



## LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Highland Academy Charter School

CDS Code: 33 66993 0127142

School Year: 2023-24

LEA contact information:

Billy McIntosh

Executive Director

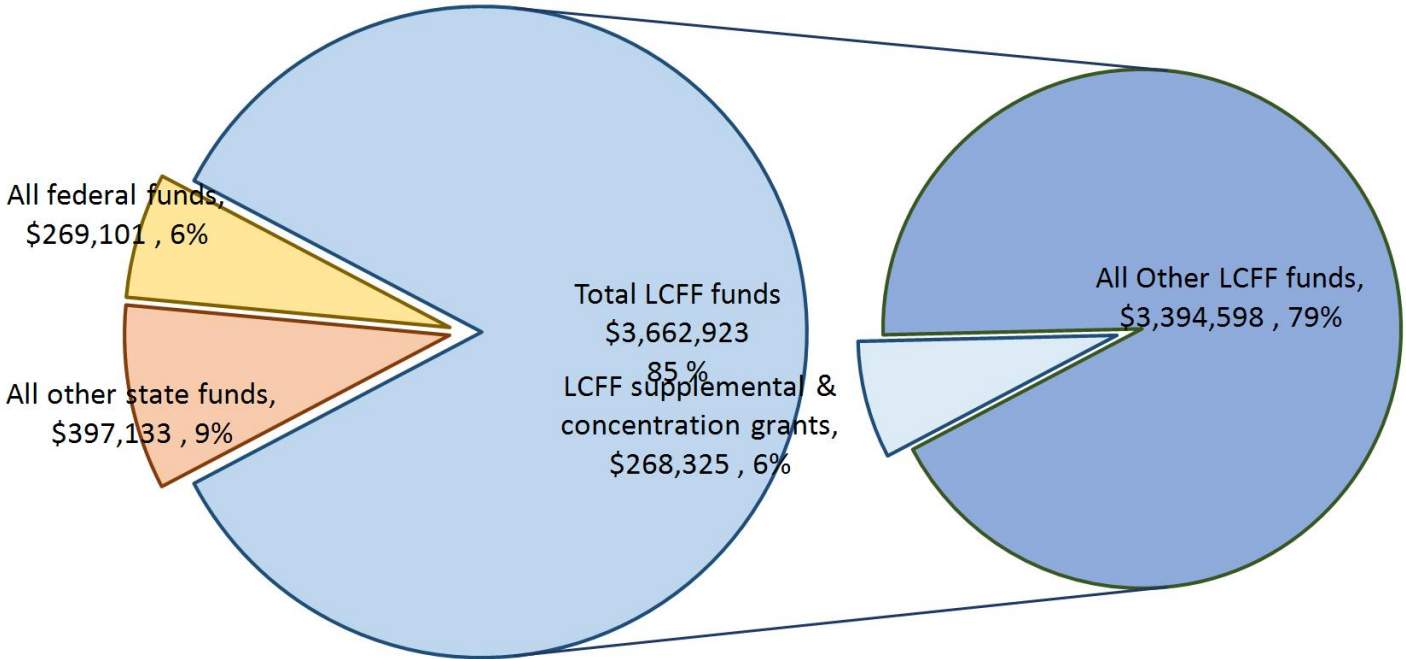
[bmcintosh@highland-academy.org](mailto:bmcintosh@highland-academy.org)

(951) 266-0220

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

# Budget Overview for the 2023-24 School Year

## Projected Revenue by Fund Source

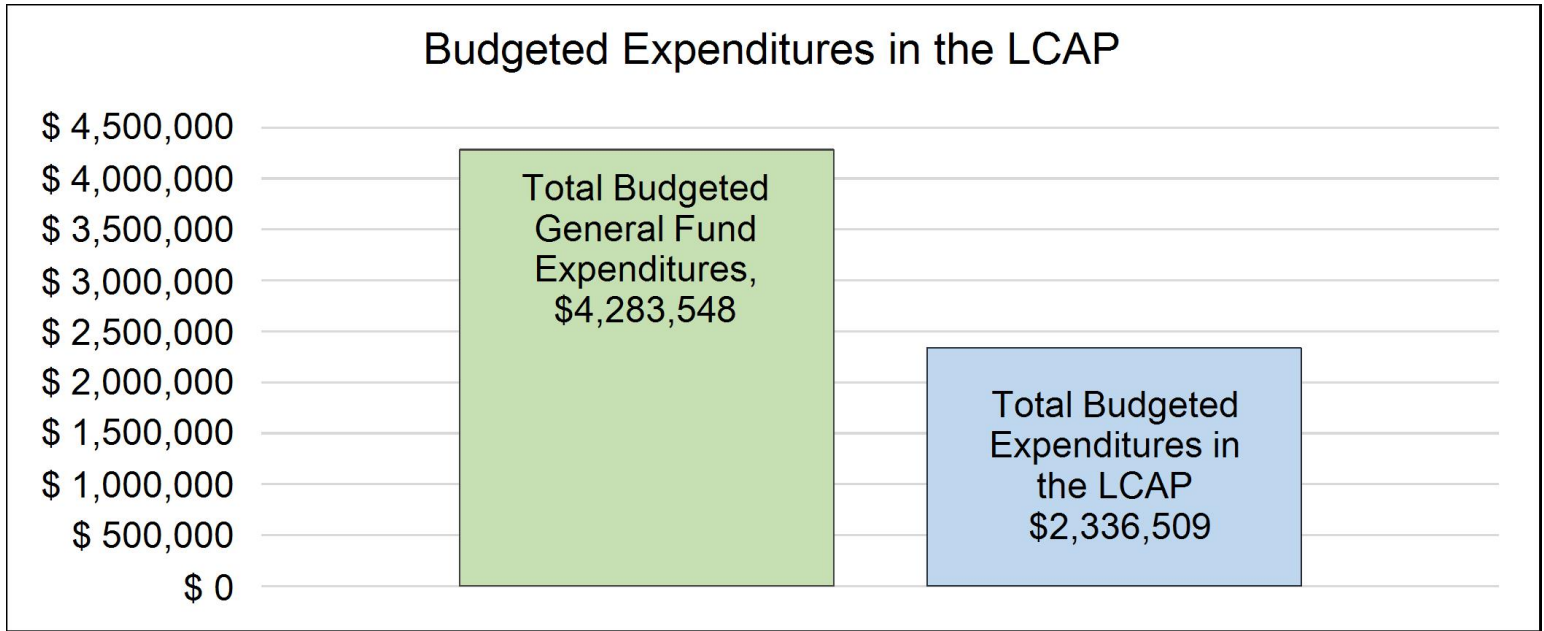


This chart shows the total general purpose revenue Highland Academy Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Highland Academy Charter School is \$4,329,157, of which \$3,662,923 is Local Control Funding Formula (LCFF), \$397,133 is other state funds, \$0 is local funds, and \$269,101 is federal funds. Of the \$3,662,923 in LCFF Funds, \$268,325 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 Highland Academy Charter School plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Highland Academy Charter School plans to spend \$4,283,548 for the 2023-24 school year. Of that amount, \$2,336,509 is tied to actions/services in the LCAP and \$1,947,039 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

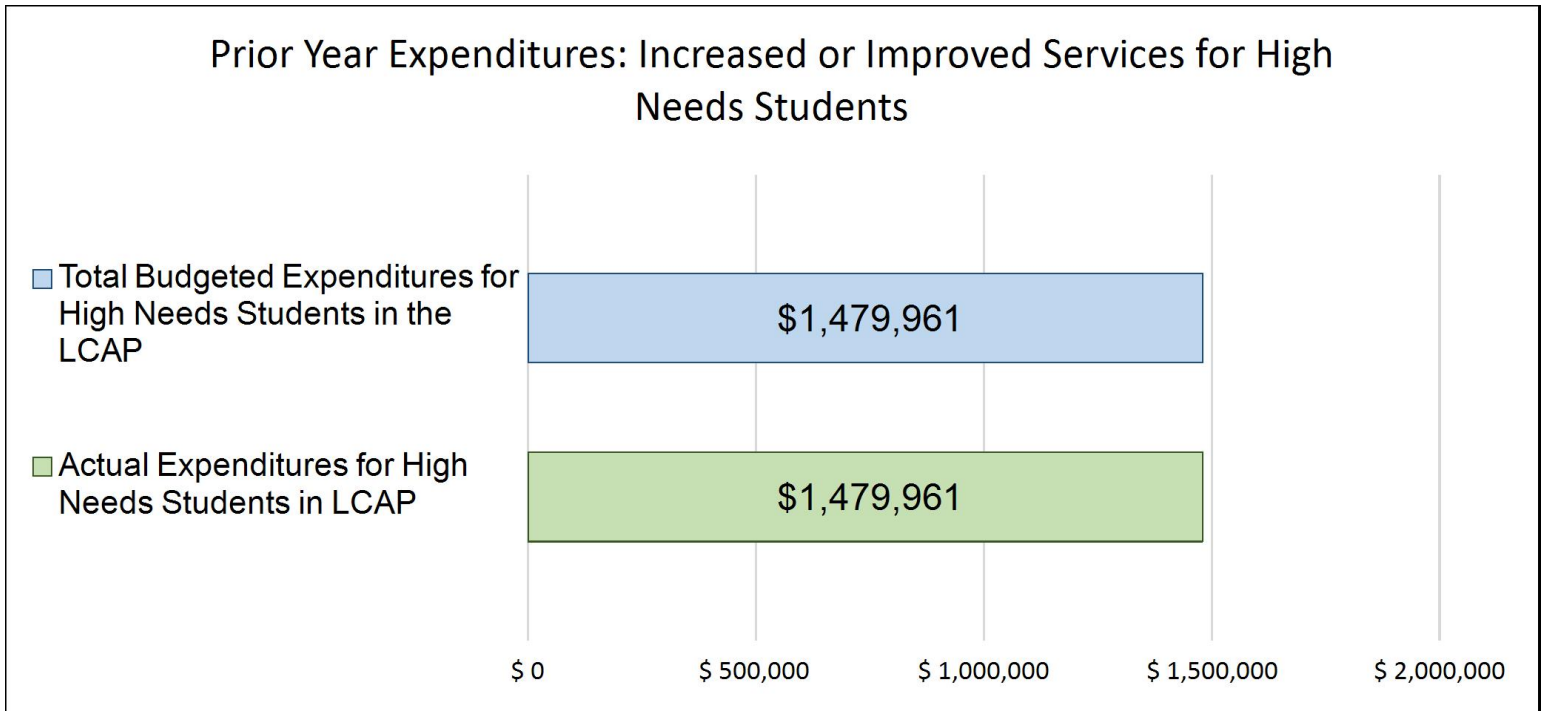
Operating expenses, overhead, and administrative costs

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

In 2023-24, Highland Academy Charter School is projecting it will receive \$268,325 based on the enrollment of foster youth, English learner, and low-income students. Highland Academy Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Highland Academy Charter School plans to spend \$1,854,985 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2022-23, Highland Academy Charter School's LCAP budgeted \$1,479,961 for planned actions to increase or improve services for high needs students. Highland Academy Charter School actually spent \$1,479,961 for actions to increase or improve services for high needs students in 2022-23.



# Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Highland Academy Charter School	Billy McIntosh Executive Director	bmcintosh@highland-academy.org (951) 266-0220

## Plan Summary [2023-24]

### General Information

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

Highland Academy Charter School is a public charter school located in Riverside County that was founded in 2013. We are proudly celebrating our 10th anniversary this year! Our school serves the students and families of Beaumont, CA and surrounding areas. Our school's motto is "Best of You!", and to that end Highland Academy provides a flexible and innovative learning environment, with small class sizes, centered around Project-Based Learning (PBL), to effectively meet the diverse needs of our students and help them become the best version of themselves they can be. Highland Academy is constantly striving for academic excellence and we emphasize developing students who will have the ability to go on to become lifelong learners and productive citizens of society long after they have left our school.

Highland Academy has a total enrollment of 340 TK-8 students. Currently, 64% (216) of our students are in 6-8 middle school, and 36% (124) of our students attend our elementary program, which now consists of 6 classes. Over the past year and a half we have prioritized eliminating "combo classes" and each grade level now has it's own separate class.

Highland Academy's is a safe place for everybody and has a diverse student population that is currently comprised of:

African American - 2.8%  
American Indian - 0.6%  
Asian - 2.2%  
Filipino - 0.9%  
Hispanic - 45.8%  
Pacific Islander - 0.3%  
Two or More Races - 5.6%  
White - 38.4%

9.3% of Highland Academy's students are English learners, 33.4% are Socioeconomically Disadvantaged, and 13.6% are students with disabilities. Highland Academy is a member of the EL Dorado Charter SELPA which enables us the ability to provide excellent educational opportunities for our special needs students. Highland Academy currently employs 3 administrators, 19 certificated teachers, and 13 paraprofessional and support staff. All of our 35 staff members are passionate about supporting students and helping them find their genius.

As a California public charter school, we operate independently of any district. However, Highland Academy maintains a strong relationship with our authorizing district, Beaumont Unified and Riverside County. Both organizations honor parent choice in education and support our innovative option for the community, and we are grateful for their support.

## Reflections: Successes

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

The California School Dashboard shows our school's progress in the areas of academic performance, academic engagement, and the conditions and climates of the learning environment. Due to the COVID-19 pandemic, the state suspended the reporting of the state indicators on the 2021 Dashboard. The 2022 Dashboard, subsequently shows the status of student performance, but does not report the change component. Admittedly, with our school not really knowing what to expect with the first testing data since the pandemic, the 2022 CAASPP data in many respects serves as the baseline for our school and what we will seek to build upon with our students moving forward.

Math School-Wide - Standard Met or Exceeded

2021/22 - 28.41%  
2020/21 - Not reported  
2019/20 - No data  
2018/19 - 28.76%  
2017/18 - 26.84%  
2016/17 - 23.02%

#### Language Arts School-Wide - Standard Met or Exceeded

2021-22 - 48.56%  
2020/21 - Not reported  
2019/20 - No data  
2018/19 - 50.33%  
2017/18 - 48.41%  
2016/17 - 43.40%

In general terms, we observed that the learning loss we braced for did not come completely to fruition as our 2022 results were very close to the pre-pandemic test results - 28.41% vs. 28.76% in Math, and 48.56% vs. 50.33% in ELA. We credit our families, teachers, and our students for their tremendous work continuing student learning amidst unprecedented times.

Our school's local data administered by Curriculum Associates iReady diagnostic program shows similar patterns of student progress:

Reading - % of students scoring at or above proficiency.  
School Wide Diagnostic Assessment #3 - 46%

Math - % of students scoring at or above proficiency.  
School Wide Diagnostic Assessment #3 - 34%

Ultimately, while relieved that learning loss was not as bad as we initially feared, we recognize that future student growth is both possible and necessary. We will continue to work collectively with our stakeholders to design a program to be proud of and move our students forward.

## 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.

### ACADEMIC ACHEIVEMENT

Although we "stood our ground" with our Math and Language Arts test scores, they continue to lag slightly behind state averages - 12.2 points below standard in ELA and 56.3 points below in Math (CA School Dashboard). Specifically, our English Learner, Socioeconomically Disadvantaged, Hispanic, and Students with Disabilities student groups all scored "Low" or "Very Low" in both ELA and Math. Both these areas continue to be an area of focus for our school and we will address them by continuing to employ highly qualified educators and paraprofessionals, providing trainings and professional growth opportunities for them, and ensuring our school's adopted curriculum is research proven and effectively meets our students' needs. All of our approved curriculum works in conjunction with our school's iReady diagnostic program to give our teachers the timely data they need to guide their instruction and respond to student needs.

#### ATTENDANCE

Attendance is also an identified area of need for our school. The CA School Dashboard notes that our school's Chronic Absenteeism rate is "High" with 17.2% of our students classified as such. With the "Hold Harmless" relief provision no longer available to schools, student attendance - and the funding that accompanies it - must be a priority for our school. Attendance incentives are planned and tiered interventions are in place to support our families in prioritizing this. Tiered attendance interventions and strategies for our school include: (1) Initially educating parents and the students of importance of consistent attendance, (2) Written notices or phone calls home once students are "at-risk" of being classified as habitual truant, (3) Attendance meetings with a school administrator once a student's attendance crosses the threshold and is classified as "habitual truant", and (4) Collaborating with the Pupil and Administrative Services (PAS) Unit for Riverside County with unresolved attendance issues. Highland Academy has a current enrollment of 327 students and a 92.9% ADA for the current school year. Our goal for the next school year is to maintain full enrollment of 340 students with an ADA of 95% or above.

#### MENTAL HEALTH

Nobody is more vulnerable to the mental health crisis enveloping our world than our young students. Understanding that many of our students are experiencing anxiety, depression, and trauma - among other things, Highland Academy has prioritized employing a certificated school counselor to look after the social and emotional well-being of our student body. Our school is also implementing social and emotional curriculum school-wide and related content and activities are interwoven in all classes and staff trainings throughout the year.

## LCAP Highlights

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

Overall student wellness, including a sense of belonging, social-emotional, physical, mental health, and academic achievement are all priorities for Highland Academy. Ultimately, we strive to see, develop, and inspire the greatest potential of each Highland Academy student. Intentional goals and actions to support these priorities and foster partnerships between students, staff, and families are found throughout this year's LCAP. We believe these are necessary cornerstones to have in place in order to foster student learning and growth.

Highland Academy continues to provide a dynamic learning experience for students through employing excellent educators, maintaining small class sizes, having a project-based learning focus, and providing engaging learning experiences both in and out of the classroom. All Highland Academy students, particularly our most vulnerable students, are supported through quality core instruction and targeted and



intensive support when needed. We believe that learning is most effective when done in collaboration with all stakeholders - students, teachers, and parents - and seek to involve everybody in the learning process.

## **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.

Our school has not been identified for Comprehensive Support and Improvement.

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

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

Our school has not been identified for Comprehensive Support and Improvement.

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

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

Our school has not been identified for Comprehensive Support and Improvement.

# Engaging Educational Partners

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

Highland Academy has an open door policy and parents, students, and staff are able to meet with a member of the school's leadership team with ideas, or whenever concerns arise. These frequent, informal meetings with our educational partners allow the school to keep our finger on the pulse of our stakeholder groups and respond proactively to their needs, as opposed to reactively. Surveys sent out at the end of the first and second semesters - to students, parents, and staff - provided us with the majority of the data we used in developing the LCAP. These surveys were administered over a multi-week window and the responses were analyzed and discussed in both our administrative team and public Board Meetings. These surveys, coupled with the active stakeholder engagement that we constantly have, provide Highland Academy with clear, honest, actionable feedback.

A summary of the feedback provided by specific educational partners.

Feedback was provided by various educational partners groups including students, staff and parent/ community based on the goals developed for LCAP listed below: We chose to continue our goals from the previous LCAP cycle.

Goal 1: Students will receive learning services fundamental to academic success, including qualified teachers, standards aligned instructional materials, a well designed academic program, and appropriately maintained school facilities.

Goal 2: Increase levels of involvement and engagement across all stakeholder groups.

Goal 3: All students will have access to a multi-tiered system of attendance, behavioral and emotional supports to help them be successful in the wake of the pandemic.

The following themes outline input provided by educational partner groups:

- Academic interventions for struggling students and acceleration for advanced students. Explore peer tutoring opportunities.
- Continue to implement tutoring and extended learning opportunities to support student's academics.
- Aging facilities in need of upgrades and repairs, specifically the lunchroom, student restrooms, and drinking fountains on campus.
- Increased opportunities for student connections and applications to real-world contexts.
- Increased/improved supervision on campus.
- Refining communications with parents - many are reporting that they do not receive the email and text messages the school sends home via our current communications platform.
- Continue to improve mental health and social emotional, additional counseling, groups for students that need help, provide counseling resources, sessions on topics and assemblies.
- Improve attendance through incentives and a tiered system of interventions.

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

We value all the feedback we receive from our stakeholders and this years LCAP was influenced by this feedback in the following areas:

(Goal.Action)

- (1.3, 1.4, 1.5, 1.6, 1.8, 1.9, 1.10, 1.11, 2.6, 3.2) Academic interventions for struggling students and acceleration for advanced students. Explore peer tutoring opportunities.
- (1.3, 1.5, 1.6, 1.9) Continue to implement tutoring and extended learning opportunities to support student's academics.
- (1.7) Aging facilities in need of upgrades and repairs, specifically the lunchroom, student restrooms, and drinking fountains on campus.
- (1.6, 1.9) Increased opportunities for student connections and applications to real-world contexts.
- (3.7) Increased/improved supervision on campus.
- (2.1, 2.2, 2.5, 3.4) Refining communications with parents - many are reporting that they do not receive the email and text messages the school sends home via our current communications platform.
- (3.1, 3.2, 3.5) Continue to improve mental health and social emotional, additional counseling, groups for students that need help, provide counseling resources, sessions on topics and assemblies.
- (3.2, 3.3, 3.6) Improve attendance through incentives and a tiered system of interventions.

# Goals and Actions

## Goal

Goal #	Description
1	Students will receive learning services fundamental to academic success, including qualified teachers, standards aligned instructional materials, a well designed academic program, and appropriately maintained school facilities.

An explanation of why the LEA has developed this goal.

State Priorities: Basic Services (1), State Standards (2), Pupil Achievement (4), Course Access (7), Other Pupil Outcomes (8)

The school developed this far reaching goal to ensure that our classes and educational programs are staffed appropriately, that our campus is clean, safe and secure, that students have access to the instructional and technological tools they need to be successful, and so teachers and staff have access to resources and programs they need to grow professionally.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teachers: Fully Credentialed & Appropriately Assigned	2019-20 SARC: 100% fully credentialed 0% teaching outside subject area 0 Misassignments 0 Teacher Vacancies  Local Indicator: Met	100% of Highland Academy's teachers are fully credentialed with 0% of them teaching outside their subject area, 0 Misassignments, and 0 Teacher Vacancies	Number of Misassignments - 2.60 Vacant Positions - 0.00 Total Out-of-Field Teachers - 2.30		100% of Highland Academy teachers to be fully credentialed with 0% teaching outside their subject area
CAASPP ELA - ALL students	50.33% Met or Exceeded Standard in 2019	Internal iReady Diagnostic data shows 52% of our students met or exceeded state standards in ELA.	48.56% Met or Exceeded Standard in 2021-22		51.56% of students will meet or exceed ELA standards (average 3% growth per year)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2019 Dashboard 0.8 points below the standard	Note: We have no current CAASPP data due to the COVID-19 pandemic.	2021-22 Dashboard 0.8 points above standard		
CAASPP Math - ALL students	28.76% Met or Exceeded Standard in 2019  2019 Dashboard 58.8 points below the standard	Internal iReady Diagnostic data shows 34% of our students met or exceeded state standards in Math.  Note: We have no current CAASPP data due to the COVID-19 pandemic.	28.42% Met or Exceeded Standard in 2021-22  2021-22 Dashboard 56.3 points below standard		31.42% of students will meet or exceed Math standards (average 3% growth per year)
Student Access to Curriculum	100% Student Access to Adopted Curriculum	100% of Highland Academy students had access to our school's adopted curriculum in all of their classes.	100% of Highland Academy students had access to our school's adopted curriculum in all of their classes.		Maintain access to the school's curriculum
English Learner Progress	2019 Dashboard 50% of EL Students making progress towards proficiency	No current Dashboard data available.	2021-22 Dashboard indicates 50% of EL students are making progress towards English language proficiency		Increase percentage of EL students making progress towards proficiency to 60%

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	New Teacher Induction	Highland Academy will pay for all its first and second year teachers to participate in the state teacher induction program to clear their credential. Beginning teachers will work weekly with an experienced coach who will mentor them and provide feedback and trainings on best practices, particularly practices that will benefit their at-risk students.	\$28,200.00	Yes
1.2	English Learner Coordinator	Highland Academy will provide a stipend and training to a certificated staff member to serve as our EL Coordinator. This person administers ELPAC testing, manages the reclassification process, monitors the progress of RFEP students, provides small group instruction for EL students, and collaborates with and provides professional development in integrated ELD supports for our teachers to ensure that English Learners receive effective daily ELD instruction across all grades and disciplines.	\$4,950.00	Yes
1.3	Academic Diagnostics and Monitoring	School-wide implementation of academic diagnostic and monitoring programs (iReady, IXL) to monitor student progress in both Language Arts and Math and provide actionable data to our teachers.	\$16,550.00	Yes
1.4	Highly Qualified Teachers	Employ and retain a highly qualified teaching staff. Ensure teachers are fully credentialed and appropriately assigned.	\$1,438,956.00	Yes
1.5	Chromebooks & Technology Upgrades	Purchase sufficient Chromebooks and technology so every student can access the core curriculum in their classes and be an active participant.	\$39,345.00	No
1.6	Professional Development	Highland Academy will continue providing professional development opportunities for all its teachers. Trainings that focus on helping English Learners, students with disabilities, or students who are otherwise at-risk are prioritized.	\$65,700.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.7	Safe & Maintained Facilities	Ensure a clean, safe, and efficient learning environment for our students and staff.	\$216,080.00	No
1.8	Paraprofessionals	Highland Academy will employ qualified paraprofessionals to work with students who have IEPs and/or otherwise at-risk in helping them make progress towards their goals.	\$125,438.00	Yes
1.9	Curriculum	Highland Academy will purchase and implement high quality, standards-based curriculum that aligns with our project-based learning (PBL) approach and provides multiple layers of differentiation to support both advanced and struggling learners.	\$70,912.00	Yes
1.10	Special Education Specialist	Highland Academy will employ a Special Education Specialist to manage our school's IEP caseload, work with Special Education students, and provide support.	\$80,340.00	No
1.11	Related Services	Highland Academy with contract with a reputable Non-public Agency (NPA) to provide quality related services to our Special Education students	\$110,481.00	No

## Goal Analysis [2022-23]

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

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

Goal 1 primarily focused on achieving and monitoring student progress using a variety of different measures. We were able to complete the outlined actions as developed for the LCAP. Increasing instructional time with teachers is the greatest intervention we can provide to students. As an organization, we continue to prioritize small class sizes and have altered the bell schedule in order to maximize student time with teachers. Highland Academy offers students targeted and intensive intervention in the form of remedial classes, tutoring, and

differentiated instruction. Students - including low income, homeless, foster youth, english learners, and students with disabilities - receive this additional support based on need. At Highland Academy, tutoring is built into the afternoon schedule in the form of a "7th period", so students that are in need of additional support can access intervention from teachers on a daily basis.

Another priority for Highland Academy continues to be professional learning for our staff. We spent more money this year on trainings and professional development than originally budgeted for, but feel the training opportunities our staff were able to participate in more than justifies this additional cost. Our focus continues to be on differentiating instruction and providing appropriate supports for both advanced and struggling students and increasing the rigor found in our classes.

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

The goals and actions were executed at or above the estimated budgeted amount. Due to the expansion of the elementary program during the 2022-23 school year, we did have more 1st and 2nd year teachers (6 total) participating in the state teacher induction program to clear their credentials than originally planned, resulting in an increase in expenditures in this area.

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

We are tremendously proud of the progress we have seen in our students amongst unprecedented times with the pandemic. Admittedly, we did see a dip in our state test scores from the last time they were reported in 2019 (28.41% vs. 28.76% in Math, and 48.56% vs. 50.33% in ELA), and we are using the most recent state test results as our school's baseline and will seek to build upon it.

We also had some teacher "misassignments" or staff teaching out of their field of expertise that need to be addressed. Some of these staff members are no longer with Highland Academy, and we will work collaboratively with the remaining staff members to rectify these concerns.

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.

We are not making any major changes to the planned goal for the coming year.

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



# Goals and Actions

## Goal

Goal #	Description
2	Increase levels of involvement and engagement across all stakeholder groups.

An explanation of why the LEA has developed this goal.

State Priorities: Parental Involvement (3), Pupil Engagement (5)

Highland Academy believes that academic success is most likely to occur when students, parents, and teachers are on the same page and working together. We value parent input and great effort is taken to solicit their feedback, both informally and formally.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rates	2020/21 ADA as of April 2021: 97.9%	2021/22 ADA as of May 2022: 94.4%	2022/23 ADA as of May 2023: 92.2%		Highland Academy will maintain an ADA of at least 95%
Chronic Absenteeism Rate	2019 CA Dashboard: 4.7% of HACS students identified as Chronically Absent ("green")	No current dashboard data available; Internal SIS data shows our number of chronically absent students at 5%.	2022 CA Dashboard: 17.2% of HACS students identified as Chronically Absent ("High")		Decrease the percentage of Chronically Absent students by 10% to 7.2%.
Participation	Increased attendance as measured by attendance sheets, head counts, and observations	Attendance at school activities, sporting events, and Board Meetings increased an estimated 15% from 2019.	Attendance at school activities, sporting events, and Board Meetings increased from the previous school year		Continue increasing parent and student attendance at school activities, sporting events, and Board meetings from the proceeding year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Enrollment	2020/21 Enrollment as of April 2021: 321	Highland Academy's current enrollment as of May 2022 was 322.	Highland Academy's current enrollment as of May 2023 was 322.		Highland Academy will maintain an enrollment of at least 338 students with waiting lists for all grade levels.

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Technology - Group Messaging	Highland Academy will be able to contact 100% of our families via text, email, or phone call through OneCallNow or similar group messaging service.	\$2,200.00	No
2.2	Technology - Website and social media	Continued development of our school's website highland-academy.org and social media presence to provide resources and communicate events and important information to our families.	\$915.41	No
2.3	Technology - Zoom and virtual meetings	Continued use of Zoom for trainings and meetings, where appropriate. It is anticipated that most teachers will be able to use a free account, as most their use will come in under the 40 minute threshold. However a Zoom Pro account will be purchased for our administrators and our SAI Specialist who may need to hold IEPs over Zoom.	\$749.50	No
2.4	Stakeholder Feedback	Highland Academy will continue to solicit feedback from all stakeholder groups by releasing surveys at least 2 times per year at the end of each semester. Fortunately we are able to complete this action using the Google Suite tools we already use, negating the need for additional expenses.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
2.5	Technology - Student Information System	Attendance data on our student information system PowerSchool will be checked monthly to identify students who at-risk of becoming chronically absent and our school's attendance policy will be implemented to support these students.	\$8,850.43	No
2.6	English Language Learner Support	Parent nights for our English Learner families will be organized and held at least 2 times per year. Our school's academic coach will monitor EL student progress and meet with students and parents as needed.	\$7,434.00	Yes

## Goal Analysis [2022-23]

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

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

Action 2.3 - With the pandemic now over and students back to in-person learning, the need for all our teachers to have a "pro" Zoom account is no longer there. We continue to utilize video conferencing for specific meetings as needed (parent, 504, IEP, trainings), however pro accounts are now limited to the school's administrative team.

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.

Action 2.1 - Stakeholder feedback indicated that OneCallNow was not getting the job done as many of our families reported not consistently receiving the text and email messages that we sent home. We are in the process discontinuing use of OneCallNow, and as a school have invested in Bloomz after doing extensive research on alternatives to our current system. This program, though much more expensive, will enable us to better communicate with our families.

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

In the wake of the pandemic, we have been encouraged by the amount of parent and family participation we have observed increasing at nearly all school events this school year. All our major school events including Back to School Night, Fall Festival, Find Your Genius Night, and our promotion ceremonies all saw an increase in attendance and participation from the past year. We saw similar increases in attendance at our school's sporting events and other activities scheduled for both elementary and middle school, including assemblies, plays, concerts, showcases, etc. Teachers have reported a similar trend in the amount of parents wanting to volunteer in classrooms and at these

same activities. At the end of the day, we believe that a quality education is best achieved when the school and its families are working in unison with each other, and we continue actively looking for ways to involve families in all that we do.

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.

We are not making any major changes to the planned goal for the coming year.

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

# Goals and Actions

## Goal

Goal #	Description
3	All students will have access to a multi-tiered system of attendance, behavioral and emotional supports to help them be successful in the wake of the pandemic.

An explanation of why the LEA has developed this goal.

State Priorities: Pupil Engagement (5), School Climate (6)

Many of our staff and students continue experiencing significant trauma, anxiety, and stress as a result of the pandemic. Understanding the mental health crisis in the world today, school's play a vital part in helping our students navigate through this difficult time.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rate	2019 Dashboard - 8.4% of students were suspended at least once during the school year.	No current Dashboard data available. Current SIS data shows 8.7% of Highland Academy students were suspended at least once during the year.	2022 Dashboard - 10.1% of students were suspended at least once during the school year.		Decrease by the amount of students who are suspended during the school year by a minimum of 2%.
Chronic Absenteeism Rate	2019 Dashboard - 4.7% of students were chronically absent	No current Dashboard data available. Current SIS data shows 5% of students were chronically absent this year.	2022 CA Dashboard: 17.2% of HACS students identified as Chronically Absent ("High")		Decrease the percentage of Chronically Absent students by 10% to 7.2%.
Attendance Rate	2020/21 ADA as of April 2021: 97.9%	21/22 ADA as of May 2022 is 94.4%	2022-23 ADA as of May 2023: 92.2%		Increase our school's ADA to at least 95%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
LCAP Survey Response	86.3% of parents answered favorably on the 2020/21 LCAP survey regarding our school's response to the COVID-19 pandemic and Distance Learning.	85% of parents responded favorably on the 21/22 LCAP survey.	87% of parents responded favorably overall on our school's 2022-23 LCAP survey.		Maintain at least a favorable response percentage of 85% on the annual LCAP survey.

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	School Counselor	Highland Academy will employ a credentialed school counselor to work with students who are struggling emotionally, socially, or behaviorally. Our at-risk student population will be prioritized and monitored closely.	\$43,400.00	Yes
3.2	Multi-tiered system of supports (MTSS)	Highland Academy will continue to implement a multitiered system of supports for attendance, behavioral, and emotional concerns at each tier of support: universal, targeted, and intensive.	\$10,000.00	Yes
3.3	Alternatives to suspension	Where appropriate, Highland Academy administration will offer alternatives to suspension for consequences, with a particular focus on Restorative Justice and allowing students the opportunities to correct and learn from their mistakes.	\$1,600.00	Yes
3.4	School Events and Activities	Highland Academy will continue to offer school events and activities for both students and their families. Activities will be strategically scheduled to ensure maximum participation for those who want to attend.	\$19,676.00	No

Action #	Title	Description	Total Funds	Contributing
3.5	Peer Mediation	Highland Academy staff will receive training in and effectively implement a Peer Mediation program.	\$2,500.00	Yes
3.6	Attendance Assemblies and Incentives	Assemblies will be held at the end of each quarter to reward students with excellent attendance. Incentives will be ongoing throughout the year	\$2,500.00	No
3.7	Campus Supervisor	A full-time Campus Supervisor will increase supervision throughout campus and prevent potential discipline issues from occurring.	\$39,732.00	No

## Goal Analysis [2022-23]

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

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

3.1 - While we planned on starting the school year with two part-time student mentors, the decision was made shortly thereafter to pivot to one full-time student mentor instead. Our hope in doing so was so that students in need of emotional support would benefit from the consistency and continuity of having one qualified person to come to, instead of splitting duties between two different people.

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

The financial impact of changing from two part time student mentors to one full time mentor was a very modest increase in expenditures. Moving forward into the 2023-24 school year, having a credentialed school counselor on campus will be significantly more expensive, but very much needed for our student body.

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

Most of the planned actions helped our school make progress towards Goal #3, with the following exceptions that we have identified as areas of improvement:

- The amount of students who were suspended for at least one day for the current school year increased from 8.7% to 10.1%. Clearly this is not the result we were hoping to see and we will be examining our current behavioral multi-tiered system of supports (MTSS) already in place and making changes where needed. Targeted professional development and training will be part of this process.
- Our ADA has decreased (92.2%) and the amount of Chronically Absent students has increased dramatically (17.2%).

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.

3.1 - We are eliminating our school's "Student Mentor" position and replacing it with a fully qualified, certificated School Counselor instead. With the amount of mental health concerns we have seen in our students, we felt this change was a necessity. Our desired outcome is to see an increase in the amount of students able to effectively cope with anxiety, stress, and trauma.

3.2 - Our suspension rate is trending in the wrong direction. In addition to implementing our school's Multi-tiered system of support, related staff members will be participating in training and professional development opportunities to evaluate our current program and refine where needed.

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3.5 - New Action - Peer Mediation - We will be creating a peer mediation program to help students effectively deal with interpersonal conflicts before they turn into potential discipline problems.

3.6 - New Action - Attendance Assemblies and Incentives - Assemblies will be held at the end of each quarter to reward students with excellent attendance. Incentives will be ongoing throughout the year.

3.7 - New Action - Campus Supervisor - We have hired a full-time campus supervisor to increase supervision throughout campus and decrease the amount of vandalism and discipline we are seeing.

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



# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$268,325.00	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
6.00%	0.00%	\$0.00	6.00%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

## Required Descriptions

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

The services and actions that are listed are primarily directed these subgroups, however most services and actions will benefit all students. We recognize in the wake of the pandemic that our foster youth, English Learners, and students from poverty are the most likely to need support at this time, and often the least likely to seek it out. Highland Academy's goal moving forward is to continue easing our vulnerable student population back into in-person learning providing as many emotional, social, and academic supports as they will need. Our School Counselor, while given the responsibility to work with all students, is specifically tasked with monitoring the attendance, grades, and behavior of these at-risk students, involving the parents when appropriate, and meeting with these students as often as necessary. We are also implementing a social emotional curriculum school wide, and training our staff to implement changes where necessary, to provide information and resources that will benefit these students and give them tools they need to cope.

We have also sought to increase student face time with teachers. We have shortened passing periods and created a new "7th period" all in an effort to give students and teachers more time together in an academic setting.

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

Utilizing resources and supports outlined above along with existing instructional support staff allows Highland Academy to keep class sizes small and continue customizing instruction and support for our unduplicated student population. In addition to the services provided to all students, Highland Academy foster youth, English learners, and low-income students receive the following additional services/support:

- Additional academic support in the form of tutoring, small-group instruction, and placement in our "7th Period" intervention classes.
- Placement in Remedial Math and ELA classes;
- Ongoing targeted instructional support for foster youth, English Learners, and low-income students based on formative assessment results;
- Academic coach will provide additional training for staff;
- Selected staff will participate in trainings and professional development opportunities designed to help our at-risk students;
- Academic coach will monitor EL student academic progress and provide these students with targeted instruction.

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

The additional concentration grant funding will be used to eliminate combo classes in our elementary program by hiring an additional teacher. We will also use these funds to employ a certificated school counselor and paraprofessionals to work with our elementary students and students with special needs.

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	30:1	
Staff-to-student ratio of certificated staff providing direct services to students	22:1	

## 2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$2,336,509.34				\$2,336,509.34	\$1,880,531.00	\$455,978.34

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	New Teacher Induction	English Learners Foster Youth Low Income	\$28,200.00				\$28,200.00
1	1.2	English Learner Coordinator	English Learners Foster Youth Low Income	\$4,950.00				\$4,950.00
1	1.3	Academic Diagnostics and Monitoring	English Learners Foster Youth Low Income	\$16,550.00				\$16,550.00
1	1.4	Highly Qualified Teachers	English Learners Foster Youth Low Income	\$1,438,956.00				\$1,438,956.00
1	1.5	Chromebooks & Technology Upgrades	All	\$39,345.00				\$39,345.00
1	1.6	Professional Development	English Learners Foster Youth Low Income	\$65,700.00				\$65,700.00
1	1.7	Safe & Maintained Facilities	All	\$216,080.00				\$216,080.00
1	1.8	Paraprofessionals	English Learners Foster Youth Low Income	\$125,438.00				\$125,438.00
1	1.9	Curriculum	English Learners Foster Youth Low Income	\$70,912.00				\$70,912.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.10	Special Education Specialist	Students with Disabilities	\$80,340.00				\$80,340.00
1	1.11	Related Services	Students with Disabilities	\$110,481.00				\$110,481.00
2	2.1	Technology - Group Messaging	All	\$2,200.00				\$2,200.00
2	2.2	Technology - Website and social media	All	\$915.41				\$915.41
2	2.3	Technology - Zoom and virtual meetings	All	\$749.50				\$749.50
2	2.4	Stakeholder Feedback	All	\$0.00				\$0.00
2	2.5	Technology - Student Information System	All	\$8,850.43				\$8,850.43
2	2.6	English Language Learner Support	English Learners Foster Youth Low Income	\$7,434.00				\$7,434.00
3	3.1	School Counselor	English Learners Foster Youth Low Income	\$43,400.00				\$43,400.00
3	3.2	Multi-tiered system of supports (MTSS)	English Learners Foster Youth Low Income	\$10,000.00				\$10,000.00
3	3.3	Alternatives to suspension	English Learners Foster Youth Low Income	\$1,600.00				\$1,600.00
3	3.4	School Events and Activities	All	\$19,676.00				\$19,676.00
3	3.5	Peer Mediation	English Learners Foster Youth Low Income	\$2,500.00				\$2,500.00
3	3.6	Attendance Assemblies and Incentives	All	\$2,500.00				\$2,500.00
3	3.7	Campus Supervisor	All	\$39,732.00				\$39,732.00

## 2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds	
	\$268,325.00		0.00%		\$1,815,640.00	0.00%	0.00 %	<b>Total:</b>	\$1,815,640.00	
									<b>LEA-wide Total:</b>	\$1,743,390.00
									<b>Limited Total:</b>	\$72,250.00
									<b>Schoolwide Total:</b>	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	New Teacher Induction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$28,200.00	
1	1.2	English Learner Coordinator	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$4,950.00	
1	1.3	Academic Diagnostics and Monitoring	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$16,550.00	
1	1.4	Highly Qualified Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,438,956.00	
1	1.6	Professional Development	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$65,700.00	
1	1.8	Paraprofessionals	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$125,438.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.9	Curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$70,912.00	
2	2.6	English Language Learner Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$7,434.00	
3	3.1	School Counselor	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$43,400.00	
3	3.2	Multi-tiered system of supports (MTSS)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	
3	3.3	Alternatives to suspension	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$1,600.00	
3	3.5	Peer Mediation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,500.00	

## 2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
<b>Totals</b>	\$1,708,926.99	\$1,819,249.91

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	New Teacher Induction	Yes	\$18,800.00	\$28,200.00
1	1.2	English Learner Coordinator	Yes	\$3,250.00	\$4,750.00
1	1.3	i-Ready Implementation	Yes	\$16,550.00	\$16,550.00
1	1.4	Highly Qualified Teachers	Yes	\$1,209,364.00	\$1,216,286.00
1	1.5	Chromebooks & Technology Upgrades	Yes	\$73,047.00	\$31,050.00
1	1.6	Professional Development	Yes	\$24,743.00	\$65,700.00
1	1.7	Safe & Maintained Facilities	Yes	\$60,000.00	\$73,791.00
1	1.8	Instructional Assistants	Yes	\$107,851.00	\$95,733.00
1	1.9	Curriculum	Yes	\$33,000.00	\$44,212.00
1	1.10	SAI Specialist	No	\$80,340.00	\$80,340.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.1	Technology - Group Messaging	No	\$624.99	\$687.48
2	2.2	Technology - Website and social media	No	\$208.00	427.00
2	2.3	Technology - Zoom and virtual meetings	No	\$1,500.00	\$1,200.00
2	2.4	Stakeholder Feedback	No	\$0.00	\$0.00
2	2.5	Technology - Student Information System	No	\$10,273.00	\$8,850.43
2	2.6	English Language Learner Support	Yes	\$9,750.00	\$9,7509.00
3	3.1	Student Mentor	No	\$43,400.00	\$30,488.00
3	3.2	Multi-tiered system of support	No		\$2,500.00
3	3.3	Alternatives to suspension	Yes	\$1,300.00	\$1,300.00
3	3.4	School Events and Activities	No	\$14,926.00	\$19,676.00



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

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
	\$1,556,258.00	\$1,587,422.00	(\$31,164.00)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	New Teacher Induction	Yes	\$18,800.00	\$28,200.00		
1	1.2	English Learner Coordinator	Yes	\$3,250.00	\$4,750.00		
1	1.3	i-Ready Implementation	Yes	\$16,550.00	\$16,550.00		
1	1.4	Highly Qualified Teachers	Yes	\$1,209,364.00	\$1,216,386.00		
1	1.5	Chromebooks & Technology Upgrades	Yes	\$73,047.00	\$31,050.00		
1	1.6	Professional Development	Yes	\$23,346.00	\$65,700.00		
1	1.7	Safe & Maintained Facilities	Yes	\$60,000.00	\$73,791.00		
1	1.8	Instructional Assistants	Yes	\$107,851.00	\$95,733.00		
1	1.9	Curriculum	Yes	\$33,000.00	\$44,212.00		
2	2.6	English Language Learner Support	Yes	\$9,750.00	\$9,750.00		
3	3.3	Alternatives to suspension	Yes	\$1,300.00	\$1,300.00		

**2022-23 LCFF Carryover Table**

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
		0.00 %	0.00%	\$1,587,422.00	0.00%	0.00%	\$0.00	0.00%

# Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

## Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

## **Plan Summary**

### **Purpose**

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

## Requirements and Instructions

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

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

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

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

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

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

## Engaging Educational Partners

## Purpose

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

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

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

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

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

## Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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



## **Focus Goal(s)**

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

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

## **Broad Goal**

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

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

## **Maintenance of Progress Goal**

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

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

## **Required Goals**

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

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

**Goal Analysis:**

Enter the LCAP Year.

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

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

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

### Purpose

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

### Requirements and Instructions

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

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

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

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

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

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

**Required Descriptions:**

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

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

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

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

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

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

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

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

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

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

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

## **For School Districts Only:**

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

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

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

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

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:



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

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

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

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

Complete the table as follows:

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

## Action Tables

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

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

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

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

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

## Data Entry Table

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

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

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

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

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

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

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

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

## Contributing Actions Table

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

## Annual Update Table

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

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

## Contributing Actions Annual Update Table

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

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

## LCFF Carryover Table

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

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

## Calculations in the Action Tables

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

### Contributing Actions Table

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

### Contributing Actions Annual Update Table

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

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

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

**LCFF Carryover Table**

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

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

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

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