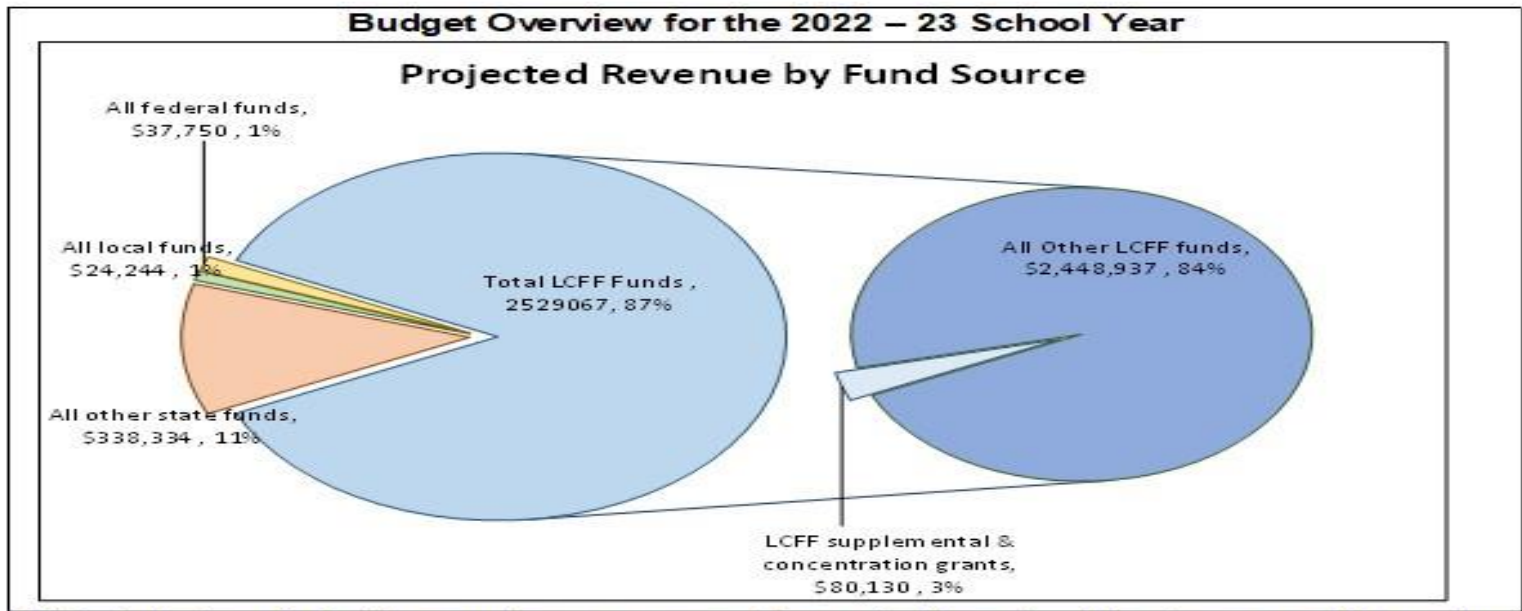




LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Temecula International Academy
 CDS Code: 33 10330 0136168 1873
 School Year: 2022 – 23
 LEA contact information: Camile Lara

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).



This chart shows the total general purpose revenue Temecula International 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 Temecula International Academy is \$2,929,395.00, of which \$2,529,067.00 is Local Control Funding Formula (LCFF), \$338,334.00 is other state funds, \$24,244.00 is local funds, and \$37,750.00 is federal funds. Of the \$2,529,067.00 in LCFF Funds, \$80,130.00 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 Temecula International 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: Temecula International Academy plans to spend \$2,701,138.37 for the 2022 – 23 school year. Of that amount, \$228,182.00 is tied to actions/services in the LCAP and \$2,472,956.37 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

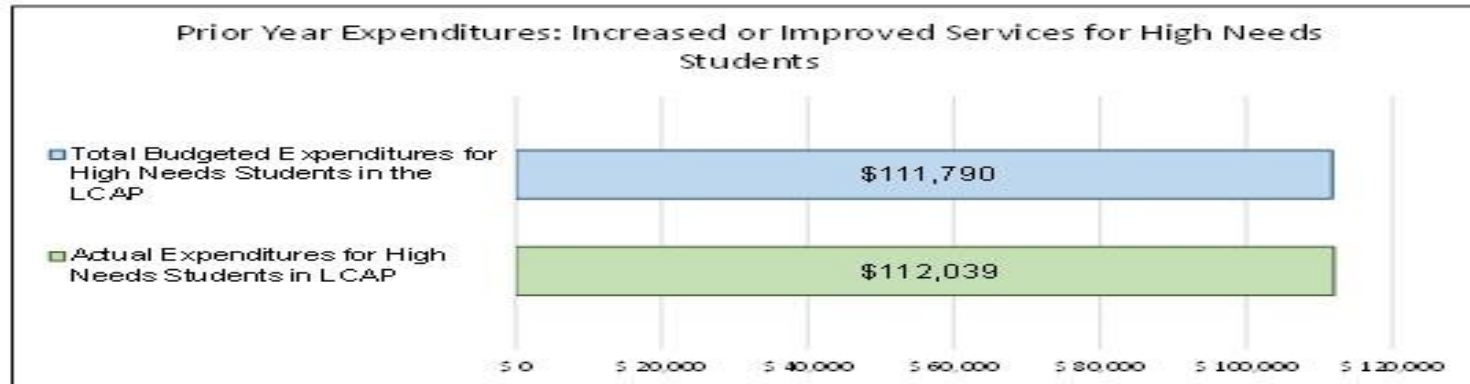
Temecula International Academy has plans to enhance the conditions of learning for students. To be fair and equitable to help those students not meeting standards, TIA has budgeted \$181,589 for teacher training, intervention, and assessment tools to focus in on those students and meet their needs.

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

In 2022 – 23, Temecula International Academy is projecting it will receive \$80,130.00 based on the enrollment of foster youth, English learner, and low-income students. Temecula International Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Temecula International Academy plans to spend \$85,820.00 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 Temecula International Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Temecula International 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, Temecula International Academy’s LCAP budgeted \$111,790.00 for planned actions to increase or improve services for high needs students. Temecula International Academy actually spent \$112,039.00 for actions to increase or improve services for high needs students in 2021 – 22.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Temecula International Academy	Camile Lara, School Principal	clara@temeculainternational.org 951-816-5506

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.

Temecula International Academy (TIA), is a Kindergarten to eighth grade public charter school that is located in the Temecula Valley and authorized by the Riverside County Office of Education in 2017. The school is established to provide a smaller learning community for elementary and middle school students through: foundational world language instruction, leadership skill development, and emotional intelligence training using the RULER model. The school is located in a suburban community and secures its facility space under Proposition 39. This state law requires school districts to provide facilities to public charter schools who serve students who reside in the district. Currently the elementary school resides on the Nicolas Valley campus (grades Kinder to 5th) and middle school resides on the Margarita Middle school campus (grades 6th-8th). TIA has sustained enrollment and has ended the 2021-2022 school year at 272 students. Our elementary school has 215 students enrolled, while our middle school has fifty-seven students. TIA has plans to provide two classes in each grade level to our community. However, the facility space provided does not accommodate this growth. This has posed a challenge for TIA to offer its program to all prospective students. Our student population is representative of a diverse ethnic and cultural background. Of our unduplicated student population, 3.3% have been identified as English Learners and 12.9% socioeconomically disadvantaged. Currently we do not have any foster youth enrolled at TIA.

Reflections: Successes

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

Despite the pandemic, class data reports show that students made adequate growth at each grade level and throughout content areas. NWEA Map and ESGI (Educational Software for Guiding Instruction) have shown that kindergarten to eighth grade students made progress towards the standards related to sufficient academic achievement. Teachers focused on designing lessons and instruction centered around student engagement; this was a priority during COVID with the hope that this would have a positive impact on student's learning. Collectively

the data supports that this effort was effective for the academic growth of our students. As teachers follow the ESGI data, we find that students are making progress towards mastering the standards and showing proficiency in foundational skills. NWEA/MAP data has shown some fluctuation in the progress students have made in different grade levels since returning from distance and hybrid learning. However, overall the data shows that about 50% of students are scoring at grade level in ELA and Mathematics.

TIA has worked very hard this year in continuing its implementation of its Positive Behavior Intervention and Support (PBIS) systems. In response to bringing students back from distance/hybrid learning, our staff recognized the need to provide additional supports that are aligned with our current social emotional program R.U.L.E.R. An implementation team has been formed, educational partners have been involved in this process, school wide behavior expectations have been established and taught, and we have created a token system to reward positive behavior in school. In order to continue to establish cohesiveness between R.U.L.E.R. and PBIS systems, and provide additional student support, a new position has been created (Student Advisor) that will support classroom and school efforts in strengthening student, teacher, and parent support with these programs.

Our World Language team has worked closely together in evaluating TIA's new language curriculum and its impact on student achievement. The team has taken a close look at their instructional practices and how these are best used in facilitating the world language program. Additionally, the team is focusing on applying various assessment tools to monitor student progress as it relates to their lessons and instruction. Throughout the coming school year, the World Language team will continue to utilize assessment tools and will gather the data and disaggregate the data to create lessons that are unique to the different academic levels.

Despite the challenges of the COVID-19 pandemic, TIA has continued to implement the LCAP to provide the necessary services to our students. TIA's team worked diligently to address students' needs both educationally and emotionally. The staff and faculty worked together to ensure that important safety protocols were followed so that the school could remain open and operate effectively and efficiently. TIA will organize the work associated with reaching our goals to ensure that all educational partners are aware and involved in the activities needed to reach our goals for the end of the 2022-2023 school year.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on the 2018 California Dashboard, Temecula International Academy (TIA) does not have any indicators for which overall performance was in the 'red' or 'orange' category. With this in mind, TIA will focus on different areas that impact curriculum and instruction based on locally collected data from the school's dashboard reflection tool and survey data. One area of focus will be developing a rigorous school curriculum in relation to foundational World Language instruction. During the 2021-2022 school year, TIA adopted a curriculum that supported the language teachers in developing sequential and leveled instruction across grade levels. In addition, the school will continue to develop professional learning communities (PLCs) and support teacher's growth by focusing on the California Standards for the Teaching

Profession, Common Core State Standards, and enhancing their knowledge of disaggregating data to inform their instructional practices and create personalized learning opportunities for students.

Benchmark assessment data (ESGI and NWEA Map) shows that 38% (13 students) of low-income students and 55% (5 students) of EL students are approaching grade level standards. The benchmark assessments, formative/summative assessments, and diagnostic data from our supplemental programs will help to identify student's academic levels and allow teachers to monitor their academic progress. The Check-In-Check-Out system will be utilized to track students' daily tasks, assignments, and support behavioral challenges. The online resources will also provide intervention related to specific content areas.

Another area of focus will be tracking the effectiveness of the school's social-emotional program, R.U.L.E.R. and working towards connecting the program to the school's multi-tiered system of supports. TIA recognizes the need to strengthen the home/school connection regarding the R.U.L.E.R program and how it can be utilized outside of school and become a support for our families in their homes. In addition, the school will focus on one component of R.U.L.E.R. that is explicitly taught in the classrooms and shared in a weekly newsletter with our families. This will assist the school's efforts in helping our community to use this tool as a way of understanding their social emotional health. Teachers have expressed a need for additional training regarding the R.U.L.E.R. program so that it becomes an integral part of the school community. After returning from distance and hybrid learning some students had difficulty reacclimating to in-person learning and the amount of assertive discipline incidents increased from prior years. TIA will continue to implement R.U.L.E.R., PBIS, and Check-In-Check out strategies to address the increase in behavioral issues. In addition, the Student Advisor position will support these efforts and the school in providing the necessary support for students.

LCAP Highlights

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

The 2022-2023 LCAP for Temecula International Academy (TIA) helped the school to refocus and the administrative team adjusted the actions that we felt no longer aligned with the goals. This helped create a detailed plan for the coming school year related to school wide goals. It was the team's priority to keep the school's mission and vision at the forefront while creating the LCAP.

The school's social emotional program, R.U.L.E.R., has been implemented since the establishment of TIA in 2017. Each year the school has taken steps to further the development of the program, and now to benefit stakeholders, the school's goal is to increase our community's understanding of R.U.L.E.R. This will help to identify how better to use the components of the program so that all stakeholders can work together in incorporating the R.U.L.E.R. strategies into the student's daily routine.

TIA students have consistently performed well on state assessments and the school has been able to provide a rigorous core curriculum that supports high academic achievement. As TIA continues to grow, it is the school's goal to continue this trajectory of high achievement and a strong core curriculum.

TIA has created several opportunities for students to be involved in the school community. Our goal is to continue to build upon the school culture that TIA has since established within the campus, and also to expand outward into the community to truly build the TIA reputation.

A unique part of TIA's charter is having students learn a world language and begin to discover what it means to be a global citizen. TIA has expanded this learning opportunity for students to truly immerse themselves into the language and culture of various countries around the world. Through the next few years of the LCAP, the goal is to differentiate the curriculum to better meet the needs of our entire student population.

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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

In the last year, there were various methods implemented to collect data from our stakeholder groups. Our Principal and Administrative Designees held a virtual LCAP share out for parents and families in the spring of 2022. The purpose was to share TIA's goals/actions and ask clarifying questions regarding the survey input previously received in the school year. A stakeholder survey (for school board, faculty/staff, students, and parents) was sent out in March to obtain input regarding the implementation of the R.U.L.E.R. program, academics, school environment, and the World Language Program. The administrative team also began sending out a weekly newsletter to the school community that keeps them informed about the work being done towards LCAP, WASC accreditation, and our social emotional program, R.U.L.E.R. The information gathered gave perspective in relation to how our educational partners were feeling about the progress TIA has made thus far regarding our academic program and school climate. Throughout this process board members were kept apprised of the ongoing progress in the development of the LCAP via email and board meetings. The input the board provided helped to guide our work and identify the school's goals and refine the actions to better support meeting the goals.

A summary of the feedback provided by specific educational partners.

Our stakeholder groups have provided data that has informed the development of Temecula International Academy's LCAP. The data has been especially helpful with creating goals and specific actions which support the goals.

Students feel that R.U.L.E.R. is being utilized at the school and that TIA has a positive learning environment. The survey revealed a need to help students connect deeper with the program and apply the tools on a more regular basis. Students shared that they feel supported with their academics and that teachers are welcoming and encourage all students to be their best. Several communicated that they would like more variation within instruction and have different learning opportunities that were more challenging. Most feel that they can connect with learning French and Spanish and that the instruction supports their learning needs.

While some parents feel that TIA has been persistent with the implementation of the R.U.L.E.R. program there are some who would like to see the program utilized more consistently throughout the school. Overall parents have a positive outlook regarding academics at TIA. Some have shared that they would like to better understand the student's data and how it relates to what their child is learning and accomplishing in the classroom.

The faculty/staff recognize the value of the R.U.L.E.R. program and feel that it has a positive impact on students and the entire school community. The staff has shared that checking in with each other daily has helped them to better understand the tools and how to facilitate them with their students. This is reflected in their survey responses regarding the program's ability to support individuals recognizing, labeling, and understanding their emotions. Teachers feel that they provide positive, and comprehensive instruction to their students and have the capacity to monitor student's progress over time.

The school board and administrative team are confident that TIA will continue to plan, develop, and implement programs that will help provide a dynamic educational community. They agree that R.U.L.E.R. has had a positive impact on the school community. The administrative team acknowledges that additional training will support better scaffolding among grade spans and creating a common language for students and staff. It is important that R.U.L.E.R. becomes an integral component of the school community. The school board and administration can see the vision of the school coming together as TIA continues to build teams, develop curriculum, and design personalized learning. The administrative team recognizes that helping our staff better understand student data will assist them in tailoring instruction to truly meet the needs of each student. They feel that there is a need for more forethought as it relates to the school's goals and implementation timeline.

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

Survey data from our faculty has indicated that there is a need to further develop their understanding of local assessment measures and CAASPP results to properly compare results to local school assessment data. Additionally, students have communicated that they would like to participate in a more comprehensive World Language program. Therefore, the previous goal related to World Language, curriculum standards, and the analysis of data to drive instruction reflects a goal focusing on maintaining high student achievement. This goal was based on previous CAASPP results reported on the Dashboard from 2019. Map growth data from 2021-2022 also supports high student achievement as the data reveals few significant areas of concern across standard domains. The actions identified for this goal (goal #2) now reflect the specific components that were communicated by stakeholders that will assist TIA in supporting high levels of student achievement.

Stakeholder input has informed the development of the actions for goal #1, providing specific support at school to assist students with their social emotional needs. The actions for this goal were developed in reaction to feedback from parents, students, and staff regarding the need for specific processes to be put into place to guide students with their social emotional development and ability to manage their emotions. Additionally, the faculty has expressed that R.U.L.E.R. is a strong curriculum to support students' social emotional health, however, they feel that developing schoolwide positive behavioral intervention and support (PBIS) will provide a more comprehensive support system for students as it relates to their interpersonal and intrapersonal relationships.

In aligning PBIS with R.U.L.E.R. stakeholder input further revealed that there was a need to focus on specific areas that would improve and increase services for our English learners and low-socioeconomic students. Also, a focus on multi-tiered systems of support (MTSS) was revealed in our communications and analyzing survey data from the faculty and staff. Specifically related to English learners and students who may not have access to necessary resources (low-income students).

Parents and families have shared that they would like TIA to become a vibrant part of our local community in the Temecula Valley (goal #3). It is our goal to become more involved with community events and encourage our students to participate as representatives of Temecula International Academy. Students would also like more leadership opportunities and different clubs available to them on campus. The school is excited to reestablish its Falcon Parent Committee (FPC). Efforts were made during the 2020-2021 school year to organize the FPC, however, due to the pandemic, our plans came to a standstill. Lastly, stakeholder feedback informed our team that our community feels the World Language program provides the opportunity for students to be exposed and learn a different language. Students feel that being more

immersed in the culture of the language would assist them in making the lessons more interesting and meaningful. Our World Language teachers have recognized the need to formalize all aspects of the World Language program. Units of study will be created that align with the adopted curriculum.

Goals and Actions:

Goal

Goal #	Description
#1	Temecula International Academy will help students to better understand and utilize the tools of the social emotional program R.U.L.E.R. and we want to educate parents about the program so they can support students' emotional intelligence at home.

An explanation of why the LEA has developed this goal.

Temecula International Academy (TIA) will support students and parents with their growth toward implementing our social-emotional program. Parent input has indicated that there is a lack of connection between the home and school as it relates to the adopted social emotional program, R.U.L.E.R. The program is being utilized school wide, however, there needs to be more efforts given to supporting families in utilizing R.U.L.E.R. in the home setting. This will be done through training teachers during professional development days. The administrative team will provide parent support through different school events that highlight what the program is about and how to use it at home. Providing a better understanding of the goal will help support all educational partners in maintaining a shared understanding of the language and vocabulary used with the program. This will help to achieve a more cohesive understanding and allow the students to better use the tools within the program. Each year a climate survey will guide the school in next steps as it relates to fulfilling this goal. The school's Positive Behavioral Support (PBIS) team will be working towards connecting the components of R.U.L.E.R to how our PBIS processes are developed. In addition, identifying the connection between R.U.L.E.R. will also lead to the development of various strategies to assist students with chronic absenteeism.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 3: Parental Involvement Pre/Post Parent Survey Source: Survey data/community gatherings	65% of parents expressed that R.U.L.E.R. has been utilized consistently school wide.	72% of parents expressed that R.U.L.E.R. has been utilized consistently school wide.	N/A	N/A	85% of parents will have a better understanding and greater knowledge about the social-emotional program.
Pre/Post Student Surveys Source: survey data	87% of students expressed that R.U.L.E.R. has been utilized consistently school wide.	54% of students expressed that R.U.L.E.R. has been utilized consistently school wide.			90% of students expressed that R.U.L.E.R. has been utilized consistently school wide.

Actions

Action #	Title	Description	Total Funds	Contributing
#1	Student Engagement	<p>Create an outline that will direct the implementation of the various resources of the R.U.L.E.R. program. This will identify the <i>must do's and may do's</i> of the curriculum. Each month the staff will be presented with a focus area in order to enhance their understanding of the program. This focus area will be explicitly taught at all grade levels.</p> <p>Additionally, middle school will focus on incorporating an online supplemental program Thrively during morning meetings to connect R.U.L.E.R. to increase students' level of engagement regarding their social emotional intelligence.</p>	\$4,798.00	N

Action #	Title	Description	Total Funds	Contributing
#2	Educational Partner Communication/Events	TIA will provide event nights throughout the school year to increase their knowledge regarding the different components of the R.U.L.E.R. program. A monthly newsletter will be sent home for each grade span sharing various R.U.L.E.R. topics.	\$1,235.00	N
#3	Check in/Check out	TIA will continue a check-in check-out process as a Tier 2 intervention for students in need of academic, behavioral, and emotional support.	\$ 9,730.00	Y
#4	Student Advisor	A position will be created to support the implementation of the R.U.L.E.R. program and provide one-to-one and small group student support and teacher training.	\$65,000	Y

Goal Analysis for 2022-2023

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.

Temecula International Academy (TIA) has implemented many of the R.U.L.E.R. tools and has been able to connect PBIS supports to the social emotional needs of our students. TIA is proud of the way that the *R.U.L.E.R. Roundup* became part of the morning assembly at the elementary campus. The middle school staff will be incorporating the *R.U.L.E.R. Roundup* during morning meetings in their homeroom classes as a way to begin each day. Teachers were trained on the foundational components of the social emotional program, but due to lack of time, the staff had to reprioritize our focus based on the need as we returned from distance learning. This did not allow us to expand the teacher's knowledge of the R.U.L.E.R. program. As a result, TIA was unable to formally create an implementation outline as previously planned and provide parent training. Another obstacle was not being able to invite parents on campus and to gather together in-person. This hindered the school's ability to connect with our families and share the social emotional program. Check-In-Check Out was implemented successfully at middle school, however, due to staff shortages the elementary campus was unable to carry out the program with fidelity. Additionally, faculty/staff trainings were not attended due staff shortages; individuals were not able to attend many of the virtual trainings because they took place during school hours and we did not have ample substitute teachers to cover the classes. TIA did not implement any planned actions substantially different than that was planned. Some changes that were made to the actions included:

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.

TIA faced challenges related to staff trainings as mentioned above. Some of the budgeted expenditures were not utilized as planned due to our inability to attend training to support the various actions listed in this goal. However, time was still allocated locally on site to address the work outlined in the actions and a portion of faculty/staff salaries were allocated towards meeting the budgeted expenditures.

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

The work that has been done in relation to action #2 Chronic Absenteeism, #4 Student Engagement, and #5 Check-In-Check Out has had a positive impact on student engagement and has led to a decrease in suspension/expulsion rates. The school's efforts in identifying PBIS strategies that support the social emotional program has provided students more tools that have allowed them to reflect on their behavior. Thus, administrators and teachers have been less punitive and more restorative in their practices. Parent survey data and input have revealed the absence of R.U.L.E.R. training has resulted in an immediate need to address ways in which the school can support increasing parents' knowledge of the social emotional program. Through all of these efforts we feel we have begun the groundwork toward putting pieces in place in order to support students' social emotional needs at school and at home.

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.

After reviewing our metrics and actions, we re-identified our need and discovered that the goal needed to be updated to include ways to bridge the gap between home and school. Actions were taken out that were not pertinent to the new goal and replaced with actions that will help to educate parents about the R.U.L.E.R. program so they can support student's emotional intelligence at home.

In addition to changing the goal, a new metric was added to appropriately measure our progress toward meeting the goal. A local measure was added, titled Pre/Post Student Surveys. This metric will provide longitudinal data in relation to student's understanding of how to use the tools for the R.U.L.E.R. program.

Action #3 Stakeholder Training, now titled Educational Partner Communication/Events, this action will be centered around family themed nights where R.U.L.E.R. is incorporated into the night's activities. These events will provide authentic opportunities for parents to be exposed to the social emotional program and learn about its components. Parents have pointed out that they would prefer other means to learn about the program, especially tools that they can utilize in their home. Therefore, this action has been adjusted in response to the parent's input.

Action #1, R.U.L.E.R. Curriculum Outline was changed to Student Engagement. This action was expanded to include a focus area with middle school students that would utilize a supplemental program that is currently being implemented. The team felt that combining these actions would help them to be better aligned with the goal. At elementary school, the *R.U.L.E.R. Roundup* became an integral part of morning assembly where students are engaged by using R.U.L.E.R. vocabulary and strategies. With the success at elementary school, we

recognize the need to adjust the schedule at middle school to accommodate more time for morning meetings in their home room classes. The work regarding Action #5 Check-In-Check Out will be focused on our elementary students, as this goal was fully implemented at the middle school campus and provided additional check-ins for students that were personalized according to their specific needs. TIA is excited to also implement Check-In-Check Out as we identify staff that will take the lead and support its implementation with our Kindergarten to fifth grade students.

Action #5, now titled Student Advisor was added; the Student Advisor will take lead in ensuring that R.U.L.E.R. strategies and training are disseminated to the faculty/staff. This position will also add more one-to-one and small group student support with the goal of strengthening the school wide implementation of the program. When R.U.L.E.R. strategies are implemented with fidelity in school, a heightened awareness and implementation of strategies at home will increase.

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

Goal

Goal #	Description
#2	Improve student achievement in Reading by 10% across grade levels as measured by NWEA Map, ESGI, and IXL data reports.

An explanation of why the LEA has developed this goal.

At Temecula International Academy, through the collection of ESGI, NWEA Map, RAZ and IXL data, administration and staff have determined a need to support all students in their reading abilities in relation to the standards. In addition, this goal was developed due to 50% of our unduplicated students performing below grade level, as measured by our local assessment data.

All students have access to instructional materials to support their academic achievement. This allows students to work within programs that support their ability to increase their achievement in reading across grade levels. Reading standards recorded in teacher planbooks will show that all reading standards reflected in teacher standard maps are being addressed in classroom instruction. Thus, ensuring all students are receiving adequate instruction to increase student achievement in reading. Data disaggregation via CAASPP, ELPAC, NWEA Map, and ESGI will show grade level teachers which unduplicated student groups are needing additional support to increase achievement in reading. To date, TIA has been able to reclassify 50% of our EL population, and through the actions and metrics, we plan to increase that by 10% in the coming school year.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2022–23
Priority 1: Basic Services Access to Standards Aligned Instructional Material Source: SARC	100% of students have access to instructional materials	100% of students have access to instructional materials	N/A	N/A	Maintain 100% of students have access to instructional materials Continue to offer all students instructional materials

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2022–23
Priority 2: State Standards Academic Standards Source: Planbook	No Data Collected	N/A	N/A	N/A	1 00% of teachers are using standards in Planbook as a reflection of their standards mapping
Priority 4: Pupil Achievement Pupil Achievement on Statewide Assessments/EL progress and reclassification, EPLAC Data Source: California Dashboard, ELPAC student score reports, CAASPP Reports	No dashboard data available 50% of students were reclassified in 2020/2021	No dashboard data available No dashboard data available	N/A	N/A	Remain in the 75th percentile of students who are exceeding or meeting standards in Reading
Priority 7: Access to a broad course of study Programs and services of unduplicated and exceptional needs pupils Source: NWEA Map Data, ESGI Data, CAASPP	50% of unduplicated students are below reading standards according to NWEA/Map data and ESGI	N/A			Decrease the amount of unduplicated students below reading standards by 10%

Actions

Action #	Title	Description	Total Funds	Contributing
#1	English Learner Support	Students will use Brainpop, an online program to practice and improve reading skills. The program will provide teachers with additional resources that can be utilized for designated and integrated ELD lessons.	\$6,750	Y
#2	Mapping Standards	Teachers will collaborate within grade levels to create pacing guides to track which standards are being taught and when. Teachers will also continue to develop their ELD standards through this process as well as connecting formative and summative assessments.	\$ 9,494.00	N
#3	Data Disaggregation	Identify specific data by student sub groups and collaborate to understand how formative/summative assessments align with MAP & ESGI data reports. Training will be provided to support data collection and data analysis.	\$ 11,602.00	N
#4	Online Support	IXL, a comprehensive curriculum and personalized guidance will help to meet the unique needs of individual learners. The Barton System, a structured literacy program, will support English learners and low-socioeconomic students with their reading development. Raz-Kids, an online reading supplemental program will allow students to increase their reading fluency.	\$32,420	Y
#6	Academic Support	TIA will identify an instructional staff who will provide additional academic support for our unduplicated student population: S.O.A.R, Student Opportunity for Academic Readiness.	\$74,526.00	Y
#7	Student Learning Outcomes	Refine and update Student Learning Outcomes to ensure they are measurable and reflect specific school wide learning goals for students and are relevant to each grade span.	\$1,033.00	N

Goal Analysis 2022-2023

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.

Temecula International Academy (TIA) implemented online supplemental resources to support our unduplicated student population. Students completed a diagnostic assessment in Brainpop to provide teachers additional baseline data related to monitoring progress and assessing student's language proficiency. Teachers also extended Brainpop activities to include hands-on one-to-one and small group support. IXL also allowed teachers to assign students lessons where they worked within their instructional levels to assist students in building their knowledge of the mechanics of the English language. TIA is looking forward to creating a formal implementation plan for all online resources to ensure

that we are not only focusing on specific student demographics, but are also aligning these resources so that they benefit all students across grade levels. The administrative team recognizes the need to support the faculty with better understanding of the diagnostic tools in order to inform the impact the programs have on student achievement. TIA successfully supplied all necessary academic resources for all students.

Staff shortages impacted the school's ability to research and participate in staff development regarding action #1, Personalized Learning and action #3 Mapping the Standards. The faculty and staff reassessed the school's immediate needs and decided that these actions would be better addressed during the coming school year.

The principal has successfully collaborated with our WASC chairperson regarding the school's initial accreditation and created a plan for clarifying the student learning outcomes. These will be refined during the 2022-2023 school year.

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

In relation to action #2 English Learner Support, action #4 Data Disaggregation, and action #5 Online Support there was slight fluctuation between the budgeted expenditures and actuals. This was due to the decision to purchase multi-year licensing for Brainpop and ESGI which increased the final expenditure total related to action #2 and #4. The budgeted expenditure allocated for action #5 increased due to a decrease in the number of student licenses that were purchased in the fall.

TIA spent considerably less funds on action #7 due to less time spent working on the student learning outcomes with the entire faculty. The only time allocated to this expense can be considered from the principal's salary in accounting for the time spent working with the WASC chairperson. A portion of the principal's salary was allocated towards meeting the budgeted expenditure.

Due to reassessing the school's needs, TIA did not allocate any funds toward action #1, Personalized Learning and action #3 Mapping the Standards.

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

The most recent CAASPP data is from the 2018/2019 school year, therefore, TIA focused on local assessment data in monitoring progress towards high academic levels across grade levels. NWEA Map and ESGI data, along with teacher collaboration, showed that students made adequate progress towards the standards.

Actions #1 and #3 are still a priority for this goal related to pupil achievement and state standards, TIA is looking forward to identifying professional development opportunities that will assist the administrative team in creating a plan for initial implementation. Also, the administrative team will create a formal implementation plan that will support teachers in developing their curriculum maps. However, we have acquired baseline data in relationship to actions #2 and #4 that has informed teachers about a student's academic progress. The team recognizes that additional work is needed to bridge the gap between data collection, data disaggregation, and program implementation.

Action #5, Online Support and action #6, SOAR Program, have ensured that all students have access to a broad course of study. TIA was able to provide additional academic resources for students to maintain high academic achievement. Thus, supporting individual student needs related to various student demographics.

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.

After reviewing school data in relation to reading achievement, the administration discovered a need to develop a more specific goal. Instead of focusing on school wide achievement in both math and reading, the data showed that there was a greater need in reading amongst our school population across all grade levels. The new goal will support the school's endeavor to analyze the data to drive our progress towards improving reading achievement by 10%.

The state priorities remained the same, however, the focus of what is being measured has changed to align with the new goal. Priority 1, teacher missassignments did not directly correlate with increasing student achievement, so this was removed from the metric leaving a focus on access to standards aligned instructional materials. With a refocus on reading achievement, this priority 2 will now focus on curriculum standards to ensure that all teachers are addressing reading standards appropriately. NWEA Map, ESGI, and CAASPP data will be utilized to measure academic growth, but now with a narrower focus on Reading. Finally, in relation to priority 7, the focus will be on measuring unduplicated student group progress in reading rather than providing access to programs.

Action #6 was reidentified as Academic Support instead of an after school homework program. TIA feels that this will better serve the broad needs that we have identified in each grade level. The school would like to identify a staff who will focus on our unduplicated population. However, the administrative team recognizes that after evaluating the academic data and connecting all of the areas mentioned above this

action potentially could be altered to better fit the need of accomplishing the goal. In addition, action #5, Online Support, has been expanded to include Raz-Kids, a supplemental reading program. The action titled Student Learning Outcome (previously part of goal #3) was reallocated to this goal because it is more appropriately aligned to improving student achievement in Reading and does not coincide with student engagement efforts.

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

Goal

Goal #	Description
#3	Temecula International Academy (TIA) will strengthen the connection between school and family by providing a variety of activities, events, and extracurricular opportunities.

An explanation of why the LEA has developed this goal.

After an analysis of parent feedback from our LCAP survey, as well as input from other educational partners, we have found that there is a need to strengthen our school community/culture. Parents would like to see more opportunities for community involvement and outreach. Students have also indicated that they would like additional leadership opportunities, as well as creating clubs on campus. In addition, student leadership will work closely with the FPC in helping to facilitate school events. The Falcon Parent Committee (FPC) has evolved and taken shape over the last year despite the challenges brought about by the pandemic. TIA will continue to work towards expanding the FPC so that the school can offer various events and activities for our school community. TIA will measure progress towards this goal by using the metrics identified below.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2022–23
Priority 3: Parental Involvement Parent Input and Participation Source: school survey	45.9% of parents feel strongly that TIA provides opportunities for parents to participate in school events and settings	62.1% of parents feel strongly that TIA provides opportunities for parents to participate in school events and settings			Through the collection of survey data, we would like 75% of parents to feel involved in the school community

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2022–23
Event Exit Tickets Source: event response survey	No data collected	N/A			We will gather feedback regarding how the activity/event/extracurricular opportunity impacted feelings of connectedness to TIA
Priority 5: Pupil Engagement School Attendance Rates Source:	7.4 % attendance data (total) 2.9% EL attendance 11.07% FRL attendance	N/A			Decrease percentage of absenteeism by 5% in our FRL population
Priority 6: School Climate School Connectedness Source: School Surveys, Student interviews, LCAP survey	Through student interviews, 35% feel unmotivated to be at school due to lack of extracurriculars.	N/A			Through student interviews, we would like the percentage of student who feel unmotivated to be at school to decrease by 10%

Actions

Action #	Title	Description	Total Funds	Contributing
#1	Falcon Parent Committee (FPC)	TIA will re-establish our Falcon Parent Committee by establishing roles and planning school-wide events to involve all stakeholders.	\$ 200.00	N
#2	Student Leadership Opportunities	Teachers and staff will work toward providing leadership opportunities for all grade levels, including classroom liaisons and upper-grade student council where the students are able to voice their ideas and concerns.	\$ 200.00	N

#3	After School Activities/Clubs	<p>Students will have the opportunity to create clubs on campus in relation to their interests. Teachers will act as advisors and will focus the students on important matters that will benefit the school. Through this program, students will feel a sense of belonging and be proud of their school and community.</p> <p>In partnership with the receptionist and FPC, additional extra curricular opportunities will be offered to students to enhance their educational experience.</p>	\$ 680.00	N
#4	Educational Partner Connections	TIA will host Dinner Dine Out Nights and Falcon Fun Fridays to offer opportunities for the school community to gather and	\$125.00	N

Goal Analysis 2022-2023

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.

Temecula International Academy (TIA) is proud of the growth that the FPC has made. They have added members and have added activities and meetings that support end of year activities. In addition, some parents have been supportive in providing information/contacts regarding potential extracurricular activities for students.

TIA has decided to refocus leadership opportunities for students in the coming school year. Due to time constraints and other priorities that took precedence, our focus changed. Additionally, school clubs were put on hold due to the inability to bring volunteers physically onto the campus. At middle school, clubs typically meet at lunch and due to a new schedule this was not possible.

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

Many of the actions that support this goal are centered around different meetings and gatherings. The mandates brought on by the pandemic made meeting in-person impossible. Therefore, the budgeted expenditures for action # 1-3 were not met. An explanation of how effective the specific actions were in making progress toward the goal.

Due to challenges brought on by the pandemic, TIA was unable to implement action #2 and action #3 as mentioned above. Therefore, these actions did not assist the school in meeting this goal. The student learning outcomes (now moved to goal #2) will be fully addressed during the coming school year and the entire faculty will be involved in solidifying the student learning outcomes. The development of the FPC has picked up speed as the year has progressed and the team is confident that its development will continue in a positive direction. In a few months time, they were able to assemble a group of parents, organize end of year events, and begin planning for the coming school year.

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.

The goal was changed to better reflect the school’s need to address student and family connectedness. The goal, as previously written, was not aligned with actions accordingly. With this change, the actions more closely reflect our efforts in creating a school environment where students and families are connected and part of a community.

Priority 1 titled Basic Services was removed because the data did not show measurement towards the goal; the FIT report is not an appropriate metric for this goal.

A local metric was added to collect feedback from families regarding school events in relation to how they feel the event fostered the school community and gather input that will inform how they feel the event was facilitated.

The state metric priority five was updated to reflect student group’s attendance data to compare attendance rates between the entire school population and our English learner and low-socioeconomic student groups. This data will inform any trends that exist among these student groups as it pertains to student connectedness and attending school regularly.

The state metric priority 6 was updated to better measure student connectedness via student surveys rather than analyzing suspension/expulsion rates to identify student’s feelings towards TIA’s academic and co-curricular programs.

Action # 3 was expanded to include school activities and now is titled After School Activities/Clubs. Survey data and interviews have indicated that students would enjoy more extracurricular activities and this would motivate them to attend school on a regular basis.

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

Goal

Goal #	Description
#4	World Language teachers will utilize targeted instructional strategies to address the needs of English learners and students with unique needs.

An explanation of why the LEA has developed this goal.

Research has shown that Second Language Acquisition (SLA) has a positive impact on children in learning and development through metalinguistic awareness and cognitive executive function. Temecula International Academy (TIA) recognizes our need to continue to formalize the World Language (WL) program. Half of students and parents feel that the WL program is meeting their expectations. TIA will

develop a World Language program where grade level expectations are defined for each grade span as demonstrated by assessing student progress. The language teachers will take the lead in developing and organizing units of study and indicating how the units are aligned with the WL standards. Monitoring student’s progress and evaluating student engagement will be indicators of the success of the implementation of the standards as they relate to each grade level. In addition, WL teachers will research and identify specific standards that they will use within their classes and instruction to support the unduplicated student population.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2022–23
Formative and Summative Assessments Source:	No Data Collected	N/A			Disaggregate assessment data according to English learners and special education students.
Teacher Observations/Planbook .com Source:	No Data Collected	N/A			World Language teachers will utilize instructional strategies from training to support the needs of EL/students with unique needs.

Actions

Action #	Title	Description	Total Funds	Contributing
#1	Differentiated Instruction	World Language Teachers will participate in training regarding Differentiated Instruction to support the needs of English learners and students with unique needs. Teachers will collaborate with SPED coordinator and support staff to ensure that individual students' needs are consistently being addressed.	\$5,018.00	Y

#2	World Language Strategies for EL Students	The administration and World Language teachers will research and develop strategies to support English Learners with acquiring a new language. The team will identify how the ELD concepts and standards can be addressed in conjunction with students learning another language while refining their English skills.	\$ 5,131.00	Y
#3	K-2 Assessment	K-2 World Language teacher will develop and utilize an assessment schedule to monitor progress toward the language standards.	\$240.00	N

Goal Analysis 2022-2023

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.

TIA was able to purchase a complete World Language Program for the 2021-2022 school year along with supplemental resources. Work has begun in the development of World Language (WL) units of study and the WL team has created various rubrics that they have utilized for monitoring student progress.

Due to the WL teachers facilitating the new curriculum, the team decided to push the EL support strategies until the next school year so the team would have time to collaborate with the general education teachers on the use of the standards in their instruction.

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

A portion of the WL teacher’s salaries were allocated towards meeting the budgeted expenditures. The budgeted expenditures were not fully met as not all of the actions were addressed completely.

Our curriculum expenditures did exceed the amount that was estimated due to the supplemental programs that were purchased to support the curriculum, as well as creating different levels for our upper level students.

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

The actions were somewhat effective in addressing the goal. The World Language team now has access to programs for each language (French and Spanish) and these have been defined. Teachers will have the necessary support to develop units of study for each level (French A/B, Spanish A/B) and associate the necessary assessment tools to monitor progress towards grade-level expectations. During the

coming school year World Language Teachers will focus on specific instructional strategies to address the needs of our unduplicated student population.

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.

The previous goal was broad and difficult to measure. The updated goal is more focused and student centered and will allow the World Language teachers to refine their instructional strategies to address the specific needs of students.

The actions have been updated to align with the new goal. Action #1, titled Differentiated Instruction (DI) was added to support the World Language teachers in facilitating lessons that address various needs of their students, in particular English learners and students with unique needs. A new action was added, K-2 Assessments to ensure that necessary progress monitoring is implemented to monitor progress of DI in the primary grade levels.

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$80,130	\$0

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
3.63%	0%	\$0	3.63%

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.

Action: TIA will continue a Check-In, Check-Out (CICO) process as a tier 2 intervention for students in need of academic, behavioral, and emotional support.

ESGI and Map data identify students who fall within the lowest percentile ranges and reveal the specific standards they are not meeting. Both data resources show their specific academic levels, students who fall in the lowest performance levels will participate in the Check-In, Check-Out process to help them track their daily tasks, assignments, and support behavioral challenges. Teachers' input related to formative and summative assessment data has also indicated that some EL and low socioeconomic students are performing below grade level and are struggling with work completion and core subject assessments. ELPAC test data also helps to identify our English learners who are not proficient regarding their language and reading skills; this data supports the ESGI and Map data related to students who score in the lowest percentile ranges.

To assist students the Check-In Check-Out (CICO) process will be used to help them remain on task, set weekly goals, and help them to take ownership of their education. This tier 2 intervention strategy is part of TIA's broader PBIS program and multi-tiered system of support. A designated faculty/staff member will serve as a mentor to students to support them in improving their behavior and participation in their classes.

Teachers will collaborate with the CICO mentor and complete a portion of the Check-in, Check-out monitoring document that will be utilized to track student's progress towards their daily goals. Students will be scored each day in relation to how well they attained their daily tasks. At the end of the day students will receive feedback from their mentor and prepare for the next school day. In addition, teachers will evaluate ESGI and Map data to monitor the impact that CICO is having on students. In Spring, Summative ELPAC data will also help us to gauge the growth of our students participating in CICO.

Action: A position will be created to support the implementation of the R.U.L.E.R. program and provide one-to-one and small group student support.

Survey data and other input has indicated that there is a need to consistently implement the social emotional program across grade levels. In addition, the data has shown that EL and low-income students have a high incidence of assertive discipline records.

The new position will provide additional support for our students in relation to their social emotional well-being. It is the goal, that one result of the implementation of the new position will help to decrease significant disciplinary measures facilitated in response to student misconduct, therefore decreasing the need to facilitate assertive disciplinary measures for our EL and low-income students.

Assertive discipline rates will be noted mid-semester (of semester 1 & 2) and at the end of each semester to allow TIA to gauge the impact that the new position and various supports that the position will provide are having on student's behavior. Student's will also complete a survey each semester that provides input regarding school and classroom engagement and provide input regarding their general attitude about school.

Action: Students will use Brainpop to practice and improve vocabulary and grammar skills. This program will provide teachers with additional resources that can be utilized for designated and integrated ELD lessons.

Our MAP data from our 3rd grade and up students who are English Language learners shows that they struggle significantly with language and vocabulary use. Their scores show that they are in the 25th percentile or lower in relation to their peers on a national level. Writing rubrics and running records (reading inventories) have indicated that some EL students score about 2 grade levels below current level. Anecdotal notes indicate that students are struggling with vocabulary and understanding certain words within the reading passages and this impacts their ability to comprehend the text. Kindergarten is evaluated on their level of sight word fluency. It is apparent that our EL students need more practice and support in relation to the ELD standards as well as grade level expectations.

Students will take a placement test in the program that will link them with the proper level of vocabulary and grammar practice. They will move through this scaffolded practice by taking quizzes and progressing on to the next lesson and level depending on how they perform on the quiz.

The impact of the program on student achievement will be gauged by performance on Brainpop quizzes. Teachers will also compare ESGI, Map, ELPAC assessment results in conjunction with formative and summative assessments to the results of the Brainpop quizzes. This alignment will help to identify trends related to student need and/or growth regarding vocabulary acquisition and grammar skills.

Action: IXL, a comprehensive curriculum and personalized guidance will help to meet the unique needs of individual learners. The Barton System, a structured literacy program, will support English learners and low-socioeconomic students with their reading development. Raz-Kids, an online reading supplemental program will allow students to increase their reading fluency.

ELPAC data has shown that English learners are in need of additional support to improve reading and language development. Out of the 9 English learners that showed improved ELPAC scores not all of them were able to reclassify.

The IXL and the Barton Reading System will be utilized to support students at their specific academic levels. Teachers can assign particular lessons related to the evaluation of a student's progress in the classroom and formative/summative assessment data. These programs will assist students in working towards proficiency of specific learning standards.

The 2023 summative ELPAC data report along with IXL diagnostic reports will assist us in evaluating the impact of the program. The impact of the Barton Reading System will also be assessed by referring to the summative ELPAC data and formative assessment measures. Teachers will be able to compare students' progress within these programs and evaluate their performance related to other classroom assignments, and projects in order to assess the effectiveness of IXL and the Barton program.

Action: TIA will identify an instructional staff who will provide additional academic support for our unduplicated student population: S.O.A.R, Student Opportunity for Academic Readiness.

TIA identifies low income students through the use of the Free Reduced Lunch (FRL) application. At this time, the school offers breakfast daily. Students who qualify for this service are eligible to receive free breakfast. Of the students who complete the FRL form about 15% qualify for the program. About 10% of the students who qualify for FRL have shown a need for additional academic support based on report cards, assessment data (formative, summative, benchmark), and teacher observations. English learners who have shown progress but who have not yet qualified for reclassification are in need of additional academic assistance.

The school would like to identify a staff who will focus on our unduplicated population. This individual will provide additional opportunity for students to check in regarding their academic progress and mastery of the standards. The administrative team will create a schedule that is specific to only working with this student demographic.

Through the implementation of this program it is expected that the 10% of students who qualify for FRL and English learners working towards reclassification will turn in homework and other assignments consistently and at a higher rate. These students should also show a stronger understanding of the content and improve on formative and summative assessments. It is the goal that they will also improve their test scores and as a whole will feel more confident with their academic progress.

Action: World Language Teachers will participate in training regarding Differentiated Instruction (DI) to support the needs of English learners and students with unique needs. Teachers will collaborate with SPED coordinator and support staff to ensure that individual students' needs are consistently being addressed.

Formative and summative assessment data has indicated that EL students and special education students show difficulty in applying second language knowledge and skills. The online diagnostics are showing that some English learners have not met their academic goals in relation to World Language standards.

World Language Teachers will participate in a video training series on DI support to apply to their instructional practices. Teachers will also disaggregate assessment data according to English learners and special education students. Through this, teachers will better understand the academic levels of their English Learners and students with unique needs. World Language teachers will then be able to utilize instructional strategies from the DI training to support the needs of EL students and students with unique needs.

In collaboration with the SPED coordinator, SPED support staff, and principal the World Language teachers will unpack the DI training to understand and create a plan and identify best practices (strategies) that will support instruction for this demographic of students. Through principal support and observations, the World Language team will report their progress after implementing DI strategies for one semester(18 weeks) to evaluate the effectiveness of implementing the new DI strategies.

Action: The administration and World Language teachers will research and develop strategies to support English Learners with acquiring a new language. The team will identify how the ELD concepts and standards can be addressed in conjunction with students learning another language while refining their English skills.

The World Language (WL) teachers have identified that some of our EL students struggle with learning an additional language due to their lack of proficiency with the English language. Students are showing a high level of frustration in completing WL assignments and are performing in the lower percentiles on their WL assessments. There is concern that trying to learn a new language is overwhelming for our EL students.

The WL team will include the ELD standards within their WL standards maps to strengthen the facilitation of the curriculum. Once the team has a better foundational understanding of the ELD standards, WL teachers will be able to identify specific strategies that will improve EL student's participation with WL (Spanish or French). It is expected that student's assessments will improve and their participation in the class will be more consistent.

Teacher collaboration and various meetings/discussions will show the progress that has been made towards identifying strategies to support our EL students. Lesson plans will also indicate the use of the strategies as they relate to the WL units of study and how they are being included to help our EL students to be more successful. In addition, teacher observations will provide additional evidence that the strategies have been developed and implemented so the team can discuss their impact on EL student's success in WL. Survey data will inform the school regarding parents and students opinions about communication and support provided for students in their WL classes.

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description

must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Temecula International Academy will increase and improve services for our unduplicated student population by 3.26% by implementing actions and services that will address student’s specific needs. Our PBIS team will continue to work towards developing systems and processes to decrease chronic absenteeism related to our English learners and low-socioeconomic students. A Check-In, Check-Out process will be implemented to assist students in need of academic, behavioral, and emotional support. Brainpop, an online program will be utilized for our English learner population and allow them to practice and improve grammar and vocabulary skills in working towards improving their language proficiency. IXL and the Barton System, online programs will assist in meeting the unique needs of learners and will support students with their reading and language development. An afterschool homework club will provide academic support for our students with the greatest academic needs. Specific strategies will also be developed to address English learners' challenges with language proficiency while learning a second language.

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.

N/A

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

2021-22 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 166,752	\$ -	\$ -	\$ -	166,752	\$ 131,828	\$ 34,924

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	R.U.L.E.R Curriculum Outline	Schoolwide	\$ 1,700	\$ -	\$ -	\$ -	\$ 1,700
1	2	Chronic Absenteeism	EL, Low-Income	\$ 14,789	\$ -	\$ -	\$ -	\$ 14,789
1	3	Stakeholder Training	Schoolwide	\$ 400	\$ -	\$ -	\$ -	\$ 400
1	4	Student Engagement	Schoolwide	\$ 200	\$ -	\$ -	\$ -	\$ 200
1	5	Check in/Check out	EL, Low-Income	\$ 9,098	\$ -	\$ -	\$ -	\$ 9,098
2	1	Personalized Learning	Schoolwide	\$ 2,000	\$ -	\$ -	\$ -	\$ 2,000
2	2	English Learner Support	EL, Low-Income	\$ 7,128	\$ -	\$ -	\$ -	\$ 7,128
2	3	Mapping Standards	Schoolwide	\$ 8,163	\$ -	\$ -	\$ -	\$ 8,163
2	4	Data Disaggregation	Schoolwide	\$ 5,000	\$ -	\$ -	\$ -	\$ 5,000
2	5	Online Support	EL, Low-Income	\$ 28,105	\$ -	\$ -	\$ -	\$ 28,105
2	6	SOAR Program	EL, Low-Income	\$ 49,970	\$ -	\$ -	\$ -	\$ 49,970
3	1	Falcon Parent Committee (FPC)	Schoolwide	\$ 200	\$ -	\$ -	\$ -	\$ 200
3	2	Student Leadership Opportunities	Schoolwide	\$ 200	\$ -	\$ -	\$ -	\$ 200
3	3	School Clubs	Schoolwide	\$ 500	\$ -	\$ -	\$ -	\$ 500
3	4	Student Learning Outcomes	Schoolwide	\$ 11,028	\$ -	\$ -	\$ -	\$ 11,028
4	1	Adopt Curriculum	Schoolwide	\$ 20,000	\$ -	\$ -	\$ -	\$ 20,000
4	2	Expectations Defined	Schoolwide	\$ 3,714	\$ -	\$ -	\$ -	\$ 3,714
4	3	Student Progress	Schoolwide	\$ 1,857	\$ -	\$ -	\$ -	\$ 1,857
4	4	World Language Strategies for EL Students	Schoolwide	\$ 2,700	\$ -	\$ -	\$ -	\$ 2,700

2021-22 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
\$ 2,218,906	\$ 80,636	3.63%	0.00%	3.63%	\$ 111,790	10.00%	15.04%	Total:
								LEA-wide Total:
								Limited Total:
								Schoolwide

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	R.U.L.E.R Curriculum Outline	No	Schoolwide		Schoolwide	\$ -	0.00%
1	2	Chronic Absenteeism	Yes	Limited	0	Schoolwide	\$ 14,789	2.00%
1	3	Stakeholder Training	No	Schoolwide		Schoolwide	\$ -	0.00%
1	4	Student Engagement	No	Schoolwide		Schoolwide	\$ -	0.00%
1	5	Check in/Check out	Yes	Limited	Low-Income	Schoolwide	\$ 9,098	2.00%
2	1	Personalized Learning	No	Schoolwide		Schoolwide	\$ -	0.00%
2	2	English Learner Support	Yes	Limited	English Learners	Schoolwide	\$ 7,128	2.00%
2	3	Mapping Standards	No	Schoolwide		Schoolwide	\$ -	0.00%
2	4	Data Disaggregation	No	Schoolwide		Schoolwide	\$ -	0.00%
2	5	Online Support	Yes	Limited	English Learners and Low-Income	Schoolwide	\$ 28,105	3.00%
2	6	SOAR Program	Yes	Limited	English Learners and Low-Income	Schoolwide	\$ 49,970	1.00%
3	1	Falcon Parent Committee (FPC)	No	Schoolwide		Schoolwide	\$ -	0.00%
3	2	Student Leadership Opportunities	No	Schoolwide		Schoolwide	\$ -	0.00%
3	3	School Clubs	No	Schoolwide		Schoolwide	\$ -	0.00%
3	4	Student Learning Outcomes	No	Schoolwide		Schoolwide	\$ -	0.00%
4	1	Adopt Curriculum	No	Schoolwide		Schoolwide	\$ -	0.00%
4	2	Expectations Defined	No	Schoolwide		Schoolwide	\$ -	0.00%
4	3	Student Progress	No	Schoolwide		Schoolwide	\$ -	0.00%
4	4	World Language Strategies for EL Students	Yes	Limited	English Learners	Schoolwide	\$ 2,700	0.00%

2021-22 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 166,752.00	\$ 228,787.00

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	R.U.L.E.R Curriculum Outline	No	\$ 1,700	\$ 1,680
1	2	Chronic Absenteeism	Yes	\$ 14,789	\$ 14,809
1	3	Stakeholder Training	No	\$ 400	\$ 400
1	4	Student Engagement	No	\$ 200	\$ 200
1	5	Check in/Check out	Yes	\$ 9,098	\$ 9,205
2	1	Personalized Learning	No	\$ 2,000	\$ 2,000
2	2	English Learner Support	Yes	\$ 7,128	\$ 7,250
2	3	Mapping Standards	No	\$ 8,163	\$ 8,292
2	4	Data Disaggregation	No	\$ 5,000	\$ 4,952
2	5	Online Support	Yes	\$ 28,105	\$ 28,105
2	6	SOAR Program	Yes	\$ 49,970	\$ 49,970
3	1	Falcon Parent Committee (FPC)	No	\$ 200	\$ 200
3	2	Student Leadership Opportunities	No	\$ 200	\$ 200
3	3	School Clubs	No	\$ 500	\$ 500
3	4	Student Learning Outcomes	No	\$ 11,028	\$ 12,050
4	1	Adopt Curriculum	No	\$ 20,000	\$ 80,500
4	2	Expectations Defined	No	\$ 3,714	\$ 3,822
4	3	Student Progress	No	\$ 1,857	\$ 1,952
4	4	World Language Strategies for EL Students	Yes	\$ 2,700	\$ 2,700

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)
\$1,244,877	\$ 111,790	\$ 112,039	\$ (249)	15.00%	15.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	R.U.L.E.R Curriculum Outline	No	\$ -	\$ -	0.00%	0.00%
1	2	Chronic Absenteeism	Yes	\$ 14,789	\$ 14,809.00	2.00%	2.00%
1	3	Stakeholder Training	No	\$ -	\$ -	0.00%	0.00%
1	4	Student Engagement	No	\$ -	\$ -	5.00%	5.00%
1	5	Check in/Check out	Yes	\$ 9,098	\$ 9,205.00	2.00%	2.00%
2	1	Personalized Learning	No	\$ -	\$ -	0.00%	0.00%
2	2	English Learner Support	Yes	\$ 7,128	\$ 7,250.00	2.00%	2.00%
2	3	Mapping Standards	No	\$ -	\$ -	0.00%	0.00%
2	4	Data Disaggregation	No	\$ -	\$ -	0.00%	0.00%
2	5	Online Support	Yes	\$ 28,105	\$ 28,105.00	3.00%	3.00%
2	6	SOAR Program	Yes	\$ 49,970	\$ 49,970.00	1.00%	1.00%
3	1	Falcon Parent Committee (FPC)	No	\$ -	\$ -	0.00%	0.00%
3	2	Student Leadership Opportunities	No	\$ -	\$ -	0.00%	0.00%
3	3	School Clubs	No	\$ -	\$ -	0.00%	0.00%
3	4	Student Learning Outcomes	No	\$ -	\$ -	0.00%	0.00%
4	1	Adopt Curriculum	No	\$ -	\$ -	0.00%	0.00%
4	2	Expectations Defined	No	\$ -	\$ -	0.00%	0.00%
4	3	Student Progress	No	\$ -	\$ -	0.00%	0.00%
4	4	World Language Strategies for EL Students	Yes	\$ 2,700	\$ 2,700.00	0.00%	0.00%

2022-23 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 228,182	\$ -	\$ -	\$ -	228,182	\$ 184,236	\$ 43,946

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Student Engagement	Schoolwide	\$ 4,798	\$ -	\$ -	\$ -	\$ 4,798
1	2	Educational Partner Communication/Events	EL, Low-Income	\$ 1,235	\$ -	\$ -	\$ -	\$ 1,235
1	3	Check in/Check Out	Schoolwide	\$ 9,730	\$ -	\$ -	\$ -	\$ 9,730
1	4	Student Advisor	EL, Low-Income	\$ 65,000	\$ -	\$ -	\$ -	\$ 65,000
2	1	English Learner Support	Schoolwide	\$ 6,750	\$ -	\$ -	\$ -	\$ 6,750
2	2	Mapping Standards	Schoolwide	\$ 9,494	\$ -	\$ -	\$ -	\$ 9,494
2	3	Data Disaggregation	EL, Low-Income	\$ 11,602	\$ -	\$ -	\$ -	\$ 11,602
2	4	Online Support	Schoolwide	\$ 32,420	\$ -	\$ -	\$ -	\$ 32,420
2	5	Academic Support	Schoolwide	\$ 74,526	\$ -	\$ -	\$ -	\$ 74,526
2	6	Student Learning Outcomes	EL, Low-Income	\$ 1,033	\$ -	\$ -	\$ -	\$ 1,033
3	1	Falcon Parent Committee (FPC)	EL, Low-Income	\$ 200	\$ -	\$ -	\$ -	\$ 200
3	2	Student Leadership Opportunities	Schoolwide	\$ 200	\$ -	\$ -	\$ -	\$ 200
3	3	After School Activities/Clubs	Schoolwide	\$ 680	\$ -	\$ -	\$ -	\$ 680
3	4	Educational Partner Connections	Schoolwide	\$ 125	\$ -	\$ -	\$ -	\$ 125
4	1	Differentiated Instruction	Schoolwide	\$ 5,018	\$ -	\$ -	\$ -	\$ 5,018
4	2	World Language Strategies for EL Students	Schoolwide	\$ 5,131	\$ -	\$ -	\$ -	\$ 5,131
4	3	K-2 Assessment	Schoolwide	\$ 240	\$ -	\$ -	\$ -	\$ 240

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	
\$ 2,368,807	\$ 80,130	3.38%	0.00%	3.38%	\$ 85,820	15.00%	18.62%	Total:	\$ 85,820	
									LEA-wide Total:	\$ -
									Limited Total:	\$ 1,235
									Schoolwide	\$ 84,585

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	Student Engagement	No	Schoolwide		Schoolwide	\$ -	0.00%
1	2	Educational Partner Communication/Events	Yes	Limited	English Learners and Low-Income	Schoolwide	\$ 1,235	2.00%
1	3	Check in/Check Out	No	Schoolwide		Schoolwide	\$ -	0.00%
1	4	Student Advisor	Yes	Schoolwide	English Learners and Low-Income	Schoolwide	\$ 65,000	5.00%
2	1	English Learner Support	Yes	Schoolwide	N/A	Schoolwide	\$ 6,750	2.00%
2	2	Mapping Standards	No	Schoolwide		Schoolwide	\$ -	0.00%
2	3	Data Disaggregation	Yes	Schoolwide	English Learners and Low-Income	Schoolwide	\$ 11,602	2.00%
2	4	Online Support	No	Schoolwide		Schoolwide	\$ -	0.00%
2	5	Academic Support	No	Schoolwide		Schoolwide	\$ -	0.00%
2	6	Student Learning Outcomes	Yes	Schoolwide	English Learners and Low-Income	Schoolwide	\$ 1,033	3.00%
3	1	Falcon Parent Committee (FPC)	Yes	Schoolwide	English Learners and Low-Income	Schoolwide	\$ 200	1.00%
3	2	Student Leadership Opportunities	No	Schoolwide		Schoolwide	\$ -	0.00%
3	3	After School Activities/Clubs	No	Schoolwide		Schoolwide	\$ -	0.00%
3	4	Educational Partner Connections	No	Schoolwide		Schoolwide	\$ -	0.00%
4	1	Differentiated Instruction	No	Schoolwide		Schoolwide	\$ -	0.00%
4	2	World Language Strategies for EL Students	No	Schoolwide		Schoolwide	\$ -	0.00%
4	3	K-2 Assessment	No	Schoolwide		Schoolwide	\$ -	0.00%

2022-23 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 228,182.00	\$ -

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	Student Engagement	No	\$ 4,798	
1	2	Educational Partner Communication/Events	Yes	\$ 1,235	
1	3	Check in/Check Out	No	\$ 9,730	
1	4	Student Advisor	Yes	\$ 65,000	
2	1	English Learner Support	Yes	\$ 6,750	
2	2	Mapping Standards	No	\$ 9,494	
2	3	Data Disaggregation	Yes	\$ 11,602	
2	4	Online Support	No	\$ 32,420	
2	5	Academic Support	No	\$ 74,526	
2	6	Student Learning Outcomes	Yes	\$ 1,033	
3	1	Falcon Parent Committee (FPC)	Yes	\$ 200	
3	2	Student Leadership Opportunities	No	\$ 200	
3	3	After School Activities/Clubs	No	\$ 680	
3	4	Educational Partner Connections	No	\$ 125	
4	1	Differentiated Instruction	No	\$ 5,018	
4	2	World Language Strategies for EL Students	No	\$ 5,131	
4	2	K-2 Assessment	No	\$ 240	

2022-23 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)
\$1,244,877	\$ 85,820	\$ -	\$ 85,820	15.00%	0.00%	-15.00%

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	Student Engagement	No	\$ -	\$ -	0.00%	0.00%
1	2	Educational Partner Communication/Events	Yes	\$ 1,235	\$ -	2.00%	0.00%
1	3	Check in/Check Out	No	\$ -	\$ -	0.00%	0.00%
1	4	Student Advisor	Yes	\$ 65,000	\$ -	5.00%	0.00%
2	1	English Learner Support	Yes	\$ 6,750	\$ -	2.00%	0.00%
2	2	Mapping Standards	No	\$ -	\$ -	0.00%	0.00%
2	3	Data Disaggregation	Yes	\$ 11,602	\$ -	2.00%	0.00%
2	4	Online Support	No	\$ -	\$ -	0.00%	0.00%
2	5	Academic Support	No	\$ -	\$ -	0.00%	0.00%
2	6	Student Learning Outcomes	Yes	\$ 1,033	\$ -	3.00%	0.00%
3	1	Falcon Parent Committee (FPC)	Yes	\$ 200	\$ -	1.00%	0.00%
3	2	Student Leadership Opportunities	No	\$ -	\$ -	0.00%	0.00%
3	3	After School Activities/Clubs	No	\$ -	\$ -	0.00%	0.00%
3	4	Educational Partner Connections	No	\$ -	\$ -	0.00%	0.00%
4	1	Differentiated Instruction	No	\$ -	\$ -	0.00%	0.00%
4	2	World Language Strategies for EL Students	No	\$ -	\$ -	0.00%	0.00%
4	3	K-2 Assessment	No	\$ -	\$ -	0.00%	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.
- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA’s eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Data Entry Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
- **10. Estimated Actual Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Estimated Actual LCFF Base Grant and the Estimated Actual LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater

than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)
- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 4 from 7)
 - This amount is the Total Planned Contributing Expenditures (4) subtracted from the Total Estimated Actual Expenditures for Contributing Actions (7)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

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

- This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).