LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Leadership Military Academy
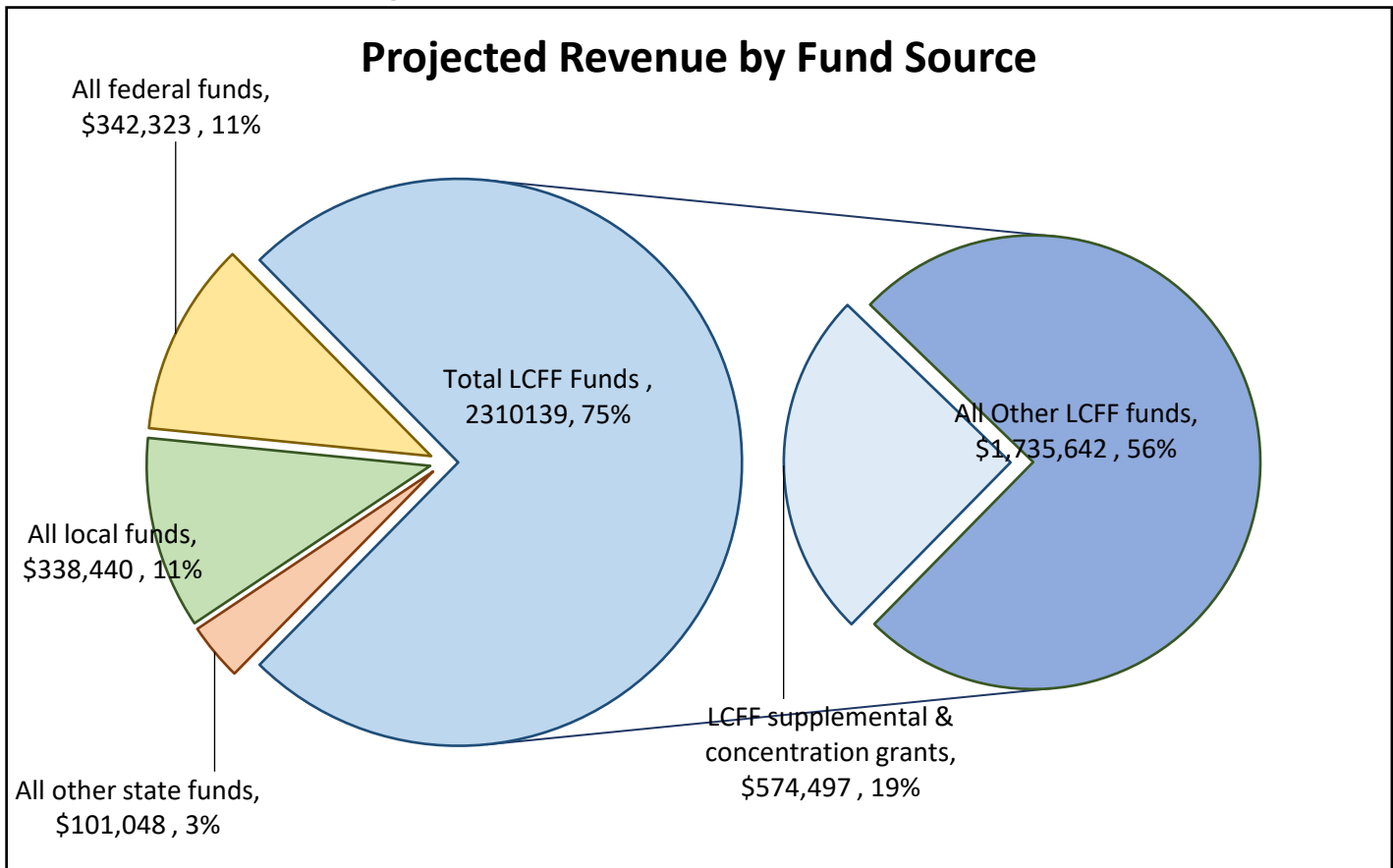
CDS Code: 33-10330-0125237

School Year: 2023 – 24

LEA contact information: Santos Campos, Executive Director

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

- All federal funds, $342,323 , 11%
- Total LCFF Funds , 2310139, 75%
- All Other LCFF funds, $1,735,642 , 56%
- All local funds, $338,440 , 11%
- LCFF supplemental & concentration grants, $574,497 , 19%
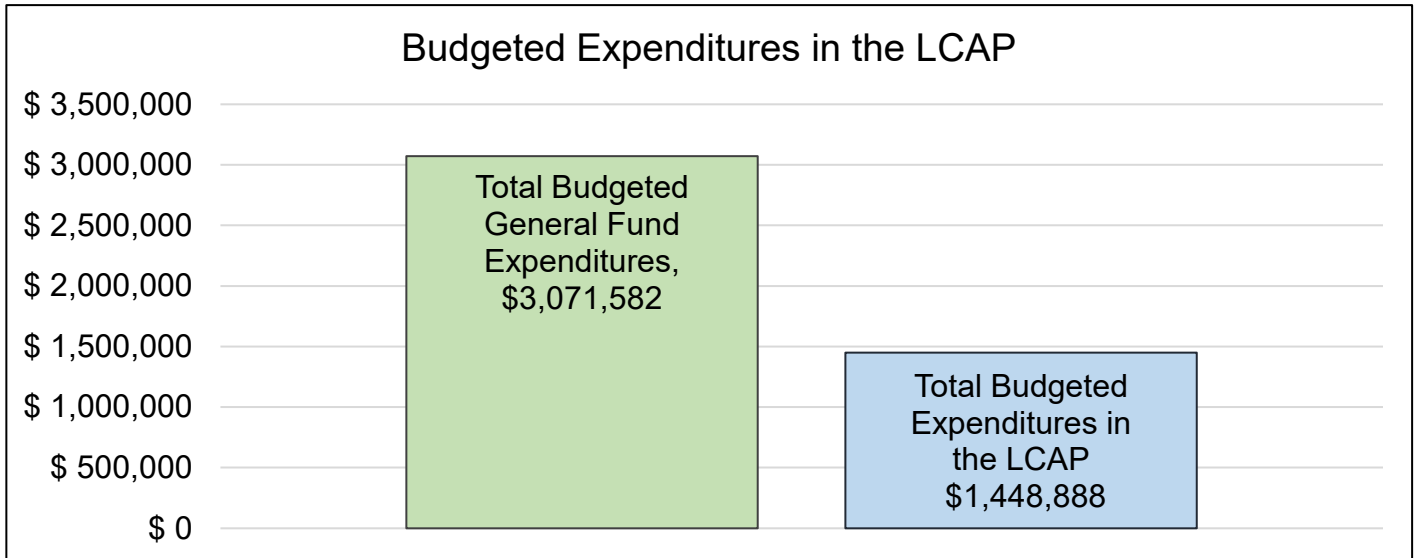- All other state funds, $101,048 , 3%

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

The text description for the above chart is as follows: The total revenue projected for Leadership Military Academy is $3,091,950.00, of which $2,310,139.00 is Local Control Funding Formula (LCFF), $101,048.00 is other state funds, $338,440.00 is local funds, and $342,323.00 is federal funds. Of the $2,310,139.00 in LCFF Funds, $574,497.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $3,071,582

Total Budgeted Expenditures in the LCAP $1,448,888

(Y-axis: $ 0, $ 500,000, $ 1,000,000, $ 1,500,000, $ 2,000,000, $ 2,500,000, $ 3,000,000, $ 3,500,000)

This chart provides a quick summary of how much Leadership Military Academy 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: Leadership Military Academy plans to spend $3,071,582.00 for the 2023 – 24 school year. Of that amount, $1,448,888.00 is tied to actions/services in the LCAP and $1,622,694.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
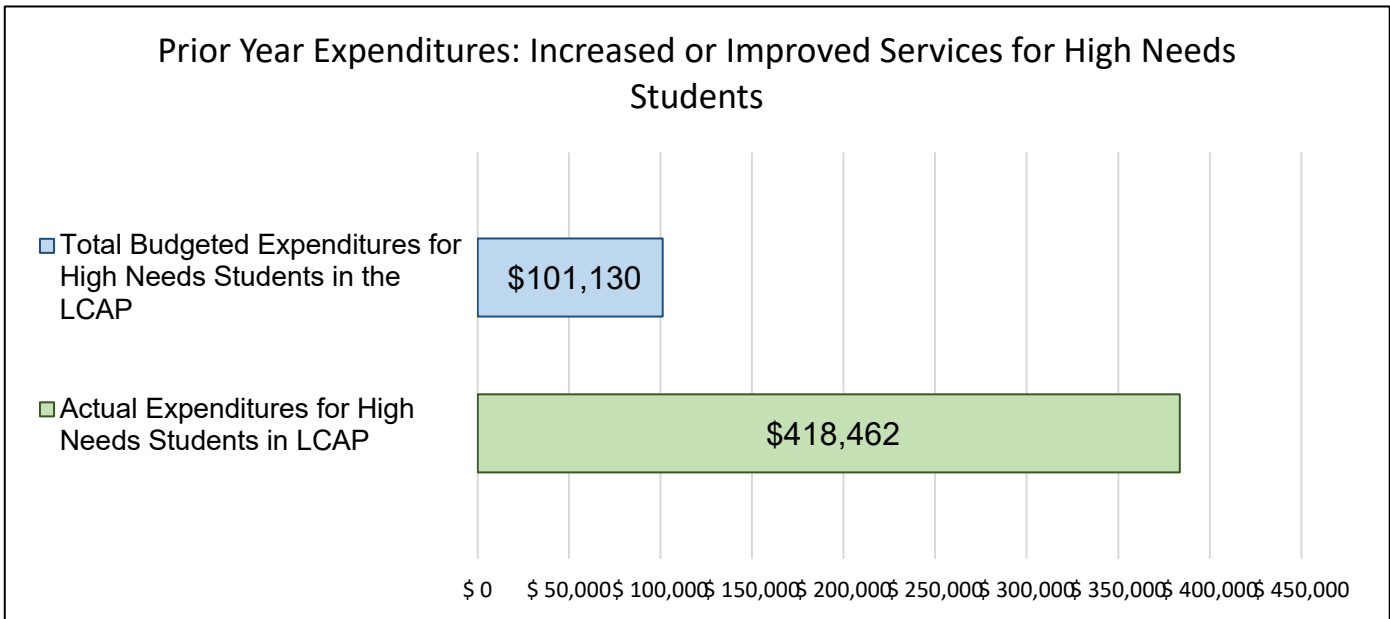
General fund expenditures include operating expenditures such as utilities, capital project expenditures, and materials and supplies necessary to operate the charter school. Operating costs also include salary and benefit costs for our employees not specifically outlined in the LCAP or Learning Continuity and Attendance Plan, including custodians, facilities staff, district and site support staff, and management staff.

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

In 2023 – 24, Leadership Military Academy is projecting it will receive $574,497.00 based on the enrollment of foster youth, English learner, and low-income students. Leadership Military Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Leadership Military Academy plans to spend $637,740.00 towards meeting this requirement, as described in the LCAP. The additional improved services described in the plan include the following:

LCFF Budget Overview for Parents

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

Prior Year Expenditures: Increased or Improved Services for High Needs Students

- ☐ Total Budgeted Expenditures for High Needs Students in the LCAP: **$101,130**
- ☐ Actual Expenditures for High Needs Students in LCAP: **$418,462**

(Chart x-axis: $ 0, $ 50,000, $ 100,000, $ 150,000, $ 200,000, $ 250,000, $ 300,000, $ 350,000, $ 400,000, $ 450,000)

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

The text description of the above chart is as follows: In 2022 – 23, Leadership Military Academy's LCAP budgeted $101,130.00 for planned actions to increase or improve services for high needs students. Leadership Military Academy actually spent $418,462.00 for actions to increase or improve services for high needs students in 2022 – 23.

2023-24 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Leadership Military Academy	Jill McCormick, Curriculum Coordinator Santos Campos, Executive Director	jmccormick@lmaschools.org scampos@lmaschools.org (951) 421-8450

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.

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

LMA Board adopted 6/28/23, fiscal revisions to board 8/17/23

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

A demographic profile of LMA students is available to the public on DataQuest and the California School Dashboard. Over the last few years, the distribution of student subgroups at LMA has been relatively consistent with a large proportion of low-income/socioeconomically disadvantaged students (79.7%), and a large proportion of Latinx students (66.4%) and African American students (21.7%). For the 2022-23 school year, enrollment is recorded at 143 students, compared to 176 in 2021-22. (Source: CALPADS 1.1 & 1.3 for 2022-23)

The students at LMA include 19.6% English learners (28), 18.9% are students with disabilities (27), and 8.4% are foster (3) or homeless youth (9). The proportion of each of these subgroups varies little from the previous school year, and when reviewing data for the whole school, the SED, EL, and SWD groups are numerically significant enough to be disaggregated. The enrollment of foster and homeless youth is low, too low to be a numerically significant student subgroup, and CDE data is usually suppressed to protect student privacy. This is also the case for EL and SWD when data is grade level specific. For example, only grade 11 students are tested on CAASPP, so EL and SWD data is not publicly available. It is also important to note that due to the small size of student population, percentage changes may be based on relatively few students; so with the enrollment of 143, 2 students can account for a change of 1.4%.

As mentioned, the subgroup of low-income students (SED) makes up a majority of the enrollment at 79.7% (114/143). This is important because data on SED will be very similar to that of all students. For example, each year suspension and chronic absenteeism rates for SED students fluctuate about 1% above or below the average for all students. Like EL students, SED is an unduplicated pupil group for increased/improved services, so the data is disaggregated when appropriate. Programs and services principally directed at and effective with this population are offered on a school-wide level and are explained in the Increased/Improved Section.

LMA continues to maintain a low student to teacher ratio and small class size. CALPADS report 3.1 for 2022-23 shows the average class size at 10.69 students, down from 2021-22 when the size was between 11 and 12.

Reflections: Successes

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

Goal 1

LMA surpasses the 1:1 device ratio by providing every student with a Chromebook for home, and maintaining a full set in each classroom so students do not have to transport theirs. Similarly, LMA teachers continue to use technology and digital tools with innovation (ex. ViewSonic large display monitors, Kami, Google Sites, etc.). The WASC visiting committee also recognized the variety of technology teachers are incorporating into lessons as one of LMA's strengths.

All students have access to the same broad course of study, and all academic courses are A-G approved and meet graduation requirements. There are no language proficiency, GPA, or academic "track" requirements or prerequisites for courses. This ensures that all students, including EL students, students with disabilities (SWD), and those who need more support have access to the same highly qualified teachers and rigorous courses. LMA will build upon this success by implementing PD on the instructional strategies that provide more support for EL and SWD to access content and improve literacy.

Goal 2

LMA Board adopted 6/28/23, fiscal revisions to board 8/17/23

NWEA has been successfully implemented and administered with high participation rates (above 95%) to provide valid data at individual, class, grade, and school wide levels. Part of this success can be attributed to adjusting the testing schedule to better suit the needs of students and the immediate efforts to identify incomplete and missing results and complete tests within the testing window. Daily reviews of student results during testing also identified students that may not have put their best effort to the test and should retake it (ex. rapid guessing flags, very short duration, very low Lexile/Quantile that doesn't match student ability). LMA will build upon this success through PD and collaborative efforts to support teachers to use the data in instruction and to address individual student strengths and needs.

More EL students improved English language proficiency, as seen on the ELPI and next year's reclassification rate. This can be attributed in part to changes in the instruction of the ELD class to model more of the ELPAC tasks and directions. LMA can continue this success by implementing the actions that expand ELD services and providing PD and support to the new ELD teacher.

Goal 3

LMA has had significant increases in parent participation in the annual survey (Metric SP3A.2) and in the percentage of parent portal accounts. This can be attributed to expanding parent communication and outreach. Newsletter type emails and text messages were sent out to parents in English and Spanish to provide information and links about graduation requirements, extended learning opportunities for credit recovery, the annual survey, and report cards. Greater efforts were also taken to assist parents with registering for the portal at family events and during individual conferences. LMA will continue to build upon this success by exploring more ways parents are willing to participate in opportunities to provide input and engage with the school community.

The military program has had continued success at the same activities as prior to the pandemic including CACC competitions and events, parades, color guard performances, and advancement in ranks. The military courses have been separated into distinct beginning and intermediate levels, with the majority of the student population in either class or Honor Guard. Parent feedback for the military programs has been strong and positive, including in the WASC visit and at a board meeting. The WASC visiting committee also recognized the military program as one of LMA's strengths, stating it "provides routine, structure, discipline and teamwork, which promotes a leadership quality among the entire student body." LMA can build upon this success by finding opportunities for more parent involvement, developing A-G course submissions for the College/Career Indicator, and continuing to promote the military protocols and courtesies school wide.

Social emotional support continues to be successfully implemented with social worker interns and a counselor/therapist. Additionally, LMA was included as part of the SBHIP consortium for a grant to provide mental health services and related support as early as 2023-24 school year, which will build upon the current success.

After a review of state and local data, including the stakeholder survey and other input from educational partners, LMA has identified the following general areas of success:

There have been some small successes in parent participation this year. Parents, students, and staff attended various board meetings and parents even made public comments. There were 5 parents in attendance at the Spring ELAC meeting, and a couple of parents met with the teachers planning the spring dance. The participation rates in the annual survey were also high. Parent participation went up from 53% to almost 91%, and student participation was at 96.5%, so the results are a valid representation of the LMA community.

In this year's survey there was high agreement in regards to preparing students for post-secondary options (ex. college) and standards based instruction. This is a notable improvement from a couple of years ago when those items were among the least agreed. This achievement can be attributed in part to annual instructional goals that have included a focus on helping students and parents understand more about activities related to standards and academic preparation for college. As a result, almost 82% of all participants agree that students have opportunities to explore post-secondary options, 77% agree that LMA prepares students academically for college/career, and 78% agree that students regularly receive information on the standards taught in classes.

LMA had a successful WASC visit in November 2022, resulting in accreditation through 2029. This is attributed to the time and effort staff spent in collaboration on the self-study. The WASC visiting committee also recognized the relationships and cohesive nature among LMA staff, students, and other stakeholders as one of the school's strengths. LMA will build upon this success by continuing to reflect and analyze school programs and adjusting the action plan accordingly.

LMA Board adopted 6/28/23, fiscal revisions to board 8/17/23

Additional successes from the LCAP metrics:

Metrics utilizing the 2022 SARC and 2022 Dashboard Local Indicators (Board approved 6/23/22) met standards.

SP2.2 - There was an increase in the percentage of EL students enrolled in the dELD course (up 19%), recovering from the drop in the prior year and still improved from 2 years prior.

SP4A.1 - NWEA results show improvement in reading points over 3 years (up 3.7 points from last year, up 4.8 points from the previous year)

SP4A.2 - CAASPP results show improvement in math, points distance from standard since the last assessment (up 7.6 points from 2 years ago)

SP4A.3 & SP4H.1 - Both CAASPP and NWEA results show an increase in the percentage of students who met or exceeded standards in ELA/reading & at are at least conditionally ready for college (CAASPP up 9.41% from 2 years ago, NWEA up 5.9% from last year, up 10% from the previous year)

SP4A.4 - NWEA results show a slight increase in the percentage of students who met or exceeded standards in math from the prior year (up 0.3%)

SP4B - There was an increase in the percentage of graduates that met CSU/UC requirements from the prior year (up 2.6%)

SP4E - There was an increase in the percentage of EL that progressed at least 1 level of proficiency since the last indicator (up 13.2% from 2 years ago) NOTE: The Dashboard indicator is Low because the 95% participation rate was not met

SP3A.2 - There was an increase in the percentage of parents participating in the annual survey over 4 years (up 34.1% from last year, up 1% from the previous year, up 33.9% from the year before that)

SP3B.1 - There was an increase in the percentage of students participating in the annual survey from the prior year (up 37%)

SP3B.2 - There was an increase in the percentage of parents who have portal accounts in Aeries from the prior year (up 22%)

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.

The 2022 Dashboard only displays the most current year of data (also known as Status) and for 2022 only, performance levels will be reported using one of five Status levels for state measures: Very High, High, Medium, Low, and Very Low. For 2023-24, LMA qualifies for Comprehensive Support and Improvement (CSI) because the Suspension, English Language Arts, and Mathematics indicators were all Very Low, indicating a need for significant improvement.

Dashboard Indicators

Conditions and Climate, Suspension Rate - Very High: (Metric SP6A) Although the rate of 16.1% is much lower than the last full school year (2018-19 at 32%), it is still 11.1% higher than the surrounding district, and 3.6% higher than the neighboring DASS school (LMA is a DASS school). Additional reports through DataQuest show that the only student group with a higher suspension rate was SWD students at 18.8%. To help address the suspension rate, LMA plans to include the mental/emotional support team (social worker interns, counselor/therapist) in response to all discipline incidents (Action 3-7).

LMA Board adopted 6/28/23, fiscal revisions to board 8/17/23

Academic Performance, ELA and Math - Very Low: (Metrics SP4A.1-SP4A.4) Indicators for ELA and math show that LMA 11th grade students are performing below the standard as a group. NWEA results corroborate this finding schoolwide. For the Winter 2023 administration, 63% of LMA students scored below the average in reading, and 75% in math. CAASPP data suppresses small student groups, but NWEA can be disaggregated and shows that no EL nor SWD are projected to meet the standard on SBAC in Spring. In comparison to the surrounding district and the neighboring DASS school (LMA is a DASS school) for all students, LMA falls below the district, but outperforms the other DASS school. To help address the low academic performance in ELA and Math, LMA will continue to work to implement PD directed at best instructional practices and standards (Actions 1-5 & 1-6) and using assessment data when planning instruction (Actions 2-1 & 2-2). Additionally, providing students access to broad, rigorous coursework (Action 1-10) and interventional supports (Action 2-3). There have been challenges in implementing these actions, so LMA will need to improve planning for each so they can gain more traction.

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

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

Parent engagement: Although there has been improvements to parent participation in the surveys and portals, the most recent results indicate that the majority of parents know there are other opportunities to participate and provide input, and 45% of the parents surveyed are interested, yet there was minimal membership on the ELAC and SSC. The first step will be to communicate with parents and work to address barriers that are preventing them from attending ELAC and SSC meetings (Actions 3-1, 3-3) and other family events. Another step that may increase parent engagement is to offer more student centered family activities to connect parents to the site and each other (Action 3-2). Activities like Orientation, Back to School, and Honor Roll are more focused on student outcomes and had greater parent attendance than the ELAC, SSC, WASC parent group, or AVID Family Night.

Other indicators of need measured by the LCAP metrics:

SP2.3 - 2.2% Fewer EL students have a GPA at or above 2.0 compared to all students, increasing from 1.5% last year

SP8.2 - There was a decrease in graduates that enroll in college within 1 year, over the last 3 years (down 2% from last year, down 5% from the previous year)

SP5A - There was a decrease in attendance from before the pandemic (down 3.48% from 4 years ago, and below 90%)

SP5B - There was an increase in chronic absenteeism from before the pandemic (up 18.8% from 4 years ago, and above 50%)

LCAP Highlights

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

This year's LCAP has 2 actions that, based on the most recent data, have changed to contributing to the increased/improved services. Action 3-5 addresses attendance processes and is measured by Metrics SP5A (attendance rate) and SP5B (chronic absenteeism), which has been disaggregated by student groups. For the 2021-22 school year, the chronic absenteeism rates for SED and EL students was higher than that of all students, so Action 3-5 becomes more beneficial to these student groups to help make greater gains at improving attendance.

LMA Board adopted 6/28/23, fiscal revisions to board 8/17/23

Similarly, Action 2-4 addresses A-G coursework. LMA has offered predominantly A-G approved core courses, but the A-G completion rate (Metric SP4B) which requires that students earn a grade of C or better has been low. The A-G completion rate is also a factor in determining college readiness on the Dashboard (Metric SP8.1). When local data was disaggregated by student groups, our SED students had a lower A-G completion rate, and would benefit more from the efforts to improve A-G completion in the action.

Another key feature of this LCAP is in the expenditures. For the 2023-24 LCAP, the planned expenditures have increased significantly to ensure the costs associated with staffing for each action are included.

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

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

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.

Leadership Military Academy is a single school charter that is eligible for CSI - Low Performance. LMA qualifies for CSI because of the following Dashboard indicators: Suspension (very high), English Language Arts/CAASPP ELA (very low), Mathematics/CAASPP Math (very low).

Support for Identified Schools

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

LMA will use the LCAP processes and existing plans to develop, implement and support CSI plans to improve student outcomes related to suspension and CAASPP ELA and math. In addition to meeting the criteria for CSI in these areas, a school-level needs assessment was conducted through a review of the state indicators (ex. Dashboard, Measuring and Reporting Results sections) and the need for improvement in suspension rate, and academic performance in ELA and math (as measured by the CAASPP) was identified and described in the Reflections: Identified Need section.

A detailed analysis of NWEA data shows that many of LMA students are performing below average in foundational skills and concepts from earlier grade bands,in both reading and math. These skills are necessary for students to be able to fully engage in the more rigorous, high school level curriculum, and have become a barrier to their academic performance. The gap in foundational skills is more evident for EL students and SWD. The LCAP actions that will support student outcomes in ELA and math are explained in the Reflections: Identified Need section, described in detail in the Actions section, and include: Goal 1, Actions 1-5 & 1-6; Goal 2, Actions 2-1, 2-2, & 2-3. Actions 1-5 and 1-6 address providing standards-based instruction. These actions help ensure that student learning is aligned with the standardized testing and grade level standards. Actions 2-1 and 2-2 focus on monitoring student progress through assessment and data. These actions help ensure that there are consistent measures to

inform instruction for all students. Action 2-3 directly addresses the need for foundational support by providing math and ELA intervention programs. Students identified as needing remediation can receive additional support to help acquire the foundational skills and content they have not yet mastered.

A broader review of data related to school climate, including student surveys, student participation in activities, and demand for mental/emotional services shows that many students do not feel connected to the school, fewer students stay committed to participate in activities like sports or extracurricular activities, and there has been an increase in time around mental/emotional counseling. Student engagement is at the root of school climate, so to improve outcomes like suspension rate and participation, efforts need to concentrate on improving the supports and services that build trusting relationships and connect students to the school community. The LCAP actions that will support student outcomes in these areas are explained in the Reflections: Identified Need section, described in detail in the Actions section, and includes Goal 3, Actions 3-7 & 3-10. Action 3-7 specifically addresses the services and programs that promote positive behaviors to combat the suspension rate. Action 3-10 addresses the social-emotional-mental services for students which will provide students with the individual support and guidance they need for mental wellness and the capability to reconnect to the school community.

Educational partners are already engaged in the LCAP process which is described in more detail in the Engaging Educational Partners section. For the 2022-23 survey, 91% of families participated, 97% of students participated, and 76% of staff. Through the survey, we learned that 70% of families agree that there are opportunities for them to be part of advisory committees, and 88% agree that there opportunities to get involved sharing ideas and providing input for plans and decisions. This indicates that the majority of our educational partners know how they can continue developing comprehensive support and improvement plans.

Monitoring and Evaluating Effectiveness

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

LMA will use the LCAP processes and existing plans to monitor and evaluate the effectiveness of CSI plans at improving student outcomes related to suspension and CAASPP ELA and math. The LCAP Actions related to the CSI plan will be monitored by the same Dashboard indicators that identified them as areas of need (Suspension, ELA, and Math), as well as additional metrics described in each of the actions that will provide more context to the progress of the action. The other Metrics that will specifically help monitor and evaluate the plan include: Goal 1, Metrics SP2.1 Standards Implementation, & SP7.1 Boad Course of Study; Goal 2, Metrics SP4A.1 through SP4.4 which measure the distance from standard and percent of students who met the standard on CAASPP ELA and Math; Goal 3, Metric SP6A Suspension Rate.

The effectiveness of actions are described in the Goal Analysis sections. The process of monitoring and evaluating effectiveness and reviewing disaggregated data will help identify any resource inequities, and if there are any they will also be described in the Goal Analysis sections.

Educational partners are already engaged in the LCAP process which is described in more detail in the Engaging Educational Partners section. For the 2022-23 survey, 91% of families participated, 97% of students participated, and 76% of staff. For the 2022-23 survey, 91% of families participated, 97% of students participated, and 76% of staff. Through the survey, we learned that 70% of families agree that there are opportunities for them to be part of advisory committees, and 88% agree that there are opportunities to get involved sharing ideas and providing input for plans and decisions. This indicates that the majority of our educational partners know how they can continue developing comprehensive support and improvement plans.

Engaging Educational Partners

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

LMA Board adopted 6/28/23, fiscal revisions to board 8/17/23

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

There are 25 staff members at LMA, mostly teachers (14), plus classified staff (9) and principals/administrators (2). Staff is often grouped as a whole because of these low numbers, unless feedback is specifically from a particular group. LMA is governed by a Board of 5 Directors. LMA currently does not have any of the following stakeholder groups active in the school community: local or collective bargaining units, district leaders, tribal groups, or civil rights organizations.

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

For parents, the process most often begins with outreach by LMA. In addition to disseminating information to families, parents are invited to participate in meetings. These may be schoolwide, grade level, or interest groups like the School Site Council (SSC) and the English Learner Advisory Committee (ELAC). Small group and individual meetings are often scheduled according to parent convenience. School Site Council and ELAC meetings are coordinated with the members in advance to schedule times that maximize participation. Aspects of the LCAP and related data are shared as applicable. For example, both groups were provided a short presentation on the LCAP and WASC in the fall.

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

Engaging educational partners also includes the public opportunity to review and comment on drafts of plans, accountability reports, and budgets at the monthly Board meetings. In February, a report on the mid-year status of the LCAP metrics, actions, and expenditures was presented at the regularly scheduled LMA Board meeting and available to the public. A draft version of the next LCAP, and links to an online shared copy of the document are made available and shared with the public in the spring and at subsequent LMA Board meetings. As required, all LMA Board of Directors meeting agendas are posted in advance, and parents and the community are invited to comment following the protocol for public comments. This year a few teachers, parents, and students attended board meetings. Frequently, information on topics within the LCAP are shared with the Board, like assessment results (Metrics SP4A) or the status of our seniors which will influence the graduation and dropout rates (Metrics SP5D and SP5E). Information about any accountability reports or plans associated with additional funding are also shared with the Board and public in accordance with statute.

A member of the RCOE Charter Schools Unit (representing the authorizer RCBE) attends and observes board meetings on occasion. They also collect and review a variety of reports and board documents that we share through email and Epicenter. This includes any plans or reports that require submission to the authorizer or County Superintendent, like the ESSER plan and the LCAP, and feedback is provided.

LMA's educational partner groups participate in the Stakeholder Survey each winter. Survey items are directly related to the state priorities. The results of the survey are shared in early Spring to be discussed and considered in the final LCAP. In addition to the annual survey, a very short climate survey is administered to students a couple of times in the year to help measure engagement and school

connectedness. For the 2022-23 survey, LMA hosted a family night with food and door prizes to facilitate survey participation. Although few parents attended the event, parent participation in the survey increased again to almost 91%.

Survey links in English and Spanish were shared via email, marketing email, and text. The links were also available on the webpage, at the Board Meeting, and in classes for students. Email and text links were the primary method used to promote the survey with families because parents had communicated in the past that those methods were preferred and the most effective, and they had a more robust response than the family night this year. In the 2022-23 survey, again families preferred these methods over mailers and social media/webpage by more than 40%. For students, links were shared through email, their preferred method of communication on the 2022-23 survey, and in their classes (via Google Classroom). Students are provided a dedicated time in the school day to complete surveys. Teachers have additional time at the end of a professional development meeting.

The local community/public is also able to provide feedback and engage in learning more about LMA. The marquee sign outside has the school website address and phone number in the rotational display. The school website also has contact information listed and a form to contact the school directly. When the annual survey is open for responses, it is promoted on the site and has links in English and Spanish for anyone to participate. The website also lists the dates and time of the Board of Directors meetings which are open to the public for information and the opportunity for comment.

A summary of stakeholder communication opportunities:

Stakeholder	Communication Method	Frequency
Board of Dir.	Board meeting	monthly
Staff	Leadership/Site Team meetings	weekly
	Professional Development	semi-monthly
	Individual Conferences	as needed
	PLC meetings	as needed
	Subcommittee meetings	as needed
	Whole staff meetings and/or communications	as needed
Parents/Guardians	ELAC meetings	2-3 times/year
	SSC/LCAP meetings	2-3 times/year
	Events	2-3 times/year
	Formation	daily
	Individual (senior meetings, parent teacher conferences)	as needed
	Parent Portal	unlimited
	Dialer, text, email, USPS, direct contact	unlimited
	Website & social media	unlimited
Students	Grade level/school presentations	2-3 times/year
	Individual (senior meetings, parent teacher conferences, guidance meeting)	2-3 times/year
	Formation	daily
	Direct contact (in person)	daily
	Email	as needed

LMA Board adopted 6/28/23, fiscal revisions to board 8/17/23

	Remind.com, texting apps	as needed
	Student Portal	unlimited
	Google classroom	unlimited
	Website & social media	unlimited
Community	ELAC meetings	2-3 times/year
	SSC/LCAP meetings	2-3 times/year
	Formation	daily
	Board meeting	monthly
	Website	unlimited

A summary of the feedback provided by specific educational partners.

In addition to the opportunities listed above, the most structured and comprehensive feedback is received through the stakeholder survey. The survey compiles participant results into three categories: parents (120), which includes guardians and family members that are the primary caregiver; students (138); staff (22) which includes teachers, administrators, classified staff; and overall, which includes the other categories as well as any individuals from the community or families that selects "other" (1). The survey is otherwise anonymous, so it is not disaggregated by student group (ex. EL, SPED) or parents of student groups (ex. parents of SPED, ELAC members, etc.) The survey also contains opportunities for open ended, free responses. Because of the considerable difference in the quantity of items, the top and bottom rankings are not directly comparable, but do still aid in prioritizing areas for further analysis. The 2022-23 survey had a very high response rate from both parents (90.9%) and students (96.5%) and there was an even distribution of adults to students, almost 50/50, which means it is a strong representation of both groups and responses won't be skewed by either group outweighing the other. Staff and the board were pleased to see the high participation rates.

In a review of the most and least agreed items and the state priorities they address for all responses there was a fairly even balance. When the items are listed for each participant group there are some differences. Families' responses were still evenly balanced among the priorities, whereas students focused more on academic performance and school climate. Interestingly, families agreed that students felt connected to LMA, but students did not, placing that item near the bottom.

Some items are consistently on the top or bottom because they represent resources that are clearly available or not available. For example, having access to a device and support with it have been on the top for a few years, primarily because LMA provides every student with a Chromebook and a lesson in using it upon enrollment, and the majority of participants recognize it. Conversely, items about access to college courses, AP, and CTE courses consistently land on the bottom because LMA hasn't offered these courses, and our educational partners acknowledge the missing opportunities for students as an area for growth.

The most and least agreed items were somewhat evenly distributed in relation to the LCAP Goals. LCAP Goal 1 focuses on the conditions of learning (priorities 1, 2, 7) and has 3 items on the top and 3 items on the bottom. LCAP Goal 2 focuses on student outcomes (priorities 4 & 8) and has 4 items on the top and 2 on the bottom. LCAP Goal 3 focuses on engagement (priorities 3, 5, 6) and has 3 on the top and 5 on the bottom. Since there were more on the bottom regarding engagement, a closer analysis of the items and priorities shows that none of the items are about priority 3, parent engagement, but split between student engagement and school climate. More notably, two items indicate that students do not feel connected to LMA (57% agreement) or respected by each other (49% agreement).

There were also some findings in the most recent survey that warrant closer analysis and consideration. Parents (88%) and students (64%) agreed that there have been at least some opportunities to get involved sharing ideas and providing input for plans and decisions at LMA, and 45% of parents and 45% of students are interested in participating in such opportunities. The participation in ELAC and SSC could be increased once the factors barring participation are determined. It also indicates that moving forward, more effort promoting the ELAC and SSC events and meetings may recruit more parents and

LMA Board adopted 6/28/23, fiscal revisions to board 8/17/23

students. This information was shared with the ELAC, staff, and the board in spring for additional feedback. The ELAC suggested offering multiple meeting times, during the day and evening to accommodate more parent schedules. The ELAC also suggested that parents may be interested in participating, but do not feel that their participation will have a direct effect on their student's success. This indicates that families may not be aware of the connection between parent engagement and student outcomes.

Most often, student responses tend to be less positive than the adults in the survey (parents, staff, other), but there were a couple of items that went against this trend. Students were in more agreement than families about understanding which standards are being addressed in their classes, and regular testing to measure their own academic growth.

Staff makes up a smaller portion of the responses and therefore weight of the overall averages. Usually staff also has the highest agreement rate of the participant groups. In the 2022-23 survey, there were some items that decreased in agreement among staff, meaning less of them agreed than in the past. For example, only 63% of staff agreed that LMA puts students on a rigorous path to prepare them for college, down from 85% last year; and only 55% of staff felt there were clear consequences for breaking rules, down from 77%.   The key findings from the survey were shared with staff in the spring. Staff discussed concerns that the agreement among students feeling safe and connected was low. Staff also discussed the differences between family responses and student responses on some items.

Last year, there were several items in the survey that suggested that students are more aware of programs and events at LMA because student responses were higher. The largest difference between parents and students was about summer school (parents 34%, students 64%). This year, almost 10% more parents were aware of the summer school (parents 43%, students 67%) likely due to the additional outreach and communication with parents (Action 3-1) about the opportunity to attend extended learning opportunities (Action 3-6), and their student's credit barriers toward graduating on time.   Other programs that students responded higher than parents include AVID (parents 38%, students 69%), student activities like sports (parents 32%, students 40%) and drill (parents 51%, students 70%)

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

The parent groups (ELAC, SSC) have the opportunity to discuss information and provide feedback during meetings, as well as through direct and less formal channels like other parents. For the 2022-23 school year, the SSC and ELAC received information on the LCAP and WASC in the fall meeting presentations, and provided no additional questions or input. In the spring, the ELAC also reviewed performance data on EL students and the survey results. The ELAC provided qualitative feedback that indicated the reason students were designated EL in the first place was unclear, as well as how to be redesignated. For example, they described how the student only speaks English in the home, or doesn't speak Spanish at all, but is considered an EL. The ELAC members also suggested making registration in the Aeries portal easier. Parents attended board meetings and shared their concerns as public comments. The topics were on senior events and the restroom policies.

Classified staff is often consulted for input on school events and activities. For example, office staff is key in the communication process and the facilities manager can provide insight on logistics, material resources, and technology.   The kitchen manager is consulted on how activities change to the daily bell schedule (ex. testing weeks), or menu changes (ex. Friday pizza from RCOE) will impact the meal programs and staff. The social worker interns and counselor/therapist are included when social-emotional supports are needed, like after the presentations on stress and coping, or student altercations.

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

Parent communication is both an action in the LCAP (Action 3-1) and a way we receive input and feedback. Part of Action 3-1 was to expand our outreach, so we added more direct calls, marketing style newsletters, weekly email updates on events, and in English and Spanish. The result of these efforts was a significant increase and high participation rate in the survey, more awareness of extended learning

opportunities, and hearing more from parents. Based on the survey, families continue to prefer text (57%) communications, but email (49%) and phone calls (47%) are also preferred. This feedback and two-way communication demonstrates that the efforts of Action 3-1 are bringing more feedback from parents and supporting continuing to improve within this action.

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

Action 1-2 and 1-3 considers instructional materials. Parent and student feedback on technology has been positive and consistently on the top agreed items on the survey. These actions include the continued use of technology tools in instruction. Additionally, Action 1-6 includes digital instructional tools used in the classroom.

Action 1-4 considers the safety and maintenance of the site. It was supported in the survey (73%).

Action 1-5 considers professional learning in the implementation of standards, which is related to subsequent actions 1-6, 1-7, and 1-8. Each action addresses a different aspect of implementing standards and considers information from different stakeholders. In past surveys this was not a highly agreed item, so school wide instructional goals were implemented to ensure standards were posted and discussed with learning goals in each classroom. The efforts of these actions over the last two years have resulted in a much higher agreement rate that standards are a part of the classroom.

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

Action 2-3 considers math and ELA intervention programs. Feedback from staff and students has not been favorable on this action, which may be a result of limited implementation.

Action 2-9 considers college preparation services. This year, schools became responsible for FAFSA completion by all seniors. Feedback from staff and 12th grade students during the initial FAFSA window showed that this piece of college preparation needs more emphasis and it was added to the action description to be clearly included.

Action 3-2 considers parent participation. The lack of family activities was even evident in last year's survey, but for 2022-23 responses showed considerable improvement which might be attributed to the additional communication in Action 3-1. Even though 67% of stakeholders agree that there is a lack of family activities, a much smaller percentage actually attended them which demonstrates the need to continue efforts in this area.

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

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

Action 3-10 considers student social-emotional wellness. There is someone available to counsel students every day (social worker interns and counselor/therapist), and they circulate around campus and are visible to students during formation, yet student agreement that they can receive support with their mental and emotional health remained at 58% from last year, which indicates a need for the communication about mental, social-emotional support included in the action. Similarly, parent agreement that counseling services were available to students dropped 6%.

Feedback was received by RCOE Charter Schools Unit (representing the authorizer RCBE) through formal and informal reviews of the LCAP, LCAP workshops, and direct communication. This feedback has provided guidance on how best to revise various sections of the LCAP. For the 2022-23 LCAP it primarily included revising the Increased/Improved section, the CSI section, addressing the extra carryover funds, revising actions to better reflect contributing actions, and revising the actions to simplify them by removing extra details that are not necessary. The process of revising the Increased/Improved section

included providing more disaggregated data for unduplicated pupils than was originally included in the metrics, so it was added to those metrics (SP4B, SP8.3). The descriptions of the Increased/Improved actions were reorganized and revised to better explain how the the actions are principally directed to each student group and how the action will achieve the intended outcome. The process also supported revising the descriptions of the contributing actions (in the Actions sections) to help clarify them, or creating a separate action to specifically address the contributing services portion of the original action.

Goals and Actions

Goal 1

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

An explanation of why the LEA has developed this goal.

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

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

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

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

Measuring and Reporting Results

Line #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1.	SP1.1 Teacher misassignments	0 *2019-20 SARC*	0 MA Reported Misassignments *2020-21 CalSAAS Summary report*	2.1 Teachers Without Credentials and Misassignments *2020-21 SARC, Data from CDE (last updated 6/30/22)*		0
2.	SP1.2	0% Students WITHOUT access	0% Students WITHOUT access	0%		0%

LMA Board adopted 6/28/23, fiscal revisions to board 8/17/23

	Access to standards aligned materials	*2019 Dashboard Local Indicator* *2019-20 SARC*	*2020 & 2021 Dashboards Suspended* *2021 Local Indicators, Board approved 6/17/21* *2020-21 SARC*	*2021-22 SARC, School Year 2022-23*		
3.	SP1.3 Facilities	0 Instances NOT "Good Repair" *2019-20 SARC*	0 Instances NOT "Good Repair" *2020 & 2021 Dashboards Suspended* *2021 Local Indicators, Board approved 6/17/21* *2020-21 SARC*	Overall - Good 1 instance NOT "Good Repair" (out of 8 systems) *RCOE FIT completed Sept. 2022* *2021-22 SARC, School Year 2022-23*		0
4.	SP2.1 Standards implementation *(Correlates to SP1.2)*	Standard Met *2019 Dashboard Local Indicator*	Standard Met *2020 & 2021 Dashboards Suspended* *2021 Local Indicators, Board approved 6/17/21*	Standard Met *2022 CA School Dashboard*		Standard Met
5.	SP2.2 EL access to ELD standards *(Correlates to SP7.2)*	83.6% (46/55) EL enrolled in dELD course *2020-21 CALPADS 2.4*	66.6% (26/39) EL enrolled in dELD course *2021-22 CALPADS 2.4*	85.7% (24/28) *2022-23 CALPADS 2.4*		91% EL enrolled in dELD course
6.	SP2.3 EL access to Content & CCSS standards *(Correlates to SP7.2)*	1.5% fewer EL ALL: 35.8% Academic GPA 2.0+ EL: 34.3% Academic GPA 2.0+ *2021-22 Aeries Fall GPA Summary (GRD) /GPA Snapshot*	*Metric added in 2021-22 school year for 2022-23*	2.2% fewer EL ALL: 46.6% (69/148) Academic GPA 2.0+ EL: 44% (11/25) Academic GPA 2.0+ *2022-23 Aeries Fall GPA Summary (GRD) /GPA Snapshot*		EL with Academic GPA 2.0+ is same or greater percentage than for ALL
7.	SP7.1 Broad course of study	Standard Met *2019 Dashboard Local Indicator*	Standard Met *2020 & 2021 Dashboards Suspended* *2021 Local Indicators, Board approved 6/17/21*	Standard Met *2022 CA School Dashboard*		Standard Met
8.	SP7.2	Nearly Met	Standard Met	Standard Met		Standard Met

LMA Board adopted 6/28/23, fiscal revisions to board 8/17/23

	Broad course of study includes EL instructional programs: Sufficient dELD course seats to match EL enrollment	55 EL students *2020-21 CALPADS 2.4* 2 periods (2nd+INT) dELD offered ≈ 50 seats *2020-21 Aeries Spring MST*	39 EL students *2021-22 CALPADS 2.4* 2 sections dELD offered ≈ 50 seats *2021-22 Aeries Spring MST*	28 EL students *2022-23 CALPADS 1.1 , 2.4* 2 sections dELD offered ≈ 50 seats *2022-23 Aeries Spring MST*		
9.	SP7.2b Portion of EL students enrolled in Broad course of study	100% of EL enrolled 0 courses have English Language/Literacy Proficiency requirement *2021-22 Course Descriptions*	*Metric added in 2021-22 school year for 2022-23*	100% of EL enrolled 0 courses have English Language/Literacy Proficiency requirement *2022-23 Course Descriptions*		100% of EL enrolled
10.	SP7.3 Broad course of study includes SWD instructional programs: SAI offerings meet IEP requirements	Standard Met 13 sections (6 periods) of SAI (pull-out) *2020-21 CALPADS 3.7 (Instr Strat = 700)* 9 periods of RSP/Collab (push-in) *2021-21 Aeries Spring MST*	Standard Met 10 sections (6 periods) of SAI *2021-22 CALPADS 3.7* 4 periods of RSP *2021-22 Aeries Spring MST*	Standard Met 5 sections of SAI, 3 periods of RSP, 27 students *2022-23 Aeries Fall MST, 2022-23 CALPADS 1.1*		Standard Met

Actions

Action #	Title	Description	Total Funds	Contributing
1-1	Williams: Teachers	Monitor new hire placement and maintain teacher assignments in concordance with CTC *Administrator's Assignment Manual.* This includes coordination with the Monitoring Authority (RCOE) to identify and appropriately correct any special circumstances. Data on staff show that there are some Local Assignment Options and specialized credentials that may trigger Exceptions in CalSAAS each year. This also includes efforts and programs that help retain highly qualified staff and maintain a competitive compensation package. This will be measured and reported in the annual SARC and CalSAAS (Metric SP1.1).	$20,101	N
1-2	Williams:	Monitor sufficiency of instructional materials so that 100% of students will have equitable and individual access to the necessary resources of each	$22,851	N

LMA Board adopted 6/28/23, fiscal revisions to board 8/17/23

	Materials CHK	course. In addition to textbooks, LMA has adopted a 1:1 ratio with devices. Sufficiency of materials also requires that there are adequate resources to handle the technology demands of the school day (network) and security. This will be measured and reported in the SARC (Metric SP1.2). *NOTE: This action and Metric SP1.2 correlate with Metric SP7.1, the Dashboard Local Indicator Self-Reflection Tool #2 Instructional Materials.*		
1-3	Williams: Materials BUY	Continue to replenish (maintain) or replace (change) instructional materials as needed and on a rotation schedule. The rotation schedule will be monitored to review the currency of materials and alignment with state standards and state board adoption schedule. Materials may need to be replaced when there are insufficient usable materials, they are outdated, content does not align with standards, or content doesn't consider cultural relevance and perspectives. This also includes materials used to instruct and support ELD courses (see Action 1-8). Instructional materials will be measured with Action 1-2 and reported in the SARC (Metric SP1.2).	$40,022	N
1-4	Williams: Facilities	Continue to conduct routine inspections of the facilities for safety and cleanliness, and have repairs/upgrades completed as needed. This includes informal inspection by staff as well as formal inspection through the facility owner (RCOE). Conditions will remain in a state of "good repair" or better. This also includes health and safety protocols implemented by the state and county health departments that may include guidelines on proper sanitation, PPE, social distancing, health screening/tests, and other related resources. The site will be formally assessed using the Facilities Inspection Tool (FIT) or similar document and reported on the SARC (Metric SP1.3).	$84,297	N
1-5	Standards: PD	Continue to assess staff development needs to identify areas of improvement and provide professional development (PD) to support staff in implementing and aligning with state content standards. Administration will collect data on individual staff needs and site needs regularly through classroom observation. This will also be measured by the PD calendar and activities. Professional development on content standards implementation will be measured annually with the Local Indicator Self-Reflection Tool and reported on the Dashboard (Metric SP2.1).	$63,605	N
1-6	Standards: Classroom	Ensure that standards-based curriculum and best instructional practices are implemented in all classes. The process will include collaborative planning to design unit maps, lesson plans, and activities. This also includes professional development (PD) and collaboration using research-based practices (ex. UDL) and digital instructional tools (ex. Nearpod). Evidence will be found in the increased use and variety of instructional strategies in classroom observations. Additional evidence that instructional materials align with standards is found in Action 1-2 and 1-3 (Metric SP1.2). Implementation of standards in the classroom will be measured annually with the Local Indicator Self-Reflection Tool and reported on the Dashboard (Metric SP2.1).	$166,583	N
1-6.2	Standards: SDAIE	Ensure that the best instructional practices that support EL students are implemented in all classes. The process will include professional development (PD) and resources using research-based practices (ex. SDAIE, SIOP, QTEL) and digital supports and accessibility tools to help support language development (ex. Google translate, read-aloud). Evidence will be found in the increased use of instructional strategies that directly support EL students in classroom observations. This action differs from Action 1-7 because this action focuses on the instructional strategies that help EL students comprehend content in English and Action 1-7 focuses on English Language Development. This action will contribute to the increased/improved services requirement because the strategies are principally directed at supporting EL students in understanding the standards-based content and skills in their lessons. Implementation of standards in the classroom will be measured annually with the Local Indicator Self-Reflection Tool and reported on the Dashboard (Metric SP2.1).	$126,022	Y
1-7	Standards: EL	Increase access to content through integration of ELD standards and CCSS Literacy standards into all academic courses. This includes dedicated	$39,481	Y

	Access	professional development (PD) time to support teachers with incorporating ELD and CCSS Literacy standards into their content, planning activities with those standards in mind, and providing students with rigorous instructional activities that support content and language mastery (separate from Action 1-5, Metric SP2.1). This action will contribute to the increased/improved services requirement because ELD strategies directly support improving language proficiency for EL students. It is also contributing because content area teachers will have more resources to provide strategies and support necessary to develop English language proficiency through other subject areas, which is principally directed to and effective in supporting EL student academic performance in all academic courses. Integration of ELD and CCSS Literacy standards will be evidenced by documenting and refining unit and lesson plans of core courses to include language and literacy standards, as well as instructional strategies for language development. Administrative walkthroughs will confirm that CCSS literacy and ELD standards and strategies are evident in instruction. EL access to content standards will be measured in part by the Local Indicator Self-Reflection Tool and reported on the Dashboard (Metric SP2.1), academic GPA comparison (Metric SP2.3), and academic performance of EL students (Metrics SP4A).		
1-8	Standards: dELD	Increase direct access to ELD standards through a designated ELD (dELD) curriculum. This will also increase EL access to content standards by supporting language development overall. This includes enrolling all EL students in tiered courses and/or ELD interventional support, and periodic cross-checking rosters and EL lists. This action will be evidenced through ELD offerings on the master schedule and EL enrollment. It will be measured by course enrollment (Metrics SP2.2 and SP7.2). *(NOTE: ELD materials and PD are included in Actions 1-3 and 1-7 respectively)*	$44,716	N
1-9	Broad Course: All	Continue to provide all students, including English learners (EL), low-income (SED) and students with disabilities (SWD) access to the full catalog of courses available in the schedule (described in Action 1-10). Student interest will remain the only prerequisite for enrollment in elective courses. Action 1-11 is similar to Action 1-9 This action will contribute to the increased/improved services requirement because access and enrollment to courses is not predicated by performance criteria, so all student groups have the same choices and courses to learn alongside their peers. Access to a broad course of study is evidenced by the non-exclusive enrollment in A-G, AP, and AVID courses and will be monitored through the scheduling process. Implementation will be measured annually with a Local Indicator Self-Reflection Tool and reported on the Dashboard (Metric SP7.1)	$8,704	Y
1-10	Broad Course: Courses	Maintain a schedule of courses that offers courses to meet graduation requirements and/or prepare for post-secondary goals. This includes a range of elective options to supplement core classes, credit recovery options, intervention programs, and courses approved to meet university A-G requirements. Adjust courses as needed to meet any changes in standards or A-G requirements. Explore ways to include CTE pathways, classes at MVC, and new courses. This will be evidenced by the master schedule, available electives (including A-G, AP, and AVID), and A-G Course List and measured annually during the scheduling process by administration. It will also be measured annually with a Local Indicator Self-Reflection Tool and reported on the Dashboard (Metric SP7.1).	$14,204	N
1-11	Broad Course: EL	Continue to ensure EL students have access to the full catalog of courses available in the schedule (similar to Action 1-9). Access and enrollment to courses will remain the only prerequisite for enrollment in elective courses. This action works in tandem with other ELD services in Actions 1-7 (EL access	$ 2,454	Y

LMA Board adopted 6/28/23, fiscal revisions to board 8/17/23

		to standards), 1-8 (designated ELD courses), and 2-6 (progress toward proficiency) and includes scheduling EL students in the same courses as their non-EL peers.		
		This action will contribute to the increased/improved services requirement because access and enrollment to courses is not predicated by language proficiency nor performance criteria, so EL students have the same choices and courses to learn alongside their peers.		
		It will be evidenced by EL student schedules and class rosters, student progress toward proficiency, and related communications with families and the ELAC. It will be measured by the percentage of EL students enrolled in standard courses, and the portion of courses with language proficiency criteria (Metric SP7.2b).		
1-12	Broad Course: SWD	Maintain processes to schedule and provide appropriate services to students with disabilities (SWD) according to their individualized education program (IEP). There are separate information systems involved in this process, so the process must be a collaboration between special education staff and scheduling staff. This also includes dedicated professional development (PD) and collaboration time to support both general and special education teachers with implementing appropriate accommodations and best instructional practices for SWD in both the specialized or general education classes. Special education teachers will monitor their caseload of SWD to ensure appropriate services are scheduled and provided. This will be evidenced by the special education (SPED) teachers' schedules and section rosters. It will be measured by the ratio of courses dedicated to SWD services on the master schedule (Metric SP7.3).	$176,342	N

Goal 1 Analysis [2022-23]

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

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

Goal 1 is primarily a maintenance goal to continue to meet the expectations of the conditions of learning. Overall, the actions are being implemented and contribute to the achievement of this goal.

State Priority 1

Actions 1-1, 1-2, 1-3, and 1-4 are related to basic services and measured primarily through the SARC on metrics SP1.1, SP1.2, and SP1.3. There have been some challenges because changes were made to the process of reporting teacher assignments and auto populating the data onto the SARC. For the 2021-22 SARC, LMA began using the online eSARC which auto-populates the majority of data, including the teacher assignment information which differs from the CalSAAS report used in the prior year on the LCAP. The SARC shows an increase in misassignments, which reflects the challenges implementing Action 1-1 (teacher assignments) during a post-pandemic teaching shortage. For LMA this challenge has been predominantly in Math, which has had a vacancy all year.

Textbook and instructional materials are still self-reported, butLMA has not experienced any challenges maintaining enough books and devices for students. In fact, for 2022-23 updated history/social-studies texts and Spanish texts replaced outdated materials. There has been lower enrollment than in the past, so there are more than enough materials to ensure every student has access to textbooks and devices. LMA has maintained a 1:1 ratio for student devices (Chromebooks) since the initial pandemic closures. Additionally, each classroom is equipped with a full set of Chromebooks, so students do not need to bring their device, which reduces the risk of damage or loss.

Action 1-4 covers the facility maintenance and is assessed by RCOE using the Facility Inspection Tool (FIT). In the September inspection, the facility rated overall "good" but had several deficiencies to the interior (floors, walls, ceiling) to rate it "poor". Since LMA leases the facility from RCOE, and RCOE provides the maintenance and custodial services, it is a challenge to have repairs completed right away. Although work orders are submitted and in the queue for several of the repairs, there is not a safety risk that requires immediate attention and so repairs should occur over the spring and summer breaks.

State Priority 2

Actions 1-5, 1-6, and 1-7 are related to standards. Standards implementation is self-reported through the Dashboard Local Indicators and is a metric for all three actions because of the focus on PD around academic standards. All three actions include PD, and even though PD time has been successfully built into the academic calendar and the professional development schedule, a significant portion of the time was spent on the WASC self study in the first semester (the visit was in November).

Metrics SP2.2 and SP2.3 use scheduling and grading data to provide more quantitative information on EL access to standards as part of Actions 1-7 and 1-8. Although there has been a focus in PD to support writing standards across the curriculum (Action 1-7), the gap in performance for EL as measured by a GPA snapshot (Metric SP2.3) widened this year. This may be due to the challenges in implementing consistent and quality PD as well as implementing the standards in the classroom and will need to be evaluated before planning more PD in the same direction.

State Priority 7

Actions 1-8, 1-9, 1-10, 1-11, and 1-12 are related to accessing a broad course of study. This is self-reported as another Local Indicator on the Dashboard, and additional metrics are included to support the Indicator. There has been success ensuring that EL students have direct access to ELD standards (Action 1-8) as seen in the increase in the percentage of EL enrolled in an ELD course and maintaining enough sections/seats to accommodate 100% of EL students (Metrics SP2.2 and SP7.2 respectively). However, challenges with staffing has changed the teachers implementing the ELD class. Students with IEPs that require pull out and special education classes are all served within the existing master schedule (Action 1-12).

Another success is in maintaining a broad course of study for all students. Actions 1-9, 1-10, and 1-11 ensure that a broad course of study is available to all students, regardless of language proficiency. The 2022-23 master schedule continues to offer a full set of courses that meet A-G and graduation requirements, plus multiple elective options. The decrease in enrollment has caused some challenges in scheduling. For example, the number of sections of courses have decreased. Also, maintaining a full staff of credentialed teachers (a challenge for Action 1-1) also limits the schedule when there isn't a teacher with the appropriate credential available. This can result in limiting the path of courses in a student's daily schedule.

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

For Goal 1, the estimated actual expenditures are more than what was originally budgeted. This is because the planned expenditures did not include the full costs associated with staffing in the actions. For example, all of teaching staff participating in PD was expended for actions 1-5, 1-6, and 1-7, which was not in the planned expenditures. There were other differences due to the reallocation of resources to address priorities and immediate needs within the organization. For example, more was spent on Actions 1-3, 1-7, 1-9 essentially providing more resources for instruction, and instead less was spent on Actions 1-4, 1-5, 1-10.

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

Goal 1 is primarily a maintenance goal to continue to meet the expectations of the conditions of learning, and many of the metrics are based on the Local Indicators. For 2022, all of the Local Indicators are Standard Met, so the associated actions have been effective.

LMA Board adopted 6/28/23, fiscal revisions to board 8/17/23

State Priority 1: Metrics SP1.1, SP1.2, & SP1.3; Actions 1-1, 1-2, 1-3, & 1-4

The most effective actions in this group have been with maintaining sufficiency of instructional materials for students (Actions 1-2 & 1-3) because 100% of students have access to materials (Metric SP1.2). The Metrics for teacher misassignments (SP1.1) and facilities (SP1.3) show that the related Actions 1-1 and 1-4 have not been as effective, due in part to implementation challenges: hiring credentialed teachers during a shortage (Action 1-1); and coordinating timely repairs on a leased facility (Action 1-4).

State Priority 2: Metrics SP2.1, SP2.2, & SP2.3; Actions 2-5, 2-6, 2-7, & 2-8

The most effective actions in this group have been with providing EL access to ELD standards (Action 1-8) because the percentage of LE enrolled in a dELD course increased (Metric SP2.2) recovering from the drop last year. Actions ensuring access to state standards (1-5, 1-6, 1-7) have been effective as far as measured by the Dashboard Local Indicator (Metric SP2.1). However, there have been some challenges in implementing PD, particularly for EL students as measured by EL access to content and CCSS standards which shows fewer EL have a GPA of 2.0 higher compared to their peers (Metric SP2.3).

State Priority 7: Metrics SP7.1, SP7.2, SP7.2b & SP7.3; Actions 1-9, 1-10, 1-11, & 1-12

Actions in this group have been effective at providing all students access to a broad course of study as far as measured by the Dashboard Local Indicator (Metrics SP7.1, SP7.2, SP7.3). Metric SP7.2b quantifies the other metrics by showing that 100% of EL students have access to all classes.

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

Due to the pandemic, some metrics were either not measured or not made publicly available through the California Dashboard and/or Dataquest. For example, the 2020 & 2021 Dashboards were suspended, and the 2022 data shows status only. These instances are noted in the metrics and alternate or local data is also listed. The alternate data will continue to be listed through this 3 year LCAP cycle, along with CDE data when it is available, to aid in measuring progress.

Goal: No changes

Metrics: Line numbering adjusted to accommodate previously added metrics

Actions: All actions were reviewed for currency and clarity. When needed, minor modifications to the text were made to update relevant data, remove unnecessary or excess information, and simplify wording for clarity - no change was made to the meaning or intent of the actions in this process.

1-6.2: New action to specifically address best instructional strategies for EL students and separate them from Action 1-6.

1-7: Revised to include outside resources for PD in ELD and CCSS Literacy Standards, and to clarify why the action is contributing.

1-9: Revised to clarify why the action is contributing

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

LMA Board adopted 6/28/23, fiscal revisions to board 8/17/23

Goal 2

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

An explanation of why the LEA has developed this goal.

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

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

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

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

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

Measuring and Reporting Results

Line #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

LMA Board adopted 6/28/23, fiscal revisions to board 8/17/23

1.	SP4A.1 Distance from standard (DFS) for ELA *CDE protects student privacy by suppressing data on groups <10*	ALL: 61.1 points below standard (low) SED: 55.4 points below standard (low) *2019 Dashboard Academic Indicator*	*2020 & 2021 Dashboards Suspended* *No CAASPP Results for 2020 & 2021*	ALL: 66.5 points below standard (low) (n=40) SED: 68.4 points below standard (low) (n=30) *2022 Dashboard Academic Indicator*		ALL: 24.5 points below standard (low) (change +12 DFS/yr) SED: 22.1 points below standard (low) (change +11 DFS/yr) *Based on Tableau projection to green in 5 years from 2019*
		ALL: 18.7 points below Norm Reading RIT *Winter 2020-21 NWEA Grade Report*	ALL: 17.6 points below Norm Reading RIT *Winter 2021-22 NWEA Grade Report*	ALL: 13.9 points below Norm Reading RIT *Winter 2022-23 NWEA Grade Report*		ALL: at or above Norm Reading RIT *Based on 2020 NWEA Normative data*
2.	SP4A.2 Distance from standard (DFS) for Math *CDE protects student privacy by suppressing data on groups <10*	ALL: 160.6 points below standard (low) SED: 154.1 points below standard (low) *2019 Dashboard Academic Indicator*	*2020 & 2021 Dashboards Suspended* *No CAASPP Results for 2020 & 2021*	ALL: 153 points below standard (low) (n=40) SED: 143.5 points below standard (low) (n=33) *2022 Dashboard Academic Indicator*		ALL: 100 points below standard (low) (change +20 DFS/yr) SED: 97 points below standard (low) (change +19 DFS/yr) *Based on Tableau projection to green in 5 years from 2019*
		ALL: 15.2 points below Norm Math RIT *Winter 2020-21 NWEA Grade Report*	ALL: 17.4 points below Norm Math RIT *Winter 2021-22 NWEA Grade Report*	ALL: 20.4 points below Norm Math RIT *Winter 2022-23 NWEA Grade Report*		ALL: at or above Norm Math RIT *Based on 2020 NWEA Normative data*
3.	SP4A.3 Met or exceeded (met+) standard for ELA *CDE protects student privacy by suppressing data on groups <10* (Same metric as SP4H.1)	ALL: 16.67% met+ SED: 18.42% met+ *2018-19 CAASPP Test Results* EL: 0% met+ SWD: 0% met+ *2018-19 CAASPP Student Score Data Extract*	*No CAASPP Results for 2020 & 2021*	ALL: 26.08% met+ SED: 23.68% met+ *2021-22 CAASPP Test Results*		ALL: 35% met+ SED: 35% met+ EL: 7% met+ SWD: 7% met+ *Based on 2018-19 surrounding district results*
		ALL: 13.3% met+ *Winter 2020-21 NWEA Projected Proficiency Summary Report*	ALL: 17.4% met+ *Winter 2021-22 NWEA Projected Proficiency Summary Report*	ALL: 25% met+ EL: 0% met+ SWD: 0% *Winter 2022-23 NWEA Projected Proficiency Summary Report*		ALL: 35% met+ EL: 15% met+ SWD: 15%

LMA Board adopted 6/28/23, fiscal revisions to board 8/17/23

#	Metric					
4.	SP4A.4 Met or exceeded (met+) standard for Math *CDE protects student privacy by suppressing data on groups <10* *(Same metric as SP4H.2)*	ALL: 4.16% met+ SED: 5.26% met+ *2018-19 CAASPP Test Results* EL: 0% met+ SWD: 0% met+ *2018-19 CAASPP Student Score Data Extract*	*No CAASPP Results for 2020 & 2021*	ALL: 0% met+ SED: 0% met+ *2021-22 CAASPP Test Results*		ALL: 24% met+ SED: 24% met+ EL: 6% met+ SWD: 6% met+ *Based on 2018-19 surrounding district results*
		ALL: 7% met+ *Winter 2020-21 NWEA Projected Proficiency Summary Report*	ALL: 4.4% met+ *Winter 2021-22 NWEA Projected Proficiency Summary Report*	ALL:6.8% met+ EL: 0% met+ SWD: 0% met+ *Winter 2022-23 NWEA Projected Proficiency Summary Report*		ALL: 24% met+ EL: 10% met+ SWD: 10% met+
5.	SP4B A-G Completion	20.6% of graduates meet CSU/UC requirements *2019-20 DataQuest 4 year Cohort*	14.5% of graduates meet CSU/UC requirements *2020-21 DataQuest 4 year Cohort*	17.1% of graduates meet CSU/UC requirements *2021-22 DataQuest 4 year Cohort*		42% of graduates meet CSU/UC requirements *Based on 2019-20 DataQuest 4 year Cohort for charter schools in Riverside County*
		All: 17.5% SED: 10.7% EL: 0% SWD: 0% *2019-20 Aeries Analytics A/G Readiness*	All: 12.8% SED: 12.1% EL: 13.3% SWD: 5.6% *2020-21 Aeries Analytics A/G Readiness*	All: 13% SED: 12.1% EL: 13.3% SWD: 5.6% *2021-22 Aeries Analytics A/G Readiness*		All: 25% SED: 25% EL: 20% SWD: 10%
6.	SP4C CTE Completion rate	0%	0%	0%		0%
7.	SP4D A-G & CTE Completion rate	0%	0%	0%		0%
8.	SP4E	34.4% progress at least 1 level *2019 Dashboard ELPI*	*2020 & 2021 Dashboards Suspended*	47.6% progress at least 1 level *2022 Dashboard ELPI*		43% progress at least 1 level

LMA Board adopted 6/28/23, fiscal revisions to board 8/17/23

	EL progress					*Based on 2019 Dashboard ELPI for surrounding district*
9.	SP4F EL Reclassificatio n	4.5% RFEP *2019-20 DataQuest EL Data*	0% RFEP *2020-21 DataQuest EL Data*	0% RFEP *2021-22 Test results at CAASPP-ELPAC.ETS.org 5 out of 34 students scored PL4 , 2 were grads, 1 didn't meet other criteria, 2 RFEP in SY 2022-23*		14% RFEP *Based on 2019-20 DataQuest EL Data for State of CA*
10.	SP4G AP Pass rate *(AP availability based on student interest)*	0% (APUSH) *2019-20 College Board *COVID closure impact unknown*	0% (AP not offered 2020-21)	0% No AP courses offered 2021-22		10% *(if offered)* *Based on previous AP pass rates*
11.	SP4H.1 Early Assessment Program (EAP) for ELA: Ready or Conditionally Ready for college level ELA *(Same metric as SP4A.3)*	ALL: 16.67% SED: 18.42% *2018-19 CAASPP Test Results* EL: 0% SWD: 0% *2018-19 CAASPP Student Score Data Extract*	*No CAASPP Results for 2020 & 2021*	ALL: 26.08% met+ SED: 23.68% met+ *2021-22 CAASPP Test Results*		ALL: 35% met+ SED: 35% met+ EL: 7% met+ SWD: 7% met+ *Based on 2018-19 surrounding district results*
		ALL: 13.3% met+ *Winter 2020-21 NWEA Projected Proficiency Summary Report*	ALL: 17.4% met+ *Winter 2021-22 NWEA Projected Proficiency Summary Report*	ALL: 25% met+ EL: 0% met+ SWD: 0% *Winter 2022-23 NWEA Projected Proficiency Summary Report*		ALL: 35% met+ EL: 15% met+ SWD: 15%
12.	SP4H.2 Early Assessment Program (EAP) for Math: Ready or Conditionally Ready for college level Math	ALL: 4.16% SED: 5.26% *2018-19 CAASPP Test Results* EL: 0% SWD: 0% *2018-19 CAASPP Student Score Data Extract*	*No CAASPP Results for 2020 & 2021*	ALL: 0% met+ SED: 0% met+ *2021-22 CAASPP Test Results*		ALL: 24% met+ SED: 24% met+ EL: 6% met+ SWD: 6% met+ *Based on 2018-19 surrounding district results*
		ALL: 7% met+	ALL: 4.4% met+	ALL:6.8% met+		ALL: 24% met+

LMA Board adopted 6/28/23, fiscal revisions to board 8/17/23

	(Same metric as SP4A.4)	*Winter 2020-21 NWEA Projected Proficiency Summary Report*	*Winter 2021-22 NWEA Projected Proficiency Summary Report*	EL: 0% met+ SWD: 0% met+ *Winter 2022-23 NWEA Projected Proficiency Summary Report*		EL: 10% met+ SWD: 10% met+
13.	SP8.1 College Career Indicator *CDE protects student privacy by suppressing data on student groups <10*	ALL: 9.8% prepared SED: 6.7% prepared ALL: 53.7% approaching prepared SED: 56.7% approaching prepared *2020 Dashboard Additional Reports* *COVID closure impact unknown*	*2020 & 2021 Dashboards Suspended* *No CAASPP Results for 2020 & 2021* ALL: 13.8% met A-G measure (different calculation than DataQuest 4 year Cohort rate) *2021 DataQuest College/Career Measures Only Report*	CCI not reported for 2022 Dashboard		ALL: 30.5% (low) (change +9%/yr) SED: 29.1% (very high) (change +9%/yr) *Based on Tableau projection to yellow in 3 years from 2019*
14.	SP8.2 College Going Rate: Enrollment within 1 year	31% of the class of 2019 enrolled *11/20/20, 11/29/21 NSC Student Tracker*	28% of the class of 2021 enrolled 28% of the class of 2020 enrolled *11/29/21 NSC Student Tracker*	26% of the class of 2022 enrolled 29% of the class of 2021 enrolled 25% of the class of 2020 enrolled *1/11/23 NSC Student Tracker*		37% enrolled *Based on 4 year LMA average*
15.	SP8.3 FAFSA/CADAA Rates	16% of the class of 2022 (9/53) submitted FAFSA 11% of the class of 2022 (6/53) completed FAFSA *CSAC Race to Submit Dashboard*	*Metric added in 2022-23 school year for 2023-24*	*Metric added in 2022-23 school year for 2023-24*		100% of seniors submit FAFSA/CADAA

Actions

Action #	Title	Description	Total Funds	Contributing
2-1	Academic: Assessments	Continue to implement a comprehensive assessment plan to measure individual student growth and proficiency against normative data. This will provide data to analyze for use in program and instructional planning (Actions 1-6, 1-7, 2-2). Data will show individual and group performance at all grade levels to target support before students take statewide assessments in grade 11 (Smarter Balanced in ELA and Math) and grade 12 (California Science Test). The assessments will also provide a regular means to measure and monitor learning loss and/or progress. Data can also be used to help evaluate instructional strategies and academic programs, and student group performance This action will contribute to the increased/improved services requirement because the local assessment data shows how these and other student groups are performing earlier and more often than CAASPP so that appropriate supports can be provided as early as the results are available to teachers.	$41,664	Y

LMA Board adopted 6/28/23, fiscal revisions to board 8/17/23

		The assessment plan will be evidenced by the assessment calendar, professional development, data analysis reports, and recognitions for individual and classroom improvement. Implementation will be measured through regular administrator evaluations, and efficacy of the assessment system will be reflected in academic performance data (Metrics SP4A) and will also contribute to the College Career Indicator (Metric SP8.1).		
2-2	Academic: Data	Provide dedicated professional development (PD) time focused on assessments and the use of assessment data. Time is needed to critically review how teachers can use data from a variety of assessments like common formative assessments (CFAs), 3rd party standardized assessments (ex. NWEA MAP), interim and practice trials, and state required assessments. Staff will be able to collaborate on design, evaluation, and analysis of assessments and results. Professional development and subject department time will also be spent looking at disaggregated data for LMA's special student groups of EL and SWD to plan appropriate instructional supports in the classroom. This action will contribute to the increased/improved services requirement because it provides teachers and departments opportunities to use the results to plan and guide instruction to directly support individual EL, SED, and SWD needs. Dedicated assessment data analysis will be evidenced by the PD calendar, PD agendas and materials, and instructional plans. It will be measured by the analysis products in PD opportunities. Efficacy of these efforts will be reflected in assessment data (Metrics SP4A) and will also contribute to the College Career Indicator (Metric SP8.1).	$33,664	Y
2-2.2	Academic: Data service	Improve the processes of school wide data collection and analysis. This includes the time and resources necessary to compile and maintain data from a variety of outside resources (ex. CAASPP, NWEA, StudentTracker) and inside resources (ex. Aeries, NWEA, surveys). It also includes resources needed to disaggregate and analyze data to provide meaningful information to inform educational partners, evaluate school programs, and improve student outcomes. This action will contribute to the increased/improved services requirement because it allows LMA to analyze data on different student groups, including EL, SED, SWD, FY, which is key to measuring and monitoring student progress, identifying equity gaps, and evaluating program efficacy. Improved data processes will be evidenced by more disaggregation of student data, communication of disaggregated data with educational partners, and the use of data to implement adjustments/changes to instruction and programs. The effect of data and data analysis will be reflected in assessment data (Metrics SP4A) and will also contribute to the College Career Indicator (Metric SP8.1).	$24,022	Y
2-3	Academic: Intervention	Expand and strengthen the implementation of the math and ELA intervention programs. In addition to materials and licenses for the programs, this could include more sections of the programs offered in the master schedule, targeted instructional supports for student groups, tutoring, extended learning opportunities, MTSS, evaluation of the programs, processes to identify and enroll students, and monitoring student progress. There will also be dedicated professional development (PD) time and support for staff who are teaching and providing the intervention services. This action will contribute to the increased/improved services requirement because these intervention programs are designed to bridge performance gaps in reading and math which is specifically where EL and SED students struggle. Enhancing the interventions and expanding the program to support more students will help address this gap in performance. This will be evidenced by the master schedule, professional development calendar, program enrollment/exit procedures, and student performance in the programs. The effects will be measured within the programs, by the growth assessments, A-G completion rates (Metric SP4B), EAP (Metric SP4H), the annual statewide assessments (Metrics SP4A) and will also contribute to the College Career Indicator (Metric SP8.1).	$26,538	Y
2-4	Academic: A-G	Continue offering a full set of A-G courses that meet graduation requirements and implement the level of rigor expected by UC/CSU to prepare students for college level coursework. Staff will monitor and maintain the A-G course list through the UCOP Course Management Portal. This action includes the	$2,204	Y

		time and resources needed to create course submissions for approval. It also includes professional Development (PD) time to support teachers with instructional activities that maintain the rigor of A-G coursework and supporting students in achieving a grade of C or better.		
		This action will contribute to the increased/improved services requirement because the PD component addresses where EL and SED need the additional support with rigor to meet the benchmark grade of C which is more challenging than passing the course.		
		Evidence of implementation of A-G courses will include the UCOP A-G course list and outlines, LMA course planning guides, and administrative walkthroughs. The effects will be measured in part by decreased D and F grades, and A-G completion rates (Metric SP4B) which will also contribute to the College Career Indicator (Metric SP8.1).		
		NOTE: Actions 1-9 (Metric SP7.1) and 1-10 (Metric SP7.1) address the availability of A-G courses and curriculum as needed.		
2-5	Academic: CTE	Explore options to provide a CTE pathway or other similar partnership in career apprenticeship that leads to experience, employment, certification, and/or a degree. Part of the research will include if a program will be viable with minimal enrollment.	$600	N
		In the beginning stages, this will be evidenced by new contacts and partnerships with local community colleges, businesses, or community-based organizations, and measured by student participation in related programs. If a viable program is implemented it can be measured in the CTE Completion Rate on the Dashboard (Metric SP4C).		
2-6	Academic: ELPI	Expand ELD program to include comprehensive support to EL students at all proficiency levels and support their progress toward reclassification which includes a standard system to assess and enroll EL students in a language acquisition program (ELD), monitor progress toward proficiency, ELPAC practice, and reclassification processes.. This is in addition to providing EL students access to ELD and CCSS literacy standards as detailed in Actions 1-7 and 1-8 and will support EL students in a broad course of study (Action 1-11) through academic language development. This action differs from 2-7 because it focuses on strategies applied to EL students as a group, and Action 2-7 focuses on the individual student level. This action also includes resources, materials, and professional development (PD) on integrated ELD support and evidence based strategies that are effective for EL and all students.	$4,304	Y
		This action will contribute to the increased/improved services requirement because it is directly and specifically for EL students and their progress toward language proficiency.		
		Evidence of this action will be through systematic scheduling of EL students, tiered dELD instruction, EL progress records, and/or additional language support services. It will be measured by an increase in students progressing in proficiency levels, a decrease in proficiency regression, and an increase in the reclassification rate (Metrics SP4E and SP4F).		
2-7	Academic: Reclassification	Expand ELD program to enhance services that promote individual support for reclassification and the reclassification process. This includes measuring and monitoring proficiency and literacy data, communicating with students and families on progress and goals, targeting support, ELPAC preparation and administration. This is at the individual student level, and is in addition to providing EL students access to ELD standards as detailed in Actions 1-7 and 1-8 and the systemic program support detailed in Action 2-6.	$1,400	Y
		LMA has a low reclassification rate for EL which indicates that there is a need for more services that promote reclassification of individual EL students. This action will contribute to the increased/improved services requirement because it is directly and specifically for EL students and their progress toward language proficiency.		

LMA Board adopted 6/28/23, fiscal revisions to board 8/17/23

		It will be evidenced through academic counseling for EL students, administrative walkthroughs focusing on EL strategies, EL records/files, ELPAC training and administration, and reclassification processes. It will be measured by an increase in students progressing in proficiency levels, a decrease in proficiency regression, and an increase in the reclassification rate (Metrics SP4E and SP4F).		
2-8	Academic: AP	Explore strategies to generate student interest in AP courses and re-implement the AP program. Develop the program to increase interest and enrollment in AP courses, improve AP scores, and support students with the rigor needed to succeed in college-level courses. This action includes training AP teachers to meet College Board program requirements, provide resources and services to support student success, and reduce barriers to participation in the AP program, including course materials and fees. Student participation will be evidenced in course requests and the master schedule, and through student use of supplemental and College Board resources. Administrative walkthroughs will observe instructional support, and annual score reports will be evidence of progress. The strength of the program will be measured by AP pass rates (Metric SP4G).	$2,700	N
2-9	CCI: College	Continue to enhance programs and activities that promote college preparation, application and attendance. This includes academic guidance and support with college planning, the AVID program, support with college and FAFSA/CADAA applications, and college exploration activities. Additionally, enhancing the military curriculum to meet the criteria for A-G so it can contribute to A-G completion and the college/career indicator on the Dashboard. This action will contribute to the increased/improved services requirement because some college preparation programs like AVID target supporting student groups who are under-represented in college, like EL and SED. Services that provide assistance with financial aid applications directly supports low-income (SED) students, foster youth, and homeless youth by helping them access resources for college. Activities of these college-going programs will be evident on the calendar, included in invitations and communications with students and staff, and observed on campus. Specific FAFSA/CADAA and college application activities will be evidenced by the FAFSA submission/completion rates (Metric SP8.3). Some assessments include a benchmark to measure college readiness, including the CAASPP (Metric SP8.1) and NWEA.	$82,671	Y
2-10	CCI: Career	Explore and implement more opportunities for students to explore careers and gain real world experience. This includes enhancing the use of the ASVAB resources, career exploration curriculum, community college CTE pathways, and community partnerships. Data show that most career exploration has been done in individual courses, so a more schoolwide approach is needed. Programs within this action will contribute to the Dashboard CCI indicator (Metric SP8.1). *NOTE: The Dashboard CCI indicator has academic criteria in addition to the career components.*	$4,556	N
2-11	CCI: RCC	Continue to promote concurrent enrollment opportunities and support students in the enrollment process. This includes increasing student and family awareness of the local college timelines, processes and course offerings available to high school students. This will be evidenced in applications for concurrent enrollment, services to support students in their courses, partnerships with community colleges, and college level courses on transcripts. This will contribute to the Dashboard CCI indicator (Metric SP8.2). *NOTE: The Dashboard CCI indicator considers 2 semesters of college work "prepared"*	$720	N

Goal 2 Analysis [2022-23]

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

LMA Board adopted 6/28/23, fiscal revisions to board 8/17/23

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

Goal 2 focuses on improving student outcomes supporting the whole child. Overall, actions are being implemented to some extent and contribute to the achievement of this goal, but there have also been some challenges in implementing part or all of the actions.

State Priority 4

Actions 2-1 & 2-2 focus on using a comprehensive assessment system to better measure academic performance for all students. NWEA has been successfully implemented and administered with high participation rates to provide valid data at different levels. In 2022-23 there was minimal time spent in professional development (PD) on accessing, interpreting and utilizing the results on a class and individual student level. There are also challenges that prevent teachers from using the data regularly and consistently with students and in planning for instruction. Few teachers report using the results when planning instruction which is a key part of Action 2-2. These actions are measured in part by Metrics SP4A.1-SP4A.4 which show some success through slight improvements in results so far this year: NWEA points below norm in Math, NWEA projected met or exceeded standards in ELA and math.

Intervention programs in Action 2-3 have had more challenges than success this year. The limitations of the schedule and staffing reduced the sections available such that the reading intervention was not offered. Additionally, the math intervention began with 2 sections to accommodate all 9th grade students. As the year progressed, additional students enrolled that needed the support, but staffing changes required that one section be closed. NWEA data does not yet show an effect from the program, particularly because it is being implemented with new students that only have current year data. On the other hand, there was success in providing training and implementing the instructional components and resources in the classroom.

Academic, college preparation, and career course offerings remain relatively unchanged. The A-G course list (Action 2-4) was updated to include Spanish 3 which is being taught this year. There has been a challenge gaining student interest in AP courses for a few years (Action 2-8). Similarly, there continue to be the same challenges in finding a CTE program to offer (Action 2-5).

Actions 2-6 & 2-7 focus on ELD services and EL progress toward reclassification. There have been challenges expanding the monitoring, supports and services for EL students beyond the ELD class. Also no additional resources or professional development included in the action was implemented this year, and the teachers teaching the course this year are new to the curriculum. Despite the challenges, there was an increase in the percent of EL students that have successfully progressed a level (Metric SP4E) for 2021-22, and the same cohort had 5 students meeting ELPAC criteria to consider for reclassification for 2022-23.

State Priority 8

The programs that promote college and career exploration and readiness have been maintained. Action 2-9 has had the most success in implementation with AVID courses at each grade level, college trips, FAFSA CADAA time and support within senior classes, and college promotion events (kick-off, signing day, info fair). Along with the new requirements to ensure FAFSA/CADAA completion, LMA has had success with higher completion rates, but there are still challenges for some students to finish and submit their applications. Career exploration continues to be a part of the AVID, military, and floral classes, and the ASVAB interpretation (Action 2-10) and there has been success administering the computer based ASVAB, with 3 dates in 2022-23. However, the military classes have not begun review for A-G submission, and there has not been an increase in the opportunities for career exploration schoolwide.

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..

LMA Board adopted 6/28/23, fiscal revisions to board 8/17/23

For Goal 2, the estimated actual expenditures are more than what was originally budgeted. This is because the planned expenditures did not include the full costs associated with staffing in the actions. For example, teachers spent time administering assessments and analyzing data (Actions 2-1, 2-2), and facilitating college/career activities (Actions 2-9, 2-10) that wasn't included in the original planned expenditure. There were also differences due to the reallocation of resources to address priorities and immediate needs within the organization. For example, less was spent on Action 2-3 because there was fewer intervention classes implemented.

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

Goal 2 focuses on improving student outcomes supporting the whole child. Overall, the actions in the 2nd goal have been somewhat effective at improving student outcomes as not all have been fully implemented. Other limitations include recovering from the drop in outcomes caused by the pandemic, distance learning, learning loss, and adjustments to assessment data and data reporting.

State Priority 4: Metrics SP4A.1, SP4A.2, SP4A.3, SP4A.4, SP4B, SP4C, SP4D, SP4E, SP4F, SP4G, SP4H.1, & SP4H.2; Actions 2-1, 2-2, 2-3, 2-4, 2-5, 2-6, 2-7, & 2-8

This group of actions aimed at academic performance has the most variety in direction and metrics, with some having multiple metrics. Some actions are aimed at improving and assessing student academic performance (2-1, 2-2, 2-3) and are measured in multiple ways with the CAASPP and NWEA data. There have been mixed results that limit their applicability to measuring the effectiveness of the actions. Measuring the distance from standard/norm have contrasting results in CAASPP and NWEA in which NWEA shows improvement in reading, but CAASPP ELA showed greater distance (SP4A.1). Similarly, the distance from standard/norm in math CAASPP and NWEA data differ with CAASPP showing improvement but NWEA not (SP4A.2). The same assessment results are used to compare the percentage of students who meet or exceed the standard and again in math the results differ with CAASPP showing a decrease of 0%, but NWEA showing a slight increase in the percent of students at 4.7% (SP4A.4). NWEA and CAASPP both show improvement for the percentage of students meeting or exceeding standards in ELA (SP4A.3). These differences show that there have been some effective efforts in the actions.

Efforts toward increasing A-G completion rates (Action 2-4) have been effective, resulting in almost 3% more graduates meeting CSU/UC requirements (Metric SP4B). Actions to expand the ELD services (2-6 & 2-7) have been effective at increasing the percentage of EL students progressing at least 1 level of proficiency in 2022 (Metric SP4E), but reclassified students will not be reflected until 2023 (Metric SP4F). Some actions have not been implemented, or required metrics are applicable, resulting in no change from 0%. There remains no CTE nor AP programs (Actions 2-5 & 2-8, Metrics SP4C, SP4D, & SP4G).

State Priority 8: Metrics SP8.1 & SP8.2; Actions 2-9, 2-10, & 2-11

This group of actions are directed at improving postsecondary outcomes for students. The most effective of the actions has been through the work of the AVID program and in supporting FAFSA/CADAA applications (Action 2-9) because AVID orchestrated more college awareness activities in the 2022-23 school year, and 54% more seniors have completed the FAFSA/CADAA as of this draft. Efforts to increase career exploration (Action 2-10) and concurrent enrollment (Action 2-11) have not made any new progress, and have been only somewhat effective as evidenced by the slight dip in first year college enrollment (SP8.2).

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.

Due to the pandemic, some metrics were either not measured or not made publicly available through the California Dashboard and/or Dataquest. For example, the 2020 & 2021 Dashboards were suspended, and the 2022 data shows status only. These instances are noted in the metrics and alternate or local data is also listed. The alternate data will continue to be listed through this 3 year LCAP cycle, along with CDE data when it is available, to aid in measuring progress.

Goal: No changes

LMA Board adopted 6/28/23, fiscal revisions to board 8/17/23

Metrics: Line numbering adjusted to accommodate previously added metrics

SP4B (Line 5): Added local data for EL, SED, and SWD student groups

SP8.3 (Line 15): Added to measure FAFSA/CADAA rates to help measure school success at supporting students with financial aid applications.

Actions: All actions were reviewed for currency and clarity. When needed, minor modifications to the text were made to update relevant data, remove unnecessary or excess information, and simplify wording for clarity - no change was made to the meaning or intent of the actions in this process.

2-2.2: Added to cover the technical data collection, compilation, and disaggregation

2-4: Revised to be contributing and include clarification why it is contributing

2-6: Revised to clarify why the action is contributing

2-9: Revised to include FAFSA/CADAA (Metric SP8.3)

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

Goal 3

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

An explanation of why the LEA has developed this goal.

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

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

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

LMA Board adopted 6/28/23, fiscal revisions to board 8/17/23

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

Measuring and Reporting Results

Line #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1.	SP3A.1 Parent participation	Standard Met *2019 Dashboard Local Indicator*	Standard Met *2020 & 2021 Dashboards Suspended* *2021 Local Indicators, Board approved 6/17/21*	Standard Met *2022 CA School Dashboard*		Standard Met
2.	SP3A.2 Parent participation in decision making process	18.1% parents participate in survey; 15.5% of all responses *2019-20 Stakeholder survey participation*	52% & 53% parents participate in survey; 37% & 39% of all responses *2020-21 & 2021-22 Stakeholder survey participation*	90.9% parents participate in survey; 39% of all responses *2022-23 Stakeholder survey participation*		25% parents participate in survey (Appx. +5/yr)
		22.4% parents attended *2019-20 WCP & ELAC participation*	2.6% & 1.9% parents attended *2020-21 & 2021-22 WCP & ELAC participation*	1.4% (2/143) & 2.6% (1/39) parents attended *2022-23 Fall SCC & ELAC meetings*		25% parents attend (Appx. +2/yr)
3.	SP3A.3 Parent participation in programs for EL: ELAC composition	ELAC exceeds EL population by 29% 50% (3/6) of ELAC are EL parents; 21% EL enrollment *2020-21 ELAC membership; 2020-21 CALPADS 1.1*	25% (1/4) of ELAC are EL parents; 22% EL enrollment *2021-22 ELAC membership; 2021-22 CALPADS 1.1*	25% (1/4) of ELAC are EL parents; 19.6% EL enrollment (28/143) *Fall 2022 ELAC membership; 2022-23 CALPADS 1.1*		Adjusted: EL parents in ELAC equals or exceeds EL enrollment Original: ELAC exceeds EL population by at least 25%
4.	SP3A.4 Parent participation in programs for SWD	NO DATA *Determined a need for an additional platform specifically for SWD parents*	0 responses (0/49) *2021-22 SPED survey (winter) in development*	Survey in development		75% of parents of SWD participate in survey

LMA Board adopted 6/28/23, fiscal revisions to board 8/17/23

5.	SP3B.1 Student participation in surveys	59% Students participate in survey *2021-22 Stakeholder survey participation*	Metric added in 2021-22 school year for 2022-23	96% Students participate in survey *2022-23 Stakeholder survey participation* 63% (90/143) participated *Holiday 2022 Student Survey*		100% Students participate in survey 90% participate in climate surveys
6.	SP3B.2 Parent Communication & Outreach	36% of parents have portal accounts 2020-21 48% of parents have portal accounts 2021-22	*Metric added in 2022-23 school year for 2023-24*	70% of parents have portal accounts *2022-23 Aeries*		95 % of parents have portal accounts
7.	SP5A Attendance: ADA/Enrollment (Annual/CBEDS)	93.23% *2018-19 Internal Fiscal ADA report*	97.79% & 97.1% *2019-20 & 2020-21 Internal Fiscal ADA report*	89.75% *2021-22 Internal Fiscal ADA report (Annual)*		95%
	In-Seat Attendance (days attended/enrolled)	91.76% *2018-19 Aeries Daily Attendance Summary*	93.63% & 99.03% *2019-20 & 2020-21 Aeries Daily Attendance Summary*	86.14% *2021-22 Aeries Daily Attendance Summary*		95%
8.	SP5B Chronic absenteeism *Due to COVID, CDE did not make 2019-20 data publicly available*	ALL: 34.7% SED: 33.7% EL: 28.3% SWD: 28% FY: 16.7% HY: 55.6% *2018-19 DataQuest Chronic Absenteeism Rate*	ALL: 0.7% SED: 0.8% EL: 1.7% SWD: 0% FY: *suppressed* HY: 0% *2020-21 DataQuest Chronic Absenteeism Rate*	ALL: 53.5% SED: 56.9% EL: 60.4% SWD: 50% FY: * (suppressed) HY: 57.1% *2021-22 DataQuest Chronic Absenteeism Rate*		ALL: 16% *Based on 2018-19 RCOE average*
		ALL: 34.93% *2019-20 CALPADS 14.1*	ALL: 0.72% *2020-21 CALPADS 14.1*	ALL: 53.45% *2021-22 CALPADS 14.1*		All: 16%
9.	SP5C Middle school	NOT APPLICABLE	NOT APPLICABLE	NOT APPLICABLE		NOT APPLICABLE

	dropout rate					
10.	SP5D High school dropout rate *CDE protects student privacy by suppressing data on student groups <10*	ALL: 14.3% SED: 14.6% EL & SWD not available *2019-20 DataQuest 4 year cohort* *COVID closure impact unknown*	ALL: 6.33% (5/79) SED: 6.5% EL: 5.3% SWD: 0% *2020-21 DataQuest 4 year cohort* ALL: 6.33% *2020-21 CALPADS 15.1*	ALL: 12.8% SED: 12.6% SWD: 0% *2021-22 DataQuest 4 year cohort*		ALL: 9% SED: 9% *Based on 2019-20 DataQuest 4 year cohort*
11.	SP5E Graduation rate *CDE protects student privacy by suppressing data on student groups <10*	ALL: 87.7% (high) SED: 85.4% (high) *2019 Dashboard* ALL: 87.8% SED: 83.3% EL & SWD not available *2020 Dashboard Additional Reports* *2020 Dashboard Suspended* *COVID closure impact unknown*	ALL: 87.34% (69/79) SED: 87.0% EL: 78.9% SWD: 95% *2020-21 DataQuest 4 year Cohort* *2020 & 2021 Dashboards Suspended* ALL: 87.3% *2020-21 CALPADS 15.1* *NOTE: AB130 reduced the graduation requirements to the state minimum for the 2021 & 2022 cohorts which increased the number of graduates.*	ALL: 88% (medium) SED: 88% (medium) EL & SWD not available *2022 Dashboard* *NOTE: AB130 reduced the graduation requirements to the state minimum for the 2021 & 2022 cohorts which increased the number of graduates*		ALL: 90.5% (very high) (change +0.9%/yr) SED: 90.5% (very high) (change +1.7%/yr) *Based on Tableau projection to blue in 3 years from 2019*
12.	SP6A Suspension rate *CDE protects student privacy by suppressing data on student groups <10*	ALL: 32% SED: 31.8% EL: 33.3% SWD: 41.2% *2019 Dashboard* ALL: 12.7% SED: 14% EL: 14.5% HY: 14.3% SWD: 7.9% *2019-20 DataQuest suspension rate*	*2020 & 2021 Dashboards Suspended* ALL: 0% *2020-21 DataQuest suspension rate*	ALL: 16.1% SED: 16.3% EL: 11.1% SWD: 18.8% *2022 Dashboard*		ALL: 26% (very high) (change -2%/yr) SED: 25.8% (very high) (change -2%/yr) EL: 10% (high) (change -7.8%/yr) SWD: 10% (high) (change -10.4%/yr) AA: 10% (high) (change -7.9%/yr) Hisp: 24% (very high) (change -2%/yr) *Based on Tableau projection to yellow in 3 years from 2019*

LMA Board adopted 6/28/23, fiscal revisions to board 8/17/23

		*COVID closure impact unknown				
13.	SP6B Expulsion rate	0% *2019-20 DataQuest expulsion rate*	ALL: 0% *2020-21 DataQuest expulsion rate*	ALL: 0 *2021-22 DataQuest expulsion rate*		0% *Based on 4 year LMA average*
14.	SP6C Other: students feel safe and connected to school	51.8% of students feel "safe" 40.1% of students feel "connected" *2019-20 Stakeholder survey*	59% & 55.7% of students feel "safe" 55.3% & 56.4% of students feel "connected" *2020-21 & 2021-22 Stakeholder survey*	47.8% of students feel "safe" 37.1% of students feel "connected" *2022-23 Stakeholder survey* 71.1% students feel connected to an adult at school 72.2% students feel like they belong at LMA *Holiday 2022 Student Survey*		56.5% of students feel "safe" (change +1.5/yr) 65% of students feel "connected"(change +5/yr) *Based on 4 year LMA average improvement*
		49% of students favorable about school climate 42% of students favorable about school belonging *2021-22 Winter Climate Survey*	*Additional survey implemented in 2021-22 school year*			60% of students favorable about school climate 55% of students favorable about school belonging

Actions

Action #	Title	Description	Total Funds	Contributing
3-1	Parents: Communication	Expand communication with parents by increasing outreach activities, using multiple means to communicate with parents (ex. email, text messaging, direct calls, automated dialer, etc.). This also includes indirect communications through the school website, social media, the marquee, and mass email campaigns. Parent communication will be evidenced through systematic messaging on attendance, grades, and events, and should result in increases in the following: active parent email and portal accounts, parent attendance at stakeholder meetings, parent survey responses. Parent engagement will be measured annually with the Local Indicator Self-Reflection Tool and reported on the Dashboard (Metrics SP3A). LMA will also monitor portal accounts (SP3B.2)and usage, webpage visits, auto-dialer/text receipts, as part of this action and related metric.	$39,510	N
3-1.2	Parents: Comm SP	Provide communications, forms, and documents in Spanish and English for parents/guardians. This includes direct and official materials (ex. student handbook, SARC report) as well as informal communications (ex. email, newsletters, texts).	$15,531	Y

LMA Board adopted 6/28/23, fiscal revisions to board 8/17/23

		This action will contribute to the increased/improved services requirement because about half of LMA families speak Spanish in the home and providing all communications in Spanish will help ensure parents/guardians are informed and feel welcome to respond directly in their preferred language. Translated materials, notifications, and other communications will be evidence of this action. Parent engagement will be measured annually with the Local Indicator Self-Reflection Tool and reported on the Dashboard (Metrics SP3A).		
3-2	Parents: Participation	Increase and provide a variety of opportunities for parents to share feedback that is considered in evaluating school programs and making decisions. This includes assessing and addressing the factors affecting participation to find additional ways to gain input from parents. This could include at athletic, social, and school community events. This will be evidenced in more solicitation of parent input, and increased flexible options for parents. Parent participation will be measured through survey participation, committee/meeting attendance, and participation in LMA family oriented events (Metric SP3A.2).	$4,825	N
3-3	Parents: EL	Provide a regular forum for parent groups to be informed and engaged in discussions on student needs, performance, and programs for unduplicated pupils, particularly EL students. The English Language Advisory Committee (ELAC) will provide the primary platform and it will be evidenced in the schedule of parent meetings and related agendas. This action contributes to the increased/improved services requirement because the ELAC is specifically interested in the services, programs, and outcomes of EL students. Parent engagement will be measured annually with the Local Indicator Self-Reflection Tool and reported on the Dashboard (Metrics SP3A.1). Parent participation in regards to EL programs will be measured through ELAC participation and membership (Metric SP3A.3).	$3,620	Y
3-4	Parents: SWD	Continue to explore and implement opportunities outside of the IEP process for parents of SWD to provide feedback and input on the programs and services. This includes both specific SPED services and programs provided schoolwide. Opportunities for this group of parents need to be available without compromising student/family privacy (ex. anonymous survey). Parent engagement will be measured annually with the Local Indicator Self-Reflection Tool and reported on the Dashboard (Metrics SP3A.1). If a survey/questionnaire is developed, it will measure participation and parent opinion (Metric SP3A.4).	$7,000	N
3-5	Attendance	Maintain a system of attendance procedures and records, including automated and direct communication, counseling, and the SART/SARB process. This action will contribute to the increased/improved services requirement because consistent communication, outreach and re-engagement strategies will be of particular benefit to these students. This action will be evidenced through daily/weekly/monthly attendance reports, logs on attendance calls and letters, parent conferences, home visits, re-engagement plans, and the annual audit. Two metrics will measure attendance, ADA (Metric SP5A) and chronic absenteeism rate (Metric SP5B).	$23,604	Y
3-6	Graduation	Enhance direct services that support student progress toward meeting graduation requirements. This includes dedicated academic counseling with students and parents, extended learning opportunities for credit deficient students, and celebrating the accomplishments of graduates.	$39,465	Y

LMA Board adopted 6/28/23, fiscal revisions to board 8/17/23

		This action will contribute to the increased/improved services requirement because direct individual support will identify and address the specific criteria EL students need to graduate on time.		
		Evidence will be in graduation checklists and credit recovery completion rates. This will be measured by dropout and graduation rates (Metrics SP5D and SP5E), and the 1 year DASS graduation rate on the Dashboard.		
3-7	Suspension: All	Continue to implement and enhance a system of supports and services that promote a safe and positive learning environment. This includes evaluating the efficacy of current programs and making modifications as well as adopting new programs. Additionally, when dealing with student discipline concerns, efforts will be made to determine root causes, barriers, and a plan for positive outcomes. Student discipline incidents will have the appropriate team of staff to collaborate and provide support, including counseling and mental health specialists.	$38,379	Y
		This action will contribute to the increased/improved services requirement for EL and SED students because it includes other factors that affect student behavior, including receiving support and services to help prevent choices that result in suspension.		
		This will be evidenced by the observation of consistent use of intervention strategies, and positive student attitudes and behaviors. It will be measured by suspension rates (Metric SP6A), expulsion rates (Metric SP6B), and survey items (Metric SP6C).		
3-8	Climate: Activities	Continue to provide extra/co-curricular activities and events to students that provide an additional connection to the school community. This includes a variety of sports, clubs, military events, leadership groups, and after-school activities and can expand according to student interests. There will be an increase in communication with families about events, and when appropriate they will be encouraged to attend.	$49,694	N
		Student participation will be evident in team rosters or attendance sheets, material needs (ex. uniforms), transportation, and observed audience attendance. It will be measured by local survey items (Metric SP6C) and student participation in the surveys (Metric SP3B) but should also have an impact on Metrics SP5A and SP5B.		
3-9	Climate: Recognitions	Continue to acknowledge student accomplishments and achievements through a variety of activities and occasions. This includes events like monthly recognitions (ex. Student of the Month) at formation, NWEA improvement and achievement certificates and incentives, and Honor Roll.	$4,192	N
		This action will be evidenced by a calendar of recognition type events, more opportunities for students to work toward awards, and more conversation/communication on positive acknowledgements. This will be measured through local survey items (Metric SP6C).		
3-10	Climate: Safety/SEL	Continue and increase the services that support students' social-emotional health and safety.	$124,012	Y
		This action will contribute to the increased/improved services requirement because it provides services that low-income students may not otherwise receive with limited family resources.		
		Safety and social-emotional wellness will be evidenced by the safety precautions/procedures at the site, SEL instructional programs, and counseling counts, as well as through data collection and monitoring. It will be measured through school climate surveys and the annual survey(Metric SP6C). Student participation in surveys (Metric SP3B.1) will measure student participation.		

LMA Board adopted 6/28/23, fiscal revisions to board 8/17/23

Goal 3 Analysis [2022-23]

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

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

Goal 3 focuses on family engagement and a positive school climate. Overall, actions are being implemented to some extent and contribute to the achievement of this goal, but there have also been some challenges in implementing part or all of the actions.

State Priority 3

Actions 3-1 through 3-4 are all about communicating and providing opportunities for parents to engage with the school. There have been successes with outgoing communication. LMA increased the methods of communication with parents (Action 3-1) by adding newsletter formatted email campaigns to update and inform parents about the stakeholder survey, report cards, and extended learning opportunities. The office receptionist is bilingual and is able to communicate with families in their home language. There has also been success with additional efforts that increased the percentage of parents with portal accounts by 22%, and more direct attendance communications have been implemented to confirm absences for the regular school day and for night school. Parents of SWD have the same opportunities to participate, but a survey or other opportunity to specifically gain their input remains in development and has not been implemented (Action 3-4).

Unfortunately, there have been challenges getting parents to participate in meetings and events, like the SSC, family night (Action 3-2) and the ELAC (Action 3-3). The schoolwide orientation night at the start of the year and the honor roll celebration were well attended; WASC parent group and back to school night had modest participation; and the ELAC and SSC fall meetings only had minimal attendance, and about 10% of parents came to family night.

State Priority 5

Student engagement is measured by attendance (Action 3-5, Metrics SP5A & SP5B) and graduation rates (Action 3-6, Metrics SP5D & SP5E). Attendance procedures have been successfully implemented and communicated with staff (Action 3-5). An agreement for seniors was added to include attendance expectations for graduation. Chronic absenteeism is a challenge: a few students continue to have exceptionally low attendance in spite of efforts to re-engage them. Some of this is residual from the pandemic and mental/emotional trauma for these students.

LMA is a DASS school and in recent years there have been multiple calculation methods for the graduation rate which makes it difficult to compare longitudinal data. However, the Dashboard graduation rate has been fairly consistent and at 88% for 2022 (Metric SP5E). This is in part to the successes in Action 3-6 to make sure students and parents are well informed about graduation requirements and their students' progress. There has also been success sending specific data with extended learning opportunities. For example, all parents of students that didn't pass a core class receive an email with the course, how it fits with graduation requirements, and information and an application for the night school or summer school. There are still challenges with student persistence and completion of credit recovery options.

State Priority 6

Actions 3-7 through 3-10 focus on a positive school climate. There are still residual effects of the pandemic and distance learning that influence student behavior, connection, and sense of belonging. Efforts to improve the suspension rate (Action 3-7, Metric SP6A) have been implemented to an extent, but there have not been any structured programs like CKH or PBIS. There has been some success implementing a series of procedures to handle disruptive students that are sent to the office. Part of this includes speaking with the social worker interns or counselor/therapist (Action 3-10).

Maintaining extra/co-curricular activities (Action 3-8) has had some challenges in implementation. While there was success in offering athletics and activities, student commitment and persistence diminishes. Additionally, the lower enrollment has a negative impact such that a sport is offered, but there are not enough students eligible with a 2.0 GPA that wish to participate to comprise a team. For example, spring sports couldn't generate enough student interest to justify booking the games/events and were canceled before the season began. There were similar challenges with social events like homecoming. Several students wanted to have various homecoming events, but very few were able to participate in them. LMA staff was able to successfully have smaller homecoming activities during formation and lunch and coordinate the dance.

There has been success for the military events too, as they continue to generate interest and have had competitive success, but are also challenged by the lower enrollment. The military program successfully participated in all of the available opportunities as before, including CACC competitions and events, parades, color guard performances, and advancement in ranks.

LMA succeeds at recognizing students for their efforts and accomplishments (Action 3-9). Formation is the most frequent way they are acknowledged because the whole school is present and paying attention. Students receive certificates for rank promotions, CACC accomplishments, competitions, NWEA growth and achievement, monthly recognitions (citizenship, improvement, leadership). An additional celebration for Honor Roll was also held in the evening for families to attend. For NWEA recognitions, students receive a ribbon and treat with their certificates, and top classrooms are also presented with a ribbon and certificate. There are challenges finding ways outside of formation and certificates to acknowledge students, as well as other reasons to recognize them and be more inclusive.

Action 3-10 continues to be successfully implemented by having two social worker interns and a counselor/therapist available for students. They have successfully provided scheduled sessions, impromptu sessions to address an immediate concern, attendance counseling, and helped de-escalated conflict or behavioral situations that might have otherwise led toward suspension.

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

For Goal 3, the estimated actual expenditures are less than what was originally budgeted.   This is because the planned expenditures did not include the full costs associated with staffing in the actions. For example, the time and efforts by staff to communicate with parents and improve attendance (Actions 3-1, 3-5) was not included in the original planned expenditures. Other differences were due to the reallocation of resources to address priorities and immediate needs within the organization, as well as unanticipated increases in costs. For example, Action 3-8 reflects the significant drop in student partcipation in activities, primarily athletics. Action 3-6 reflects lower expenditures because not all costs for the 2023 graduation have been allocated at the time of this report.

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

Goal 3 focuses on family engagement and a positive school climate.   Overall, the actions in the 3rd goal have been somewhat effective because in some areas they are more effective than in others.

State Priority 3: Metrics SP3A.1, SP3A.2, SPA.3, SP3A4, SP3B.1, & SP3B.2; Actions 3-1, 3-2, 3-3, & 3-4

The most effective action in this group is with parent communication (3-1). There were new outreach efforts that included an email newsletter format, and regular communications on student progress for night and summer school which resulted in increases in parent participation in the annual survey by 34% (Metric SP3A.2) and in parent portal accounts by 34% (Metric SP3AB.2). Parent participation in activities and meetings (Action 3-2) did not have the same benefit from these efforts as ELAC and SSC participation was down slightly (Metric SP3A.2). Actions to increase participation for parents of EL (3-3) and students with disabilities (3-4) were no more effective from last year (Metrics SP3A.3 & SP3A4).

State Priority 5: Metrics SP5A, SP5B, SP5C, SP5D, & SP5E; Actions 3-5 & 3-6

LMA Board adopted 6/28/23, fiscal revisions to board 8/17/23

The efforts in Action 3-6 to improve graduation were effective at maintaining the Dashboard graduation rate (Metric SP5E). Action 3-5 that focused on attendance was not successful based on the 2021-22 data in the metrics. Both measures in Metric SP5A show a significant decline in attendance from the year of distance learning. Metric SP5B corroborates this with a jump to 53% of students considered chronically absent. Attendance may be a result of residual physical and mental health factors from the pandemic.

State Priority 6: Metrics SP6A, SP6B, & SP6C; Actions 3-7, 3-8, 3-9, & 3-10

Action 3-7 specifically targets student suspension and was somewhat effective because although the rate increased (Metric SP6A) it's in comparison to the 0% rate from distance learning. When compared to the baseline year of 2018-19, it's reduced by half. Similarly, there remain zero Expulsions (Metric SP6B).

The actions that focus on improving the school climate through student activities (Action 3-8) and recognitions (Action 3-9) were somewhat limited in success. A number of activities were available for students to participate, including some that had been put on pause like Homecoming. Athletics were introduced, but not enough students were eligible or interested in participating in certain sports to comprise a team. There were additional student recognitions at Formation for academic growth on NWEA and participation incentives at the end of testing weeks. However, student responses on the annual survey that measures their connection to school dropped significantly from last year (Metric SP6C) indicating that these actions weren't as effective as intended.

Although Action 3-10 continued the additional mental/emotional supports put in place mid-year 2021-22, student survey responses indicate that less than half feel safe (Metric SP6C). Climate surveys are completed periodically and in the winter climate survey 24% of students that responded felt they don't matter to anyone at LMA. This would indicate that more efforts within this action would make it more effective.

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

Due to the pandemic, some metrics were either not measured or not made publicly available through the California Dashboard and/or Dataquest. For example, the 2020 & 2021 Dashboards were suspended, and the 2022 data shows status only. These instances are noted in the metrics and alternate or local data is also listed. The alternate data will continue to be listed through this 3 year LCAP cycle, along with CDE data when it is available, to aid in measuring progress.

Goal: No changes

Metrics: Line numbering adjusted to accommodate previously added metrics

SP3B.1 (Line 5): Changed metric number from SP3B to accommodate new metric in the same priority area (numbering system)

SP3B.2 (Line 6): Added to measure parent engagement. Portal accounts allow parents to access grades, attendance, transcripts, and links to view assignments and scores in real time.

Actions: All actions were reviewed for currency and clarity. When needed, minor modifications to the text were made to update relevant data, remove unnecessary or excess information, and simplify wording for clarity - no change was made to the meaning or intent of the actions in this process.

3-1: Revised to include parent portal accounts (Metric SP3B.2)

3-1.2: Added to separate out translation costs in parent communications

3-5: Changed to contributing because data show EL and SED students have higher chronic absenteeism rates than that of all students

LMA Board adopted 6/28/23, fiscal revisions to board 8/17/23

3-7: Revised to include mental health specialists as part of the team of staff

3-10: Revised to include student participation rates in the survey (Metric SP3B.1) and clarify why it's contributing

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

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$574,497	$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
33.10%	40.23%	$0.00	73.33%

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

Required Descriptions

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

The low-income (SED) and English learner (EL) student groups are numerically significant subgroups, however the number of foster youth (FY) is too small to provide disaggregated data (suppressed). There are groups of actions that work toward a common outcome for unduplicated student groups. There are also some data indicators, for example on academic performance, that serve as evidence of the need for different areas of action, and may be repeated in the explanations. As the data on the needs, conditions, and circumstances of these student groups is reviewed during LCAP planning, the actions that are contributing to services for unduplicated puipls may also adjust. For the 2023-24 LCAP, the contributing actions are described below and include the following actions: Goal 1, Actions 1-6.2, 1-7, 1-9, 1-11; Goal 2, Actions 2-1, 2-2, 2-2.2, 2-3, 2-4, 2-6, 2-7, 2-9; Goal 3, Actions 3-1.2, 3-3, 3-5, 3-6, 3-7, 3-10. (NOTE: Only the contributing actions are in bold, underlined, and bookmarked in the dynamic version of the document.)

Assessments (monitoring academic progress)

Past CAASPP data on EL students has been suppressed, but we have been able to use other local data which shows that EL performed below their peers. As detailed in the Goal 2 Metrics, no EL students met the standards in either ELA or Math in 2018-19 CAASPP results, and the student group was not large enough to show data for 2021-22 (suppressed). Students take the SBAC in the 11th grade which leaves a gap without an empirical, standardized measure of performance and progress - a measure necessary to show how EL are performing earlier and more often so that appropriate supports can be provided. Additionally, the EL population within the 11th grade is usually small and suppressed in the public release of data so we need a way to measure EL progress on standards.

LMA Board adopted 6/28/23, fiscal revisions to board 8/17/23

Similarly, CAASPP data on SED students has shown below average performance.   As detailed in the Goal 2 Metrics, SED students performed poorly on the 2021-22 CAASPP, scoring below their peers on the ELA (almost 3 points further), and 76% not meeting the standard in ELA. These numbers fall below the state and county averages for SED students. Students take the SBAC in the 11th grade which leaves a gap without an empirical, standardized measure of performance and progress - a measure necessary to show how SED are performing earlier and more often so that appropriate supports can be provided.

After assessing the needs, conditions, and circumstances of our EL and SED students, we learned that our EL students were not performing at standards and at a rate below their peers; SED students were not performing at standards and at a rate below the county and state averages for that group. We also found that there was a need for more frequent assessment data to monitor our EL and SED groups before 11th grade, and a need for accurate disaggregated data to specifically monitor EL students and academic performance.

In order to address this condition, we have implemented a system of assessment that is intended to address some of the major gaps in data from the CAASPP results, including the lack of consistent disaggregated results for EL students, and a lack of early and regular monitoring of progress for both EL and SED students. Goal 2, **Actions 2-1**, **2-2**, and **2-2.2** focus on a school wide assessment program that includes regular testing, data collection and disaggregation, time for teachers to analyze data and plan for instructional supports, and monitoring individual and student group progress - particularly EL students and SED..

These actions are being provided on a schoolwide basis and we expect/hope that all students will benefit from consistent progress monitoring and the resulting instructional support. However, because of the low performance rates of EL and SED, the gap in performance rates for EL, and because the actions meet the need of a comprehensive assessment program and data-driven instructional support to target the specific needs of EL and SED students, it is expected that EL and SED students will be the primary beneficiaries. We expect that the earlier and more frequent analysis of how EL and SED are performing will provide staff with specific student level data as it relates to standards, and teachers will use the data to tailor instruction and strategies to better support these unduplicated pupil groups. It is expected that EL will make academic gains to the level of their peers and SED students, and EL and SED will progress closer toward local averages.

Academic Performance

As detailed in the above description of Assessments, CAASPP data on EL has been suppressed but local data show a gap in performance for EL students when compared to their peers in both ELA and math. CAASPP data on SED students has shown below average performance, and below the county and national average for the SED group of students. The most recent internal assessment data show that EL students are still academically performing below their peers, and the majority of SED students are not performing at grade level. Winter 2023 NWEA results show 63% of all students are below the average band in reading and 76% are in math. For EL students, 0% meet any of the proficiency targets in reading and math (Projected Proficiency Report, grades 9-11). After assessing the needs, conditions, and circumstances of our EL and SED students, we learned that although content, literacy and ELD standards are prevalent throughout instruction, EL and SED students need more support accessing the grade level content than their peers.

In order to address this condition of our EL and SED students, we have implemented actions that focus on classroom instruction (**Actions 1-6.2**, **1-7**) and providing professional development (**Actions** 1-5, **1-7**) that will support teachers in delivering high quality instruction to improve academic performance. It is expected that EL students will make academic gains and reduce the performance gap with their peers because **Action 1-7** integrates ELD and literacy standards in all academic courses, and **Action 1-6.2** delivers the best instructional practices for EL to comprehend content. This will result in teachers able to provide the strategies and support necessary to develop English language proficiency through and concurrently with their content, which is principally directed to and effective in supporting EL student academic performance. It is expected that SED students will make academic gains to reach state and county averages for SED students because the actions focus on providing the best planning and instructional strategies to teach content and literacy standards, which is where SED students have fallen behind.

Additionally addressing this condition for our EL and SED students, we have adopted a targeted intervention curriculum in reading and math (**Action 2-3**) which will provide individualized, standards-based support and practice in both areas and include internal assessments that set progress goals and adapt instruction. It is expected that EL students will make academic gains and reduce the performance gap

with their peers, and SED students will make academic gains to reach averages for SED in the county, state, and even averages for all students, because of the earlier identification from school wide assessments (**Action 2-1**) and the targeted support of the programs

These actions are being provided on a schoolwide basis and we expect/hope that all students will benefit from increased quality in classroom instruction. However, because EL and SED students need more support accessing grade level content, as demonstraded by lower performance on CAASPP and NWEA assessments, we expect EL and SED students will show more growth than the average of all other students.

Attendance

Since the pandemic, chronic absenteeism rates have significantly increased for all students and was 53.5% for 2021-22. Data shows that our EL and SED students have had chronic absenteeism rates above the average of their peers at LMA, at 60.4% and 56.9% respectively for 2021-22; the rate for foster youth is suppressed. After assessing the needs, conditions, and circumstances of our EL and SED students we found that not all families understood attendance policies and how attendance affects academic performance.

In order to address this condition of our EL and SED students, we have implemented actions that focus on attendance procedures (**Action 3-5**) and communication specifically in Spanish (**Action 3-1.2**) to help families and students understand the importance of good attendance habits, provide resources and support, and maintain a system of practices to provide timely communication.

These actions are being provided on a schoolwide basis and we expect/hope that all students with low attendance rates will benefit. However, because these actions specifically address direct communication and collaboration with families to address barriers to good attendance, we expect that the attendance rate of EL and SED students will improve at a higher rate than for all students and will be evidenced in the decrease of the EL and SED chronic absenteeism rate.

Graduation Rate

Low academic performance can affect graduation status, and even though the data is often suppressed for EL students, DataQuest graduation reports show that for the class of 2022 EL students graduate at a rate almost 6% less than all students when using the 5 year cohort. After assessing the needs, conditions, and circumstances of our EL students, we learned that the graduation rate of EL students is lower than the graduation rate of all students in the cohort. we learned that 1) the same circumstances that apply for academic performance (accessing grade level content, above) also negatively impact the graduation rate for EL students, so they need more support accessing the grade level content than their peers; and 2) EL students and their families need more communication and support targeting students' progress toward graduation requirements .

In order to address this condition of our EL students, we have implemented actions that focus on academic performance (**Actions** 1-5, 1-6**, 1-7**) to help students successfully complete courses; actions that provide access and support in courses that meet graduation requirements (Actions 1-10, 2-4); and actions to improve graduation rates (**Action 3-6**) that will ensure students are counseled, determine a plan, and have opportunities to complete the required coursework to earn a diploma. It is expected that the graduation rate for EL students will increase to at least match the school rate because **Action 1-7** will develop English proficiency through and concurrently with content, and is principally directed to and effective in supporting EL student academic performance so they can successfully complete courses. Also **Action 3-6** includes intentional academic counseling to strategize with the student and parents on the most appropriate path toward a diploma, and includes extended learning opportunities to recover missing credit.

These actions are being provided on a schoolwide basis and we expect/hope that all students at risk of not meeting graduation requirements and/or dropping out will benefit. However, because because the actions meet specific instructional and academic guidance needs of EL students, we expect that the graduation rate of EL students will increase to match that of all students.

College Readiness

As detailed in the Goal 2 Metrics, no EL students met the college readiness benchmark in either ELA or Math in 2018-19 CAASPP results, and the student group was not large enough to show data for 2021-22 (suppressed). The EAP college readiness benchmarks are based on CAASPP state assessments. The 2022 CAASPP results show that almost 3% fewer SED students met the benchmark in ELA than all students, and the majority , and 76% were not ready for college level work in ELA. In math, no students met the benchmark, so neither EL nor SED students demonstrated college readiness in math. EL data on CAASPP was suppressed but Winter 2023 NWEA results show 65% of all 11th graders (when CAASPP is administered) were below average in reading and 75% below average in math. For EL students, 0% meet any of the proficiency targets in reading and math (Projected Proficiency Report, grades 9-11). After assessing the needs, conditions, and circumstances of our EL and SED students, we learned that EL students are not prepared for college and SED students are less prepared for college than their peers (all students) because 1) the same circumstances that apply for academic performance (accessing grade level content, above) also negatively impacts college readiness, so they need more support accessing the grade level content than their peers; and 2) they need more exposure and access to college preparation programs.

In order to address this condition of our EL and SED students, we have implemented actions that focus on academic standards-based performance (**Action 1-7**), provide courses that prepare students for college (Action 1-10), ensure EL and SED students have access to those courses (**Actions 1-9 and 1-11**), maintain A-G approval on all academic courses (**Action 2-4**), and promote college oriented programs and services (**Action 2-9**). It is expected that EL students will increase in college readiness and preparation, because these actions each address a factor necessary for EL to prepare for college, and because no EL students met the college readiness benchmark. It is expected that SED students will increase in college readiness and preparation, because the actions each address factors necessary for SED to prepare for college, including assistance with the FAFSA (**Action 2-9**) to help reduce financial barriers to college that SED experiences.

These actions are being provided on a schoolwide basis and we expect/hope that all students that are performing below the college readiness benchmark will benefit. However, because EL and SED students need more academic support and guidance, the actions meet needs that are associated with access and success in rigorous courses and to college exploration and preparation, we expect the college readiness indicators for EL and SED students to increase more than the average for all students.

Suspension Rate

As detailed in the Goal 3 Metrics, SED students had a higher suspension rate than all students, and EL students had a higher suspension rate prior to the pandemic. Historical data shows that both EL and SED suspension rates have fluctuated above and below the average for all students. Compared to the surrounding district, our EL suspension rate is almost 7% higher than EL students in the district, and our SED suspension rate is 11% higher than SED students in the district. Additionally, student perceptions about rules and consequences can influence their behavior choices. For example, in the most recent survey close to half of students (46%) feel they are treated fairly by teachers, and 64% feel there are clear rules and consequences. After assessing the needs, conditions, and circumstances of our EL and SED students, we learned that they experience more feelings of disconnection and unfairness/bias, that can lead to unwanted behaviors.

In order to address this condition of our EL and SED students, we have implemented actions that focus on fostering a positive school environment (**Actions 3-7**, 3-8, 3-9) through behavior programs, activities to connect students, and opportunities to acknowledge student contributions and accomplishments. **Action 3-7** considers the programs and services that also target the causes, attitudes, and management of incidents that result in suspensions. This action can cover a wide array of factors, including those that stem from trauma, staff bias, student perceptions, cultural factors, and school policies. It is expected that the suspension rate for EL and SED students will improve and be more consistent with their peers because they will receive services that help them prevent choices that result in suspension, and staff will be trained in a variety of factors that may lead to unjust or disproportionate management of discipline incidents with EL students. **Action 3-10** focuses on student social-emotional well being, and will help provide the support and services to directly address student feelings and perceptions.

These actions are being provided on a schoolwide basis and we expect/hope that all students at risk of behaviors that result in suspension will benefit. However, because the actions address the needs most associated with connecting students to school through positive relationships, implementing equitable and just classroom management practices, and making good choices and preventative practices, we expect that the suspension rate for our EL and SED will improve more than the average suspension rate of all other students.

Mental/Emotional Wellness

LMA Board adopted 6/28/23, fiscal revisions to board 8/17/23

A number of our students and their families have had negative outcomes due to and coming out of the pandemic, but not all families have the resources, like money or insurance, to get supporting services, particularly low-income (SED) students. Qualitative data also indicates that foster and homeless youth are more affected than their peers, and the percentage of these students has increased about 3% from 2021-22. One result was a greater need for student counseling services. As detailed in the Goal 3 Metrics, in the most recent survey only about half of students feel safe at school (48%), and less feel connected to school (37%), both which are significantly lower than last year. After assessing the needs, conditions, and circumstances of our SED and Foster students, we learned that there was a greater need for student counseling services and support for mental/emotional wellness.

In order to address this condition of our SED and foster students, we have implemented **Action 3-10** which focuses on the programs and services that contribute to student safety and social-emotional well being. Two social worker interns, available four days a week each are available to students, as well as a full time counselor/therapist. This action also includes supports to facilitate referrals to community resources and trauma-informed instruction. It is expected that SED students, foster and homeless youth will use these supports to improve their social-emotional well being and increase their sense of safety and belonging at the school.

This action is being provided on a schoolwide basis and we expect/hope that all students struggling to maintain mental/emotional wellness will benefit. However, because of the greater need experienced by our SED and foster students, and because the action meets the needs most associated with mental health, we expect that our SED and foster students will benefit more and contribute to an overall feeling of safety and connection to the school community.

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

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

As identified in the Goal 2 Metrics sections, less than half of EL students are making progress toward English proficiency and reclassification, and doing so at a lower rate than the state average. To address this need, we have implemented **Actions** 1-8 (not contributing, but related)**, 1-11, 2-6, and 2-7** to provide EL students access to ELD standards, designated ELD instruction, instructional support at any proficiency level, and services to promote reclassification. **Actions 2-6 and 2-7** specifically focus on the ELD program and services and are provided on a limited basis because they are directed only at EL students. We expect that more of our EL students will progress in English proficiency as measured by the ELPI. We also expect that more EL students will begin to qualify for reclassification based on the ELPAC overall score, and even be reclassified. Disaggregated data from **Action 2-2.2** will provide more frequent and detailed information to monitor EL student academic progress.

As identified in the Goal 3 Metrics sections, there was a high participation rate in the annual survey, but low participation in meetings including the ELAC (English Learner Advisory Committee). However, in the most recent survey, 55% of parents are interested in participating in opportunities sharing ideas and providing input. To address this need for parents of EL students, **Action 3-3** ensures that efforts are made to strengthen and increase parent participation in the ELAC, and **Action 3-1.2** will ensure that parents of EL students will receive information and communication about the ELAC in Spanish. This will also engage these parents in evaluating and planning services for EL students. We expect that there will be an increase in the percentage of parents attending and participating in ELAC meetings.

LMA's total required percentage to increase or improve services is 69.26%.

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

Leadership Military Academy is a single school charter, and maintains a high concentration of low-income (SED) students (79.7%). Additionally, the number of unduplicated pupils decreased with enrollment. There is no plan to increase the number of staff who provide direct services to unduplicated pupils.   However there are plans to retain staff through appropriate compensation enhancements and restructuring some responsibilities. **Action 1-1** specifically addresses maintaining quality credentialed teachers in appropriate assignments as well as a competitive compensation package.

LMA Board adopted 6/28/23, fiscal revisions to board 8/17/23

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	5:143
Staff-to-student ratio of certificated staff providing direct services to students	N/A	19:143

Action Tables

Material differences are reflected in Prompt 2 of Goal Analysis sections.

Action Tables:
1. 2023-24 Total Planned Expenditures Table
2. 2023-24 Contributing Actions Table
3. 2022-23 Annual Update Table
4. 2022-23 Contributing Actions Annual Update Table
5. 2022-23 LCFF Carryover Table

1. 2023-24 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 1,384,258	$ 46,400	$ -	$ 18,230	1,448,888	$ 682,808	$ 766,080

Goal #	Action #	Action Title	Student	LCFF Funds	Other State	Local Funds	Federal Funds	Total Funds
1	1-1	Williams: Teachers	All	$ 20,101	$ -	$ -	$ -	$ 20,101
1	1-2	Williams: Materials CHK	All	$ 22,851	$ 12,400	$ -	$ -	$ 35,251
1	1-3	Williams: Materials BUY	All	$ 40,022	$ 34,000	$ -	$ -	$ 74,022
1	1-4	Williams: Facilities	All	$ 84,297	$ -	$ -	$ -	$ 84,297
1	1-5	Standards: PD	All	$ 63,605	$ -	$ -	$ 11,000	$ 74,605
1	1-6	Standards: Classroom	All	$ 166,583	$ -	$ -	$ -	$ 166,583
1	1-6.2	Standards: SDAIE	All	$ 126,022	$ -	$ -	$ -	$ 126,022
1	1-7	Standards: EL Access	All	$ 39,481	$ -	$ -	$ 5,000	$ 44,481
1	1-8	Standards: dELD	All	$ 44,716	$ -	$ -	$ -	$ 44,716
1	1-9	Broad Course: All	All	$ 8,704	$ -	$ -	$ -	$ 8,704
1	1-10	Broad Course: Courses	All	$ 14,204	$ -	$ -	$ -	$ 14,204
1	1-11	Broad Course: EL	All	$ 2,454	$ -	$ -	$ -	$ 2,454
1	1-12	Broad Course: SWD	All	$ 176,342	$ -	$ -	$ 1,250	$ 177,592
2	2-1	Academic: Assessments	All	$ 41,664	$ -	$ -	$ 980	$ 42,644
2	2-2	Academic: Data	All	$ 33,664	$ -	$ -	$ -	$ 33,664
2	2-2.2	Academic: Data service	All	$ 24,022	$ -	$ -	$ -	$ 24,022
2	2-3	Academic: Intervention	All	$ 26,538	$ -	$ -	$ -	$ 26,538
2	2-4	Academic: A-G	All	$ 2,204	$ -	$ -	$ -	$ 2,204
2	2-5	Academic: CTE	All	$ 600	$ -	$ -	$ -	$ 600
2	2-6	Academic: ELPI	All	$ 4,304	$ -	$ -	$ -	$ 4,304
2	2-7	Academic: Reclassification	All	$ 1,400	$ -	$ -	$ -	$ 1,400
2	2-8	Academic: AP	All	$ 2,700	$ -	$ -	$ -	$ 2,700
2	2-9	CCI: College	All	$ 82,671	$ -	$ -	$ -	$ 82,671
2	2-10	CCI: Career	All	$ 4,556	$ -	$ -	$ -	$ 4,556
2	2-11	CCI: RCC	All	$ 720	$ -	$ -	$ -	$ 720
3	3-1	Parents: Communication	All	$ 39,510	$ -	$ -	$ -	$ 39,510
3	3-1.2	Parents: Comm SP	All	$ 15,531	$ -	$ -	$ -	$ 15,531
3	3-2	Parents: Participation	All	$ 4,825	$ -	$ -	$ -	$ 4,825
3	3-3	Parents: EL	All	$ 3,620	$ -	$ -	$ -	$ 3,620
3	3-4	Parents: SWD	All	$ 7,000	$ -	$ -	$ -	$ 7,000
3	3-5	Attendance	All	$ 23,604	$ -	$ -	$ -	$ 23,604
3	3-6	Graduation	All	$ 39,465	$ -	$ -	$ -	$ 39,465
3	3-7	Suspension: All	All	$ 38,379	$ -	$ -	$ -	$ 38,379
3	3-8	Climate: Activities	All	$ 49,694	$ -	$ -	$ -	$ 49,694
3	3-9	Climate: Recognitions	All	$ 4,192	$ -	$ -	$ -	$ 4,192
3	3-10	Climate: Safety/SEL	All	$ 124,012	$ -	$ -	$ -	$ 124,012

LMA Board adopted 6/28/23, fiscal revisions to board 8/17/23

2. 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
$ 1,735,642	$ 574,497	33.10%	40.23%	73.33%	$ 637,740	0.00%	36.74%	Total:	$ 637,740
								LEA-wide Total:	$ 637,740
								Limited Total:	$ -
								Schoolwide Total:	$ -

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	1-6.2	Standards: SDAIE	Yes	LEA-wide	English Learners	All	$ 126,022	0.00%
1	1-7	Standards: EL Access	Yes	LEA-wide	English Learners	All	$ 39,481	0.00%
1	1-9	Broad Course: All	Yes	LEA-wide	All	All	$ 8,704	0.00%
1	1-11	Broad Course: EL	Yes	LEA-wide	English Learners	All	$ 2,454	0.00%
2	2-1	Academic: Assessments	Yes	LEA-wide	All	All	$ 41,664	0.00%
2	2-2	Academic: Data	Yes	LEA-wide	All	All	$ 33,664	0.00%
2	2-2.2	Academic: Data service	Yes	LEA-wide	All	All	$ 24,022	0.00%
2	2-3	Academic: Intervention	Yes	LEA-wide	All	All	$ 26,538	0.00%
2	2-4	Academic: A-G	Yes	LEA-wide	All	All	$ 2,204	0.00%
2	2-6	Academic: ELPI	Yes	LEA-wide	English Learners	All	$ 4,304	0.00%
2	2-7	Academic: Reclassification	Yes	LEA-wide	English Learners	All	$ 1,400	0.00%
2	2-9	CCI: College	Yes	LEA-wide	All	All	$ 82,671	0.00%
3	3-1.2	Parents: Comm SP	Yes	LEA-wide	All	All	$ 15,531	0.00%
3	3-3	Parents: EL	Yes	LEA-wide	English Learners	All	$ 3,620	0.00%
3	3-5	Attendance	Yes	LEA-wide	All	All	$ 23,604	0.00%
3	3-6	Graduation	Yes	LEA-wide	All	All	$ 39,465	0.00%
3	3-7	Suspension: All	Yes	LEA-wide	All	All	$ 38,379	0.00%
3	3-10	Climate: Safety/SEL	Yes	LEA-wide	All	All	$ 124,012	0.00%

LMA Board adopted 6/28/23, fiscal revisions to board 8/17/23

3. 2022-23 Annual Update Table

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1-1	Williams: Teachers	No	$ 8,000	$ 20,101
1	1-2	Williams: Materials (CKH)	No	$ 12,180	$ 22,851
1	1-3	Williams: Materials (BUY)	No	$ 29,957	$ 40,022
1	1-4	Williams: Facilities	No	$ 53,682	$ 84,297
1	1-5	Standards: PD	No	$ 11,490	$ 61,562
1	1-6	Standards: Classroom	No	$ 237,335	$ 286,583
1	1-7	Standards: EL Access	Yes	$ 920	$ 39,561
1	1-8	Standards: dELD	No	$ 9,080	$ 44,716
1	1-9	Broad Course: All	Yes	$ 7,500	$ 13,564
1	1-10	Broad Course: Courses	No	$ 9,000	$ 4,204
1	1-11	Broad Course: EL	Yes	$ 1,250	$ 2,454
1	1-12	Broad Course: SWD	No	$ 980	$ 176,342
2	2-1	Academic: Assessments	Yes	$ 12,000	$ 32,664
2	2-2	Academic: Data	Yes	$ 4,000	$ 36,944
2	2-3	Academic: Intervention	Yes	$ 7,280	$ 14,738
2	2-4	Academic: A-G	No	$ 1,000	$ 4,264
2	2-5	Academic: CTE	No	$ 600	$ 1,400
2	2-6	Academic: ELPI	Yes	$ 2,750	$ 3,904
2	2-7	Academic: Reclassification	Yes	$ 1,400	$ 1,400
2	2-8	Academic: AP	No	$ 2,700	$ 1,130
2	2-9	CCI: College	Yes	$ 8,000	$ 98,721
2	2-10	CCI: Career	No	$ 1,200	$ 4,076
2	2-11	CCI: RCC	No	$ 720	$ 920
3	3-1	Parents: Communication	No	$ 32,541	$ 39,510
3	3-2	Parents: Participation	No	$ 1,200	$ 4,825
3	3-3	Parents: EL	Yes	$ 1,200	$ 6,304
3	3-4	Parents: SWD	No	$ 9,000	$ 2,000
3	3-5	Attendance	No	$ 12,400	$ 49,186
3	3-6	Graduation	Yes	$ 21,400	$ 21,949
3	3-7	Suspension: All	Yes	$ 8,000	$ 32,379
3	3-8	Climate: Activities	No	$ 85,000	$ 47,676
3	3-9	Climate: Recognitions	No	$ 2,000	$ 4,192
3	3-10	Climate: Safety/SEL	Yes	$ 119,000	$ 113,880

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 714,765.00	$ 1,318,319.00

LMA Board adopted 6/28/23, fiscal revisions to board 8/17/23

4. 2022-23 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 574,497	$ 102,380	$ 418,462	$ (316,082)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved	Last Year's Planned Expenditures for Contributing	Estimated Actual Expenditures for Contributing Actio	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved
1	1-1	Williams: Teachers	No	$ -	$ 20,101	0.00%	0.00%
1	1-2	Williams: Materials (CKH)	No	$ -	$ 22,851	0.00%	0.00%
1	1-3	Williams: Materials (BUY)	No	$ -	$ 40,022	0.00%	0.00%
1	1-4	Williams: Facilities	No	$ -	$ 84,297	0.00%	0.00%
1	1-5	Standards: PD	No	$ -	$ 61,562	0.00%	0.00%
1	1-6	Standards: Classroom	No	$ -	$ 286,583	0.00%	0.00%
1	1-7	Standards: EL Access	Yes	$ 920	$ 39,561	0.00%	0.00%
1	1-8	Standards: dELD	No	$ -	$ 44,716	0.00%	0.00%
1	1-9	Broad Course: All	Yes	$ 7,500	$ 13,564	0.00%	0.00%
1	1-10	Broad Course: Courses	No	$ -	$ 4,204	0.00%	0.00%
1	1-11	Broad Course: EL	Yes	$ 1,250	$ 2,454	0.00%	0.00%
1	1-12	Broad Course: SWD	No	$ -	$ 176,342	0.00%	0.00%
2	2-1	Academic: Assessments	Yes	$ 4,500	$ 32,664	0.00%	0.00%
2	2-2	Academic: Data	Yes	$ 2,800	$ 36,944	0.00%	0.00%
2	2-3	Academic: Intervention	Yes	$ 7,280	$ 14,738	0.00%	0.00%
2	2-4	Academic: A-G	No	$ -	$ 4,264	0.00%	0.00%
2	2-5	Academic: CTE	No	$ -	$ 1,400	0.00%	0.00%
2	2-6	Academic: ELPI	Yes	$ 2,750	$ 3,904	0.00%	0.00%
2	2-7	Academic: Reclassification	Yes	$ 600	$ 1,400	0.00%	0.00%
2	2-8	Academic: AP	No	$ -	$ 1,130	0.00%	0.00%
2	2-9	CCI: College	Yes	$ 7,180	$ 98,721	0.00%	0.00%
2	2-10	CCI: Career	No	$ -	$ 4,076	0.00%	0.00%
2	2-11	CCI: RCC	No	$ -	$ 920	0.00%	0.00%
3	3-1	Parents: Communication	No	$ -	$ 39,510	0.00%	0.00%
3	3-2	Parents: Participation	No	$ -	$ 4,825	0.00%	0.00%
3	3-3	Parents: EL	Yes	$ 1,200	$ 6,304	0.00%	0.00%
3	3-4	Parents: SWD	No	$ -	$ 2,000	0.00%	0.00%
3	3-5	Attendance	No	$ -	$ 49,186	0.00%	0.00%
3	3-6	Graduation	Yes	$ 21,400	$ 21,949	0.00%	0.00%
3	3-7	Suspension: All	Yes	$ -	$ 32,379	0.00%	0.00%
3	3-8	Climate: Activities	No	$ -	$ 47,676	0.00%	0.00%
3	3-9	Climate: Recognitions	No	$ -	$ 4,192	0.00%	0.00%
3	3-10	Climate: Safety/SEL	Yes	$ 45,000	$ 113,880	0.00%	0.00%

LMA Board adopted 6/28/23, fiscal revisions to board 8/17/23

5. 2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar	6. Estimated Actual LCFF Supplemental and/or	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School	7. Total Estimated Actual Expenditures for Contributing Actions	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 1,735,642	$ 574,497	31.24%	64.34%	$ 418,462	0.00%	24.11%	$ 698,249.56	40.23%

LMA Board adopted 6/28/23, fiscal revisions to board 8/17/23

Instructions for Local Control and Accountability Plan

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

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  o 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]).

Local Control and Accountability Plan Instructions

o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

o 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.

Local Control and Accountability Plan Instructions

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.

Local Control and Accountability Plan Instructions

- **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.

Statutes 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, school site-level advisory groups, as applicable (e.g., school site 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 Instructions

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:

Local Control and Accountability Plan Instructions

- 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 students
- 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:

Local Control and Accountability Plan Instructions

- 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.

Local Control and Accountability Plan Instructions

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.

Local Control and Accountability Plan Instructions

- **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.

Local Control and Accountability Plan Instructions

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023**–**24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

Local Control and Accountability Plan Instructions

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

Local Control and Accountability Plan Instructions

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.

Local Control and Accountability Plan Instructions

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.

Local Control and Accountability Plan Instructions

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.

Local Control and Accountability Plan Instructions

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

Local Control and Accountability Plan Instructions

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).

Local Control and Accountability Plan Instructions

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.

Local Control and Accountability Plan Instructions

○ 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.

Local Control and Accountability Plan Instructions

- **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

Local Control and Accountability Plan Instructions

o   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)

    o   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

    o   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)

    o   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

    o   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)

    o   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 (%)

    o   This amount is the total of the Planned Percentage of Improved Services column

- 8. Total Estimated Actual Percentage of Improved Services (%)

Local Control and Accountability Plan Instructions

- o   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)

  - o   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 %)

  - o   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)

  - o   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)

  - o   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)

  - o   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).

California Department of Education
January 2022

Local Control and Accountability Plan Instructions