block Grant, A-G Completion Grant Plan, LCAP, Local Indicators, Supplement to the Annual Update, Mid-Year LCAP Progress, etc.) are also shared with the Board and public in accordance with statute.

A member of the RCOE Charter Schools Unit (representing the authorizer RCBE) often attends and observes board meetings. They also collect and review a variety of reports and board documents that we share through email and Epicenter. This includes any plans or reports that require submission to the authorizer or County Superintendent, like the ESSER plan and the LCAP, and feedback is provided. Twice a month during the 2020-21 school year, LMA and RCOE Charter Schools Unit participated in the A-Game pilot program. The A-Game is designed to facilitate the collaboration between DASS charter schools and their authorizers at developing alternate metrics to consider for renewal of their Charter petition.

LMA's educational partner groups participate in the Stakeholder Survey each winter. Survey items are directly related to the state priorities. The results of the survey are shared in early Spring to be discussed and considered in the final LCAP. Additionally, in 2021 LMA contracted with Panorama for surveys on more social-emotional aspects of LMA like engagement and school connectedness. In the 2021-22 survey, parent participation was up at 39.6%, whereas student participation was down at 59%.

Survey links were shared via email and text, in addition to the webpage, Board Meeting, and in classes for students. Email and text links were the primary method used to promote the survey with families because parents had communicated that those methods were preferred and the most effective, and they had a strong response in 2020-21. On the 2021-22 survey, again families preferred these methods



over mailers and social media/webpage by more than 30%. For students, links were shared through email, their preferred method of communication on the 2021-22 survey by over 10%, and in their classes (via Google Classroom). Students are also provided a dedicated time period in the school day to complete surveys. Teachers had additional time at the end of a professional development meeting.

A summary of stakeholder communication opportunities:

Stakeholder	Communication Platform	Frequency	
Board of Dir.	Board meeting	monthly	
Staff	Whole staff meetings	bi-weekly	
	Professional Development	bi-weekly	
	PLC meetings	monthly	
	Subcommittee meetings	as needed	
	Principal's meetings	monthly	
	Leadership meetings	weekly	
	Individual Conferences	as needed	
	Parents/Guardians	ELAC meetings	3-4 times/year
		SSC/LCAP meetings	3-4 times/year
Individual (senior meetings, parent teacher conferences)		as needed	
Events		2-3 times/year	
Formation		Daily	
Parent Portal		unlimited	
Dialer, mailer, email, direct contact		unlimited	
Website & social media		unlimited	
Students	Grade level/school presentations	2-3 times/year	
	Individual (senior meetings, parent teacher conferences, guidance meeting)	2-3 times/year	
	Formation	Daily	
	Student Portal	unlimited	
	Direct contact (in person, virtual, phone)	daily	
	Email, text	as needed	
	Google classroom	unlimited	
	Remind.com, texting apps	as needed	
Website & social media	unlimited		



Community	Board meeting	monthly
	ELAC meetings	3-4 times/year
	SSC/LCAP meetings	2-3 times/year
	Formation	Daily
	Website	unlimited

**A summary of the feedback provided by specific educational partners.**

In addition to the opportunities listed above, the most structured and comprehensive stakeholder feedback is received through the stakeholder survey. The 2020-21 Stakeholder Survey was adjusted to include items on distance learning so for the 2021-22 survey, those items were removed, or in a few cases revised to continue forward. For example, an item was revised to reflect regular testing to measure student growth and progress, rather than be limited to learning loss due to the pandemic. The 2021-22 survey compiles participant results into three categories: parents (84), which includes guardians and family members that are the primary caregiver; students (104); staff (19) which includes teachers (14), administrators (2), classified staff (3); and overall, which includes the other categories as well as any individuals from the community or families that selects “other” (5). The 2021-22 survey contained 28 items, plus opportunities for open ended, free responses. Because of the considerable difference in the quantity of items, the top and bottom rankings are not directly comparable, but do still aid in prioritizing areas for further analysis.

In a review of the most and least agreed items and the state priorities they address, there was a fairly even balance. Each priority made it to one or both of the lists, and priorities 2 (implementation of state standards), 4 (student achievement), and 5 (student engagement) had the fewest occurrences, meaning that those survey items ranked more in the middle averages.

The same as last year, participants (overall) agreed that basic services (priority 1) were being met, particularly the availability and student access to devices for distance learning. This was also the top item students agreed upon. Four survey items related to basic services landed in the top 10 most agreed list, 3 of which were about technology.

The next priority with significant results was parent engagement (priority 3). Out of 8 items about parent engagement, 5 landed on the top (2 items) and bottom (3 items) lists. Parents reported feeling “welcome at the school site” (94%), which is up from 92.3% last year. This indicates that all the efforts taken to make LMA safe continue to promote a positive and welcoming environment. All participants (overall) agreed that there is a lack of family activities (#1 at the bottom overall, and by parents), which reflects the precautions taken at the start of the school year to follow state and county guidance on group gatherings. Family activities has been an area of low agreement in the past and was at the bottom last year as well which indicates the need for improvement.

There are some other notable items on the top list. The good upkeep of school facilities is new on the most agreed list (#4), which might be attributed to the additional funds and efforts to ensure safety and health precautions, including LCAP Goal 1 Action 1-4, and ESSER III funds for continuous and safe in-person learning. Also new is assessing learning growth and loss (#10), which was added last year to address distance learning and was revised to continue to be included on the survey. This can be attributed in part to the efforts implementing NWEA MAP Growth assessments three times per year, found in Goal 2 Actions 2-1 and 2-2.

Participants (overall) agreed the least on items regarding student access to a broad course of study (priority 7). Specifically, items involving programs that are not regularly offered at LMA, like Advanced Placement, dual enrollment classes, and CTE (#3, #4, and #5 from the bottom, respectively). Low ranking on these items has been fairly consistent, and this is a close repeat from last year’s survey results. This indicates that our educational partners acknowledge the missing opportunities for students as an area for growth.



Similarly, participants (overall) responded less positively to the school climate (priority 6), with 3 items on the bottom list. These results are more like pre-pandemic results, in which the item about students treating each other with respect (#6 from the bottom) returned to the bottom, with staff (teachers, administrators, and classified) making the largest drop in agreement (30%). The other items are in regard to the community resources (#7 from the bottom) and collaboration among teachers (#10 from the bottom).

There were also some findings in the most recent survey that warrant closer analysis and consideration. Parents (80%) and students (86%) agreed that there have been at least some opportunities to get involved sharing ideas and providing input for plans and decisions at LMA, and 58% of parents and 70% of students are interested in participating in such opportunities. The participation in ELAC and SSC could be increased once the factors barring participation are determined. It also indicates that moving forward, more effort promoting the ELAC and SSC events and meetings may recruit more parents and students.

Most often, student responses tend to be less positive than the adults in the survey (parents, staff, other), but there were a couple of items that changed to the contrary of this trend. Overall there was a significant decrease in awareness of anti-bullying and positive behavior/school environment programs. This was paralleled by a drop in satisfaction with the programs. Last year over distance learning, no parents responded negatively (not at all satisfied), but that increased to 28% with the return to in-person instruction. Similarly, 4% more students responded negatively, for a total of 10.7%. In this case students responded more favorably to the positive programs than their parents, which will be investigated more closely in future surveys and ad hoc student meetings over lunch. Another item requiring further analysis measures overall satisfaction with the programs and services at LMA, which also had a significant drop with the return to in-person instruction.

In contrast, several items in the survey suggest that students are more aware of programs and events at LMA because student responses were higher. The largest difference between parents and students was on summer school (parents 34%, students 64%). This has implications for planning future extended learning opportunities, and communicating with parents on them (Action 3-1) as current communication methods are not getting information to parents as well as to students. Other programs that students responded higher than parents include AVID (parents 55%, students 64%), student activities like sports (parents 43%, students 57%) and drill (parents 44%, students 64%), and opportunities to get involved sharing ideas and providing input for plans and decisions (parents 80%, students 87%).

Some stakeholder groups also provide feedback through more direct lines of communication in meetings and during discussions. For example, short surveys, polls, and questions within professional development and department/PLC meetings gain teacher input on instructional services and programs. Teacher feedback also guided professional development on aspects related to school wide instructional goals like focused notetaking and writing/literacy standards, provided feedback for revisions to the school wide learner outcomes, and shared insight on digital technology use to help determine what has been useful and coordinate opportunities for more support.

Classified staff is often consulted for input on school events and activities. For example, office staff is key in the communication process and the facilities manager can provide insight on logistics, material resources, and technology. The social worker interns and counselor/therapist are included when social-emotional supports are needed, like after the presentations on stress and coping, or student altercation.

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

Stakeholder feedback through the survey and other methods listed is considered and may influence aspects of the LCAP. Below is a list of LCAP actions that have been influenced by stakeholders.

Action 1-2 and 1-3 considers instructional materials. Parent and student feedback on technology was positive, taking up three of the most agreed items. These actions were revised to clearly include the continued use of technology tools in instruction. Additionally, Action 1-6 was revised to include digital instructional tools used in the classroom.





Action 1-4 considers the safety and maintenance of the site, including implementation of health guidelines. It was highly supported in the survey.

Action 1-5 considers professional learning in the implementation of standards, which is related to subsequent actions 1-6 through 1-8. Each action addresses a different aspect of implementing standards and considers information from different stakeholders. Last year, a significant portion of parents and students did not agree that LMA curriculum follows state standards. To address this, a school wide goal was implemented in PD at the start of the year in regards to standards. In order to ensure that students were very aware of the standards, teachers were to post standards and explain them during the lesson. As a result, there was more agreement on the survey items this year. Most notably, parent agreement that teachers follow content standards increased by just over 30%.

Action 1-10 considers the broad course of study available to students. Survey feedback acknowledges that not all courses are available to students, so 1-10 specifically includes AP, CTE, and dual enrollment based on those responses. Similarly, actions 2-5, 2-8, and 2-11 specifically consider providing CTE, AP, and college course options to students as the lack of these programs was evident with survey participants.

Action 3-1 considers parent communication. Survey feedback indicated that students were more aware of some LMA programs and opportunities than their parents, including sharing ideas and input (Action 3-2). To address this, the action has been revised to include more details and examples.

Action 3-2 considers parent participation. The lack of family activities was even more evident in the most recent survey with agreement dropping nearly 6% and landing it on the bottom list. Stakeholders agree that there is a lack of family activities. The action acknowledges the survey results and includes family activities as possible platforms to connect parents and increase feedback.

Action 3-7 considers a safe and positive learning environment. Past feedback and metrics indicated a need for improvement in this area, which was emphasized further in the most recent survey. Overall, awareness and satisfaction with programs that promote positive behaviors and environment dropped significantly.

Action 3-8 considers student activities. Survey results showed that parents were the least informed about the extra activities available to students. The action includes more communication with parents and efforts to include them.

Action 3-10 considers student social-emotional wellness. Although there is someone available to counsel students every day (social worker interns and counselor/therapist), and sometimes 3, student awareness dropped by about 11% according to the survey which indicates a need for more communication which is included in the action. On the other hand, parent agreement that counseling services were available to students increased by 24%.



## Goals and Actions

### Goal 1

Goal #	Description
1	Provide all students access to an equitable, high quality learning/educational experience (Conditions of Learning, Priorities 1, 2, 7)

An explanation of why the LEA has developed this goal.

The Conditions of Learning to support the Whole Child are the focus of the 1<sup>st</sup> goal, which addresses State Priorities 1, 2, and 7. The related data and measurable outcomes in the goal table include the applicable required metrics for those priorities. This goal is revised from the previous LCAP to realign according to the organization of the State Priorities within the Whole Child Resource Map and system of supports, provide a succinct organization of the statutory metrics required in the LCAP (EC 52060), and help better outline the information to communicate with and get input from stakeholders. This first goal is primarily a maintenance goal and the actions as a group are directed at maintaining the conditions of learning.

Some examples of metric data for this goal may include the School Dashboard Local Indicator Reflection Tools, LMA course enrollment for EL and SWD, and SARC reports. Actions include efforts to maintain, improve, or enhance facilities, curricular resources, course offerings, services to SWD and unduplicated pupils, staff capacity and professional development, and standards instruction and implementation.

The metrics and actions follow a numbering system to make it easier to determine the state priority (SP#), statutory metric (A, B, C...), sequence and goal number. Metrics begin with the state priority number, then the corresponding sub-section letter/number aligning with the statutory metrics within the priority. Actions begin with the goal number, followed by the state priority and metric, then sequence for that metric.

The majority of metrics and actions are used to maintain expectations. For example, keeping a safe facility, providing current standards-based materials to all students, and implementing content standards in classes. Areas for improvement are indicated by internal, local performance data on our English Learners (EL) and students with disabilities (SWD) and include ensuring more access to content, support interventions, and enhancing the instructional programs for those students.

### Measuring and Reporting Results

Line #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1.	SP1.1 Teacher misassignments	0 <i>2019-20 SARC</i>	0 MA Reported Misassignments <i>2020-21 CalSAAS Summary report</i>			0
2.	SP1.2 Access to standards aligned materials	0% Students WITHOUT access <i>2019 Dashboard Local Indicator</i> <i>2019-20 SARC</i>	0% Students WITHOUT access <i>2020 &amp; 2021 Dashboards Suspended</i> <i>2021 Local Indicators, Board approved</i> <i>6/17/21</i>			0%



			2020-21 <a href="#">SARC</a>			
3.	SP1.3 Facilities	0 Instances NOT “Good Repair” 2019-20 SARC	0 Instances NOT “Good Repair” 2020 & 2021 Dashboards Suspended 2021 Local Indicators, Board approved 6/17/21 2020-21 <a href="#">SARC</a>			0
4.	SP2.1 Standards implementation (Correlates to SP1.2)	Standard Met 2019 Dashboard Local Indicator	Standard Met 2020 & 2021 Dashboards Suspended 2021 Local Indicators, Board approved 6/17/21			Standard Met
5.	SP2.2 EL access to ELD standards (Correlates to SP7.2)	83.6% (46/55) EL enrolled in dELD course 2020-21 CALPADS 2.4	66.6% (26/39) EL enrolled in dELD course 2021-22 CALPADS 2.4			91% EL enrolled in dELD course
5b	SP2.3 EL access to Content & CCSS standards (Correlates to SP7.2)	1.5% fewer EL ALL: 35.8% Academic GPA 2.0+ EL: 34.3% Academic GPA 2.0+ 2021-22 Aeries Fall GPA Summary (GRD)	Metric added in 2021-22 school year for 2022-23			EL with Academic GPA 2.0+ is same or greater percentage than for ALL
6.	SP7.1 Broad course of study	Standard Met 2019 Dashboard Local Indicator	Standard Met 2020 & 2021 Dashboards Suspended 2021 Local Indicators, Board approved 6/17/21			Standard Met
7.	SP7.2 Broad course of study includes EL instructional programs: Sufficient dELD course seats to match EL enrollment	Nearly Met 55 EL students 2020-21 CALPADS 2.4 2 periods (2nd+INT) dELD offered ≈ 50 seats 2020-21 Aeries Spring MST	Standard Met 39 EL students 2021-22 CALPADS 2.4 2 sections dELD offered ≈ 50 seats 2021-22 Aeries Spring MST			Standard Met
7b	SP7.2b Portion of EL students enrolled in Broad course of	100% of EL enrolled 0 courses have English Language/Literacy Proficiency requirement	Metric added in 2021-22 school year for 2022-23			100% of EL enrolled



	study	2021-22 Course Descriptions				
8.	SP7.3 Broad course of study includes SWD instructional programs: SAI offerings meet IEP requirements	Standard Met 13 sections (6 periods) of SAI (pull-out) <i>2020-21 CALPADS 3.7 (Instr Strat = 700)</i> 9 periods of RSP/Collab (push-in) <i>2021-21 Aeries Spring MST</i>	Standard Met 10 sections (6 periods) of SAI <i>2021-22 CALPADS 3.7</i> 4 periods of RSP <i>2021-22 Aeries Spring MST</i>			Standard Met

## Actions

Action #	Title	Description	Total Funds	Contributing
1-1	Williams: Teachers	Monitor new hire placement and maintain teacher assignments in concordance with <i>CTC Administrator's Assignment Manual</i> . This includes coordination with the Monitoring Authority (RCOE) to identify and appropriately correct any special circumstances. Data on staff show that there are some Local Assignment Options and specialized credentials that may trigger Exceptions each year. This will be measured and reported in the annual SARC and CalSAAS (Metric SP1.1).	\$8,000	N
1-2	Williams: Materials CHK	Monitor sufficiency of instructional materials so that 100% of students will have equitable and individual access to the necessary resources of each course. In addition to textbooks, LMA has adopted a 1:1 ratio with devices. Sufficiency of materials also requires that there are adequate resources to handle the technology demands of the school day (network) and security. This will be measured and reported in the SARC (Metric SP1.2). <i>NOTE: This action and Metric SP1.2 correlate with Metric SP7.1, the Dashboard Local Indicator Self-Reflection Tool #2 Instructional Materials.</i>	\$12,180	N
1-3	Williams: Materials BUY	Continue to replenish (maintain) or replace (change) instructional materials as needed and on a rotation schedule. The rotation schedule will be monitored to review the currency of materials and alignment with state standards and state board adoption schedule. Materials may need to be replaced when there are insufficient usable materials, they are outdated, content does not align with standards, or doesn't consider cultural perspectives and relevance. This also includes materials used to instruct and support ELD courses (see action 1-8). Instructional materials will be measured with Action 1-2 and reported in the SARC (Metric SP1.2).	\$29,957	N
1-4	Williams: Facilities	Continue to conduct routine inspections of the facilities for safety and cleanliness and have repairs/upgrades completed as deemed appropriate. This includes informal inspection by staff as well as formal inspection through the facility owner (RCOE). Conditions will remain in a state of "good repair" or better. This also includes health and safety protocols established due to the pandemic. As appropriate to the site and per county and state guidelines, staff will ensure that there is proper sanitation, PPE, social distancing, health screening/tests, and other related procedures. The site will be formally assessed using the Facilities Inspection Tool (FIT) or similar document and reported on the SARC (Metric SP1.3).	\$53,682	N
1-5	Standards: PD	Continue to assess staff development needs to identify areas of improvement and provide professional development (PD) to support staff in implementing and aligning with state content standards. Administration will collect data on individual staff needs and site needs regularly through classroom observation. This will also be measured by the PD calendar and activities.	\$11,490	N



		Professional development on content standards implementation will be measured annually with the Local Indicator Self-Reflection Tool and reported on the Dashboard (Metric SP2.1).		
1-6	Standards: Classroom	<p>Ensure that standards-based curriculum and best instructional practices are implemented in all classes. The process will include collaborative planning to design unit maps, lesson plans, and activities. This also includes professional development (PD) and collaboration using research-based practices (ex. UDL) and digital instructional tools (ex. Nearpod). Evidence will be found in the increased use and increased variance of instructional strategies in classroom observations. Additional evidence that instructional materials align with standards is found in Action 1-2 and 1-3 (Metric SP1.2).</p> <p>Implementation of standards in the classroom will be measured annually with the Local Indicator Self-Reflection Tool and reported on the Dashboard (Metric SP2.1).</p>	\$237,335	N
1-7	Standards: EL Access	<p>Increase access to content through integration of ELD standards and CCSS Literacy standards into all academic courses. This includes dedicated professional development (PD) time to support teachers with incorporating ELD and CCSS Literacy standards into their content, planning activities with those standards in mind, and providing students with rigorous instructional activities that support content and language mastery (separate from Action 1-5, Metric SP2.1).</p> <p>Data indicates a need for more deliberate integration of literacy strategies and integrated ELD (iELD) instruction across the content areas. Additionally, assessment data on EL students shows that they perform below their peers. This action will contribute to the increasing/improving services requirement because ELD standards directly support EL students.</p> <p>Integration of ELD and CCSS Literacy standards will be evidenced by documenting and refining unit and lesson plans of core courses to include language and literacy standards, as well as instructional strategies for language development. Administrative walkthroughs will confirm that CCSS literacy and ELD standards and strategies are evident in instruction.</p> <p>EL access to content standards will be measured in part by the Local Indicator Self-Reflection Tool and reported on the Dashboard (Metric SP2.1), academic GPA comparison (Metric SP2.3), and academic performance of EL students (Metrics SP4A).</p>	\$920	Y
1-8	Standards: dELD	<p>Increase direct access to ELD standards through a designated ELD (dELD) curriculum. This will also increase EL access to content standards by supporting language development. This includes enrolling all EL students in tiered courses and/or ELD interventional support, and periodic cross-checking rosters and EL lists.</p> <p>Data indicate a need for an increase in ELD support for EL students in both iELD and dELD. Past data on reclassification rates also supports the need.</p> <p>This action will be evidenced through ELD offerings on the master schedule and EL enrollment. It will be measured by course enrollment (Metrics SP2.2 and SP7.2).</p> <p><i>(NOTE: funds for ELD materials and PD are included in Actions 1-3 and 1-7 respectively)</i></p>	\$9,080	N
1-9	Broad Course: All	<p>Continue to provide all students, including EL, low-income, and students with disabilities access to the full catalog of courses available in the schedule (described in Action 1-10). Student interest will remain the key prerequisite for enrollment in elective courses.</p> <p>This action will contribute to the increasing/improving services requirement because access and enrollment to courses is not predicated by performance criteria, so unduplicated student groups have the same choices and courses to learn alongside their peers. Past CAASPP data on SED and local data on EL students shows that both groups perform lower on statewide tests. Additionally, local data show that SWD also perform considerably lower than other student groups. NOTE: CDE protects student privacy by suppressing data on student groups &lt;10.</p> <p>Access to a broad course of study is evidenced by the non-exclusive enrollment in A-G, AP, and AVID courses and will be monitored through the</p>	\$7,500	Y



		scheduling process. Implementation will be measured annually with a Local Indicator Self-Reflection Tool and reported on the Dashboard (Metric SP7.1)		
1-10	Broad Course: Courses	Maintain a schedule of courses that continues to offer courses that meet graduation requirements and/or be prepared for post-secondary goals. This includes a range of elective options to supplement core classes, credit recovery options, intervention programs, and courses approved to meet university A-G requirements. Adjust courses as needed to meet any changes in standards or A-G requirements; increase courses to include CTE pathways, classes at MVC, and new courses.  This will be evidenced by the master schedule, available electives, and A-G Course List and measured annually during the scheduling process by administration. It will also be measured annually with a Local Indicator Self-Reflection Tool and reported on the Dashboard (Metric SP7.1).	\$9,000	N
1-11	Broad Course: EL	Continue to ensure EL students have access to the full catalog of courses available in the schedule (similar to Action 1-9). Access and enrollment to courses is not predicated by performance criteria and student interest will remain the key prerequisite for enrollment in elective courses. This action works in tandem with other ELD services in Actions 1-7 (EL access to standards), 1-8 (designated ELD courses), and 2-6 (progress toward proficiency) and includes scheduling EL students in the same courses as their non-EL peers.  Local assessment data show that EL students perform below their peers and a majority fall in the bottom quintile (60%). This action will contribute to the increasing/improving services requirement because it is primarily directed at guaranteeing that EL students can enroll in any course and have access to the same instruction and standards as their peers.  It will be evidenced by EL student schedules and class rosters, student progress toward proficiency, and related communications with families and the ELAC. It will be measured by the percentage of EL students enrolled in standard courses, and the portion of courses with language proficiency criteria (Metric SP7.2b).	\$ 1,250	Y
1-12	Broad Course: SWD	Maintain processes to schedule and provide appropriate services to students with disabilities (SWD) according to their individualized education program (IEP). The information systems that are responsible for scheduling and IEP services are not integrated, so the process must be a collaboration between special education staff and master scheduling staff.  This also includes dedicated professional development (PD) and collaboration time to support both general and special education teachers with implementing appropriate accommodations and best instructional practices for SWD.  Special education teachers will monitor their caseload of SWD to ensure appropriate services are scheduled and provided. This will be evidenced by the special education (SPED) teachers' schedules and section rosters. It will be measured by the ratio of courses dedicated to SWD services on the master schedule (Metric SP7.3).	\$980	N

## Goal 1 Analysis [2022-23]

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

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

Goal 1 is primarily a maintenance goal to continue to meet the expectations of the conditions of learning. Overall, the actions have been implemented and contribute to the achievement of this goal. Actions related to basic services (state priority 1) have had the clearest success, particularly with the school site (Action 1-4) and sufficient instructional materials (Actions 1-2 & 1-3). These actions also



aligned with the ESSER III plan to apply funds toward a facility manager, upgrades to the site technology, and expanding digital licenses. Success is evident in the metrics, and also on the annual stakeholder survey in which educational partners most agreed that the school is in good shape and students have access to technology at home and at school.

There were some successes with actions related to standards and access to broad courses (state priorities 2 & 7). Professional development focused on some schoolwide goals that included standards, literacy, and specifically writing, and there has been an increased focus in the classrooms on each. The master schedule continues to offer a full set of A-G classes for students and multiple special education classes. The dELD class incorporated a unit dedicated to practicing for the ELPAC, and the ELPAC was administered by a team rather than a single teacher.

There have also been challenges or barriers preventing complete implementation:

Actions 1-8 & 1-11: Metric SP2.2 shows a decrease in EL enrollment in the dELD course that was a result of the combined effects of a 6 period day, low enrollment (smaller master schedule), and prioritizing student needs (ex. IEP, dELD, credit recovery, math support). Also the intention of 1-11 was to provide more supports and communication outside of the dELD class

Action 1-10: Although the master schedule contained courses to meet all graduation and A-G requirements, the 6 period day and smaller schedule limited the choices available to students not needing to recover credits and not on a pathway to college (taking upper level math, science, and Spanish courses).

Actions 1-5, 1-6, 1-7, 1-12: All these actions include professional development (PD). Although PD is part of the academic calendar, a significant portion of the time was spent on WASC work for the upcoming self-study report and visit.

#### 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.

For Goal 1, the estimated actual expenditures are less than what was originally budgeted. For the most part, differences were due to the reallocation of resources to address priorities and immediate needs within the organization. In Goal 1, the most significant material difference was for Action 1-6 because there was less PD time and resources than originally planned.

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

Goal 1 is primarily a maintenance goal to continue to meet the expectations of the conditions of learning, and most of the metrics are based on the Local Indicators. For 2021-22, all of the Local Indicators are Standard Met, so the related actions have been effective at keeping the rating. Action 1-8 improved the available seats for EL students in dELD classes, so the Local Indicator measurement improved.

Action 1-1 has been effective so far, but the recent adoption and implementation of CalSAAS as the measuring tool, vacant position(s), and the shortage of teachers may require more effort in this action in the future

Action 1-4: Efforts under this action (also ESSER III) have been effective in maintaining safe and healthy conditions at the school site as found in metric SP1.3 and echoed in the annual survey as one of the most agreed upon items.

Actions 1-8 & 1-11: Efforts were not fully effective as Metric SP2.2 shows a decrease in EL enrollment in the dELD course.

#### 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.



Due to the pandemic, some metrics were either not measured or not made publicly available through the California Dashboard and/or Dataquest. For example, the 2020 Dashboard was suspended, resulting in a void for the Local Indicators. Such instances are noted in the metrics and alternate or local data is also listed. The alternate data will continue to be listed through this 3 year LCAP cycle, along with CDE data when it resumes, to aid in measuring progress.

Metric SP2.3 (line 5b): After reviewing feedback from the Authorizer on the 2021-22 LCAP and Action 1-7, another metric is needed to include all core content areas and grade levels that are not included in Metrics SP4A. Academic GPA includes A-G courses in all the content areas (excludes military courses and PE) and can be disaggregated to measure how EL students at all grades compare to their peers.

Metric SP7.2 & SP7.2b (Lines 7 & 7b): After analyzing SP7.2 against Action 1-11, it was determined that this metric (in conjunction with Metric SP2.2) contributes more to evaluating Action 1-8, and a more appropriate metric is needed for Action 1-11 to measure EL access/enrollment to courses. Metric SP7.2b (Line 7b) was added to show that there are no language restrictions that would prevent EL students from enrolling in any courses.

Action 1-1: Revised to include part of the process. In reviewing the reports in CalSAAS, there were instances (Exceptions) in which the data is reviewed by the Monitoring Authority (RCOE) to determine if the circumstances indicate a misassignment or an appropriate one, so the process of resolving any Exceptions with the Monitoring Authority was added.

Actions 1-2 & 1-3: Revised for clarification and inclusion of infrastructure, technology, and school based resources beyond the traditional textbook. Digital texts, resources, and instructional platforms have been implemented since the initial closure and continue to grow and become an integral part of teaching and learning.

Action 1-6: Revised to include best practices and digital tools used in instruction.

Action 1-7: Revised to include and explain the need for Metric SP2.3

Action 1-8: Revised to include a way to confirm students are scheduled (cross-checking).

Action 1-9: Revised to differentiate from Action 1-11, particularly about contributing to increased/improved services.

Action 1-11: Revised to be more specific and differentiated from Action 2-6. Action 1-11 focuses on EL access to a broad course of study and 2-6 focuses on progress toward proficiency. Also revised to include new Metric SP7.2b which will ensure that all EL students have access to the same courses and that no courses have language proficiency requirements because there are integrated ELD supports in place. These revisions change the action to be contributing to increased/improved services.

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

## Goal 2

Goal #	Description
2	Enhance instructional and interventional programs to support and improve all students' preparation for post- secondary goals (Student Outcomes, Priorities 4, 8).





An explanation of why the LEA has developed this goal.

Student Outcomes which support the Whole Child are the focus of the 2<sup>nd</sup> goal, which addresses State Priorities 4 and 8. The related data and measurable outcomes in the goal table include the applicable required metrics for those priorities. This goal is revised from the previous LCAP to realign according to the organization of the State Priorities within the Whole Child Resource Map and system of supports, provide a succinct organization of the statutory metrics required in the LCAP (EC 52060), and help better outline the information to communicate with and get input from stakeholders. The actions within this goal as a group are intended to have an impact on instruction and student learning and performance outcomes.

Some examples of metric data for this goal may include state and local assessment data, academic performance indicators, A-G rates, EL progress and reclassification, and college/career readiness indicators. Actions include efforts to maintain or improve academic performance in all students at all grade levels, enhance programs focused on post-secondary success, and collect data to measure growth and guide instruction.

The metrics and actions follow a numbering system to make it easier to determine the state priority (SP#), statutory metric (A, B, C...), sequence and goal number. Metrics begin with the state priority number, then the corresponding sub-section letter/number aligning with the statutory metrics within the priority. Actions begin with the goal number, followed by the state priority and metric, then sequence for that metric.

Due to COVID and school closures in 2019-20, some data is not available or has limited comparability. Where available, alternate data is included with the baseline data for additional reference. Alternate data may not be directly comparable, and Desired Outcomes assume that standardized data will become available in subsequent years of this LCAP. NWEA provides the alternate data in absence of the CAASPP. In the Metrics section, NWEA data points are specifically limited to match the CAASPP so it is separated by Reading (for ELA) and Math, and limited to only 11th grade like the CAASPP.

For some metrics, LMA performs at or above that of other alternative education campuses (AEC) in California (Ex. academic performance, graduation rate, chronic absenteeism). County and state data provide a basis for analysis of areas for improvement as well as desired outcomes in 3 years. Areas for improvement based on internal/local performance data on our English Learners (EL) and students with disabilities (SWD) and include ensuring more access to content, support interventions, As a result of being a small school, some programs are limited, leaving the metrics “Not Applicable”. For example, there are no CTE pathways offered, and AP classes are only available when there is adequate student interest. Some rationales are provided to help explain the basis of the Desired Outcomes.

## Measuring and Reporting Results

Line #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1.	SP4A.1 Distance from standard (DFS) for ELA <i>CDE protects student privacy by suppressing data on groups &lt;10</i>	ALL: 61.1 points below standard (low) SED: 55.4 points below standard (low) <i>2019 Dashboard Academic Indicator</i>	<i>2020 &amp; 2021 Dashboards Suspended No CAASPP Results for 2020 &amp; 2021</i>			ALL: 24.5 points below standard (low) (change +12 DFS/yr) SED: 22.1 points below standard (low) (change +11 DFS/yr) <i>Based on <a href="#">Tableau</a> projection to green in 5 years from 2019</i>
		ALL: 18.7 points below Norm Reading RIT <i>Winter 2020-21 NWEA Grade Report</i>	ALL: 17.6 points below Norm Reading RIT <i>Winter 2021-22 NWEA Grade Report</i>			ALL: at or above Norm Reading RIT <i>Based on 2020 NWEA Normative data</i>



2.	<p>SP4A.2 Distance from standard (DFS) for Math <i>CDE protects student privacy by suppressing data on groups &lt;10</i></p>	<p>ALL: 160.6 points below standard (low) SED: 154.1 points below standard (low) <i>2019 Dashboard Academic Indicator</i></p>	<p><i>2020 &amp; 2021 Dashboards Suspended No CAASPP Results for 2020 &amp; 2021</i></p>			<p>ALL: 100 points below standard (low) (change +20 DFS/yr) SED: 97 points below standard (low) (change +19 DFS/yr) <i>Based on <a href="#">Tableau</a> projection to green in 5 years from 2019</i></p>
		<p>ALL: 15.2 points below Norm Math RIT <i>Winter 2020-21 NWEA Grade Report</i></p>	<p>ALL: 17.4 points below Norm Math RIT <i>Winter 2021-22 NWEA Grade Report</i></p>			<p>ALL: at or above Norm Math RIT <i>Based on 2020 NWEA Normative data</i></p>
3.	<p>SP4A.3 Met or exceeded (met+) standard for ELA <i>CDE protects student privacy by suppressing data on groups &lt;10</i></p> <p><i>(Same metric as SP4H.1)</i></p>	<p>ALL: 16.67% met+ SED: 18.42% met+ EL: 0% met+ SWD: 0% met+ <i>2018-19 CAASPP Test Results 2018-19 CAASPP Student Score Data Extract</i></p>	<p><i>No CAASPP Results for 2020 &amp; 2021</i></p>			<p>ALL: 35% met+ SED: 35% met+ EL: 7% met+ SWD: 7% met+ <i>Based on 2018-19 surrounding district results</i></p>
		<p>ALL: 13.3% met+ <i>Winter 2020-21 NWEA Projected Proficiency Summary Report</i></p>	<p>ALL: 17.4% met+ <i>Winter 2021-22 NWEA Projected Proficiency Summary Report</i></p>			
4.	<p>SP4A.4 Met or exceeded (met+) standard for Math <i>CDE protects student privacy by suppressing data on groups &lt;10</i></p> <p><i>(Same metric as SP4H.2)</i></p>	<p>ALL: 4.16% met+ SED: 5.26% met+ EL: 0% met+ SWD: 0% met+ <i>2018-19 CAASPP Test Results 2018-19 CAASPP Student Score Data Extract</i></p>	<p><i>No CAASPP Results for 2020 &amp; 2021</i></p>			<p>ALL: 24% met+ SED: 24% met+ EL: 6% met+ SWD: 6% met+ <i>Based on 2018-19 surrounding district results</i></p>
		<p>ALL: 7% met+ <i>Winter 2020-21 NWEA Projected Proficiency Summary Report</i></p>	<p>ALL: 4.4% met+ <i>Winter 2021-22 NWEA Projected Proficiency Summary Report</i></p>			
5.	<p>SP4B A-G Completion</p>	<p>20.6% of graduates meet CSU/UC requirements <i>2019-20 DataQuest 4 year Cohort</i></p>	<p>14.5% of graduates meet CSU/UC requirements <i>2020-21 DataQuest 4 year Cohort</i></p>			<p>42% of graduates meet CSU/UC requirements <i>Based on 2019-20 DataQuest 4 year Cohort for charter schools in Riverside County</i></p>



6.	SP4C CTE Completion rate	NOT APPLICABLE				NOT APPLICABLE
7.	SP4D A-G & CTE Completion rate	NOT APPLICABLE				NOT APPLICABLE
8.	SP4E EL progress	34.4% progress at least 1 level <i>2019 Dashboard ELPI</i>	<i>2020 &amp; 2021 Dashboards Suspended</i>			43% progress at least 1 level <i>Based on 2019 Dashboard ELPI for surrounding district</i>
9.	SP4F EL Reclassification	4.5% RFEP <i>2019-20 DataQuest EL Data</i>	0% RFEP <i>2020-21 DataQuest EL Data</i>			14% RFEP <i>Based on 2019-20 DataQuest EL Data for State of CA</i>
10.	SP4G AP Pass rate <i>(AP availability based on student interest)</i>	0% (APUSH) <i>2019-20 College Board *COVID closure impact unknown</i>	0% (AP not offered 2020-21)			10% <i>(if offered)</i> <i>Based on previous AP pass rates</i>
11.	SP4H.1 Early Assessment Program (EAP) for ELA: Ready or Conditionally Ready for college level ELA <i>(Same metric as SP4A.3)</i>	ALL: 16.67% SED: 18.42% <i>2018-19 CAASPP Test Results</i> EL: 0% SWD: 0% <i>2018-19 CAASPP Student Score Data Extract</i>	<i>No CAASPP Results for 2020 &amp; 2021</i>			ALL: 35% met+ SED: 35% met+ EL: 7% met+ SWD: 7% met+ <i>Based on 2018-19 surrounding district results</i>
		ALL: 13.3% met+ <i>Winter 2020-21 NWEA Projected Proficiency Summary Report</i>	ALL: 17.4% met+ <i>Winter 2021-22 NWEA Projected Proficiency Summary Report</i>			
12.	SP4H.2 Early Assessment Program (EAP) for Math: Ready or Conditionally Ready for college level Math <i>(Same metric as SP4A.4)</i>	ALL: 4.16% SED: 5.26% <i>2018-19 CAASPP Test Results</i> EL: 0% SWD: 0% <i>2018-19 CAASPP Student Score Data Extract</i>	<i>No CAASPP Results for 2020 &amp; 2021</i>			ALL: 24% met+ SED: 24% met+ EL: 6% met+ SWD: 6% met+ <i>Based on 2018-19 surrounding district results</i>
		ALL: 7% met+	ALL: 4.4% met+			



		<i>Winter 2020-21 NWEA Projected Proficiency Summary Report</i>	<i>Winter 2021-22 NWEA Projected Proficiency Summary Report</i>			
13.	SP8.1 College Career Indicator <i>CDE protects student privacy by suppressing data on student groups &lt;10</i>	ALL: 9.8% prepared SED: 6.7% prepared ALL: 53.7% approaching prepared SED: 56.7% approaching prepared <i>2020 Dashboard Additional Reports *COVID closure impact unknown</i>	<i>2020 &amp; 2021 Dashboards Suspended No CAASPP Results for 2020 &amp; 2021</i> ALL: 13.8% met A-G measure (different calculation than DataQuest 4 year Cohort rate) <i>2021 DataQuest College/Career Measures Only Report</i>			ALL: 30.5% (low) (change +9%/yr) SED: 29.1% (very high) (change +9%/yr) <i>Based on <a href="#">Tableau</a> projection to yellow in 3 years from 2019</i>
14.	SP8.2 College Going Rate: Enrollment within 1 year	31% of the class of 2019 enrolled <i>11/20/20, 11/29/21 NSC Student Tracker</i>	28% of the class of 2021 enrolled 28% of the class of 2020 enrolled <i>11/29/21 NSC Student Tracker</i>			37% enrolled <i>Based on 4 year LMA average</i>

## Actions

Action #	Title	Description	Total Funds	Contributing
2-1	Academic: Assessments	<p>Fully implement a comprehensive assessment plan to measure individual student growth and proficiency against normative data. This will provide data to analyze for use in instructional planning (Actions 1-6, 1-7, 2-2). Data will show individual and group performance at all grade levels to target support before students take statewide assessments in grade 11 (Smarter Balanced in ELA and Math) and grade 12 (California Science Test). The assessments will also provide a regular means to measure and monitor learning loss and/or progress.</p> <p>After implementing NWEA, the pandemic created a need for an alternate assessment to the CAASPP, and a need for measuring learning loss. NWEA met the criteria for alternate assessments to the CAASPP, administered to 11th graders in ELA and Math. Since all students were susceptible to learning loss and NWEA was implemented school wide, it can also be used to compare pre and post pandemic averages and be disaggregated by student groups for all grade levels.</p> <p>This action will contribute to the increasing/improving services requirement because past CAASPP data on SED and local data on EL students showed that both groups perform lower on statewide tests and that SWD also perform considerably lower, but the NWEA data show how these and other student groups are performing earlier and more often than CAASPP so that appropriate supports can be provided. NOTE: CDE protects student privacy by suppressing data on student groups &lt;10.</p> <p>The assessment plan will be evidenced by the assessment calendar, professional development, and data analysis reports. Implementation will be measured through regular administrator evaluations, and efficacy of the assessment system will be reflected in academic performance data (Metrics SP4A) and will also contribute to the College Career Indicator (Metric SP8.1).</p>	\$12,000	Y
2-2	Academic: Data	Provide dedicated professional development (PD) time focused on assessments and the use of assessment data. Time is needed to critically review how teachers can use data from a variety of assessments like common formative assessments (CFAs), 3rd party standardized assessments (ex. NWEA MAP), interim and practice trials, and state required assessments. Staff will be able to collaborate on design, evaluation, and analysis of assessments and results.	\$4,000	Y



		<p>According to qualitative data, assessment results were minimally applied to regular instructional planning, and not by all teachers. This action will provide teachers and subject departments opportunities to use results not only to support individual learner needs, but to guide instruction, and plan class activities that directly support the appropriate skills and standards.</p> <p>This will contribute to the increasing/improving services requirement because past CAASPP data on SED and local data on EL students shows that both groups perform lower on statewide tests. Additionally, local data show that SWD also perform considerably lower than other student groups. NOTE: CDE protects student privacy by suppressing data on student groups &lt;10.</p> <p>Dedicated assessment data analysis will be evidenced by the PD calendar, PD agendas and materials, and instructional plans. It will be measured by the analysis products in PD opportunities. Efficacy of these efforts will be reflected in assessment data (Metrics SP4A) and will also contribute to the College Career Indicator (Metric SP8.1).</p>		
2-3	Academic: Intervention	<p>Expand and strengthen the implementation of the math and ELA intervention programs. In addition to materials and licenses, this could include more full period offerings of the programs on the master schedule, increased enrollment, targeted instructional supports for student groups, professional development (PD) and support for staff, and evaluation and refinement of the intervention programs. Develop processes to assist with identifying and enrolling students, targeting goals, and monitoring their progress.</p> <p>This will contribute to the increasing/improving services requirement because past CAASPP data on SED and local data on EL students shows that both groups perform lower on statewide tests. Additionally, local data show that SWD also perform considerably lower than other student groups. NOTE: CDE protects student privacy by suppressing data on student groups &lt;10.</p> <p>This will be evidenced by the master schedule, professional development calendar, program enrollment/exit procedures, and student performance in the programs. The effects will be measured within the programs, by the growth assessments, A-G completion rates (Metric SP4B), EAP (Metric SP4H), the annual statewide assessments (Metrics SP4A) and will also contribute to the College Career Indicator (Metric SP8.1).</p>	\$7,280	Y
2-4	Academic: A-G	<p>Continue offering a full set of A-G courses that meet graduation requirements and implement the level of rigor expected by UC/CSU to prepare students for college level coursework.</p> <p>Administration will monitor and maintain the A-G course list through the UCOP Course Management Portal. This includes facilitating submissions for the approval of new and revised courses. Teachers will follow approved A-G course outlines and LMA instructional plans that include strategies designed to support all students in mastering standards and meeting the rigor of A-G coursework. These instructional plans are part of the course planning guides that help ensure standards-based curriculum in Action 1-6. Professional Development (PD) time for teachers to collaborate on those instructional activities that maintain rigor, but support students to achieve a grade of C or better will contribute to improving A-G completion rates.</p> <p>Evidence of implementation of A-G courses will include the UCOP A-G course list and outlines, LMA course planning guides, and administrative walkthroughs. The effects will be measured in part by decreased D and F grades, and A-G completion rates (Metric SP4B) which will also contribute to the College Career Indicator (Metric SP8.1).</p> <p><i>NOTE: Actions 1-9 (7.1) and 1-10 (7.1) address the availability of A-G courses and curriculum as needed.</i></p>	\$1,000	N
2-5	Academic: CTE	<p>Explore options to provide a CTE pathway or other similar partnership in career apprenticeship that leads to experience, employment, certification, and/or a degree. Part of the research will include if a program will be viable with minimal enrollment.</p> <p>In the beginning stages, this will be evidenced by new contacts and partnerships with local community colleges, businesses, or community-based organizations, and measured by student participation in related programs. If a viable program is implemented it can be measured in the CTE Completion Rate on the Dashboard (Metric SP4C).</p>	\$600	N



2-6	Academic: ELPI	<p>Expand ELD program to include comprehensive support to EL students at all proficiency levels and support their progress toward reclassification. This is school wide and is in addition to providing EL students access to ELD standards as detailed in Actions 1-7 and 1-8 and will support EL students in a broad course of study (Action 1-11) through academic language development. This action differs from 2-7 because it focuses on strategies applied to EL students as a group, and Action 2-7 focuses on strategies/services applied at the individual student level.</p> <p>Data indicates that there is a need for additional supports, which includes a standard system to assess and enroll EL students in a language acquisition program (ELD), monitor progress toward proficiency, ELPAC practice, and reclassification processes. It will be evidenced through systematic scheduling of EL students, tiered dELD instruction, EL progress records, and/or additional language support services.</p> <p>This action will contribute to the increasing/improving services requirement because it is directly for EL students and their progress toward language proficiency.</p> <p>It will be measured by an increase in students progressing in proficiency levels, a decrease in proficiency regression, and an increase in the reclassification rate (Metrics SP4E and SP4F).</p>	\$2,750	Y
2-7	Academic: Reclassification	<p>Expand ELD program to enhance services that promote individual support for reclassification and the reclassification process. This includes measuring and monitoring proficiency data, communicating with students and families on progress and goals, targeting support, ELPAC preparation and administration. This is at the individual student level, and is in addition to providing EL students access to ELD standards as detailed in Actions 1-7 and 1-8 and the systemic program support detailed in Action 2-6.</p> <p>Data indicates that there is a need for more consistency in progress monitoring, ELPAC preparation, reclassification processes, and collaboration with teachers and family throughout.</p> <p>This action will contribute to the increasing/improving services requirement because it is directly for EL students and their progress toward language proficiency.</p> <p>It will be evidenced through academic counseling for EL students, administrative walkthroughs focusing on EL strategies, EL records/files, ELPAC training and administration, and reclassification processes. It will be measured by an increase in students progressing in proficiency levels, a decrease in proficiency regression, and an increase in the reclassification rate (Metrics SP4E and SP4F).</p>	\$1,400	Y
2-8	Academic: AP	<p>Develop the AP program to increase interest and enrollment in AP courses, improve AP scores, and support students with the rigor needed to succeed in college-level courses. Although LMA pays for AP exams on behalf of students, the need for this action is indicated in past data, which shows inconsistency in offering AP courses, low success rates on the AP exams, and low demand for AP courses.</p> <p>This action includes training AP teachers to meet College Board program requirements, provide resources and services to support student success, and reduce barriers to participation in the AP program.</p> <p>Student participation will be evidenced in course requests and the master schedule, and through student use of supplemental and College Board resources. Administrative walkthroughs will observe instructional support, and annual score reports will be evidence of progress. The strength of the program will be measured by AP pass rates (Metric SP4G).</p>	\$2,700	N
2-9	CCI: College	<p>Continue to enhance programs that promote college preparation, application and attendance. This includes academic guidance and support with college planning, the AVID program, support with college and FAFSA/CADAA applications, and college exploration activities. Data show low FAFSA/CADAA completion and student enrollment in college, which indicates the need for more monitoring and support services.</p> <p>This will contribute to the increasing/improving services requirement because CAASPP data on SED and local data on EL students shows that both groups perform lower than their peers, and do not meet the college benchmark readiness threshold in either ELA or math. Similarly, local data show that SWD perform considerably lower than other student groups. The AVID program is targeted at supporting under-represented student</p>	\$8,000	Y



		groups in preparing for college. Providing assistance with financial aid applications directly supports low-income (SED) students, foster youth, and homeless youth by helping them access resources for college are NOTE: CDE protects student privacy by suppressing data on student groups <10. Activities of these college-going programs will be evident on the calendar, included in invitations and communications with students and staff, and observed on campus. Some assessments include a benchmark to measure college readiness, including the CAASPP (Metric SP8.1) and NWEA.		
2-10	CCI: Career	Explore and implement more opportunities for students to explore careers and gain real world experience. This includes enhancing the use of the ASVAB resources, career exploration curriculum and resources, CTE pathways, and community partnerships. Additionally, enhancing the military curriculum to meet the criteria for A-G and the Dashboard CCI. Data show that most career exploration has been done in individual courses, so a more schoolwide approach is needed.  Programs within this action will contribute to the Dashboard CCI indicator (Metric SP8.1). <i>NOTE: The Dashboard CCI indicator has academic criteria in addition to the career components.</i>	\$1,200	N
2-11	CCI: RCC	Continue to promote concurrent enrollment opportunities and support students in the enrollment process. This includes increasing student and family awareness of the local college timelines, processes and course offerings available to high school students enrolling on their own. This will be evidenced in applications for concurrent enrollment, services to support students in their courses, and partnerships with community colleges.  This will contribute to the Dashboard CCI indicator (Metric SP8.2). <i>NOTE: The Dashboard CCI indicator has academic criteria in addition to the career components.</i>	\$720	N

## Goal 2 Analysis [2022-23]

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

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

The focus of the 2nd goal is on student outcomes supporting the whole child. Many of the actions have been implemented to an extent and are contributing to the achievement of this goal, but there have also been some challenges within the actions or with entire actions.

Actions 2-1 & 2-2: An assessment system has been successfully implemented and administered enough times with high participation rates to provide valid data. At the same time, teachers have spent professional development (PD) time learning about how to access, interpret and utilize the results on a class and individual student level. Even though the assessment has been fully rolled out, LMA is still in the early stages of using the data regularly and consistently with students and for instruction. Few teachers report using the results when planning instruction which is a key part of Action 2-2.

Action 2-3: The math and reading intervention programs have launched and have students enrolled in them but so far have not been implemented to the level intended. The 6 period day, smaller master schedule, and staff limitations have reduced the sections available. Similarly prioritizing student needs (ex. IEP, dELD, credit recovery, intervention) has reduced enrollment in the programs. There have also been challenges implementing the curriculum as designed as a result of staffing issues (changing teachers to accommodate vacancies and reducing the master schedule) as well as coordinating training.

Action 2-4: The A-G course list has been reviewed and adjusted to address changes in offerings as planned. For example, the older discipline specific science courses were removed and Spanish 3 is going to be submitted for approval.



Actions 2-5 & 2-8: CTE and AP programs are not currently implemented. Although there has been a clear acknowledgement of the lack of CTE and AP courses in the annual stakeholder survey (among the least agreed items), there has also been little interest or requests by students to take such courses. Other priorities have also limited the ability to explore and develop these programs further.

Actions 2-6 & 2-7: Proficiency levels were reviewed to assist with grouping students into separate dELD classes, however various limitations (prioritizing student needs within 6 period, smaller master schedule) prevented having tiered courses. The release of ELPAC results prompted a review for reclassification, which occurs annually. The dELD class incorporated a unit dedicated to practicing for the ELPAC, and the ELPAC was administered by a team rather than a single teacher. A schoolwide system to monitor and communicate student progress still needs to be developed, but does occur within the dELD classes.

Actions 2-9, 2-10 & 2-11: Most of the existing programs to promote college and career exploration and readiness remain, including AVID at each grade level, FAFSA/CADAA application support, administration and interpretation of the ASVAB, college presentations, direct enrollment assistance with MVC, and academic guidance. The return to in-person instruction facilitated more individual student support as well, particularly with applications and academic guidance. The SAT and PSAT were not administered because of the temporary hiatus of their use for college admissions, and subsequent removal from UC and CSU admissions criteria. Other priorities have limited the ability to advance and enhance these programs further.

#### 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..

For Goal 2, the estimated actual expenditures are more than what was originally budgeted. For the most part, differences were due to the reallocation of resources to address priorities and immediate needs within the organization. In Goal 2, the most significant material differences were for Actions 2-1 and 2-2 because the time and resources spent to administer and analyze school wide assessments and data was more extensive than planned.

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

Overall, the actions in the 2nd goal have been somewhat effective at improving student outcomes supporting the whole child as not all have been fully implemented. Another limitation has been the effects of the pandemic, specifically providing services remotely and with lower student participation/engagement has decreased efficacy of some efforts or influenced the metrics.

Actions 2-1, 2-2 & 2-3 are directed at academic outcomes and are measured by the Metrics SP4A which include an alternate assessment (NWEA MAP) for the CAASPP. The metrics show slight improvements in ELA and drops in math, but statistically are not significant considering standard error and any adjustment for participation (much higher in 2021-22). Implementation of the assessment has been effective with consistency and increased participation rate (from about half to 95%). Data analysis still has limited use and therefore cannot yet be effectively considered a factor. Similarly, the intervention programs can not be attributed to any change at this time.

Action 2-4: A-G courses have been implemented, however the A-G Completion rate dropped (Metric SP4B) so more is needed to improve student achievement in courses.

Actions 2-6 & 2-7: Effectiveness of efforts in 2021-22 will not be reflected in the metrics (SP4E & SP4F) until the next data cycle that includes 2021-22. During 2021-22, 2 students were reclassified, prompted by ELPAC results from their last school.

Actions 2-9, 2-10 & 2-11: These actions have been effective at maintaining college awareness on campus and  $\frac{3}{4}$  of survey participants agreed that LMA prepares students for college and career. Support with college applications and the FAFSA/CAADAA did not prevent a decrease in college enrollment (Metric SP8.2), nor for completed FAFSA/CAADAA from 25% for the class of 2021 to 11% for the class of 2022.





**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.**

Due to the pandemic, some metrics were either not measured or not made publicly available through the California Dashboard and/or Dataquest. Such instances are noted in the metrics and alternate or local data is also listed. The alternate data will continue to be listed through this 3 year LCAP cycle, along with CDE data when it resumes, to aid in measuring progress.

Additionally, the pandemic and distance learning have had an effect on some of the metric outcomes. For example, there were different requirements for attendance and engagement during distance learning which permitted the absence rates to remain low, even if students participated in classes during hours outside of the regular school day (asynchronously). This had a direct effect on testing participation rates and performance, which limits the comparability to in-person administration of the same tests. Participation rates after the return to in-person instruction will increase, which will contribute to improving the validity of the results.

Action 2-1: Revised to describe NWEA as an alternate metric to CAASPP and clarify how it is contributing.

Action 2-2: Revised to emphasize the analysis and use of assessment data.

Action 2-3: Revised to include processes that place students in/out of intervention programs.

Action 2-4: Revised to include PD time for instructional strategies to help improve student achievement to a grade C or better which is what the metric (SP4B) measures.

Action 2-6: Revised to be more specific to the metric and differentiate from Actions 1-11 and 2-7. Action 1-11 focuses on EL access to a broad course of study and 2-6 focuses on progress toward proficiency.

Action 2-7 is similar but focuses on individual supports whereas 2-6 focuses on supports applied to the group.

Action 2-7: Revised to clarify the difference from Action 2-6.

Action 2-9: Revised to include more description and reduce SAT/PSAT since they are no longer going to be an admissions requirement.

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

### Goal 3

Goal #	Description
3	Foster a collaborative and positive school environment that engages students and parents (Engagement, Priorities 3, 5, 6).

**An explanation of why the LEA has developed this goal.**

Engagement supports the Whole Child and is the focus of the 3<sup>rd</sup> goal, which addresses State Priorities 3, 5, and 6. The related data and measurable outcomes in the goal table include the applicable required metrics for those priorities. This goal is revised from the previous LCAP to realign according to the organization of the State Priorities within the Whole Child Resource Map and system of supports, provide a succinct organization of the statutory metrics required in the LCAP (EC 52060), and help better outline the information to communicate with and get input from stakeholders. The actions for this goal as a group are directed to increase both parent and student engagement in the school community as well as promote a positive learning environment (school climate).



Some examples of metric data for this goal may include School Dashboard Local Indicator Reflection Tool, stakeholder surveys, attendance rates, suspension rates, graduation rates, and data on participation/engagement. Actions include efforts to maintain, improve, or enhance programs that decrease suspension and absenteeism and increase engagement, connectedness, graduation rates, and diverse opportunities for students.

The metrics and actions follow a numbering system to make it easier to determine the state priority (SP#), statutory metric (A, B, C...), sequence and goal number. Metrics begin with the state priority number, then the corresponding sub-section letter/number aligning with the statutory metrics within the priority. Actions begin with the goal number, followed by the state priority and metric, then sequence for that metric.

The metrics and actions related to parent/family engagement have been modified from prior LCAPs to be more reflective of the intent of priority 3 and less focused on the means of communication. The effects of COVID and closures has had a significant impact on engagement and aspects of this goal. Data shows during the closure and distance learning, there was more outreach and parent communication than in years prior. Additionally, some data is not available or has limited comparability. For example, the chronic absenteeism rate will not be published, and the suspension rate for a partial year is not comparable to prior (full) school years.

## Measuring and Reporting Results

Line #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1.	SP3A.1 Parent participation	Standard Met <i>2019 Dashboard Local Indicator</i>	Standard Met <i>2020 &amp; 2021 Dashboards Suspended 2021 Local Indicators, Board approved 6/17/21</i>			Standard Met
2.	SP3A.2 Parent participation in decision making process	18.1% parents participate in survey; 15.5% of all responses <i>2019-20 Stakeholder survey participation</i> 22.4% parents attended <i>2019-20 WCP &amp; ELAC participation</i>	52% & 53% parents participate in survey; 37% & 39% of all responses <i>2020-21 &amp; 2021-22 Stakeholder survey participation</i> 2.6% & 1.9% parents attended <i>2020-21 &amp; 2021-22 WCP &amp; ELAC participation</i>			25% parents participate in survey <i>(Appx. +5/yr)</i> 25% parents attend <i>(Appx. +2/yr)</i>
3.	SP3A.3 Parent participation in programs for EL: ELAC composition	ELAC exceeds EL population by 29% 50% (3/6) of ELAC are EL parents; 21% EL enrollment <i>2020-21 ELAC membership; 2020-21 CALPADS 1.1</i>	25% (1/4) of ELAC are EL parents; 22% EL enrollment <i>2021-22 ELAC membership; 2021-22 CALPADS 1.1</i>			Adjusted: EL parents in ELAC equals or exceeds EL enrollment Original: ELAC exceeds EL population by at least 25%



4.	SP3A.4 Parent participation in programs for SWD	NO DATA <i>Determined a need for an additional platform specifically for SWD parents</i>	0 responses (0/49) <i>2021-22 SPED survey (winter) in development</i>			75% of parents of SWD participate in survey
4b	SP3B Student participation in surveys	59% Students participate in survey <i>2021-22 Stakeholder survey participation</i>	Metric added in 2021-22 school year for 2022-23			
5.	SP5A Attendance: ADA/Enrollment (Annual/CBEDS) In-Seat Attendance (days attended/enrolled)	93.23% <i>2018-19 Internal Fiscal ADA report</i> 91.76% <i>2018-19 Aeries Daily Attendance Summary</i>	97.79% & 97.1% <i>2019-20 &amp; 2020-21 Internal Fiscal ADA report</i> 93.63% & 99.03% <i>2019-20 &amp; 2020-21 Aeries Daily Attendance Summary</i>			95%
6.	SP5B Chronic absenteeism  <i>Due to COVID, CDE did not make 2019-20 data publicly available</i>	ALL: 34.7% SED: 33.7% EL: 28.3% SWD: 28% FY: 16.7% HY: 55.6% <i>2018-19 DataQuest Chronic Absenteeism Rate</i> ALL: 34.93% <i>2019-20 CALPADS 14.1</i>	ALL: 0.7% SED: 0.8% EL: 1.7% SWD: 0% FY: suppressed HY: 0% <i>2020-21 DataQuest Chronic Absenteeism Rate</i> ALL: 0.72% <i>2020-21 CALPADS 14.1</i>			ALL: 16% <i>Based on 2018-19 RCOE average</i>
7.	SP5C Middle school dropout rate	NOT APPLICABLE	NOT APPLICABLE			NOT APPLICABLE
8.	SP5D High school dropout rate  <i>CDE protects student privacy by suppressing data on student groups &lt;10</i>	ALL: 14.3% SED: 14.6% EL & SWD not available <i>2019-20 DataQuest 4 year cohort</i> <i>*COVID closure impact unknown</i>	ALL: 6.33% <i>2020-21 CALPADS 15.1</i> ALL: 6.33% (5/79) SED: 6.5% EL: 5.3% SWD: 0% <i>2020-21 DataQuest 4 year cohort</i>			ALL: 9% SED: 9% <i>Based on 2019-20 DataQuest 4 year cohort</i>



9.	<p>SP5E Graduation rate <i>CDE protects student privacy by suppressing data on student groups &lt;10</i></p>	<p>ALL: 87.7% (high) SED: 85.4% (high) <i>2019 Dashboard</i> ALL: 87.8% SED: 83.3% EL &amp; SWD not available <i>2020 Dashboard Additional Reports</i> <i>2020 Dashboard Suspended</i> <i>*COVID closure impact unknown</i></p>	<p>ALL: 87.3% <i>2020-21 CALPADS 15.1</i> ALL: 87.34% (69/79) SED: 87.0% EL: 78.9% SWD: 95% <i>2020-21 DataQuest 4 year Cohort</i> <i>2020 &amp; 2021 Dashboards Suspended</i> NOTE: AB130 reduced the graduation requirements to the state minimum for the 2021 cohort which increased the number of graduates, 31.8% (22/69) of grads (28.2% of cohort), used AB130 exemption</p>			<p>ALL: 90.5% (very high) (change +0.9%/yr) SED: 90.5% (very high) (change +1.7%/yr) <i>Based on <a href="#">Tableau</a> projection to blue in 3 years from 2019</i></p>
10.	<p>SP6A Suspension rate <i>CDE protects student privacy by suppressing data on student groups &lt;10</i></p>	<p>ALL: 32% SED: 31.8% EL: 33.3% SWD: 41.2% <i>2019 Dashboard</i> ALL: 12.7% SED: 14% EL: 14.5% HY: 14.3% SWD: 7.9% <i>2019-20 DataQuest suspension rate</i> <i>*COVID closure impact unknown</i></p>	<p><i>2020 &amp; 2021 Dashboards Suspended</i> ALL: 0% <i>2020-21 DataQuest suspension rate</i></p>			<p>ALL: 26% (very high) (change -2%/yr) SED: 25.8% (very high) (change -2%/yr) EL: 10% (high) (change -7.8%/yr) SWD: 10% (high) (change -10.4%/yr) AA: 10% (high) (change -7.9%/yr) Hispanic: 24% (very high) (change -2%/yr) <i>Based on <a href="#">Tableau</a> projection to yellow in 3 years from 2019</i></p>
11.	<p>SP6B Expulsion rate</p>	<p>0% <i>2019-20 DataQuest expulsion rate</i></p>	<p>ALL: 0% <i>2020-21 DataQuest expulsion rate</i></p>			<p>0% <i>Based on 4 year LMA average</i></p>
12.	<p>SP6C Other: students feel safe and connected to school</p>	<p>51.8% of students feel "safe" 40.1% of students feel "connected" <i>2019-20 Stakeholder survey</i></p>	<p>59% &amp; 55.7% of students feel "safe" 55.3% &amp; 56.4% of students feel "connected" <i>2020-21 &amp; 2021-22 Stakeholder survey</i></p>			<p>56.5% of students feel "safe" (change +1.5%/yr) 65% of students feel "connected" (change</p>



						+5/yr) Based on 4 year LMA average improvement
		49% of students favorable about school climate 42% of students favorable about school belonging 2021-22 Panorama Winter Climate Survey	Additional survey implemented in 2021-22 school year			

## Actions

Action #	Title	Description	Total Funds	Contributing
3-1	Parents: Communication	<p>Expand communication with parents by increasing outreach activities, using multiple modes of communication in English and Spanish. LMA communicates with parents in several ways in addition to letters and phone calls. For example, general information is always available through the school website and documents provided upon enrollment and annual orientation; email and text messages (parents preferred methods of communication) are effective to send updates, news, and other timely notices; surveys are sent out via email or text links to gain feedback; the marquee and social media highlight special dates and events; announcements and reminders are posted in the portals and Google classrooms.</p> <p>Recent data confirms that parents prefer receiving email and text communication. Data also shows that students are more aware of programs like summer school, AVID, student activities, and opportunities to get involved sharing ideas and providing input for plans and decisions. This indicates that current practices are not getting information to parents as well as to students, and can be addressed with a more consistent and systematic way that updates parents on more of the school events and activities.</p> <p>Parent communication will be evidenced through systematic messaging on attendance, grades, and events, and should result in increases in the following: active parent email and portal accounts, parent attendance at stakeholder meetings, parent survey responses.</p> <p>Parent engagement will be measured annually with the Local Indicator Self-Reflection Tool and reported on the Dashboard (Metrics SP3A). LMA will also monitor portal usage, webpage visits, auto-dialer/text receipts, as part of this action and related metric.</p>	\$32,541	N
3-2	Parents: Participation	<p>Increase and provide a variety of opportunities for parents to share feedback that is considered in evaluating school programs and making decisions. Local data indicates there has been higher parent participation in committees and meetings when there is a collaborative effort on behalf of the staff, incentives to attend, or when students are involved (ex. sports and recognitions). The latest survey data also shows more parents are interested in participating and there is broad agreement that family activities are not available.</p>	\$1,200	N



		<p>LMA will work to consider factors affecting participation to find additional ways to gain input from parents. This could include at athletic, social, and school community events. This will be evidenced in more solicitation of parent input, and increased flexible options for parents.</p> <p>Parent participation will be measured through survey participation, committee/meeting attendance, and participation in LMA family oriented events (Metric SP3A.2).</p>		
3-3	Parents: EL	<p>Provide a regular forum for parent groups to be informed and engaged in discussions on student needs, performance, and programs for unduplicated pupils, particularly EL students. The English Language Advisory Committee will provide the primary platform for such action and it will be evidenced in the schedule of parent meetings and related agendas. Local data indicates that the ELAC has low interest and participation, so this action must include the efforts necessary to strengthen the ELAC through increased participation.</p> <p>This action contributes to the increasing/improving services requirement because the ELAC is specifically interested in the unduplicated student groups of EL students.</p> <p>Parent engagement will be measured annually with the Local Indicator Self-Reflection Tool and reported on the Dashboard (Metrics SP3A.1). Parent participation in regards to EL programs will be measured through ELAC participation and membership (Metric SP3A.3).</p>	\$1,200	Y
3-4	Parents: SWD	<p>Local data indicates the primary means parents participate in programs for students with disabilities (SWD/SPED) is through the IEP process. SWD is a significant student group within the LMA population so it was determined that LMA needs to provide another way for parents to provide feedback on SPED programs and services. LMA will work to consider additional opportunities outside of the IEP process for parents of SWD to discuss the programs without compromising student/family privacy. This includes developing a parent survey or questionnaire to assess SPED program needs and determine key topics from parents.</p> <p>Parent engagement will be measured annually with the Local Indicator Self-Reflection Tool and reported on the Dashboard (Metrics SP3A.1). If a survey/questionnaire is developed, it will measure participation and parent opinion (Metric SP3A.4).</p>	\$9,000	N
3-5	Attendance	<p>Administration will maintain a system of attendance procedures, including automated and direct communication, counseling, and the SART/SARB process. Historical data indicate that unduplicated student groups have a lower chronic absenteeism rate. Additional outreach and re-engagement steps can still be of particular benefit to these students.</p> <p>This action will be evidenced through daily/weekly/monthly attendance reports, logs on attendance calls and letters, parent conferences, home visits, re-engagement plans, and the annual audit. Two metrics will measure attendance, ADA (Metric SP5A) and chronic absenteeism rate (Metric SP5B).</p>	\$12,400	N
3-6	Graduation	<p>Enhance direct services that support student progress toward meeting graduation requirements. This includes dedicated academic counseling with students and parents, extended learning opportunities for credit deficient students, and celebrating the accomplishments of graduates.</p> <p>This action will contribute to the increasing/improving services requirement because although EL graduation data is usually suppressed, data shows EL in 2021 graduated at a lower rate than the cohort. The rate for SED is usually just below the average for all students, and the SED dropout rate has been consistently slightly higher. NOTE: CDE protects student privacy by suppressing data on student groups &lt;10.</p>	\$21,400	Y



		Evidence will be in graduation checklists and credit recovery completion rates. This will be measured by dropout and graduation rates (Metrics SP5D and SP5E), and the 1 year DASS graduation rate on the Dashboard.		
3-7	Suspension: All	<p>Continue to implement and enhance a system of supports and services that promote a safe and positive learning environment. This includes evaluating the efficacy of current programs and making modifications as well as adopting new programs. Additionally, when dealing with student discipline concerns, there will be collaboration with a team of staff, family, and the student to determine root causes, barriers, and a plan for positive outcomes.</p> <p>A few years ago suspension rates were disproportionate, specifically SWD and African American students had notable higher rates. This led to an evaluation of discipline procedures and incident types, leading to adopting more structured intervention strategies and programs: Capturing Kids Hearts (CKH), Positive Behavioral Intervention and Supports (PBIS), restorative practices, and when possible other means of discipline than suspension. The pandemic resulted in a significant drop in the suspension rate and more suppressed data. Post-pandemic, intervention strategies restarted including counseling, however survey results show a significant drop in awareness and satisfaction with strategies aimed at positive behavior. Also, less than half of students (49%) felt positive about the school environment in a March survey.</p> <p>Past data also shows that EL and SED students have had higher suspension rates than ALL students, and have fluctuated above and below the average. In the last 2 years of actual data, EL had a higher suspension rate, and in the last year of data SED also had a higher suspension rate. There were no suspensions during distance learning. This action will contribute to the increasing/improving services requirement for EL and SED students because they were suspended at higher rates just before the pandemic.</p> <p>This will be evidenced by the observation of consistent use of intervention strategies, and positive student attitudes and behaviors. It will be measured by suspension rates (Metric SP6A), expulsion rates (Metric SP6B), and survey items (Metric SP6C).</p>	\$8,000	Y
3-8	Climate: Activities	<p>Continue to provide extra/co-curricular activities and events to students that provide an additional connection to the school community. This includes a variety of sports, clubs, military events, leadership groups, and after-school activities and can expand according to student interests. There will be an increase in communication with families about events, and when appropriate they will be invited and encouraged to attend.</p> <p>Student participation will be evident in team rosters or attendance sheets, material needs (ex. uniforms), transportation, and observed audience attendance. It will be measured by local survey items (Metric SP6C) and student participation in the surveys (Metric SP3B) but should also have an impact on Metrics SP5A and SP5B.</p>	\$85,000	N
3-9	Climate: Recognitions	<p>Implement a system of student recognitions to incorporate existing events that acknowledge student accomplishments as well as adopt new reasons and occasions. Past data show irregularity with acknowledging student successes, so a standard system that includes a schedule will improve regularity, enhance existing recognitions/awards, and give staff and students an expectation to proactively evaluate criteria for recognition.</p> <p>This action will be evidenced by a calendar of recognition type events, more opportunities for students to work toward awards, and more conversation/communication on positive acknowledgements.</p> <p>This will be measured through local survey items (Metric SP6C).</p>	\$2,000	N



3-10	Climate: Safety/SEL	<p>Continue and increase the services that support students’ social-emotional health and safety. Additional health and safety procedures were adopted from the pandemic, and adjusted to meet county health requirements and address stakeholder concerns with the return to in-person instruction as early as spring of 2021. In a survey administered in March, less than half felt positive about the school environment (49%).</p> <p>There has been an increase in student counseling services provided by two social worker interns and a counselor/therapist, including follow-up on two social-emotional wellness (SEL) presentations. The need is supported by data - In a student survey in March, only 42% of students felt they “belonged”. There will also be more efforts to increase awareness of the available SEL resources as data show not all students nor parents were aware of available support.</p> <p>A number of our students and their families have had negative outcomes due to the pandemic that continue to affect them and may have a greater need for additional support in this area. However, not all families have the resources, like money or insurance, to get supporting services, particularly low-income (SED) students. Qualitative data also indicates that foster and homeless youth have been more affected. Since this action provides services these student groups may not otherwise receive it will contribute to the increasing/improving services requirement.</p> <p>Safety and social-emotional wellness will be evidenced by the safety precautions/procedures at the site, SEL instructional programs, and counseling counts, as well as through data collection and monitoring. It will be measured through local survey items (Metric SP6C).</p>	\$119,000	Y
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### Goal 3 Analysis [2022-23]

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

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

The 3rd goal focuses on family engagement and a positive school climate. Some of the actions have been implemented to help achieve the goal. At the same time, there have been some unrelated positive outcomes (metrics).

Actions 3-1 & 3-4: There are several successful communication strategies that get information out to parents. This is confirmed in the most recent survey, but parent responses also indicated there was room to improve translation, and communication about opportunities to participate in committees (related to Action 3-2). Although some of staff is fluent in Spanish, incoming calls and guests may need to wait for one to assist them. Parents of SWD are included in all school wide communications, and translation is provided at IEP meetings, but there is the same challenge for translation when the parent initiates communication. Also, not all teachers are able to communicate directly with Spanish speaking parents about their student.

Actions 3-2 & 3-4: The annual survey continues to provide an opportunity for parents to provide feedback and input, and for the last 2 years just over half of parents participated. Although this is a significant increase from prior years, their responses confirm that family events and parent committees remain a challenge. Parents of SWD have the same opportunities to participate, but a survey or other opportunity to specifically gain their input is still in development.

Action 3-3: The ELAC is successfully re-established at the start of each year and meets regularly, but is challenged with maintaining membership above the minimum. This limits the amount and weight of feedback and input of the ELAC.





Action 3-5: There are attendance procedures in place and they have met auditor's expectations, however there remains much room for improvement. Changes in staff have caused some challenges with procedures, and the increase in student absences increases the need for additional efforts. The need for a dedicated attendance clerk is being reviewed to address these challenges.

Action 3-6: Efforts in this action work in conjunction with other plans (ELO, A-G, ESSER) to expand academic counseling and extended learning opportunities that support students toward graduation. Programs for credit deficient students remain in place, including those during the instructional day as well as after school and over the summer break. There is a plan for more robust math and science offerings over the summer of 2022. In addition to grade level guidance meetings, more follow up for seniors and juniors was provided to address questions and concerns caused by [AB104](#), attendance, college, and expanded learning opportunities.

Action 3-7: The pandemic resulted in a significant drop in both the need for behavioral interventions and the suspension rate. Programs and services aimed at positive behavior and school climate resumed with in-person instruction. Local data shows that the 2021-22 suspension rate will be significantly lower than pre-pandemic rates. It is unknown how the drastic change in social interaction has influenced student behavior.

Action 3-8: Although student activities were offered, there were fewer offerings and less interest/participation than in the past. The military program successfully participated in all of the available opportunities as before, including CACC competitions and events, parades, color guard performances, and advancement in ranks. Athletic teams were challenged by low numbers and commitment as well as smaller leagues, resulting in no spring team sports. Students interested in eSports continued to meet and play, but didn't compete in tournaments. ASB was able to coordinate homecoming activities, but there was not enough interest to hold a spring prom.

Action 3-9: Students were recognized for their accomplishments in school wide presentations. During formation, students received certificates and praise for rank promotions, CACC accomplishments/awards, and successful performances at competitions. Each NWEA testing cycle, students in each grade were recognized for top performance and growth with small gifts, and teachers received ribbons and certificates on behalf of the class with the most growth. A presentation was held to recognize students making the Honor Roll in the first semester. There were some challenges planning larger presentations and setting a schedule of events that can be improved next year.

Action 3-10: There was a notable increase in the amount of counseling and social-emotional supports available to students. Due in part to an anticipated increase in need because of the effects of the pandemic and return to social interaction, LMA arranged for two social worker interns to start the year. Both were available to students for four full days of the week, which is more hours than in previous years. At the start of the second semester a full time counselor/therapist was also available. Services included planned, scheduled sessions, impromptu sessions to address an immediate concern, and group sessions (ex. grief and loss, anger management). Also contributing to this action are the health, safety, and testing procedures that were successfully implemented, and the Coaching for Cultural Success program that provided staff with training and individual coaching on cultural awareness and trauma informed teaching. Communication with parents about the services available was successful as parent awareness increased by 24% on the survey.

#### 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.

For Goal 3, the estimated actual expenditures are more than what was originally budgeted. For the most part, differences were due to the reallocation of resources to address priorities and immediate needs within the organization, as well as unanticipated increases in costs. The expenditures for several Actions, particularly 3-1 reflect increases in time and resources related to communicating and interacting with parents/families. Action 3-8 had higher expenditures related to recent increases in transportation costs. Action 3-10 reflects the adjustments made (ex. adding a counselor/therapist mid-year) to meet the social-emotional needs of students. Conversely, graduation costs were less than anticipated because health and safety restrictions reduced the scale of the event and moved us to a new venue (Action 3-6).



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

Overall, the actions in the 3rd goal have been somewhat effective at improving family engagement and a positive school climate. Most of the actions have been implemented to an extent. However, some of the efforts do not have enough effect alone to make an improvement, or the positive outcomes (metrics) are likely due to another factor. The effects of the pandemic can have an influence on progress toward the goal, most notably the very different conditions created in remote classrooms, the social and emotional effects on students, and then adjusting to the return to in-person instruction.

Actions 3-1, 3-2, 3-3 & 3-4: These actions are all measured by the Metrics set SP3A, and overall were effective, meeting the standard on of the Local Indicator Self-Reflection Tool (Metric SP3A.1). Outbound communications in English and Spanish effectively provide parents with school information and reminders during the year. This includes the annual survey, which has improved in parent participation (Metric SP3A.2). Specifically, actions have not been as effective with parents of the EL and SWD student groups. The ELAC has minimal participation (Metric SP3A.3) and a survey or other strategy to engage parents of SWD is at the beginning stages (Metric SP3A.4). LMA will also monitor portal usage, webpage visits, auto-dialer/text receipts, as part of this action and related metric.

Action 3-5: Under normal conditions, the improved metrics of ADA (Metric SP5A) and chronic absenteeism rate (Metric SP5B) would indicate this action was effective. The improved rates are most likely a result of the different engagement and attendance criteria for distance learning (asynchronous).

Action 3-6: Efforts in this action and the adjustments for AB104 have been mostly effective at maintaining the graduation rate (Metric SP5E) and reducing the dropout rate (Metric SP5D) for students as a whole group (ALL). However, they were not as effective for EL students, who had a lower graduation rate than their peers.

Action 3-7: Under normal conditions, the improved suspension rate (Metric SP6A) would indicate this action was effective. The improved rate is most likely a result of the remote nature of distance learning.

Actions 3-8, 3-9 & 3-10: These actions are all measured by Metric SP6C, and effective enough to show improvement in students feeling safe and connected to school. There was more improvement for feeling connected, which may also be due to the return to in-person learning.

### 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.

Due to the pandemic, some metrics were either not measured or not made publicly available through the California Dashboard and/or Dataquest. Such instances are noted in the metrics and alternate or local data is also listed. The alternate data will continue to be listed through this 3 year LCAP cycle, along with CDE data when it resumes, to aid in measuring progress.

Additionally, the pandemic and distance learning have had an effect on some of the metric outcomes. For example, suspension rates were significantly lower in distance learning because there were fewer or no opportunities for those types of incidents to occur (ex. bringing a weapon or drugs to school, or fighting). Also, there were different requirements for attendance and engagement during distance learning which permitted the attendance rates to remain high, even if students participated in classes during hours outside of the regular school day (asynchronously). The attendance rate and chronic absenteeism rate after the return to in-person instruction will be negatively impacted by both the precedence set by asynchronous participation and continued absences due to issues related to the pandemic (ex. quarantine, family care). The graduation rate for the classes of 2020, 2021, and 2022 also reflects special circumstances due to the pandemic. The class of 2020 was "held harmless" from the sudden school closure and able to spend the last quarter of the school year only improving their progress toward graduation. For the classes of 2021 and 2022, [AB 104](#) exempted these seniors from any additional graduation requirements above the state minimum, thus the graduation rate includes exempted students as well as those that continued to fully participate and meet LMA graduation requirements. This is also reflected in the dropout rate to some extent as without AB104, a significant portion of students would not have completed with a diploma and may have not continued toward completion in a 5th year or other program.



Metric SP3A.3 ELAC participation. Although the original Desired Outcome was based on Baseline data, the ELAC is too small a number for the Desired Outcome percentage to be realistic, so it was revised to be relative to the EL student population, rather than a calculated percentage.

Metric SP6C Other: students feel safe and connected to school. The original tool for this metric, the annual stakeholder survey, is completed around February which isn't frequent, nor fast enough to provide administrators information they can use right away within the environment (climate) that influenced the survey results. In 2021 LMA implemented seasonal student surveys on climate and belonging to gain more immediate information, and that additional tool has been added to Metric SP6C.

Metric SP3B Student participation in surveys. This metric was added as a result of LMA participation with RCOE Charter Schools Unit in the A-Game to design alternative metrics to consider when renewing the Charter. It reflects student engagement in opportunities to give feedback and provide input on LMA programs and services. It also provides a clarifying perspective of Metric SP6C, showing what portion of students are represented in the results.

Metric SP5A Attendance. An alternate calculation of attendance (in-seat) was added as a result of LMA participation with RCOE Charter Schools Unit in the A-Game to design alternative metrics to consider when renewing the Charter.

Action 3-1: Revised to include examples and updated data

Action 3-2: Revised to reflect updated data

Action 3-5: Revised to reflect updated data

Action 3-6: Revised to reflect updated data

Action 3-7: Revised to reflect updated data

Action 3-8: Revised to add Metric SP3B

Action 3-10: Revised to reflect updated data and clarify how it is contributing

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



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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$714,765	\$57,647.55

## 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
37.05%	0%	0	37.05%

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.

The low-income (SED) and English learner (EL) student groups are numerically significant subgroups, however the number of foster youth (FY) is too small to be considered a numerically significant subgroup. There are groups of actions that work toward a common outcome for unduplicated student groups. There are also some data indicators, for example on academic performance, that serve as evidence of the need for different areas of action, and may be repeated in the explanations. The Required Descriptions have been listed separately for EL and SED, even though most of the action(s) are principally directed at both groups. This is because the data, needs, conditions, circumstances, and expected outcomes for EL and SED differ.

### English Learners (EL)

Past CAASPP data on EL students has been suppressed, but we were able to use other SBAC reports for data which showed that EL performed lower. As detailed in the Goal 2 Metrics, no EL students met the standards in either ELA or Math in the last four years leading to the pandemic. Students take the SBAC in the 11th grade which left a gap without an empirical, standardized measure of performance and progress - a measure necessary to show how EL and other student groups are performing earlier and more often so that appropriate supports can be provided. To address this, Actions 2-1 and 2-2 focus on a school wide assessment program that includes regular testing, time for teachers to analyze data and plan for instructional supports, and monitoring student progress. It is expected that EL students will be the primary beneficiaries and make academic gains to match their peers and then toward national averages, as well as receive an increase in integrated ELD support, because these actions will include earlier and more frequent analysis of how EL are performing, and provide specific student level data as it relates to standards that teachers can use to tailor instruction and strategies so that their EL students don't fall behind. However, because we expect that all struggling students will benefit from the earlier and regular evaluation and subsequent instructional support, these actions are provided on a school wide basis.



The most recent data show that EL students are still academically performing below their peers. As detailed in the Goal 2 Metrics, zero EL students met the standards in ELA and Math. Internal data on NWEA shows that approximately 60% of EL in all grades scored in the bottom quintile, and only 8% performed at or above average. To address this, there are actions that focus on classroom instruction (Actions 1-6, 1-7) and providing professional development (Actions 1-5, 1-7) that will support teachers in delivering high quality instruction to improve academic performance. It is expected that EL students will make academic gains and reduce the performance gap with their peers because Action 1-7 integrates ELD and literacy standards in all academic courses so teachers are able to provide the strategies and support necessary to develop English language proficiency through and concurrently with their content, which is principally directed to and effective in supporting EL student academic performance. However, because we expect that all students performing below the national average for their grade level will benefit, these actions are provided on a school wide basis.

As detailed in the Goal 2 Metrics, zero EL students met the standards in ELA and Math. Internal data on NWEA also shows that none of the 11th grade EL students scored in the middle quintile (average) or above on either the ELA or Math, and when all grades of EL students are reviewed, only a small percentage 8% reach at least the average score band. To address this, Action 2-3 provides targeted intervention programs in reading and math which will provide individualized standards-based support and practice in both areas and include internal assessments that set progress goals and adapt instruction. It is expected that EL students will make academic gains and reduce the performance gap with their peers because of the earlier identification from school wide assessments (Action 2-1) and the targeted support of the programs. However because we expect that all students identified for support in reading and math will benefit from these interventions, they are provided on a school wide basis.

Low academic performance can also affect graduation status, and even though the data is often suppressed, Goal 2 Metrics show that EL in the LMA class of 2021 graduated at a rate of about 3% less than all students. To address this, there are actions that focus on academic performance (Actions 1-5, 1-6, 1-7) to help students successfully complete courses, and actions that consider graduation requirements (Actions 1-10, 2-4) and rates (Action 3-6) that will ensure students are counseled, determine a plan, and have opportunities to complete the required coursework to earn a diploma. It is expected that the graduation rate for EL students will increase to at least match the school rate because, as described above, Action 1-7 will develop English proficiency through and concurrently with content, and is principally directed to and effective in supporting EL student academic performance so they can successfully complete courses. Also because Action 3-6 includes intentional academic counseling to strategize with the student and parents on the most appropriate path toward a diploma, and includes extended learning opportunities to recover missing credit. EL students will be the primary benefactors from these actions because they have struggled more academically and graduate at a lower rate than their peers. However, because we expect that all students who struggle to pass courses they need to graduate on time will benefit from these actions, they are being provided on a school wide basis.

Data indicates that EL students are not prepared for college. As detailed in the Goal 2 Metrics, the CAASPP state assessments show that zero EL students met standards and EAP college readiness benchmarks in both ELA and Math. Internal data on NWEA indicates that 100% of the grade 11 EL students ranked below average, and therefore would not likely reach the standard on the CAASPP. Recent college going rates are unavailable for EL, but local data indicates that the rate is lower than the average of the cohort. To address this, there are actions that focus on academic performance (Action 1-7), providing courses that prepare students for college (Action 1-10), ensure EL student have access to those courses (Action 1-11), maintain A-G approval on all academic courses (Action 2-4), and promote college oriented programs and services (Action 2-9). It is expected that EL students will increase in college readiness and preparation, because these actions each address a factor necessary for EL to prepare for college, and because the current rate for EL students is at the bottom (0%). However, because we expect that all students who are not yet prepared for college will benefit from these actions, they are being provided on a school wide basis.

As detailed in the Goal 3 Metrics, EL students had higher suspension rates than ALL students, and then there were no suspensions during distance learning. Past data shows that EL have fluctuated above and below the average, but in the last 2 years of actual data had a higher rate. Additionally, in the annual survey the majority of students disagree that they treat each other with respect (56%), and close to half (48%) don't feel they are treated fairly by teachers, nor are there clear rules and consequences. To address this, there are actions that focus on fostering a positive school environment (Actions 3-7, 3-8, 3-9) through behavior programs, activities to connect students, and opportunities to acknowledge student contributions and accomplishments. Action 3-7 considers the programs and services that also target the causes, attitudes, and management of incidents that result in suspensions. This action can cover a wide array of factors, including those that stem from trauma, staff bias, cultural factors, and school policies. It is expected that the suspension rate for EL students will improve to match their peers because they will receive services that help them prevent choices that result in suspension, and staff will be trained in a variety of factors that may lead to unjust or disproportionate management of discipline incidents with EL students. However, because we expect that all students who are at risk of



suspension due to poor choices and unwanted behaviors will benefit from interventions directed at prevention, and we expect that all students will benefit from consistent, socially just classroom management practices, this action is provided on a school wide basis.

#### Low-Income (SED) Students

Most of the past CAASPP data on SED students has shown that SED performed below the average for all students. As detailed in the Goal 2 Metrics, SED students performed poorly on the CAASPP, scoring considerably below the ELA (55 points) and math (154 points) standards, and 81.6% not meeting the standard in ELA, and 94.7% not meeting it in math. These numbers also fall below the state and county averages for SED students. Students take the SBAC in the 11th grade which left a gap without an empirical, standardized measure of performance and progress - a measure necessary to show how SED and other student groups are performing earlier and more often so that appropriate supports can be provided. To address this, Actions 2-1 and 2-2 focus on a school wide assessment program that includes regular testing, time for teachers to analyze data and plan for instructional supports, and monitoring student progress. It is expected that SED students will make academic gains to match their peers and then toward national averages because these actions will include earlier and more frequent analysis of how SED are performing, and provide specific student level data as it relates to standards that teachers can use to tailor instruction and strategies so that SED students don't fall behind. However, because we expect that all struggling students will benefit from the earlier and regular evaluation and subsequent instructional support, these actions are provided on a school wide basis.

The data detailed in the Goal 2 Metrics show that SED students performed poorly on the CAASPP, scoring considerably below the ELA (55 points) and math (154 points) standards, and 81.6% not meeting the standard in ELA, and 94.7% not meeting it in math. These numbers also fall below the state and county averages for SED students. Internal data on NWEA shows that about 69% of SED scored below national averages. To address this, there are actions that focus on classroom instruction (Actions 1-6, 1-7) and providing professional development (Actions 1-5, 1-7) that will support teachers in delivering high quality instruction to improve academic performance. It is expected that SED students will make academic gains to reach state and county averages for SED students because the actions focus on providing the best planning and instructional strategies to teach content and literacy standards, which is where SED students have fallen behind. However, because we expect that all students performing below standards will benefit, these actions are provided on a school wide basis.

As detailed in the Goal 2 Metrics, SED students performed below county and state averages for SED on the CAASPP, scoring considerably below the ELA (55 points) and math (154 points) standards, and 81.6% not meeting the standard in ELA, and 94.7% not meeting it in math. Internal data on NWEA shows that about 69% of SED scored below national averages. To address this, Action 2-3 provides targeted intervention programs in reading and math which will provide individualized standards-based support and practice in both areas and include internal assessments that set progress goals and adapt instruction. It is expected that SED students will make academic gains to reach averages for SED in the county, state, and even averages for all students because of the earlier identification from school wide assessments (Action 2-1) and the targeted support of the programs. However because we expect that all students identified for support in reading and math will benefit from these interventions, they are provided on a school wide basis.

Data indicates that SED students are less prepared for college than their peers. As detailed in the Goal 2 Metrics, the CAASPP state assessments show 81.6% of SED students did not meet the EAP college readiness benchmark in ELA, and 94.7% did not meet the benchmark in math. Internal data on NWEA indicates that 66% of the grade 11 SED students ranked below average, and therefore would not likely reach the standard on the CAASPP. Recent college going rates are unavailable for SED, but local data indicates that the rate is slightly lower than average. To address this, there are actions that focus on academic performance (Action 1-7), providing courses that prepare students for college (Action 1-10), ensure SED student have access to those courses (Action 1-9), maintain A-G approval on all academic courses (Action 2-4), and promote college oriented programs and services (Action 2-9). It is expected that SED students will increase in college readiness and preparation, because these actions each address factors necessary for SED to prepare for college, including assistance with the FAFSA (Action 2-9) to help reduce financial barriers to college that SED experience. However, because we expect that all students who are not yet prepared for college or understand the FAFSA process will benefit from these actions, they are being provided on a school wide basis.

As detailed in the Goal 3 Metrics, SED students had higher suspension rates than ALL students, and then there were no suspensions during distance learning. Past data shows that SED suspension rates have fluctuated above and below the average, but in 2019-20 (the last year of actual data) they had a higher rate. Additionally, in the annual survey the majority of students disagree that they treat each other with respect (56.%), and close to half (48%) don't feel they are treated fairly by teachers, nor are there clear rules and consequences. To address this, there are actions that focus on fostering a positive



school environment (Actions 3-7, 3-8, 3-9) through behavior programs, activities to connect students, and opportunities to acknowledge student contributions and accomplishments. Action 3-7 considers the programs and services that also target the causes, attitudes, and management of incidents that result in suspensions. This action can cover a wide array of factors, including those that stem from trauma, staff bias, cultural factors, and school policies. It is expected that the suspension rate for SED students will improve to match their peers because they will receive services that help them prevent choices that result in suspension, and staff will be trained in a variety of factors that may lead to unjust or disproportionate management of discipline incidents with SED students. However, because we expect that all students who are at risk of suspension due to poor choices and unwanted behaviors will benefit from interventions directed at prevention, and we expect that all students will benefit from consistent, socially just classroom management practices, this action is provided on a school wide basis.

Local data indicates that a number of our students and their families have had negative outcomes due to the pandemic, but not all families have the resources, like money or insurance, to get supporting services, particularly low-income (SED) students. Qualitative data also indicates that foster and homeless youth have been more affected than their peers. One result was a greater need for student counseling services upon the return to in-person instruction. At the same time, as detailed in the Goal 3 Metrics, only about half of students (56%) feel safe and connected at school and in a separate survey administered in March, less than half felt positive about the school environment (49%) and that they “belonged” (42%). To address this, Action 3-10 focuses on the programs and services that contribute to student safety and social-emotional well being. Two social worker interns, available three days a week each are available to students, and a full time counselor/therapist was added mid-year. This action also includes supports to facilitate referrals to community resources and trauma-informed instruction. It is expected that SED students, foster and homeless youth will use these supports to improve their social-emotional well being and increase their sense of safety and belonging at the school as they are the subgroups most recently impacted by the pandemic. This action is also principally directed and effective for SED, FY, and HY because it provides supports that these student groups may not otherwise have the resources to receive. However, because we expect that all students will benefit from social-emotional supports in a safe and healthy facility, this action is provided on a school wide basis.

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

In addition to the school wide actions described in Prompt 1, LMA will provide the following actions on a limited basis to meet our required percentage to increase or improve services.

As provided in the Goal 2 Metrics sections, a minority portion of EL students are making progress toward English proficiency and reclassification, and doing so at a lower rate than the local average. To address this, Actions 1-8, 1-11, 2-6, and 2-7 provide EL students access to ELD standards, designated ELD instruction, instructional support at any proficiency level, and services to promote reclassification. Actions 2-6 and 2-7 specifically focus on the ELD program and services and are provided on a limited basis because they are directed only at EL students. It is expected that our ELPI and reclassification rates will increase as more EL students progress through the proficiency levels (ELPI rate) and some are reclassified (reclassification rate).

**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.**

Leadership Military Academy is a single school charter, and maintains a high concentration of low-income (SED) students (84.7%). Additionally, the number of unduplicated pupils decreased with enrollment. Projected ratios are based on 2021-22 counts. There is no plan to increase the number of staff who provide direct services to unduplicated pupils. However there are plans to retain staff through appropriate compensation enhancements and restructuring some responsibilities.



<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	4.5:176
Staff-to-student ratio of certificated staff providing direct services to students	N/A	18.4:176





## Action Tables

Material differences are reflected in Prompt 2 of Goal Analysis sections



**2021-22 Annual Update Table**

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
<b>Totals:</b>	\$ 770,185.00	\$ 770,185.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1-1	Williams: Teachers	No	\$ 10,000	\$ 7,480
1	1-2	Williams: Materials (CKH)	No	\$ 4,500	\$ 11,970
1	1-3	Williams: Materials (BUY)	No	\$ 24,800	\$ 43,387
1	1-4	Williams: Facilities	No	\$ 53,682	\$ 55,630
1	1-5	Standards: PD	No	\$ 2,400	\$ 11,490
1	1-6	Standards: Classroom	No	\$ 445,454	\$ 316,976
1	1-7	Standards: EL Access	Yes	\$ 1,720	\$ 900
1	1-8	Standards: ELD	No	\$ 3,700	\$ 9,000
1	1-9	Broad Course: All	No	\$ 7,500	\$ 7,460
1	1-10	Broad Course: Courses	No	\$ 19,000	\$ 9,000
1	1-11	Broad Course: EL	No	\$ 1,250	\$ 1,249
1	1-12	Broad Course: SWD	No	\$ 980	\$ 980
2	2-1	Academic: Assessments	Yes	\$ 4,500	\$ 11,562
2	2-2	Academic: Data	Yes	\$ 380	\$ 3,900
2	2-3	Academic: Intervention	Yes	\$ 7,280	\$ 7,280
2	2-4	Academic: A-G	No	\$ 1,120	\$ 1,000
2	2-5	Academic: CTE	No	\$ 600	\$ 600
2	2-6	Academic: ELPI	Yes	\$ 2,750	\$ 2,750
2	2-7	Academic: Reclassification	Yes	\$ 420	\$ 1,400
2	2-8	Academic: AP	No	\$ 2,700	\$ 2,700
2	2-9	CCI: College	Yes	\$ 7,180	\$ 8,000
2	2-10	CCI: Career	No	\$ 1,870	\$ 1,200
2	2-11	CCI: RCC	No	\$ 640	\$ 720
3	3-1	Parents: Communication	No	\$ 9,900	\$ 32,000
3	3-2	Parents: Participation	No	\$ 1,200	\$ 1,200
3	3-3	Parents: EL	No	\$ 620	\$ 1,200
3	3-4	Parents: SWD	No	\$ 880	\$ 8,470
3	3-5	Attendance	No	\$ 280	\$ 12,180
3	3-6	Graduation	Yes	\$ 28,000	\$ 5,821
3	3-7	Suspension: All	Yes	\$ 7,745	\$ 6,140
3	3-8	Climate: Activities	No	\$ 40,000	\$ 98,885
3	3-9	Climate: Recognitions	No	\$ 2,000	\$ 1,891
3	3-10	Climate: Safety/SEL	Yes	\$ 45,000	\$ 55,630
		Concentration Grant Increase		\$ 30,134	\$ 30,134
				\$ -	\$ -



## 2021-22 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 548,011	\$ 97,230	\$ 97,243	\$ (13)	37.68%	42.63%	4.95%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1-7	Standards: EL Access	Yes	\$ 1,720	\$ 900.00	2.70%	1.35%
2	2-1	Academic: Assessments	Yes	\$ 4,500	\$ 11,562.00	4.30%	8.60%
2	2-2	Academic: Data	Yes	\$ 380	\$ 3,900.00	1.80%	5.40%
2	2-3	Academic: Intervention	Yes	\$ 7,280	\$ 7,280.00	6.00%	6.00%
2	2-6	Academic: ELPI	Yes	\$ 2,750	\$ 2,750.00	3.20%	3.20%
2	2-7	Academic: Reclassification	Yes	\$ 420	\$ 1,400.00	1.95%	5.85%
2	2-9	CCI: College	Yes	\$ 7,180	\$ 8,000.00	5.87%	5.94%
3	3-6	Graduation	Yes	\$ 28,000	\$ 5,821.00	3.00%	1.00%
3	3-7	Suspension: All	Yes	\$ -		4.87%	0.00%
3	3-10	Climate: Safety/SEL	Yes	\$ 45,000	\$ 55,630.00	3.99%	5.29%

## 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)
\$ 1,442,756	\$ 548,011	0.00%	37.98%	\$ 97,243	42.63%	49.37%	\$0.00 - No Carryover	0.00% - No Carryover



## 2022-23 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 506,853	\$ 12,120	\$ 8,000	\$ 187,792	714,765	\$ 361,477	\$ 353,288

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1-1	Williams: Teachers	All	\$ 8,000	\$ -	\$ -	\$ -	\$ 8,000
1	1-2	Williams: Materials (CKH)	All	\$ 12,180	\$ -	\$ -	\$ -	\$ 12,180
1	1-3	Williams: Materials (BUY)	All	\$ 11,957	\$ -	\$ -	\$ 18,000	\$ 29,957
1	1-4	Williams: Facilities	All	\$ -	\$ -	\$ -	\$ 53,682	\$ 53,682
1	1-5	Standards: PD	All	\$ 2,400	\$ -	\$ -	\$ 9,090	\$ 11,490
1	1-6	Standards: Classroom	All	\$ 237,335	\$ -	\$ -	\$ -	\$ 237,335
1	1-7	Standards: EL Access	All	\$ 920	\$ -	\$ -	\$ -	\$ 920
1	1-8	Standards: ELD	All	\$ 5,380	\$ -	\$ -	\$ 3,700	\$ 9,080
1	1-9	Broad Course: All	All	\$ 7,500	\$ -	\$ -	\$ -	\$ 7,500
1	1-10	Broad Course: Courses	All	\$ 9,000	\$ -	\$ -	\$ -	\$ 9,000
1	1-11	Broad Course: EL	All	\$ 1,250	\$ -	\$ -	\$ -	\$ 1,250
1	1-12	Broad Course: SWD	All	\$ 980	\$ -	\$ -	\$ -	\$ 980
2	2-1	Academic: Assessments	All	\$ 4,500	\$ -	\$ -	\$ 7,500	\$ 12,000
2	2-2	Academic: Data	All	\$ 2,800	\$ -	\$ -	\$ 1,200	\$ 4,000
2	2-3	Academic: Intervention	All	\$ 7,280	\$ -	\$ -	\$ -	\$ 7,280
2	2-4	Academic: A-G	All	\$ 1,000	\$ -	\$ -	\$ -	\$ 1,000
2	2-5	Academic: CTE	All	\$ 600	\$ -	\$ -	\$ -	\$ 600
2	2-6	Academic: ELPI	All	\$ 2,750	\$ -	\$ -	\$ -	\$ 2,750
2	2-7	Academic: Reclassification	All	\$ 600	\$ -	\$ -	\$ 800	\$ 1,400
2	2-8	Academic: AP	All	\$ 2,700	\$ -	\$ -	\$ -	\$ 2,700
2	2-9	CCI: College	All	\$ 7,180	\$ -	\$ -	\$ 820	\$ 8,000
2	2-10	CCI: Career	All	\$ 1,200	\$ -	\$ -	\$ -	\$ 1,200
2	2-11	CCI: RCC	All	\$ 720	\$ -	\$ -	\$ -	\$ 720
3	3-1	Parents: Communication	All	\$ 14,541	\$ -	\$ -	\$ 18,000	\$ 32,541
3	3-2	Parents: Participation	All	\$ 1,200	\$ -	\$ -	\$ -	\$ 1,200
3	3-3	Parents: EL	All	\$ 1,200	\$ -	\$ -	\$ -	\$ 1,200
3	3-4	Parents: SWD	All	\$ 8,000	\$ -	\$ -	\$ 1,000	\$ 9,000
3	3-5	Attendance	All	\$ 280	\$ 12,120	\$ -	\$ -	\$ 12,400
3	3-6	Graduation	All	\$ 21,400	\$ -	\$ -	\$ -	\$ 21,400
3	3-7	Suspension: All	All	\$ -	\$ -	\$ 8,000	\$ -	\$ 8,000
3	3-8	Climate: Activities	All	\$ 85,000	\$ -	\$ -	\$ -	\$ 85,000
3	3-9	Climate: Recognitions	All	\$ 2,000	\$ -	\$ -	\$ -	\$ 2,000
3	3-10	Climate: Safety/SEL	All	\$ 45,000	\$ -	\$ -	\$ 74,000	\$ 119,000



### 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
\$ 1,880,100	\$ 714,765	38.02%	0.00%	38.02%	\$ 101,130	14.20%	19.58%	<b>Total:</b>	\$ 101,130
								<b>LEA-wide Total:</b>	\$ 101,130
								<b>Limited Total:</b>	\$ -
								<b>Schoolwide Total:</b>	\$ -

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	1-7	Standards: EL Access	Yes	LEA-wide	EL	All	\$ 920	0.00%
1	1-9	Broad Course: All	Yes	LEA-wide	EL, SED	All	\$ 7,500	0.00%
2	2-1	Academic: Assessments	Yes	LEA-wide	EL, SED	All	\$ 4,500	3.20%
2	2-2	Academic: Data	Yes	LEA-wide	EL, SED	All	\$ 2,800	0.00%
2	2-3	Academic: Intervention	Yes	LEA-wide	EL, SED	All	\$ 7,280	0.00%
2	2-6	Academic: ELPI	Yes	LEA-wide	EL	All	\$ 2,750	0.00%
2	2-7	Academic: Reclassification	Yes	LEA-wide	EL	All	\$ 600	0.00%
2	2-9	CCI: College	Yes	LEA-wide	EL, SED	All	\$ 7,180	2.00%
3	3-3	Parents: EL	Yes	LEA-wide	EL	All	\$ 1,200	0.00%
3	3-6	Graduation	Yes	LEA-wide	EL, SED	All	\$ 21,400	0.00%
3	3-7	Suspension: All	Yes	LEA-wide	EL, SED	All	\$ -	1.00%
3	3-10	Climate: Safety/SEL	Yes	LEA-wide	FY	All	\$ 45,000	8.00%