LCFF Budget Overview for Parents

LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: Renaissance Arts Academy
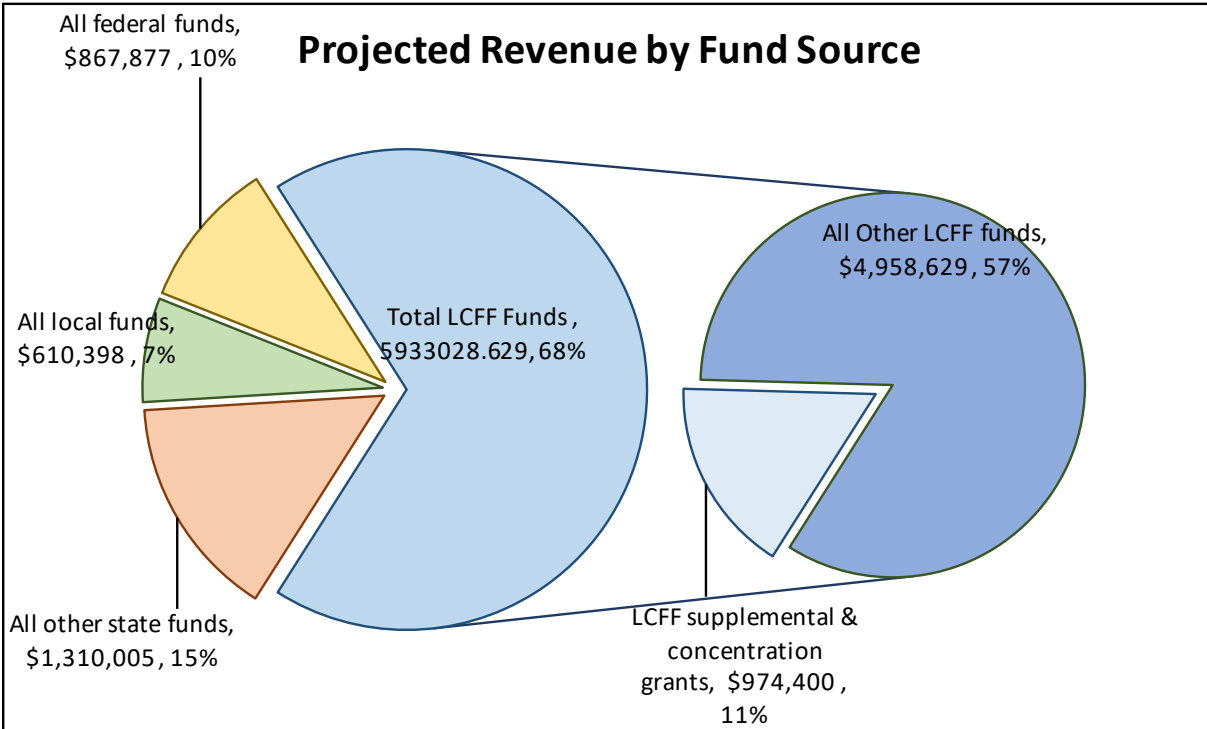
CDS Code: 19-64733-0101683

School Year: 2023-24

LEA contact information: Sidnie Gallegos, sidnie@renarts.org

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

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

All federal funds, $867,877 , 10%

All local funds, $610,398 , 7%

All other state funds, $1,310,005 , 15%

Total LCFF Funds , 5933028.629, 68%

All Other LCFF funds, $4,958,629 , 57%

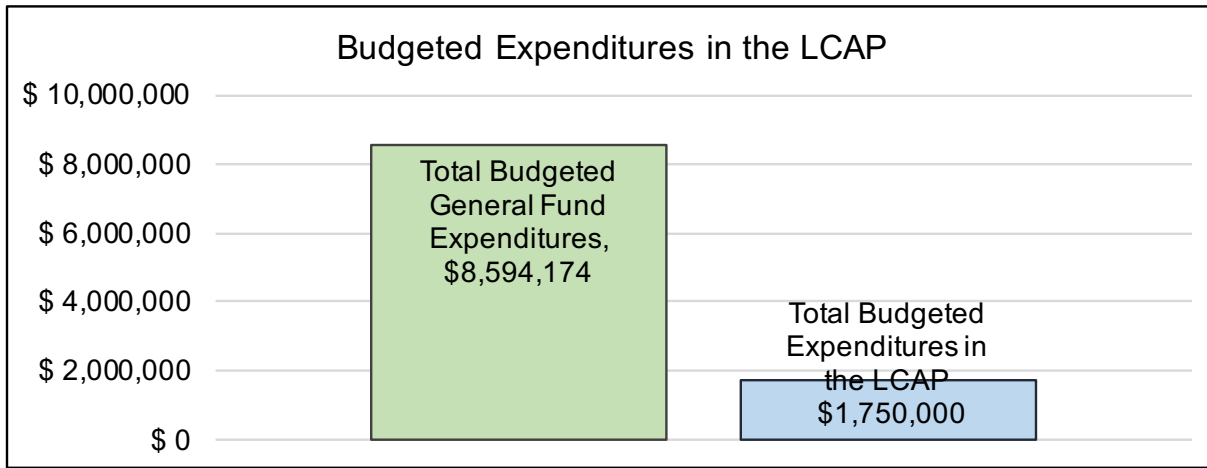LCFF supplemental & concentration grants, $974,400 , 11%

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

The text description for the above chart is as follows: The total revenue projected for Renaissance Arts Academy is $8,721,309.27, of which $5,933,028.63 is Local Control Funding Formula (LCFF), $1,310,005.45 is other state funds, $610,398.36 is local funds, and $867,876.83 is federal funds. Of the $5,933,028.63 in LCFF Funds, $974,400.08 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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.

LCFF Budget Overview for Parents

Budgeted Expenditures in the LCAP

$ 10,000,000

$ 8,000,000

Total Budgeted General Fund Expenditures, $8,594,174

$ 6,000,000

$ 4,000,000

Total Budgeted Expenditures in the LCAP $1,750,000

$ 2,000,000

$ 0

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

The text description of the above chart is as follows: Renaissance Arts Academy plans to spend $8,594,174.07 for the 2023-24 school year. Of that amount, $1,750,000.00 is tied to actions/services in the LCAP and $6,844,174.07 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
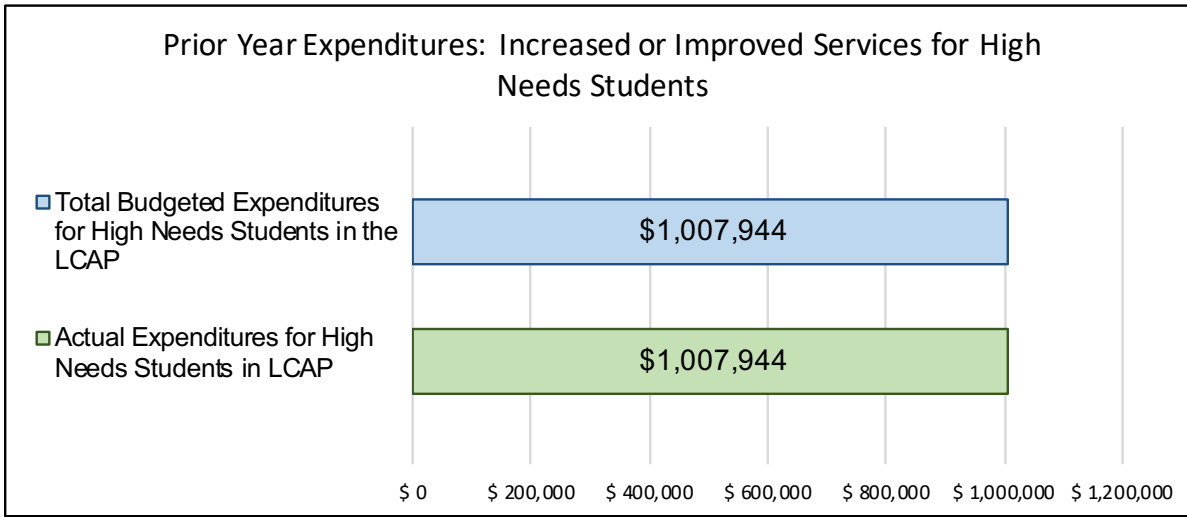
Office staff, administrative costs, and other operational costs

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

In 2023-24, Renaissance Arts Academy is projecting it will receive $974,400.08 based on the enrollment of foster youth, English learner, and low-income students. Renaissance Arts Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Renaissance Arts Academy plans to spend $1,750,000.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

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

☐ Total Budgeted Expenditures for High Needs Students in the LCAP	$1,007,944
☐ Actual Expenditures for High Needs Students in LCAP	$1,007,944

$ 0 $ 200,000 $ 400,000 $ 600,000 $ 800,000 $ 1,000,000 $ 1,200,000

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

The text description of the above chart is as follows: In 2022-23, Renaissance Arts Academy's LCAP budgeted $1,007,944.00 for planned actions to increase or improve services for high needs students. Renaissance Arts Academy actually spent $1,007,944.00 for actions to increase or improve services for high needs students in 2022-23.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Renaissance Arts Academy	Sidnie Gallegos Academic Director	Sidnie@renarts.org 323 259 5700

Plan Summary 2023/2024

General Information

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

RENAISSANCE ARTS ACADEMY, a California Public Benefit 501(c)(3) Corporation founded in 2002, successfully operates professionally guided instructional programs serving students in grades TK through and a mission-embedded conservatory program providing tuition-free performing arts training for all RenArts students. . RenArts has demonstrated success with all students including underserved groups, maintaining a 100% graduation rate, and 100% completion of A-G requirements. RenArts has had extraordinary success serving students who would otherwise experience high rates of school failure and would lack access to post-secondary study. RenArts community is comprised of 526 students in grades TK-12 with the following demographics: African American 7%, American Indian 1%, Asian 9%, Indian 0%, Filipino 4%, Hispanic 51%, Pacific Islander 0%, and White 29%. RenArts graduates are 62% economically disadvantaged; 70% under-represented minorities; 48% first-generation college; and 21% Special Education. We are pleased to report that 100% of RenArts' 2022 graduates were accepted to four-year universities.

Reflections: Successes

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

RenArts has achieved the following successes:

- 100% of teachers are fully credentialed and 0 teachers were misassigned

- 100% of students had sufficient access to standards-aligned instructional materials

- 100% of school facilities are appropriately maintained and in good repair

- 100% of state board adopted academic content and performance standards for all students are fully implemented and sustainable

- 100% of English learners had access the Common Core State Standards and the English Language Development standards for purposes of gaining academic content knowledge and English language proficiency

- 100% of parents had access to provide input in making decisions about their student at RenArts

- 100% of parents of low income, English learner, and foster youth students had access to provide input in making decisions including representation on the Title I committee

- 100% of parents of students with disabilities had access to provide input in making decisions about their student at RenArts

- 79% of students met or exceeded standard in ELA, placing RenArts' Distance from Standard in the 90th percentile among Elementary Schools, 97th percentile among Middle Schools, and 99th percentile among High Schools

- 76% of students met or exceeded standard in Math, placing RenArts' Distance from Standard in the 88th percentile among Elementary Schools, 99th percentile among Middle Schools, and the 99th percentile among High Schools

- 100% of graduates successfully completed the A-G courses that satisfy the requirements for entrance to the University of California and the California State University

- 100% of graduates successfully completed courses that satisfy the requirements for career technical education (CTE) sequences in programs of study that align with State Board of Education (SBE)-approved career technical education standards and frameworks

- 100% of graduates successfully coursework that satisfies both A-G requirements and a full CTE sequence

- 77% of English learners made progress progress toward English proficiency as measured by the English Language Proficiency Assessments for California

- 77% of English learners were reclassified

- Although RenArts does not administer AP exams, 100% of 2022 graduates were admitted to a CSU and 72% of graduates were admitted to a UC, statistics that put RenArts in the 99th percentile for both categories

- In addition, 87% of RenArts graduates attended college as measured by the CDE College Going Rate, placing RenArts' college-going rate in the 99th percentile of schools with graduates

- 96% of students demonstrated college preparedness in ELA as measured by EAP, placing RenArts as the 5th highest scoring school among all 2133 High Schools in California

- 81% of students demonstrated college preparedness in Math as measured by EAP, placing RenArts as the 11th highest scoring school among all 2133 High Schools in California

- 95% attendance rate

- 3.2% of students chronically absent, defined as "low" by CDE Dashboard

- 0% middle school dropout rate
- 0% high school dropout rate
- 0% suspension rate
- 0% expulsion rate
- Standard Met on all other local measures, including surveys of students, parents, and teachers on the sense of safety and school connectedness
- 100% of students have access to and are enrolled in a broad course of study
- 100% of applicable students have access to and are enrolled in programs and services developed and provided to low income, English learner and foster youth students
- 100% of applicable students have access to and are enrolled in programs and services developed and provided to students with disabilities

In addition to the above state-aligned metrics, RenArts has also achieved the following successes:

- 100% of 7th -12th grade students had access to and were enrolled in high-level Math courses
- 100% of 7th -12th grade students had access to and were enrolled in Lab Science courses
- 100% of 7th -12th grade students had access to and were enrolled in Latin courses
- 100% of all students had access to and were enrolled in accelerated ELA and enriched humanities coursework
- 100% of all students had access to and were enrolled in professionally-guided classical arts training
- 100% of 4th – 12th grade students had access to and were enrolled in tuition-free afterschool Conservatory
- 100% of all students participated in at least one student-led performance process
- 100% of faculty have participated in conferences collaboratively with parents
- 100% of parents have translation needs met for individual conferences and school information meetings
- 100% of faculty participate in regular professional development focused on the priorities of the Title I / LCAP council
- 100% of faculty are involved in developing and producing student performances for families and the community
- 100% of parents participate in an annual survey focused on their child's academic and artistic skills and growth
- 100% of parents participate in an annual survey focused on their child's personal growth, including cooperation, responsibility, character, and study habits

- 100% of parents participate in an annual survey focused on their involvement with their child's academic and artistic work
- 100% of staff participated in professional development focused on parent input and results of parent surveys

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.

In consultation with families, faculty, administration, and the Renaissance Arts Academy Board of Trustees, Renaissance Arts Academy has renewed its commitment to ensuring, "All RenArts students will graduate from high school with viable post-secondary opportunities to succeed in college, career and community. Renaissance Arts Academy will build on its historical success engaging the parents and families in community performance expectations and advanced literacy learning across all subject matter. As part of its commitment, RenArts recognizes the need to continue developing all groups' confidence in mathematics and its integration across fields of study and industry, from data analytics to social impact modeling skills through continued enrichment and targeted skill instruction.

LCAP Highlights

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

RenArts believes that every student is capable of acquiring advanced mathematic skills and that every student needs advanced mathematical literacy in order to fully participate in today's world of ideas. Strong foundational mathematics skills give students the confidence necessary to approach secondary school mathematics as an integral part of their intellectual development. The LCAP will support efforts to deepen the work integrating mathematics understanding, technique, and communication through self-contained and collaborative classroom practices across subject matter and over multiple years of development. Effort to help students develop confident mathematics understanding, technique, and communication will capitalize on interdisciplinary inquiry including comprehensive training in arts and technology. Curricula and learning strategies aimed at all learners identified as needing support will be reviewed and refined.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A Renaissance Arts Academy has not been identified for comprehensive support and improvement.

Support for Identified Schools

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

N/A Renaissance Arts Academy has not been identified for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

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

N/A Renaissance Arts Academy has not been identified for comprehensive support and improvement.

Engaging Educational Partners

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

Renaissance Arts Academy utilized multiple platforms for meeting with the school community stakeholders including virtual parent, student, symposia and conferences and online surveys, in person faculty, staff and student meetings and conferences, and Consolidated School Site Advisory Committee Meetings allowed RenArts to gather input from the school community and develop expenditure priorities. In person LCAP committee meetings helped gather input and analyze student data. Spanish translation was available for all meetings and communications to ensure access. Additionally, individual follow-up telephone calls were made in English and in Spanish to address outstanding questions or input.

A summary of the feedback provided by specific educational partners.

Feedback across stakeholder groups, faculty, families, students, and community, consistently focused on helping students continue to gain confidence and proficiency with advanced mathematics concepts and integrating the field of mathematics across the curriculum. Stakeholder groups supported the continued focus on students' mathematics achievement as supported through the integrated, multi-year, multi-age structure.

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

The LCAP committee and the Consolidated School Site Advisory Committee continues to support the narrowed focus of the LCAP to address areas of need and to drive some Goals already achieved at high school level to the preparation for meeting those goals into the middle school level. The Consolidated School Site Advisory Committee reaffirmed the focus on mathematics to ensure students have multiple post graduate avenues of study available to them. The Committee continues to connect completion of post-secondary degree programs to improved life-long opportunities.

Goals and Actions

Goal

Goal # 1	Description
Mathematics Achievement	Increase students' mathematics achievement (Achieve 70% proficient or higher on the CAASPP statewide assessment in the area of in Mathematics) for students at every applicable grade level, including all student subgroups..

An explanation of why the LEA has developed this goal.

As many studies have found, including *The Mathematics Teachers Content Knowledge,* a key to promoting student mathematics success is ensuring that those hired to teach have deep subject matter knowledge, and that *all* students have access to those instructors who present advanced mathematics concepts. With this in place at Renaissance Arts Academy, increasing the percentage of students scoring proficient or higher on the CAASP statewide assessment is warranted.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2024–25
Statewide CAASPP assessments (Math)	56% Met or Exceeded Standard 2018-19 Testing Year due to 2019-20 Pandemic Suspension of State Tests	50% Met or Exceeded Standard 2020-21 Testing Year	76% Met or Exceeded Standard 2021-22 Testing Year		80% Met or Exceeded Standard
Teachers: Fully Credentialed and Appropriately Assigned	0 misassignments and 100% credentialed teachers	0 misassignments and 100% credentialed teachers	0 misassignments and 100% credentialed teachers		Maintain 0 misassignments and 100% credentialed teachers

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2024–25
Instructional Materials: Every student has standards-aligned materials	100% of students have standards-aligned material	0 misassignments and 100% credentialed teachers	100% of students have standards-aligned material		Maintain 100% of students have standards-aligned material
School Facilities in "Good Repair"	100% of Facilities in "Good Repair"	100% of Facilities in "Good Repair"	100% of Facilities in "Good Repair"		Maintain 100% of Facilities in "Good Repair"
Implementation of academic content and performance standards for all students, including how English learners will access the Common Core State Standards and ELD standards	Fully Implemented and Sustained	Fully Implemented and Sustained	Fully Implemented and Sustained		Maintain Fully Implemented and Sustained
Parent input in decision-making (if it's contained or addressed in the LCAP metrics or actions)	Standard Met	Standard Met	Standard Met		Maintain Standard Met
Parental participation in programs for unduplicated pupils (UDPs)	Standard Met	Standard Met	Standard Met		Maintain Standard Met

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2024–25
Statewide CAASPP assessments (ELA)	78% Met or Exceeded Standard 2018-19 Testing Year due to 2019-20 Pandemic Suspension of State Tests	60% Met or Exceeded Standard 2020-21 Testing Year	79% Met or Exceeded Standard 2021-22 Testing Year		Maintain 79% Met or Exceeded Standard
Statewide CAASPP assessments (Science)	46% Met or Exceeded Standard 2018-19 Testing Year due to 2019-20 Pandemic Suspension of State Tests	55% Met or Exceeded Standard 2020-21 Testing Year	78% Met or Exceeded Standard 2021-22 Testing Year		Maintain 78% Met or Exceeded Standard
Percentage of pupils who have successfully completed a-g requirements (high school only)	100% of students complete A-G	100% of students complete A-G	100% of students complete A-G		Maintain 100% of students complete A-G
Percentage of pupils who have successfully completed both a-g and CTE courses (high school only)	100% of students complete A-G and CTE courses	100% of students complete A-G and CTE courses	100% of students complete A-G and CTE courses		Maintain 100% of students complete A-G and CTE courses

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2024–25
Percentage of English learners who progress in English proficiency (as measured by ELPAC)	33% of English Learners making progress	75% of English Learners making progress	77% of English Learners making progress		77% of English Learners making progress
English learner reclassification rate	48% reclassification rate	81% reclassification rate	77% reclassification rate		Maintain 77% reclassification rate
Percentage of pupils who pass AP exams with a score of 3 or higher (high school only)	84% College Going Rate 76% UC Acceptance 97% CSU Acceptance	91% College Going Rate 72% UC Acceptance 100% CSU Acceptance	87% College Going Rate 81% UC Acceptance 100% CSU Acceptance		Maintain 87% College Going Rate Maintain 72% UC Acceptance Maintain 100% CSU Acceptance
Pupils prepared for college by the Early Assessment Program (EAP) (as measured by 11th grade CAASPP scores indicating standard exceeded or standard met in ELA)	96% standard met or above 2018-19 Testing Year due to 2019-20 Pandemic Suspension of State Tests	86% standard met or above 2020-21 Testing Year	91% standard met or above 2021-22 Testing Year		Maintain 90% standard met or above
Chronic absenteeism rates	7.1% chronically absent 2018-19 Year due to 2019-20 Pandemic Suspension of Metric	3.2% chronically absent 2020-21 Year	3.9% chronically absent 2021-22 Year		Maintain 3.2% chronically absent
Suspension rates	0% suspension	0% suspension	0% suspension		Maintain 0% suspension

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2024–25
Expulsion rates	0% expulsion	0% expulsion	0% expulsion		Maintain 0% expulsion
Other local school climate measures including surveys of pupils, parents, and teachers on the sense of safety and school connectedness	Standard Met	Standard Met	Standard Met		Maintain Standard Met

Actions

Action #	Title	Description	Total Funds	Contributing
Action # 1 State Priorities, 1,2,4	Mathematics Technique Practice Opportunities.	The faculty will develop and implement several means of engaging students in daily technique practice designed to support mathematical communication, calculation, and analysis skills increasing students' mathematics achievement.	$150,000	Y
Action # 2 State Priorities, 1,2,4	Weekly Mathematical Analysis	The faculty will develop and implement several means (project-based analysis, real-world mathematics writing, mathematics readings) of engaging students in weekly mathematics analysis opportunities designed to support mathematical communication, calculation, and analysis skills increasing students' mathematics achievement.	$150,000	Y
Action # 3 State Priorities, 1,2,4,5	Provide Tier I, RTI interventions as described in charter (including multiple beyond the school day opportunities) to assist at-risk students as specified in RenArts charter	Faculty team deployed in the open classroom setting and available for small group support for EL's and students at socio economic disadvantage. Student progress monitored daily.	$250,000	Y

Goal Analysis for 2022-23

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

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

No substantive differences.

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

No material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Internal, formative and summative assessments indicate that the provision through RTI supports has improved student mathematics achievement. Responses to Family/caregiver symposia indicate an increased knowledge of and interest in mathematics concepts. Specific progress made in the area of mathematics face automaticity, proportional reasoning, and dealing with unknown in mathematical scenarios.

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

No changes made.

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

Goal # 2	Description
Mathematics EAP Results	Achieve 85% of graduating seniors standard met or exceeded for CSU Mathematics courses as measured by EAP.

An explanation of why the LEA has developed this goal.

As many studies have found, including *The Mathematics Teachers Content Knowledge,* a key to promoting student mathematics success is ensuring that those hired to teach have deep subject matter knowledge, and that *all* students have access to those instructors who present advanced mathematics concepts. With this in place at Renaissance Arts Academy, increasing the percentage of students prepared for CSU Mathematics courses as measured by standard met or exceeded on EAP is warranted.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2024–25
EAP Mathematics Scores	43% standard met or above 2018-19 Testing Year due to 2019-20 Pandemic Suspension of State Tests	66% standard met or above 2020-21 Testing Year	81% standard met or above 2021-22 Testing Year		85% standard met or above
Teachers: Fully Credentialed and Appropriately Assigned	0 misassignments and 100% credentialed teachers	0 misassignments and 100% credentialed teachers	0 misassignments and 100% credentialed teachers		Maintain 0 misassignments and 100% credentialed teachers
Instructional Materials: Every student has standards-aligned materials	100% of students have standards-aligned material	0 misassignments and 100% credentialed teachers	100% of students have standards-aligned material		Maintain 100% of students have standards-aligned material

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2024–25
School Facilities in "Good Repair"	100% of Facilities in "Good Repair"	100% of Facilities in "Good Repair"	100% of Facilities in "Good Repair"		Maintain 100% of Facilities in "Good Repair"
Implementation of academic content and performance standards for all students, including how English learners will access the Common Core State Standards and ELD standards	Fully Implemented and Sustained	Fully Implemented and Sustained	Fully Implemented and Sustained		Maintain Fully Implemented and Sustained
Parent input in decision-making (if it's contained or addressed in the LCAP metrics or actions)	Standard Met	Standard Met	Standard Met		Maintain Standard Met
Parental participation in programs for unduplicated pupils (UDPs)	Standard Met	Standard Met	Standard Met		Maintain Standard Met

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2024–25
Statewide CAASPP assessments (ELA)	78% Met or Exceeded Standard 2018-19 Testing Year due to 2019-20 Pandemic Suspension of State Tests	60% Met or Exceeded Standard 2020-21 Testing Year	79% Met or Exceeded Standard 2021-22 Testing Year		Maintain 79% Met or Exceeded Standard
Statewide CAASPP assessments (Science)	46% Met or Exceeded Standard 2018-19 Testing Year due to 2019-20 Pandemic Suspension of State Tests	55% Met or Exceeded Standard 2020-21 Testing Year	78% Met or Exceeded Standard 2021-22 Testing Year		Maintain 78% Met or Exceeded Standard
Percentage of pupils who have successfully completed a-g requirements (high school only)	100% of students complete A-G	100% of students complete A-G	100% of students complete A-G		Maintain 100% of students complete A-G
Percentage of pupils who have successfully completed both a-g and CTE courses (high school only)	100% of students complete A-G and CTE courses	100% of students complete A-G and CTE courses	100% of students complete A-G and CTE courses		Maintain 100% of students complete A-G and CTE courses

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2024–25
Percentage of English learners who progress in English proficiency (as measured by ELPAC)	33% of English Learners making progress	75% of English Learners making progress	77% of English Learners making progress		77% of English Learners making progress
English learner reclassification rate	48% reclassification rate	81% reclassification rate	77% reclassification rate		Maintain 77% reclassification rate
Percentage of pupils who pass AP exams with a score of 3 or higher (high school only)	84% College Going Rate 76% UC Acceptance 97% CSU Acceptance	91% College Going Rate 72% UC Acceptance 100% CSU Acceptance	87% College Going Rate 81% UC Acceptance 100% CSU Acceptance		Maintain 87% College Going Rate Maintain 72% UC Acceptance Maintain 100% CSU Acceptance

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2024–25
Pupils prepared for college by the Early Assessment Program (EAP) (as measured by 11th grade CAASPP scores indicating standard exceeded or standard met in ELA)	96% standard met or above 2018-19 Testing Year due to 2019-20 Pandemic Suspension of State Tests	86% standard met or above 2020-21 Testing Year	91% standard met or above 2021-22 Testing Year		Maintain 90% standard met or above
Chronic absenteeism rates	7.1% chronically absent 2018-19 Year due to 2019-20 Pandemic Suspension of Metric	3.2% chronically absent 2020-21 Year	3.9% chronically absent 2021-22 Year		Maintain 3.2% chronically absent
Suspension rates	0% suspension	0% suspension	0% suspension		Maintain 0% suspension
Expulsion rates	0% expulsion	0% expulsion	0% expulsion		Maintain 0% expulsion

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2024–25
Other local school climate measures including surveys of pupils, parents, and teachers on the sense of safety and school connectedness	Standard Met	Standard Met	Standard Met		Maintain Standard Met

Actions

Action #	Title	Description	Total Funds	Contributing
Action # 1 State Priorities, 1,2,3,4,5, 7,8	Provide intensive advanced mathematics instruction daily through the integrated mathematics curriculum beginning in 7th grade.	The faculty will implement several strategies including weekly "big-idea" learning experiences, weekly problem analysis learning experiences, etc. designed to engage students in daily work with advanced mathematics concepts integrated throughout the curriculum.	$100,000	Y
Action # 2 State Priorities, 1,2,3,4,5, 7,8	Implementation of High-quality CA Standards and CCSS aligned instruction with appropriate support and high expectations for all students	Faculty team deployed in the open classroom setting and available for small group support for EL's and students at socio economic disadvantage. Student progress monitored daily. This action will be paid in part using Federal Title II Funds	$100,000	Y

Action #	Title	Description	Total Funds	Contributing
Action #3 State Priorities, 3,4,5,6, 7,8	Hold semesterly family/caregiver orientation symposia discussing preparation for advanced mathematics study in secondary and beyond.	Faculty team will develop family/caregiver orientation symposia and hold semesterly to increase at home communication about mathematics preparation for advanced mathematics study in secondary and beyond.	$50,000	Y

Goal Analysis for 2022-23

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

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

No substantive differences.

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

No material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Internal, formative and summative assessments indicate that the provision through RTI supports has improved student mathematics achievement. Responses to Family/caregiver symposia indicate an increased knowledge of and interest in mathematics concepts. Specific progress made in the area of mathematics face automaticity, proportional reasoning, and dealing with unknown in mathematical scenarios.

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

No changes made.

Goal # 3	Description
Family/caregiver participation in mathematics	Increase family/caregiver participation in school-wide mathematics inquiry and discussions.

An explanation of why the LEA has developed this goal.

As the Sarah Eason notes in, "Review the Family Math Literature: Recommendations for Practice, Policy and Research", "Parents' attitudes and expectations about math are some of the strongest and most consistent family-related predictors of children's math achievement. In order to support families in developing a positive, confident approach to mathematics is necessary.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2024–25
Parent Symposium Attendance	25% Attendance	50% Attendance	62% Attendance		70% Attendance
Teachers: Fully Credentialed and Appropriately Assigned	0 misassignments and 100% credentialed teachers	0 misassignments and 100% credentialed teachers	0 misassignments and 100% credentialed teachers		Maintain 0 misassignments and 100% credentialed teachers
Instructional Materials: Every student has standards-aligned materials	100% of students have standards-aligned material	0 misassignments and 100% credentialed teachers	100% of students have standards-aligned material		Maintain 100% of students have standards-aligned material
School Facilities in "Good Repair"	100% of Facilities in "Good Repair"	100% of Facilities in "Good Repair"	100% of Facilities in "Good Repair"		Maintain 100% of Facilities in "Good Repair"

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2024–25
Implementation of academic content and performance standards for all students, including how English learners will access the Common Core State Standards and ELD standards	Fully Implemented and Sustained	Fully Implemented and Sustained	Fully Implemented and Sustained		Maintain Fully Implemented and Sustained
Parent input in decision-making (if it's contained or addressed in the LCAP metrics or actions)	Standard Met	Standard Met	Standard Met		Maintain Standard Met
Parental participation in programs for unduplicated pupils (UDPs)	Standard Met	Standard Met	Standard Met		Maintain Standard Met
Statewide CAASPP assessments (ELA)	78% Met or Exceeded Standard 2018-19 Testing Year due to 2019-20 Pandemic Suspension of State Tests	60% Met or Exceeded Standard 2020-21 Testing Year	79% Met or Exceeded Standard 2021-22 Testing Year		Maintain 79% Met or Exceeded Standard
Statewide CAASPP assessments (Science)	46% Met or Exceeded Standard 2018-19 Testing Year due to 2019-20 Pandemic Suspension of State Tests	55% Met or Exceeded Standard 2020-21 Testing Year	78% Met or Exceeded Standard 2021-22 Testing Year		Maintain 78% Met or Exceeded Standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2024–25
Percentage of pupils who have successfully completed a-g requirements (high school only)	100% of students complete A-G	100% of students complete A-G	100% of students complete A-G		Maintain 100% of students complete A-G
Percentage of pupils who have successfully completed both a-g and CTE courses (high school only)	100% of students complete A-G and CTE courses	100% of students complete A-G and CTE courses	100% of students complete A-G and CTE courses		Maintain 100% of students complete A-G and CTE courses
Percentage of English learners who progress in English proficiency (as measured by ELPAC)	33% of English Learners making progress	75% of English Learners making progress	77% of English Learners making progress		77% of English Learners making progress
English learner reclassification rate	48% reclassification rate	81% reclassification rate	77% reclassification rate		Maintain 77% reclassification rate
Percentage of pupils who pass AP exams with a score of 3 or higher (high school only)	84% College Going Rate 76% UC Acceptance 97% CSU Acceptance	91% College Going Rate 72% UC Acceptance 100% CSU Acceptance	87% College Going Rate 81% UC Acceptance 100% CSU Acceptance		Maintain 87% College Going Rate Maintain 72% UC Acceptance Maintain 100% CSU Acceptance

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2024–25
Pupils prepared for college by the Early Assessment Program (EAP) (as measured by 11th grade CAASPP scores indicating standard exceeded or standard met in ELA)	96% standard met or above 2018-19 Testing Year due to 2019-20 Pandemic Suspension of State Tests	86% standard met or above 2020-21 Testing Year	91% standard met or above 2021-22 Testing Year		Maintain 90% standard met or above
Chronic absenteeism rates	7.1% chronically absent 2018-19 Year due to 2019-20 Pandemic Suspension of Metric	3.2% chronically absent 2020-21 Year	3.9% chronically absent 2021-22 Year		Maintain 3.2% chronically absent
Suspension rates	0% suspension	0% suspension	0% suspension		Maintain 0% suspension
Expulsion rates	0% expulsion	0% expulsion	0% expulsion		Maintain 0% expulsion
Other local school climate measures including surveys of pupils, parents, and teachers on the sense of safety and school connectedness	Standard Met	Standard Met	Standard Met		Maintain Standard Met

Actions

Action #	Title	Description	Total Funds	Contributing
Action # 1 State Priorities 1, 2, 3, 4, 5, 6, 7, 8	Provide evening family mathematics symposiums each month.	The faculty will host monthly evening mathematics symposiums available to all families. This action will be paid in part using Federal Title IV	$50,000	Y
Action # 2 State Priorities 1, 2, 3, 4, 5, 6, 7, 8	Provide access to a library of mathematics exploration resources.	Faculty team will collect, curate, and develop materials for a library of mathematics exploration resources including board games, puzzles, and books.	$50,000	Y

Goal Analysis 2022-23

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

A description of any substantive differences in planned actions and actual implementation of these actions.
Faculty, staff, family/caregiver feedback indicated that a monthly symposia schedule would support more consistent participation. As symposia moved to in-person delivery, attendance increased. The faculty and parent community will explore offering symposia in dual format.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.
No material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Attendees' response to family/caregiver symposia focused on mathematics has increased family/caregiver understanding of instruction in advanced mathematics. Mathematics exploration materials are widely in use.

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.

Family/caregiver symposia schedule altered as reflected above.

Goal # 4	Description
A-G Readiness	Insure 95% of 8th grade students who have been enrolled at RenArts for 4 or more years demonstrate A-G readiness through completion of integrated mathematics program targeting Algebraic skills, completion of Latin Exploration program, and completion of three years of performing arts instruction in music and dance.

An explanation of why the LEA has developed this goal.

As several studies indicate, providing enriched, accelerated, intellectually and artistically challenging learning experiences for students in the middle school grades acknowledges their capacities, guarantees access to high-level curricula to all students, engages students, and improves school climate. (Kisida, D. and Bowen, B. *New Evidence of the Benefits of Arts Education,* Brown Center Chalkboard. 2019 and Pepper Rollins, S. *Learning in the Fast Lane*. 2014)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2024–25
Attendance Rate	95%	97%	96%		95%
Drop-out Rate	0%	0%	0%		Maintain 0%
Teachers: Fully Credentialed and Appropriately Assigned	0 misassignments and 100% credentialed teachers	0 misassignments and 100% credentialed teachers	0 misassignments and 100% credentialed teachers		Maintain 0 misassignments and 100% credentialed teachers
Instructional Materials: Every student has standards-aligned materials	100% of students have standards-aligned material	0 misassignments and 100% credentialed teachers	100% of students have standards-aligned material		Maintain 100% of students have standards-aligned material

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2024–25
School Facilities in "Good Repair"	100% of Facilities in "Good Repair"	100% of Facilities in "Good Repair"	100% of Facilities in "Good Repair"		Maintain 100% of Facilities in "Good Repair"
Implementation of academic content and performance standards for all students, including how English learners will access the Common Core State Standards and ELD standards	Fully Implemented and Sustained	Fully Implemented and Sustained	Fully Implemented and Sustained		Maintain Fully Implemented and Sustained
Parent input in decision-making (if it's contained or addressed in the LCAP metrics or actions)	Standard Met	Standard Met	Standard Met		Maintain Standard Met
Parental participation in programs for unduplicated pupils (UDPs)	Standard Met	Standard Met	Standard Met		Maintain Standard Met

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2024–25
Statewide CAASPP assessments (ELA)	78% Met or Exceeded Standard 2018-19 Testing Year due to 2019-20 Pandemic Suspension of State Tests	60% Met or Exceeded Standard 2020-21 Testing Year	79% Met or Exceeded Standard 2021-22 Testing Year		Maintain 79% Met or Exceeded Standard
Statewide CAASPP assessments (Science)	46% Met or Exceeded Standard 2018-19 Testing Year due to 2019-20 Pandemic Suspension of State Tests	55% Met or Exceeded Standard 2020-21 Testing Year	78% Met or Exceeded Standard 2021-22 Testing Year		Maintain 78% Met or Exceeded Standard
Percentage of pupils who have successfully completed a-g requirements (high school only)	100% of students complete A-G	100% of students complete A-G	100% of students complete A-G		Maintain 100% of students complete A-G
Percentage of pupils who have successfully completed both a-g and CTE courses (high school only)	100% of students complete A-G and CTE courses	100% of students complete A-G and CTE courses	100% of students complete A-G and CTE courses		Maintain 100% of students complete A-G and CTE courses

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2024–25
Percentage of English learners who progress in English proficiency (as measured by ELPAC)	33% of English Learners making progress	75% of English Learners making progress	77% of English Learners making progress		77% of English Learners making progress
English learner reclassification rate	48% reclassification rate	81% reclassification rate	77% reclassification rate		Maintain 77% reclassification rate
Percentage of pupils who pass AP exams with a score of 3 or higher (high school only)	84% College Going Rate 76% UC Acceptance 97% CSU Acceptance	91% College Going Rate 72% UC Acceptance 100% CSU Acceptance	87% College Going Rate 81% UC Acceptance 100% CSU Acceptance		Maintain 87% College Going Rate Maintain 72% UC Acceptance Maintain 100% CSU Acceptance

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2024–25
Pupils prepared for college by the Early Assessment Program (EAP) (as measured by 11th grade CAASPP scores indicating standard exceeded or standard met in ELA)	96% standard met or above 2018-19 Testing Year due to 2019-20 Pandemic Suspension of State Tests	86% standard met or above 2020-21 Testing Year	91% standard met or above 2021-22 Testing Year		Maintain 90% standard met or above
Chronic absenteeism rates	7.1% chronically absent 2018-19 Year due to 2019-20 Pandemic Suspension of Metric	3.2% chronically absent 2020-21 Year	3.9% chronically absent 2021-22 Year		Maintain 3.2% chronically absent
Suspension rates	0% suspension	0% suspension	0% suspension		Maintain 0% suspension
Expulsion rates	0% expulsion	0% expulsion	0% expulsion		Maintain 0% expulsion

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2024–25
Other local school climate measures including surveys of pupils, parents, and teachers on the sense of safety and school connectedness	Standard Met	Standard Met	Standard Met		Maintain Standard Met

Actions

Action #	Title	Description	Total Funds	Contributing
Action # 1 State Priorities, 1,2,4,5,6,7	Algebraic Technique Practice	The faculty will develop and implement explicit, systematic algebraic technique practice integrated throughout the curriculum for elementary and middle school students. This action will be paid in part using Federal Title I	$100,000	N
Action # 2 State Priorities, 1,2,4,5,7,8	Latin Exploration	The faculty will develop and implement a Latin Exploration program introducing elementary and middle school students to the study of Latin as a foundation for the exploration of foreign language and English language grammar.	$100,000	Y

Action #	Title	Description	Total Funds	Contributing
Action # 3 State Priorities, 1,2,4,5	Provide Tier I, RTI interventions as described in charter (including multiple beyond the school day opportunities) to assist at-risk students as specified in RenArts charter	Faculty team deployed in the open classroom setting and available for small group support for EL's and students at socio economic disadvantage. Student progress monitored daily.	$100,000	Y
Action # 4 State Priorities, 1,2,3,4,5,6,7,8	Performing Arts Programing	Faculty will program a minimum of 10 hours weekly of performing arts instruction for all elementary and middle school students. This action will be paid in part using Federal Title I	$100,000	N

Goal Analysis 2022-23

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

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

No substantive differences in planned actions and actual implementation of the actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Attendance and dropout data indicate that the integrated and coordinated programing of high level academic and arts instruction continues to support students' access to A-G readiness and completion.

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

No changes were made to the planned goal, metrics, desired outcomes, or actions for the coming year.

Goal #5	Description
CTE Expansion and upgrade to Industry-Level Standards	Expand access and provide high-level learning experiences aligned to industry standards in 4 Career Technical Education pathways offered.

An explanation of why the LEA has developed this goal.

As several studies indicate, providing enriched, accelerated, intellectually and artistically challenging learning experiences for students in the middle school grades acknowledges their capacities, guarantees access to high-level curricula to all students, engages students, and improves school climate. (Kisida, D. and Bowen, B. *New Evidence of the Benefits of Arts Education,* Brown Center Chalkboard. 2019 and Pepper Rollins, S. *Learning in the Fast Lane.* 2014)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2024–25
Percentage of Students programmed for weekly CTE learning experiences	100%	100%	100%	100%	97%
Teachers: Fully Credentialed and Appropriately Assigned	0 misassignments and 100% credentialed teachers	0 misassignments and 100% credentialed teachers	0 misassignments and 100% credentialed teachers		Maintain 0 misassignments and 100% credentialed teachers
Instructional Materials: Every student has standards-aligned materials	100% of students have standards-aligned material	0 misassignments and 100% credentialed teachers	100% of students have standards-aligned material		Maintain 100% of students have standards-aligned material

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2024–25
School Facilities in "Good Repair"	100% of Facilities in "Good Repair"	100% of Facilities in "Good Repair"	100% of Facilities in "Good Repair"		Maintain 100% of Facilities in "Good Repair"
Implementation of academic content and performance standards for all students, including how English learners will access the Common Core State Standards and ELD standards	Fully Implemented and Sustained	Fully Implemented and Sustained	Fully Implemented and Sustained		Maintain Fully Implemented and Sustained
Parent input in decision-making (if it's contained or addressed in the LCAP metrics or actions)	Standard Met	Standard Met	Standard Met		Maintain Standard Met
Parental participation in programs for unduplicated pupils (UDPs)	Standard Met	Standard Met	Standard Met		Maintain Standard Met

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2024–25
Statewide CAASPP assessments (ELA)	78% Met or Exceeded Standard 2018-19 Testing Year due to 2019-20 Pandemic Suspension of State Tests	60% Met or Exceeded Standard 2020-21 Testing Year	79% Met or Exceeded Standard 2021-22 Testing Year		Maintain 79% Met or Exceeded Standard
Statewide CAASPP assessments (Science)	46% Met or Exceeded Standard 2018-19 Testing Year due to 2019-20 Pandemic Suspension of State Tests	55% Met or Exceeded Standard 2020-21 Testing Year	78% Met or Exceeded Standard 2021-22 Testing Year		Maintain 78% Met or Exceeded Standard
Percentage of pupils who have successfully completed a-g requirements (high school only)	100% of students complete A-G	100% of students complete A-G	100% of students complete A-G		Maintain 100% of students complete A-G
Percentage of pupils who have successfully completed both a-g and CTE courses (high school only)	100% of students complete A-G and CTE courses	100% of students complete A-G and CTE courses	100% of students complete A-G and CTE courses		Maintain 100% of students complete A-G and CTE courses

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2024–25
Percentage of English learners who progress in English proficiency (as measured by ELPAC)	33% of English Learners making progress	75% of English Learners making progress	77% of English Learners making progress		77% of English Learners making progress
English learner reclassification rate	48% reclassification rate	81% reclassification rate	77% reclassification rate		Maintain 77% reclassification rate
Percentage of pupils who pass AP exams with a score of 3 or higher (high school only)	84% College Going Rate 76% UC Acceptance 97% CSU Acceptance	91% College Going Rate 72% UC Acceptance 100% CSU Acceptance	87% College Going Rate 81% UC Acceptance 100% CSU Acceptance		Maintain 87% College Going Rate Maintain 72% UC Acceptance Maintain 100% CSU Acceptance

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2024–25
Pupils prepared for college by the Early Assessment Program (EAP) (as measured by 11th grade CAASPP scores indicating standard exceeded or standard met in ELA)	96% standard met or above 2018-19 Testing Year due to 2019-20 Pandemic Suspension of State Tests	86% standard met or above 2020-21 Testing Year	91% standard met or above 2021-22 Testing Year		Maintain 90% standard met or above
Chronic absenteeism rates	7.1% chronically absent 2018-19 Year due to 2019-20 Pandemic Suspension of Metric	3.2% chronically absent 2020-21 Year	3.9% chronically absent 2021-22 Year		Maintain 3.2% chronically absent
Suspension rates	0% suspension	0% suspension	0% suspension		Maintain 0% suspension
Expulsion rates	0% expulsion	0% expulsion	0% expulsion		Maintain 0% expulsion

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2024–25
Other local school climate measures including surveys of pupils, parents, and teachers on the sense of safety and school connectedness	Standard Met	Standard Met	Standard Met		Maintain Standard Met

Actions

Action #	Title	Description	Total Funds	Contributing
Action # 1 State Priorities, 1,2,4,5,6,7	Performing Arts Programing CTE Programming	Faculty will develop and expand current CTE offerings, including programming a minimum of 10 hours weekly of performing arts instruction for all elementary and middle school students. Faculty will facilitate expansion of students' connection to the wider community of performing arts and education professionals to extend the network of support for students as they explore various career pathways.	$350,000	Y
Action # 2 State Priorities, 1,2,4,5,7,8	Child Development CTE Programming	Faculty will develop and implement a Child Development program. Faculty will create a Faculty Study Group to investigate formal agreements for postsecondary institutions to support students' continued study in the Education, Child Development and Family Services: Child Development pathway.	$100,000	Y

Goal Analysis 2022-2023

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.

No substantive differences in planned actions and actual implementation of the actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Student participation rates in CTE Performing Arts and Child Development programs and activities supported students' development of critical academic, artistic, and social skills.

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

No changes were made to the planned goal, metrics, desired outcomes, or actions for the coming year.

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

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$974,400	$76,820

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
19.65%	0%	$0	19.65%

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.

Goal 1, Action 1, 2, 3

After assessing the needs, conditions, and circumstances of our low-income students, CAASP mathematics scores are on average 12 points lower than those for all students.

In order to address this condition of our low-income students, we will develop and implements learning experiences that engage students in systematic, daily, advanced learning experiences as well as engage families in high-level mathematics conversations through weekly family/caregiver mathematics symposia. Goal 1, Actions 1, 2, 3, and 4 provide additional instructional support for low-income students.

Goal 2, Action 1,2,3

After assessing the needs, conditions, and circumstances of our low-income students, the percentage of low income students achieving readiness on the EAP mathematics test is 6 points lower than those for all students.

In order to address this condition of our low-income students, we will develop and implement learning experiences that engage students in systematic, daily, advanced learning experiences deepening the study of algebraic principles in elementary and middle school grades as well

as engage families/caregivers in semesterly activities helping to prepare their child for high school mathematics study. Goal 2, Actions 1, 2, and 3 provide additional instructional support for low-income students.

Goal 3, Action 1, 2

A comprehensive needs assessment and research indicated that, as the Sarah Eason notes in, "Review the Family Math Literature: Recommendations for Practice, Policy and Research", "Parents' attitudes and expectations about math are some of the strongest and most consistent family-related predictors of children's math achievement. In order to support low income families/caregivers in developing a positive, confident approach to mathematics, the faculty will design and implement weekly family/caregiver mathematics symposia and will collect, curate, and develop materials for an easily accessible library of mathematics exploration resources in English and Spanish including board games, puzzles, videos, and books.

These actions are being provided on an LEA-wide basis and we expect/hope that all families/caregivers will benefit. However, because of the lack of access to mathematics enrichment activities and resources for low-income, English learners and foster youth we believe that providing easily accessible, regular contact with math and science experts we expect that attitudes toward and engagement with mathematics of these families will improve at greater rate than the general population.

Goal 4, Actions 1, 2, 3, 4

After assessing the needs, conditions, and circumstances of our low-income students, the percentage of low income students demonstrating readiness for high school integrated mathematics and foreign language study lags behind that of the whole school. Faculty research found that providing enriched, accelerated, intellectually and artistically challenging learning experiences for students in the middle school grades acknowledges their capacities, guarantees access to high-level curricula to all students, engages students, and improves school climate. (Kisida, D. and Bowen, B. *New Evidence of the Benefits of Arts Education,* Brown Center Chalkboard. 2019 and Pepper Rollins, S. *Learning in the Fast Lane*. 2014)

In order to support low income students and ensure readiness for high school mathematics, foreign language study, the faculty will develop and implement explicit, systematics algebraic technique practice integrated throughout the curriculum for elementary and middle school students, will develop and implement a Latin Exploration program, will provide intensive, small group support for English learners, foster youth and students at socio economic disadvantage, and will program a minimum of 10 hours weekly of performing arts instruction as part of a comprehensive, high quality, arts infused learning experience.

Goal 5, Actions 1, 2

Research has identified middle school as a time when students can benefit the most from career exploration. As students develop their individual process of building self-awareness, learning about potential careers, and developing a plan for reaching future goals, expanding CTE into middle school grades can help students connect to larger communities of shared interest. Career exploration can engage middle school students at a time when they are at a higher risk for disengaging from learning due to challenges in forming identity, coping with puberty and navigating new environments.

In order to support foster youth, English learners, and low-income students, the faculty will develop and expand CTE programs in Arts Media and Entertainment, and Education, Child Development and Family Services in order to provide exploratory programs and experiences for middle school students.

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

Goal 1, Actions 1, 2, 3

These actions are being provided on an LEA-wide basis and we expect/hope that all students scoring below proficient will benefit. However, because English learners, students at socio-economic disadvantage and foster youth score lower in mathematics than the whole school, and because the actions meet the needs most associated with lack of access to explicit, systematic, and advanced mathematics learning experiences, we expect that CAASP mathematics scores of these students will improve at greater rate than the general population.

Goal 2, Actions 1, 2, 3

These actions are being provided on an LEA-wide basis and we expect that all students scoring below standard met will benefit. However, because of the lower percentage of low-income, English learners and foster youth, scoring standard met in mathematics and because the actions meet the needs most associated with lack of access to explicit, systematic, and advanced mathematics learning experiences, we expect that EAP mathematics scores of these students will improve at greater rate than the general population.

Goal 3, Actions 1, 2

These actions are being provided on an LEA-wide basis and we expect/hope that all families/caregivers will benefit. However, because of the lack of access to mathematics enrichment activities and resources for low-income, English learners and foster youth we believe that providing easily accessible, regular contact with math and science experts we expect that attitudes toward and engagement with mathematics of these families will improve at greater rate than the general population as measured on mathematics attitude surveys.

Goal 4, Actions 1, 2, 3, 4

These actions are being provided on an LEA-wide basis and we expect/hope that all families/caregivers will benefit. However, because of the lack of access to comprehensive, high quality, advanced academic and arts infused learning experiences for low-income, English learners and foster youth we believe that providing these services will increase the percentage of low income students demonstrating readiness for high school integrated mathematics and foreign language study.

Goal 5, Actions 1, 2

Research has identified middle school as a time when students can benefit the most from career exploration. As students develop their individual process of building self-awareness, learning about potential careers, and developing a plan for reaching future goals, expanding CTE into middle school grades can help students connect to larger communities of shared interest. Career exploration can engage middle school students at a time when they are at a higher risk for disengaging from learning due to challenges in forming identity, coping with puberty and navigating new environments.

In order to support foster youth, English learners, and low-income students, the faculty will develop and expand CTE programs in Arts Media and Entertainment, and Education, Child Development and Family Services in order to provide exploratory programs and experiences for middle school students.
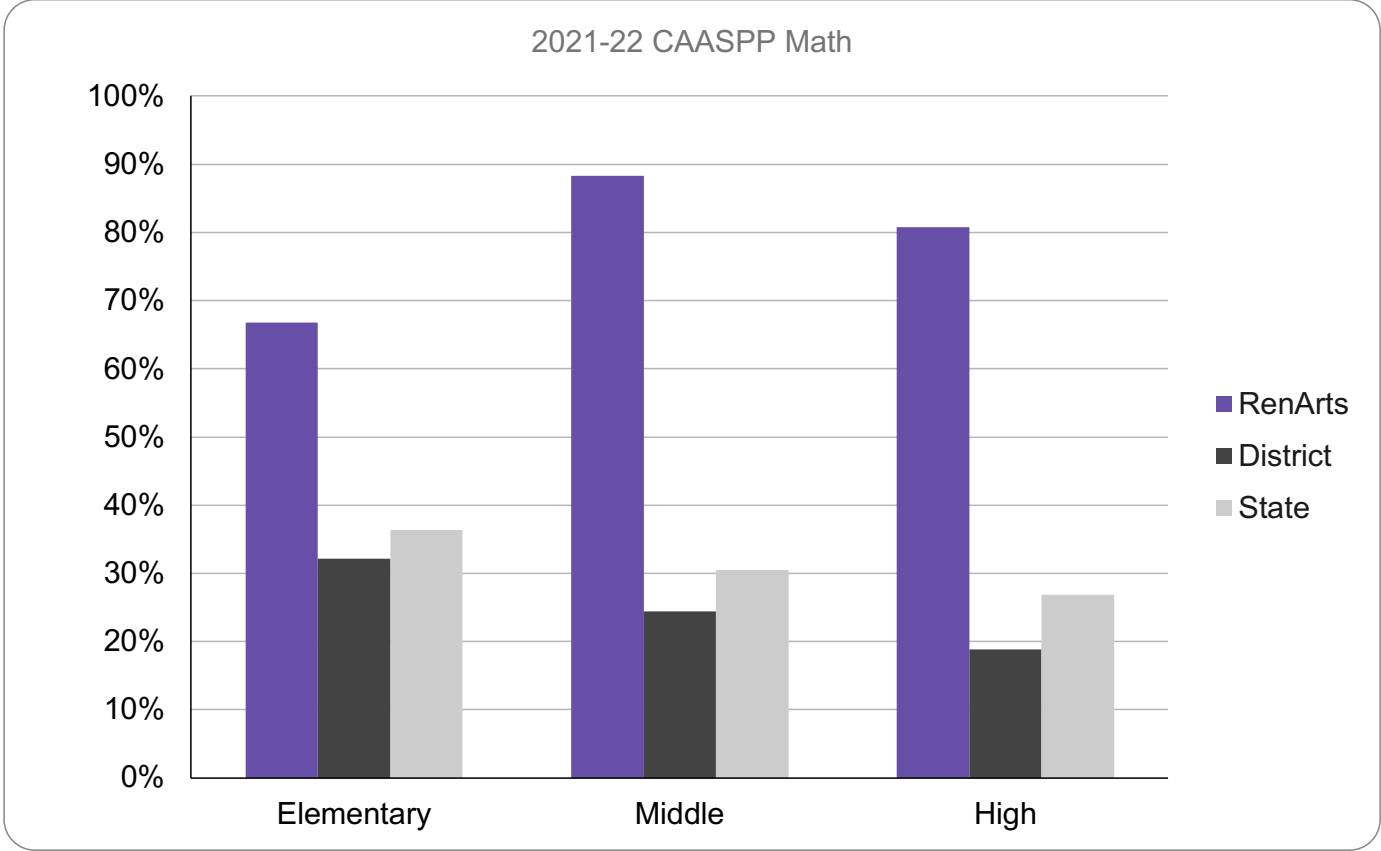
A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

In order to support foster youth, English learners, and low-income students, we recruit additional staff for breakout groups and targeted support, particularly in Mathematics, to address Goals 1, 2, 3, 4, and 5. Staff provide group specific instruction, additional opportunities for practice and technique building, and reinforcement of new or unfamiliar concepts.
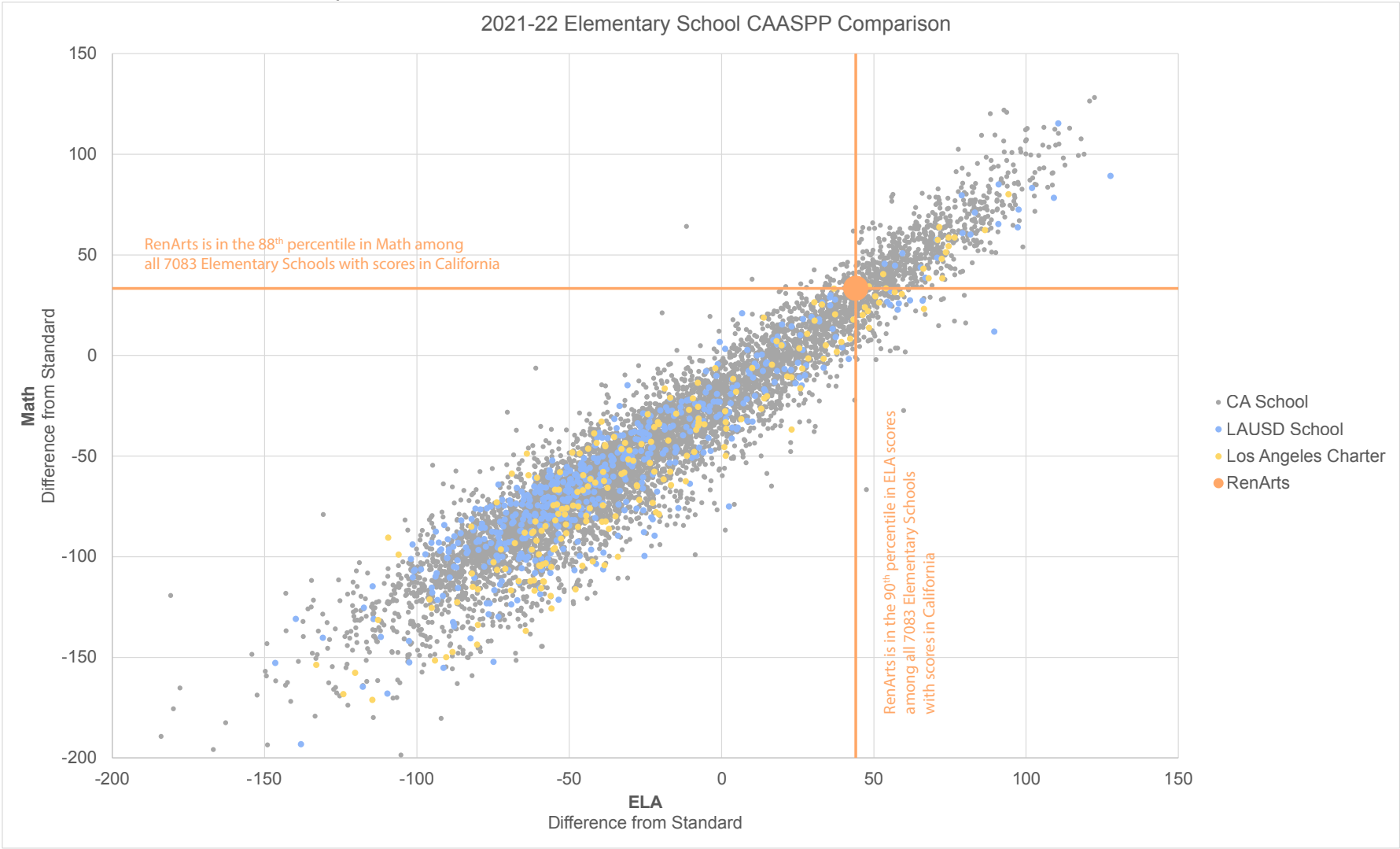
Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1 : 39.0
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1 : 17.5

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Tables
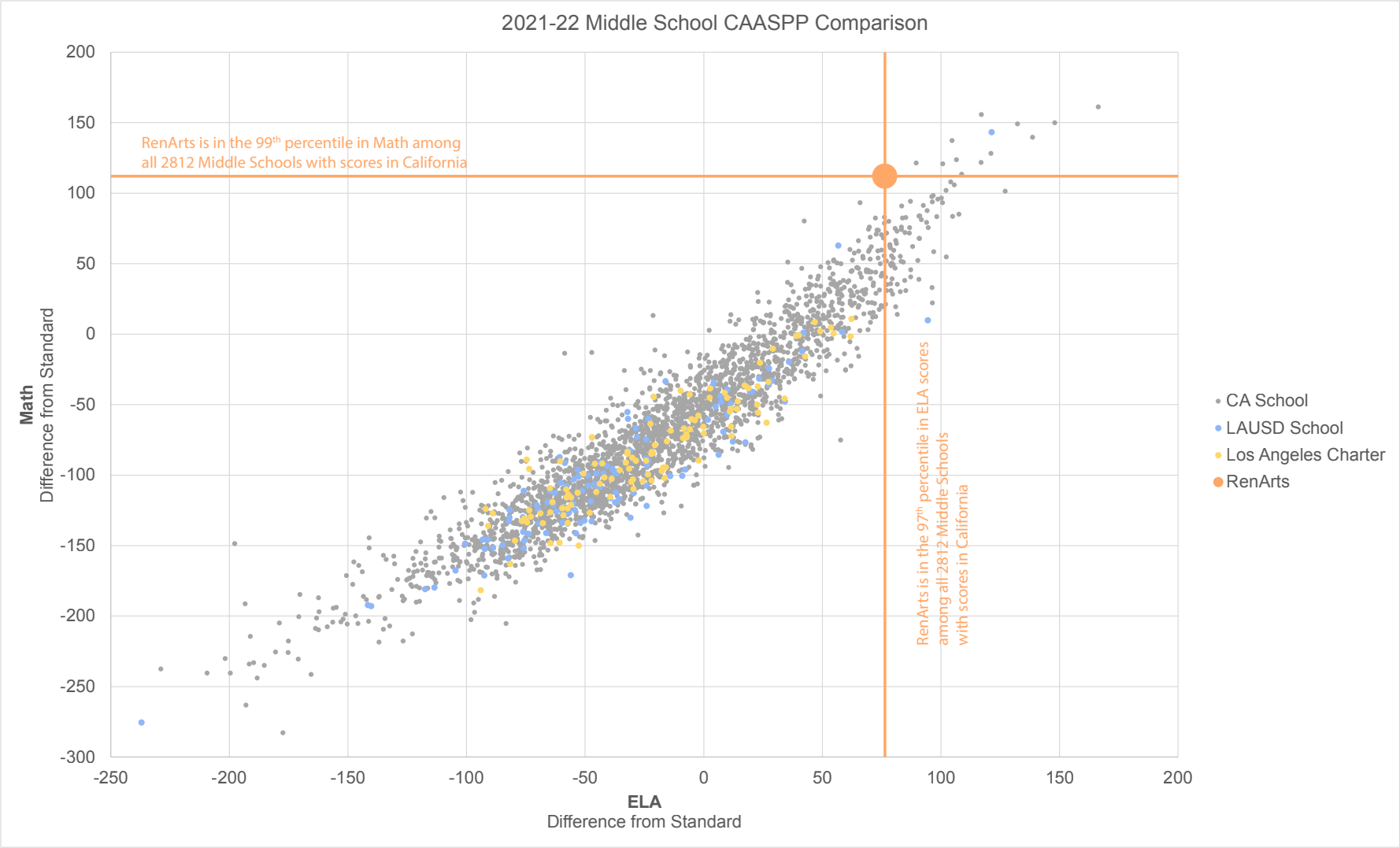
Addendum A: CAASPP Math Percent Met or Exceeded Standard

2021-22 CAASPP Math

Addendum B: CAASPP Comparison

2021-22 Elementary School CAASPP Comparison

RenArts is in the 88th percentile in Math among all 7083 Elementary Schools with scores in California

RenArts is in the 90th percentile in ELA scores among all 7083 Elementary Schools with scores in California

Math
Difference from Standard

ELA
Difference from Standard

- CA School
- LAUSD School
- Los Angeles Charter
- RenArts

2021-22 Middle School CAASPP Comparison

RenArts is in the 99th percentile in Math among all 2812 Middle Schools with scores in California

RenArts is in the 97th percentile in ELA scores among all 2812 Middle Schools with scores in California

Math Difference from Standard

ELA Difference from Standard

- CA School
- LAUSD School
- Los Angeles Charter
- RenArts

2021-22 High School CAASPP Comparison

RenArts has the 11th highest Math scores compared to all 2133 High Schools with scores in California

RenArts has the 5th highest ELA scores compared to all 2133 High Schools with scores in California

Math — Difference from Standard

ELA — Difference from Standard

- CA School
- LAUSD School
- Los Angeles Charter
- RenArts

Addendum C: CAASPP ELA Percent Met or Exceeded Standard

2021-22 CAASPP ELA
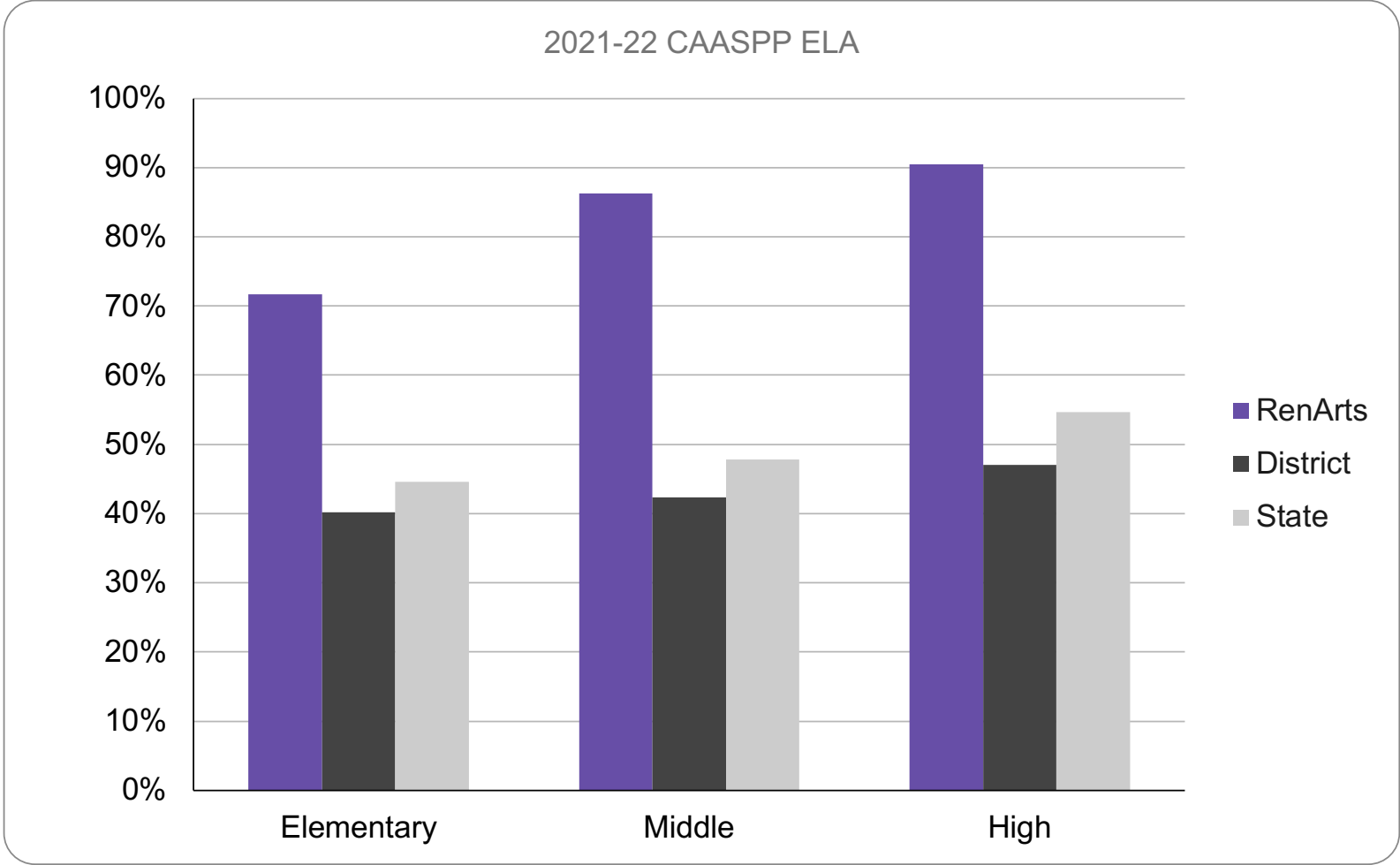
Addendum D: CAASPP Science

2021-22 CAASPP Science

2021-22 All RenArts Students Graduate with A-G and a CTE Pathway Completed
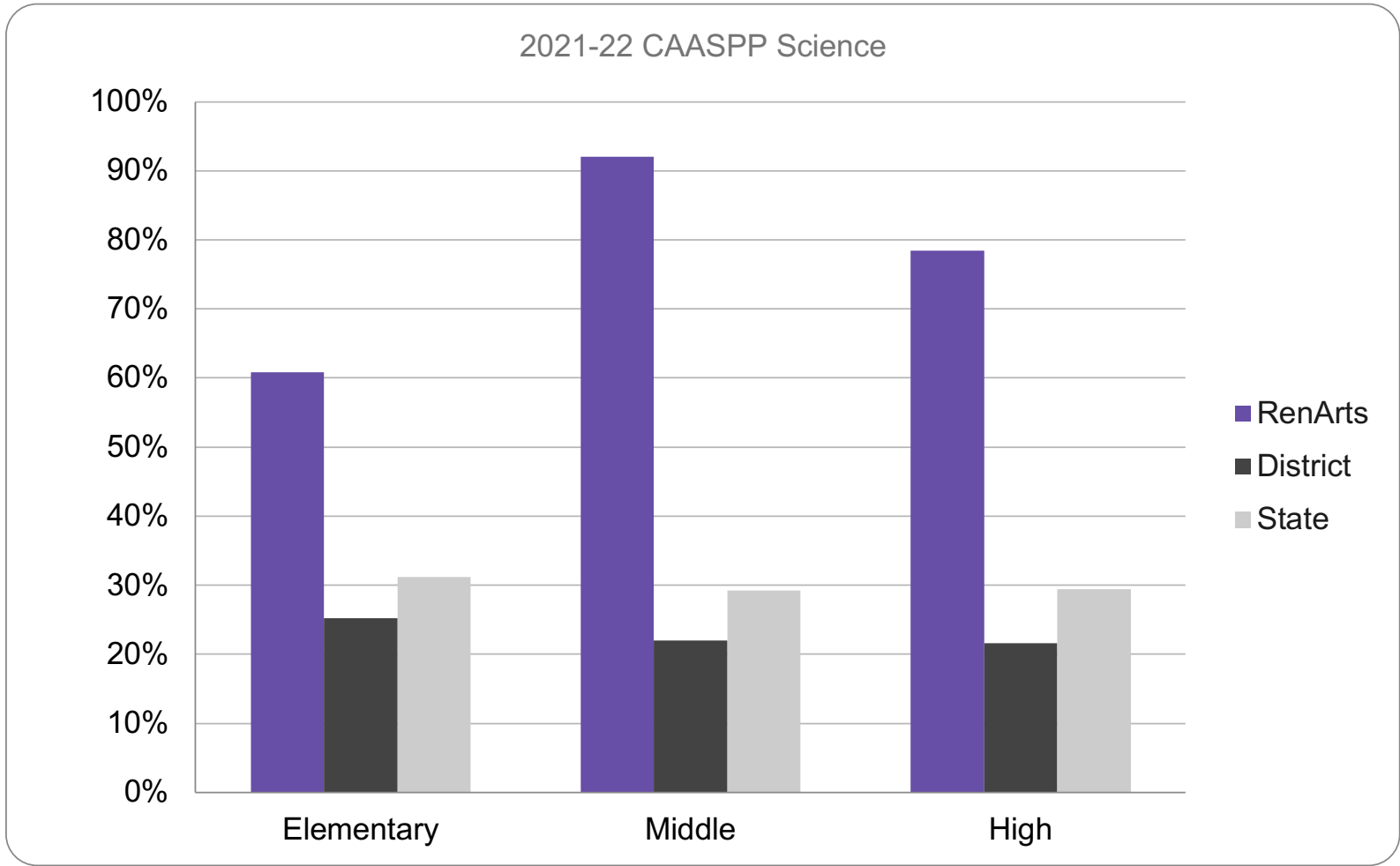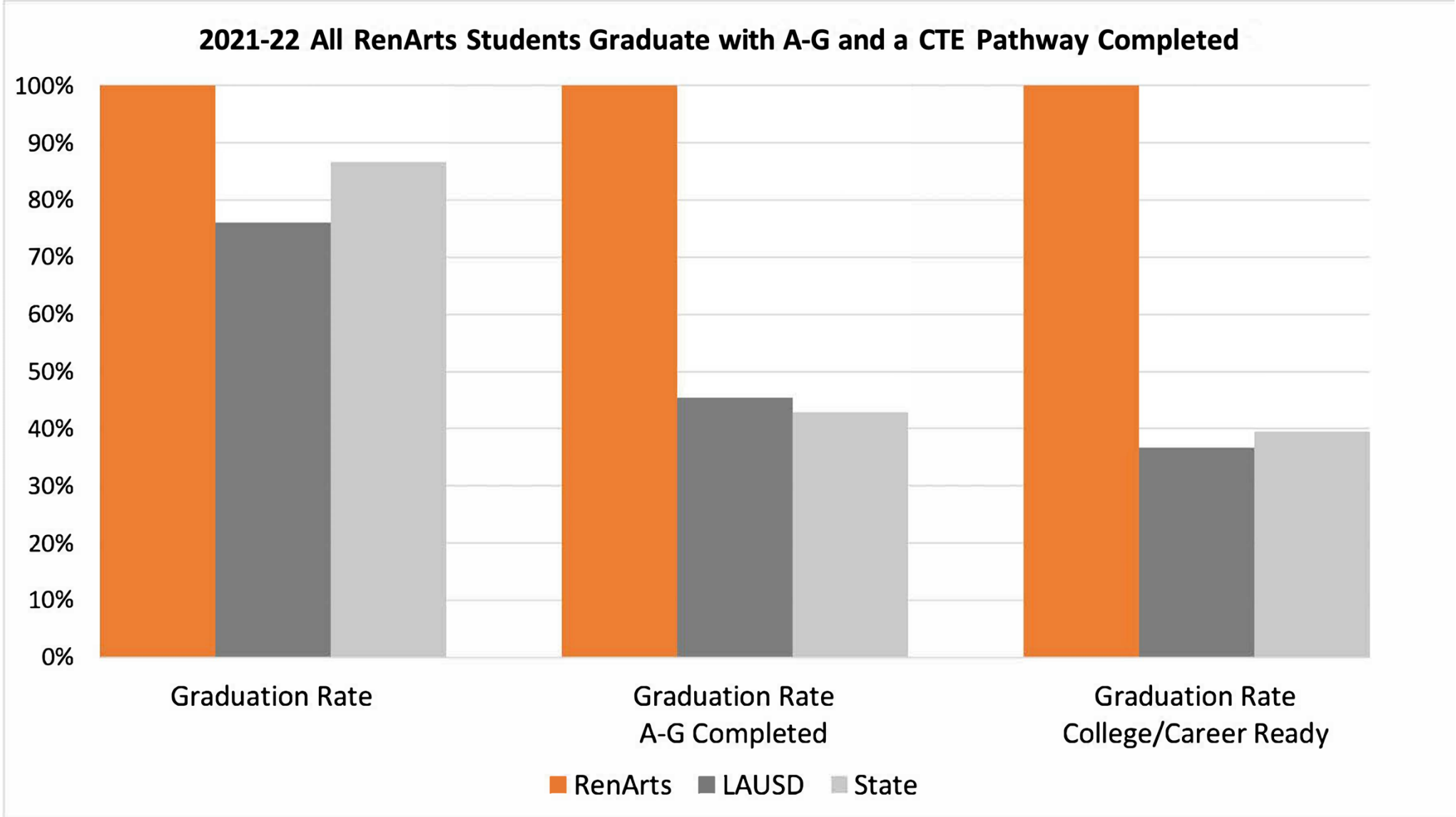
Addendum F: College/Career Indicator through A-G and CTE completion

2021-22 Percentage of Students graduating College/Career ready at all California and LAUSD schools as measured by CDE.
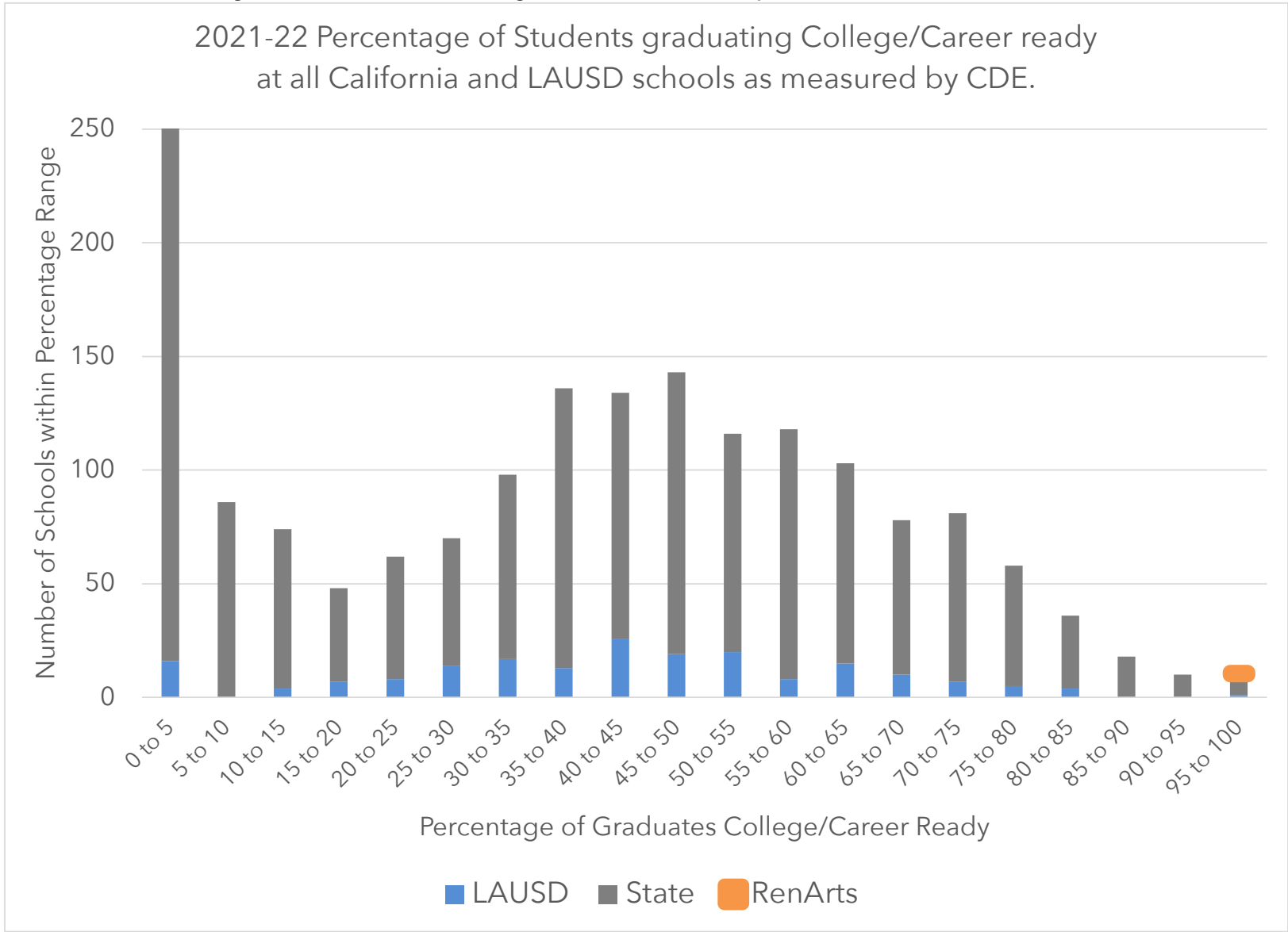
Addendum G: College-Going Rate

2021-22 College Going Rate for All California High Schools with Data

RenArts 4-Year College Going Rate is in the 99th percentile Statewide and 99th percentile Districtwide

RenArts Overall College Going Rate is in the 99th percentile Statewide and 99th percentile Districtwide

Legend:
- State
- District
- RenArts

Y-axis: 4-Year College Going Rate
X-axis: Overall College Going Rate

Addendum H: UC and CSU acceptance rate

2021-22 Acceptance to UC and CSU for All California Schools with Data

RenArts UC Acceptance is in the 99th percentile Statewide and 99th percentile Districtwide

RenArts CSU Acceptance is in the 99th percentile Statewide and 99th percentile Districtwide

UC Acceptance Rate

CSU Acceptance Rate

- State
- District
- RenArts
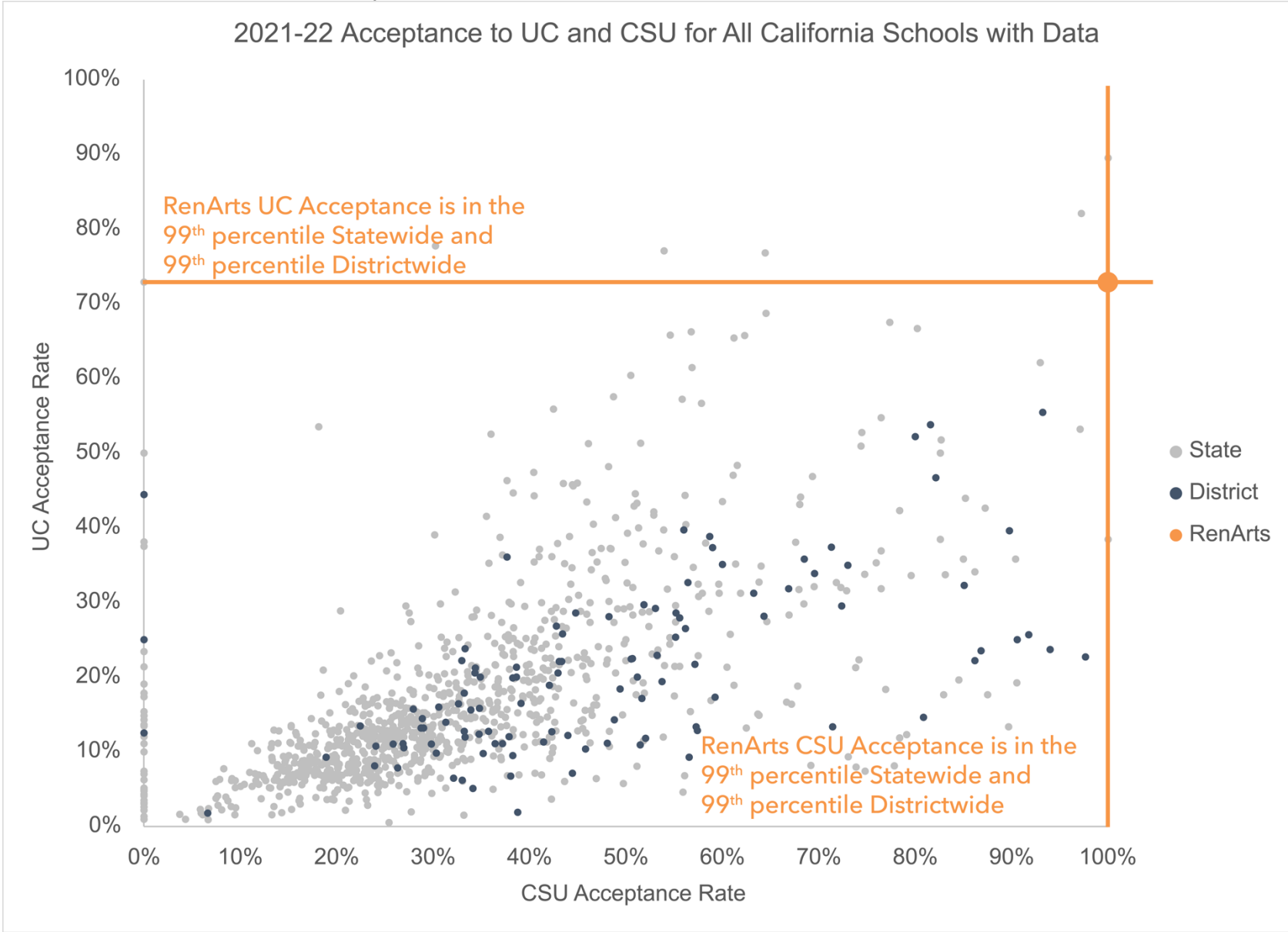
Addendum I: ELA EAP Prepared or Above

2021-22 CAASPP ELA EAP

Legend: RenArts, District, State

X-axis: Standard Met or Above

Addendum J: Math EAP Conditionally Prepared or Above

2021-22 CAASPP Math EAP
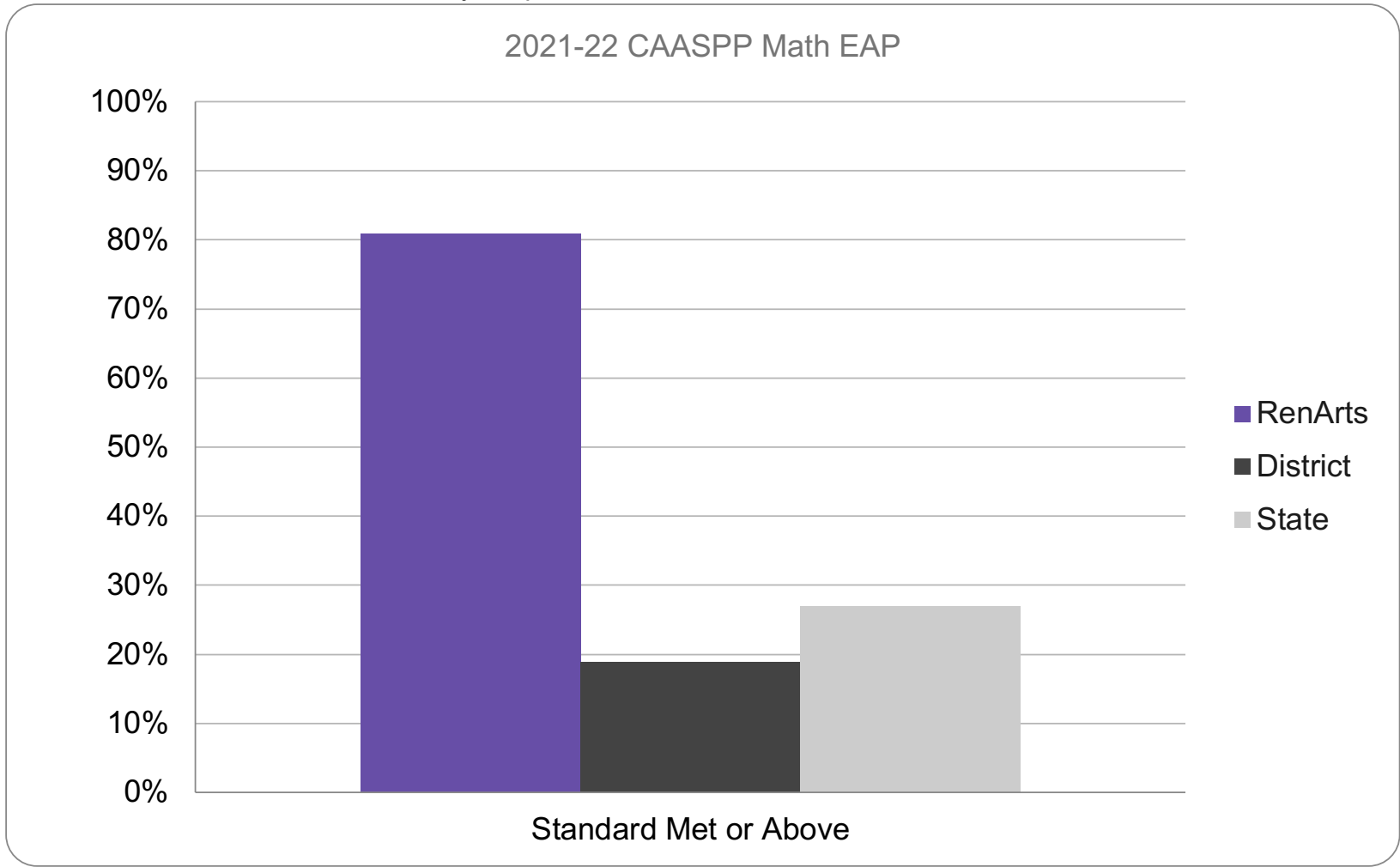
2022-2023 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 1,750,000.00	$ 1,750,000.00

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	Mathematics Technique Practice Opportunities.	Yes	$ 150,000	$ 150,000
1	2	Weekly Mathematical Analysis	Yes	$ 150,000	$ 150,000
1	3	Provide Tier I, RTI interventions as described in charter (including multiple beyond the school day opportunities) to assist at-risk students as specified in RenArts charter	Yes	$ 250,000	$ 250,000
2	1	Provide intensive advanced mathematics instruction daily through the integrated mathematics curriculum beginning in 7th grade.	Yes	$ 100,000	$ 100,000
2	2	Implementation of High-quality CA Standards and CCSS aligned instruction with appropriate support and high expectations for all students	Yes	$ 100,000	$ 100,000

				$	$
2	3	Hold semesterly family/caregiver orientation symposia discussing preparation for advanced mathematics study in secondary and beyond.	Yes	$ 50,000	$ 50,000
3	1	Provide evening family mathematics symposiums each month.	Yes	$ 50,000	$ 50,000
3	2	Provide access to a library of mathematics exploration resources.	Yes	$ 50,000	$ 50,000
4	1	Algebraic Technique Practice	No	$ 100,000	$ 100,000
4	2	Latin Exploration	Yes	$ 100,000	$ 100,000
4	3	Provide Tier I, RTI interventions as described in charter (including multiple beyond the school day opportunities) to assist at-risk students as specified in RenArts charter	Yes	$ 100,000	$ 100,000
4	4	Performing Arts Programing	No	$ 100,000	$ 100,000
5	1	Performing Arts Programing CTE Programming	Yes	$ 350,000	$ 350,000
5	2	Child Development CTE Programming	Yes	$ 100,000	$ 100,000
				$ -	$ -

2022-2023 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 927,616	$ 1,007,944	$ 1,007,944	$0.00 - No Difference	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved 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	Mathematics Technique Practice Opportunities.	Yes	$ 150,000	$ 150,000.00	0.00%	0.00%
1	2	Weekly Mathematical Analysis	Yes	$ 150,000	$ 150,000.00	0.00%	0.00%
1	3	Provide Tier I, RTI interventions as described in charter (including multiple beyond the school day opportunities) to assist at-risk students as specified in RenArts charter	Yes	$ 250,000	$ 250,000.00	0.00%	0.00%
2	1	Provide intensive advanced mathematics instruction daily through the integrated mathematics curriculum beginning in 7th grade.	Yes	$ 100,000	$ 100,000.00	0.00%	0.00%
2	2	Implementation of High-quality CA Standards and CCSS aligned instruction with appropriate support and high expectations for all students	Yes	$ 80,178	$ 80,178.00	0.00%	0.00%
2	3	Hold semesterly family/caregiver orientation symposia discussing preparation for advanced mathematics study in secondary and beyond.	Yes	$ 50,000	$ 50,000.00	0.00%	0.00%
3	1	Provide evening family mathematics symposiums each month.	Yes	$ -	$ -	0.00%	
3	2	Provide access to a library of mathematics exploration resources.	Yes	$ 50,000	$ 50,000.00	0.00%	0.00%
4	2	Latin Exploration	Yes	$ 27,766	$ 27,766.00	0.00%	0.00%
4	3	Provide Tier I, RTI interventions as described in charter (including multiple beyond the school day opportunities) to assist at-risk students as specified in RenArts charter	Yes	$ 100,000	$ 100,000.00	0.00%	0.00%
5	1	Performing Arts Programing CTE Programming	Yes	$ 50,000	$ 50,000.00	0.00%	0.00%
5	2	Child Development CTE Programming	Yes	$ -		0.00%	0.00%

2022-2023 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)
$ 4,326,969	$ 927,616	0.00%	21.44%	$ 1,007,944	0.00%	23.29%	$0.00 - No Carryover	0.00% - No Carryover

2023-24 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 1,078,743	$ 492,202	$ -	$ 179,055	1,750,000	$ 1,700,000	$ 50,000

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Mathematics Technique Practice Opportunities.	Foster Youth, English Learners, Low-Income	$ 150,000	$ -	$ -	$ -	$ 150,000
1	2	Weekly Mathematical Analysis	Foster Youth, English Learners, Low-Income	$ 150,000	$ -	$ -	$ -	$ 150,000
1	3	Provide Tier I, RTI interventions as described in charter (including multiple beyond the school day opportunities) to assist at-risk students as specified in RenArts charter	Foster Youth, English Learners, Low-Income	$ 250,000	$ -	$ -	$ -	$ 250,000
2	1	Provide intensive advanced mathematics instruction daily through the integrated mathematics curriculum beginning in 7th grade.	Foster Youth, English Learners, Low-Income	$ 100,000	$ -	$ -	$ -	$ 100,000
2	2	Implementation of High-quality CA Standards and CCSS aligned instruction with appropriate support and high expectations for all students	Foster Youth, English Learners, Low-Income	$ 78,743	$ -	$ -	$ 21,257	$ 100,000
2	3	Hold semesterly family/caregiver orientation symposia discussing preparation for advanced mathematics study in secondary and beyond.	Foster Youth, English Learners, Low-Income	$ 50,000	$ -	$ -	$ -	$ 50,000
3	1	Provide evening family mathematics symposiums each month.	Foster Youth, English Learners, Low-Income	$ 50,000	$ -	$ -	$ -	$ 50,000
3	2	Provide access to a library of mathematics exploration resources.	Foster Youth, English Learners, Low-Income	$ 50,000	$ -	$ -	$ -	$ 50,000

4	1	Algebraic Technique Practice	Foster Youth, English Learners, Low-Income	$ -	$ -	$ -	$ 100,000	$ 100,000
4	2	Latin Exploration	Foster Youth, English Learners, Low-Income	$ 100,000	$ -	$ -	$ -	$ 100,000
4	3	Provide Tier I, RTI interventions as described in charter (including multiple beyond the school day opportunities) to assist at-risk students as specified in RenArts charter	Foster Youth, English Learners, Low-Income	$ 100,000	$ -	$ -	$ -	$ 100,000
4	4	Performing Arts Programing	Foster Youth, English Learners, Low-Income	$ -	$ 42,202	$ -	$ 57,798	$ 100,000
5	1	Performing Arts Programing CTE Programming	Foster Youth, English Learners, Low-Income	$ -	$ 350,000	$ -	$ -	$ 350,000
5	2	Child Development CTE Programming	Foster Youth, English Learners, Low-Income	$ -	$ 100,000	$ -	$ -	$ 100,000

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 4,958,629	$ 974,400	19.65%	0.00%	19.65%	$ 1,078,743	0.00%	21.75%	Total:	$ 1,078,743
								LEA-wide Total:	$ -
								Limited Total:	$ -
								Schoolwide Total:	$ 1,078,743

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	Mathematics Technique Practice Opportunities.	Yes	Schoolwide	All	All	$ 150,000	0.00%
1	2	Weekly Mathematical Analysis	Yes	Schoolwide	All	All	$ 150,000	0.00%
1	3	Provide Tier I, RTI interventions as described in charter (including multiple beyond the school day opportunities) to assist at-risk students as specified in RenArts charter	Yes	Schoolwide	All	All	$ 250,000	0.00%
2	1	Provide intensive advanced mathematics instruction daily through the integrated mathematics curriculum beginning in 7th grade.	Yes	Schoolwide	All	All	$ 100,000	0.00%
2	2	Implementation of High-quality CA Standards and CCSS aligned instruction with appropriate support and high expectations for all students	Yes	Schoolwide	All	All	$ 78,743	0.00%
2	3	Hold semesterly family/caregiver orientation symposia discussing preparation for advanced mathematics study in secondary and beyond.	Yes	Schoolwide	All	All	$ 50,000	0.00%
3	1	Provide evening family mathematics symposiums each month.	Yes	Schoolwide	All	All	$ 50,000	0.00%
3	2	Provide access to a library of mathematics exploration resources.	Yes	Schoolwide	All	All	$ 50,000	0.00%
4	2	Latin Exploration	Yes	Schoolwide	All	All	$ 100,000	0.00%
4	3	Provide Tier I, RTI interventions as described in charter (including multiple beyond the school day opportunities) to assist at-risk students as specified in RenArts charter	Yes	Schoolwide	All	All	$ 100,000	0.00%
5	1	Performing Arts Programing CTE Programming	Yes	Schoolwide	All	All	$ -	0.00%
5	2	Child Development CTE Programming	Yes	Schoolwide	All	All	$ -	0.00%
							$ -	0.00%
							$ -	0.00%

Instructions

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 52064e1). 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 52064e1). 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 52064b4-6).

o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064b1 and 2).

o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064b7).

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 52064e1). 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 students
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- 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 Actions)

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

Action Tables

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

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

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

- Table 2: Contributing Actions Table (for the coming LCAP Year)

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

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

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

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

Data Entry Table

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

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

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

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

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

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

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

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

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

    For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost $165,000.

Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)

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

- 5. Total Planned Percentage of Improved Services

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

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

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

Contributing Actions Annual Update Table

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants

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

- 4. Total Planned Contributing Expenditures (LCFF Funds)

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

- 7. Total Estimated Actual Expenditures for Contributing Actions

    o   This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)

- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)

    o   This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)

- 5. Total Planned Percentage of Improved Services (%)

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

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

    o   This amount is the total of the Estimated Actual Percentage of Improved Services column

- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

- o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)

  - o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)

  - o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)

  - o If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

- 13. LCFF Carryover — Percentage (12 divided by 9)

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

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