

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Riverside Preparatory School - Charter

CDS Code: 36-67827-0113928

School Year: 2023-24

LEA contact information:

Derrick Delton

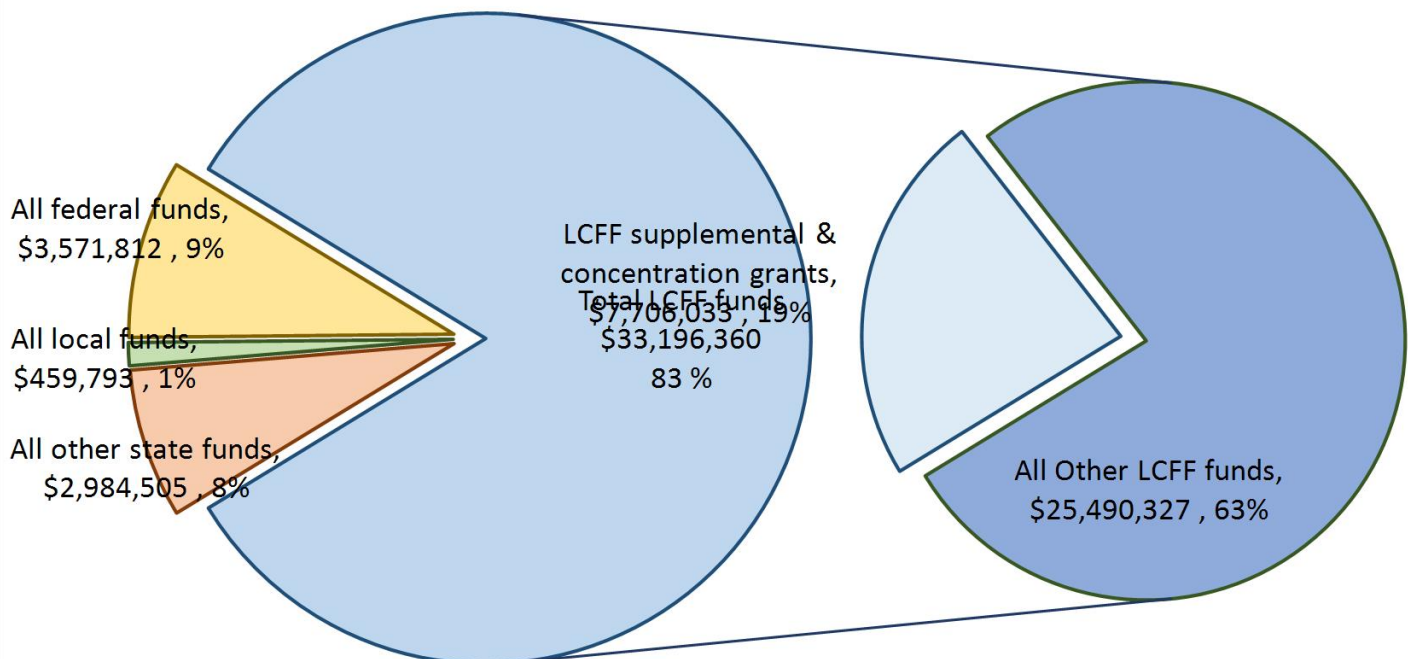
Superintendent

760-243-5884

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

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

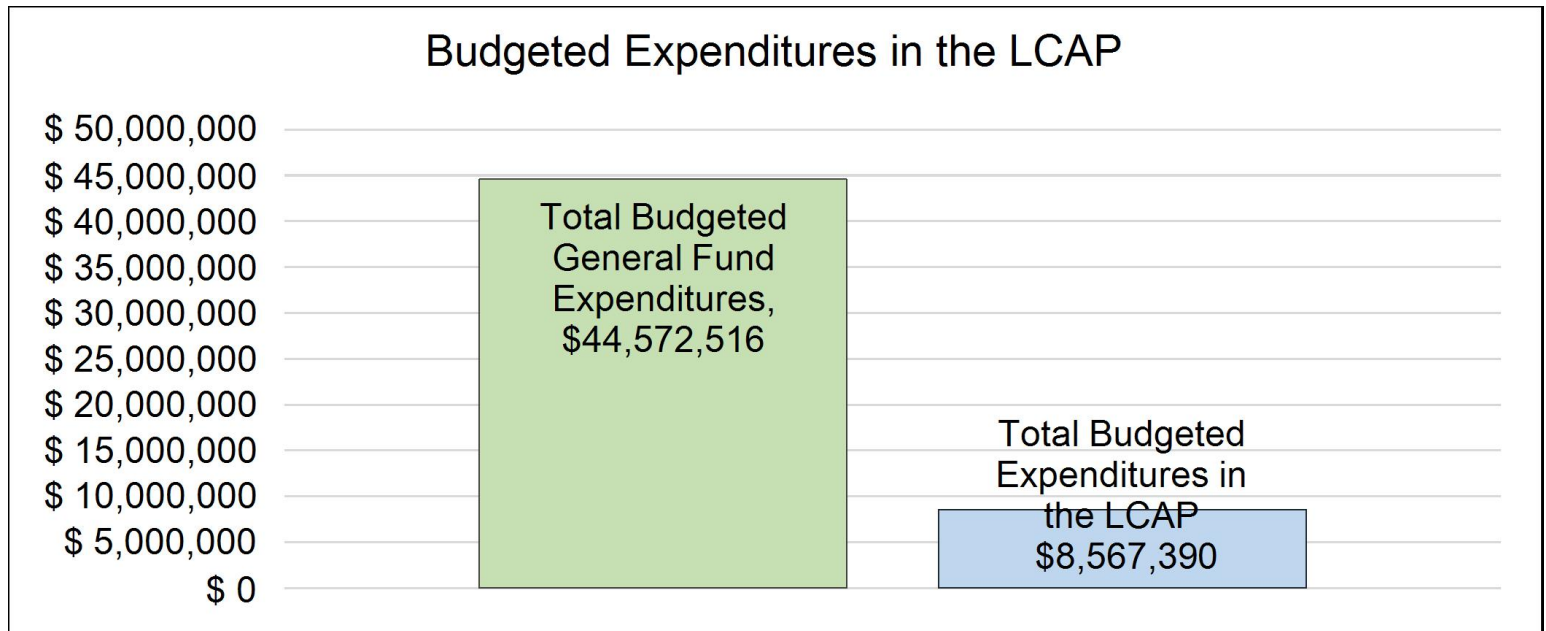


This chart shows the total general purpose revenue Riverside Preparatory School - Charter expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Riverside Preparatory School - Charter is \$40212469, of which \$33196360 is Local Control Funding Formula (LCFF), \$2984505 is other state funds, \$459793 is local funds, and \$3571812 is federal funds. Of the \$33196360 in LCFF Funds, \$7706033 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Riverside Preparatory School - Charter plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

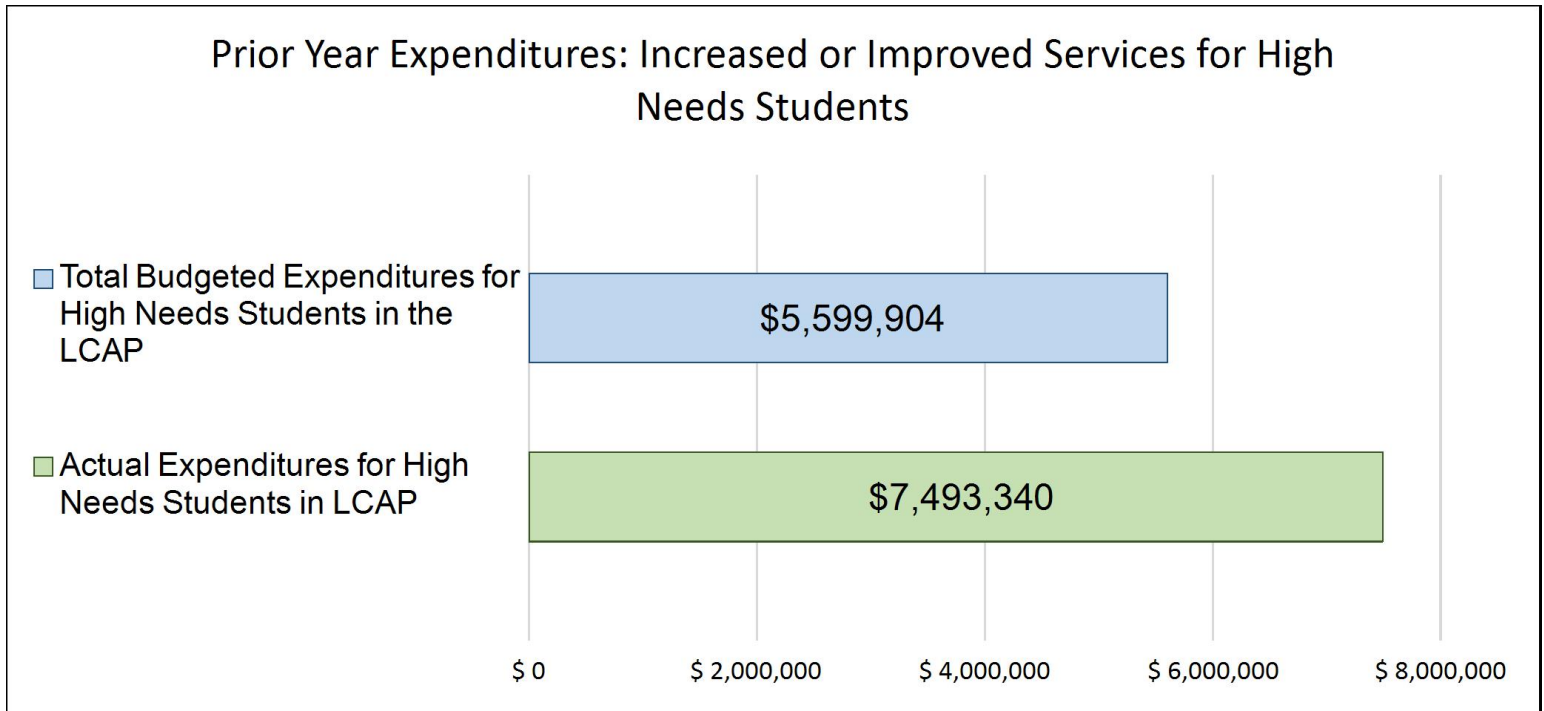
The text description of the above chart is as follows: Riverside Preparatory School - Charter plans to spend \$44,572,516 for the 2023-24 school year. Of that amount, \$8,567,390 is tied to actions/services in the LCAP and \$36,005,126 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2023-24, Riverside Preparatory School - Charter is projecting it will receive \$770,603 based on the enrollment of foster youth, English learner, and low-income students. Riverside Preparatory School - Charter must describe how it intends to increase or improve services for high needs students in the LCAP. Riverside Preparatory School - Charter plans to spend \$770,783 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2022-23, Riverside Preparatory School - Charter's LCAP budgeted \$5599904 for planned actions to increase or improve services for high needs students. Riverside Preparatory School - Charter actually spent \$7493340 for actions to increase or improve services for high needs students in 2022-23.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Riverside Preparatory School - Charter	Derrick Delton Superintendent	ddelton@orogrande.org 760-243-5884

Plan Summary [2023-24]

General Information

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

Riverside Preparatory School is a seat-time TK-12 charter school, serving students from the Oro Grande, Barstow, Victorville, Hesperia, Apple Valley, Phelan, Helendale, Oak Hills, and Adelanto communities. Students participate in a college preparatory program emphasizing 21st-century skills through Common Core Standards. By designing a seven-period instructional day program, for all students, students can explore multiple pathways and topics, including athletics, visual and performing arts, advanced placement, and civic learning projects. Class sizes are well below state averages, adding to the personalized learning experiences. The Riverside Preparatory School program is embedded within the Oro Grande Elementary School, expanding the educational opportunities for all students.

Riverside Preparatory School strives to empower our students through an extraordinary choice in education by providing quality programs that give a variety of learning opportunities to our students. We offer a rigorous 21st-century curriculum that prepares our students to compete in today’s global marketplace.

The demographic data for Riverside Preparatory School for the previous school year consists of English Learners 10.6%, Foster Youth 1.1%, Homeless 1.8%, Socioeconomically Disadvantaged 65.2%, and Students with Disabilities 8.8%.

For Race/Ethnicity, the school consists of African American 17.7%, American Indian 1.4%, Asian 1%, Filipino 0.4%, Hispanic 59%, Two or More Races 3%, Pacific Islander 1%, and White 16.3%.

Reflections: Successes

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

The data reflections are based on the 2022 California School Dashboard school year and local data from the 2022-2023 school year. In grades Tk-12, 80.4% of students stated that they "feel" safe" on a local LCAP survey. This is an increase of 26% from the same survey last year. The LCAP prioritizes support for social emotional education. In the 2022-2023 school year, a social emotional class is taught to all students in grades TK through 12th grades.

The school is still seeing the effects of COVID 19, when it comes to student attendance. The chronic absenteeism rates increased 17.3% to 49.6% for all students in 2021-2022. An increase of support and a new social worker will continue to support families to ensure regular attendance

In the area of mathematics, Riverside Preparatory students are performing above the baseline data on the interim assessment block. During the 2022-2023 school year 51.3% of all students were performing at/above grade level on the math interim assessment blocks.

The following metrics in the LCAP: teachers with proper credentials was at 89.9%, teachers with English language learner certification was at 96.1% and students with access to technology maintained 100%. Riverside Preparatory School will continue to make a commitment to hire and keep effective teachers for all students. Ensuring all students have access to technology will also continue to be prioritized.

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.

There are three areas where the California Dashboard indicated students are performing very low. The three areas are; English Language Arts, mathematics and chronic absenteeism. Chronic absenteeism data shows 39.6% of all students, 40.7% of English Learners, 49.4% of Hispanic, 43.7% of socio-economically disadvantaged have been chronically absent in the 2021- 2022 school year. Chronic absenteeism rates increased significantly due to the COVID 19 pandemic and the protocols to ensure student and staff safety. Riverside Preparatory School was expecting growth in absenteeism numbers. Riverside Preparatory School will continue to prioritize good attendance. Specifically, Goal 2 provides resources for physical health resources, mental health support, and transportation.

In English Language Arts, all students performed -50.4 Distance from Standard (DFS), English Language Learners performed -86.1 DFS, Hispanic students performed -48.4 DFS and low income students performed -59.8 DFS. Due to very high chronic absenteeism rates and a lack of consistent instruction in English Language Arts, students show evidence of lacking many literacy skills at their grade level. Riverside Preparatory School will continue to prioritize literacy, and initiate new programs and teacher training in the 2023-2024 school year. These programs include a new assessment program and digital learning program (iReady). Teachers also received training in foundational balanced literacy and data analysis.

In mathematics, all students performed -106.2 DFS, English Language Learners performed -135 DFS, and low income students performed -113.2 DFS. Due to very high chronic absenteeism rates and a lack of consistent instruction in mathematics, students show evidence of lacking many literacy skills at their grade level.

Riverside Preparatory School will continue to prioritize mathematics, and initiated new programs and teacher training in the 2023-2024 school year. These programs include a new assessment program and digital learning program (iReady). Teachers received training in foundational mathematics literacy and data analysis.

Riverside Preparatory School has been identified as An ATSI school due to low performance in the subgroups mentioned above. School wide plans identified in the actions below speak to the programs to provide and address specific support to these populations.

LCAP Highlights

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

Riverside Preparatory’s 2021-2024 Local Control Accountability Plan highlights four goals for our school. These goals are designed to support our mission: Oro Grande School District empowers students and their families through extraordinary educational choice, excellence in education, a safe environment to learn, rigor in all endeavors, and high expectations.

Goal one focuses on student’s literacy through rigorous standards. This goal features attention to students’ CAASPP scores, instructional reading level, and English language acquisition proficiency. The goal was designed to hold students to a high standard and ensure necessary differentiation to help all students be successful.

Goal two establishes Riverside Preparatory’s commitment to community supports and wellness for students. This goal was designed to ensure that RP’s families are a part of our school community and that students’ social and emotional needs are met.

The third LCAP goal focuses on the support and training for teachers. Riverside Preparatory recognizes to best support our students in a high-expectations, rigorous, academic setting, teachers must have training and support in best practices and methodologies.

The last goal focuses on preparing student for post secondary plans and gives students the head start they need to be more successful through dual enrollment opportunities and career technical education.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Engaging Educational Partners

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

During LCAP development meetings, the following data was shared with educational partners: -

- Local Assessment Data: iReady Reading and math data, Benchmarks and grades
- ELPAC Scores
- CAASPP Scores and Interim Assessments
- Attendance Rates
- Suspension and Expulsion Data
- LCAP Parent Survey Data
- Chronic Absenteeism Data

Parent /Community/Parent Advisory

There is no ELAC as we are a single school LEA. Similarly, our Parent Advisory Committee was invited to participate in our DELAC/SSC meetings.

Representation of parents/guardians with students who are identified as English Language learners, low income, foster, homeless, and special needs were in attendance. The LCAP development process and the annual update for the 2022-2023 was discussed at both the September 2022 and May 31, 2023 DELAC and SSC meetings.

Teachers, Counselors and Classified Staff

Teacher/staff input for the LCAP was elicited through the LCAP Staff planning meetings.

District and Site Administration

Site Administration presented data pertaining to math, literacy, and school climate and in September during the principals' meeting. Monthly meetings (during the 2022-2023 school year), for all groups, provided educational partner with time to discuss and provide feedback about the LCAP.

Students

Students participate in surveys that address the following areas; academic success, school culture, safety and connectedness. All students take these surveys grades TK through sixth grade.

SELPA

SELPA consultation took place in May 2023 to gather input regarding the needs for students with disabilities.

The LCAP was presented to both the DELAC and Parent Advisory Committee. There were no comments presented from either committee and therefore the Superintendent did not provide written feedback. The 2023-24 LCAP was presented for public hearing at the June 7th, 2023 Board of Education meeting. The LCAP was posted to the district website 72 hours prior to the meeting and hard copies were made available

upon request and at the meeting. The LCAP was adopted by the Oro Grande Board of Education at a regularly scheduled meeting on June 14th, 2023.

A summary of the feedback provided by specific educational partners.

After presentation and discussion of data in LCAP development meetings with all educational partners, there was a shared agreement that resources should be put in place for proficiencies in reading and math, programs to combat chronic absenteeism, mental and physical health services, and develop programs to help EL students and the needs of students in the social and emotional development. This input from educational partners with an analysis of the data resulted in the four goals outlined in this LCAP.

Students

Parents, Community and the Parent Advisory Committee- Parents and community members are specifically concerned about their students being behind in academic achievement due to the amount of school many students missed during the pandemic and how to make gains that were missed due to school closure. . Parents want the school to provide opportunities for students to receive remediation in both ELA and math. Parents are also concerned about the emotional health of their students. These areas are both addressed in Goal 1 and 2 of the LCAP.

SELPA - Desert Mountain SELPA provided feedback regarding the LCAP and indicated that there are programs specified in LCAP that provide tiered systems of support and intervention for students in the area of math, ELA and social emotional support.

DELAC - The families of English Language Learners addressed the low percentage of students that are being reclassified and 0% of students that are reading at grade level. Families advocated for intervention programs that specifically address language acquisition and teacher training in ELD. These two areas are addressed in LCAP Goal 1 and 3.

CounselorsTeachers - The two top priorities for teachers, counselors and administrators is student engagement and remediating learning loss that occurred due to high levels of absences. Counselors and teachers also voiced concerns about the high rates of absences that continue to been seen at all grade levels. Encouraging parents and helping parents with resources to encourage good attendance is a priority for all educational partners. These educational partners have advocated for increased teacher training, counseling services for students. These two areas are addressed in LCAP Goal 1, 2 and 3.

Feedback at the quarterly meetings suggest that there is a need for more coaching for new teachers, training in core curriculum and literacy professional development, access to technology and technical assistance.

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

The results of the LCAP survey denote a need for growth in offerings for social and emotional and community outreach. 77% of parents state that their student feels connected at school were pleased with and aware of the programs and support opportunities, Riverside Preparatory recognizes that we could provide even more programs to support students, and create more opportunities for parents/community members to be involved.

Riverside Preparatory School continues to have low participation rates at school site council (4% of parents participate) and DELAC meetings (1% of parents that represent English Language Learners). Increasing the participation will help the district understand the needs of Riverside Preparatory families and build supportive relationships with families. Based on the input from the DELAC community, we will continue to provide additional support for our EL population.

All educational partners agreed that continued support from the counseling staff, a new social worker will help students as they recover emotionally and academically from the stresses of the COVID 10 pandemic. There was an increase from 46% (in 2021-2022 school year to 66% in 2022-2023 school year of students indicated that they "feel safe at school".

Goals and Actions

Goal

Goal #	Description
1	Riverside Preparatory School will increase the number of students in English literacy and Mathematics through the implementation of rigorous state standards and provide appropriate interventions as needed.

An explanation of why the LEA has developed this goal.

Riverside Preparatory school has analyzed current and past literacy and math to conclude that effective programs and interventions that will effectively progress the unduplicated students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Math Interim Assessments (IABs)	During the 20-21 school year the Math IAB was administered and 46% of students were approaching, at or above grade level.	During the 21-22 school year, the Math IAB showed 49.7% of students were approaching, at or above grade level.	Interim IAB (2023) During the 22-23 school year, the Math IAB showed 51.3% of students were approaching, at or above grade level.		The three-year desired outcome is 56% at grade level.
iReady/STAR instructional Reading Level Scores	STAR Reading was assessed during the 2020-2021 school year and 30% of students are reading at or above grade level.	In STAR 21.2% of students were reading at or above grade level.	iReady (2023) 30% of all students are at/above grade level		Three-year desired outcome is 40% reading at grade level.
English Language Proficiency (Dashboard)	According to the the California Dashboard, 41.4% of RP's English	Due to COVID, the Dashboard was not available.	CA Dashboard (2023)		The desired outcome is have 66% of English learner

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Learner students are making progress toward English proficiency.		On the 2022 Dashboard 39% of English Learners were making progress towards English proficiency.		students making progress towards proficiency
Reclassification Data	3.2% students reclassified	2% of students reclassified	8% of students reclassified		Increase the percentage of reclassified students to 10%.
CAASPP ELA and Math (All students, EL, Low SES, SpEd)	<p>CAASPP ELA Baseline (2019) ELA - ALL Stu 29.2 Points Below Standards ELA - EL 61.2 Points Below Standards ELA - Low SES 37.6 Points Below Standards ELA - SpEd 104.8 Points Below Standards</p> <p>CAASPP Math Baseline (2019) Math - ALL Stu 73.5 Points Below Standards Math - EL 101.8 Points Below Standards</p>	CAASPP was not administered due to COVID	<p>CAASPP ELA (2022) ELA - ALL Stu 50.4 Points Below Standards ELA - EL 86.1 Points Below Standards ELA - Low SES 59.9 Points Below Standards ELA - SpEd 116.1 Points Below Standards</p> <p>CAASPP Math (2022) Math - ALL Stu 106.2 Points Below Standards Math - EL 135 Points Below Standards</p>		<p>CAASPP ELA 2023-2024 ELA - ALL Stu 19 Points Below Standards ELA - EL 51 Points Below Standards ELA - Low SES 27 Points Below Standards ELA - SpEd 94 Points Below Standards</p> <p>CAASPP Math 2023-2024 Math - ALL Stu 63 Points Below Standards Math - EL 91 Points Below Standards Math - Low SES 71 Points Below Standards</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Math - Low SES 81.5 Points Below Standards Math - SpEd 153.7 Points Below Standards		Math - Low SES 113.2 Points Below Standards Math - SpEd 175.8 Points Below Standards		Math - SpEd 143 Points Below Standards

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Reading Intervention and Math	Provide students with Reading Intervention and Math supports and a Reading Intervention Teacher. All level 1 & 2 English Learner students reading below grade level will receive additional English Acquisition support with the Reading Interventions teacher.	\$494,886.00	Yes
1.2	English Language Learner	Provide rigorous supplement California State standards-aligned ELD curriculum for EL students (specifically meet the needs of all levels of EL students).	\$157,062.00	Yes

Goal Analysis [2022-23]

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

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

Action 1.1 Reading and math intervention teachers were in place to support students that are not reading or performing in math at grade level. A pullout reading program was successfully implemented at the elementary school level. At the secondary level students were assigned a reading or math lab if they were not performing at grade level.

Action 1.2 ELD classes with appropriate curriculum was established in the master schedule for Riverside Prep's lowest students. In the lower grades, EL students were pulled out to receive designated support.

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

Action 1.1 - There were no material difference differences in this action.

Action 1.2 - We increased the support provided to English Learners, with additional temporary and part-time employees, which resulted in about \$100,000 increase in this action.

8% of students reclassified. English Language Learners have made significant increases in proficiency and reclassification.

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

Action 1.1: ELA - ALL Stu 50.4Points Below Standards

ELA - EL 86.1 Points Below Standards

ELA - Low SES 59.9 Points Below Standards

ELA - SpEd 116.1Points Below Standards

There has been a significant decrease from the baseline year. There will be increased programs focused on learning gaps Covid 19 school closures. at occurred during the Co

Action 1.2

On the 2022 Dashboard 39% of English Learners were making progress towards English proficiency.

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 are no significant difference being made to the goals, metrics or desired outcome or actions in the 2023-2024 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

Goal #	Description
2	Riverside Preparatory School will provide resources that promote social/emotional growth and parent/community partnerships.

An explanation of why the LEA has developed this goal.

Riverside Preparatory (RP) recognizes that students have needs that extend beyond the academic setting. In an effort to support our community and family partnerships, RP feels that it is essential to provide access to and communication about welfare services. Similarly, Riverside Preparatory knows that students need support socially and emotionally to become positively contributing members of the community.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California Healthy Kids Survey/Panorama/Student Survey	47% of students surveyed (grades 5, 7, 9, 11) responded that they feel safe at school.	52% of students responded that they feel safe on the 21-22 Panorama survey.	Google Survey (2023) 70.4% of students responded that they feel physically safe on the student survey.		Have 60% of students feel safe at school.
Facilities Inspection Tool	The school has 100% of items inspected in Good repair.	The school had 100% items in Good Repair.	FIT (2022-2023) The school had 100% items in Good Repair.		Maintain 100% of items inspected to be in Good repair
Average Daily Attendance Rate	During the 2019-2020 school year Riverside Preparatory had a 95.4% attendance rate.	During the 20-21 school year, RP had a 94.9% attendance rate.	During the 21-22 school year, RP had a 90.4% attendance rate.		The desired outcome is to maintain a 95% or above attendance rate.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
LCAP Parent Survey	68% of families feel that the school elicits their opinion in making decisions about their students' education.	77.8% of families feel that the school elicits their opinion in making decisions about their students' education.	69.1% of families feel that the school elicits their opinion in making decisions about their students' education.		The desired outcome is that 70% of families feel that the school elicits their opinion in making decisions about their students' education.
Suspension Rate	The Suspension rate for Riverside Prep 4.2%	The Suspension rate for Riverside Prep 0% for the 2020 - 2021 school year.	CA Dashboard (2022) The Suspension rate for Riverside Prep 9% for the 2021 - 2021 school year.		Desired outcome in three years is to be at or below 2.5%.
Expulsion Rate	The expulsion rate 0.15%	The expulsion rate is 0% for the 2020 - 2021 school year.	The expulsion rate is 0.1% for the 2021 - 2022 school year.		The outcome is to maintain below a 0.5% expulsion rate.
Chronic Absenteeism	For the 2019-2020 school year the Chronic Absenteeism rate was 12.3%.	NA - There was no Chronic Absenteeism data on the California Dashboard due to COVID.	CA Dashboard (2022) Chronic Absenteeism data on the California Dashboard indicated 39.6% of students qualified for the 2021-2022 school year.		The outcome in three-years is to be at 6.3% or below

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Social/Emotional Health Support	Ensure access to counseling through the support of the student services department. Access to student and family programs that	\$2,175,094.00	Yes

Action #	Title	Description	Total Funds	Contributing
		address social emotional stress factors as well as physical health concerns.		
2.2	Community Engagement and After School Programs	Provide academic support opportunities for students in the community and after school programs.	\$129,124.00	Yes
2.3	Community Engagement Activities	Provide students with field trips and community engagement.	\$21,581.00	Yes
2.4	Transportation	Provide transportation to increase daily attendance and after school programs.	\$2,645,938.00	Yes

Goal Analysis [2022-23]

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

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

Action 2.1 Providing social emotional support to students was successfully implemented at Riverside Preparatory School in the 2022-2023 school year. There was an addition of a social emotional teacher at the elementary school level. Additional guidance classes were added at the high school level to help students with social skills. All students participated in lesson through the district adopted social emotional curriculum.

Action 2.2 After school program was in place for the 2022-2023 school year. There were close to 200 students at Riverside Preparatory School (grade Tk-6) that participated in the afterschool program.

Action 2.3 Field trips were successfully implemented in the 2022-2023 school year. Students participated in trips such as visiting museums, zoos, and science exhibitions.

Action 2.4 Transportation is successfully provided to all students daily. Close to 85% of all students that attend Riverside Riverside Preparatory School utilize daily transportation as well as the activity bus for sports, cubs and tutoring.

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

Action 2.1 - There were no material difference differences in this action.

Action 2.2 - We partnered with a third party vendor, Champions, to provide after school support to our students. This resulted in an increase to this action.

Action 2.3 - We purchased Parent Square through our Student information system to better connect and communicate with parents. This resulted in additional expenditures in this action.

Action 2.4 - There were no material difference differences in this action.

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

Action 2.1 The Suspension rate for Riverside Prep 9% for the 2021 - 2021 school year. Chronic Absenteeism data on the California Dashboard indicated 39.6% of students qualified for the 2021-2022 school year. 69.1% of families feel that the school elicits their opinion in making decisions about their students' education. The 2021-2022 year saw significant increases to both chronic absenteeism rates and suspension rates. Both of the metrics were heavily influenced by the Covid 19 pandemic.

Action 2.2 The Suspension rate for Riverside Prep 9% for the 2021 - 2021 school year. Chronic Absenteeism data on the California Dashboard indicated 39.6% of students qualified for the 2021-2022 school year. The 2021-2022 year saw significant increases to both chronic absenteeism rates and suspension rates. Both of the metrics were heavily influenced by the Covid 19 pandemic. The after school program has created opportunities for families to decrease absenteeism rates.

Action 2.3- The Suspension rate for Riverside Prep 9% for the 2021 - 2021 school year. Chronic Absenteeism data on the California Dashboard indicated 39.6% of students qualified for the 2021-2022 school year. The 2021-2022 year saw significant increases to both chronic absenteeism rates and suspension rates. Both of the metrics were heavily influenced by the Covid 19 pandemic. The after school program has created opportunities for families to decrease absenteeism rates.

Action 2.4- Chronic Absenteeism data on the California Dashboard indicated 39.6% of students qualified for the 2021-2022 school year. The 2021-2022 year saw significant increases to both chronic absenteeism rates and suspension rates. Both of the metrics were heavily influenced by the Covid 19 pandemic. Before and after school transportation supports students on getting to school to improve chronic absenteeism.

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 are no significant changes made to the goal, metrics outcome or action for the upcoming year.

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

Goals and Actions

Goal

Goal #	Description
3	Common Core State Standards and researched based instructional methodologies will be implemented with rigor by highly qualified teachers to increase the proficiency levels of students in Math and English Language Arts.

An explanation of why the LEA has developed this goal.

Riverside Preparatory school recognizes for students to be successful in a rigorous standards-based core curriculum, they must be taught by highly qualified teachers. Riverside Preparatory school understands that for teachers to teach utilizing current research-based practices, they must be provided professional development training.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Highly Qualified & Certificated Teachers	< 1% of teachers working outside content area	During the 20-21 school year, 92.9% of teachers were teaching within their content area	During the 21-22 school year, 89.9% of teachers were teaching 100% within their content area		Have 100% of teachers as highly qualified.
EL Certified Teachers	100% teachers qualified to teacher English Language Learners	During the 20-21 school year, 92.1% of teachers were EL qualified.	During the 21-22 school year, 96.1% of teachers were EL qualified.		Have 100% of teachers who are certified to teach EL students.
Implementation of State Standards: Professional Learning: CA State Standards	100% of Teachers trained in CA State Standards	100% of Teachers trained in CA State Standards	100% of Teachers trained in CA State Standards		Maintain 100% of teachers trained in CA State Standards.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Professional Development	All teachers and administrators will have ongoing and rigorous professional development in CCSS (Math and English Language Arts). All teachers will participate in professional development specific to ELD instruction.	\$111,986.00	Yes
3.2	Coaching and New Teacher Support	All Teachers will have access to coaching and new teacher support training.	\$151,635.00	No

Goal Analysis [2022-23]

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

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

Action 3.1 All teachers participated in professional development that focused on math and English Language arts. The professional development was successfully implemented during minimum days and also during the school days when teachers were covered by substitute teachers.

Action 3.2 All new teachers were successfully coached by instructional coordinators as well as participated in CTI coaching.

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

Action 3.1 - There were no material difference differences in this action.

Action 3.2 - There were no material difference differences in this action.

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

Action 3.1 - During the 21-22 school year, 89.9% of teachers were teaching 100% within their content area and 100% of Teachers trained in CA State Standards

3.2- During the 21-22 school year, 96.1% of teachers were EL qualified.

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 are no changes made to the planned goal, metrics, desired outcomes, or action for the 2023-2024 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

Goal #	Description
4	To ensure college and career readiness, all students will have access to a broad course of study, increased concurrent (dual enrollment), increased Career Technical Education (CTE) and maintain high graduation rates.

An explanation of why the LEA has developed this goal.

Riverside Preparatory School believes that dual enrollment opportunities provide students exposure to college and career opportunities.

Riverside Preparatory believes that schools' should provide all opportunities for students to be well-rounded. Not only does the school believe in a rigorous standards-based academic curriculum, but also in cultural and expressive enrichment.

Riverside Preparatory also believes that students' success rate in secondary completion hinges on the connections that students make to the school environment. Providing electives and interest opportunities to students from a young age will promote future participation in school activities.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
College Career Readiness	On the California Dashboard 47% of students were prepared	NA - No California Dashboard in 2021 was available due to COVID.	NA - College and Career Readiness was not available on the California Dashboard in 2022.		60% prepared
Graduation Rates	The graduation rate was 99.1% for 2020.	The graduation rate was 95% for 2021.	The graduation rate was 97.5% for 2022.		Maintain above 95%
Fine arts participation (grades TK-5)	100% participation (measured by master schedule)	100% participation (measured by master schedule)	100% participation (measured by master schedule)		100% participation (measured by master schedule)

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Technology	Dedicated technology team that ensures the running of the electives-based programs, and they support the technology needs of students and staff beyond the classroom. Increased 1:1 devices for all students.	\$352,806.00	Yes
4.2	Music and Art	Plan for extracurricular supplies and support.	\$706,307.00	Yes
4.3	Dual Enrollment and College and Career Readiness (CTE)	Provide opportunities for all students to take at least one dual enrollment class, CTE class during high school for credits, college preparatory electives and exposure to college.	\$1,620,971.00	Yes

Goal Analysis [2022-23]

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

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

Action 4.1 All students successfully had access to a chromebook that allowed them to access their online and digital curriculum.

Action 4.2 All students had access to a daily rotation of fine arts classes at the elementary school. The middle and high school levels offer a variety of electives that are open access as well as A-G approved at the high school level.

Action 4.3 All students had access to dual enrollment classes at the high school level. All freshman and seniors were required to take at least one dual enrollment class offered by the local community college.

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

Action 4.1 - There were no material difference differences in this action.

Action 4.2 - Riverside Prep offered fewer options in this action to expand the course offerings for college and career readiness. This resulted in reduction in this action to cover expenditures in Action 4.3

Action 4.3 - Riverside Prep expanded their dual enrollment and CTE offerings this year resulting in the need for additional personnel support. The school spent an additional \$300,000 in this action than was planned.

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

Action 4.1 100% of students have access to a chromebook.

Action 4.2 All elementary school students participated daily in a fine arts rotation.

Action 4.3 All students had access to dual enrollment classes at the high school level. 100% of freshman and seniors were required to take at least one dual enrollment class offered by the local community college.

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 will be no changes made to planned goals, metrics, desired outcomes and actions for the upcoming 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.

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$7,706,033	\$870,504

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
30.41%	0.00%	\$0.00	30.41%

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.

<p>Goal 1.1 Goal one asserts the need for scaffolding and differentiation for students in special situations. We did not have CAASPP data for the 2021-2022 school year. In 2023 ll students scored -50.4 DFS, EL students scores -86.1 DFS, LI, -59.9 DFS. These data points indicated the need for additional programs that support our students in the areas of math and literacy.</p> <p>Math CAASPP scores indicated -106.2 DFS< EL students scores -135 DFS and LI scores -113 DFS.</p> <p>This goal will continue to be evaluated by iReady score as as well as math and ELA CAASPP scores.</p> <p>Goal 1.2 Goal two plans for direct support for the social and emotional needs of students with specific attention to unduplicated students and their families. Goal three provides for professional development training to include training on foster youth, English learners, and low-income families</p>
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Goal 2.1 Social and Emotional wellness is a key component to ensuring that students have programs that support them in all areas of their education. This goal is evaluated by the Local Safety/Connectedness Survey % of students stated that they feel safe at school. The suspension rates increased 9% from 2021 and chronic absenteeism rates increased from 17.3% to 39.6%.

Goal 2.2 After school program was utilized by at least 200 students through the 2022-2023 school year. This goal is evaluated by the Local Safety/Connectedness Survey 70% of students stated that they feel safe at school. The suspension rates increased 9% from 2021 and chronic absenteeism rates increased from 17.3% to 39.6%.

Goal 2.3 All students in the elementary grades specific classes in the middle school and elementary school participated in field trip. These field trips included visiting museums, zoo, exhibits and college field trips. This goal is evaluated by the Local Safety/Connectedness Survey 70% of students stated that they feel safe at school. The suspension rates increased 9% from 2021 and chronic absenteeism rates increased from 17.3% to 39.6%.

Goal 3.1 Providing professional development to teachers ensure teachers are prepared to teach core curriculum and Common Core standards is important to the success of our students.

This data point is measured by ensuring that our teachers are highly qualified. In 2022-2023, 89.90% of teachers were highly qualified. 96.10% of teachers have obtained their EL certifications. 100% of teachers had training in the implementation of state standards.

This goal will continue to be monitored by these data metric points.

Goal 3.2 Coaching for teachers and staff ensure that all staff has adequate support to best support our student's learning. The following data supports the needs for this goal. In 2022-2023, 89.90% of teachers were highly qualified. 96.10% of teachers have obtained their EL certifications. 100% of teachers had training in the implementation of state standards.

This goal will continue to be evaluated by these data points.

Goal 4.1 Ensuring that students have reliable and accessible technology allows students to access digital curriculum and at school and at home. Additional staff has been During the 2022-2023 school year, 100% of students had a 1:1 chromebook.

Goal 4.2 All students have access music art and other college preparatory electives (at the high school level). This goal is measured by College and Career Indicator.

Goal 4.3 College and Career readiness programs and Career Technical Education have provided students with opportunities to take classes that count for both high school and college credit. Currently, Riverside Preparatory School graduation rates are 97.5%. The college and career readiness index did not have data in 2021.

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

Goal 1.2

Needs Conditions of Services -

Riverside Preparatory School currently has a very low number foster youth students, all services for this department are being run through the Director Student Services in the Oro Grande School District (that provides services to the charter) office and will modify under the direction of this position should we enroll foster youth.

For our English learners, we are expanding our ELD department to include specifically designated ELD support through the Reading Interventions Teacher. This teacher will support the reading fluency for all students in the RI program, but will specifically incorporate ELD standards for English Learners. Riverside Preparatory School has also created a plan to use the ELlevation online data and teacher support platform.

All teachers will be trained in and utilize this program for best practices in teaching EL students, and progress monitoring of the District EL Portfolio. Riverside Preparatory School is piloting programs and curricula that take an asset-based approach to multilingualism and culture.

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.

Reading lab positions Math lab positions were added to the high school to work with students that have not reached grade level in both areas.

Social Emotional teacher was added to elementary school. This addition came from increased suspension rates and increased chronic absenteeism rates. Health clerks and Licensed Vocational Nurses were added after the Covid 19 pandemic, These additional positions have helped aid in health plans and work with parents to increase attendance.

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Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	28:1	1
Staff-to-student ratio of certificated staff providing direct services to students	17:1	1

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$7,859,465.00			\$707,925.00	\$8,567,390.00	\$4,385,100.00	\$4,182,290.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Reading Intervention and Math	English Learners Low Income	\$357,965.00			\$136,921.00	\$494,886.00
1	1.2	English Language Learner	English Learners Low Income	\$112,894.00			\$44,168.00	\$157,062.00
2	2.1	Social/Emotional Health Support	Low Income	\$1,800,181.00			\$374,913.00	\$2,175,094.00
2	2.2	Community Engagement and After School Programs	Low Income	\$129,124.00				\$129,124.00
2	2.3	Community Engagement Activities	Low Income	\$21,581.00				\$21,581.00
2	2.4	Transportation	Low Income	\$2,645,938.00				\$2,645,938.00
3	3.1	Professional Development	English Learners Low Income	\$22,941.00			\$89,045.00	\$111,986.00
3	3.2	Coaching and New Teacher Support	All	\$151,635.00				\$151,635.00
4	4.1	Technology	Low Income	\$289,928.00			\$62,878.00	\$352,806.00
4	4.2	Music and Art	Low Income	\$706,307.00				\$706,307.00
4	4.3	Dual Enrollment and College and Career Readiness (CTE)	Low Income	\$1,620,971.00				\$1,620,971.00

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$25,344,204	\$7,706,033	30.41%	0.00%	30.41%	\$7,707,830.00	0.00%	30.41 %	Total:	\$7,707,830.00
								LEA-wide Total:	\$0.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$7,707,830.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Reading Intervention and Math	Yes	Schoolwide	English Learners Low Income	All Schools Riverside Preparatory	\$357,965.00	
1	1.2	English Language Learner	Yes	Schoolwide	English Learners Low Income	All Schools Riverside Preparatory	\$112,894.00	
2	2.1	Social/Emotional Health Support	Yes	Schoolwide	Low Income	All Schools Riverside Preparatory	\$1,800,181.00	
2	2.2	Community Engagement and After School Programs	Yes	Schoolwide	Low Income	All Schools	\$129,124.00	
2	2.3	Community Engagement Activities	Yes	Schoolwide	Low Income	All Schools	\$21,581.00	
2	2.4	Transportation	Yes	Schoolwide	Low Income	All Schools	\$2,645,938.00	
3	3.1	Professional Development	Yes	Schoolwide	English Learners Low Income	All Schools	\$22,941.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
4	4.1	Technology	Yes	Schoolwide	Low Income	All Schools	\$289,928.00	
4	4.2	Music and Art	Yes	Schoolwide	Low Income	All Schools	\$706,307.00	
4	4.3	Dual Enrollment and College and Career Readiness (CTE)	Yes	Schoolwide	Low Income	All Schools	\$1,620,971.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$7,425,760.00	\$8,249,956.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Reading Intervention and Math	Yes	\$596,622	\$542,557
1	1.2	English Language Learner	Yes	\$84,741	\$218,897
2	2.1	Social/Emotional Health Support	Yes	\$1,338,888	\$1,498,044
2	2.2	Community Engagement and After School Programs	Yes	\$12,255	\$663,624
2	2.3	Community Engagement Activities	Yes	\$10,000	\$25,592
2	2.4	Transportation	Yes	\$2,810,783	\$2,767,165
3	3.1	Professional Development	Yes	\$110,750	\$106,896
3	3.2	Coaching and New Teacher Support	No	\$161,953	\$156,893
4	4.1	Technology	Yes	\$309,309	\$292,662
4	4.2	Music and Art	Yes	\$957,355	\$630,780

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.3	Dual Enrollment and College and Career Readiness	Yes	\$1,033,104	\$1,346,846

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$6,874,093	\$5,599,904.00	\$7,493,340.00	(\$1,893,436.00)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Reading Intervention and Math	Yes	\$126,227.00	\$418,765		
1	1.2	English Language Learner	Yes	\$102,177.00	\$182,343		
2	2.1	Social/Emotional Health Support	Yes	\$826,941.00	\$1,188,687		
2	2.2	Community Engagement and After School Programs	Yes	\$422,786.00	\$663,624		
2	2.3	Community Engagement Activities	Yes	\$5,000.00	\$25,592		
2	2.4	Transportation	Yes	\$2,544,691.00	\$2,767,165		
3	3.1	Professional Development	Yes	\$94,000.00	\$17,851		
4	4.1	Technology	Yes	\$225,396.00	\$251,688		
4	4.2	Music and Art	Yes	\$560,282.00	\$630,780		
4	4.3	Dual Enrollment and College and Career Readiness	Yes	\$692,404.00	\$1,346,845		

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$23,359,023	\$6,874,093	2.17%	31.60%	\$7,493,340.00	0.00%	32.08%	\$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

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

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

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

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

Data Entry Table

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

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