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

Budget Overview for the 2022-23 School Year

This chart shows the total general purpose revenue City Heights Preparatory Charter School expects to receive in the coming year from all sources.
The total revenue projected for City Heights Preparatory Charter School is $2,557,284, of which $1,559,937 is Local Control Funding Formula (LCFF), $250,463 is other state funds, $116,844 is local funds, and $630,040 is federal funds. Of the $1,559,937 in LCFF Funds, $266,993 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.

[Chart: Budgeted Expenditures in the LCAP]

This chart provides a quick summary of how much City Heights Preparatory Charter School plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: City Heights Preparatory Charter School plans to spend $2,389,000 for the 2022-23 school year. Of that amount, $2,166,088 is tied to actions/services in the LCAP and $222,912 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Expenses not included in the LCAP include food service, legal, audit, banking fees and payroll service, district oversight fee, SELPA admin fees and depreciation

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

In 2022-23, City Heights Preparatory Charter School is projecting it will receive $266,993 based on the enrollment of foster youth, English learner, and low-income students. City Heights Preparatory Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. City Heights Preparatory Charter School plans to spend $889,745 towards meeting this requirement, as described in the LCAP.
LCFF Budget Overview for Parents

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

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

The text description of the above chart is as follows: In 2021-22, City Heights Preparatory Charter School's LCAP budgeted $239,205 for planned actions to increase or improve services for high needs students. City Heights Preparatory Charter School actually spent $260,604 for actions to increase or improve services for high needs students in 2021-22.
Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

<table>
<thead>
<tr>
<th>Local Educational Agency (LEA) Name</th>
<th>Contact Name and Title</th>
<th>Email and Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>City Heights Preparatory Charter School</td>
<td>Elias Vargas</td>
<td><a href="mailto:evargas@cityheightsprep.org">evargas@cityheightsprep.org</a></td>
</tr>
<tr>
<td></td>
<td>School Director</td>
<td>619-795-3137</td>
</tr>
</tbody>
</table>

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

On November 19, 2021, a staff meeting was held where staff discussed the Educator Effectiveness Grant, as well as Professional Development opportunities they are interested in attending through this grant. Teachers sat in groups and brainstormed PD opportunities that would help them learn and grow as a teacher. For example, some areas we plan to provide Professional Development on are: Social Emotional Learning, progressive teaching methods, Advancement Via Individual Determination, and cross-cultural planning.

In regards to the SELPA Learning Recovery Plan, we decided that spending the funds on hiring two new teaching assistants/special educational assistants would be the best use of the funds. This is so that we can ensure that the needs of students are being met, especially those students who have an Individualized Education Program.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

CH Prep will use the additional concentration add-on funds to:
- hire more teaching assistants to better serve students
- increase the number of special education teaching assistants to ensure that instructional minutes are being, and to support learning recovery
A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

CH Prep meets with its educational partners on a regular basis through professional development meetings, and student council/family meetings. During these meetings, feedback is encouraged and taken into consideration. CH Prep met with its educational partners on August 18, 2021 to review the ESSER III Expenditures Plan, and receive family input.

To support recovery from distance learning during the campus closure, CH Prep has done the following:

- ESSER I and ESSER II funds were used to hire teaching assistants in order to ensure that all students are receiving the appropriate support in classrooms, and to accommodate their needs. Through testing, we saw test scores and were then able to focus on those areas of need. The funds will allow the school to designate a teaching assistant to focus on each student individually, or in small groups. Initially, the teaching assistant will serve as an additional staff member to support students return to in-person instruction in the classroom, and will work with students on their targeted IEP goals.


On page 39, 41, and 42 you can find a description of how educational partners were engaged in the development of the plan

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

We will not use ESSER III Funds this current budget year. However, in the future, we plan to continue the existing programs.

Implementation of the ESSER III Expenditure Plan next year

- Planned Successes: hiring an additional math teacher and a Special Education assistant, purchasing instructional supplies, professional development, and installing a new gate for better school safety

- Challenges: Community engagement may be a challenge since our family meetings are virtual

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

CH Prep is using its fiscal resources in a manner that is consistent with the plans from our 2021-22 LCAP and Annual Update. CHPrep's 2021-22 LCAP is a comprehensive plan to ensure that the needs of students are being met. Funds received will be used to fulfill our LCAP, which is as follows:
- Funds from the Educator Effectiveness Grant will be allocated towards teacher quality. CH Prep will ensure that teachers receive Professional Development focused on the needs they identified and reported.
- Fiscal resources have been allocated towards hiring additional teaching assistants so that instructional minutes and IEP goals are met for all students.
- Teaching assistants help support learning loss for all students, especially those who are English learners. Students will receive the proper academic support, which will result in academic achievement in English language arts (ELA), math and science as outlined in the Common Core State Standards (CCSS).
- Safe Return to In-Person Instruction and Continuity of Services Plan (link to plan: http://www.cityheightsprep.org/wp-content/uploads/2022/02/2021_Safe_Return_to_In-Person_Instruction_and_Continuity_Plan_City_Heights_Preparatory_Charter_School_20220202.pdf )
- The actions in our Safe Return to In-Person Instruction and Continuity of Services plan align with the 2021-22 LCAP. This is because our Safe Return to In-Person Instruction and Continuity of Services plan ensures that the students will have a safe learning environment where they can learn and grow. Additionally, our plan highlights that all students will have access to the necessary materials needed to succeed, which is also a goal in our LCAP. To bridge this gap, students who do not have access to a computer or WiFi outside of school will be provided with a chrome book and/or MiFi to take home. Moreover, another goal emphasized in our LCAP is that the school's facilities will be maintained in good repair. Our Safe Return to In-Person Instruction highlights that our facility manager will regularly check the ventilation system, replace air filters when needed, and CH Prep will continue to receive annual fire inspections.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), 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

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: “A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”
In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: “A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California Education Code Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

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

Prompt 3: “A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (https://www.cde.ca.gov/fg/cr/relieffunds.asp) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (https://www.cde.ca.gov/fg/cr/) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the
continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021
Local Control Accountability Plan

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

<table>
<thead>
<tr>
<th>Local Educational Agency (LEA) Name</th>
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</tr>
<tr>
<td></td>
<td>Director</td>
<td>(619) 795-3137</td>
</tr>
</tbody>
</table>

Plan Summary [2022-23]

General Information

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

The majority of City Heights Prep students are refugees from conflict-ridden areas throughout the world. Many of our students have never participated in formal education prior to arriving in the U.S. or have had interrupted educational histories while living in overcrowded refugee camps. Our students speak over 30 languages including:

- Amharic
- Anyak
- Arabic
- Burmese
- Creole
- Dhaanywaa
- Farsi
- French
- Kachin
- Karen
- Kareni
- Kiziguwa
- Kril
- Kurdish
- Lao
- Lingala
- Maymay
- Ngawn
- Portuguese
- Somali
- Swahili
- Urgul
- Spanish
- Thai
- Pashto
- Turkish
- Ugandan
- Vietnamese

Many City Heights Prep students began the school year not knowing a single word of English, not knowing the alphabet and unable to read in any language. Many of these students have experienced unspeakable trauma. Many other students have a great deal of chaos and upheaval in their everyday surroundings.

At City Heights Prep, we seek to provide an excellent education in a safe and nurturing community where all students—regardless of circumstance—can thrive. Doing so is a community-wide effort. In order to support our students holistically, the following practices have become a part of the City Heights Prep culture:

- Each student has a staff member who calls home on a regular monthly basis to check in and keep parents informed; additional calls are made when a student misses homework, has difficulties, or experiences successes at school.
- Staff is available every day before and after school to offer additional help to students or a quiet place to do school work.
- A robust program of after school clubs is available each day providing enrichment activities and after school office hours to provide additional academic support.
- A variety of individual/small group counseling is available to support students in need of additional support.
• The school has instituted a language intervention program for students who are struggling with the language demands of their content classes. This class will provide remedial instruction in all subject areas.
• The school employs a school counselor, responsible to facilitate relationships with families as well as students to build partnerships with a variety of colleges and community-based organizations.
• Each year, the school hosts community-wide events such as a fall Open House and a Spring Showcase. These events are staff and student-led, allowing students the opportunity to share their learning and show off their skills.
• Additional courses that will be offered at City Heights Prep include AP courses, A.V.I.D., Project Lead the Way, and honors courses.

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

The greatest reflection on success by City Heights Prep Charter School has undoubtedly been its transition to distance learning over the current health crisis. Immediate and strategic action was taken immediately for the safety of students and families upon school closure. All students have been provided with chromebooks and mifi's to access the internet to take home and complete schoolwork. Online learning through Google Classroom, recorded lesson plans, Zoom, MeetMe, FlipGrid, Math IXL, etc, have proved effective in reaching and motivating students to continue growing, learning, and connecting. Before closure, staff and faculty worked to print out several weeks worth of curriculum and distributed it to students, along with at least two books. Throughout the closure, all staff have continued to communicate with families via our communication platform ParentSquare, as well as calls and emails, gradually shifting students into entirely online learning and continued growth. We also have parent meetings where we have discussions surrounding what hybrid schedules would look like, along with providing parents with information regarding returning back in person, and any progress that has been made. CHP staff have also consistently taken supplies to the homes of families who have no transportation options. We also regularly alert families to locations and programs through which they can receive free meals for students and parents alike. We have also been intentional about getting resources directly to families. Our intention is to continue to provide learning that reminds students of their previous ‘normal’ schooling and maintain rhythm and connection. Staff and faculty have been rigorous in their pursuit of 1:1 learning opportunities, ongoing engagement via Zoom classes and other online resources, and administering Parent Surveys in order to ascertain what families feel most comfortable with when contemplating a return to campus. Students and families have access to regular communication, including addressing socio-emotional needs through administration and counselor daily and/or scheduled Zoom meetings.

We continue to pursue weekly PD meetings with review of articles, research and discussions on best practices for virtual learning and reaching students at this time. Lengthy discussions have been devoted to parsing out what has been working and what is no longer functional, as well as conversations pertaining to engagement of families, students, and continually excelling in virtual learning and growth.

Additionally, in the fall of 2019 City Heights Prep began to implement a schoolwide AVID program, in which students learn collaboration, inquiry, and organizational skills, and a focus on college going culture. In the AVID program each grade level has an AVID teacher as well as their AVID counselor. Furthermore, City Heights Prep has adapted a restorative practice approach to discipline. When incidents occur, students are asked a series of restorative questions in order for them to process and express feelings of the incident.
In line with the incorporation of AVID classes, CHP now offers more AP and Honors classes. Following a recommendation the school received via survey of students, families, and staff, students now have access to PSAT/SAT prep, as well as the opportunity to be enrolled in college classes as senior students if they have interest. As a result, all high school seniors are currently taking dual enrollment courses at the City College.

The California Schools Dashboard shows that City Height Prep. experienced significant increases in achievement level as measured by the Smarter Balanced Summative Assessment in English-Language Arts and Math:
In 2019, the California School Dashboard’s performance measure for Mathematics “All Students” in Grades 6-8 increased by 14 points to 107.3 points below the standard.
In 2019, the California School Dashboard’s performance measure for English-Language Arts applicable to “All Students” in Grades 6-8 increased by 37.3 points to 48.5 points below the standard.

The dashboard also shows that our suspension rate declined by 4.1% in 2018-2019.
A success of City Heights Prep Charter school based on California School Dashboard data would be our decline in suspensions, and almost 40% of EL students on track for english proficiency. With having a full time math teacher now, we are making progress in helping students improve their math skills. The english language arts points increased by 37 points in the year of 2019, and that shows incredible growth with our student population.
Based on the California School Dashboard data, the increase of the english language arts for the year 2019 has contributed to success from special students who have made progress in their IEP goals that target reading and writing goals. The decline in suspension has indicated overall City Heights Prep Charter School has effective counseling service and guidance working with special education students having emotional disturbance as their disability.

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 California School Dashboard indicates that overall performance for City Heights Prep is in the "Red" or "Orange" category in Mathematics, English Language Arts, and Suspension Rate (K-12). In previous years, math was only offered as an online class for high school students. Moving forward, we have a full-time credentialed high school math teacher. Therefore the school will focus increased attention on improving math instruction for the 2020-2021 school year. This will include increased math-focused professional development and coaching support.

As of 2019-2020, sixth grade students are now offered science and social studies classes in response to data from MAP, ELPAC and SBAC testing in previous years. Their vocabulary was negatively impacted by lack of exposure to those subject areas.
In previous years, fine arts courses were not offered for middle and high school students. In 2020-2021, visual arts will be offered as an AP course, a high school course, and a middle school course. Drama/creative writing will be offered as an 8th/9th grade course.

It is our desire to lower the suspension rate in order to maximize learning time for all students. In order to achieve this, the school will provide additional support for the implementation of positive behavior interventions, restorative justice practices, school counseling, and supports (PBIS) in each classroom across the school, especially in classrooms where behavior concerns were more prevalent. We have also hired a school counselor.

A need City Heights Prep Charter can work on, is lowering chronic absenteeism. Based on the data from 2019 our chronic absenteeism rate has increased almost 7% from the previous years. More intervention and professional development with all staff could increase student buy-in and attendance. Also, steps have been taken to increase parent involvement in student progress, but more steps need to be taken to supports student and families attendance.

The following goals (areas for improvement) were previously identified based upon a review of the 2019 SBAC results for English Language-Arts/Literacy and related materials. These goals are directly aligned to the SBAC ELA “Area Achievement Level Descriptors” (Reading, Writing, Listening, Research/Inquiry) and the SBAC Performance Task Rubrics:

Reading: Students will develop a deeper understanding of what they read by collaboratively annotating assigned texts.

Writing: Students will draft written responses which communicate a clear controlling/main idea.

Listening: Students will develop and demonstrate active listening skills by engaging in a multi-step Focused Note Taking process.

Research/Inquiry: Students will provide elaboration in support of a controlling/main idea, which elaboration includes the use of and citation to relevant evidence (facts and details) from source material.

The need for City Heights Prep Charter School is providing math intervention for special education students to help build their foundational math skills. Students with IEPs that have been assessed in 2019 have fallen back to 3-5 grade levels. Another area to improve is the chronic absenteeism. Family support and student’s accountability are needed. The Education Specialist monitors all special education students attendance and will need to continue emphasizing the importance of attendance when contacting the families.

**LCAP Highlights**

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

The goals contained in the 2021-2022 LCAP update are by-in-large a continuation of the 2019-2020 and 2020 - 2021 goals. In keeping with updated requirements, this year's LCAP includes more detailed budget information.
### 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.

<table>
<thead>
<tr>
<th>School Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>City Heights Prep Charter School</td>
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</tbody>
</table>

#### Support for Identified Schools

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

We will continue to review, modify, and execute the school plan for student achievement while working collaboratively with all stakeholders in our educational community.

#### Monitoring and Evaluating Effectiveness

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

The LEA will continuously review all goals as laid out in the school improvement plan, while reviewing necessary data points and resource allocation to support those goals in order to continuously improve.
# Engaging Educational Partners

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

Stakeholder engagement is most exemplified at CHP through family meetings, held regularly, open and advertised to all families, students, staff, and any community members who would like the opportunity to participate in meetings. Family meetings were held virtually because of COVID. Participants were briefed on LCAP goals, understood where the monies were allocated, and encouraged to complete a survey and provide feedback in smaller focus groups. Translations were also provided to families when necessary.

A summary of the feedback provided by specific educational partners.

Families were generally in support of where money would be allocated and were provided with further discussion and statistics wherever needed. Primarily, stakeholders were invested in student safety, school supplies and resources and were incredibly encouraged at the new site acquisition. Its provision of safety, cleanliness and further opportunities for learning in both space and resources was precisely addressed by stakeholders feedback.

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

Response to feedback regarding safety, resources, grants, school reports, and school supplies was provided through several ways. The new site is designed around safety, with money allocated towards important upgrades in cameras, double perimeter fencing, locked gates, installation of a new fire alarm system, and more. Further, feedback regarding school resources and facility upgrades was fulfilled through a fully stocked library for students to access, a designated science lab with upgraded equipment, and many new school materials and resources, including upgraded furniture. Also, money was allocated towards PPE supplies and ensuring that students had all materials needed to engage in distance learning at home.
## Goals and Actions

### Goal

<table>
<thead>
<tr>
<th>Goal #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teacher Quality</td>
</tr>
</tbody>
</table>

CH Prep teachers are properly assigned, fully credentialed in the subject areas, and for the pupils they are teaching and participate in ongoing PD opportunities focused on identified needs.

An explanation of why the LEA has developed this goal.

This goal was developed because it is important that the teachers in the classrooms are qualified to teach in their assigned content classes, that way ensuring that teachers are knowledgeable in the content they are teaching to students. The PD opportunities will help create learning opportunities for growth in their area of specialization but also to learn about other areas in which they can get specialized in to better support our students.

### Measuring and Reporting Results

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for 2023–24</th>
</tr>
</thead>
</table>
| • Commission on Teacher Credentialing (CTC) Teacher credential documentation, including EL Authorization  
• Professional Development (PD) calendar | • Credential: 100% compliance  
• PD: 100% participation | All teachers held the correct teacher credentials and participated in PD opportunities both at and outside of the school. | | | Continue to monitor and ensure that all teaching staff hold proper credentials and participate in PD opportunities to help grow in the areas they have categorized as a growth need. |
### Actions

<table>
<thead>
<tr>
<th>Action #</th>
<th>Title</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Teacher Credentials</td>
<td>Review teacher credential information and adjust assignments accordingly; hire staff as needed</td>
<td>$1,430,378.00</td>
<td>Yes</td>
</tr>
<tr>
<td>1.2</td>
<td>PD Opportunities</td>
<td>All teachers participate in annual PD prior to beginning of school year and a minimum of 15 times annually throughout school year</td>
<td>$48,952.00</td>
<td>No</td>
</tr>
<tr>
<td>1.3</td>
<td>Teacher Evaluation Plan</td>
<td>Execute board-approved Teacher Evaluation Plan and added more opportunities for professional development to the master schedule.</td>
<td>$0.00</td>
<td>No</td>
</tr>
</tbody>
</table>

### Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

There were no substantive difference. The staff all help the appropriate credentials or certificates in their assigned courses. The staff also had the opportunity to attend school wide opportunities which were via-Zoom once weekly during distance learning and then also in-person once we returned to a hybrid schedule. In addition to this, teaching staff was able to attend any PD opportunities that were held outside of the school.
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.

None.

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

We check teacher credentials twice a year to ensure that they not only hold the appropriate assignments but to ensure that their credentials have not expired. The staff has also done a great job of being aware of their credential expiration dates or needed credentials and communicate that with school administrators. The credential audits and open line of communication has been supportive in ensuring that the school meets this LCAP goal.

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

There have been no changes made to the goal for the coming year.

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

### Goal

<table>
<thead>
<tr>
<th>Goal #</th>
<th>Description</th>
</tr>
</thead>
</table>
| 2      | Instructional Materials  
Every student at CH Prep has access to standards-aligned instructional materials and has 1:1 access to a computer during the school day. |

An explanation of why the LEA has developed this goal.

100% of our students are categorized as free meals and economically disadvantage and therefore families have a hard time in being able to provide their children with school materials. We want to help close any equity gaps that this may create and make sure that all of our students have access to free instructional materials and access to a computer during the school day. Therefore, we ensure that all of the classrooms are equipped with instructional materials and computers for every student to use their own.

### Measuring and Reporting Results

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
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<th>Year 3 Outcome</th>
<th>Desired Outcome for 2023-24</th>
</tr>
</thead>
</table>
| Curricular materials inventory, including software and subscription-based internet services | CCSS aligned curriculum for core classes: 100% access  
1:1 Student computers: 100% access | All classrooms were equipped with computers and materials to ensure 1:1. |  |  | We would like to continue to provide 1:1 computers and instructional supplies for students. |
### Actions

<table>
<thead>
<tr>
<th>Action #</th>
<th>Title</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Inventory Audit</td>
<td>Review curricular materials inventory, including software and subscription-based internet services; purchase curricular materials as needed</td>
<td>$105,264.98</td>
<td>No</td>
</tr>
<tr>
<td>2.2</td>
<td>Online Learning Platforms</td>
<td>Review digitally-aided learning materials inventory; purchase needed digitally-aided learning materials as needed</td>
<td>$0.00</td>
<td>Yes</td>
</tr>
<tr>
<td>2.3</td>
<td>Computers</td>
<td>Purchase student computers to meet goal</td>
<td>$5,000.00</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### Goal Analysis [2021-22]

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

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

There were no substantive differences.

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

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

During the 2021-22 school year, with distance learning, the school still ensured that all students had access to school computer, internet access, and school materials at home. We would schedule frequent days for the families to come to the school to get the materials they needed so students can continue to engage in learning from home. Prior to re-opening for hybrid schedule, we checked all the classrooms to make sure that there were working computers and internet services with the appropriate softwares installed in all of the classrooms. There was also communication between the school administrator and teaching staff to ensure that students had the school materials they needed with both distance and in-person learning. The school does monthly inventory audits and checks of the materials in the classrooms to ensure...
all students have access to what they need. This has been effective in that we have not had any instances in which students were left with no access to instructional supplies.

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.

No changes were made to the goal for the coming year.

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

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<thead>
<tr>
<th>Goal #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Facilities</td>
</tr>
<tr>
<td></td>
<td>CH Prep will ensure that the school facilities are maintained in good repair</td>
</tr>
</tbody>
</table>

An explanation of why the LEA has developed this goal.

This goal was developed because the school believes in the importance of fostering a safe learning environment for students and a safe learning environment for staff to teach in. A facility in good repair means students have access to classrooms with no broken walls, with working air conditioning and heaters, safe and clean bathrooms, and areas to eat in play in. This also includes the school being properly equipped and ready in the case of a school fire as the school has installed a fire system, an alarm system to make sure that the school grounds and classrooms are kept safe when no one is on campus, and double-fencing with a gated entrance door. We also have a facilities manager onsite who is constantly checking and repairing as needed. When the school facility is maintained in good repair then it becomes easier for the school staff to provide a safe learning and teaching environment.

Measuring and Reporting Results

<table>
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<tr>
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<th>Year 3 Outcome</th>
<th>Desired Outcome for 2023–24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual School Facility Inspection</td>
<td>School Facility Inspection:</td>
<td>The school passed its annual fire inspection, its food inspection, and also</td>
<td></td>
<td></td>
<td>The school would like to maintain a school facility that is in good repair, passing its</td>
</tr>
<tr>
<td>Annual Fire Inspection</td>
<td>Achieved passing status</td>
<td>revised and ensure that the school safety plan was up to date.</td>
<td></td>
<td></td>
<td>annual fire inspection, and updating its safety plan.</td>
</tr>
<tr>
<td>Comprehensive School Safety Plan</td>
<td>Fire Inspection:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Achieved passing status</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Actions

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>Annual Facility Inspection</td>
<td>Conduct Annual School Facility Inspection; Rent facility and purchase/rent/repair equipment and furniture as needed</td>
<td>$279,592.00</td>
<td>No</td>
</tr>
<tr>
<td>3.2</td>
<td>Annual Fire Inspection</td>
<td>Facilitate annual Fire Inspection</td>
<td>$0.00</td>
<td>No</td>
</tr>
<tr>
<td>3.3</td>
<td>Communication with Landlords</td>
<td>Negotiate with landlord to remediate any safety findings from Facility and Fire Inspection</td>
<td>$0.00</td>
<td>No</td>
</tr>
<tr>
<td>3.4</td>
<td>School Safety Plan</td>
<td>Update Comprehensive School Safety Plan Annually</td>
<td>$0.00</td>
<td>Yes</td>
</tr>
</tbody>
</table>

## Goal Analysis [2021-22]

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

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

There were no substantive differences.

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

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

Having an onsite facilities manager has been helpful in ensuring that the school is repaired and maintained in good condition. He fixes anything that needs broken or notifies school administrator when an outside contractor needs to come onsite to fix an area that he is unable to get to. The fire alarm system has also passed all of its inspection, the alarm system is also working well, and the campus is remained clean, safe, and secure at all time. We have also been able to keep it clean and make sure the right protocols were put into place with COVID-19 guidelines. All classrooms and buildings are equipped with an emergency bag in case anyone is need of attention.
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.

There were no changes made for the coming school year.

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

### Goal

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<tr>
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<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>English Language Arts, Math, Science</td>
</tr>
</tbody>
</table>

CH Prep students will demonstrate academic achievement in English language arts (ELA), math and science as outlined in the Common Core State Standards (CCSS).

An explanation of why the LEA has developed this goal.

This goal was developed because of our large Emergent Bilinguals and refugee student population, we want to ensure that our students meet the same academic standards as other non-English Learners. To do so, we ensure that teaching is aligned with the common core standards and that we are able to provide our students with access to rigorous courses, and at the same time, help them meet the state standards.

### Measuring and Reporting Results

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</tr>
</thead>
<tbody>
<tr>
<td>School-based diagnostic benchmarks</td>
<td><strong>Average academic achievement gains of 1.5 years for all students performing below grade level; Average academic achievement gains of 1 year for all students performing at grade level</strong></td>
<td>We were able to test all students for MAP testing. After completing the initial MAP testing in the fall, student results are accessed and processed through MAP’s RIT score tracker. With this in mind, all staff members who proctored the test have the ability to go back and view the results.</td>
<td></td>
<td></td>
<td>We would like to see higher growth gains for our students; having them average 1 - 1.5 years of academic growth.</td>
</tr>
<tr>
<td>Metric</td>
<td>Baseline</td>
<td>Year 1 Outcome</td>
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<td>Year 3 Outcome</td>
<td>Desired Outcome for 2023–24</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------</td>
<td>----------------</td>
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<td>-----------------------------</td>
</tr>
<tr>
<td>Academic Progress (MAP) testing</td>
<td>results of students as a whole or individually. MAP scores will break down the concepts that students need help with. For example, for math, if a student missed a lot of algebraic problems on the test, then it'll show that they need more help within that sub topic.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SBAC testing (results not yet available for 2015-16)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Actions

<table>
<thead>
<tr>
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<th>Title</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>Instructional Time</td>
<td>Provide instructional time for ELA, math and science (55 minute class period daily, per subject). Science will be offered to students across all grades.</td>
<td>$0.00</td>
<td>Yes</td>
</tr>
<tr>
<td>4.2</td>
<td>Supplemental Materials</td>
<td>Provide supplemental Literacy Intervention course to all students who are two or more grade levels behind in reading (additional 30 minutes of English support weekly)</td>
<td>$0.00</td>
<td>Yes</td>
</tr>
<tr>
<td>4.3</td>
<td>Reading</td>
<td>Provide extended time (120 min wk) for reading through Literacy Intervention course.</td>
<td>$0.00</td>
<td></td>
</tr>
<tr>
<td>Action #</td>
<td>Title</td>
<td>Description</td>
<td>Total Funds</td>
<td>Contributing</td>
</tr>
<tr>
<td>---------</td>
<td>------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-------------</td>
<td>--------------</td>
</tr>
<tr>
<td>4.4</td>
<td>Literacy Programs</td>
<td>Implement Academic Literacy program across the curriculum (Wordgen word lists, STARI, Houghton Mifflin grammar instruction, Collaborative Strategic Reading (CSR), Thinking Maps)</td>
<td>$0.00</td>
<td>Yes</td>
</tr>
<tr>
<td>4.5</td>
<td>Math Intervention</td>
<td>Provide supplemental Individualized Math support for students who are two or more grade levels behind in math (additional 30 -60 minutes of Math support weekly)</td>
<td>$0.00</td>
<td>Yes</td>
</tr>
<tr>
<td>4.6</td>
<td>Science</td>
<td>Provide hands-on science laboratory-based science curriculum</td>
<td>$0.00</td>
<td>No Yes</td>
</tr>
<tr>
<td>4.7</td>
<td>Teacher Assistants</td>
<td>Provide instructional Classroom Assistant(s) for added support in English language arts, math and science in grades 6 - 8</td>
<td>$0.00</td>
<td>Yes</td>
</tr>
<tr>
<td>4.8</td>
<td>MAP Testing</td>
<td>Administer NWEA MAPs twice a year</td>
<td>$0.00</td>
<td>No</td>
</tr>
</tbody>
</table>

**Goal Analysis [2021-22]**
An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

Due to the 2021-22 school year being majorly online and then switching to hybrid schedule mid-March, not all students were able to participate in SBAC or NWEA MAP testing. The challenges of distance learning with student learning and has been evident with their overall academic performance last school year and the gaps we saw this year, after returning to in-person learning.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.
An explanation of how effective the specific actions were in making progress toward the goal.

| It was helpful to have teacher assistants who were able to create break-out sessions via-zoom and work with students individually or in smaller group settings. The academic intervention support classes have allowed for students to get targeted help in areas of struggle, which has in turn helped them work towards performing at the same academic level as their peers. Additionally, the reading support classes have been effective in helping with our newcomers and building their language and vocabulary skills. However, with the challenges of distance learning, when we returned hybrid in mid-March, the students were able to participate in project-based learning again, especially with the ongoing use of the science lab. |

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.

| No changes were made for the coming year. |

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

Goal

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<thead>
<tr>
<th>Goal #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>English Language Development (ELD)</td>
</tr>
<tr>
<td></td>
<td>CH Prep students will demonstrate proficiency in all written, reading, listening, and oral English language conventions for writing and speaking</td>
</tr>
</tbody>
</table>

An explanation of why the LEA has developed this goal.

This goal was developed with the purpose to identify and support the area of needs, especially with English for our Emergent Bilinguals. Again, with such a big percentage of our students being categorized as English Learners or Refugees, it is imperative that we focus and provide support with their language support.

Measuring and Reporting Results

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<tr>
<th>Metric</th>
<th>Baseline</th>
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</tr>
</thead>
<tbody>
<tr>
<td>• California English Language Proficiency Assessment for California (ELPAC) • English learner reclassification data</td>
<td>• 75% of returning EL students exhibited an increase in score on the ELPAC test</td>
<td>During last school year, we reclassified 9 students out of our 72 English Learners. That works out to 12.5% of our English Learners who were reclassified.</td>
<td></td>
<td></td>
<td>We hope to continue to reclassify majority of our students who come to the school knowing no or little English.</td>
</tr>
</tbody>
</table>
### Actions

<table>
<thead>
<tr>
<th>Action #</th>
<th>Title</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1</td>
<td>Supplemental Academic Support</td>
<td>Provide supplemental Academic support for students that are two or more grade levels behind in reading (additional 30 – 180 minutes of English support weekly)</td>
<td>$0.00</td>
<td>Yes</td>
</tr>
<tr>
<td>5.2</td>
<td>Reading</td>
<td>Provide extended time (120 min wk) for reading through Daily Reading Time (DRT)</td>
<td>$0.00</td>
<td>Yes</td>
</tr>
<tr>
<td>5.3</td>
<td>Teacher Assistants</td>
<td>Provide instructional Classroom Assistant(s) for added support in English language arts, math and science in grades 6 - 8</td>
<td>$0.00</td>
<td>Yes</td>
</tr>
<tr>
<td>5.4</td>
<td>NWEA MAP Testing</td>
<td>Administer NWEA MAPs biennial testing</td>
<td>$0.00</td>
<td>No</td>
</tr>
</tbody>
</table>

### Goal Analysis [2021-22]

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

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

With the 2021-22 school year starting off with distance learning and then ending with a hybrid schedule, the students were still able to get the individual support form the teacher assistants by utilizing Zoom breakout rooms. However, the number and quality of students being reached was difficult as not all students would attend their zoom classes all the time. Additionally, the school administers the MAP test two times a year, once in the beginning and the other time towards the end of the school year. However, with distance learning and a small group of students attending in-person with the hybrid schedule for only four hours a day, Monday through Thursday, it was difficult to administer the test and gather any valuable data.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.
An explanation of how effective the specific actions were in making progress toward the goal.

The actions allowed for teachers and staff to accommodate the needs of all students in order to ensure that they had the appropriate resources needed to succeed and learn.

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.

No changes were made for the coming year.

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

### Goal

<table>
<thead>
<tr>
<th>Goal #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Character and Social Development</td>
</tr>
</tbody>
</table>

CH Prep students will demonstrate leadership qualities, respect for diversity and an understanding of the world around them through participation in community service activities and their performance in related coursework.

An explanation of why the LEA has developed this goal.

The goal was developed to ensure that students are learning social emotionally as well as academically. Students should leave City Heights Prep Charter wanting to leave our campus and their community as a better place.

### Measuring and Reporting Results

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<thead>
<tr>
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<th>Desired Outcome for 2023–24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Service Spreadsheet</td>
<td>100% of our high school students will participate in 15 hours of community service every school year.</td>
<td>From students participating in community service, students have learned to give back to their school and community. Our EL intervention class has had a record number of volunteers helping students learn English, as well as after school tutoring opportunities.</td>
<td></td>
<td></td>
<td>The outcome for 2023-24 school year would be for students to take advantage of more hours completed in the City Heights community. Due to COVID restrictions, many places have not accepted student volunteers in the last few years. The neighborhood of City Heights is an important part of our school culture.</td>
</tr>
</tbody>
</table>
## Actions

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>6.1</td>
<td>Character and Social Development</td>
<td>Offer community service/leadership opportunities for every student</td>
<td>$14,400.00</td>
<td>Yes</td>
</tr>
<tr>
<td>6.2</td>
<td>Course Enrollment</td>
<td>Ensure enrollment in World/US History courses for all students at appropriate grade level(s) and provide students with the opportunity to participate in dual-enrollment with local colleges</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>6.3</td>
<td>AVID</td>
<td>Ensure enrollment in AVID course for all students</td>
<td>$15,834.00</td>
<td>No</td>
</tr>
</tbody>
</table>

## Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year. A description of any substantive differences in planned actions and actual implementation of these actions.

The goal was carried out by creating a streamline and organized system to keep track of student hours and participation in community service hours. With all students now being required to take Ethnic Studies Art, and complete/understand the importance of community service. Students who volunteer to tutor younger or EL students must fill out an application form and be accepted for the hours. AVID classes require hours for a grade as well.

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

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

The actions were successful in teaching students the importance of helping their community.
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.

Students were more encouraged to finish their community service hours on campus, as well as the required graduation requirement Ethnic Studies Art to respect and understand diversity. Students will be required to complete 30 hours of community service in 10-12th grade continuing next year.

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

Goal

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<tr>
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<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Parental Involvement</td>
</tr>
<tr>
<td></td>
<td>CH Prep will seek to involve parents in meaningful ways that promote student achievement</td>
</tr>
</tbody>
</table>

An explanation of why the LEA has developed this goal.

We believe that when parents are involved with the school that their children attends then student overall connectedness and involvement and growth with the school also grows. It is important for parents to be involved, participate in the decision making of key items and allocation of money the school earns, and to help provide helpful feedback and ideas with the school. The parents are a bridge between the school and students and their involvement will be a positive contribution.

Measuring and Reporting Results

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</tr>
</thead>
<tbody>
<tr>
<td>Family Meeting Participation</td>
<td>We would like to begin with at least 10 families attending our meetings and increase after each meeting. We would like for parents to take on roles during our family meetings.</td>
<td>The participation varied from meeting to meeting as they have been held via Zoom. We have had anywhere from no parents to one show parent attend. The largest attendance rate we had for the 21-22 school year was at least five parents.</td>
<td></td>
<td></td>
<td>We would like our parental involvement rate to increase.</td>
</tr>
</tbody>
</table>
### Actions

<table>
<thead>
<tr>
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<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1</td>
<td>Parent Involvement</td>
<td>Retain Parental Involvement</td>
<td></td>
<td>No</td>
</tr>
<tr>
<td>7.2</td>
<td>Family Committees</td>
<td>Host triennial Family Committee Meetings/schoolwide events</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>7.3</td>
<td>Parent Engagement</td>
<td>Monitor Home Contact Logs/Reports, Parent Engagement App - ParentSquare</td>
<td>$2,000.00</td>
<td>No</td>
</tr>
<tr>
<td>7.4</td>
<td>Parent Feedback</td>
<td>Administer Parent Survey to gather parent feedback</td>
<td></td>
<td>No</td>
</tr>
</tbody>
</table>

### Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.  
A description of any substantive differences in planned actions and actual implementation of these actions.

With the 2021-22 school year beginning with distance learning and then moving towards hybrid schedule in mid-March, the family meeting were hosted via Zoom, and not many families attended them.

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

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

The parent announcements via our parent engagement app, ParentSquare, and teacher announcements to students, have been effective in notifying families about the meetings and times of meetings. We have also had staff call and ask for parent participation. However, we will continue to find other ways to notify and increase parent engagement.
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.

No changes were made for the coming year.

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

### Goal

<table>
<thead>
<tr>
<th>Goal #</th>
<th>Description</th>
</tr>
</thead>
</table>
| 8      | Student Engagement & School Climate  
CH Prep students will exhibit motivation to succeed academically that results from high expectations, the establishment of strong staff/student relationships and a safe and secure learning environment. CH Prep student reports and school data will reflect a positive school climate |

An explanation of why the LEA has developed this goal.

The school developed this goal to create a positive school climate for both students and staff. By cultivating a restorative school, students learn their impact on their community and build healthy relationships with peers and staff.

### Measuring and Reporting Results

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for 2023–24</th>
</tr>
</thead>
<tbody>
<tr>
<td>PowerSchool</td>
<td>To have at least a 93% attendance rate across all grade levels.</td>
<td></td>
<td></td>
<td></td>
<td>Maintain an attendance rate at or above 93%.</td>
</tr>
</tbody>
</table>

### Actions

<table>
<thead>
<tr>
<th>Action #</th>
<th>Title</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.1</td>
<td>Attendance</td>
<td>Monitor Attendance/ chronic absenteeism/ dropout rates and absence verification records</td>
<td></td>
<td>No</td>
</tr>
<tr>
<td>8.2</td>
<td>Truancy Follow-up</td>
<td>Implement truancy follow-up as outlined in CH Prep Attendance Policy</td>
<td></td>
<td>Yes</td>
</tr>
</tbody>
</table>
### Goal Analysis [2021-22]

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

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

Students are able to participate in restorative justice daily through their AVID classes, core classes, or through the administration. These include community building circles, restorative circles, and restorative meetings. By completing daily check ins with students and being a positive support, we can better help gage where students are at and how to better help them.

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

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

The actions of continuing restorative practices on our campus has made great progress toward our goal of having students motivated to come to school. If students feel safe and respected, they will be more likely to attend school.

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.

No changes were made for the coming year.

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

### Goal

<table>
<thead>
<tr>
<th>Goal #</th>
<th>Description</th>
</tr>
</thead>
</table>
| 9      | Course of Study  
Every CH Prep student will complete a course of study leading to completion of all a – g requirements by graduation from 12th grade*.  
*Exceptions may be made in the case of students whose transition plan requires a different course of study. |

An explanation of why the LEA has developed this goal.

The goal was developed to best set up students for post graduation success. By completing all of the A-G requirements, students are more likely to attend UC and CSU schools, as well as any other four year universities. A-G courses also require more rigor, which helps students prepare for college or university.

### Measuring and Reporting Results

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for 2023–24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transcript Audits</td>
<td>When applicable, students will be on track to graduate with the fulfillment of their A-G requirements.</td>
<td>Students are able to attend 4 year universities and graduate with a 4 year university diploma.</td>
<td></td>
<td></td>
<td>All students graduate with A-G requirements completed.</td>
</tr>
<tr>
<td>Transcript Audits</td>
<td>When applicable, students will be on track to graduate with a state diploma.</td>
<td>Students are able to attend community college schools and graduate with a CA state diploma.</td>
<td></td>
<td></td>
<td>All students graduate with at least a state diploma.</td>
</tr>
</tbody>
</table>
Actions

<table>
<thead>
<tr>
<th>Action #</th>
<th>Title</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.1</td>
<td>Student Schedule Audits</td>
<td>Monitor student course schedules to ensure enrollment in courses leading to a – g requirement completion</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>9.2</td>
<td>Report Card Monitoring</td>
<td>Monitor student report cards to ensure completion of courses leading to a – g requirement completion</td>
<td>Yes</td>
<td></td>
</tr>
</tbody>
</table>

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

All core courses for grades 9-12 are A-G approved for graduation credit, as well as frequent auditing of student transcripts in order to ensure they are on track for graduation.

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

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

The actions were successful in approving all core courses for A-G status to ensure students are receiving the proper credit for 4 year university.

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.

No changes were made for the coming year.
A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.
Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

<table>
<thead>
<tr>
<th>Projected LCFF Supplemental and/or Concentration Grants</th>
<th>Projected Additional LCFF Concentration Grant (15 percent)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$265,732</td>
<td>$1,261</td>
</tr>
</tbody>
</table>

**Required Percentage to Increase or Improve Services for the LCAP Year**

<table>
<thead>
<tr>
<th>Projected Percentage to Increase or Improve Services for the Coming School Year</th>
<th>LCFF Carryover — Percentage</th>
<th>LCFF Carryover — Dollar</th>
<th>Total Percentage to Increase or Improve Services for the Coming School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>20.55%</td>
<td>0.00%</td>
<td>$0.00</td>
<td>20.55%</td>
</tr>
</tbody>
</table>

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.

They have been determined based on our collecting of data during enrollment, throughout the year, and as we collect or families share information with us.

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

We will ensure to provide transportation, school materials, access to a school counselor, access to after school academic support, and we also aim to fulfil any other requests.
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.

This will help us maintain more individualized support to students by hiring and placing teaching assistants in the classroom to help lower the staff/student ratio and to provide more support inside of the classrooms. This will also provide students access to additional staff support in order to support their academic needs.

<table>
<thead>
<tr>
<th>Staff-to-student ratios by type of school and concentration of unduplicated students</th>
<th>Schools with a student concentration of 55 percent or less</th>
<th>Schools with a student concentration of greater than 55 percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff-to-student ratio of classified staff providing direct services to students</td>
<td>25 to 1</td>
<td></td>
</tr>
<tr>
<td>Staff-to-student ratio of certificated staff providing direct services to students</td>
<td>23 to 1</td>
<td></td>
</tr>
</tbody>
</table>
### 2022-23 Total Expenditures Table

<table>
<thead>
<tr>
<th>Totals</th>
<th>LCFF Funds</th>
<th>Other State Funds</th>
<th>Local Funds</th>
<th>Federal Funds</th>
<th>Total Funds</th>
<th>Total Personnel</th>
<th>Total Non-personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totals</td>
<td>$1,005,968.00</td>
<td>$400,919.98</td>
<td>$494,533.00</td>
<td>$1,901,420.98</td>
<td>$1,303,724.00</td>
<td>$597,696.98</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal</th>
<th>Action #</th>
<th>Action Title</th>
<th>Student Group(s)</th>
<th>LCFF Funds</th>
<th>Other State Funds</th>
<th>Local Funds</th>
<th>Federal Funds</th>
<th>Total Funds</th>
<th>Total Personnel</th>
<th>Total Non-personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.1</td>
<td>Teacher Credentials</td>
<td>English Learners Foster Youth Low Income</td>
<td>$819,386.00</td>
<td>$193,495.00</td>
<td></td>
<td></td>
<td>$417,497.00</td>
<td>$1,430,378.00</td>
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<tr>
<td>1</td>
<td>1.2</td>
<td>PD Opportunities</td>
<td>All</td>
<td></td>
<td></td>
<td>$31,952.00</td>
<td>$10,055.00</td>
<td></td>
<td>$6,945.00</td>
<td>$48,952.00</td>
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<td>1</td>
<td>1.3</td>
<td>Teacher Evaluation Plan</td>
<td>All</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$0.00</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2.1</td>
<td>Inventory Audit</td>
<td>All</td>
<td></td>
<td></td>
<td>$60,359.00</td>
<td></td>
<td>$44,857.00</td>
<td>$105,264.98</td>
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<td>2</td>
<td>2.2</td>
<td>Online Learning Platforms</td>
<td>English Learners Foster Youth Low Income</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$0.00</td>
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<tr>
<td>2</td>
<td>2.3</td>
<td>Computers</td>
<td>English Learners Foster Youth Low Income</td>
<td></td>
<td></td>
<td></td>
<td>$5,000.00</td>
<td>$5,000.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>3.1</td>
<td>Annual Facility Inspection</td>
<td>All</td>
<td></td>
<td>$82,271.00</td>
<td>$197,321.00</td>
<td></td>
<td>$279,592.00</td>
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<tr>
<td>3</td>
<td>3.2</td>
<td>Annual Fire Inspection</td>
<td>All</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$0.00</td>
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<td></td>
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<tr>
<td>3</td>
<td>3.3</td>
<td>Communication with Landlords</td>
<td>All</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$0.00</td>
<td></td>
<td></td>
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<tr>
<td>3</td>
<td>3.4</td>
<td>School Safety Plan</td>
<td>English Learners Foster Youth Low Income</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$0.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>4.1</td>
<td>Instructional Time</td>
<td>English Learners Foster Youth Low Income</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$0.00</td>
<td></td>
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<tr>
<td>4</td>
<td>4.2</td>
<td>Supplemental Materials</td>
<td>English Learners Foster Youth Low Income</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$0.00</td>
<td></td>
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</tr>
<tr>
<td>Goal</td>
<td>Action #</td>
<td>Action Title</td>
<td>Student Group(s)</td>
<td>LCFF Funds</td>
<td>Other State Funds</td>
<td>Local Funds</td>
<td>Federal Funds</td>
<td>Total Funds</td>
<td></td>
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</tr>
<tr>
<td>4</td>
<td>4.3</td>
<td>Reading</td>
<td>English Learners Foster Youth Low Income</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>4.4</td>
<td>Literacy Programs</td>
<td>English Learners Foster Youth Low Income</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>4.5</td>
<td>Math Intervention</td>
<td>English Learners Foster Youth Low Income</td>
<td></td>
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</tr>
<tr>
<td>4</td>
<td>4.6</td>
<td>Science</td>
<td>All</td>
<td></td>
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</tr>
<tr>
<td>4</td>
<td>4.7</td>
<td>Teacher Assistants</td>
<td>English Learners Foster Youth Low Income</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>4</td>
<td>4.8</td>
<td>MAP Testing</td>
<td>All</td>
<td></td>
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</tr>
<tr>
<td>5</td>
<td>5.1</td>
<td>Supplemental Academic Support</td>
<td>English Learners Foster Youth Low Income</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>5.2</td>
<td>Reading</td>
<td>English Learners Foster Youth Low Income</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>5.3</td>
<td>Teacher Assistants</td>
<td>English Learners Foster Youth Low Income</td>
<td></td>
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<tr>
<td>5</td>
<td>5.4</td>
<td>NWEA MAP Testing</td>
<td>All</td>
<td></td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>6.1</td>
<td>Character and Social Development</td>
<td>English Learners Foster Youth Low Income</td>
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<td></td>
<td></td>
<td>$14,400.00</td>
<td>$14,400.00</td>
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<tr>
<td>6</td>
<td>6.2</td>
<td>Course Enrollment</td>
<td>English Learners Foster Youth Low Income</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>6</td>
<td>6.3</td>
<td>AVID</td>
<td>All English Learners Foster Youth Low Income</td>
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<td></td>
<td></td>
<td>$5,834.00</td>
<td>$15,834.00</td>
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</tr>
<tr>
<td>7</td>
<td>7.1</td>
<td>Parent Involvement</td>
<td>All English Learners Foster Youth Low Income</td>
<td></td>
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<tr>
<td>7</td>
<td>7.2</td>
<td>Family Committees</td>
<td>English Learners Foster Youth Low Income</td>
<td></td>
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<tr>
<td>Goal</td>
<td>Action #</td>
<td>Action Title</td>
<td>Student Group(s)</td>
<td>LCFF Funds</td>
<td>Other State Funds</td>
<td>Local Funds</td>
<td>Federal Funds</td>
<td>Total Funds</td>
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<tr>
<td>7</td>
<td>7.3</td>
<td>Parent Engagement</td>
<td>All</td>
<td>$2,000.00</td>
<td></td>
<td></td>
<td></td>
<td>$2,000.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>7.4</td>
<td>Parent Feedback</td>
<td>All</td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>8</td>
<td>8.1</td>
<td>Attendance</td>
<td>All</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>8</td>
<td>8.2</td>
<td>Truancy Follow-up</td>
<td>English Learners, Foster Youth, Low Income</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>8</td>
<td>8.3</td>
<td>Attendance Competitions</td>
<td>All</td>
<td></td>
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</tr>
<tr>
<td>8</td>
<td>8.4</td>
<td>Classroom Sizes</td>
<td>English Learners, Foster Youth, Low Income</td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>8</td>
<td>8.5</td>
<td>PBIS</td>
<td>All</td>
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<tr>
<td>9</td>
<td>9.1</td>
<td>Student Schedule Audits</td>
<td>English Learners, Foster Youth, Low Income</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>9</td>
<td>9.2</td>
<td>Report Card Monitoring</td>
<td>English Learners, Foster Youth, Low Income</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
### 2022-23 Contributing Actions Tables

<table>
<thead>
<tr>
<th>Goal</th>
<th>Action #</th>
<th>Action Title</th>
<th>Contributing to Increased or Improved Services?</th>
<th>Scope</th>
<th>Unduplicated Student Group(s)</th>
<th>Location</th>
<th>Planned Expenditures for Contributing Actions (LCFF Funds)</th>
<th>Planned Percentage of Improved Services (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.1</td>
<td>Teacher Credentials</td>
<td>Yes</td>
<td>Limited to Unduplicated Student Group(s)</td>
<td>English Learners, Foster Youth, Low Income</td>
<td>All Schools</td>
<td>$819,386.00</td>
<td>17.89%</td>
</tr>
<tr>
<td>1</td>
<td>2.1</td>
<td>Inventory Audit</td>
<td>Yes</td>
<td>Limited to Unduplicated Student Group(s)</td>
<td>English Learners, Foster Youth, Low Income</td>
<td>All Schools</td>
<td>$60,359.00</td>
<td>2.04%</td>
</tr>
<tr>
<td>1</td>
<td>2.2</td>
<td>Online Learning Platforms</td>
<td>Yes</td>
<td>Limited to Unduplicated Student Group(s)</td>
<td>English Learners, Foster Youth, Low Income</td>
<td>All Schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2.3</td>
<td>Computers</td>
<td>Yes</td>
<td>Limited to Unduplicated Student Group(s)</td>
<td>English Learners, Foster Youth, Low Income</td>
<td>All Schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>3.4</td>
<td>School Safety Plan</td>
<td>Yes</td>
<td>Limited to Unduplicated Student Group(s)</td>
<td>English Learners, Foster Youth, Low Income</td>
<td>All Schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>4.1</td>
<td>Instructional Time</td>
<td>Yes</td>
<td>Limited to Unduplicated Student Group(s)</td>
<td>English Learners, Foster Youth, Low Income</td>
<td>All Schools</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Totals by Type**

- **Total LCFF Funds**: $889,745.00
- **LEA-wide Total**: $0.00
- **Limited Total**: $889,745.00
- **Schoolwide Total**: $0.00
<table>
<thead>
<tr>
<th>Goal</th>
<th>Action #</th>
<th>Action Title</th>
<th>Contributing to Increased or Improved Services?</th>
<th>Scope</th>
<th>Unduplicated Student Group(s)</th>
<th>Location</th>
<th>Planned Expenditures for Contributing Actions (LCFF Funds)</th>
<th>Planned Percentage of Improved Services (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>4.2</td>
<td>Supplemental Materials</td>
<td>Yes</td>
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<td>All Schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>4.3</td>
<td>Reading</td>
<td></td>
<td></td>
<td>English Learners Foster Youth Low Income</td>
<td>All Schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>4.4</td>
<td>Literacy Programs</td>
<td>Yes</td>
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<td>All Schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>4.5</td>
<td>Math Intervention</td>
<td>Yes</td>
<td>Limited to Unduplicated Student Group(s)</td>
<td>English Learners Foster Youth Low Income</td>
<td>All Schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>4.6</td>
<td>Science</td>
<td>Yes</td>
<td>Limited to Unduplicated Student Group(s)</td>
<td>English Learners Foster Youth Low Income</td>
<td>All Schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>4.7</td>
<td>Teacher Assistants</td>
<td>Yes</td>
<td>Limited to Unduplicated Student Group(s)</td>
<td>English Learners Foster Youth Low Income</td>
<td>All Schools</td>
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<td></td>
</tr>
<tr>
<td>5</td>
<td>5.1</td>
<td>Supplemental Academic Support</td>
<td>Yes</td>
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<td>English Learners Foster Youth Low Income</td>
<td>All Schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>5.2</td>
<td>Reading</td>
<td>Yes</td>
<td>Limited to Unduplicated Student Group(s)</td>
<td>English Learners Foster Youth Low Income</td>
<td>All Schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>5.3</td>
<td>Teacher Assistants</td>
<td>Yes</td>
<td>Limited to Unduplicated Student Group(s)</td>
<td>English Learners Foster Youth Low Income</td>
<td>All Schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>6.1</td>
<td>Character and Social Development</td>
<td>Yes</td>
<td>Limited to Unduplicated Student Group(s)</td>
<td>English Learners Foster Youth Low Income</td>
<td>All Schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>6.2</td>
<td>Course Enrollment</td>
<td>Yes</td>
<td>Limited to Unduplicated Student Group(s)</td>
<td>English Learners Foster Youth Low Income</td>
<td>All Schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>6.3</td>
<td>AVID</td>
<td>Yes</td>
<td>Limited to Unduplicated Student Group(s)</td>
<td>English Learners Foster Youth Low Income</td>
<td>All Schools</td>
<td>$10,000.00</td>
<td>.64%</td>
</tr>
<tr>
<td>Goal</td>
<td>Action #</td>
<td>Action Title</td>
<td>Contributing to Increased or Improved Services?</td>
<td>Scope</td>
<td>Unduplicated Student Group(s)</td>
<td>Location</td>
<td>Planned Expenditures for Contributing Actions (LCFF Funds)</td>
<td>Planned Percentage of Improved Services (%)</td>
</tr>
<tr>
<td>------</td>
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<td>--------------------------------------------</td>
<td>--------------------------------------</td>
<td>-----------------------</td>
<td>------------------------------------------------------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>7</td>
<td>7.2</td>
<td>Family Committees</td>
<td>Yes</td>
<td>Limited to Unduplicated Student Group(s)</td>
<td>English Learners Foster Youth Low Income</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>8.2</td>
<td>Truancy Follow-up</td>
<td>Yes</td>
<td>Limited to Unduplicated Student Group(s)</td>
<td>English Learners Foster Youth Low Income</td>
<td></td>
<td>All Schools</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>8.4</td>
<td>Classroom Sizes</td>
<td>Yes</td>
<td>Limited to Unduplicated Student Group(s)</td>
<td>English Learners Foster Youth Low Income</td>
<td></td>
<td>All Schools</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>9.1</td>
<td>Student Schedule Audits</td>
<td>Yes</td>
<td>Limited to Unduplicated Student Group(s)</td>
<td>English Learners Foster Youth Low Income</td>
<td></td>
<td>All Schools</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>9.2</td>
<td>Report Card Monitoring</td>
<td>Yes</td>
<td>Limited to Unduplicated Student Group(s)</td>
<td>English Learners Foster Youth Low Income</td>
<td></td>
<td>All Schools</td>
<td></td>
</tr>
</tbody>
</table>
## 2021-22 Annual Update Table

<table>
<thead>
<tr>
<th>Last Year's Goal #</th>
<th>Last Year's Action #</th>
<th>Prior Action/Service Title</th>
<th>Contributed to Increased or Improved Services?</th>
<th>Last Year's Planned Expenditures (Total Funds)</th>
<th>Estimated Actual Expenditures (Input Total Funds)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.1</td>
<td>Review teacher credential information and adjust assignments accordingly; hire staff as needed</td>
<td>No</td>
<td>Yes</td>
<td>$1,394,143.00</td>
</tr>
<tr>
<td>1</td>
<td>1.2</td>
<td>All teachers participate in annual PD prior to beginning of school year and a minimum of 4 times annually throughout school year</td>
<td>No</td>
<td></td>
<td>$65,116.00</td>
</tr>
<tr>
<td>1</td>
<td>1.3</td>
<td>Execute board-approved Teacher Evaluation Plan</td>
<td>No</td>
<td></td>
<td>$0.00</td>
</tr>
<tr>
<td>2</td>
<td>2.1</td>
<td>Review curricular materials inventory, including software and subscription-based internet services; purchase curricular materials as needed</td>
<td>No</td>
<td></td>
<td>$126,707.00</td>
</tr>
<tr>
<td>2</td>
<td>2.2</td>
<td>Review digitally-aided learning materials inventory; purchase needed digitally-aided learning materials as needed</td>
<td>No</td>
<td></td>
<td>$0.00</td>
</tr>
<tr>
<td>2</td>
<td>2.3</td>
<td>Purchase student computers to meet goal</td>
<td>No</td>
<td></td>
<td>$5,000.00</td>
</tr>
<tr>
<td>3</td>
<td>3.1</td>
<td>Conduct Annual School Facility Inspection; Rent facility and purchase/rent/repair equipment and furniture as needed</td>
<td>No</td>
<td></td>
<td>$198,963.00</td>
</tr>
<tr>
<td>3</td>
<td>3.2</td>
<td>Facilitate annual Fire Inspection</td>
<td>No</td>
<td></td>
<td>$0.00</td>
</tr>
<tr>
<td>Last Year's Action #</td>
<td>Prior Action/Service Title</td>
<td>Contributed to Increased or Improved Services?</td>
<td>Last Year's Planned Expenditures (Total Funds)</td>
<td>Estimated Actual Expenditures (Input Total Funds)</td>
<td></td>
</tr>
<tr>
<td>---------------------</td>
<td>-------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------</td>
<td>-----------------------------------------------</td>
<td>-------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Negotiate with landlord to remediate any safety findings from Facility and Fire Inspection</td>
<td>No</td>
<td>$0.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Update Comprehensive School Safety Plan Annually</td>
<td>No</td>
<td>$0.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Provide extended instructional time for ELA, math and science (67 minute class period daily, per subject)</td>
<td>No</td>
<td>$0.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Provide supplemental Academic English course for all 6th grade students and any post 6th grade students who are two or more grade levels behind in reading (additional 120 – 335 minutes of English support weekly)</td>
<td>No</td>
<td>$0.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Provide extended time (120 min wk) for reading through Daily Reading Time (DRT)</td>
<td>No</td>
<td>$0.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Implement Academic Literacy program across the curriculum (Academic Word List Instruction, Collaborative Strategic Reading (CSR), Thinking Maps)</td>
<td>No</td>
<td>$0.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Provide supplemental Individualized Math course for all 6th grade students and any post 6th grade students who are two or more grade levels behind in reading (additional 120 - 335 minutes of Math support weekly)</td>
<td>No</td>
<td>$0.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Provide hands-on science laboratory-based science curriculum</td>
<td>No</td>
<td>$0.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Provide instructional Classroom Assistant(s) for added support in</td>
<td>No</td>
<td>$0.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Last Year's Goal #</td>
<td>Last Year's Action #</td>
<td>Prior Action/Service Title</td>
<td>Contributed to Increased or Improved Services?</td>
<td>Last Year's Planned Expenditures (Total Funds)</td>
<td>Estimated Actual Expenditures (Input Total Funds)</td>
</tr>
<tr>
<td>-------------------</td>
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<td>------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------</td>
<td>-----------------------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>English language arts, math and science in grades 6 - 8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>4.8</td>
<td>Administer NWEA MAPs triennial testing</td>
<td>No</td>
<td>$0.00</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>5.1</td>
<td>Provide supplemental Academic English course for all 6th grade students and any post 6th grade students who are two or more grade levels behind in reading (additional 120 – 335 minutes of English support weekly)</td>
<td>No</td>
<td>$0.00</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>5.2</td>
<td>Provide extended time (120 min wk) for reading through Daily Reading Time (DRT)</td>
<td>No</td>
<td>$0.00</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>5.3</td>
<td>Provide instructional Classroom Assistant(s) for added support in English language arts, math and science in grades 6 - 8</td>
<td>No</td>
<td>$0.00</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>5.4</td>
<td>Administer NWEA MAPs biennial testing</td>
<td>No</td>
<td>$0.00</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>6.1</td>
<td>Offer community service/leadership opportunities for every student</td>
<td>No</td>
<td>$13,200.00</td>
<td>$13,759</td>
</tr>
<tr>
<td>6</td>
<td>6.2</td>
<td>Ensure enrollment in World/US History courses for all students at appropriate grade level(s)</td>
<td>No</td>
<td>$0.00</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>6.3</td>
<td>Ensure enrollment in “Seminar” course for all students</td>
<td>No</td>
<td>$0.00</td>
<td></td>
</tr>
</tbody>
</table>
### 2021-22 Contributing Actions Annual Update Table

<table>
<thead>
<tr>
<th>Last Year's Goal #</th>
<th>Last Year's Action #</th>
<th>Prior Action/Service Title</th>
<th>Contributing to Increased or Improved Services?</th>
<th>Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)</th>
<th>Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)</th>
<th>Planned Percentage of Improved Services (%)</th>
<th>Estimated Actual Percentage of Improved Services (Input Percentage)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.1</td>
<td>Review teacher credential information and adjust assignments accordingly; hire staff as needed</td>
<td>Yes</td>
<td>$234,785</td>
<td>$255,625</td>
<td>20.21%</td>
<td>20.21%</td>
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<tr>
<td>6</td>
<td>6.1</td>
<td>Offer community service/leadership opportunities for every student</td>
<td>Yes</td>
<td>$4,420.00</td>
<td>$4,479</td>
<td>2%</td>
<td>2%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)</th>
<th>4. Total Planned Contributing Expenditures (LCFF Funds)</th>
<th>7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)</th>
<th>Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)</th>
<th>5. Total Planned Percentage of Improved Services (%)</th>
<th>8. Total Estimated Percentage of Improved Services (%)</th>
<th>Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)</th>
</tr>
</thead>
<tbody>
<tr>
<td>224,684</td>
<td>$239,205.00</td>
<td>$260,104.00</td>
<td>($20,899.00)</td>
<td>22.21%</td>
<td>22.21%</td>
<td>0.00%</td>
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</table>
## 2021-22 LCFF Carryover Table

<table>
<thead>
<tr>
<th>9. Estimated Actual LCFF Base Grant (Input Dollar Amount)</th>
<th>6. Estimated Actual LCFF Supplemental and/or Concentration Grants</th>
<th>LCFF Carryover — Percentage (Percentage from Prior Year)</th>
<th>10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)</th>
<th>7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)</th>
<th>8. Total Estimated Actual Percentage of Improved Services (%)</th>
<th>11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)</th>
<th>12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)</th>
<th>13. LCFF Carryover — Percentage (12 divided by 9)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$1,051,006</td>
<td>224,684</td>
<td>0%</td>
<td>21.38%</td>
<td>$260,104.00</td>
<td>22.21%</td>
<td>46.96%</td>
<td>$0.00</td>
<td>0.00%</td>
</tr>
</tbody>
</table>
Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

  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]).

  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.

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

Requirements and Instructions

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

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

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

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

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

**Engaging Educational Partners**
Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

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

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

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

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

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

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

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

Goals and Actions

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

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

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

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:
• Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
• Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
• Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

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

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

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

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

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

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

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

- Consistently low-performing student group(s) goal requirement: An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated
Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description**: Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA’s eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

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

- **Low-performing school(s) goal requirement**: A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description**: Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

**Measuring and Reporting Results**: For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.
Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

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

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

Complete the table as follows:

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

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

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

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

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

**Goal Analysis**:

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

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

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

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

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

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

**Purpose**

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

**Requirements and Instructions**

*Projected LCFF Supplemental and/or Concentration Grants*: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.
Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:
An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

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

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

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

Complete the table as follows:

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

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

**Action Tables**

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
Table 2: Contributing Actions Table (for the coming LCAP Year)

Table 3: Annual Update Table (for the current LCAP Year)

Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Data Entry Table

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

- **LCAP Year**: Identify the applicable LCAP Year.

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants**: Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year**: This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year**: This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —
Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

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

If “Yes” is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
• **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  o **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.

  o As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

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

**Annual Update Table**

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

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

**Contributing Actions Annual Update Table**

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants**: Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  o Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

**LCFF Carryover Table**

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
• **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

**Calculations in the Action Tables**

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

**Contributing Actions Table**

- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

- 5. Total Planned Percentage of Improved Services
  - This percentage is the total of the Planned Percentage of Improved Services column

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

**Contributing Actions Annual Update Table**

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)
• 7. Total Estimated Actual Expenditures for Contributing Actions
  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 (%)
  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)

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

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