LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Cecil Avenue Math and Science Academy
CDS Code: 15634046009351
School Year: 2022-23
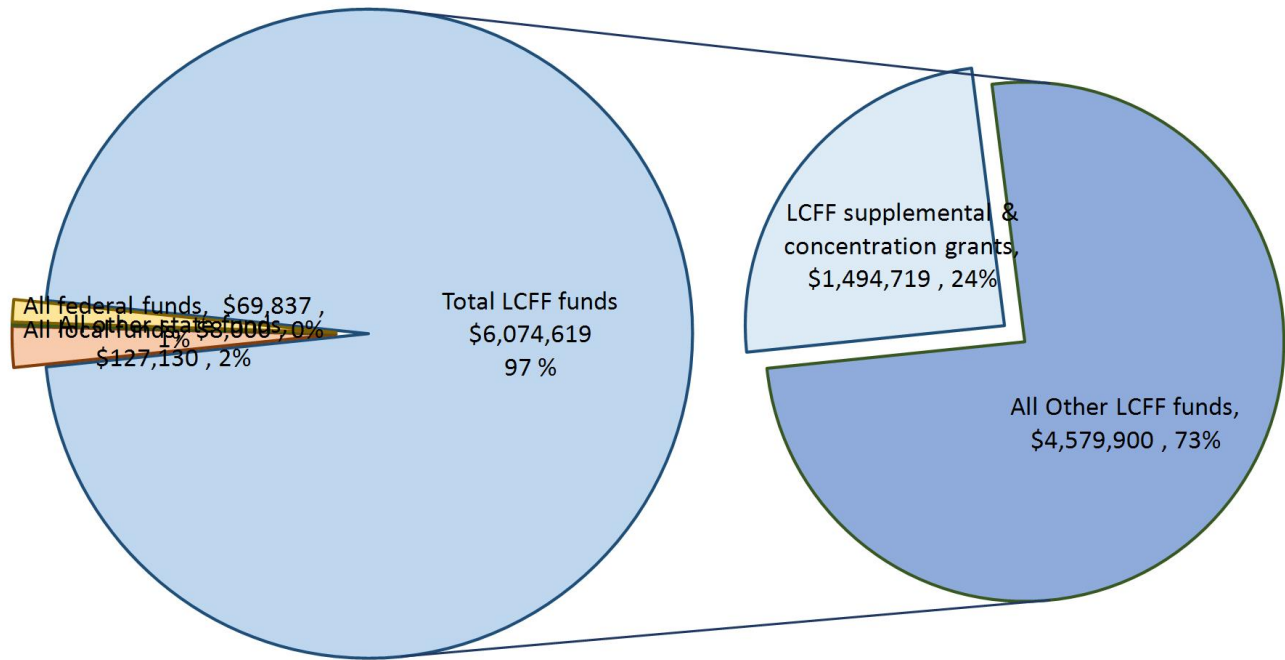LEA contact information:
Lionel Reyna
Principal

661-721-5030

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

Budget Overview for the 2022-23 School Year

Projected Revenue by Fund Source

All federal funds, $69,837, 1%
All other state funds, $8,000, 0%
All local funds, $127,130, 2%
Total LCFF funds $6,074,619 97%

LCFF supplemental & concentration grants, $1,494,719, 24%
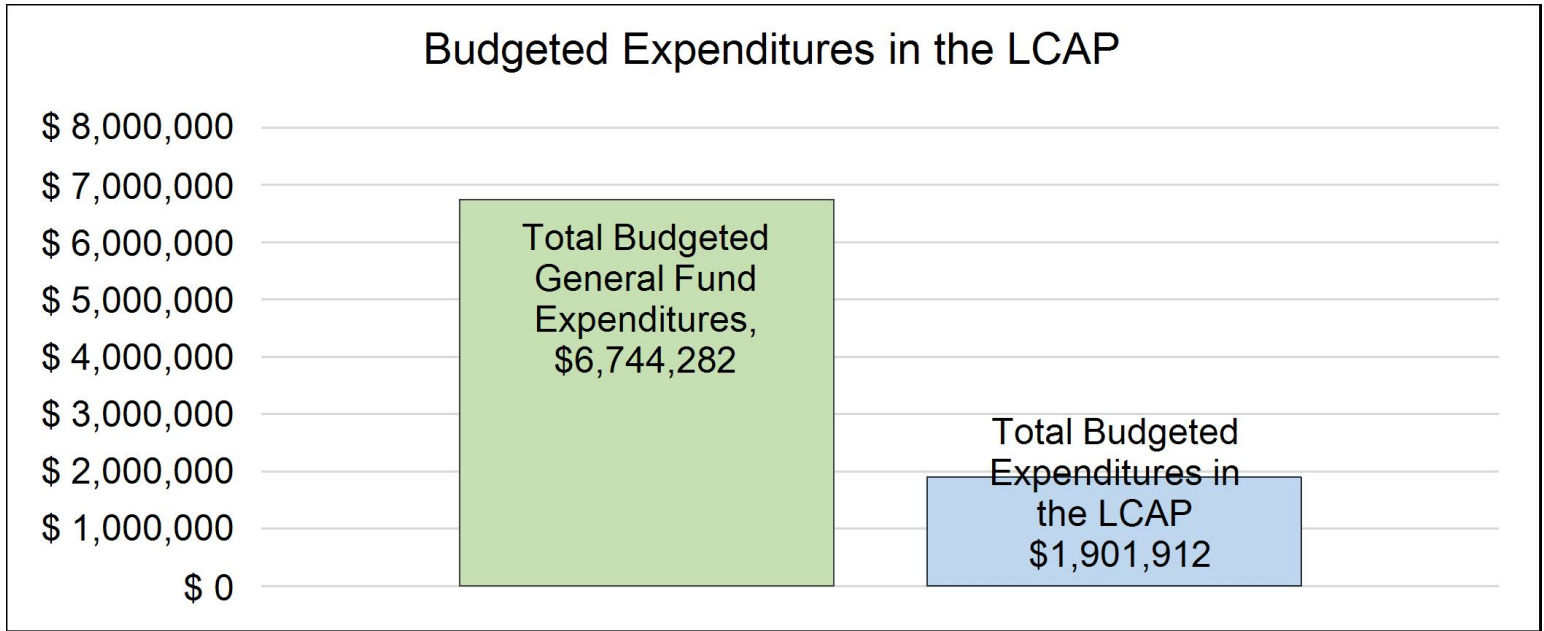All Other LCFF funds, $4,579,900, 73%

This chart shows the total general purpose revenue Cecil Avenue Math and Science 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 Cecil Avenue Math and Science Academy is $6,279,586, of which $6,074,619 is Local Control Funding Formula (LCFF), $127,130 is

other state funds, $8,000 is local funds, and $69,837 is federal funds. Of the $6,074,619 in LCFF Funds, $1,494,719 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $6,744,282

Total Budgeted Expenditures in the LCAP $1,901,912

This chart provides a quick summary of how much Cecil Avenue Math and Science Academy plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Cecil Avenue Math and Science Academy plans to spend $6,744,282 for the 2022-23 school year. Of that amount, $1,901,912 is tied to actions/services in the LCAP and $4,842,370 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

In addition to the funds that are allocated in the Local Control and Accountability Plan, the charter school budget also includes allocations to increase or improve services for high needs students. The budget includes expenditures for expanded learning opportunities, after school intervention programs, supplemental instructional materials, additional staffing to support mental health and social and emotional learning and student enrichment programs (art, music, drama and mariachi). The charter budget also supports the core academic program by providing the staffing to maintain a certificated pupil ratio of 15:1, in addition to providing a Learning Coordinator. The District uses federal funds to provide instructional coaches that support teachers by providing targeted professional development, assistance with lesson design and delivery, and resources to provide high quality integrated and designated instruction. Additionally, funds are utilized to maintain all facilities in good repair and provide personal protective equipment (PPE) to maintain a safe learning environment for students and staff.
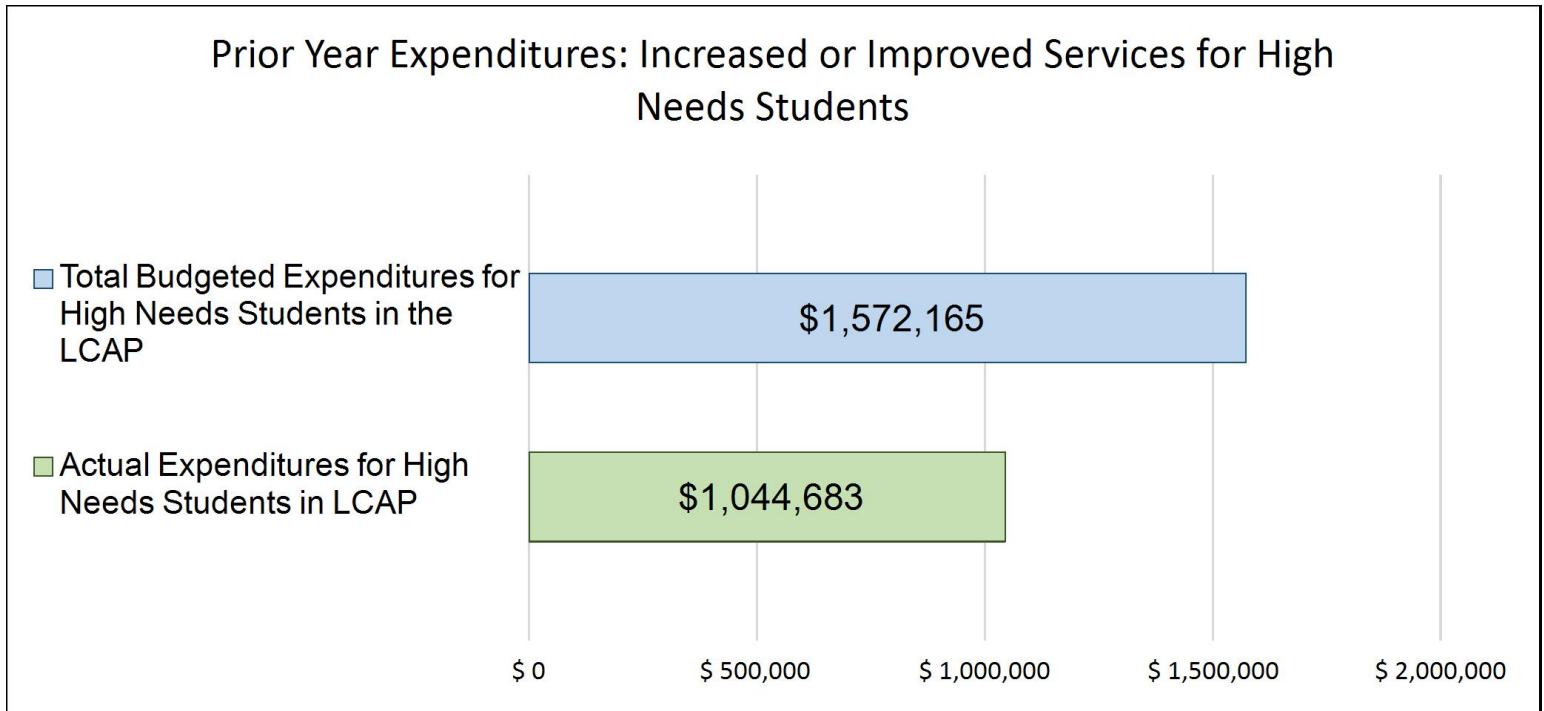
Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Cecil Avenue Math and Science Academy is projecting it will receive $1,494,719 based on the enrollment of foster youth, English learner, and low-income students. Cecil Avenue Math and Science Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Cecil Avenue Math and Science Academy plans to spend $1,901,912 towards meeting this requirement, as described in the LCAP.

Cecil Avenue Math & Science Academy continues to work on addressing the academic and social emotional needs of students. As demonstrated by data on the California School Dashboard and local data, growth continues to be made by most subgroups, however; the growth has been limited and the school still has many students performing below grade level. Achievement gaps continue to exist for our unduplicated subgroups in the areas of ELA and mathematics. Our English learners and low income students continue to perform lower on state assessments when compared to "All Students" and fall below the state average. Because this data does indicate that unduplicated groups such as English Learners, foster youth, and McKinney-Vento students are achieving at lower levels than all students as a whole, these groups will continue to be prioritized for interventions and monitored closely. There is a need for additional targeted support based on specific reading needs for students. Supporting students through small group instruction with a focus on foundational reading skills, fluency, and comprehension at their instructional levels will be a key to increasing student achievement. In order to provide more intensive intervention for students who are in need of those skills, additional professional development will be needed along with content area experts to ensure that classroom teachers are supported with lesson design and delivery. Unduplicated students also show a high need for school connectedness. CAMSA will provide resources to ensure that low income students feel more connected to school and improve overall attendance rates. In addition, feedback from staff and parents indicates a need for additional supports in the areas of Language Arts and Math specifically in providing technology resources, increasing access to literacy readiness and reading materials, access to programs that will increase exposure to college and career programs, and intervention to mitigate learning loss. While the actions within this LCAP are being provided schoolwide, they are designed to meet the needs of unduplicated students first. These actions will benefit all students, but they are critical to the success of low-income students, foster youth, and English Learners who do not have the same access to academic supports outside of the regular school day.

LCFF Budget Overview for Parents

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

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

☐ Total Budgeted Expenditures for High Needs Students in the LCAP	$1,572,165
☐ Actual Expenditures for High Needs Students in LCAP	$1,044,683

$0 $500,000 $1,000,000 $1,500,000 $2,000,000

This chart compares what Cecil Avenue Math and Science Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Cecil Avenue Math and Science 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 2021-22, Cecil Avenue Math and Science Academy's LCAP budgeted $1,572,165 for planned actions to increase or improve services for high needs students. Cecil Avenue Math and Science Academy actually spent $1,044,683 for actions to increase or improve services for high needs students in 2021-22.

The difference between the budgeted and actual expenditures of $527,482 had the following impact on Cecil Avenue Math and Science Academy's ability to increase or improve services for high needs students:

As a result of the COVID-19 pandemic, Cecil Avenue Math & Science Academy was not able to fully implement certain actions planned in the LCAP during the 2021-22 school year. For example, under Goal 1, the school had planned professional development and attendance to conferences for teachers, but due to travel restrictions, the teachers were unable to attend. The district also faced many challenges staffing some positions and therefore had unspent dollars for planned positions. CAMSA placed the students in cohorts in an effort to mitigate the spread of the COVID virus; as a result, the school had to postpone offering electives in the middle schools as well as offering planned Saturday academies and after school intervention early in the school year. This also lead to unspent funds in Goal 3. In Goal 2, the district had to cancel all planned field trips therefore there were leftover funds in this goal as well. Goal 3 also had unspent funds in some parent involvement actions due to cancellation of events and trainings due to COVID-19 restriction protocols. CAMSA intends to fully implement the actions within this LCAP during the 2022-2023 school year to ensure that students with high needs have increased and improved services.

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Cecil Avenue Math and Science Academy	Lionel Reyna Principal	lreyna@duesd.org 6617423779

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

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

Cecil Avenue Math and Science Academy values the input of all educational partners. Various groups were consulted to provide input and recommendations on how to address students' academic, social, emotional, and mental health needs as a result of the COVID-19 pandemic. Educational partner groups include: parents, teachers, students, administrators, principals, other school personnel, local bargaining units, and community members. All parents were invited to attend the stakeholder meeting at their school site. Stakeholder meetings were also held for special groups which included: Migrant, GATE, DELAC, DAC, Foster Youth, parents of students experiencing homelessness, and parents of students with exceptional needs. All meetings were held virtually and translation was provided for Spanish speaking parents. The main focus of the stakeholder meetings was to provide stakeholders the opportunity for input on the needs of students as a result of the COVID-19 pandemic. Educational partners had the opportunity to ask questions and to have meaningful conversations with district staff as well as with one another regarding the specific needs of their children. School staff took careful notes of the conversations during these meetings which in part guided the creation of actions on how to utilize the additional funding. Additionally, surveys were sent to all parents to ensure that they all had the opportunity to provide input even if they could not attend the stakeholder meetings. The surveys were created in English and Spanish to eliminate language barriers and parents were offered assistance to complete the surveys if needed. Students in grades 4-8 were also provided with a survey as well as all staff which includes certificated and classified employees. Via the Community Alliance group, the district was also able to collect surveys from community members. Special efforts were made by district and site staff to reach out to parents and guardians of English Learners, Foster Youth, students with exceptional needs, and at risk students for their contributions as educational partners.

Based on the feedback provided by all educational partners, the following is a summary of the feedback provided by specific stakeholder groups:
The GATE parent stakeholder group requested additional support staff during the school day to help with intervention during the school day and other functions such as additional supervision during breaks, lunches, and dismissal. They also voiced a need for additional mental health

services for students. There was also a parent that voiced a need for additional health care and instructional aides for special student groups that need extra support. Parents were grateful for the mitigating measures in place such as plexiglass dividers in all classrooms, mask policy, and social distancing rules. They encouraged the district to continue the practices.

English Learner parents have requested that psychologists, social workers, or nurses offer mental health services for the students. Parents reported social anxiety by some of their children and would like to have continued support for the mental health needs of their children. They have also requested to have additional personnel to be vigilant of and enforce social distance rules and appropriate use of PPE.

The Migrant Education Program parents requested that the district continue to provide appropriate PPE to students and staff. One member discussed an observation when dropping off their child at school. The parent stated that they noticed many students arrive to school without a mask. Those students were met at the front gate of the school by school personnel and were provided with a new mask for their use throughout the day. The parent wanted the district to continue to provide the school sites with sufficient masks to last the entire school year

All stakeholder groups, including teachers, administrators, classified staff, community members, students, and bargaining units emphasized the importance of expanding the school's technology for students both in and out of the classrooms. They would like the students to keep devices at home to help with homework, while still providing devices for them at school. They requested better access to WIFI so that they have uninterrupted access to online learning when needed during short-term independent study and remote learning. Stakeholder surveys indicate a high interest in having the district connect families to programs/supports for physical health such as COVID19 testing and access to Personal Protective Equipment. There was also very high interest in having the district provide materials, programs, and resources that address learning loss.

The meetings with our educational partners took place in the spring of 2021 during a three month span from March through May, culminating with a survey collected at the end of May. The school will meet again with our educational partners beginning in March 2022 to provide an update, evaluate current programs, and plan for next steps.

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

After a full school year of online learning due to the COVID 19 pandemic, Cecil Avenue Math and Science Academy transitioned to in-person instruction in August, 2021. In preparation to return to in-person instruction, the school consulted with educational partners to determine and prioritize the needs of all students, with special focus on low income, English learners, and foster youth. The school focused on providing different types of opportunities to mitigate learning loss after a full school year of online learning, while taking into consideration the physical and mental health needs of all students. With the additional concentration funds, the school was able to employ additional staff to provide direct services to students specifically in the areas of physical and mental health, which were areas of high concern for parents and staff.

The school has funded an additional physical education teacher to provide specialized services for middle school students in an effort to decrease the number of students falling within the obesity range. As reported by parents, many students became sedentary during the full school year of remote instruction. This has created a high need to focus and address the physical fitness and overall health of students. The physical fitness teachers are also implementing Social Emotional learning as part of their daily curriculum to help address mental health needs in conjunction with physical fitness needs as part of their overall wellness focus.

As part of the overall wellness focus for the district, six health assistants have been funded to assist the school nurses with their efforts to enhance health services for all students. The health assistants are an integral part of the vaccination effort set forth by the district. They also assist in monitoring symptomatic students in the special care units and with contact tracing when a student has been identified as positive for COVID-19. The health assistants provide additional support in communicating with parents and educating students and staff on current COVID-19 guidelines. Additionally Health Assistants support families by linking them to resources in the community for additional COVID-19 testing and COVID-19 immunization clinics in the community setting.

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

Cecil Avenue Math and Science Academy met with its educational partners during the spring of 2021 to discuss the use of the additional funding received to support the recovery from the COVID-19 pandemic. As part of the process of writing the ESSER III Expenditure Plan, the school met with educational partners over a three month period. During these meetings, the school provided a forum for parents to engage in meaningful conversations with school and district staff about the specific needs of their children. A parent meeting was hosted at each school site and the school also met with special groups including: teachers, students, administrators, other school personnel, local bargaining units, GATE, DELAC, DAC, Foster Youth, parents of students experiencing homelessness, and parents of students with exceptional needs. The discussions from these forums guided the creation of the actions within the ESSER III Expenditure plan. The school culminated the stakeholder engagement efforts with the distribution of a survey. This gave parents an additional opportunity to provide input regarding the use of the one-time funds. All meetings and the survey were also provided in Spanish to ensure that our Spanish speaking parents were also provided the opportunity for input. The Board of Trustees conducted a public hearing where the parents had an additional opportunity to provide input before the plan was formally adopted. The stakeholder meetings commenced in March, 2021 and ran through May of the same year. The survey was distributed and collected at the end of May, 2021. In addition, the district conducted two public hearings for the approval of the ESSER Safety Plan on July 19, 2021 and on December 13, 2021. The public hearing for the ESSER III Expenditure plan was held on October 26, 2021. The district provided its educational partners with the background information necessary to understand the use of the one-time federal funds to aide in the recovery of the COVID-19 pandemic, and also provided them multiple opportunities to engage in meaningful conversations and provide input on the use of the funds.

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

It is the priority of Cecil Avenue Math and Science Academy to ensure the health and safety of students, educators, and other staff, as well as to ensure the continuity of services, as required by the American Rescue Plan. We have added additional staffing to ensure student safety and success in an academic setting. The purchasing of additional technology to enhance daily classroom instruction. A school Social worker to assist students in dealing with issues involving home life, social pressures, and academic stresses to name a few.
Listed below are the successes and challenges we have experienced based on the implementation of our ESSER III Safe Return to In-Person Instruction & Continuity of Services Plan.
Health and Safety of Students, Educators, and Other Staff
Successes:
Cecil Avenue Math and Science Academy continues to benefit from the expertise provided by our on-site nurse and COVID Response Team. The implementation of surveillance testing of all staff has helped maintain a healthy and safe learning environment for both students and staff and has contributed to our school site attendance rate of over 90%. Additionally, utilizing guidelines for quarantining of students and staff who test positive or show symptoms has allowed us to avoid any outbreaks. The school continues to offer students a full range of courses and interventions during ongoing and persistent teacher shortages. School-site administrators contributed in the classroom at the beginning of the year, as teachers, to ensure students' return to campus maximized both their academic and social-emotional wellness. The implementation of a new social-emotional program for students continues to support our approach to onsite learning.
Challenges:
Cecil Avenue Math and Science Academy has not been immune to the impact of the teacher substitute shortage. The impact of this paired with student and staff COVID quarantines had led to many staffing challenges, which has made it difficult to maintain the level of continuity needed for optimal classroom learning environments. With dealing with the implications of learners having COVID or having to quarantine from COVID exposure, some learner's attendance has been inconsistent affecting the consistency of the interventions provided.

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

The school has leveraged all available funding sources to support the goals and actions identified in the 2021-2022 Local Control and Accountability Plan, the Safe Return to In-Person Instruction and Continuity of Services Plan, and the ESSER III Expenditure Plan. The three plans are aligned to focus on mitigating learning loss, providing a safe learning environment for students and staff, and supporting student's academic, social, emotional, and mental health needs. In addition to maintaining operations and staff, ESSER funding is being used to augment direct services to students and is providing for an additional psychologist, social workers, temporary academic support personnel,

intervention academies, instructional aides, and additional teachers to reduce class size. To address staffing shortages due to teacher quarantines and the lack of substitute teachers, the District has hired full-time roving substitute teachers for all school sites.

As addressed in the Safe Return to In-Person Instruction and Continuity of Services Plan, the school has implemented CDC recommendations regarding universal masking, hand washing, respiratory etiquette, physical distancing, cleaning, and contact tracing/quarantines. All three plans are aligned and include additional mitigating measures to keep students and staff safe. Student/staff desk barriers, daily temperature checks, breakfast and lunch in the classroom, block scheduling, recess cohorts, assigned bus seating, water bottle filling stations, additional disinfecting, and the installation of bipolar ionization units in all district facilities are some examples of how funds have been used to maintain a safe environment and further reduce to the risk of COVID-19 transmission in our schools. Prior to implementing a mandatory employee COVID vaccination policy, the District provided incentives to staff that voluntarily obtained their COVID19 vaccination/booster. The District has also initiated a campaign and partnered with local pharmacies to host COVID vaccination clinics for students. ESSER funds are being used to provide gift cards for those students that have obtained their COVID vaccinations as a method of encouraging more parents to have their school age children vaccinated.

While the District has been able to safely maintain in-person instruction throughout the current school year, the District is also prepared to provide continuity of services should the District or one or more of its schools be required to close temporarily for COVID-19-related public health reasons in the future, as required in the Safe Return to In-Person Instruction and Continuity of Services Plan. Both LCAP and ESSER funding have been used for the purchase of laptops, chromebooks, hotspots, and related equipment to support in-person and distance learning. To ensure the continuity of instruction during student quarantines, ESSER funds are being used to fund stipends for classroom teachers to provide live zoom instruction for their students as part of the short term independent study program.

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

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

Introduction

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local

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

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

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

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

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

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

Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Prompt 5: "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with

the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

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

California Department of Education
November 2021

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Cecil Avenue Math and Science Academy	Lionel Reyna Principal	lreyna@duesd.org 661-721-5030

Plan Summary [2022-23]

General Information

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

VISION
We are a learning community of educators that holds integrity and excellence as our core values. We are serving families that have entrusted their children to us. We will be deserving of that trust. We will be excellent role models; we will be highly skilled practitioners; and we will be dedicated and proactive in meeting the personal and academic needs of our students and their families. We embrace our responsibility to serve the community and we define our personal success in terms of the success of our students.

MISSION
Our students will recognize and develop their talents, know that they are valued, and will experience success through a world-class education. Our students will acquire a strong foundation for their future college and career endeavors.

GOALS
We will provide an environment of academic excellence that will develop creative and critical thinkers.
We will engage each of our students as unique individuals in order to prepare them for college and career readiness.
We will commit to providing a supportive learning environment that models a strong, positive work ethic, sparks an attitude of inquiry and enthusiasm for learning, and enables our students to become productive and responsible citizens.
We will educate all students in a safe and nurturing family environment, where they will learn to be active citizens of a culturally diverse society.
Every employee will honor students, parents, and community members by providing exemplary customer service.

Cecil Avenue Math and Science Academy has approximately 580 students. Delano Union Elementary School District has three middle schools, one K-8 school, and eight elementary schools. CAMS serves 6th, 7th, and 8th-grade pupils. The campus is located in central Delano. There is a large gymnasium, a band room, two fitness labs, and an auditorium. Each classroom has computers for teacher and pupil

use, high-speed broadband Internet connection in place with Wi-Fi, and Viewsonic Televisions for interactive learning. The school is comprised of primarily Hispanic (88.39%) and Filipino (9.09%) pupils, with some White (.58%), and African-American or Black (0.58%) also attending. There are seven languages other than English as the primary language of CAMSA pupils. The Cecil Avenue Math and Science Academy mascot is the Patriot and the colors are red, white, and blue. All students have equal opportunity to take classes in math, science, language arts, social studies, physical education, and elective courses. Students who need additional support in any academic area participate in a targeted intervention after-school program. This provides them with an additional opportunity to learn content. Pupils also have the opportunity to participate in many extra-curricular activities, such as sports, clubs, Oral Language Festival, Science Fair, GATE, cheer, Spelling Bee, and History Day. All students are encouraged to get involved.

Reflections: Successes

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

The California School Dashboard (http://www.caschooldashboard.org) is an online tool designed to help communities across the state access important information about K–12 schools and districts. The Dashboard features easy-to-read reports on multiple measures of school success. Districts receive one of five color-coded performance levels on each of the six state indicators. Each performance level is represented by (1) a color, and (2) a number of shaded segments. For example, Green will have four segments filled. The overall performance level is based on both the current performance (status) and change from the previous year (change). The five levels, in order of lowest to highest, are: (LOW) RED - ORANGE- YELLOW -GREEN - BLUE (HIGH) Based on the results of the dashboard, CAMSA has identified the following areas as attaining positive change:

* ELA: All student groups with the exception of ELLs in ELA scored orange for the 2018 results. Although each subgroup combined scored an orange, 38.6 points below standard, they maintained overall by having a 0.9 point increase. Our Filipino subgroup scored 15 points above the standard and had a 3-point increase. Although our students with disabilities are 123 points below the standard, they showed positive gains with a 23.1 point increase last year. Our Hispanic and SED subgroups both maintained but are still 40 points below the standard. For the 2021-2022 school year, we had 18.6% of our students that were on or above grade level in reading. We also had 13.0% that were near grade level.

* Math: Our overall score for math was colored orange because every subgroup, except for the Filipino subgroup, scored in red. The Filipino subgroup scored 24.7 points below the standard but increased by 4.4 points last year. For the 2021-2022 school year, we had 27.3% of our students place on or above grade level with 12.3% placing near grade level.

* Cecil Avenue Math and Science Academy was successful at administering local assessments to measure academic growth for the 2021-2022 school year. The current data is as follows: ELA On/Above Grade Level - 18.6% Near Grade Level - 13.0% Below Grade Level - 18.0% Far Below Grade Level - 44.7%. Math On/Above Grade Level - 27.3% Near Grade Level - 12.3% Below Grade Level - 21.7% Far Below Grade Level - 34%

* An after-school STEM provides students with hands-on activities that are instrumental in helping them attain the necessary skills for career and college readiness.

* The AVID program continues to run successfully along with homework organization via binders.

* District coaches were instrumental in providing targeted assistance to all teachers, specifically with the implementation of the new ELA and math curriculum adoptions, thinking maps, and the implementation of IABs in both math and English.

* CAMSAs suspension rate decreased from 7% to 3.7% for students suspended at least once in the 2021-2022 school year.

* The Learning Coordinator along with our Academic Counselor worked well with all staff and especially with the certificated staff in the area of ELA and mathematics. More interventions have been implemented and the use of IABs and Illuminate under the guidance of the Learning Coordinator, are being utilized in every grade level.

* Students with disabilities decreased by 7.8% under chronic absenteeism for the 2021-2022 school year. This gives the group an overall of 3.0% chronically absent.

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.

* Based on the English Language Arts Assessment report on the California Schools Dashboard, the Students with Disabilities subgroup is in the red category which is a decline of 6.5 points. In mathematics, our Students with Disabilities, English Language Learners, Hispanic, and SED subgroups are in the red category. The site will continue to focus specifically on these subgroups in the 2019-20 school year and provide interventions as appropriate as well as professional development for teachers and administrators.

* Cecil Avenue Math and Science Academy has a couple of areas of need as indicated by our local assessment that is used to measure academic growth for the 2021-2022 school year. The current data is as follows: ELA Below Grade Level - 18.0% Far Below Grade Level - 44.7%. Math Below Grade Level - 21.7% Far Below Grade Level - 34%

* District coaches will continue to work with teachers to provide them with the necessary tools and strategies to help the students with disabilities subgroup, English Language Learner subgroup, Hispanic, and SED subgroups in the area of Math in an effort to improve at least one performance level on the California School Dashboard for the 2019 assessment.

  * As indicated by CAASPP scores and local measures, our site needs to focus on improving results in the area of mathematics for all of our students. Our math scores have decreased across all grade levels and as a school, we are in the orange category. The coaches will continue to work with teachers and principals to increase student performance in this area. CAMSA will continue

focusing on intervention efforts to assist students with math skills. CAMSA will also provide intensive after-school intervention academies that will provide students with opportunities to gain the necessary skills to improve.

* English Language Arts scores are in the orange performance level in the California School Dashboard. Our ELL subgroup declined by 6.9 points which placed them in the red category. CAMSA will continue to provide intensive after-school intervention academies that will provide students with the opportunities to gain the necessary skills to improve.

LCAP Highlights

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

Reflecting on our district mission, vision, and goals; and through an extensive collaboration with various stakeholder groups, the following goals were created to address the needs of our students: Goal #1 - DUSD will work to increase the quality and rigor of the core curriculum and standards based instruction to assure student success in career and college readiness. Goal #2 - All students will be provided a safe and secure learning environment that is engaging and stimulating and supports all students with special attention to our English Learners, Long Term English Learners, Foster Youth and all other sub groups identified as low-performing groups Goal #3 - Implement a 21st Century learning community of students and parents by building a culture with opportunities for advancement in Science, Technology, Engineering, Mathematics, and the Arts. Our key LCAP actions include:

The following action items are addressed under each goal to meet specific student needs:
Goal 1:
*Curriculum and Instruction
*Professional Development for staff
*Support for English learners
*Specialized academic coaches to help all teachers with lesson design and lesson delivery
*Special Education resource teacher to support all teachers with special education instruction
*Tiered intervention opportunities for students

Goal 2:
*Vice Principal to help monitor school safety and maintain a positive school culture
*School nurse to assist in the health and safety of all students
*Emergency management systems training and materials
*Campus supervisor to promote and monitor student safety before, during, and after school
*Culture building activities for students and parents
*A Social worker to ensure that students' mental health needs are met
*Social and Emotional Learning curriculum and character-building supplies and materials
*Additional costs incurred for clothing, health needs, dental, and eye-wear for unduplicated pupils in need
*Delano Union School District Vision Center

Goal 3:
*Providing music, visual, and performing arts for all students
*Parent involvement activities both at the site level
*Providing a clerk to serve as parent liaisons at the school site
*AVID
*Technology enhancement across the school site
*School-wide STEAM program implementation with a lab
*SCICON opportunities to promote science education in grade six
*GATE instruction and enrichment to all qualifying students

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 our school has not been identified.

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 our school has not been identified.

Monitoring and Evaluating Effectiveness

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

N/A our school has not been identified.

Engaging Educational Partners

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

Cecil Avenue Math & Science Academy values the input of all educational partners for the completion of the annual LCAP update. A strategic district LCAP team was formed to lead the annual review and analysis of the plan. The school team is comprised of the Principal, Vice Principal, and the following staff members: Learning Coordinator, Academic Counselor, Social Worker, teaching staff, and Classified employees. The team gathered throughout the school year and reviewed all training videos offered by the Kern County Superintendent of Schools office. The team reviewed quantitative and qualitative data, progress on the goals and action steps, budget and expenditures, and recommendations from educational partner meetings. The school team met throughout the school year to review the effectiveness of each action and service provided via the LCAP, and determined if the actions needed to be kept the same, changed, or eliminated and replaced with new ones. The team also met to redirect funds as necessary to provide services in the areas of most need.

A series of meetings were held with different groups. Educational partner groups include parents, teachers, students, and other school personnel, and community members. All meetings were held virtually and special sessions were provided for Spanish speaking parents. The meetings included a review of the background and purpose of the LCAP along with information regarding the plan requirements and an update on data for each of the eight state priorities. However; the main focus of the meetings was to provide educational partners the opportunity for input. Stakeholders had the opportunity to ask questions and to have meaningful conversations with school staff as well as with one another regarding the specific needs of their children. DELAC did not submit any comments during the LCAP consultation process. school staff took careful notes of the conversations during these meetings which in part guided the creation of the goals and actions within this plan. Additionally, surveys were sent to all parents to ensure that they all had the opportunity to provide input even if they could not attend the meetings. The surveys were created in English and Spanish to eliminate language barriers and parents were offered assistance to complete the surveys if needed. Students in grades 6-8 were also provided with a survey as well as all staff which included certificated and classified employees. Special efforts were made by site staff to reach out to parents and guardians of English Learners, Foster Youth, Special Education students, and at-risk students for their contribution to this plan.

A summary of the feedback provided by specific educational partners.

The following is a summary of the feedback provided by specific educational partner groups: 2022-23 Local Control Accountability Plan for Cecil Avenue Math & Science Academy: The most resounding feedback we received was the need to continue to provide intervention opportunities for students. Many educational partners feel there is a high need for intervention opportunities for students who are having difficulty with academics after the pandemic. Via goals 1 and 2, the school will ensure that students have ample opportunities for intervention during the school day, after school, and academies during some Saturdays and scheduled breaks.

The feedback collected also included the need to continue mental health services for our students. The need for services stems from their experience through the pandemic and the return to in-person instruction. Many students have struggled with the transition and acclimating to socialization once again. Many students have communicated a dire need for mental health assistance. Through goal 2, the school will

continue to employ a social worker. Additionally, via goal 3, the district will continue to employ a band teacher to ensure students have access to the performing arts.

English Learner parents have requested that psychologists, social workers, or nurses continue to offer services to students to help cope with mental health needs. They have also suggested for the school to continue to offer elective classes, sports, and physical education to get the kids physically active again. They reported the struggle with a sedentary lifestyle during the pandemic closure and continuing until now.

The Migrant Education Program parents discussed the importance of continuing to provide opportunities for intervention for students. They feel that many students have fallen behind during the pandemic and that many also need support with study habits.

The GATE parent group emphasized the importance of continuing to provide enrichment opportunities for GATE students, not only during the summer academy, but opportunities for enrichment throughout the regular school day. They also expressed their gratitude for continuing to provide opportunities for students to participate in competitive events such as; Oral Language Festival, Science Fair, Spelling Bee, etc. during the pandemic. They expressed that the GATE students benefited from the opportunities.

All educational partner groups, including teachers, administrators, and classified staff, emphasized the importance of expanding the school's technology for students both in and out of the classrooms. They would like the students to keep devices at home to help with homework, while still providing devices for them at school. Teachers communicated the need to offer Google Certification opportunities for them as well as continuous opportunities for professional development and training in the various platforms utilized for instruction. Many also expressed the need for the district to offer technology classes to all parents so that they can check their child's Google Classrooms and the Aeries parent portal. Another topic of discussion was the importance of continuing the efforts to keep the campuses safe. Many requested extra supervision, especially during dismissal times.

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

Cecil Avenue Math & Science Academy places high value on the input of all educational partner groups. As a result of all the stakeholder meetings with various groups, and a thorough review of all surveys received, the school has utilized the information to guide the creation of action items within this plan. Parents vocalized the need for on-going mental health support. As a result, the school will continue with funding to ensure 2022-23 Local Control Accountability Plan for Cecil Avenue Math & Science Academy that our social worker is available to support students throughout the school year and provide emotional reassurance as all students fully transition to in-person instruction. The funding will be directed to specific action items in goal 2.

The parents also reported a concern of how their children were inactive for an entire school year and requested extra efforts by the school to keep the students more physically active on an on-going basis. The school has funded a physical education teacher through goal 1 to ensure class sizes are manageable giving each student access to high-quality instruction.

The need for intervention opportunities was expressed during the meetings with educational partners. Through goal 1, the school will provide ample opportunities for the students to receive intervention. Targeted intervention will happen during the school day with additional intervention opportunities on some Saturdays and during scheduled breaks.

Both parents and school personnel, such as teachers, administrators, and classified staff discussed the need to continue to increase and improve technology in our district. As a result, the school will continue to allocate funding in goal 3 for software, devices, and infrastructure so that students and staff have access to all their technology needs. Additionally, the school will purchase additional technology so that teachers and students are able to keep the current technology set up at home and have additional devices at school to eliminate students and staff having to carry the devices to and from school. This will facilitate homework completion and will additionally have students prepared in the event of a need to shift to distance learning instruction once again.

Goals and Actions

Goal

Goal #	Description
1	Cecil Avenue Math & Science Academy will provide a world class education through a supportive learning environment that sparks and attitude if inquiry and enthusiasm for learning to ensure students success in college and career readiness. The expected outcome of this goal is to increase the quality of instruction and services for students to promote higher levels of academic achievement to ensure that students are ready for college, careers and beyond.

An explanation of why the LEA has developed this goal.

Based on the results of the CAASPP, ELPAC, and other local multiple measures, CAMSA has identified the need to continue to increase the quality of instruction. CAMSA will have a continued effort to retain fully credentialed teachers and to provide professional development. Based on the California School Dashboard data, the English learner and socio-economically disadvantaged subgroups are in the yellow performance level in both ELA and math, while the student with disabilities subgroup is in the orange performance level for ELA and math. As specified in Metric 4 (a) below, the following subgroups are performing well below grade level: English learners, special education, socio-economically disadvantaged, and students experiencing homelessness. This data, along with stakeholder input has guided the creation of this goal and its corresponding actions. Furthermore; after a full school year of distance learning, the district will continue to focus on efforts to support all teachers through professional development and training opportunities and working with academic coaches to provide students with the best learning strategies to meet their learning needs.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1(a) – teachers in the local educational agency (LEA) are appropriately assigned and fully credentialed in the subject area and for	Cecil Avenue Math & Science Academy currently has 3 teachers who are not fully credentialed. This indicates that 89% of teachers are appropriately	Cecil Avenue Math & Science Academy had 8 teachers who were not fully credentialed. This indicates that 76% of teachers were appropriately assigned and fully credentialed for the			The desired outcome is 100% for the 2023-2024 school year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
the pupils they are teaching;	assigned and fully credentialed.	2021-2022 school year.			
Priority 1(b) – every pupil in the school district has sufficient access to the standards-aligned instructional materials;	Based on the Williams Team visits in August 2019, the district received a rating of 100% for sufficiency of standards aligned textbooks as per the report on the Kern County Superintendent of Schools Williams Visit webpage.	Based on the Williams Team visits in August 2021, the district received a rating of 100% for sufficiency of standards aligned textbooks as per the report on the Kern County Superintendent of Schools Williams Visit webpage.			The desired outcome for 2023-2024 school year is 100%
Priority 1(c) – school facilities are maintained in good repair;	Based on the Facilities Inspection Tool from the Williams Team visit in August, 2019, CAMS received a rating of Exemplary.	Based on the Facilities Inspection Tool from the Williams Team visit in August 2021, CAMS received a rating of Exemplary.			The desired outcome for 2023-2024 school year is Exemplary.
Priority 2(a) - the implementation of state board adopted academic content and performance standards for all students;	Cecil Avenue Math & Science Academy will implement all content performance standards. Based on principal observations and district walkthroughs, 90% of teachers are fully implementing CCSS.	90% of teachers at Cecil Avenue Math and Science Academy fully implementing CCSS for the 2021-2022 school year.			Desired outcome for 2023-2024 is 100% of teachers achieving full implementation.
Priority 2(b) - how the programs and services will enable English learners to	The ELD standards were substantially implemented. Based on classroom	All ELA classes at CAMSA are implementing ELD standards and			Desired outcome for 2023-2024 is 97% substantial implementation of

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
access the Common Core State Standards and the English Language Development standards for purposes of gaining academic content knowledge and English language proficiency.	walkthroughs by the ELD director and principals, 90% of teachers are implementing the ELD standards during the ELD block. EL students received ELD instruction daily using the adopted curriculum and ELD standards. Teachers are providing both Integrated and Designated ELD for their students to improve English language proficiency and academic content. The implementation is only partial for Integrated ELD, as evidenced by SBAC, ELPAC, and Redesignation data.	strategies. In addition, other content areas implemented integrated ELD strategies for the 2021-2022 school year.			ELD standards during the ELD block.
Priority 4(a) - statewide assessments administered pursuant to Article 4.	CAASPP Results 2019 6th ELA: 34.62% Math: 16.74% 7th ELA: 34.17% Math: 19.1% 8th ELA: 32%	Cecil Avenue Math and Science Academy has been administering local assessments to measure academic growth for the first half of the 2021-2022 school year. The			6th ELA: 40% Math: 25% 7th ELA: 45% Math: 30% 8th ELA: 40% Math: 30% ELL ELA: 7%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Math: 20.1% ELL ELA: 2.26% Math: 0.89% SpEd ELA: 6.90% Math: 1.72%	current data is as follows: IXL ELA On/Above Grade Level - 18% Near Grade Level - 13% Below Grade Level - 15% Far Below Grade Level - 54% IXL Math On/Above Grade Level - 6% Near Grade Level - 16% Below Grade Level - 27% Far Below Grade Level - 51% STAR ELA On/Above Grade Level - 25% Near Grade Level - 13% Below Grade Level - 19% Far Below Grade Level - 44% STAR MATH			Math: 5% SpEd ELA: 12% Math: 7%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		On/Above Grade Level - 36% Near Grade Level - 12% Below Grade Level - 16% Far Below Grade Level - 36%			
Priority 4(b) - the percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University.	The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University - N/A	N/A			The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University - N/A
Priority 4(c) - The percentage of pupils who have successfully completed courses that satisfy the requirements for career technical education sequences or programs of study that align with SBE-approved career technical education standards and frameworks.	The percentage of pupils who have successfully completed courses that satisfy the requirements for career technical education sequences or programs of study that align with SBE-approved career technical education standards and frameworks - N/A	N/A			The percentage of pupils who have successfully completed courses that satisfy the requirements for career technical education sequences or programs of study that align with SBE-approved career technical education standards and frameworks - N/A

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4(d) - The percentage of pupils who have successfully completed both types of courses described in subparagraphs (B) and (C);	The percentage of pupils who have successfully completed both types of courses described in subparagraphs (B) and (C); - N/A	N/A			The percentage of pupils who have successfully completed both types of courses described in subparagraphs (B) and (C); - N/A
Priority 4(e) - the percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California.	The percentage of ELs who progress toward English proficiency on the ELPAC or any subsequent assessment of English Proficiency, as certified by the SBE – Results for 2019 are: : Level 1 = 12.27%, Level 2 = 30.90%, Level 3 = 40%, Level 4 = 12.27%	The percentage of ELs who progress toward English proficiency on the ELPAC or any subsequent assessment of English Proficiency, as certified by the Our current Results for 2021 are: Level 1 = 10.48%, Level 2 = 15.72%, Level 3 = 43.1%, Level 4 = 30.1%			The desired outcome for the 2023-2024 school year of the percentage of ELs progress toward English proficiency on the ELPAC results are: Level 1 = 20%, Level 2 = 25%, Level 3 = 30%, Level 4 = 25%
Priority 4(f) - the English learner reclassification rate.	The ELL reclassification rate for 2018-2019 school year was 0.10 or 10.1%	The ELL reclassification rate for 2020-2021 school year was 0.10 or 10.2%			Desired outcome for 2023-2024 is 15%
Priority 4(g) - the percentage of pupils who have passed an advanced placement examination with a score of 3 or higher;	The percentage of pupils who have passed an AP exam with a 3 or higher – N/A	N/A			The percentage of pupils who have passed an AP exam with a 3 or higher – N/A

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4(h) - the percentage of pupils who demonstrate college preparedness pursuant to the Early Assessment Program or any subsequent assessment of college preparedness.	The percentage of pupils who participate in, and demonstrate college preparedness pursuant to the Early Assessment Program – N/A	N/A			The percentage of pupils who participate in, and demonstrate college preparedness pursuant to the Early Assessment Program – N/A

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Development	CAMS will provide staff with Common Core and intervention professional development and provide materials for program implementation. The trainings will provide enhanced and supplementary professional development. CAMS will provide staff development in the area of English Language Arts, Math, Technology, NGSS, Social Studies, Physical Education, and English Language Development. Priority will be given to unduplicated students. Priority 1,2,4 Roadmap Principles 2 (B,D, F)	$45,431.00	Yes
1.2	Grade span adjustment in upper grades	In a continued effort to mitigate learning loss and reduce class sizes in grades 7th-8th, CAMSA will continue to employ a math teacher to help students understand and master the common core math standards. Services will be principally directed to the classrooms with the highest concentration of unduplicated pupils. Roadmap Principles 2 (B, D)	$116,627.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Academic Needs and Support	CAMSA will employ an Academic Counselor to help address various student academic needs. The Academic Counselor will monitor student progress for all three years, meet with those who are struggling academically, and conduct parent meetings with those students who are struggling. The Academic Counselor will also hold parent workshops to inform parents of various student needs and what the school has to offer to help students succeed. Services will be principally directed to high need unduplicated students. Roadmap Principles 1 (C, D)	$143,238.00	Yes
1.4	Grade span adjustment in upper grades	In a continued effort to mitigate learning loss and reduce class sizes in grade 6, CAMSA will employ an additional 6th grade teacher to help students understand and master the common core standards in smaller group sizes to provide tiered interventions during the school day. Priority will be given to unduplicated students. Roadmap Principles 2 (B, D)	$107,596.00	Yes
1.5	Grade span adjustment in upper grades	Due to the high number of students in the obesity range based on the California Physical Fitness Test and a need for Social-Emotional Support, CAMSA will employ a Physical Education teacher. The teacher will provide physical fitness and wellness instruction to address student's physical health and well being in grades 7 and 8. The teacher will also provide daily Social Emotional Learning curriculum as part of the instruction to focus on the student's mental health. Services will be principally directed to unduplicated students.	$113,892.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Roadmap Principles 2 (B, D)		
1.6	Program Implementation	CAMSA will employ a Site Resource Teacher to provide leadership, expertise, and support at the school site level. The site resource teacher will monitor the progress of English learners and will serve as a liaison for parents through their involvement in School Site Council and other parent committees. They will also assist with the full implementation and assessment of specific core and intervention content in grades 6-8. Roadmap Principles 2 (B, D)	$15,328.00	Yes
1.7	English Learner Support	With nearly half of the student population classified as English learners, the district placed top priority on offering high quality integrated and Designated instruction to all English learners, Newcomers, reclassified students, Immigrant students, Long Term English learners and Expanding level students. Students will be supported through ongoing and frequent data analysis to identify needs. Teachers will receive ongoing training on language acquisition strategies to incorporate during both integrated and designated instruction of English learners. In addition, the district will offer a specialized class for newcomer students to accelerate language acquisition. Priority 2,4 EL Roadmap Principle 2 (A,B,&F) and Principle 4 (C)	$93,459.00	Yes
1.8	Math Intervention Teacher	In an effort to provide small group instruction for students in high need of math intervention, Cecil Avenue Math & Science Academy will fund a 6th grade math intervention teacher. Priority will be given to unduplicated pupils.	$107,596.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Roadmap Principles 2 (B, D)		

Goal Analysis [2021-22]

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

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

Action1 - This action was partially implemented. As a result of restrictions in travel, we were unable to provide any in-person professional development. We were, however able to provide some limited on-site training in the second half of the year.

Action 2 - This action was fully implemented. The school continued to employ a math teacher to help students understand and master the common core math standards. This effort helped in mitigating learning loss and helped to reduce class sizes in grades 7th-8th.

Action 3 - This action was fully implemented. CAMSA employed an Academic Counselor to help address various student academic needs. The Academic Counselor helped in monitoring student progress throughout the year and met with those who were struggling academically. The Academic Counselor also conducted parent meetings with struggling students to help provide guidance in grade recovery. The Academic Counselor will also held parent workshops to inform parents of various student needs and what the school has to offer to help students succeed.

Action 4 - This action was fully implemented. In an effort to mitigate learning loss and to help reduce class size, CAMSA employed a 6th grade teacher to help students understand and master common core standards.

Action 5 - This action was fully implemented. CAMSA employed a physical education teacher to help with student understanding and mastery of the physical education model content standards.

Action 6 - This action was fully implemented. CAMSA employed a Site Resource Teacher to provide leadership, expertise, and support at the school site level for the full implementation and assessment of specific core and intervention content
in grades 6-8.

Action 7 - No allocation

Action 8 - No allocation

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

Action 1 -   As a result of restrictions in travel, we were unable to provide any in-person professional development throughout the 2021-2022 school year. Funds in this action were partially spent. Cecil Avenue Math & Science Academy had $56,852.75 in unspent funds.
Action 2 - The school had $22,075.36 in unspent funds in this action due to 2 months of remaining salary and benefits for our grade span adjustment 7th/8th grade math teacher.
Action 3 - The school had $27,200.76 in unspent funds in this action due to 2 months of remaining salary and benefits for our academic needs and supports counselor. There was a budget reduction of $10,033 due to the hiring of a new employee in this position.
Action 4 - The school had $34,384.68 in unspent funds in this action due to 2 months of remaining salary and benefits for our grade span adjustment 6th grade teacher. There was a budget reduction of $7,325 due to the hiring of a new employee in this position.
Action 5 - The school has $19,455.72 in unspent funds in this action due to 2 months of remaining salary and benefits for our grade span adjustment 7th/8th PE teacher.
Action 6 - To provide support in program implementation, the school provided partial funding for a site resource teacher with current expenditures of $11,653.19. Title I funds are used to provide additional funding for this action.
Action 7 - No allocation
Action 8 - No allocation

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

Actions 2, 3, 4, 5, 6, and 7 were deemed effective due to CAMSA staff that helped address various student academic needs. Grade span adjustment in upper grades allowed for smaller class sized that provided an opportunity for a smaller teacher-student ratio. Our Academic Counselor monitored student progress for all three years, met with those who were struggling academically, and conducted parent meetings with those students who are struggling. The Academic Counselor also held parent workshops to inform parents of various student needs and what the school has to offer to help students succeed. Our Site Resource teacher provided leadership, expertise, and support at the school site level for the full implementation and assessment of specific core and intervention content in grades 6-8. CAMSA was able to offer high quality integrated and Designated instruction to all English learners, Newcomers, reclassified students, Immigrant students, Long Term English learners and Expanding level students. Students were supported through ongoing and frequent data analysis to identify needs. A specialized class for newcomer students to accelerate language acquisition was incorporated this past year at CAMSA and will resume in the 2022-2023 school year.
Action 1 was partially effective in that staff recieved limited professional development due to the suspension of field trips for the 2021-2022 school year making it difficult to attend any professional conferences outside of the school district. CAMSA plans to resume normal field trip expectations for the 2022-2023 school year.
Action 8 was not effective to this position not being implemented in the plan for the 2021-2022 school year.

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.

For the next school year, CAMSA will be funding a math intervention teacher for action 8. Due to learning loss as a result of COVID-19, the need for math intervention is strongly needed. According to the STAR Math data, 32.1% of all CAMSA students are On or Above grade level, 13.8% are Near grade level, 17.2% are below grade level and 35.6% are Far Below grade level. The school along with the district also made a change in one of the local metrics utilized to measure student achievement in ELA and Math. Due to the large impact on instructional time that the IXL assessment created, the district removed this assessment from the metric and is only utilizing STAR ELA and Math as local assessments.

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

Goals and Actions

Goal

Goal #	Description
2	All students will be provided a safe and secure learning environment that is engaging and stimulating and supports all students with special attention to our English Learners, Long Term English Learners, Foster Youth and all other sub groups identified as low performing groups. The expected measurable outcome for this goal is an increase in student attendance rates, decreased suspension rates and increased levels of student connectedness.

An explanation of why the LEA has developed this goal.

Based on the Multi-Tier Systems of Support for positive behavioral interventions, discipline, attendance, and vice principal behavior observations, the data indicates a continued need in providing an engaging, safe, and secure learning environment for all students. Special emphasis will be placed on subgroups of greatest need. Current data collected from CALPADS, SIS platform, CA Healthy Kids Survey, the California School Dashboard, and local surveys, indicates that students need additional support to increase connectedness and student participation. The current attendance rate is 93.6% and chronic absentee rate is 3.0%. The school will continue make all efforts to encourage students to improve school attendance and be an active participant in their learning.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 5(a) - school attendance rates as measured by local data from SIS platform.	Attendance rate is 97.8%	Cecil Avenue Math and Science Academy's current attendance rate is 93.6%			Desired outcome for 2023-2024 is 98.3% attendance rate.
Priority 5(b) - chronic absenteeism rates as measured by local data from SIS platform.	The chronic absenteeism rate is 4.6%	Cecil Avenue Math and Science Academy's chronic absenteeism rate for the 2021-2022 school year is 3.0			Desired outcome for 2023-2024 is 2% absentee rate.
Priority 5(c) - middle school dropout rates	Middle school dropout rate is 0 students.	There 0 students that dropped out of school			Desired outcome for 2023-2024 is to

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
as measured by CALPADS EOY report.		for the 2021-2022 school year.			maintain the rate at 0%.
Priority 5(d) - high school dropout rates.	High school dropout - N/A	N/A			High school dropout - N/A
Priority 5(e) - high school graduation rates.	High school graduation rate - N/A	N/A			High school graduation rate - N/A
Priority 6(a) - pupil suspensions measured by local data from SIS platform rates	34 students have were suspended in 2019-2020.	There were 32 days of suspension issued for the 2021-2022 school year.			Desired outcome for 2023-2024 is 0 suspension.
Priority 6(b) - pupil expulsion rates as measured by local data from SIS platform.	0 students have been expelled in 2019-2020.	Cecil Avenue Math and Science Academy's had 0 students expelled this 2021-2022 school year.			Desired outcome for 2023-2024 is 0.
Priority 6(c) - other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness as measured by the CA Healthy Kids Survey.	Due to the climate school survey taken by our student body, approximately 66% of students have a sense of safety and school connectedness.	Due to the climate school survey taken by our student body, approximately 69% of students have a sense of safety and school connectedness which is a few percentage points higher than the last survey.			Desired outcome for 2023-2024 is 80%

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Health Services	CAMS will expand the duties of the nurse to enhance parent communication and the health and safety of the students. The nurse will serve as liaisons for the school sites and provide parents, and staff training. Training topics will include epipens, chronic disease management, HIV/AIDS for students, CPR and AED. Nurse will continue to train all front office staff and administrators in CPR and AED. The nurse will be trained by the Coordinator of Health Services in the following areas: HIV/AIDS, growth and development classes for students, and anyother areas that need professional development. The nurses will be trained by the Director of Health Services who will ensure that services are principally directed to unduplicated pupils. Priority 5 EL Roadmap Principle 3 (B)	$80,004.00	Yes
2.2	Emergency Management Systems	In it's efforts to provide a safe and secure learning environment for students and staff, the school will provide appropriate training and materials in emergency management systems. The school will conduct a needs assessment to determine high priority safety areas that need to be addressed. Priority 6	$8,100.00	Yes
2.3	School Safety	CAMS will continue to employ and train a vice principal on MTSS to continue to promote student safety and continued support of teachers. Priority will be given to unduplicated students. Additional duties will include providing additional services such as increased connection and outreach to families of unduplicated students. The vice principal will serve as a parent liaison and will monitor attendance and discipline to ensure that students feel connected to school.	$183,401.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Priority 5, 6 Roadmap Principles 1 (C, D)		
2.4	School Safety	CAMS will work with the City of Delano and the Delano Police Department to continue to employ one School Resource Officers (SRO) to assist students, staff, and parents. The SROs will provide training on school safety and other related topics while helping to maintain a safe and secure learning environment. Priority 5, 6 Roadmap Principles 1 (C, D)	$1,000.00	Yes
2.5	Campus Security	The school will continue to promote student safety and visibility by employing campus security supervisor and noon duty aides/crossing guards to provide security on the school campus and surrounding areas. Additional duties include participation in-home visits as part of the school liaison team to ensure that students are connecting and attending school daily. They will also be part of the family outreach team at their school site to support families of unduplicated pupils. Priority 6 Roadmap Principles 1 (C, D)	$112,967.00	Yes
2.6	Positive School Climate	CAMS will promote a positive school culture by providing culture-building activities for students, staff, and parents per year. Examples: Assemblies, family nights, rallies, parent education nights, etc. Services will be principally directed and special focus will be placed on recruiting unduplicated pupils and their parents. Priority 6	$35,218.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Roadmap Principles 1 (C, D)		
2.7	Parent Involvement	CAMS will continue to provide informative meetings for parents and students to address issues such as: gang awareness, drugs, behavior, bullying, and communication. Services will be principally directed with special focus placed on recruiting unduplicated pupils and parents. Priority 5, 6 Roadmap Principles 1 (C, D)	$3,000.00	Yes
2.8	Behavior Intervention Instructor	CAMS will continue to employ and train an intervention teacher to support MTSS and provide the Tier 2 behavior intervention. Services will be principally directed for unduplicated pupils. Priority 5 6 Roadmap Principles 1 (C)	$144,301.00	Yes
2.9	MTSS Materials	CAMSA will make every effort to create a positive learning environment and will support activities that promote a positive school climate. The school will also offer activities that promote a positive culture for staff, students and parents to ensure connectedness to school. This will be an effort to reduce chronic absentee rates and increase attendance. Services will be principally directed to unduplicated pupils. Priority 6 Roadmap Principle 1 (D)	$2,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.10	Academic and Incentive Field Trips	CAMS will focus on increasing attendance rates and improve positive behavior. The school will provide academic and incentive field trips for all students with special focus on unduplicated students. Priority 5, 6 Roadmap Principles 1 (C), 2 (C)	$10,000.00	Yes
2.11	Additional Student Supports	CAMSA will support unduplicated pupils that demonstrate a need for personal care items. The school will take care of clothing, health needs, dental and eye wear for unduplicated students in high need. Priority 5, 6 Roadmap Principles 1 (C, D)	$5,000.00	Yes
2.12	Mental Health and Social Emotional Learning	CAMSA will employ a school Social Worker to assist students in dealing with issues involving home life, social pressures, and academic stresses to name a few. The Social Worker will conduct group sessions to help students cope with various personal issues. The Social Worker will also meet with parents to inform them of issues with their student to better help the student. The Social Worker will also inform teachers of student issues as needed. As students feel supported by the school, they will work harder academically to find success. The social worker will prioritize services to unduplicated pupils. Roadmap Principles 1 (C, D)	$135,333.00	Yes

Goal Analysis [2021-22]

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

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

Action 1 - This action was fully implemented. The nurse was an integral part of educating and communicating with parents regarding all COVID related items including contact tracing, immunizations, testing, PPE use, and distribution.

Action 2 - This action was partially implemented due to the school having the necessary materials, emergency procedure posters, and needed supplies to provide training in emergency management systems.

Action 3 - This action was fully implemented but funded through other funding sources for the 21-22 school year.

Action 4 - This action was not implemented due to the school site having limited access to the SRO. The SRO was unable to provide training on school safety and other related topics due to limited availability.

Action 5 - This action was fully implemented due to the continued employment of a campus security supervisor and noon duty aides/crossing guards. These individuals were able to provide security on the school campus and surrounding areas.

Action 6 - This action was partially implemented due to restrictions as a result of COVID-19. CAMS was able to promote positive school culture by providing limited culture-building activities for students, staff, and parents. We were unable to hold in-person Assemblies, family nights, or parent education nights.

Action 7 - This action was partially implemented due to CAMS being unable to hold in-person informative meetings for parents and students to address issues such as: gang awareness, drugs, behavior, bullying, and communication. Several zoom sessions were held with poor attendance.

Action 8 - This action was fully implemented. CAMSA continued to employ an Academic Behavior Intervention teacher to support MTSS and provide the Tier 2 behavior intervention.

Action 9 - This action was partially implemented due to CAMSA having materials that had been previously purchased before and after the COVID-19 shutdown.

Action 10 - This action was not implemented due to the suspension of all field trips for the 2021-2022 field trips.

Action 11 - This action was not implemented due to CAMSA not needing the additional costs for clothing, health needs, dental, and eyewear for unduplicated students in need. The school was prepared to provide support upon request.

Action 12 - This action was fully implemented. CAMSA employed a school Social Worker to assist students in dealing with issues involving home life, social pressures, and academic stresses to name a few. The Social Worker conducted group sessions to help students cope with various personal issues. The Social Worker also met with parents to inform them of issues with their student to better help. The Social Worker also interacted with teachers to keep them up to date on student issues.

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

Action 1 - The school had $17,216.28 in unspent funds in this action due to 2 months of remaining salary and benefits for our school nurse.

Action 2 - The action was under budget by $5,847.84 because expenditures were less than budgeted. Unused funds were redirected to cover overages of other actions.

Action 3 - No allocation

Action 4 - There were no expenditures due to the limited availability of our SRO. The school redirected the unspent funds.

Action 5 - The school had $18,341.52 in unspent funds in this action due to 2 months of remaining salary and benefits for our campus supervisor and noon duty aides.

Action 6 - The school has a remaining balance of $44,108.15 of unspent funds due to the many restrictions that were in place restricting campus visitations and any large gatherings. Funds were available to supplement other actions where over expenditures had occurred.

Action 7 - The school has a remaining balance of $3,000 of unspent funds due to the restrictions that were in place restricting campus visitations and gatherings. Funds were available to supplement other actions where over expenditures had occurred.

Action 8 - The school had $8,236.06 in unspent funds in this action due to 2 months of remaining salary and benefits for our behavior intervention teacher.

Action 9 - There were no expenditures in this action due to the remaining availability of items that were purchased prior to the shutdown. The remaining balance in this action is $2,500.

Action 10 - This action was not implemented due to the suspension of all field trips for the 2021-2022 field trips. The remaining funds of $10,000 were available to help supplement other actions where over expenditures occurred.

Action 11 - This action was not implemented due to CAMSA not needing the additional costs for clothing, health needs, dental, and eyewear for unduplicated students in need. Funds remaining in this action is $5,000.

Action 12 - There were no expenditures in this action due to our social worker having all the necessary materials to conduct her duties. Funds remaining in this action is $5,000.

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

Actions 1, 2, 3, 5, 8, 12 were deemed effective. Students felt safe attending school as indicated by our attendance rate of 93.6%. 76% felt safe coming to school on a regular basis as a result of the California Healthy Kids Survey. the school maintained an attendance rate above 90% and a chronic absentee rate under 10%, which are both higher than current county-wide attendance and chronic absentee rates which indicates that engagement efforts were successful during this challenging school year. The nurses were essential in making students feel safe and comfortable at school due to contact tracing COVID cases as the students and staff returned to in-person instruction. The nurses were instrumental in the education of the use of PPE,ensuring that staff and students followed COVID protocols, and holding vaccine clinics. Our Vice-Principal ensured that emergency drills were held to prepare students in the event of an actual event. We continued to promote safety with our campus supervisor and noon duty aides who provided security on school campus and surrounding areas. Our behavior intervention teacher continued to support MTSS and provide the Tier 2 behavior intervention we needed. Our Social Worker provided valuable assistance to students dealing with issues involving home life, social pressures, and academic stresses to name a few. The Social Worker also conducted group sessions to help students cope with various personal issues. The Social Worker also met with parents to inform them of issues with their students to better help. The Social Worker also interacted with teachers to keep them up to date on student issues.
Actions 6, 7, 9 were partially effective due to restrictions with in-person meetings which made it difficult to encourage parent participation. We were, however, able to hold a few zoom sessions to help promote a positive school culture with activities for parents and their student. We were also able to purchase materials for MTSS which allowed us to provide Tier 2 behavior intervention.
Actions 4, 10, and 11 were not effective due to limited availability by our SRO and the suspension of all field trips for the 2021-2022 school year. We were also unable to provide clothing or any other items related to health due to receiving no requests.

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

There will be no changes made to this goal for the coming year as all actions were effective in ensuring the staff and students received the proper support in ensuring success.

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

Goals and Actions

Goal

Goal #	Description
3	Cecil Avenue Math & Science Academy will implement a 21st Century learning community of students and parents by building a culture with opportunities for advancement and increase access to a broad course of study including Science, Technology, Engineering, Arts, and Mathematics and promoting higher levels of parent engagement.

An explanation of why the LEA has developed this goal.

Based on stakeholder input, there is a need to provide students with more experiences and enrichment opportunities in STEAM. The actions within this goal will allow for students to receive hands-on experiences. This will provide unduplicated pupils to attain hands on learning opportunities. Low income students have less access to experience STEAM activities, especially outside of the school day. This goal will allow equitable access for all students to receive hands-on STEAM instruction during the school day and opportunities for hands-on STEAM activities outside of the classroom through extended day opportunities, field trips, and visits to colleges and universities. By increasing access to Visual and Performing Arts and STEM courses, parent involvement activities, extended hours opportunities offer equitable access for families, AVID implementation, and ongoing progress monitoring of metrics listed below, the overall quality of instruction will improve leading ton increased access to a broad course of student and parent engagement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 3(a) - the efforts the school district makes to seek parent input in making decisions for the school district and each individual school site as measured by review of participation logs.	Based on sign in sheets, CAMS had a significant increase in parent participation. Parent activities included: Assemblies, rallies, concerts, parent education nights, parent conferences, data talks, etc.	Cecil Avenue Math and Science Academy continued to provide all parent meetings virtually for the 2021-22 school year. Attendance logs and sign in sheets were not collected for parent events. Based			Desired outcome for 2023-2024 is a continued effort to increase parent participation and to survey parents as to the effectiveness of the activities.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		on activities provided via Zoom, the school estimates a 25% parent participation rate.			
Priority 3(b) - how the school district will promote parental participation in programs for low income, English learner and foster youth pupils as measured by a review of attendance logs.	English and Spanish parent surveys were provided to parents. The results influenced the LCAP Goals and Action Steps. A stakeholder meeting was held and all parents were invited to attend, including the parents of unduplicated pupils.	English and Spanish parent surveys were provided to parents in an effort to gain important feedback. .03% of parent surveys were returned with recommendations. The results influenced this years LCAP Goals and Action Steps. An educational partner meeting was held and all parents were invited to attend, including the parents of unduplicated pupils. 0.6% attended this educational partner meeting.			Desired outcome for 2023-2024 is to continue to meet with parents and provide them with opportunities to be involved in their child's school site activities and meetings. A continued special emphasis will be placed on inviting and promoting the participation of parents of unduplicated pupils and parents of children with disabilities.
Priority 3(c) - how the school district will promote parental participation in programs for individuals with exceptional needs as	Parents of students with exceptional needs were provided with opportunities to be involved in their child's education and school activities.	Parents of students with exceptional needs were provided with opportunities to be involved in their child's education and school activities.			Desired outcome for the 2023-2024 school year is to continue to have 100% parent participation as evidenced through

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
measured by a review of local attendance logs for IEPs.	Through regular communications, parents were encouraged to attend IEP meetings. 100% of parents of students with exceptional needs attended scheduled IEP and 504 meetings as evidence through the IEP and 504 documents.	Through regular communications, parents were encouraged to attend IEP meetings. 100% percent of parents of students with exceptional needs attended scheduled IEP and 504 meetings as evidence through the IEP and 504 documents.			IEP and 504 documents.
Priority 7(a) - Extent to which pupils have access to and are enrolled in a broad course of study including courses described for grades 1 to 6 and/or the adopted course of study for grades 7-12 as applicable as measured by daily master schedules.	100% of students had access to ELA, Math, Science, Social Studies, PE, and Music. In addition, 100% of qualifying students attended the high school courses.	100% of students at Cecil Avenue Math and Science Academy continue to have access to ELA, Math, Science, Social Studies, PE, and Music.			Desired outcome for the 2023-2024 school year is 100%
Priority 7(b) - Extent to which pupils have access to and are enrolled in programs and services developed and provided to unduplicated pupils as	100% of unduplicated pupils had access to programs and services including (but not limited to) site based extended day intervention opportunities,	100% of unduplicated pupils continue to have access to programs and services including (but not limited to) site based extended day intervention			Desired outcome for 2023-2024 is to continue to have 100% access for all students.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
measured by program enrollment data.	extended day through our ASES program and additional programs and services such as Migrant and GATE. Evidenced through class schedules and program attendance records.	opportunities, extended day through our ASES program and additional programs and services such as Migrant and GATE.			
Priority 7(c) - Extent to which pupils have access to and are enrolled in programs and services developed and provided to individuals with exceptional needs as measured by program enrollment data.	100% of unduplicated pupils, including students with exceptional needs, have been provided with extended learning opportunities, including access to extended day, ASES, and Summer School. Evidenced through class schedules and program attendance records	100% of unduplicated pupils, including students with exceptional needs, were provided with extended learning opportunities, including access to extended day and ASES.			Desired outcome for 2023-2024 is to continue to have 100% access for all students.
Priority 8 - Other indicators of pupil outcomes in a broad course of study for the adopted course of study for grades 1 to 6 and/or the adopted course for grades 7 to 12 as applicable as	Implementation of district writing benchmarks to measure improvement in writing skills.	Due to writing benchmarks not being given this past year, CAMSA was unable to attain any data. CAMSA did however, have 8.5% of our students participate in Project Lead the Way			Desired outcome for 2023-2024 is to set baseline data writing benchmark. Each grade level will increase at least by 5% each subsequent year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
measured by local data.		and 6.8% participate in band.			

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Visual/Performing Arts	CAMS will provide a well-rounded education and opportunities for students to experience the arts. The school will continue to fund a music teacher to promote the arts and expand participation in current programs to all students. The teacher will offer instruction and support in the following areas; music, visual and performing arts, and band. Priority 7 Roadmap Principles 1 (C), 2 (C, D)	$172,076.00	Yes
3.2	Parent Involvement	CAMS will make extended efforts to provide parent involvement opportunities. Activities may include Math nights, Literacy nights, Latino Family Literacy, Education Nights, and Technology. Special efforts will be made to involve parents of unduplicated pupils. Priority 3 Roadmap Principles 1 (C, D)	$5,000.00	Yes
3.3	Parent Involvement Opportunities	CAMS will support parent participation and learning opportunities for students by employing resource clerks and a librarian. These employees will offer opportunities for parent involvement before, during, and after school such as extended library hours. Special efforts will be made to involve parents of unduplicated pupils. Priority 3	$157,726.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Roadmap Principles 1 (C, D)		
3.4	Elective Course	CAMS will focus on providing students with a plethora of opportunities to engage in a well-rounded education. The school will provide middle school students the opportunity to take elective classes that will focus on different enrichment and intervention opportunities for students. Services will be principally directed for unduplicated students. Priority 7 Roadmap Principles 2 (B, C, D)	$44,625.00	Yes
3.5	Technology	CAMS will update and enhance the current school's technology through the purchase of software, hardware, infrastructure and professional development. Priority will be given to ensure that unduplicated pupils have full access to all technology needs. Priority 7 Roadmap Principles 1 (C), 3 (B)	$1,500.00	Yes
3.6	STEAM Instruction	CAMS will promote the development and implementation of the Next Generation Science Standards with the purchase of materials for classroom instruction. CAMS will continue to promote the development and implementation of a school-wide STEAM program which will include training and conference attendance for staff and the purchase of materials used for a school wide STEAM-fair. Services will be principally directed and special focus will be placed on sites with greatest needs based on unduplicated pupil counts. Priority 7 Roadmap Principles 2 (B, C, D), 3 (B)	$15,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.7	Science Education - SCICON	CAMS will continue to promote Science education for students in grade six by supporting participation in Scicon camp for students. This action will ensure that unduplicated subgroups have equal access to participate in the SCICON outdoor science education program. Priority 7 Roadmap Principles 1 (C, D), 2 (D), 3 (D)	$10,000.00	Yes
3.8	Gifted and Talented Education	CAMS will enhance and expand student opportunities in GATE activities. The school is intentional in ensuring equitable access to participate in the GATE program to all unduplicated pupils. The school has procured a non-verbal qualifying assessment to ensure that English learners have a fair opportunity to qualify. Due to the schools demographics, the majority of students participating in the GATE program are unduplicated Pupils. Priority 7 Roadmap Principles 2 (B, C, D), 3 (B)	$1,832.00	Yes
3.9	Technology Equipment/Infrastructure	CAMS will update and enhance the current school's technology through the purchase of software, hardware, infrastructure and professional development. Priority will be given to ensure that unduplicated pupils have full access to all technology needs. Priority 7 Roadmap Principles 1 (C), 3 (B)	$30,162.00	Yes

Goal Analysis [2021-22]

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

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

Action 1 - This action was fully implemented. CAMS music teacher continued promoting the arts and helped to expand student participation in current programs. The programs were offered in the following areas; music, visual and performing arts, and band.

Action 2 - This action was partially implemented due to restrictions as a result of COVID-19. CAMS provided limited involvement activities for parents through zoom which included parent university.

Action 3 - This action was fully implemented. Our librarian and resource clerk offered opportunities for parent involvement before, during, and after school such as extended library hours. Special efforts were made to involve parents of unduplicated pupils.

Action 4 -This action was not fully implemented due to block scheduling.

Action 5 - This action was fully implemented. The school purchased several software programs that were used to supplement classroom instruction.

Action 6 - This action was partially implemented due to restrictions as a result of COVID-19. Staff was unable to travel due to travel restrictions issued by the district. CAMS was still able to promote the development and implementation of the Next Generation Science Standards with the purchase of materials for classroom instruction. CAMS was able to promote positive school culture by providing limited culture-building activities for students, staff, and parents.

Action 7 - This action was not implemented due to district travel restrictions and the suspension of all field trips for the 2021-2022 school year.

Action 8 - This action was fully implemented. CAMSA enhanced and expanded student opportunities in GATE activities. The school was intentional in ensuring equitable access to participate in the GATE program to all unduplicated pupils.

Action 9 - This action was fully implemented.   CAMSA purchased technology equipment to enhance daily classroom instruction.

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

Action 1 - The school had $27,308.13 in unspent funds in this action due to 2 months of remaining salary and benefits for our music teacher..

Action 2 - The action was under budget by $3,881.50 because expenditures were less than budgeted. Unused funds were redirected to cover overages of other actions.
Action 3 - No allocation
Action 4 - There were no expenditures due to elective courses not being offered for the 2021-2022 school year. The school redirected the unspent funds.
Action 5 - Due to the purchasing of multiple software programs, the school overspent $6,302.36. Funds from another account were used to supplement this.
Action 6 - No material difference
Action 7 - No allocation
Action 8 - No material difference
Action 9 - The action was under budget by $39,478.15 because expenditures were less than budgeted. CAMSA was able to direct $119,098.33 towards the purchasing of technology to help enhance daily classroom instruction.

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

Actions 1,3,5,8, and 9 were effective as students had access to all courses offered in the arts which included all unduplicated subgroups. Students had access to software programs and technology equipment that was used to enhance daily classroom instruction. CAMSA also enhanced and expanded student opportunities in GATE activities. The school was intentional in ensuring equitable access to participate in the GATE program to all unduplicated pupils.
Actions 2 and 6 were partially effective in making progress towards the goal. Due to restrictions related to COVID 19, CAMSA was required to hold any meeting through zoom which made it difficult to encourage parent involvement in activities related to school. CAMSA provided limited involvement activities for parents through zoom which included parent university. Staff was also restricted in travel which made it difficult to administer any professional development outside the school district.
Actions 4 and 7 were not effective due to the non-traditional block scheduling and suspension of field trips for the 2021-2022 due to COVID-19 and implemented safety protocols. To reduce any risk of exposure, the school suspended academic and incentive field trips for the year. CAMSA plans to reincorporate these two actions during the 2022-2023 school year.

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

There will be no changes made to this goal for the coming year as all actions were effective in ensuring that staff and students receive the proper support.

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

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
1,494,719	205,686

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
32.64%	9.90%	$434,844.29	42.53%

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.

Cecil Avenue continues to work on addressing the academic needs of students in ELA and Math. As demonstrated by data on the California School Dashboard and local data, growth continues to be made by most subgroups, however, the growth has been limited and the district still has many students performing below grade level. As identified earlier in the identified needs section of this plan achievement gaps continue to exist for our unduplicated subgroups in the areas of ELA and mathematics. Our English learners and low income students continue to perform lower on state assessments when compared to "All Students" and fall below the state average. In addition, educational partner feedback from staff and parents indicates a need for additional supports in the areas of Language Arts and Math specifically in providing technology resources, increasing access to literacy readiness and reading materials, and access to programs that will increase exposure to college and career programs. While the following actions are being provided LEA or schoolwide, they are designed to meet the needs of unduplicated students first. These actions will benefit all students, but they are critical to the success of low-income students, foster youth, and English Learners who do not have the same access to academic supports outside of the regular school day.

These LEA or school-wide actions are designed to address these specific needs and help achieve the goal of improving academic achievement in Reading/Language Arts and Math:

Professional Development - Funds for professional development have been principally directed to meet the needs of English learners, foster youth and low-income students. Teachers will receive training to carefully analyze data and use the results to ensure that students are provided with appropriate intervention opportunities. While the needs of all students are considered when planning professional development and training for teachers and staff, the school recognizes that English learners, foster youth and low-income students will need additional support and interventions. The teachers will receive training to equip them with the knowledge and strategies to plan appropriate lessons and strategies to meet the needs of these students. Having all teachers trained and provided with knowledge and strategies to assist unduplicated pupils will provide the students opportunities to excel.

Grade Span Adjustment in upper grades - This action allows the school to provide grade span adjustment to some upper grade classrooms that are impacted with English learners or other groups of students with high needs. This action will allow for smaller classes and will therefore allow teachers to provide instruction in smaller group settings to allow for interventions within the school day.

Academic Needs and Support - The Academic Counselor will work with foster youth, English learners, and low-income students in small group settings to provide additional academic assistance. This action will provide unduplicated pupils the opportunity to monitor their academic progress and provide them with the additional academic support they need to experience academic success.

Grade Span Adjustment in upper grades- This action allows the school to provide grade span adjustment to some 6th grade classrooms that are impacted with English learners or other groups of students with high needs. This action will allow for smaller classes and will therefore allow teachers to provide instruction in smaller group settings to allow for interventions within the school day.

Grade Span Adjustment in upper grades- This action allows the school to provide grade span adjustment to some 7th & 8th grade Physical Education classrooms that are impacted with English learners or other groups of students with high needs. This action will allow for smaller classes and will therefore allow for instruction in smaller group settings to allow for interventions within the school day.

Program Implementation - Funds for this action have been principally directed to fund a Site Resource Teacher who will help with meeting the needs of unduplicated subgroups; English learners, foster youth, and low-income students. Although all students will benefit from this action, unduplicated subgroups will have priority for services, Having extra support for students will be an effective way of meeting the goals of these students. Unduplicated subgroups will be carefully monitored through these goals and connected to extra support. The Site Resource Teacher will provide leadership, expertise, and support at the school site level for the full implementation and assessment of specific core and intervention content in grades 6-8.

Health Services - While all students will benefit from health services, unduplicated pupils will receive priority of services as many do not have access to regular healthcare or insurance. Funding for this action will allow for students to have immediate access to healthcare and by keeping the students healthy, they will have better opportunities for academic success.

Emergency Management Systems - Maintaining a safe school will benefit all students including unduplicated pupils. Training of staff will include strategies to support unduplicated pupils and making sure that they are sensitive to the specific needs of these groups.

School Safety - Maintaining a safe school will benefit all students including unduplicated pupils. Training of staff will include strategies to support unduplicated pupils and making sure that they are sensitive to the specific needs of these groups.

School Safety - Maintaining a safe school will benefit all students including unduplicated pupils. Materials will be used by our Site Resource Officer to continue the training of staff that will include strategies to support unduplicated pupils and ensure they are sensitive to the specific needs of these groups.

Campus Security - Maintaining a safe school will benefit all students including unduplicated pupils. Training of staff will include strategies to support unduplicated pupils and making sure that they are sensitive to the specific needs of these groups.

Positive School Climate - This action focuses on suspensions, expulsions, and overall school climate. The students are exposed to many opportunities to encourage positive school climate. The needs of unduplicated students were considered first since they often don't have access to some of the opportunities offered through this action such as field trips, motivational speakers, etc.

Parent Involvement - Offering parent training and ensuring that all trainings and meetings are translated into Spanish will ensure that parents of English learners stay informed and are active participants in their child's education. Great efforts are made so that parents of unduplicated pupils participate in parent trainings and meetings. School site personnel make extra efforts to reach out to unduplicated parents to provide any assistance necessary. Upon the return to in-person instruction, parents of unduplicated students will continue to be a priority when conducting any parent training or meeting. This will provide the students with better opportunities for success in their learning.

Behavior Intervention Instructor - Unduplicated students will receive priority for services from the behavior intervention instructional assistants. Unduplicated students placed in this class will receive additional support for tiered intervention opportunities through small groups. This action will help meet the academic and behavior needs of unduplicated pupils.

MTSS Materials - This action focuses on materials aimed at providing important information to help with the overall school climate. Students will be exposed to all of the necessary materials needed to help incorporate the many strategies needed to help with creating and maintaining a positive school climate. The needs of unduplicated students will be considered first since they often don't have access to these materials.

Academic and Incentive Field Trips - Unduplicated pupils are considered first for support services under this action. This action will ensure that unduplicated students have access to any educational field trips. Students will have the opportunity to attend educational field trips. This opportunity free of charge will be prioritized for unduplicated pupils to ensure that they are able to participate. Educational field trip activities and learning will be especially important for the education of our English learners to better comprehend the importance of knowing what is out there for them.

Additional Student Needs - Unduplicated pupils are considered first for support services under this action. Many students are unable to attain personal care items or clothing. This action will ensure that unduplicated students have all items needed to attend school and have academic success.

Mental Health/Social Emotional Learning - Funds for this action have been principally directed to meet the needs of unduplicated subgroups; English learners, foster youth, and low-income students. Although all students will benefit from this action, unduplicated subgroups will have priority for services, Having extra support for students in the area of mental health and social emotional learning will equip students with coping mechanisms and strategies to improve their overall mental health which will translate to greater academic gains. Unduplicated subgroups will be carefully monitored through these goals and connected to extra support from school services and community agencies if needed.

Visual/Performing Arts - unduplicated students often do not have the opportunity to experience visual and performing arts in their home life. Funds from this action will ensure that all unduplicated pupils are provided with band, choir, and piano. This action will allow unduplicated pupils to become well-rounded students with access to the visual and performing arts.

Parent Involvement - Offering parent involvement opportunities and ensuring that all trainings and meetings are translated into Spanish will ensure that parents of English learners stay informed and are active participants in their child's education. Great efforts are made so that parents of unduplicated pupils participate in parent trainings and parent involvement activities. School site personnel make extra efforts to reach out to unduplicated parents to provide assistance with technology to ensure connectivity. Upon the return to in-person instruction, parents of unduplicated students will continue to be a priority when conducting any parent training or meeting. This will provide the students with better opportunities for success in their learning.

Parent Involvement Opportunities - Funding from this action will support parents of unduplicated pupils to have access to extended hours at the school site. Many parents of our unduplicated pupils are farmworkers and need access to school personnel at earlier or later school hours. This will ensure that parents stay connected and get the information from the school they need regarding their child.

Elective Classes – Electives will offer the perfect opportunity to give unduplicated students the literal or figurative stage to showcase their talents and develop new interests and abilities.

Technology - Equitable access to technology is of utmost importance. CAMSA has focused on providing a device to each student to use at home. In addition, the school has provided students with hotspots to ensure connectivity. Technology funds have been principally directed to ensure that unduplicated subgroups have equal access to technology and hotspots for connectivity.

STEAM Instruction - STEAM instruction provides students with hands-on opportunities in the field of Science, Technology, Engineering, Arts, and Mathematics. Unduplicated students are a priority for STEAM instruction to give them exposure to these hands-on opportunities. These hands on labs will help the students grow academically to prepare them for a 21st century future.

Science Education - All unduplicated subgroups will be offered the opportunity to attend SCICON as 6th graders completely free of charge. Students will have the opportunity to receive hands on science education. This opportunity free of charge will be prioritized for unduplicated pupils to ensure that they are able to participate. Hands on activities and learning will be especially important for the education of our English learners to better comprehend the science education standards.

Gifted and Talented Education - Many students that qualify for the GATE program are part of one of more of the unduplicated subgroups. This action allows for students to receive GATE support throughout the school year.

Technology Equipment/Infrastructure - Unduplicated students will have priority in access to district technology. Students will receive technology to have access to keep at home to help with homework. They will also receive an additional device to use at school. Unduplicated students will receive priority for hotspots to ensure that they have connectivity when working from home. This will allow them to always have access to instruction both at home and at school. This will help with their academic success.

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

Cecil Avenue Math & Science Academy will utilize the Supplemental and Concentration funds to provide services to all students with more intensive and targeted researched-based intervention during school, after school, and during targeted academies. The services will be principally directed at all underachieving subgroups with a specific focus on low-income, foster youth and English Learners. The funds will also be utilized to improve teacher and administrator capacity and knowledge by providing staff with administrative professional development opportunities. In addition, through the use of more effective monitoring, the school will better observe the effectiveness of initiatives for this targeted subgroup. English Learners and in particular Long Term English Learner achievement will be a priority for the site administration. The implementation of the ELD standards and NGSS will be a priority focus. The implementation of PBIS/MTSS will continue along with the presence of an intervention teacher. The site social worker will help address the needs of Tier 2 and 3 students and will provide assistance in

implementing social-emotional learning throughout the school day to meet the mental health needs of our unduplicated pupils. The program will be in full implementation this school year under the direction of the vice-principal. He will work hand in hand with school psychologists to ensure the three tiers of implementation. They will also serve as liaisons to foster youth students and our homeless students. These funds will provide increased and improved services and strategies to specifically target at-risk students while still meeting the social and emotional learning needs of all students. Funds will also be allocated for class size reduction to provide targeted assistance to unduplicated students and students with disabilities. The school will continue to focus on early literacy skills through the support of a literacy specialist. The school will begin to address more specifically the needs of students with disabilities with the support of the district Special Education academic coach. New teachers from CAMSA will receive training and support for all district initiatives. CAMSA students will be supported with health and wellness education and physical education literacy with the addition of a physical education teacher. Technology will continue to be a priority at CAMSA. The focus on all funds is principally directed to provide needed services to all pupils including unduplicated counts.

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 an effort to provide small group instruction for students in high need of math intervention, Cecil Avenue Math & Science Academy will fund a 6th-grade math intervention teacher.

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	1:15
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:44

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,494,719.00			$407,193.00	$1,901,912.00	$1,725,223.00	$176,689.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Professional Development	English Learners Foster Youth Low Income	$45,431.00				$45,431.00
1	1.2	Grade span adjustment in upper grades	English Learners Foster Youth Low Income	$116,627.00				$116,627.00
1	1.3	Academic Needs and Support	English Learners Foster Youth Low Income	$143,238.00				$143,238.00
1	1.4	Grade span adjustment in upper grades	English Learners Foster Youth Low Income	$107,596.00				$107,596.00
1	1.5	Grade span adjustment in upper grades	English Learners Foster Youth Low Income	$113,892.00				$113,892.00
1	1.6	Program Implementation	English Learners Foster Youth Low Income	$15,328.00				$15,328.00
1	1.7	English Learner Support	English Learners Foster Youth Low Income				$93,459.00	$93,459.00
1	1.8	Math Intervention Teacher	English Learners Foster Youth Low Income	$107,596.00				$107,596.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.1	Health Services	English Learners Foster Youth Low Income	$80,004.00				$80,004.00
2	2.2	Emergency Management Systems	English Learners Foster Youth Low Income	$8,100.00				$8,100.00
2	2.3	School Safety	English Learners Foster Youth Low Income				$183,401.00	$183,401.00
2	2.4	School Safety	English Learners Foster Youth Low Income	$1,000.00				$1,000.00
2	2.5	Campus Security	English Learners Foster Youth Low Income	$112,967.00				$112,967.00
2	2.6	Positive School Climate	English Learners Foster Youth Low Income	$35,218.00				$35,218.00
2	2.7	Parent Involvement	English Learners Foster Youth Low Income	$3,000.00				$3,000.00
2	2.8	Behavior Intervention Instructor	English Learners Foster Youth Low Income	$144,301.00				$144,301.00
2	2.9	MTSS Materials	English Learners Foster Youth Low Income	$2,500.00				$2,500.00
2	2.10	Academic and Incentive Field Trips	English Learners Foster Youth Low Income	$10,000.00				$10,000.00
2	2.11	Additional Student Supports	English Learners Foster Youth Low Income	$5,000.00				$5,000.00
2	2.12	Mental Health and Social Emotional Learning	English Learners Foster Youth Low Income	$5,000.00			$130,333.00	$135,333.00
3	3.1	Visual/Performing Arts	English Learners Foster Youth Low Income	$172,076.00				$172,076.00
3	3.2	Parent Involvement	English Learners Foster Youth	$5,000.00				$5,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income					
3	**3.3**	Parent Involvement Opportunities	English Learners Foster Youth Low Income	$157,726.00				$157,726.00
3	**3.4**	Elective Course	English Learners Foster Youth Low Income	$44,625.00				$44,625.00
3	**3.5**	Technology	English Learners Foster Youth Low Income	$1,500.00				$1,500.00
3	**3.6**	STEAM Instruction	English Learners Foster Youth Low Income	$15,000.00				$15,000.00
3	**3.7**	Science Education - SCICON	English Learners Foster Youth Low Income	$10,000.00				$10,000.00
3	**3.8**	Gifted and Talented Education	English Learners Foster Youth Low Income	$1,832.00				$1,832.00
3	**3.9**	Technology Equipment/Infrastructure	English Learners Foster Youth Low Income	$30,162.00				$30,162.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$4,579,900.00	1,494,719	32.64%	9.90%	42.53%	$1,494,719.00	0.00%	32.64 %	**Total:**	$1,494,719.00
								LEA-wide Total:	$0.00
								Limited Total:	$0.00
								Schoolwide Total:	$1,494,719.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Professional Development	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Cecil Avenue Math & Science Academy 6th, 7th, 8th	$45,431.00	
1	**1.2**	Grade span adjustment in upper grades	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Cecil Avenue Math & Science Academy 7th & 8th	$116,627.00	
1	**1.3**	Academic Needs and Support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Cecil Avenue Math & Science Academy 6th, 7th, 8th	$143,238.00	
1	**1.4**	Grade span adjustment in upper grades	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Cecil Avenue Math & Science Academy	$107,596.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
						7th & 8th		
1	1.5	Grade span adjustment in upper grades	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Cecil Avenue Math & Science Academy 6th	$113,892.00	
1	1.6	Program Implementation	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Cecil Avenue Math & Science Academy 6th, 7th, 8th	$15,328.00	
1	1.7	English Learner Support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Cecil Avenue Math & Science Academy 6th, 7th, 8th		
1	1.8	Math Intervention Teacher	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Cecil Avenue Math & Science Academy 6th	$107,596.00	
2	2.1	Health Services	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Cecil Avenue Math & Science Academy 6th, 7th, 8th	$80,004.00	
2	2.2	Emergency Management Systems	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Cecil Avenue Math & Science Academy 6th, 7th, 8th	$8,100.00	
2	2.3	School Safety	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Cecil Avenue Math & Science Academy 6th, 7th, 8th		
2	2.4	School Safety	Yes	Schoolwide	English Learners Foster Youth	Specific Schools: Cecil Avenue Math	$1,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income	& Science Academy 6th, 7th, 8th		
2	2.5	Campus Security	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Cecil Avenue Math & Science Academy 6th, 7th, 8th	$112,967.00	
2	2.6	Positive School Climate	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Cecil Avenue Math & Science Academy 6th, 7th, 8th	$35,218.00	
2	2.7	Parent Involvement	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Cecil Avenue Math & Science Academy 6th, 7th, 8th	$3,000.00	
2	2.8	Behavior Intervention Instructor	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Cecil Avenue Math & Science Academy 6th, 7th, 8th	$144,301.00	
2	2.9	MTSS Materials	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Cecil Avenue Math & Science Academy 6th, 7th, 8th	$2,500.00	
2	2.10	Academic and Incentive Field Trips	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Cecil Avenue Math & Science Academy 6th, 7th, 8th	$10,000.00	
2	2.11	Additional Student Supports	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Cecil Avenue Math & Science Academy 6th, 7th, 8th	$5,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.12	Mental Health and Social Emotional Learning	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Cecil Avenue Math & Science Academy 6th, 7th, 8th	$5,000.00	
3	3.1	Visual/Performing Arts	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Cecil Avenue Math & Science Academy 6th, 7th, 8th	$172,076.00	
3	3.2	Parent Involvement	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Cecil Avenue Math & Science Academy 6th, 7th, 8th	$5,000.00	
3	3.3	Parent Involvement Opportunities	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Cecil Avenue Math & Science Academy 6th, 7th, 8th	$157,726.00	
3	3.4	Elective Course	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Cecil Avenue Math & Science Academy 6th, 7th, 8th	$44,625.00	
3	3.5	Technology	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Cecil Avenue Math & Science Academy 6th, 7th, 8th	$1,500.00	
3	3.6	STEAM Instruction	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Cecil Avenue Math & Science Academy 6th, 7th, 8th	$15,000.00	
3	3.7	Science Education - SCICON	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Cecil Avenue Math & Science	$10,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
						Academy 6th, 7th, 8th		
3	3.8	Gifted and Talented Education	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Cecil Avenue Math & Science Academy 6th, 7th, 8th	$1,832.00	
3	3.9	Technology Equipment/Infrastructure	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Cecil Avenue Math & Science Academy 6th, 7th, 8th	$30,162.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,572,165.00	$1,044,682.71

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Professional Development	Yes	$99,300.00	$42,447.25
1	1.2	Grade span adjustment in upper grades	Yes	$108,215.00	$86,139.64
1	1.3	Academic Needs and Support	Yes	$143,495.00	$109,110.32
1	1.4	Grade span adjustment in upper grades	Yes	$106,477.00	$79,276.24
1	1.5	Grade span adjustment in upper grades	Yes	$102,029.00	$82,573.28
1	1.6	Program Implementation	Yes		$11,653.19
1	1.7	English Learner Support	Yes		
2	2.1	Health Services	Yes	$79,919.00	$62,702.72
2	2.2	Emergency Management Systems	Yes	$8,100.00	$2,252.16
2	2.3	School Safety	Yes	0.00	0.00

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)
2	2.4	School Safety	Yes	$1,000.00	$0.00
2	2.5	Campus Security	Yes	$111,722.00	$93,380.48
2	2.6	Positive School Climate	Yes	$47,661.00	$3,552.85
2	2.7	Parent Involvement	Yes	$3,000.00	$0.00
2	2.8	Behavior Intervention Instructor	Yes	$106,112.00	$97,875.94
2	2.9	MTSS Materials	Yes	$2,500.00	$0.00
2	2.10	Academic and Incentive Field Trips	Yes	$10,000.00	$0.00
2	2.11	Additional Student Supports	Yes	$5,000.00	$0.00
2	2.12	Mental Health and Social Emotional Learning	Yes	$5,000.00	$0.00
3	3.1	Visual/Performing Arts	Yes	$172,076.00	$120,147.11
3	3.2	Parent Involvement	Yes	$5,000.00	$0.00
3	3.3	Parent Involvement Opportunities	Yes	$145,025.00	$116,365.05
3	3.4	Elective Course	Yes	$117,219.00	$0.00

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)
3	3.5	Technology	Yes	$1,500.00	$4,801.56
3	3.6	STEAM Instruction	Yes	$15,000.00	$14,704.20
3	3.7	Science Education - SCICON	Yes	0.00	0.00
3	3.8	Gifted and Talented Education	Yes	$1,815.00	$1,310.76
3	3.9	Technology Equipment/Infrastructure	Yes	$175,000.00	$116,389.96

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
1,479,527	$1,572,165.00	$1,044,682.71	$527,482.29	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Professional Development	Yes	$99,300.00	42,447.25		
1	1.2	Grade span adjustment in upper grades	Yes	$108,215.00	86,139.64		
1	1.3	Academic Needs and Support	Yes	$143,495.00	109,110.32		
1	1.4	Grade span adjustment in upper grades	Yes	$106,477.00	79,276.24		
1	1.5	Grade span adjustment in upper grades	Yes	$102,029.00	82,573.28		
1	1.6	Program Implementation	Yes		11,653.19		
1	1.7	English Learner Support	Yes		0		
2	2.1	Health Services	Yes	$79,919.00	62,702.72		
2	2.2	Emergency Management Systems	Yes	$8,100.00	2,252.16		
2	2.3	School Safety	Yes		0		
2	2.4	School Safety	Yes	$1,000.00	0		
2	2.5	Campus Security	Yes	$111,722.00	93,380.48		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.6	Positive School Climate	Yes	$47,661.00	3,552.85		
2	2.7	Parent Involvement	Yes	$3,000.00	0.00		
2	2.8	Behavior Intervention Instructor	Yes	$106,112.00	97,875.94		
2	2.9	MTSS Materials	Yes	$2,500.00	0.00		
2	2.10	Academic and Incentive Field Trips	Yes	$10,000.00	0.00		
2	2.11	Additional Student Supports	Yes	$5,000.00	0.00		
2	2.12	Mental Health and Social Emotional Learning	Yes	$5,000.00	0.00		
3	3.1	Visual/Performing Arts	Yes	$172,076.00	120,147.11		
3	3.2	Parent Involvement	Yes	$5,000.00	0.00		
3	3.3	Parent Involvement Opportunities	Yes	$145,025.00	116,365.05		
3	3.4	Elective Course	Yes	$117,219.00	0.00		
3	3.5	Technology	Yes	$1,500.00	4,801.56		
3	3.6	STEAM Instruction	Yes	$15,000.00	14,704.20		
3	3.7	Science Education - SCICON	Yes		0		
3	3.8	Gifted and Talented Education	Yes	$1,815.00	1,310.76		
3	3.9	Technology Equipment/Infrastructure	Yes	$175,000.00	116,389.96		

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$4,394,130.00	1,479,527	0.00	33.67%	$1,044,682.71	0.00%	23.77%	$434,844.29	9.90%

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 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

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

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

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

  - Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

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

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

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023**–**24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

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

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

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

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

Data Entry Table

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

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

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

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

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

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

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)

    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)

    - 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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