



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Prepa Tec-LOS ANGELES

CDS Code: California

School Year: 2022-23

LEA contact information:

Cecilia Marquez

Head of School

(323) 800-2739

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

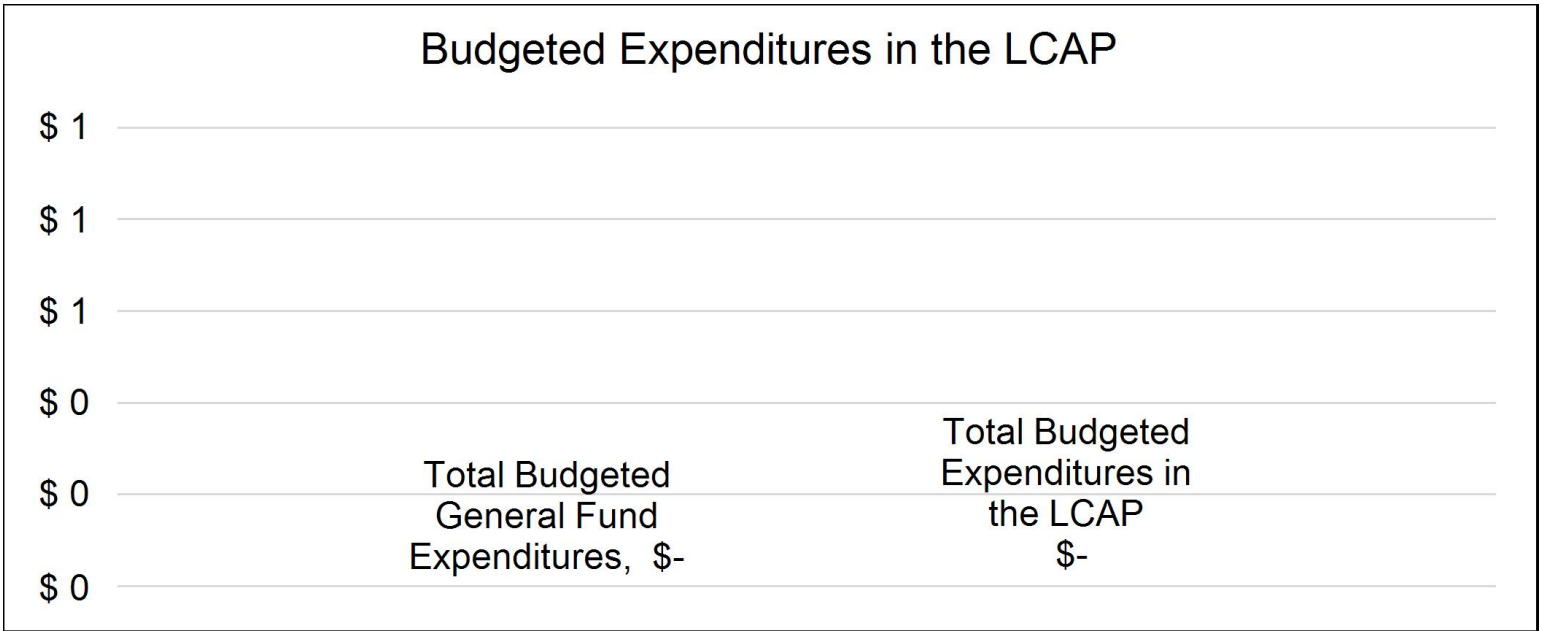
Total LCFF funds
\$0
0 %

This chart shows the total general purpose revenue Prepa Tec-LOS ANGELES 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 Prepa Tec-LOS ANGELES is \$, of which \$ is Local Control Funding Formula (LCFF), \$ is other state funds, \$0.00 is local funds, and \$ is federal funds. Of the \$ in LCFF Funds, \$ is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Prepa Tec-LOS ANGELES 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: Prepa Tec-LOS ANGELES plans to spend \$ for the 2022-23 school year. Of that amount, \$ is tied to actions/services in the LCAP and \$ is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2022-23, Prepa Tec-LOS ANGELES is projecting it will receive \$ based on the enrollment of foster youth, English learner, and low-income students. Prepa Tec-LOS ANGELES must describe how it intends to increase or improve services for high needs students in the LCAP. Prepa Tec-LOS ANGELES plans to spend \$ towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Prepa Tec-LOS ANGELES budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Prepa Tec-LOS ANGELES 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, Prepa Tec-LOS ANGELES's LCAP budgeted \$ for planned actions to increase or improve services for high needs students. Prepa Tec-LOS ANGELES actually spent \$ for actions to increase or improve services for high needs students in 2021-22.



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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Prepa Tec-LOS ANGELES	Cecilia Marquez Head of School	c.marquez@prepatec.org 323-800-2739

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).

Educational Partners which consisted of parents, teachers, principal, administrators, and other school personnel were represented in meetings held throughout the year, such as in the School Site Council, English Learner Advisory Committee, Superintendent's Council, Town Hall Meetings, Coffee with the Principal, and staff meetings. All representation of educational partners participated in group discussions, and review of the budget process and data collection. A parent survey was distributed in English and Spanish in order to gather input for programs and services within the LCAP. Members on these committees were encouraged to engage in the LCAP process during stakeholder meetings including School Site Council (SSC), English Learner Advisory Committees (ELACs), among other forums, to ensure that feedback and input shared during Prepa Tec's meeting was inclusive of Prepa Tec's feedback. The LCAP survey was administered in preparation for completing the LCAP last year and again this year as it was important to gather current input for educational partners due to changes in the environment due to COVID-19. Information was gathered from teachers, staff, administrators, principal, parents, and the community and analyzed for trends. Purposeful engagement with educational partners was an ongoing process and meetings were held throughout the year. A main focus of meetings was to solicit information and identify trends and priorities as a result of analyzing feedback from educational partners, goals,

actions, and local and state data. The Superintendent engaged staff, parents, and students, with revisiting Prepa Tec's mission, vision, and values through a variety of methods including stakeholder meetings, staff meetings, student focus groups, and family events. Input received while revisiting the mission, vision, and values informed the LCAP development focus. The School Board is also engaged and informed of the ongoing LCAP process. The Superintendent presented the draft LCAP to District stakeholder groups: English Learner Advisory Committee (ELAC), including and included the special education local plan area administrator (SELPA). The feedback and questions from educational partners about the LCAP draft were answered verbally and in writing by the Superintendent. The written response was posted to the district website.

Educational Partners input and commentary received during the LCAP review process assisted in the development of identified needs, goals, and actions for the LCAP. The process for identifying LCAP priorities involved targeted meetings with educational partner groups reviewing local and state data and outcomes of metrics to solicit ideas and trends based on the data analysis. Priorities identified by stakeholder groups included, but are not limited to:

- Continued support for data analysis and Professional Learning Community (PLC) implementation at Prepa Tec
- Increase academic interventions and support for English learners and at-risk students with instructional specialists
- Maintain support for math and English Language Arts instruction and technology integration with teachers on special assignment
- Increase counseling support for students and continue to develop Positive Behavior Interventions and Supports (PBIS), restorative practices, and social emotional wellness
- Maintain parent workshops and educational opportunities
- Increase methods of parent communication

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.

Professional Development in the ELD strategies and EL monitoring
Support English Learner (EL) by increasing access to all content areas through temporary instructional aides
Teacher training and support in the areas of ELD and Special Education
IB Professional Learning
Support site leaders and teachers with data analysis

and review

Temporary School Psychologist

Support Student Study Team process

Collaborate with teachers and principals

Provide direct services and supports for students through technology. Purchase additional programs to support student needs.

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.

Consultation with the community members has been important part of the process to develop plans. We took into account the voices of students, families, staff, and community members and solicit input to inform the development of plans. Through these efforts Alta Public held Schools Advisory Council comprised of school representatives including School Site Council, English Language Advisory Committee, parents, community members, certificated and classified employees, functions to provide input and decision making regarding the Local Control Accountability Plan (LCAP), Wellness Plan, curricular resources and tool, school scheduling, and other topics related to decisions which affects the students and school. Prepa Tec's plan for informing parents and guardians of students are informed of the opportunities for supplemental instruction and support using multiple platforms to reach families such as Coffee with the Principal, Coffee with Alta, Parent Square, Mailers, Emails, Robo Calls, Social Media, Website, Home Visits, and Phones to communicate with families and communities. We also conduct scheduled virtual meetings, such as Parent/Teacher conferences, intervention-based special meetings, IEPs, 504s. In addition website posts/online newsletters, social media posts, teacher weekly updates shared Google Classroom and Open House/Parent Nights. All communication is available in both English and Spanish, the primary native tongue of many families.

Prepa Tec Los Angeles engaged in meaningful consultation with the following community members:

- Students
- Families
- School and district administrators, including special education administrator
- Teachers, principals, school leaders, school staff
- Community Partners
- Executive Board
- School Site Council

The expansive community engagement efforts resulted in educational partners providing input and feedback in the planning and decision-making process.

Prepa Tec Los Angeles does not serve the tribal community, therefore there was no effort in reaching out that community. However, we were successful in working closely the Los Angeles County Department of Education, Special Education Local Plan Area, and Community Advisory Council to provide insight and strategies of how to better meet the needs our our student population. We also assisted meetings with the Department of Mental Health, Quarterly Homeless Education and Foster Youth Liaison which assisted in our planning.

Input was gathered by several entities via surveys, townhall meetings, Coffee with the Principal , Coffee with Alta, Parent Community Coordinators, and by Community Advisory Council who worked closely with our Special Needs population.

The Instructional Leadership Team is composed of school administration from the LEAs and the central service office team including representatives for special populations, assessment and data, expanded learning, and instructional oversight. This team is responsible to ensure that all operational and programmatic initiatives are implemented and monitored. This team explores options and makes recommendations for LEA specific and systemwide processes and supports within each program represented by the central services team. Lastly, we have the Instructional Support Team composed of the Principal, Director of Special Education, Superintendent, and the International Baccalaureate (IB) Coordinator. The focus of this team is to ensure fidelity to the IB programme, assessment of student learning related to the Common Core Standards (CCS), and supporting teacher growth related to the implementation of each LEA's specific IB programme Middle Years Programme. Lastly, we have the Instructional Support Team composed of the Principal, Director of Special Education, Superintendent, and the International Baccalaureate (IB) MYP Coordinator.

The input received when developing the LCP, ELO Grant, and LCAP from 2021-22 year has lent itself to build a strong ESSER III foundation to build upon the elements that delineate support to the following priorities: intervention teachers, professional development for the Foster/Homeless Youth, ELD training and more.

As described in our Learning Continuity and Attendance Plan:

The specific stakeholder input received throughout the summer months has significantly influenced the school's Learning Continuity and Attendance Plan through direct feedback on the plan itself.

In the Parent Handbook for Distance Learning, development of clear expectations for daily, live instruction for all students every day. This includes the minimum number of minutes for both synchronous and asynchronous instruction for a total minimum number of instructional minutes per day. Development of Social Emotional Learning (SEL) lessons focused on universal themes that support connecting, belonging, and other aspects of social and emotional well-being. These lessons support the implementation of school wide practices as well as the daily integration of Social Emotional Learning into academic instruction in coordination with our IB Programme. Teachers and schools to monitor emotional engagement. They will have weekly communication from teachers to students and families. Weekly communications will include the week's learning intentions, schedule of zoom times for synchronous instruction, content to be taught, criteria by which student success will be measured, and a description of assignments with related rubrics and due dates. This communication is intended to provide parents some of the key information and tools they need to support students in meeting goals. Teachers are also expected to be available to students and family members outside of instructional time. This includes maintaining open communication channels and identifying the times at which support is available.

As described in our Expanded Learning Opportunities Grant Plan:

The Advisory Council is composed of the school representatives including parents, community members, certificated and classified employees, functions to provide input and decision making regarding school plans. This advisory council also assists with the Local Control

Accountability Plan (LCAP), Wellness/Nutrition Plan, curricular resources and tools, school scheduling, and other topics related to decisions which affect the students and school. At the school level, the Instructional Leadership Team, School Site Council, and the English Language Advisory Committee. Further, this team monitors academic performance and fiscal performance, ensures the goals set forth in the LCAP are met and that actions related to the State Priorities are implemented. The Instructional Leadership Team is composed of school administration from all LEAs and the central service office team including representatives for special populations, assessment and data, expanded learning, and instructional oversight. This team is responsible to ensure that all operational and programmatic initiatives are implemented and monitored. This team explores options and makes recommendations for LEA specific and systemwide processes and supports within each program represented by the central services team. Lastly, we have the Instructional Support Team composed of the Principal, Director of Special Education, Superintendent, and the International Baccalaureate (IB) Coordinator. The focus of this team is to ensure fidelity to the IB programme, assessment of student learning related to the Common Core Standards (CCS), and supporting teacher growth related to the implementation of each LEA's specific IB Primary Years Programme.

Prepa Tec's plan for informing parents and guardians about the opportunities for supplemental instruction and support includes general and targeted communication such as Robo Calls, Parent Square, telephone calls and text messages made by the Community Liaison, scheduled virtual meetings, such as Parent/Teacher conferences, intervention-based special meetings, IEPs, 504s. In addition website posts/online newsletters, social media posts, teacher weekly updates shared on Class Dojo, and Open House/Parent Nights, Coffee/Title I Parent Meetings, and Coffee with Alta. Prepa Tec understands the need to provide information of the opportunities for supplemental instruction and support in English and Spanish to ensure that all families have access to understanding the opportunities. In addition to the community input and engagement processes, it is important to acknowledge staffing shortages and emphasized awareness of the challenges that may be present.

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.

Successes:

All teachers are fully credentialed and have English Learner Authorization.

NWEA observed growth from standard error from Fall 2021 to Winter 2022:

Grade 6

Reading: 1.1

Language: 1.0

Math: 1.0

Grade 7
Reading: 1.0
Language: 1.0
Math: 0.7

Grade 8
Reading: 1.1
Language: 1.0
Math: 0.9

All grade levels and all areas demonstrated growth.

Challenges:

The Dashboard indicator has identified several areas of need:

EL students received a performance level of red in ELA (Very Low 124.8 points below level 3)

Socioeconomically disadvantaged received a performance level of orange in ELA (Low 53.7 points below level 3)

All school received a performance level of orange in ELA (Low 52.7 points below level 3)

EL students received a performance level of red in Math (Very Low 137.1 points below level 3)

Socioeconomically disadvantaged received a performance level of red in Math (Very Low 102.5 points below level 3)

All school received a performance level of red in Math (Very Low 102 points below level 3) Students with Disabilities, Foster Youth do not enough in the group to have a percentage reflecting the growth. Based on the above data sets, all students including subgroups need additional support and targeted instruction. Some steps that Prepa Tec is taking to address these needs include: professional development sessions that focus on literacy, IB planning, assessment, and standards instruction.

PTLAMS will identify students of need early and increase opportunity for Intervention classes throughout the normal school day as well as before and after school and on Saturdays.

Student assessment on previous year standards will help to develop rosters for intervention classes in the first two weeks of school.

Ongoing formative assessments will help to identify growth and ascertain any further need for intervention throughout each quarter.

Student with disabilities will be offered greater access to accommodations in classroom settings to allow for greater familiarity and understanding of purpose to the accommodation tools in the SBAC continuum. IEPs will be closely monitored by the Case Managers to ascertain that accommodations and any modifications are taking place in classrooms on a consistent basis and ongoing teacher training will be revisited quarterly.

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.

Staff and Family Education.

Personal Protective Equipment: Face coverings (masks and, where appropriate, face shields) to ensure that students, staff, and family entering schools sites and staff working in the community are minimizing the spread of respiratory droplets while on campus. Increased supplies of soap and hand sanitizer that is greater than 70% alcohol.

Thermometers to screen student temperature and additional supplies to respond to students who display any signs of illness.

Disinfecting Materials: Additional materials to support effective, routine disinfection of high-touch surfaces such as spray bottles, disinfectant, paper towels, gloves, goggles, and masks.

Signage, Posters, and Floor Decals: Visual cues throughout school sites to maximize social distancing. Cues will help to direct traffic flow, minimize interactions between families, and identify specific entry/exit points. Visuals will also reinforce face covering and hand washing protocols

Custodians/Plant Managers: Maintain staffing at sites so that, in addition to standard maintenance and cleaning, facilities are routinely disinfected in high-touch areas.

HVAC filters: Sites will replace HVAC filters as needed per year as recommended rather than once a year as has been past practice.

Plexiglass to provide barriers when close contact is likely and does not allow for physical distancing of 6 feet such as the front desk.

Individual Supplies: Additional supplies to limit the number of individuals using shared objects.

Handwashing Stations: Additional handwashing stations for locations where sink access is insufficient.

Weekly professional development sessions that cover the topics of but not limited to; Technology Applications, English Language Development, Special Education, Differentiation, Social Emotional Learning, and Student Engagement.

Oversight training to support staff, students, and families.

The site will maintain a tiered academic intervention program and special education program for students needing strategic and intensive interventions, including English learners.

The site will identify, monitor, and provide additional support for EL students who are not making adequate progress towards reclassification.

Student and Staff members test weekly for Covid-19.

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

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

Introduction

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

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

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

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

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

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

Instructions

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

must, to the greatest extent practicable, use language that is understandable and accessible to parents.

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

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

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

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

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

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

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

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

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

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page

<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

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

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

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

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

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

California Department of Education
November 2021



Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Prepa Tec-LOS ANGELES	Cecilia Marquez Head of School	c.marquez@prepatec.org (323) 800-2739

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.

Prepa Tec Los Angeles Middle School serves 284 students. The composition of the students are 99% Latino, 1% Asian, 30% English Learners, 11% Students with disabilities, and 94.6% participated in the Federal Free and Reduced Lunch Program.

Prepa Tec is a school that models the lessons of the International Baccalaureate curriculum inclusiveness and recognition of a common humanity. With this model in mind, we seek to be a school that serves one and all that walk through our doors. We seek to serve a representation of the ethnically, culturally and socioeconomically diverse populations of Los Angeles County and the contiguous and adjacent Southeast cities of South Gate, Walnut Park, Huntington Park, and Cudahy.

Community Demographic Profile
 The target community from where our students will come from is bounded by the City of Cudahy in the East; unincorporated Walnut Park in the North; and the South and West portions of the City of South Gate. While this target community has many municipal jurisdictions, it is essentially and demographically the same community.

While the majority of our students will come from the City of South Gate, the demographic profile is similar to the surrounding cities from where a portion of our students will come to our school. South Gate is a city that is predominantly Latino/Hispanic at 94% as compared to the California average of 37%, according to the 2010 Census. Other large ethnic or racial groups include Whites at 4.5% and Asians at approximately 1% with a smaller mix of other ethnic or racial groups.

While the community is predominantly Latino/Hispanic, it is also a very young community with the largest demographic age group being the 18-year-old and under age group. This group comprises 32% of the total population in the City of South Gate as compared to the rest of California at 25%.

Within our target group for our school, we will receive an average of 33% already in poverty in the 18-year-old and under category as opposed to the California average of 19.6%, according to Citydata.com and the U.S. Census. Moreover, near half of our students' parents will be in the poverty category and will have very little educational attainment. The majority of our parents will have a less-than-9th-grade education, at 36%, as compared to the California average of 11% (table below). Only 4.6% will have obtained a college degree as compared to the average for California at 18.8%.

We will also see an average number of monolingual Spanish speakers coming to our door entering in sixth grade given the high percentage of Spanish as the language spoken at home at 86.8% with English at 12% as the primary language spoken at home.

In terms of crime, according to the California Office of the Attorney General, the City of Los Angeles had 317 violent crimes per one hundred thousand people in 2005. South Gate had 527 violent crimes in 2005 for a small city of 98 thousand people. Other surrounding cities with similar population numbers included Huntington Park with 577 violent crimes in 2005, as well as Inglewood with 1057 and South Pasadena with 42 violent crimes. Overall, by comparison, the City of South Gate would be considered a moderately violent city from where our students will attend.

Additionally, according to the 2020 U.S. Census information, major indicators for the Walnut Park community include a medium household income below county and state averages, yet slightly higher than its neighbor city to the North, Huntington Park; In terms of age, South Gate is a very young city. It has a higher percentage of "Persons Under-5 years" than the average for the county and for the state, which equals to a total of 9,794 persons. Yet, compared to its neighbor Huntington Park (6,380 persons), it has a slightly lower percentage of "Persons Under-5 year" olds. There may be a correlation for South Gate's neighbor city having a larger "Under-5" population percentage given the larger foreign born population, although, South Gate also has a significantly larger than average number of "Foreign Born" persons than the county and state averages; In terms of transiency, South Gate is a community that on average is significantly on par with the county and the state. Almost half of South Gate's population have stayed in South Gate for five or more years; In terms of education, the percentage of the population in South Gate with a bachelor's degree or higher is significantly below county and state averages. Also, educational attainment as measured by high school graduation levels are at 50%, according to LAUSD/UCLA study; In terms of size of households, South Gate has a significantly larger average number of persons per households, many under five years old and the vast majority, 91.3% speaking Spanish as their primary language spoken at home.

In sum, the community from which we will draw our students is a city with relatively moderate poverty, largely Latino/Hispanic, with a large number of young people, a population with low percentage of formal educational attainment and with a moderate violent crime index.

Vision: Prepa Tec Los Angeles Middle School 's (PTLAMS) vision is to create a center for higher learning in Southeast Los Angeles where students learn to exceed expectations, to be self-aware and aware of others, to be responsible, inquisitive, prepared, passionate, inspired, engaged, independent, and love to have fun. PTLAMS is applying the International Baccalaureate philosophy and methods to be a school where partnerships for continuous improvement between teachers, parents, community and students are authentic, and seek to prepare each student in grades 6 through 8 for the challenges of the 21st century. PTLAMS strives to be a model school of life-long learning, through the International Baccalaureate Middle Years (IBMYP), in the United States. We will create a dynamic environment where all staff cultivate, model, nurture, and promote our organizational values of real-world learning and application, servant leadership, inclusiveness, discovery, continuous improvement and accountability.

Mission and Goals PTLAMS' mission is to provide a world-class education to every student through an inquiry and investigation school model that will prepare students to meet the challenges of a global 21st century.

The four pillars of student achievement: Standards Based Instruction, High Academic Achievement, Community Participation, and Positive Student Character Development.

What is International Baccalaureate education? According to ibo.org: In 1968 the first programme offered by the IB, the Diploma Programme, was established. It sought to provide a challenging yet balanced education that would facilitate geographic and cultural mobility by providing an internationally recognized university entrance qualification that would also serve the deeper purpose of promoting intercultural understanding and respect. With the introduction of the Middle Years Programme in 1994 and the Primary Years Programme in 1997, the IB identified a continuum of international education for students aged 3 to 19. The introduction of the IB Career-related Programme in 2012 enriched this continuum by providing a choice of international education pathways for 16 to 19 year old students. Each of the IB programmes reflects a central desire to provide an education that enables students to make sense of the complexities of the world around them, as well as equipping them with the skills and dispositions needed for taking responsible action for the future. They provide an education that crosses disciplinary, cultural, national and geographical boundaries, and that champions critical engagement, stimulating ideas and effective relationships. These aspirations are summed up in our ambitious mission: The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

IB learners are:

*encouraged to think critically and solve complex problems

*drive their own learning

- *a core part in educational programmes that can lead them to some of the highest-ranking universities around the world
- *more culturally aware through the development of a second language
- *able to engage with people in an increasingly globalized, rapidly changing world.

Why the IB is Different? IB schools strive to develop students who will build a better world through intercultural understanding and respect.

The IB's programs are different from other curricula because they:

- * encourages students of all ages to think critically and challenge assumptions
- * develop independently of government and national systems, incorporating quality practice from research and our global community of schools
- * encourages students of all ages to consider both local and global contexts
- * develop multilingual students.

Benefits for Students

Students at International Baccalaureate® (IB) World Schools are given a unique education.

They will:

- * be encouraged to think independently and drive their own learning
- * take part in programs of education that can lead them to some of the highest-ranking universities around the world
- * become more culturally aware, through the development of a second language
- * be able to engage with people in an increasingly globalized, rapidly changing world

Reflections: Successes

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

Coivd-19 affected many communities, especially the hispanic community of Walnut Park. Many of our families were displaced, lost a family member, or suffered social and emotional anxiety. Despite these setbacks, we were able to maintain 89% attendance during the 2021-2022 school year. Although school attendance is a predictor of student outcomes, our NWEA data demonstrates growth in both English Language Arts, Mathematics, and Science across all grade levels. We accredit this increase due to a collaborative effort of our fully credentialed teachers and administration.

To support the needs of our English Learners, PTLAMS has provided professional development, staff support in ELA and Mathematics and instructional material for ELA enrichment. Additionally, students were identified based on their English Learner, Low Income, or Foster Youth and were placed into specific cohorts that provided teaching support in specific areas of need. NWEA RIT scores increase by three points between testing sessions, however, PTLAMS surpassed the 3 point increase in all grade levels in ELA, Mathematics, and Science. One can attribute this increase to the academic support provided to all students. In addition, the Expanded Learning Program provides opportunities to students to participate in academic clubs directed by the teaching staff. We have also hired reading intervention teachers to address the needs of students who are performing below grade level.

There has been a focus on Positive Behavior Intervention Supports which has resulted in a significant decrease in student suspensions. Restorative Justice practices have empowered our students to resolve conflicts and assist them in their social emotional well-being which is critical in building a positive climate at PTLAMS.

The challenges faced by our teachers and students were multi-dimensional and disruptive to learning and mental health. However, Prepa Tec Los Angeles was able to demonstrate growth in both ELA and Mathematics. One of the steps that we have taken to improve student achievement was to make all data transparent; which has allowed all teachers to know the data of every student. Teachers in all subject areas have worked closely with the ELA and Math departments to identify standards that have been met and standards that still need to be addressed. Planning meetings have been held to support all teachers with strategies to support students.

Another part of the strategic plan for increasing student performance is a Literacy Design and a Math Design course. These courses incorporate specific ELA and Math standards, key targets for ELA and Mathematics standards in real-world context. The continuous focus on collaborative planning among these teachers allows for them to discuss student needs and strategies to meet them. The instructional aides in mathematics and ELA classes have also facilitated instruction to large groups, sometimes to small groups, and sometimes to one on one, depending on what skill the students need to work on.

Data was also communicated to parents during a weekly, "Coffee with the Principal."

Finally, team building activities, reflective discussion about instruction assist in building a sense of community and expand the sense of being transparent, consequently helping our students meet standards. The school's instructional leadership team meets on a weekly basis to discuss student data, progress, strategies, curriculum, program implementation, and the whole child needs to address social emotional learning. The meetings take place with teacher members who are from each subject and grade level to represent the teacher groups along side the assistant principal and principal.

Prepa Tec Middle School demonstrated growth in English Language Arts and Mathematics as demonstrated in the published report from MAP- NWEA.

There has been an increased focus for all subgroups at Prepa Tec. Professional Development has been provided to teachers to support the specific sub-groups with level Tier 2 and 3 supports as needed. The school wide behavior plan in which we are implementing PBIS strategies has proven to benefit not only our subgroups, but all students. The use of Thinking Maps has demonstrated gains in all subgroups. There has been evidence that since we began to use “Thinking Maps” students have been able to think their way through new information and process ideas. They have helped our students to engage in the complex thinking required for academic tasks.

We continue to support ELD instruction each day. EL students in levels 1 and 2 receive 30 minutes of Designated EL instruction using the Milestone Curriculum. In addition, teachers implement integrated ELD instruction into all contents throughout the day. Teachers utilize strategies that promote thinking, speaking, reading, and writing. For example, Thinking Maps are utilized to organize thinking. Speaking in complete sentences using academic language is supported and enforced.

SPED meetings are conducted weekly to collaborate and discuss all students' needs.

Although Prepa Tec had 94% participation during the NWEA testing, we were able to reach resulted in 100% participation for the 2021-2022 CAASPP participation.

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.

NWEA, verifiable data, identified several areas of need:

71% of students are not meeting ELA standards based on the latest NWEA scores.

35% of the 71% are ELs and 12% are SPED:

49% are EL students who have yet to be reclassified

38% of the 49% are both EL and Students with Special Needs

100% of the SWD are eligible under specific learning disability within the auditory processing disorder

17% are students with disabilities

Our goal is to increase student performance and minimize the gaps found with our student subgroups. We will be adding a reading intervention teacher, adopting a new reading curriculum that will address student needs, extended learning time before and after school, purchase leveled libraries to give students more access to reading material, and create an advisory class that will focus on reading strategies that will help students based on their student assessment outcomes. These students will be monitored by their advisory teacher throughout the year and report student progress.

80% of students are not meeting Math standards based on the latest NWEA scores.
31% of the 80% are ELs and 11% are SPED

Our goal is to increase student performance and minimize the gaps found with our student subgroups. We will be adding a math intervention teacher, extended learning time before and after school, purchasing manipulatives to give students more access to conceptualizing math concepts.

Prepa Tec's participation rate for both Reading and Math NWEA was 94%, unfortunately not meeting the 95% criteria. Therefore, after identifying the contextual factors that impacted assessment participation it was determined that the root cause of not meeting the 95% participation was attributed to absenteeism caused by the COVID-19 pandemic.

A plan has been developed to increase students participation:

- *Flexibility to extend the testing window

- *Communication reaching internal and external partners

- *Communicating the testing purpose and importance clearly and addressing partner questions and concerns about testing, In turn, addressing partners' questions and clarifying the value of testing can encourage student participation.

- *Hold a parent night to communicate the importance of the test

- *Provide incentives for participation

Data that did not demonstrate growth was only found in ELA 8th grade. This is mainly attributed to a novice teacher and the use of substitute teachers. The new teacher to the profession is grappling with the steep learning curve associated with the first year in the classroom as well as the additional context of the Middle Years Programme framework (i.e. classroom management, planning, learning specific grade level standards and learning strategies, IB Programme).

We currently have 5 substitute teachers due to the shortage of educators in California. The use of substitute teachers has been detrimental to student learning.

LCAP Highlights

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

PTLAMS has a commitment to the fidelity to implementation of the Instructional Design-Educational Philosophy is key: PTLAMS' educational philosophy provides a rigorous learning environment that enables students to become self-motivated, competent, life-long learners, but also provide a learning experience where students learn to be world citizens and guardians of the planet. Among strategies used are Direct Explicit Instruction, CCSS and NEXTGeneration standards-based sequential curriculum driven by the IB program. Instruction is inquiry and

investigation-based in a holistic learning environment that provides students with multiple learning opportunities. Students experience an inspirational learning environment with rigorous academic standards enriched with higher-level questioning and global mindedness.

Prepa Tec Los Angeles Middle is continuously working toward excellence and improvement from the moment that the charter is approved through the next renewal cycle. The mission and vision of the school is clearly stated in the charter petition. Ultimately, we prepare citizen-scholars to become California's future leaders and innovators who will serve their communities. This coordinated vision was developed collaboratively with our board members, administrators, parents, teachers, and students. Our LCAP mirrors our charter petition and it provides a pathway to our future. Prepa Tec Los Angeles Middle looks at the needs of students with a parents' eyes. As parents, we have hopes and dreams for our children. Our school is focused on supporting families to help their children succeed in life by ensuring access to a high quality rigorous education and by providing a positive school culture and environment in a public school setting. Children are the focus of our families, and therefore are the primary focus of our school. Families are the building block of a community. By lifting families, we can build strong communities. Our charter petition plan provides an easy transition to the Local Control Funding Formula (LCFF) and the Local Control Accountability Plan (LCAP).

Prepa Tec will apply the best of research-proven strategies to provide a rich and rigorous academic program that gives all students the chance to be successful.

Learning best occurs in a collaborative environment. Research has shown that school success is dependent upon collaboration and goals (Schmoker, 1996). Collaboration among teachers, between students and teachers, between parents and teachers and administration and community is necessary for a successful school. Alta Public Schools has brought all three campuses together for professional development to collaborate. Such topics have included IB Policies, Teacher Evaluation, LCAP, and Instructional Practices.

Learning best occurs in a climate where there are measurable goals. This "beginning with the end in mind" requires a standards-based system that gives direction to academic programs and is designed to ensure proficiency for students. The assessment of student's progress is based on multiple measurement tools looking at the many facets of the learners. Prepa Tec started to implement NWEA as a benchmark indicator. Students were given Fall and Winter assessments and teachers analyzed their results to modify instruction. Teachers also identified "bubble" students where extra attention could move them to the next band.

Prepa Tec Los Angeles has also Level 1 training for Positive Behavioral Interventions & Supports (PBIS). A team of teachers and administration have been attending at Los Angeles County of Education throughout the school year. Currently, Prepa Tec Los Angeles has developed the behavior matrix of expected student behaviors throughout the campus. By the start of 2019-2020, rewards systems, the development of how to collect data, and classroom behavior alignments will be in place.

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.

Prepa Tec Middle School for the 2019-2020 school year indicate under the eligibility of performing red and orange indicators.

Support for Identified Schools

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

The LEA conducted a needs assessment with educational partners from the organization. Student performance was the reason why PTLAMS qualified for CSI, the data that was examined was from the California Schools Dashboard around proficiencies in ELA and Math. The data was concerned from the whole group to subgroups which included foster youth, Special Needs, ethnicity, poverty status, and English Learner (EL) status. The school site leadership team along with the site's School Site Council (SSC) and parents through parent meetings determined major themes causing the lower performance and recommended pathways for improvement.

Using the California Department of Education's website containing Evidence Based Interventions, the Leadership Team, consisting of teachers, parents, and students determined the best strategy to assist in. Educational Partners did consider other interventions to address the issue, however, the team felt this was still the direction to go to support the increasing outcomes.

The LEA team considered several factors that were identified as possible reasons for PTLAMS' low student performance. We first looked at attendance records and grades for correlations and to embed monthly award assemblies and PBIS strategies. Students with mental health concerns were offered counseling services through Pacific Clinics. Professional development for our teachers regarding the implementation of an engaging standards based curriculum, additional offerings for expanded learning, and targeted intervention supports were considered when looking at what has been provided in the past. The need to increase student achievement is high, and the LEA believes that teacher training is needed to build teacher efficacy, knowledge, and capacity will be best use of funds to meet the needs of PTLAMS' students.

We also looked at formative assessments, diagnostic assessments, summative assessment tools and site-based tools that were being utilized to support the identification of specific, targeted student learning needs. All students at Prepa Tec Los Angeles were administered the NWEA assessment and to measures students' reading and math levels. Reading is a critical skill in all content areas and by identifying student reading levels the LEA will be able to support the work of teachers in all grade levels and subjects and allow for identification of students who need more intensive support. Formative math assessments are being used to assess learning loss and student instructional needs. Site math assessments focus on small chunks of learning before units of study and identify content knowledge and skills with which students might struggle during the unit. Teacher teams are working collaboratively with these formative math assessments to measure students' learning levels and use them to drive decision-making about instruction.

1. The needs analysis identified four areas of critical academic growth:

- a. Improve writing schoolwide
 - b. Improve numeracy schoolwide
 - c. Implement a strong program of assessment and accountability through the Literacy/Writing Data Teams Process
 - d. Increase parent/family involvement by creating a system of communication between the school and the home
2. Professional learning, ILT, provide interventions both during school day and in after school, Instructional Aides in Mathematics and English Language Arts, continuous data analysis
 3. The IB Middle Years Program supports standards and improvements to reading, writing, and mathematics by promoting a student centered approach based on inquiry, action, and reflection.

Based on the data analysis, the inequities that were identified were sufficient time and personale. Due to the pandemic students did not have the opportunity to receive the same amount of instruction if they would have received in person instruction. The ELL and Special Needs population were especially affected by lack of resources since much of the instruction was virtual and textbooks and other resources were not available.

Two intervention teaching positions were created to assist in mathematics and reading, an English Language Development teacher to specifically address the needs of ELL and LTEL students. Advisories with small group instruction were also created to address student specific needs for reading based on the NWEA results.

Monitoring and Evaluating Effectiveness

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

Prepa Tec Los Angeles will monitor and evaluate the implementation and effectiveness of CSI plans collaboratively through the PLC model.
 Teachers will meet frequently (two to four times a month)
 Utilize data to perform root cause analyses to identify focuses
 Utilize tools to develop action plans to address the root cause and to articulate and ensure accountability
 Sharing progress and findings
 Frequently analyzing and adjusting action plans and consulting data to gauge success
 Bi-annual Survey, "Voice of the School Report Card"

Engaging Educational Partners

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

Educational Partners consisted of parents, teachers, principal, administrators, and other school personnel were represented in meetings held throughout the year, such as in the School Site Council, English Learner Advisory Committee, Superintendent's Council, Town Hall Meetings, Coffee with the Principal, and staff meetings. All representation of stakeholders participated in group discussions, and review of the budget process and data collection. A parent survey was distributed in English and Spanish in order to gather input for programs and services within the LCAP. Members on these committees were encouraged to engage in the LCAP process during stakeholder meetings including School Site Council (SSC), English Learner Advisory Committees (ELACs), among other forums, to ensure that feedback and input shared during Prepa Tec's meeting was inclusive of Prepa Tec's feedback. The LCAP survey was administered in preparation for completing the LCAP last year and again this year as it was important to gather current input for stakeholders due to changes in the environment due to COVID-19. Information was gathered from teachers, staff, administrators, principal, parents, and the community and analyzed for trends. Purposeful engagement with stakeholders was an ongoing process and meetings were held throughout the year. A main focus of meetings was to solicit information and identify trends and priorities as a result of analyzing feedback from stakeholders, goals, actions, and local and state data. The Superintendent engaged staff, parents, and students, with revisiting Prepa Tec's mission, vision, and values through a variety of methods including stakeholder meetings, staff meetings, student focus groups, and family events. Input received while revisiting the mission, vision, and values informed the LCAP development focus. The School Board is also engaged and informed of the ongoing LCAP process. The Superintendent presented the draft LCAP to District stakeholder groups: English Learner Advisory Committee (ELAC), including and included the special education local plan area administrator (SELPA). The feedback and questions from stakeholders about the LCAP draft were answered verbally and in writing by the Superintendent. The written response was posted to the district website.

A summary of the feedback provided by specific educational partners.

Educational Partners' input and commentary received during the LCAP review process assisted in the development of identified needs, goals, and actions for the LCAP. The process for identifying LCAP priorities involved targeted meetings with stakeholder groups reviewing local and state data and outcomes of metrics to solicit ideas and trends based on the data analysis. Priorities identified by stakeholder groups included, but are not limited to:

- Continued support for data analysis and Professional Learning Community (PLC) implementation at Prepa Tec
- Increase academic interventions and support for English learners and at-risk students with instructional specialists
- Maintain support for math and English Language Arts instruction and technology integration with teachers on special assignment
- Increase counseling support for students and continue to develop Positive Behavior Interventions and Supports (PBIS), restorative practices, and social emotional wellness
- Maintain parent workshops and educational opportunities
- Increase methods of parent communication

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

Part of Prepa Tec Los Angeles stakeholder group meetings include opportunities for the members to discuss and propose actions or modify actions to provide input based on discussion and analysis of data. The following areas of but not limited to the LCAP were influenced during development of the 2021 LCAP:

Goal 1: Implement Conditions for Learning to Include Appropriate Teacher Assignment, Sufficient Instructional Materials, Facilities in Good Repair, Implementation of State Standards, and Broad Course of Study.

The site will provide appropriate instructional materials in order for students to receive access to Common Core State Standards (CCSS) in English Language Arts (ELA) and Mathematics (M), English Language Development (ELD), Next Generation Science Standards (NGSS), History-Social Science (HSS), Physical Education (PE), Visual and Performing Arts (VAPA), and World Language (WL). Training on standards implementation will be embedded into professional development throughout the school year.

Teachers will provide ELD instruction 30 minutes daily to English learners that focuses on the explicit teaching of English syntax, grammar, vocabulary, and text structures correlated to CCSS. The site will maintain curricular materials to support the development of literacy. NWEA cost \$8,000 and percent of the day related to teacher collaboration times salary and fringe of all teachers.

The site will plan for additional staff development outside regular school hours regarding many topics, including CCSS, ELD, IB-MYP, literacy intervention, and data driven instruction. Progress will be monitored toward student mastery as teachers, IB Coordinator, site administration. Professional development sessions build skills and collaboration with fellow educators. Training on standards implementation will be embedded into professional development sessions throughout the year

Goal 2: Increase pupil outcomes for all statewide assessment; SBAC, ELPAC, and EL Reclassification as measured by State-wide and International Baccalaureate assessments.

The site will identify, monitor, review, and provide additional support for EL students who are not making adequate progress towards reclassification and are considered to be ELs or LTELs to implement a master plan and teachers will utilize adopted curricular resources and materials for all state content standards, including CCSS ELA and Math.

Goal 3: Ensure parent involvement, pupil engagement, and a positive school climate are occurring.

Sites will utilize intervention resources including administration, community counseling services, intervention specialists to provide Positive Behavioral Intervention and Supports to address student behavioral needs.

Goals and Actions

Goal

Goal #	Description
1	Implement Conditions for Learning to Include Appropriate Teacher Assignment, Sufficient Instructional Materials, Facilities in Good Repair, Implementation of State Standards, and Broad Course of Study.

An explanation of why the LEA has developed this goal.

Prepa Tec Los Angeles determine annually through a review of personnel data the percentage of fully credentialed and appropriately assigned teachers. Annual review of faculty and staff through Department of Justice and TB clearance. The site will maintain partnerships with individuals and organizations to provide services for foster youth students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Appropriately assigned and fully credentialed teachers	100%	100%			100%
Student have access to standards aligned instructional materials	100%	100%			100%
Facilities are in good repair	100%	100%			100%
California Teacher Induction Program	100%	100%			100%
Implementation of the academic content and performance standards	100%	100%			100%
Course Access: Students have access	100%	100%			100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
and are enrolled in a broad course of study (i.e. social science, science, health, PE, VAPA, world language)					

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Appropriate Teacher Assignment and Academics	<p>Prepa Tec Los Angeles determine annually through a review of personnel data the percentage of fully credentialed and appropriately assigned teachers. Annual review of faculty and staff through Department of Justice and TB clearance. (5% of HR director and HR assistant salary expense.)</p> <p>The site will maintain partnerships with individuals and organizations to provide services for foster youth students. (\$0)</p>	\$8,824.00	Yes
1.2	Student have access to standards aligned instructional materials	<p>The site will provide appropriate instructional materials in order for students to receive access to Common Core State Standards (CCSS) in English Language Arts (ELA) and Mathematics (M), English Language Development (ELD), Next Generation Science Standards (NGSS), History-Social Science (HSS), Physical Education (PE), Visual and Performing Arts (VAPA), and World Language (WL). Training on standards implementation will will be embedded into professional development throughout the school year. A new ELA curriculum will be purchased to increase student performance for the amount of \$26,916.20.</p> <p>Teachers will provide ELD instruction 30 minutes daily to English learners that focuses on the explicit teaching of English syntax, grammar, vocabulary, and text structures correlated to CCSS. The site</p>	\$120,872.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>will maintain curricular materials to support the development of literacy. NWEA cost \$8,000 and percent of the day related to teacher collaboration times salary and fringe of all teachers.</p> <p>The site will plan for additional staff development outside regular school hours regarding many topics, including CCSS, ELD, IB-MYP, literacy intervention, and data driven instruction. Progress will be monitored toward student mastery as teachers, IB Coordinator, site administration. Professional development sessions build skills and collaboration with fellow educators. Training on standards implementation will be embedded into professional development sessions throughout the year. Fringe \$22,000</p>		
1.3	Maintain Facilities in Good Conditions	The site is maintained in good working order and repairs are conducted in a timely manner. Salaries of custodial staff, cleaning costs, and repairs \$128,000	\$69,624.00	Yes
1.4	21st Century Preparadness	Site will maintain student and staff access to up to date 1:1 technology devices. Site will maintain current level of access to Internet connected devices and provide additional access to account for growth. 100% of IT Tech Salary (1 staff) and Fringe: \$10,336	\$161,303.00	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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Goals and Actions

Goal

Goal #	Description
2	Increase pupil outcomes for all statewide assessment; SBAC, ELPAC, and EL Reclassification as measured by State-wide and International Baccalaureate assessments.

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
Reclassification Rate for ELs	20%	N/A			30%
SBAC Assessments	English Language Arts: 4.08% Stdrd. Exceeded 24.94% Stdrd. Met 29.98% Stdrd. Nearly Met 41% Stdard. Not Met Math: 3.12% Stdrd. Exceeded 11.03% Stdrd. Met 27.01% Stdrd. Nearly Met 58.75% Stdard. Not Met	English Language Arts: Stdrd. Exceeded - N/A Stdrd. Met - N/A Stdrd. Nearly Met - N/A Stdard. Not Met - N/A Math: Stdrd. Exceeded - N/A Stdrd. Met - N/A Stdrd. Nearly Met - N/A Stdard. Not Met - N/A			English Language Arts: 10% Stdrd. Exceeded 45% Stdrd. Met 25% Stdrd. Nearly Met 20% Stdard. Not Met Math: 10% Stdrd. Exceeded 20% Stdrd. Met 20% Stdrd. Nearly Met 50% Stdard. Not Met

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Progress of ELs toward English Proficiency	20% Reclassification	N/A			30%
NWEA	<p>English Language Arts: 1.74% Stdrd. Exceeded 17.36% Stdrd. Met 37.50% Stdrd. Nearly Met 43.40% Stdrd. Not Met</p> <p>Mathematics: 0% Stdrd. Exceeded 5.73% Stdrd. Met 25.57% Stdrd. Nearly Met 66.79% Stdrd. Not Met</p>	<p>English Language Arts: Stdrd. Exceeded - N/A Stdrd. Met - N/A Stdrd. Nearly Met - N/A Stdrd. Not Met - N/A</p> <p>Mathematics: Stdrd. Exceeded - N/A Stdrd. Met - N/A Stdrd. Nearly Met - N/A Stdrd. Not Met -N/A</p>			<p>English Language Arts: 10% Stdrd. Exceeded 25% Stdrd. Met 25% Stdrd. Nearly Met 40% Stdrd. Not Met</p> <p>Mathematics: 5% Stdrd. Exceeded 10% Stdrd. Met 25% Stdrd. Nearly Met 60% Stdrd. Not Met</p>

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Academic Intervention in ELA and Mathematics	The site will maintain class size targets as reported in the approved charter petition to focus on addressing the needs students budgeted at \$0 and maintain a tiered academic intervention program and special education program for all students needing strategic, targeted and/or intensive interventions, including English Learners.	\$400,265.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Student Achievement Monitoring Data System	The site will support and monitor student achievement on internal and external International Baccalaureate assessments, rubrics and evaluative feedback. 80% of the MYP Coordinator Position Salary, 5% of Principal, 5% Assistant Principal, and 5% teachers.	\$323,734.00	Yes
2.3	English Learners Monitoring & Master Plan	The site will identify, monitor, review, and provide additional support for EL students who are not making adequate progress towards reclassification and are considered to be ELs or LTELs to implement a master plan and teachers will utilize adopted curricular resources and materials for all state content standards, including CCSS ELA and Math.	\$352,901.00	Yes
2.4	Extended School Year & Summer School	Site will plan for and expand opportunities for extended school year services on non-traditional school days (e.g. targeted summer school and Saturday Events)	\$32,392.00	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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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	Ensure parent involvement, pupil engagement, and a positive school climate are occurring.

An explanation of why the LEA has developed this goal.

Site will train staff and implement level 1 of a positive behavior program that provides alternatives to suspension for the site and provide timely interventions when students reach the threshold for absenteeism and tardiness.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parental Participation	Maintain site level parent participation opportunities that include and not limited to: School Site Council, ELAC, Site Volunteers, Coffee with the Principal, Town Halls, Coffee with the Superintendent, Parent Education, Special Education, Student Led Conferences, Back to School Night. Parents/Guardians of Latinos, Foster Youth, Low Income were included in	10%			50%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	participation opportunities.				
Attendance >95%	95.5% Attendance	N/A			97%
Decrease of Chronic Absenteeism	100%	100%			100%
Suspension Rates < 3%	<6%	<2%			<2%
Expulsion Rates <2%	1%	<1%			<1%
School Surveys Response	30%	30%			50%
Middle School dropout rate	0%	0%			0%
Other local measures including surveys of pupils, parents, and teachers on the sense of safety and school connectedness	<70%	<65%			<50%

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Positive Behavior Intervention and Supports	Site will train staff and implement level 1 of a positive behavior program that provides alternatives to suspension for the site and provide timely interventions when students reach the threshold for absenteeism and tardiness.	\$65,004.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.2	Student Behavior and Mental Health Needs	Sites will utilize intervention resources including administration, community counseling services, intervention specialists to provide Positive Behavioral Intervention and Supports to address student behavioral needs.	\$12,670.00	Yes
3.3	Communication Systems	Site will maintain a plan that improves internal and external communication systems with the specific goal of creating open, two-way communication and increased involvement between, administration, staff, students, parents/guardians and the community.	\$17,100.00	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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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)

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
	0.00%	\$0.00	

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

Required Descriptions

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

Prepa Tec Los Angeles is providing an International Baccalaureate Program, a rigorous course of study in years 6 through 8. Our goal at Prepa Tec is to close the achievement gap for the underserved students, namely English Learners, foster, and low-income students. Prepa Tecs' English learners, foster youth, and low-income students are always considered in every instance or circumstance. Beginning with nearly every item purchased, each program instituted, and almost every new initiative that the school initiates, they are all done with this population in mind. For example, English learners, foster youth, and low-income students are considered for small group instruction that incorporates multimodal instruction, with frontloading of vocabulary and concepts to strengthen their connection to text and comprehension before other groups.

Low-income students, EL students, or other students identified as at-risk of potentially experiencing learning loss, received additional small group instruction and support via the intervention team throughout the school year and will continue to do so. By analyzing instructional planning reports for each student, students will continue to be grouped by ability level and focus skill in order to ensure that instruction is targeted to their specific growth goals. Instructional strategies and modalities of instruction during small groups are varied and determined by student learning preferences. These students receive and shall continue to receive counseling and behavioral support on an individual and ongoing basis.

Small group instruction, intervention services, free after-school tutoring services are provided for these students first and foremost. When offering summer school, English learners, foster, and low-income students were considered first when determining who would be eligible to participate. Low income students receive technology (e.g. chromebooks), school resources and other school-related materials, including school uniforms free of charge as needed. Teachers received professional development in differentiating teaching strategies for English Learners, in addition to addressing students social and emotional needs.

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

The students in need of academic, social, emotional, and other integrated student support come from data assessed will include grades, standardized test scores, attendance, discipline records, teacher interviews/recommendations, and student/family survey. For example, such formal data can come from NWEA, IB Summative Assessments, and weekly progress monitoring assessments. Informal observations made by the school and families will also be taken into consideration. Both formal and informal monitoring will take place on a regular and ongoing basis based on students' needs. Once all information is collated and reviewed, a determination is made in conjunction with the student, family, teachers and school staff to provide direct support services, strategic engagement in programs, activities and/or events that will support the needs of the student(s). Teachers will differentiate instruction based on findings.

School Leaders, staff and teachers review student data regularly to assess the student level impact of strategies/services as well as the overall effectiveness of such services on the student body as a whole. This process is ongoing until a collaborative determination is made that services will no longer be needed and/or require adjustments to meet the changing needs of students and families. Positive Behavior Intervention Supports and Restorative Practices will be offered to students to facilitate communication and understanding of challenges. Parents will be provided health and wellness workshops to assist them in addressing family needs, along with connecting families to community resources.

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.

In order to increase student performance,

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		
Staff-to-student ratio of certificated staff providing direct services to students		

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$901,958.00			\$662,731.00	\$1,564,689.00	\$1,487,389.00	\$77,300.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Appropriate Teacher Assignment and Academics	English Learners Foster Youth Low Income	\$8,824.00				\$8,824.00
1	1.2	Student have access to standards aligned instructional materials	English Learners Foster Youth Low Income	\$120,872.00				\$120,872.00
1	1.3	Maintain Facilities in Good Conditions	English Learners Foster Youth Low Income	\$69,624.00				\$69,624.00
1	1.4	21st Century Readiness	English Learners Foster Youth Low Income	\$161,303.00				\$161,303.00
2	2.1	Academic Intervention in ELA and Mathematics	English Learners Foster Youth Low Income				\$400,265.00	\$400,265.00
2	2.2	Student Achievement Monitoring Data System	English Learners Foster Youth Low Income	\$61,268.00			\$262,466.00	\$323,734.00
2	2.3	English Learners Monitoring & Master Plan	English Learners Foster Youth Low Income	\$352,901.00				\$352,901.00
2	2.4	Extended School Year & Summer School	English Learners Foster Youth Low Income	\$32,392.00				\$32,392.00
3	3.1	Positive Behavior Intervention and Supports	English Learners Foster Youth Low Income	\$65,004.00				\$65,004.00
3	3.2	Student Behavior and Mental Health Needs	English Learners Foster Youth	\$12,670.00				\$12,670.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income					
3	3.3	Communication Systems	English Learners Foster Youth Low Income	\$17,100.00				\$17,100.00

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
			0.00%		\$901,958.00	0.00%	0.00 %	Total:	\$901,958.00
								LEA-wide Total:	\$901,958.00
								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	1.1	Appropriate Teacher Assignment and Academics	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 6-8	\$8,824.00	
1	1.2	Student have access to standards aligned instructional materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Prepa Tec Los Angeles 6-8	\$120,872.00	
1	1.3	Maintain Facilities in Good Conditions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Prepa Tec Los Angeles 6-8	\$69,624.00	
1	1.4	21st Century Preparadness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Prepa Tec Los Angeles 6-8	\$161,303.00	

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 (%)
2	2.1	Academic Intervention in ELA and Mathematics	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Prepa Tec Los Angeles 6-8		
2	2.2	Student Achievement Monitoring Data System	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Prepa Tec Los Angeles 6-8	\$61,268.00	
2	2.3	English Learners Monitoring & Master Plan	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Prepa Tec Los Angeles 6-8	\$352,901.00	
2	2.4	Extended School Year & Summer School	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Prepa Tec Los Angeles 6-8	\$32,392.00	
3	3.1	Positive Behavior Intervention and Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Prepa Tec Los Angeles 6-8	\$65,004.00	
3	3.2	Student Behavior and Mental Health Needs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Prepa Tec Los Angeles 6-8	\$12,670.00	
3	3.3	Communication Systems	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Prepa Tec Los Angeles 6-8	\$17,100.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$2,163,383.00	\$1,916,399.00

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	Appropriate Teacher Assignment and Academics	No	\$9,798.00	\$8,247
			Yes		
1	1.2	Students have access to standards aligned instructional materials	No	\$190,829.00	\$184,750
			Yes		
1	1.3	Maintain facilities in good condition.	No	\$132,518.00	\$86,222
			Yes		
1	1.4	21Century Preparedness	No	\$362,703.00	\$260,241
			Yes		
2	2.1	Intensive academic intervention	No	\$513,018.00	\$555,221
			Yes		
2	2.2	Student achievement monitoring data system	No	\$504,264.00	\$366,977
			Yes		

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	2.3	English learners monitoring and master plan	No Yes	\$376,501.00	\$316,901
2	2.4	Extended school year and summer school	No Yes	\$31,750.00	\$34,340
3	3.1	Positive Behavior Intervention and Support	No Yes	\$15,251.00	\$44,611
3	3.2	Student Behavior and Mental Needs	No Yes	\$19,751.00	\$41,836
3	3.3	Communications Systems	No Yes	\$7,000.00	\$17,053

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)
	\$1,473,180.00	\$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)
1	1.1	Appropriate Teacher Assignment and Academics	Yes	\$6,369.00			
1	1.2	Students have access to standards aligned instructional materials	Yes	\$126,839.00			
1	1.3	Maintain facilities in good condition.	Yes	\$89,567.00			
1	1.4	21Century Preparedness	Yes	\$282,692.00			
2	2.1	Intensive academic intervention	Yes	\$333,462.00			
2	2.2	Student achievement monitoring data system	Yes	\$330,199.00			
2	2.3	English learners monitoring and master plan	Yes	\$244,726.00			
2	2.4	Extended school year and summer school	Yes	\$28,000.00			
3	3.1	Positive Behavior Intervention and Support	Yes	\$9,913.00			
3	3.2	Student Behavior and Mental Needs	Yes	\$14,413.00			
3	3.3	Communications Systems	Yes	\$7,000.00			

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)
			0.00%	\$0.00	0.00%	0.00%	\$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

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

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

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

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

Data Entry Table

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

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