Literacy First Charter Schools

"The tree of knowledge begins with literacy."

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Literacy First Charter Schools
CDS Code: 37103716119119
School Year: 2022-23
LEA contact information:
Debbie Beyer – Executive
Director

619-579-7232

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

Budget Overview for the 2022-23 School Year
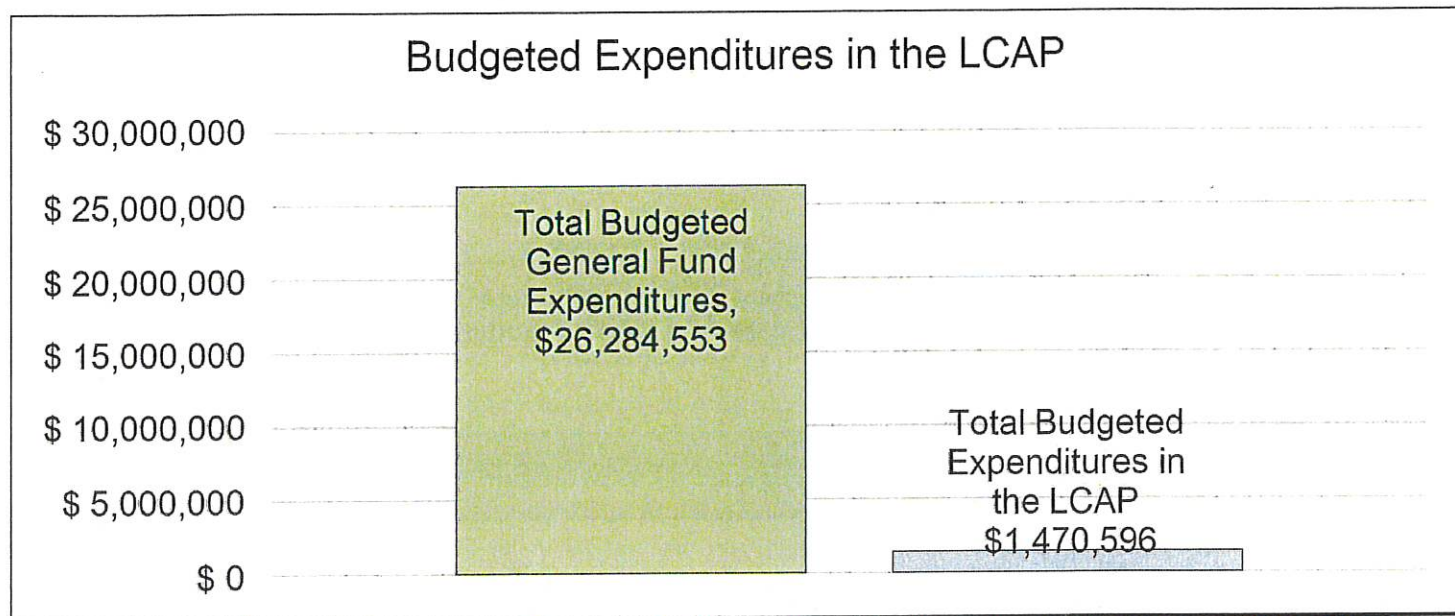
Projected Revenue by Fund Source
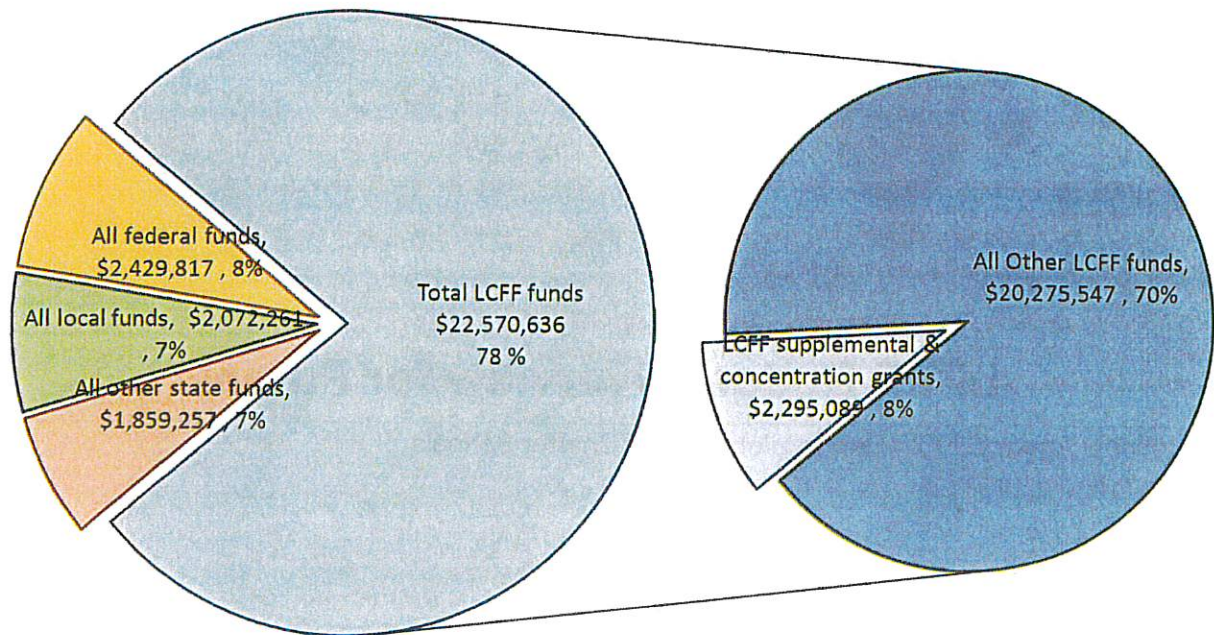
This chart shows the total general purpose revenue Literacy First Charter Schools expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Literacy First Charter Schools is $28,931,971, of which $22,570,636 is Local Control Funding Formula (LCFF), $1,859,257 is other state funds, $2,072,261 is local funds, and $2,429817 is federal funds. Of the $22,570,636 in LCFF Funds, $2,295089 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

Amount	
$ 30,000,000	
$ 25,000,000	Total Budgeted General Fund Expenditures, $26,284,553
$ 20,000,000	
$ 15,000,000	
$ 10,000,000	Total Budgeted Expenditures in the LCAP $1,470,596
$ 5,000,000	
$ 0	

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

The text description of the above chart is as follows: Literacy First Charter Schools plans to spend $26,284,553 for the 2022-23 school year. Of that amount, $$1,470,596 is tied to actions/services in the LCAP and $24,813,957 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Expenditures not included in the LCAP include general education teacher salaries and benefits, classified staff salaries and benefits, lease and utilities payments, upgrading and repairs to our facilities, transportation, curriculum, custodial supplies, office supplies, and other ancillary expenses.
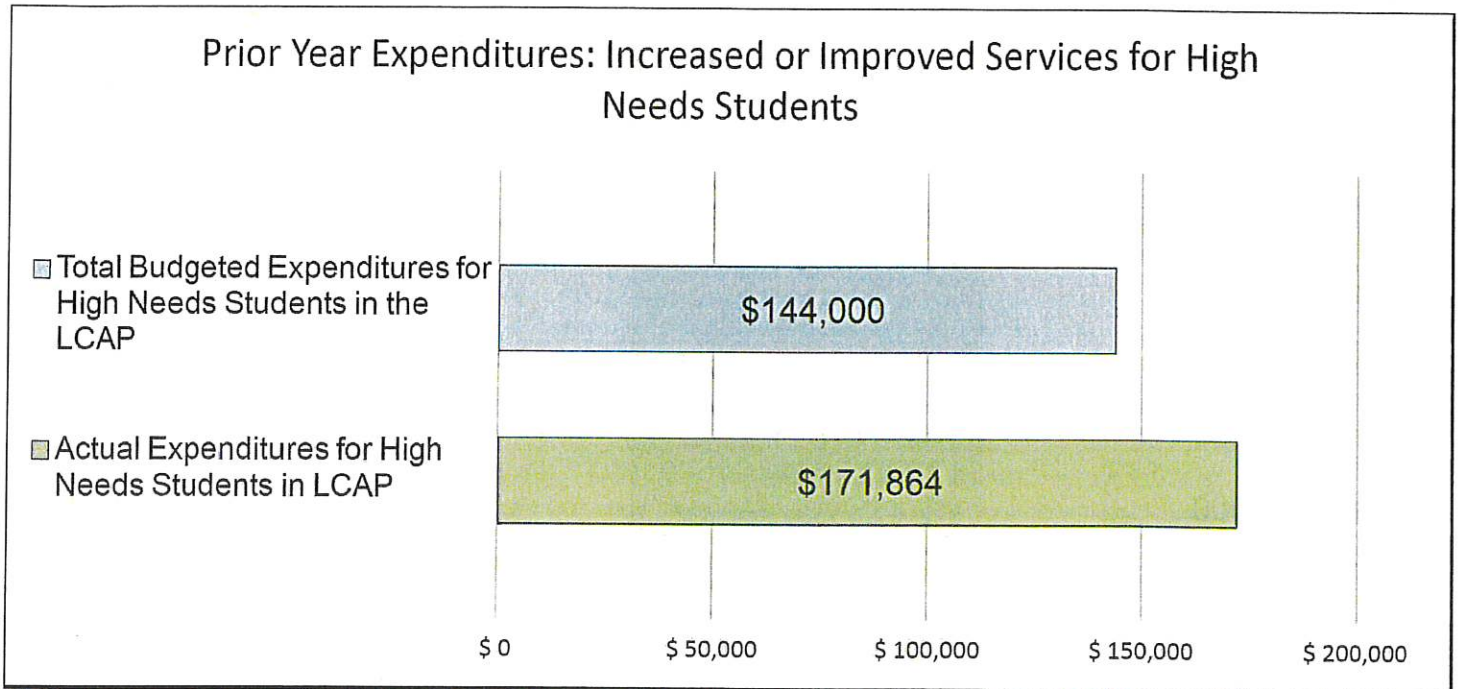
Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Literacy First Charter Schools is projecting it will receive $2,295089 based on the enrollment of foster youth, English learner, and low-income students. Literacy First Charter Schools must describe how it intends to increase or improve services for high needs students in the LCAP. Literacy First Charter Schools plans to spend $$180,000 towards meeting this requirement, as described in the LCAP.

LFCS   plans   to   increase   its   reading   and   math   intervention   staff.

LCFF Budget Overview for Parents

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

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

▣ Total Budgeted Expenditures for High Needs Students in the LCAP	$144,000
▣ Actual Expenditures for High Needs Students in LCAP	$171,864

$ 0 $ 50,000 $ 100,000 $ 150,000 $ 200,000

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

The text description of the above chart is as follows: In 2021-22, Literacy First Charter Schools's LCAP budgeted $144,000 for planned actions to increase or improve services for high needs students. Literacy First Charter Schools actually spent $171,864 for actions to increase or improve services for high needs students in 2021-22.

The difference between the budgeted and actual expenditures of $$27,864 had the following impact on Literacy First Charter Schools's ability to increase or improve services for high needs students:

LFCS spent at least $1,873,323 on high needs students as these expenses are tied to revenue specific to high needs students (Title I, federal SPED, state SPED, ELO-G paraprofessionals, and SPED encroachment on general revenue funds). We have spent more unrestricted revenue on high needs students than is shown here. We offered a summer intervention program, a comprehensive SPED program, a comprehensive reading and math intervention program, an academic / homework support program. The $27,864 difference allowed us to hire additional reading and math intervention staff.

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Literacy First Charter Schools	Debbie Beyer Executive Director	debbie.beyer@lfcsinc.org 619-579-7232

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

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

LFCS included the applicable funds in its adopted 2021-22 LCAP, additionally our educational partners are informed monthly of the planned use of these and all funds during our board meetings.

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

LFCS does not receive concentration grant or concentration grant add-on funding as our unduplicated count is less than 55% of our total enrollment.

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

LFCS leadership conducted parent surveys and engaged in conversations with staff, our DELAC, and our board of trustees regarding how to spend one time federal funds intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

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

LFCS has not expensed any of the ESSER III initial apportionment to date. LFCS has expensed ESSER II funds to improve the air quality of our facilities, purchase COVID specific cleaning supplies and PPE, fund extra staff to address learning loss in reading and math, and to offer expanded summer school options for students behind on credits and /or learning below grade level. We have struggled with a shortage of candidates for teaching and intervention positions. We have struggled with teacher and students missing school due to COVID-19 exposure. However, our 2021 CAASPP and 2021-22 AimsWeb scores indicate our students are outperforming their peers in California and nationwide so our intentional efforts to support student learning and address learning loss by going back to in person instruction earlier than most public schools in San Diego for longer school days has demonstrated a measured level of success.

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

LFCS is used its fiscal resources received for the 2021-22 school year to prioritize staff and student health and student learning consistent with our 2021-22 LCAP, Safe Return to In Person Instruction and Continuity of Services plan, and our ESSER III Expenditure Plan. We expended resources on cleaning supplies, masks, and hand washing stations. We expended resources to incentivize candidates to accept

employment and stay employed with LFCS so we could adequately supervise students while on campus, to reduce student to teacher ratios, and to provide the necessary interventions in reading and math to address learning loss. We expended funds on assessments to determine the degree of learning loss and to inform staff of the proper interventions. We expended funds on school counselors to address the social and emotional impact of the COVID pandemic on students. We expended funds on projects and equipment that improve air quality. We expended funds on technology to deliver instruction, assess learning, provide evidence of learning, and communicate with parents and students.

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

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

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

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

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

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

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

- The Instructions for the LCAP Template

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

Instructions

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

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

Prompt 1: *"A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020-21 Local Control and Accountability Plan (LCAP)."*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021-22 LCAP, provide this explanation.

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

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

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

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

Prompt 3: *"A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are*

intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils."

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

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

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

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

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

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

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

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Local Control 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
Literacy First Charter Schools	Debbie Beyer – Executive Director	debbie.beyer@lfcsinc.org 619-579-7232

Plan Summary [2022-23]

General Information

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

Literacy First Charter Schools is a located in East San Diego County. The school is located at four separate sites, serving a diverse population, reflective of the communities we serve, of students K-12th grade. Additionally, LFCS includes Freedom Academy, an independent study program for students K-8.

The Literacy First Charter Schools' Mission states that:

We exist to nurture the whole child from kindergarten through high school graduation by igniting a passion for comprehensive L I T E R A C Y and equipping our students to wholeheartedly participate in their community.

OUR VISION is:

Literacy First views education as a process, not a product, which enables students to go from learning to read, to reading to learn.

LFCS desires to shape

L Literate, life-long learners
I Independent thinkers
T Technologically literate citizens
E Enthusiastic and highly qualified teachers
R Reliable assessments that provide students a productive educational experience
A Aspiring leaders who positively impact their community
C Community that understands and supports the mission of LFCS
Y Yearly fiscal sound budget

OUR VALUES are the following:
NURTURE
All children will be known, recognized for their unique and creative nature and be comfortable to take risks. All staff will be invested in the success of each student through continuous professional development All parents will be recognized as invaluable resources
IGNITE
All children will be cultured, and literate in a wide-range of subjects All staff will have an enthusiasm for teaching using research proven methods where student success is expected About Our School All parents will be enthusiastically drawn into the school environment
EQUIP
All children will be self-directed, life-long learners and innovative leaders All staff will encourage students to be productive, independent, values-conscious thinkers All families will serve as links to the community where students can become informed participants in the democratic process.

Reflections: Successes

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

Due to COVID1-19, the California School Dashboard is not currently up to date, therefore, the data we have that shows our student progress is from our own, in house assessments such as AIMS Web and Achieve 3000. This data shows that our students are continuing to progress in the 18 months since the stay at home order and distance learning. Our data shows the progress made from the Fall assessments to the Spring assessments in K-8 students, to be as follows: 90-99th percentile growth from 18% to 24% and 1-10th percentile went from 9% to 6%. This shows that our students are progressing and improving throughout the year.

Reflections: Identified Need

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

Literacy First Charter School was identified as a distinguished school in San Diego County. Our overall data is very high, nonetheless, we will continue to work to develop the skills of our lowest language support students. These generally tend to be the neediest students that are new to the country or have been in poorly performing schools prior to coming to LFCS. Additionally, we will continue to work to develop our students with disabilities numbers to ensure maximum progress given the needs of each individual student. At the high school level our programs will continue to develop to provide a broader variety of classes to meet the various interests and educational pathways. One of our areas of concern is that of our English Learners population. However, our data reflects that 85% of our EL students are scoring in 3 or 4 on the ELPAC. This remains a high percentage, however, we continue to develop and ensure that our language support program is meeting the needs of this student population with good success. In particular, we have noted that our female students are not thriving. Our upper grade Hispanic population tends to be the concern as these students come to us from other than LFCS schools and are historically low upon entry. Additionally, our resource students are another group that requires more attention. Obviously, due to the nature of these students, it is not surprising that they are scoring lower than the typical students, however, we are eager for all students to achieve to their greatest potential. In keeping data to see goals met we are closely analyzing IEP goals, goals met and services rendered. The percentage of goals met is in the range of 75-85% depending on the campus and specific area of service: resource, speech, OT and other support services. These are increases over the past year. The high school reports the least increase in goals met, which is in some part due to the nature of a higher percentage of high need students in the high school grades.

Overall, LFCS is very intentional and prescriptive in providing services to all students, and in particular those that are shown to have a specific academic need.

During the COVID-19 shutdown and year following, we did see student learning loss. We have worked to reverse this during the 2020-21 school year, and will continue to meet the needs of our students experiencing learning loss in the coming years.

LCAP Highlights

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

It seemed that if we were going to develop a driving document that would be meaningful, it needed to be structured in such a way that everyone in the organization from housekeeping through the executive director, parents and students would have the ability to understand in a simple manner the point of this process. For that reason, the LCAP team was intentional in the number of goals, the range of their inclusion and the purpose behind them. An acrostic was developed that aligns with these goals so that all stakeholders can clearly recognize what our goals are and why. Every member of our organization understands their "job" and the "why" in accomplishing these goals for the benefit of our LFCS K12 student population.

The acrostic is TAPS:

Teachers Trained
Academic Accountability

Parent Connected
Students Protected

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

Our stakeholders consist of teachers, parents, staff, board members, our Patriot Legacy Education Foundation, Parent Teacher Leadership Council, and DELAC. We consult our stakeholders by means of surveys, staff meetings, lead teacher meetings, administration meetings, and department head meeting , as well as through emails. As a school, we review all of the feedback given to us by our stakeholders and use it to guide our decision making, and the writing and finalizing of our LCAP.

A summary of the feedback provided by specific educational partners.

The feedback provided by our stakeholder groups was in the areas of student intervention and support, ELL intervention and support and improving resources for our AP program. Our parents and staff have also showed concern regarding Social Emotional needs and state mandates mostly brought on by the pandemic.

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

The aspects of the LCAP that were influenced by specific stakeholder input were ELL supports, our intervention program, as well as ensuring we were responding to the concerns of parents regarding student health and state mandates..

Goals and Actions

Goal

Goal #	Description
1	To improve student achievement, students will receive instruction by teachers who participate in ongoing Professional Development, participate in professional learning communities and training that aligns with the mission, vision and values of LFCS

An explanation of why the LEA has developed this goal.

In order to provide students with a quality education, we first have to provide our teachers with quality training and growth opportunities. We have built our school on the foundation of our mission, vision and values, and in order to have those come to fruition, we know how important it is to equip our teachers with the skills they need to therefore instill them into their daily teaching and interactions with their students and families.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1A	All students will be instructed by teachers who engage in ongoing PD in 21st Century Learning including ELA/ELD, Math, History Frameworks, and brain based, research proven strategies.	Teachers were trained in PD twice monthly- in staff meetings as well as staff conversations. Trainings included Quantum Learning strategies, Mental Health training, John Hattie mindframes, to name a few. Team collaborated throughout the year on a Japanese Lesson study and various other topics to			All staff members will engage in ongoing PD.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2B	improve their teaching.	With 3 consecutive years at LFCS, all EL students will advance at least one performance level annually as determined by ELPAC	In analyzing this goal, it is more accurate to state that a student will advance one performance level after three years at LFCS, as opposed to one level yearly. Now that we re more familiar with the ELPAC scoring system and the progression of our students, this is a more appropriate goal.		ELL students will advance one performance level annually.
4E		Steadily Increase EL Reclassification levels in grades 5-8.	Our student numbers have increased. Last year, due to COVID-19 we only reclassified fourth graders last year and this year we were able to reclassify students in grades 5-8, making our reclassification numbers increase.		Eligible ELL students will be reclassified.
1B		Students with Disabilities will meet annual IEP Goals and scores available to improve ELA and	Due to the COVID-19 pandemic, there aren't scores available to compare a years		Students with disabilities will meet annual IEP goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Math scores by 1% annually.	growth in the CAASP. Student goal progress cannot be measured until the end of the school year when all IEP meetings have been held.			
6C	Administer annual staff surveys	Staff surveys have been administered regarding graduate programs, as well as various questionnaires asking for staff input.			Administer annual staff surveys

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Types of Professional Development	Professional Development for all teachers & administrators will be provided in the following areas: Brain Compatible Strategies, Visible learning Developed Benchmark Assessments NGSS- researching materials and a mini implementation. EL Strategies MTSS programs In addition to ongoing training listed above, teachers will be provided with individual coaching in effective classroom instruction as well as updated information on the above.	$30,609.00	No
1.2	Payment for Professional Development	LFCS will pay for Professional Development workshops, classes, and trainings throughout the summer and school year in order to provide	$30,609.00	No

Action #	Title	Description	Total Funds	Contributing
		staff time to review student achievement data, new state mandates and current legislation that may impact our educational programs.		
1.3	IEP Funds	LFCS will use funds to cover expenses for IEP meetings including Educational Specialist Para-professionals, Psychologist, Principal and subs.	$330,000.00	No
1.4	Feedback	A feedback process will inform staff on the effectiveness of the implementation of the new standards based curriculum in the classroom. Disaggregated data will provide feedback and determine if additional professional development is required or necessary.		No
1.5	ELL Expenditures	EL expenditures to include ELPAC Testing, Testing Coordinator salary, and resources needed to develop programs for EL Learners including benchmark assessments for writing and reading comprehension.	$382,000.00	Yes
1.6	LS and Intervention Professional Development	Professional Development for all language support teachers and intervention specialist on academic frameworks and LFCS master plan will be provided to insure program goals are being met..	$10,000.00	No
1.7	ELL Coordinator	EL Coordinator provides training for teachers, conducts classroom observations monitors program quality and ensures goals of the master plan are being met and/ or implemented to support academic needs of students.	$40,000.00	No

Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.	This year we continued to focus on training our teachers and staff on the skills needed to be successful in the classroom. We held at least two trainings per month- once as a whole staff, as well as monthly by campuses. We were able to complete this goal and were successful in training our staff in the areas we deemed important this school year. The substantive differences in planned actions were with the ELPAC and CAASP testing due to the pandemic. We do not have state data to show growth as of yet, so we relied heavily on in house assessments to track student growth throughout the year.
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.	Our total budgeted expenses for this goal was $323,768. Our estimated actual expenditures are $787,638. The material difference is related to having 60 new IEP referrals to process this year (IEP funds) and the additional staff we needed to provide reading intervention services to the significantly expanded group of students reading below grade level post-pandemic (ELL Expenditures).
An explanation of how effective the specific actions were in making progress toward the goal.	Each action is imperative in order to work toward a set goal. If we did not work at each goal, we would not have been able to achieve our goals this year. We work hard to have teachers that are trained throughout the year so that students can in turn take tests successfully, and also, so that they get the help they need, where they are at. Without these goals, and without actively working toward them, we would not be able to meet any of the goals we set forth to meet.
A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.	The changes we had to make were related to the lack of test scores for the CAASP and the ELPAC due to the pandemic. In lieu of using these scores to show student growth, we relied heavily on our our in-house testing data to track student growth and identify students for intervention.

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	Implementation of a school-wide standards aligned assessment system to effectively analyze student performance data on an ongoing basis to improve instruction, close the achievement gap, and ensure that all students meet or exceed state standards.

An explanation of why the LEA has developed this goal.

It is imperative to have an assessment system that is aligned with state standards, in order to help teachers and the school at large gage how effective teachers are teaching and students are learning. As well as, to guide instruction, special education and language support programs.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1A	Teachers will meet highly qualified LFCS criteria.	Teachers were observed regularly by admin, lead teachers and peers to determine if criteria is being met.			Teachers will meet highly qualified LFCS criteria.
1B	All students will have access to curriculum & instructional materials in ELA & Math that are aligned to common core	All students had access to curriculum & instructional materials in ELA & Math that are aligned to common core			All students will have access to curriculum & instructional materials
4B	All students Kinder-8th are assessed in ELA & Math Benchmark Assessments: 3 times per year. High School	All K-8 students completed three benchmark assessments. High School students completed benchmark			All students will be assessed regularly.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	students are benchmark tested in content areas quarterly.	tests in content areas quarterly.			
4A	Students Meeting or Exceeding Standards on CAASPP (ELA & MATH) will show at least one year of growth annually, 3rd – 8th grade.	Due to the COVID-19 pandemic, there aren't scores available to compare a years growth in the CAASP.			Students meeting or exceeding standards will show growth on CAASP assessments in grade 3-8.
4D	Students not meeting or nearly meeting standards will be identified and supported by an intervention program specific to the area of need.	Our intervention team has identified students not meeting or nearly meeting standards and supported them. They worked to assess students in order to provide services for new students identified throughout the year.			Students not meeting or nearly meeting standards will be identified and supported by an intervention program specific to the area of need.
4A	Overall student participation rate will maintain 95% or higher, including all subgroups.	For the 2020-21 CAASP assessment, we had 97% participation.			Overall student participation rate will maintain 95% or higher, including all subgroups.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Direct Coaching	Funds were expended to train teachers through direct coaching to improve Teacher Quality, and ensure highly qualified teacher authorizations.	$57,000.00	No
		Coursework for supplemental credentials including admin credentials, SPED, and CLAD certifications New curriculum training in ELA and Math Brain compatible classroom strategies, AP teacher training, robotics and computer science training, progress monitoring tools and coaches and mentors for new Teacher training, induction programs, internship programing & mentoring		
2.2	Science Curriculum	Transitional phase for Science curriculum and exploratory for social sciences.	$10,000.00	No
2.3	Tech Support for CAASP	IT Tech Support and infrastructure upgrades will be purchased to allow for implementation & administration for CAASPP Testing to Grades 3-8 and High School and AIMSweb implementation. Additional notebooks were purchased to meet the demand of technology use.	$123,213.00	No
2.4	Tech Updates	LFCS will update as needed new technology and software for student use with assessments, academic support, instruction, and conducting academic research. This may include classroom technology like Smart boards and Promethean boards.	$50,000.00	No

Goal Analysis [2021-22]

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

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

We wear able to carry out this goal as planned with much success. Teachers were observed this school year, students were assessed the amount of times planned, our intervention team successfully identified students in need, and assisted them. Due to the pandemic, we do not have scores to compare a years growth in the CAASP, which provides a substantive difference in a planned goal of ours.

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.

Our budgeted expenditures totaled $209,013 for Goal 2. Our estimated actual expenditures are $243,210, a difference of $34,197. Due to the Educator Effectiveness Grant, we invested $27,350 more in coaching that we anticipated

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

Each action is imperative in order to work toward a set goal. If we did not work at each goal, we would not have been able to achieve our goals this year. We work hard to have teachers that are trained throughout the year so that students can in turn take tests successfully, and also, so that they get the help they need, where they are at. Without these goals, and without actively working toward them, we would not be able to meet any of the goals we set forth to meet.

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

The changes we had to make were related to the lack of test scores for the CAASP and the ELPAC due to the pandemic. In leau of using these scores to show student growth, we relied heavily on our our in-house testing data to track student growth and identify students for intervention.

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	Engage parents through education, communication, and collaboration to promote student academic success & engagement.

An explanation of why the LEA has developed this goal.

We rely heavily on our parents at LFCS as they are the direct connection to their students. We communicate with parents through email, phone calls, newsletters and social media and we collaborate with them by offering volunteer opportunities in the classroom and at school events, as well as through our Parent teacher leadership council (PTLC).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3A-C	Implement strategic plan, collect data, assess impact that parent involvement has increased	Due to the COVID-19 pandemic, parents were not permitted on campus until early 2022, so we are not meeting this goal at this time. We are welcoming parents back on campus in a safe manner, however, overall, this number has decreased. We plan to see it increase again next year.			Implement strategic plan, collect data, assess impact that parent involvement has increased
3C	Host at least 4 parent workshops & trainings with a 3% increase in	Due to the COVID-19 pandemic, parents were not permitted on campus until early			Host at least 4 parent workshops & trainings with a 3% increase in

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3A-C	attendance from 2021- 2024.	2022, therefore this goal was not met. One parent workshop was held by our DELAC team this school year.			attendance from 2021- 2024.
3A-C	Expand school wide volunteer opportunities in coordination with PTLC	PTLC offered several parent volunteer opportunities this year. They also held monthly volunteer opportunities in our uniform exchanges.			Expand school wide volunteer opportunities in coordination with PTLC
3A-C	Use Social media- Facebook, Twitter and Instagram- as a important tool in connecting with parents. We aim to increase this number by 10% next year.	Our Instagram participation has increased at least 15% this year, and our Facebook participation is steadily increasing also. Due to Covid-19, our online presence and parent engagement has grown and we hope to continue that into the future.			Increase Social media- Facebook, Twitter and Instagram- presence as a important tool in connecting with parents.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent connection funds	Funds will be used to connect parents to the school and their students through a variety of activities, educational and community building. Data will be delivered in a parent friendly and meaningful manner including to second language parents.	$500.00	No

Action #	Title	Description	Total Funds	Contributing
3.2	Parent Workshop Funds	Costs associated with hosting parent workshop & trainings that are relevant to the time and their students. In addition to other tools to engage and promote student success from home.	$1,000.00	No
3.3	Translation Services	Ongoing translation services will be provided to students and their families where English is not the first language per needs basis. We will contract with an outside vendor to make a more consistent turnaround.	$38,000.00	Yes

Goal Analysis [2021-22]

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

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

This goal was a challenge to meet due to the pandemic and regulations set forth. Mid-year the regulations began to lighten a bit and we were able to welcome parents back on campus in a tiered, safe manner. Allowing small groups, and specific parents back first to ensure it was safe to do so. In a normal year, our parents volunteer many hours a year, and our PTLC and PLEF committees offer many opportunities to volunteer in different ways, however, du to the pandemic, there were less opportunities. We relied heavily on email and social media communication and other technology to keep our parents updated on the happenings at school.

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

Our budgeted expenditures for Goal 3 were $10,117. Our estimated actual expenditures are $30,688. We budgeted $1,500 for parent workshops and on site meetings but due to pandemic restrictions these did not happen. We outsourced $688 for translation services but paid our staff at least $30,000 in salaries to translate.

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

Being that we were not able work at this goal, we were not able to achieve it completely this year. We work hard to have involved parents, Without these goals, and without actively working toward them, we would not be able to meet any of the goals we set forth to meet.

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.

This goal is made to allow parents to be integral parts of their Childs education on the school side. We want parents on campus, in classrooms, helping teachers and students. However, due to the pandemic, they were not allowed to do so until almost the end of the year, and then it was only outside. This caused our goal to change drastically from what we intended, and also caused us to not meet the goal.

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 provide all students with a safe well-maintained facility and a positive learning climate that supports the academic, social, emotional and physical needs of all students.

An explanation of why the LEA has developed this goal.

Students and staff deserve a safe place to learn and teach. A safe well-maintained facility is at the utmost importance for all LFCS campuses. This creates a positive learning climate so students feel safe to learn and grow at school.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1C	All students will receive instruction in facilities that are safe, secure, clean and well maintained.	All students received instruction in facilities that were safe, secure, clean and well maintained.			All students will receive instruction in facilities that are safe, secure, clean and well maintained.
6C	Participation in quarterly community service projects	Our students K-12 participated in community service projects.			Participation in quarterly community service projects
6C	95% of LFCS, LCHS 9-12 students will participate in a schoolwide community service project.	Our high school students participated in community service projects for Unity Days this year, and our K-8 students participated in many projects for our community for school needs.			95% of LFCS, LCHS 9-12 students will participate in a schoolwide community service project.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
5E	95% of LCHS Seniors will participate in a Service Learning Project & assessed by a clearly defined rubric.	98% of LCHS seniors participated in community service projects in order to present for their senior Ex project.			95% of LCHS Seniors will participate in a Service Learning Project.
5A	Assess student attendance rates	Due to the pandemic, we do not have any attendance goals at this time.			Assess student attendance rates
4B	Identify students for academic intervention & provide a support system through MTSS for each student, K-8	279 students have been assessed and identified this year for academic intervention & support, K-8			Identify students for academic intervention & provide a support system through MTSS for each student, K-8
5D-E	Identify Students 9-12 for academic intervention & provide a support system through MTSS for each thru the LCHS Academy program.	44 Students 9-12 have been identified for academic intervention & support system through MTSS thru the LCHS Academy program.			Identify Students 9-12 for academic intervention & provide a support system through MTSS for each thru the LCHS Academy program.
6C	Provide counselors, school psychologists and behavior therapists for students K-12 to assist in the area of social emotional health/ learning.	We have 2 Counselors, 3 school psychologists and we outsource behavior therapists to support students with behavioral and learning needs.			Provide counselors, school psychologists and behavior therapists for students K-12 to assist in the area of social emotional health/ learning.
6C	Provide and use a social emotional phone app to track	As a school, we provide and use a social emotional			Provide and use a social emotional phone app to track

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
	and assist our students in Grades 7-8.	phone app called "EduGuide" to track and assist our students in Grades 7-8. Although we found that 86% of our users showed positive indicators, we found that this app in particular wasn't user friendly, so we will be looking into finding a new program for next year.			and assist our students in Grades 7-8.
6C	Staff and parents will have access to resources in the area of social emotional learning/ health.	Staff and parents have access to resources in the area of social emotional learning/ health that can be found on our school website.			Staff and parents will have access to resources in the are of social emotional learning/ health.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Attendance	A school wide Attendance review policy will be implemented and our administrative staff with report the findings. Funds will be used to update training of staff, meetings to review implementation, and develop policies and/or strategies to increase student attendance	$64,033.00	No
4.2	Summer Intervention Programs	LFCS will provide targeted academic intervention at no cost to families over the summer, to include: Summer Intervention programs (Camp Catch-Up) for 2- 6 grades	$32,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Summer EL Programs for 2- 6 grades Summer High School Math Classes and credit recovery classes Clearing credits for resource students.		
4.3	Streamlined intervention and testing	Funds used to streamline the student support and resource and/or intervention process including assessing students for academic, behavioral and/or social intervention, communicating with parents, reviewing student records/data, and developing Individualized Learning Plans with growth targets or referral to IEP/504	$5,632.00	No
4.4	Celebration Assemblies	LFCS will host celebration assemblies for student recognition on academic goals, leadership, character values and attendance. Funds will cover the expenditures of these assemblies and student acknowledgement	$7,000.00	No
4.5	Service Projects	Stakeholders will plan, promote & implement Service Learning Projects & Project-Based Lessons, and develop clearly defined rubrics to ensure 90% of students meet or exceed the goal or participating in community based service projects.	$90,000.00	No
4.6	Support Staff for students	In order to provide academic intervention for all students, in addition to writing Individualized Learning Plans (MTSS) LFCS will provide counselors, advisors, and/or mental health professionals to help students meet their academic, emotional, mental and social goals.	$164,000.00	No
4.7	Social emotional learning	Funds will be used to provide training and assistance to staff and students in the area or social emotional learning.	$5,000.00	No

Goal Analysis [2021-22]

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

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

This goal has improved from last year, due to the lightened regulations from the pandemic. Students and staff did not have to miss as much school having or being exposed to COVID-19 as they did last school year, which is a huge improvement in attendance. Masks and dividers were lessened, creating a calmer, more comfortable, safer place for students to learn, and it showed in their all around demeanor.

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.

Our total budgeted expenditures for Goal 4 were $347,284. Our estimated actual expenditures are $370,964. The material difference is expanding our summer intervention program and our support staff to meet the pandemic related learning loss needs.

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

Creating a safe space for staff and students is always at the top of our list. Safety creates a space for students to learn. Identifying needs and meeting them through intervention also fosters learning. These are core goals we strive to meet each year, and, even through a pandemic, we have worked hard to uphold them as best we can.

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.

Our staff have a heavy load with students suffering from mental health issues caused by the pandemic, so we have had to add on trainings for our staff and extra staff members to meet the needs of these students. Prior to the pandemic, we did not have this issue, so we have listened to our parents and students and added the necessary assistance school wide.

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
5	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

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

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

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

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.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
2,295089	0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
14.63%	13.94%	$2,187,443.00	28.57%

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.

General Explanation: We selected "all students" for each action as we provide services to students based on need not based on labels. For example, if a student is reading below grade level and is not labeled as EL, we still provide them reading intervention services. That is why the "Contributing" column is auto filled as "No." The actions listed in this LCAP are not exclusively for EL, foster youth, and low income students. This does not mean that these actions do not directly or indirectly benefit EL, foster youth, or low income students. These actions do intentionally benefit EL, foster youth, and low income students but these actions also benefit students with similar academic, social, emotional, and other needs as EL, foster youth, and low income students.

Goal 1: Action 1: EL, foster youth, and EL students disproportionately perform below grade level. Professional development in the areas of EL strategies, Visible Learning, and Brain Compatible Strategies will improve the efficacy of teacher instruction and support for English Learners, foster youth, and other general education students so that all students improve the academic achievement.

Goal 1: Action 2: Payment for the professional development described in Goal 1: Action 1 ensures the professional development occurs; and the EL, foster youth, low income, and other general education students will improve their academic achievement due to the improved efficacy of their teachers.

Goal 1: Action 3: Covering expenses of IEP meetings ensures all SPED students, including SPED students who are classified as EL, foster youth, or low income, are receiving a free and appropriate education, including the services, supports, and accommodations listed on their IEP, so they can improve their academic achievement.

Goal 1: Action 4: The feedback process assesses the degree to which teachers are effectively delivering content based instruction to all students, including EL, foster youth, and low income students, so that all students improve their academic achievement. EL, foster youth, and low income students need effective content standard aligned curriculum and instruction to improve their academic achievement. This action helps hold teachers accountable for delivering such instruction.

Goal 1: Action 5: Expending funds on ELPAC testing and the EL support program helps identify EL students and determine and deliver the reading fluency, reading comprehension, and writing supports and interventions they need to improve their academic achievement. We do have students who are not EL who read and write below grade level so our reading and writing intervention program includes services to all students who need the reading fluency, reading comprehension, and writing supports and interventions for them to also improve their academic achievement.

Goal 1: Action 6: Expending funds for professional development for our language support staff helps ensure our reading fluency, reading comprehension, and writing intervention and support program best meets the needs of EL, foster youth, and low income students who disproportionately read and write below grade level but also meets the needs of other general education students who also read and write below grade level.

Goal 1: Action 7: Our ELL Coordinator provides some of the trainings teachers need to support their EL students to read and write at grade level so EL students improve their academic achievement. The ELL Coordinator also conducts classroom observations to help ensure teachers are effectively instructing and assessing EL, foster youth, low income, and other general education students in reading and writing. Strategies for teaching reading and writing to EL students is also very effective in teaching reading and writing to students not classified as EL and helps all students improve the academic achievement.

Goal 2: Action 1: Our direct coaching program improves the efficacy of our teachers with the goal of closing the achievement gap of EL, foster youth, and low income students and ensuring all students meet or exceed state standards.

Goal 2: Action 2: We are looking to invest in new science curriculum that is aligned to the NGSS and investing in exploratory social science curriculum that will better engage EL, foster youth, and low income students as well as all other general education students with the goal of closing the achievement gap of our EL, foster youth, and low income students and ensuring all students meet or exceed state standards.

Goal 2: Action 3: We are investing in wireless internet infrastructure and additional computers to better enable the school to deliver the CAASPP assessments so the school can measure the achievement of EL, foster youth, low income, and all other students. The improved wireless internet infrastructure and additional computers also better enables the school to deliver and analyze formative assessments such as AIMSweb to better enable staff to identify EL foster youth, low income, and all other students who are reading below grade level and performing mathematically below grade level so targeted interventions and supports can be provided or adjusted with the goal of closing the achievement gap of EL, foster youth, and low income students and ensure that all students are meeting or exceeding state standards.

Goal 2: Action 4: We are investing in updated technology such as Smartboards, Smart screens, and online assessment programs such as Illuminate to enhance the delivery of instruction and the delivery and analysis of assessments. We use Achieve 3000 with our high school academy students to improve their reading level. The visual instructional components enabled with the Smartboards helps visual learners such as EL students. Illuminate allows teachers to analyze assessment results to better align instruction to assessment results. This helps low income students who may not have a computer at home or a reliable internet connection. The purpose of these technology investments is to help close the achievement gap of EL, foster youth, and low income students by making instruction more engaging, assessments more informative for adjusting instruction, and technology for academic research more accessible. These technology investments should also help all students meet or exceed state standards.

Goal 3: Action 1: Using funds to connect parents and students, including EL, foster youth, and low income students, to the school by way of various activities, and education and community building, to the school ensures that all parents are aware of the goings on of the school, therefore assuring all students are included and their needs are met.

Goal 3: Action 2: Hosting parent workshops and trainings assists parents, including parents of EL, foster youth, and low income students, in helping their student become successful in school by knowing how to help them with their academics from home, as well as enabling them with the tools to help students engage, in class and at home, with their education.

Goal 3: Action 3: Using funds to allow for translators to assist our parents of EL, foster youth, and low income students, if applicable, ensures the success of not only our parents, but our students. Students who have parents who understand what is happening in school can therefore assist them with school related items, and the school can help parents with the success of their student by knowing what their needs might be.

Goal 4: Action 1: Attendance is extremely important. All students, including EL, foster youth, and low income students, need to be in school to learn. By using funds to train staff, review implementation and develop policies and/ or strategies to increase student attendance, we are ensuring student success and increasing and/or sustaining attendance.

Goal 4: Action 2: We have worked hard to develop summer programs to meet the needs of all of our students, including EL, foster youth, and low income students. These funds are used for intervention programs to bring students up to or closer to grade level, our EL program is specifically designed to meet the needs of our EL students. The high school math program and credit recovery programs assist students at our high school, including EL, foster youth, and low income students. These funds are specifically used to aid the teachers in gaining the needed materials and curriculum to to assist all of these student groups.

Goal 4: Action 3: Covid-19 has caused us to really invest and grow our intervention programs. Through these programs, students, including EL, foster youth, and low income students, are assessed for academic, behavioral and/ or social intervention. Individualized Learning plans are then developed based on these assessments, and our students educational experience is that much more robust due to the individual care given to help them succeed.

Goal 4: Action 5: We invest in community based service projects and project based lessons to educate our students and also assist families in our community that are in need, including EL, foster youth, and low income students. This ensures student success by educating them in ways to participate in their community as well as receive from their community in times of need. All of our students, including EL, foster youth, and low income students, participate in projects and learning opportunities, both in our community at large, as well as our LFCS community.

Goal 4: Action 6: Providing support staff for students is an expense that is of utmost importance, especially since the Covid-19 pandemic started. These funds allow for academic intervention for all students, including EL, foster youth, and low income students. Additionally, Individualized Learning Plans are written for students found in need of such assistance. Programs provided for all students, including EL, foster youth, and low income students include counselors, advisors, and/ or mental health professionals to help students meet their academic, emotional, mental and social goals.

Goal 4: Action 7: Again, the Covid-19 pandemic has brought forth a greater need for attention to social-emotional needs of students, including EL, foster youth, and low income students. Using funds to train and assist staff and students in this area will help students to be successful and staff to be well trained and prepared to assist students successfully.

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

Due to the learning loss experienced from Covid-19, our intervention programs were increased to meet the needs of our English Learner and Low-income students. Our programs included targeted intervention for our English Language students, SPED and academy programs for our 4-12 grade students. These programs ranged from homework assistance and math intervention at our 4-8 grade campus, to writing intervention, reading fluency and comprehension and targeted math lab intervention at the high school level.

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.

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	1:38	
Staff-to-student ratio of certificated staff providing direct services to students	1:11	

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$650,891.00	$382,320.00		$437,385.00	$1,470,596.00	$1,266,245.00	$204,351.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Federal Funds	Other State Funds	Local Funds	Total Personnel	Total Non-personnel	Total Funds
1	1.1	Types of Professional Development	All	$25,765.00	$4,844.00					$30,609.00
1	1.2	Payment for Professional Development	All							
1	1.3	IEP Funds	All			$330,000.00				$330,000.00
1	1.4	Feedback	All							
1	1.5	ELL Expenditures	English Learners Foster Youth Low Income	$210,615.00	$171,385.00					$382,000.00
1	1.6	LS and Intervention Professional Development	All		$10,000.00					$10,000.00
1	1.7	ELL Coordinator	All		$40,000.00					$40,000.00
2	2.1	Direct Coaching	All	$30,000.00		$27,000.00				$57,000.00
2	2.2	Science Curriculum	All			$10,000.00				$10,000.00
2	2.3	Tech Support for CAASP	All	$108,213.00	$15,000.00					$123,213.00
2	2.4	Tech Updates	All		$50,000.00					$50,000.00
3	3.1	Parent connection funds	All	$500.00						$500.00
3	3.2	Parent Workshop Funds	All	$1,000.00						$1,000.00
3	3.3	Translation Services	English Learners		$38,000.00					$38,000.00
4	4.1	Attendance	All		$64,033.00					$64,033.00
4	4.2	Summer Intervention Programs	All		$32,000.00					$32,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	4.3	Streamlined intervention and testing	All		$5,632.00			$5,632.00
4	4.4	Celebration Assemblies	All	$7,000.00				$7,000.00
4	4.5	Service Projects	All	$90,000.00				$90,000.00
4	4.6	Support Staff for students	All				$164,000.00	$164,000.00
4	4.7	Social emotional learning	All				$5,000.00	$5,000.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
15,690,368	2,295089	14.63%	13.94%	28.57%	$248,615.00	0.00%	1.58 %	Total:	$248,615.00

			LEA-wide Total:	$248,615.00
			Limited Total:	$0.00
			Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.5	ELL Expenditures	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$210,615.00	
3	3.3	Translation Services	Yes	LEA-wide	English Learners	All Schools	$38,000.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$920,846.00	$1,462,817.00

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	Types of Professional Development	No	$30,609.00	$30,317
1	1.2	Payment for Professional Development	No	$30,609.00	$30,317
1	1.3	IEP Funds	No	$187,826.00	$330,754
1	1.4	Feedback	No	0	0
1	1.5	ELL Expenditures	No	$55,333.00	$382,586
1	1.6	LS and Intervention Professional Development	No	$10,000.00	0
1	1.7	ELL Coordinator	No	$40,000.00	$43,981
2	2.1	Direct Coaching	No	$30,800.00	$57,250
2	2.2	Science Curriculum	No	$5,000.00	$10,419
2	2.3	Tech Support for CAASP	No	$123,213.00	$28,878

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.4	Tech Updates	No	$50,000.00	$146,663
3	3.1	Parent connection funds	No	$500.00	0
3	3.2	Parent Workshop Funds	No	$1,000.00	0
3	3.3	Translation Services	No	$8,672.00	$30,688
4	4.1	Attendance	No	$64,033.00	$64,033
4	4.2	Summer Intervention Programs	No	$25,000.00	$32,994
4	4.3	Streamlined intervention and testing	No	$5,632.00	$5,632
4	4.4	Celebration Assemblies	No	$1,000.00	$8,377
4	4.5	Service Projects	No	$90,000.00	$90,000
4	4.6	Support Staff for students	No	$156,619.00	$164,928
4	4.7	Social emotional learning	No	$5,000.00	$5,000

2021-22 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)
2187443	$0.00	$0.00	$0.00	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)

This table was automatically populated from the 2021 LCAP. Existing content should not be changed, but additional actions/funding can be added.

2021-22 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)
15690368	2187443	0	13.94%	$0.00	0.00%	0.00%	$2,187,443.00	13.94%

Instructions

Plan Summary

Engaging Educational Partners

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

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.

Plan Summary
Purpose

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.

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 meeting the low-performing school(s) criteria; 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 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:

  o **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.

  o **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.

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

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

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

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  o **Note**: For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

  ○ 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)

  o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

- 5. Total Planned Percentage of Improved Services

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

- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

  o This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants

  o This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- 4. Total Planned Contributing Expenditures (LCFF Funds)

  o This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions

  ○ 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)

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

California Department of Education
January 2022

Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)
Federal Addendum Template

LEA Name

Literacy First Charter Schools

CDS Code:

37103716119119

Link to the LCAP:
(optional)

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A
Improving Basic Programs Operated by
State and Local Educational Agencies

*(**note:** This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Literacy First Charter Schools' strategy for using federal funds will be targeted toward addressing the learning needs of students performing below grade level or not on track to graduate on time. Using the ELPAC, CAASPP ELA and Math, AIMS web, and state standard aligned curriculum based pre and post assessments, teachers and administrators will identify students below grade level and provide targeted support through SPED services, MTSS, social-emotional counseling, academic advising, reading fluency, reading comprehension, writing, and math support, tutoring, and summer school. Teachers will be trained according to research based instructional and classroom management practices from using research proven sources such as Quantum Learning and John Hattie's Visible Learning programs.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

Literacy First Charter Schools will align the use of federal funds to supplement our summer school program, assessment program, counseling program, language support program, and core ELA and math intervention programs. These resources and supports as well as our SPED services, our MTSS program, and our professional development program are currently funded by state and local revenue. A specific example would be expanding our summer school programs to include more teachers and support staff at more grade levels in order to better address the learning of more students who are performing below grade level or who are at risk of not graduating on time.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 (as applicable)

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

(A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
(B) identifying students who may be at risk for academic failure;
(C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
(D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 *(as applicable)*

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 *(as applicable)*

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

(A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and

(B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 *(as applicable)*

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 *(as applicable)*

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

Literacy First Charter Schools operates within the footprint of the Cajon Valley Union School District and the Grossmont Union High School District.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum.**

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity
ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A since Literacy First Charter Schools is a charter school and is its own district or LEA.

Parent and Family Engagement
ESSA SECTIONS 1112(B)(3) AND 1112(B)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Literacy First Charter Schools has not been identified for Comprehensive Support and Improvement or for Targeted Assistance.

A vital part of our charter for 20 years has been parent involvement. Engaging parents early and often is an established part of our practice and educational philosophy. This is stated explicitly each year during our back to school staff training sessions each August with clear methods on the "how" of parent engagement. It is modeled for new staff by lead teachers, department heads, and administrators. It is embedded in our program through parent conferences in the fall, winter, and spring of each year. We encourage, promote, and facilitate parent participation in school events. We include parents in the behavior management and behavior improvement of their student(s). Our PTLC (parent team leader council) and DELAC (district English language learner's committee) are direct examples of parent engagement each year by all of the activities and events they sponsor, support and fund.

We offer trainings, workshops, and support for parents on cyber security, the use of our Parent Portal for grades and attendance, the use of our online enrollment process, the completion of the free / reduced lunch application, the completion of high school course selections, the completion of FAFSA, the college admissions process, and applying for college scholarships.

Literacy First Charter Schools employs staff fluent in Arabic, English, and Spanish, the languages of our largest student demographics. Documents and other forms of communication are provided in these languages. Meetings regarding such topics as SPED, the LCAP, student academic performance, and student behavior between parents and teachers and/or administrators are translated as needed by school staff. Translators are a regular part of parent conferences, IEP meetings and any other sort of parent meeting in which communication to all parties is necessary.

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The LFCS parent and family engagement policy was originally developed based on research and codified in 2001 within the school's first charter document. Over the years, the LFCS parent and family engagement policy has adjusted based on parent feedback through surveys, during parent "teas" with the executive director, and as a result of interactions with staff during orientations, open houses, back to school nights, school events, parent conferences, and DELAC meetings. Parent involvement is recognized in the school's vision, mission, and values as integral to student success. The school communicates the value it places on parent involvement as well as its parent and family engagement plan through its charter document which is posted on the school's website, during parent orientation meetings, parent teas with the executive director, weekly newsletters, and direct invitations to participate in back to school night, open house, school programs, school fundraisers, DELAC, coaching, reading support, classroom volunteers, field trip volunteers, and parent conferences (3 times per year). During orientation, back to school night, open house, parent teas with the executive director, and parent conferences, the school communicates to parents how to understand the state academic standards and the state assessments as well as how to monitor their child's progress toward mastery of the state standards through the parent portal and standards based report cards. Especially during parent conferences, the school helps parents understand how to specifically help their child based on the unique needs of their child. During teacher training week in August school leadership articulates to staff the importance of parent involvement, how parent involvement is part of our mission, vision, and values, and helps staff understand the school's family and parent engagement policy which includes parent participation in orientation, back to school night, open house, parent conferences, volunteering in classrooms and on field trips, serving as guest speakers, organizing fundraisers, and participating in parent groups such as DELAC and Booster Club. Prior to parent conferences in the fall, winter, and spring, school leadership trains and reviews with teachers how to structure the parent conference conversations so students take ownership of their learning, parents feel heard but also listen, and teacher, student, and parent collaborate as partners toward creating action steps for the improvement of the student's academics and/or behavior. Teachers are trained in active listening strategies as well as restorative practices.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children
ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Neglected or delinquent: N/A.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

LFCS will use CAASPP ELA and Math, AIMSweb reading and mathematics assessments, the ELPAC, and local standards based and curriculum aligned placement assessments to identify underperforming students for targeted intervention in reading fluency, reading comprehension, writing, and mathematics so that students can meet grade level academic performance standards. At the K-8 level, students will receive targeted instruction in their area of need during modules of the school day other than English, mathematics, social studies, and science. At the 9-12 level, students will receive an extra math tutorial class and/or targeted reading fluency, reading comprehension, and writing intervention during the non academic last module of the day. Title I Part A funds will be used for unique research based curriculum and assessment programs and teacher training on those programs as well as extending these interventions into summer through a summer school program. Economically disadvantaged students, students with disabilities, EL students, migrant students will received services in this intervention program on the same basis as all other students receiving these same services funded by Title I Part A funds.

Homeless Children and Youth Services
ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Troy Beyer, Literacy First Charter School's Special Education Coordinator, will serve as the school's liaison for homeless children and youths.
Under Literacy First Charter School's enrollment practices, applications of homeless students are processed on an equitable basis as students not experiencing homelessness. All student applications, including homeless student applications, are subject to the lottery and waitlist and all other stipulations of the attendance policy as written in the school's charter. The registrar, upon learning or suspecting an applicant is homeless, will contact the school's liaison for homeless students so the liaison can reach out to the student and the student's parents or guardians to assist in them in completing the application process.
Literacy First Charter School will keep the homeless status of students confidential and will provide all homeless students full access to the entire academic and extra-curricular program and will homeless students will participate in the general education setting except where a 504, IEP, or some other legally binding agreement stipulates otherwise.
In the case of a dispute, homeless students and their families will follow the Uniform Complaint process as outlined in the school's charter with the exception that they should first contact the school's liaison for homeless students as an extra layer of support and dispute resolution.
If requested by the parent, guardian, or homeless liaison, the school will arrange for transportation for the homeless student to and from school.

Student Transitions

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Literacy First Charter Schools begins in TK and educates students through twelfth grade. We do not have an early childhood education program.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:
   (A) coordination with institutions of higher education, employers, and other local partners; and
   (B) increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Literacy First Charter Schools intentionally supports students in the transition from middle school to high school and from high school to post-secondary education and employment. We coordinate a series of "shadow" days when 8th graders visit our high school campus in groups of about 25. Each 8th grade student is assigned a high school student to shadow for the day, attending high school classes and participating in high school activities for the day. The site administrator at the high school meets with these 8th graders at the start and at the end of their day, providing information on the high school academic and extra-curricular programs. Literature describing the LFCS high school program is sent to all 8th grade parents and a meeting is held with all 8th grade parents and the high school site administrator so all 8th grade parents can ask questions and better understand the high school program. All 8th grade students complete an 8th grade matriculation project. This project requires students to provide evidence of grade level learning, speaking, reading, writing, and computation, preparing them for high school level work and building their confidence heading into high school.

All high school students have a Leadership teacher who stays with them all 4 years of high school enrollment. During Leadership activities in the spring, Leadership teachers help students interpret their transcripts, plan their graduation pathway, and choose courses for the next year. The high school academic advisors guide students in preparation for graduation and college / career by providing the PSAT, SAT, ACT, on site college fairs, training sessions for parents and students on how to fund college, how to fill out the FAFSA, and how to obtain scholarships. Our advisors work with Grossmont / Cuyamaca Community Colleges to conduct application and entrance assessments on our high school campus for our interested high school students. All students must complete an internship to meet graduation requirements, a senior advisor helps match students to internships in career fields of their interest based on career interest inventories. Our high school program has a dual enrollment partnership with Grossmont/Cuyamaca Community Colleges including access to their CTE program.

Additional Information Regarding Use of Funds Under this Part
ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

   (A) assist schools in identifying and serving gifted and talented students; and
   (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

All students should have access to all supports that will provide each with opportunities that will allow the maximum opportunity for growth and exploration a child might need. LFCS works to that end. Each campus K8 has a physical Library. Each class has the opportunity to go to the "library" weekly. During this time, students are instructed on the basics of the library including the Dewey decimal system and genres in literature. Students are able to make book selections to take home and return in a timely manner. When actually going to the library is not available, books maybe checked out online and delivered to the students. As student numbers increase and library volumes decrease due to "over use", the need for additional library volume will be immanent. Maintaining the software and technology needed for this program is necessary. Additionally, at the high school level, classroom libraries are a necessary tool for ELA and study skill classes. The number of appropriate selections is inadequate as well as the number of books available, in general. Being able to have actual hard books would be desirable as well as the ability to purchase several online sources for reading. Additionally, having access to online research programs would be a beneficial program for our upper level students in 9-12 for research purposes. Including the senior culmination project: Senior Exhibition.

TITLE I, PART D

Description of Program
ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Formal Agreements
ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the LEA and correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Comparable Education Program
ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Successful Transitions
ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Educational Needs
ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Social, Health, and Other Services
ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Postsecondary and Workforce Partnerships
ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Parent and Family Involvement
ESSA SECTION 1423(8)

Provide a description of formal agreements, regarding the program to be assisted, between the

- (A) LEA; and
- (B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Program Coordination
ESSA SECTION 1423(9--10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Probation Officer Coordination
ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Individualized Education Program Awareness
ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Alternative Placements
ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

TITLE II, PART A

Professional Growth and Improvement
ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Prioritizing Funding
ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Data and Ongoing Consultation to Support Continuous Improvement
ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

TITLE III, PART A

Title III Professional Development
ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Enhanced Instructional Opportunities
ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Title III Programs and Activities
ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

English Proficiency and Academic Achievement
ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

(C) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
(D) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

TITLE IV, PART A

Title IV, Part A Activities and Programs
ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

   (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
   (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
   (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
   (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
   (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A