

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Monarch River Academy

CDS Code: 54718110139477

School Year: 2023-24

LEA contact information:

Stephanie Johnson

Superintendent

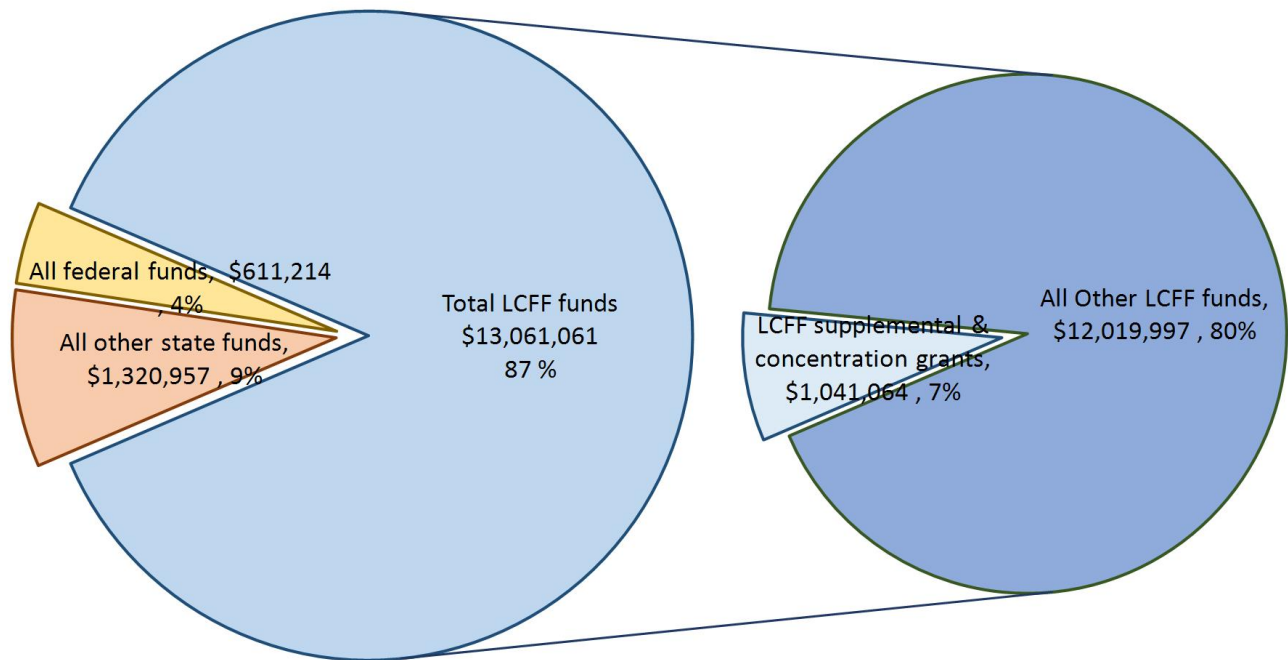
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(559) 258-0787

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

## Budget Overview for the 2023-24 School Year

### Projected Revenue by Fund Source



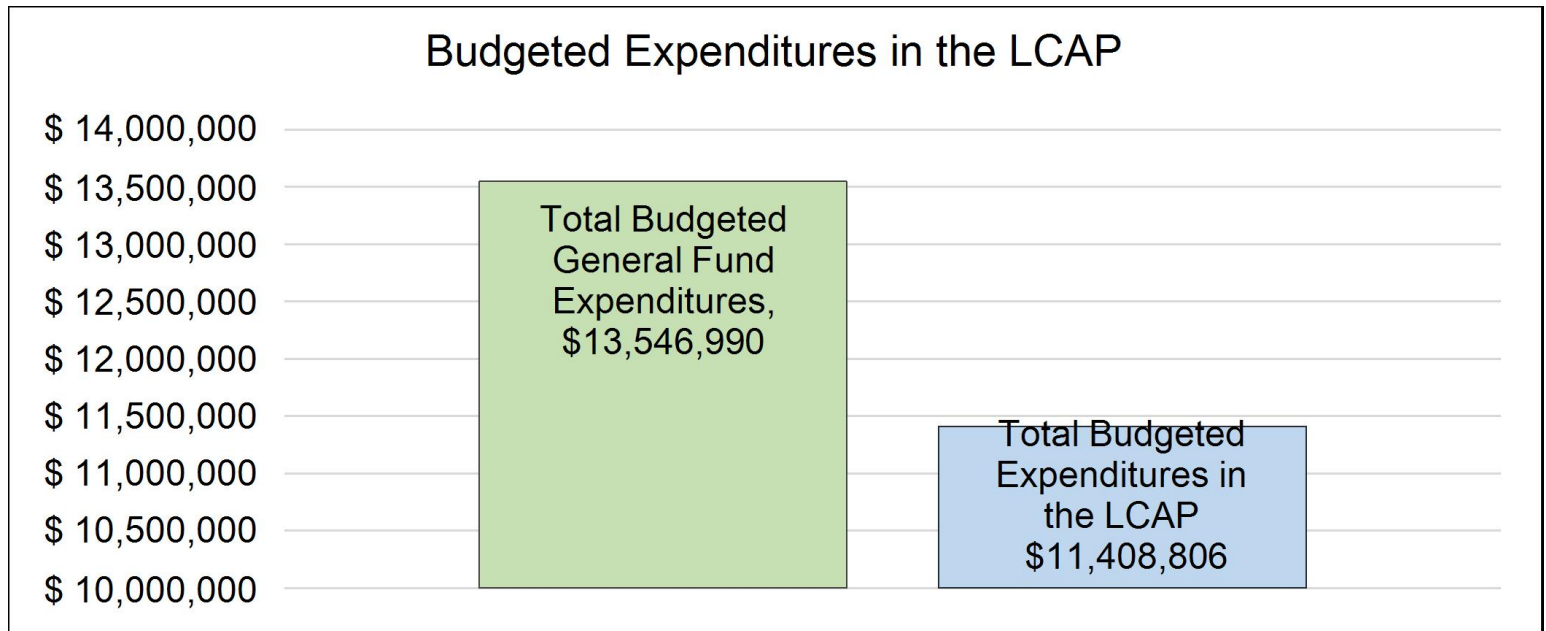
This chart shows the total general purpose revenue Monarch River Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Monarch River Academy is \$14,993,232, of which \$13061061 is Local Control Funding Formula (LCFF), \$1320957 is other state funds, \$ is

local funds, and \$611214 is federal funds. Of the \$13061061 in LCFF Funds, \$1041064 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

## LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: Monarch River Academy plans to spend \$13,546,990 for the 2023-24 school year. Of that amount, \$11,408,806 is tied to actions/services in the LCAP and \$2,138,184 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

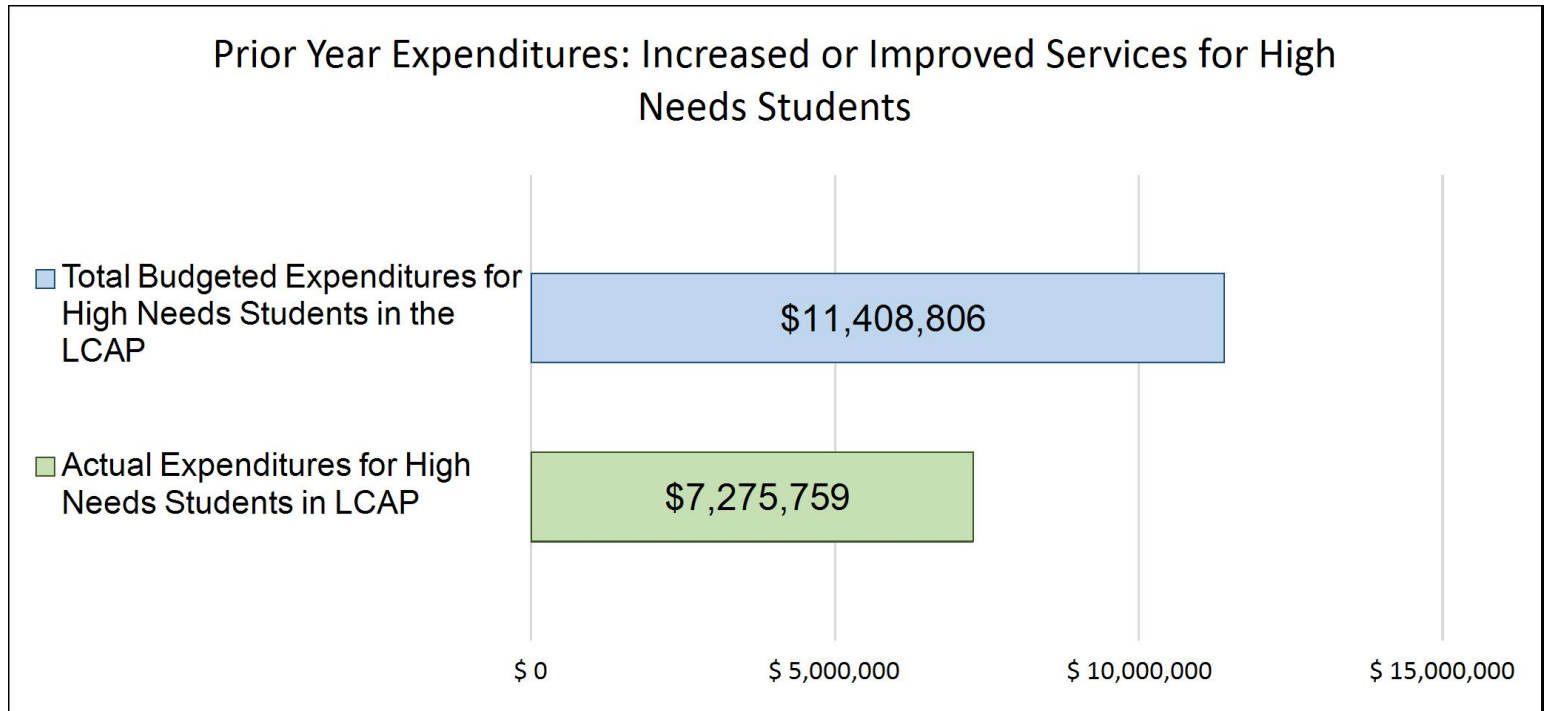
Operational expenses needed to operate the school

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

In 2023-24, Monarch River Academy is projecting it will receive \$1,041,064 based on the enrollment of foster youth, English learner, and low-income students. Monarch River Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Monarch River Academy plans to spend \$1,105,175 towards meeting this requirement, as described in the LCAP.

## LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2022-23, Monarch River Academy's LCAP budgeted \$11408806 for planned actions to increase or improve services for high needs students. Monarch River Academy actually spent \$7275759 for actions to increase or improve services for high needs students in 2022-23.

# 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
Monarch River Academy	Stephanie Johnson Superintendent	steph.johnson@centralvcs.org (559) 258-0787

## Plan Summary [2023-24]

### General Information

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

Monarch River Academy (MRA) is a tuition-free public charter school offering a flexible personalized learning experience to students in grades TK through 12. We are a non-classroom-based independent study/work charter school empowering families to tailor a program designed around the specific needs of each student throughout Tulare, Kings, Fresno, Kern, & Inyo Counties. In collaboration with highly qualified credentialed teachers, students engage in diverse and dynamic learning pathways and unparalleled enrichment opportunities to achieve personal and academic success. MRA serves approximately 1,202 students, grades TK-12, and employs approximately 115 staff members. Our student demographics indicate that 34.4% are of Hispanic descent, 62.5% are Caucasian, 4.6% are Black or African American, 2.4% are Asian, 1.4% are American Indian or Alaska Native, and .8% are Native Hawaiian or Other Pacific Islander. In MRA, .7% of our student population are English Learners and 41.9% of our students come from socioeconomically disadvantaged backgrounds.

MRA is unique and provides students with a standards-based public education in an independent-study homeschool environment. We offer multiple educational programs and facilitate the individualization of each child's learning experience alongside our parents and families. Under the direct supervision of a credentialed teacher and through multiple program offerings, students can complete their standard-aligned educational program in a setting that best meets their needs. As a non-classroom-based charter, we are proud to offer our standard-aligned educational program completely online, as part of a blended model of online coursework with some direct instruction, and/or offline through state-adopted textbook options. Students are also encouraged to participate in project-based or career technical education courses, and/or a multitude of enrichment opportunities to help round out their educational experience. We also partner with local organizations and colleges, to ensure college and career readiness.

In March of 2020, MRA halted all in-person services and activities in response to the COVID-19 pandemic. Throughout the rest of the school year, we provided staff, students, parents, and Educational Partners with ongoing updates and guidance for state and local agencies. During the months of June and July, the leadership team worked with all Educational Partners to plan and prepare for a safe and successful August reopening that considered the challenges related to Covid-19 restrictions. MRA remained deeply committed to making sure that all students

made academic progress and continued toward college and career readiness. Each of our students was significantly impacted, like other schools, by the initial closure of the in-person school activities and the swift move to distance learning. MRA continues to provide a full educational program as a non-classroom-based charter school. As with all schools, MRA has noted the effects of learning loss due to the pandemic.

## Reflections: Successes

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

Based on a review of performance on the state and local indicators measured by the California Dashboard, a review of our annual self-assessment tools, and a review of Education Partner input, Monarch River Academy has identified the following successes:

### California School Dashboard and Local Data

Note: Senate Bill 98 suspended the reporting of state and local indicators on the 2020 California School Dashboard (Dashboard). However, state law required that reliable and valid data that would have been included in the 2020 Dashboard be reported. Monarch River Academy was in its first year as a school during the 2019-20 school year. Because the 2020 Dashboard was suspended, Monarch River does not have Dashboard indicators to report.

Local data shows the following:

1. In 2022 MRA's graduation rate was 84.2%, 3.2% lower than the state.
2. In 2022, MRA's Chronic Absenteeism rate was 2% an increase of 1%. MRA's overall Chronic Absenteeism is 29% lower than the state's rate.
3. In 2022, MRA did not suspend a single student resulting in good standing with a "very low" status on the CA School Dashboard.

### Annual Self-Assessment

An annual survey was administered to all staff, all students in grades TK-12, and offered to all parents. We increased our online efforts to collect surveys this year, creating multiple opportunities for Education Partners to provide survey feedback through Google Forms, and virtual meetings. An annual survey was administered to all staff, all students in grades TK-12, and offered to all parents.

1. 98% of parents/guardians feel satisfied with the school's progress in building relationships with families.
2. 98% of parents/guardians feel that their child and family have access to professionals and resources to support social-emotional learning and other emotional health needs.
3. 98% of parents/guardians feel the MRA provides a quality education that focuses on the academic success of each child.
4. 100% of parents/guardians feel that MRA offers support that promotes learning at high levels.
5. 98% of parents/guardians feel that MRA provides a variety of activities as well as vendor and enrichment opportunities in which students can participate.
6. 100% of parents/guardians feel that MRA welcomes parental participation at all levels.

7. 100% of parents/guardians feel that MRA treats all students with respect.
8. 98% of parents/guardians feel that MRA keeps them well informed about school activities.
9. 100% of parents/guardians feel that MRA has teachers that go out of their way to help students.
10. 100% of parents/guardians feel that MRA has adults that really care about students.
11. 100% of parents/guardians feel that MRA effectively communicates in regard to their student's academic progress.

#### Education Partner Input

Meetings were held to ensure that all Education Partners had the opportunity to provide input. In order to comply with health and safety guidelines, these meetings were held virtually through Zoom where Education Partners could participate by phone or through the online platform. The qualitative data that was collected during these meetings, along with comments from our staff and parent surveys indicate that Education Partners feel our greatest areas of strength include:

1. Parents are generally happy with the guidance and support of their Independent Study Teacher (IST), especially with their quick and clear communication, knowledge, and organization.
2. All educational partners, including parents and students, were satisfied with the wide variety of enrichment options offered to students.
3. MRA established a comprehensive Multi-Tiered System of Support (MTSS) program. The Multi-Tiered System of Support (MTSS) & the Response to Intervention Program (RTI) primary goals are to support students holistically through differentiated curriculums, student-centered learning programs, and prioritizing students' social-emotional needs.
4. Educational partners were excited about the expansion of Adventure/Park Academic Days which allow for in-person opportunities that include parent education, STEM learning/activities, and community engagement.
5. Educational partners were satisfied with increased efforts to provide a quality virtual learning environment in their online classes. Students noted increased support, connection with their teachers, and close monitoring for success.

MRA will continue to strive towards excellence. In order to maintain and build on the successes above, MRA will:

1. Continue to recruit, train, and retain highly qualified teachers to support students and families with the implementation of a standards-aligned educational plan.
2. Continue to provide a wide array of enrichment opportunities to students through partnerships with approved vendors, local organizations, and colleges.
3. Continue and improve a comprehensive Multi-Tiered System of Support (MTSS) Program, which will include an expansion from a 2 Tier model to a 5 Tier model of intervention and supports in order to increase literacy rates, academic achievement on state and local assessments, and increase English learner progress towards English proficiency.
4. Continue to provide rigorous college and career readiness offerings including alignment with the new College and Career index. Offering for students will include Career Technical Education (CTE) courses and pathways, concurrent enrollment options, dual enrollment options for students, and transition services.
5. Continue providing increased staff support in the area of high school progress monitoring and academic success.



## 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 a review of performance on the state and local indicators, locally collected diagnostic data, a review of our annual self-assessment tools, and a review of Education Partner input, Monarch River Academy has identified the following needs:

California School Dashboard and Locally Collected Assessment Data:

Monarch River Academy's CAASPP scores resulted in 47.9% of students meeting or exceeding the standard for ELA and 29.06% for Math.

Locally collected assessment data shows that MRA's rate of performance for both English Language Arts and Mathematics remains an area of need. During the 2021-22 school year, MRA assessed all students in grades TK-12 with the STAR 360 benchmark assessment.

According to the Fall administration where 97% of students participated in the Reading diagnostic, 35% of students were at or above benchmark according to grade level criterion. Out of the 81% of students who were assessed in the Winter, 43% of students were at or above benchmark.

According to the Fall administration where 97% of students participated in the Mathematics diagnostic, 21% of students were at or above benchmark. For the Winter Math 360 assessment 83% tested, and 79% of students were at or above benchmark.

Out of the 100% of students who were assessed in the Winter, 74% of students were at or above benchmark.

MRA will take the following steps: to improve the academic achievement of students:

1. Implement a comprehensive Multi-Tiered System of Support (MTSS) Program, including Tier 2, Tier 3, Tier 3, Tier 4, and Tier 5 intervention and SEL supports in order to increase literacy rates, academic achievement on state and local assessments, and increase English learner progress towards English proficiency and emotional well-being.
2. Provide school-wide professional development for staff and learning coaches to ensure that evidence-based practices are being used in daily instruction.
3. Continue to provide additional staff members to support the academic achievement of struggling students; including intervention teachers, curriculum and instruction experts in ELA and Math, instructional paraprofessionals, and paraprofessionals to support students with special needs as well as increase the virtual academy courses for all students including Title 1 students.
4. Implement a robust Parent Education program designed to engage parents as partners in the academic and social-emotional development and progress of their students through modeling and support in our enrichment academies which will be school-wide.

Annual Self-Assessment and Education Partner Input



Through annual surveys that were administered to staff, students in grades TK-12, and parents, as well as through Education Partner meetings, MRA has identified the following areas of need:

1. Continue to recruit highly qualified teachers to support learning coaches and students through a standards-aligned educational plan for achievement.
2. Increase direct instruction course offerings taught by a credentialed teacher in order to increase academic achievement in English-language Arts and Mathematics in grades TK-12.
3. Increase parent communication through multiple methods, including the school website as well as in-person events with our partnership with our authorizing districts.
4. Increase college and career readiness offerings for students including Career Technical Education (CTE) courses and pathways, concurrent enrollment options, dual enrollment options for students, A-G enrollment and completion as well as transition services.

## LCAP Highlights

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

The 2021-24 LCAP was written after consulting members from each Educational Partner group across the school. The four goals outlined below will allow MRA to continue our focus and efforts in supporting all students, especially those who are foster or homeless youth, English Learners, and low-income students, which represent 48% of our total population.

These four goals also address the eight state priorities, which are:

- 1) Student Achievement
- 2) Student Engagement
- 3) Student Outcomes
- 4) School Climate
- 5) Parent Involvement
- 6) Basic Services
- 7) Implementation of Common Core State Standards
- 8) Course Access.

The MRA LCAP broad goals are as follows:

Goal 1: Monarch River Academy will provide a high-quality educational program that promotes the academic achievement of all students.

Goal 2: Monarch River Academy will operate with strong parent and community involvement, including effective communication and opportunities for parent education.

Goal 3: Monarch River Academy will maintain a safe and positive school climate where all students are actively engaged in learning.

Goal 4: Monarch River Academy will guide and prepare all students for college and career readiness.

Impact of the COVID-19 Pandemic:

In March of 2020, MRA joined with school districts throughout the United States, making the difficult decision to halt in-person activities and meetings to spread of COVID-19. Throughout this time, MRA has remained committed to serving our students through a robust independent-study homeschool learning program that included services for Students with Disabilities and English Learners, and through continued social-emotional health services. School closure impacted MRA in several key areas contained in the 2021-24 LCAP, including, a need for a strong Tier 2 intervention program for students who are struggling or who have experienced learning loss and increased progress monitoring and support for students which has now grown to a 5 Tier intervention program to provide more educational and emotional support.

While we do not anticipate the severe restrictions placed on public schools to be in place long-term, the pandemic and its effect on students and families, and public education systems understandably affected data trends that we had previously identified. As a result, the reader will note that some of our metrics contain baseline data from both 19-20 and 20-21. In these cases, a determination was made that data collected from both years presents a more accurate picture of where we are and where we need to be headed to meet the growing needs of our 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

### *Support for Identified Schools*

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

N/A

### *Monitoring and Evaluating Effectiveness*

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

N/A

# Engaging Educational Partners

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

Monarch River Academy (MRA) believes that Educational Partner input is a key component in the creation of its educational programs and services. To gain input and consultation regarding goals, actions, and expenditures in the LCAP, MRA consulted parents, pupils, school personnel, teachers, administrators, the Parent Advocacy Committee (PAC), District English Learner Advisory Committee (DELAC), the SELPA administrator, and the community in the creation of the plan.

Additional efforts to gain input and consultation included the administration of electronic surveys to all employees and parents. MRA also collected additional survey feedback from our Outstanding Direct Intervention (ODI) teachers who have been piloting small-group intervention programs in both English-language arts and Mathematics. This feedback was extremely valuable in the creation of our instructional program offerings.

Virtual meetings were conducted using Zoom on the following dates:

School Site Council Meeting: 08/18/22, 11/14/22, 03/06/23, 05/08/23

Parent and Community Meeting: 08/18/22, 11/14/22, 03/06/23

Staff Meeting: 08/03/22, 08/10/22, 10/21/22, 11/01/22, 11/16/22, 11/28/22, 12/16/22, 01/09/23, 01/25/23, 02/02/23, 02/07/23, 03/06/23, 03/20/23

Meeting with Student representatives: 08/18/22, 11/14/22, 03/06/23, 05/08/23

Parent Advocacy Committee Meeting: 09/28/22, 11/30/22, 01/25/23, 05/24/23

ELAC/DELAC Meetings: 08/18/22, 11/14/22, 03/06/23, 05/08/23

Board Meetings: 08/23/22, 09/13/22, 10/18/22, 12/13/22, 01/24/23, 02/28/23, 05/23/23, 06/20/23

School leadership including MRA Directors and Assistant Directors met on the following dates to provide consultation and feedback from their staff, students, and parents about MRA's educational program including actions and services contained herein: August 3rd; November 1st, 28th; January 9th; February 6th, 7th; and March 6th. Additionally, MRA directors and Regional Coordinators meet weekly on a Monday every month.

Feedback from Education Partners was collected and analyzed by school leaders in the creation of the LCAP. MRA consulted with the SELPA Administrator on March 9th, 2023. Recommendations from this consultation continued to focus on incorporating both formal and informal data collection into our MTSS process and teacher/parent training in order to more effectively drive the selection of appropriate interventions and support. This recommendation was incorporated into Goal 1, Action 13, and Goal 2, Action 3.

Translation services were available as needed. The school made a strong effort to ensure that voices were heard from Educational Partners throughout these meetings that represented English Learner students, socioeconomically disadvantaged students, and homeless students. At these meetings, the following information was shared by the school: Available dashboard data, local data, previous LCAP goals, progress made toward meeting LCAP goals/metrics, and budget information. Educational Partners were then given the opportunity to respond to the

plan, providing feedback, questions for the Superintendent, or comments. The PAC and DELAC committees did not submit any formal comments to the Superintendent for a written response.

A draft of the plan was made available for public comment in the school's office so that members of the public would have time to review and provide public comment prior to board approval. MRA advertised the publishing of the draft and invitation for public comment via the Weekly Buzz parent and community newsletter and school website. Educational Partners were encouraged to provide feedback by telephone, email, or by mailing written comments to our office.

Once all the Educational Partner feedback was collected, the school leadership team analyzed the feedback and used it to draft the LCAP. The most common topics of success and needs collected throughout the feedback process were given priority in the writing of the LCAP, although many other topics were addressed. The public was notified of the opportunity to submit comments and the LCAP was posted on the school website from May 5th to May 12th in draft form for the public comment period. An overview of the LCAP and the updates made this year was presented in draft form during the Open Session Board Meeting on May 9th, 2023. Public Hearing Feedback included the following: This portion will be updated after the public meeting. If no other feedback is given regarding the LCAP draft, the final draft of the LCAP and budget should be approved in June at a regularly scheduled Board Meeting.

#### A summary of the feedback provided by specific educational partners.

##### Annual Self-Assessment

An annual survey was administered to all staff, students in grades TK-12, and all parents. We increased our online efforts to collect surveys this year, creating multiple opportunities for Education Partners to provide survey feedback through JotFormd and virtual meetings. An annual survey was administered to all staff, students in grades TK-12, and all parents.

1. 98% of parents/guardians feel that their child and family have access to professionals and resources to support social-emotional learning and other emotional health needs.
2. 98% of parents/guardians feel that MRA provides a quality education that focuses on the academic success of each child.
3. 100% of parents/guardians feel that MRA offers support that promotes learning at high levels.
4. 98% of parents/guardians feel that MRA provides a variety of activities as well as vendor and enrichment opportunities in which students can participate.
5. 100% of parents/guardians feel that MRA welcomes parental participation at all levels.
6. 100% of parents/guardians feel that MRA has teachers that go out of their way to help students.
7. 100% of our students who surveyed feel that Monarch River Academy works with their parent/guardian to help them do their best in school.
8. 94% of the educational partners feel that Monarch River Academy has clear guidelines and supports to ensure all students are on track to graduate from high school and meet the high school graduation requirements.
9. 94% of the educational partners feel that Monarch River Academy provides professional development that meets the needs of staff in order to increase student success.

### Education Partner Input

Meetings were held to ensure that all Education Partners had the opportunity to provide input. In order to comply with health and safety guidelines, these meetings were held virtually through Zoom where Education Partners could participate by phone or through the online platform. The qualitative data that was collected during these meetings, along with comments from our staff and parent surveys indicate that Education Partners feel our greatest areas of strength include:

1. Parents are generally happy with the guidance and support of their Independent Study Teacher (IST), especially with their quick and clear communication, knowledge, and organization.
2. All educational partners, including parents and students, were satisfied with the wide variety of enrichment options offered to students.
3. MRA established a comprehensive Multi-Tiered System of Support (MTSS) program. The Multi-Tiered System of Support (MTSS) & the Response to Intervention Program (RTI) primary goals are to support students holistically through differentiated curriculums, student-centered learning programs, and prioritizing students' social-emotional needs.
4. Educational partners were excited about the expansion of Adventure/Park Academic Days which allow for in-person opportunities that include parent education, STEM learning/activities, and community engagement.
5. Educational partners were satisfied with increased efforts to provide a quality virtual learning environment in their online classes. Students noted increased support, connection with their teachers, and close monitoring for success.

MRA will continue to strive towards excellence. In order to maintain and build on the successes above, MRA will:

1. Continue to recruit, train, and retain highly qualified teachers to support students and families with the implementation of a standards-aligned educational plan.
2. Continue to provide a wide array of enrichment opportunities to students through partnerships with approved vendors, local organizations, and colleges.
3. Continue and improve a comprehensive Multi-Tiered System of Support (MTSS) Program, which will include an expansion from a 2 Tier model to a 5 Tier model of intervention and supports in order to increase literacy rates, academic achievement on state and local assessments, and increase English learner progress towards English proficiency.
4. Continue to provide rigorous college and career readiness offerings including alignment with the new College and Career index. Offering for students will include Career Technical Education (CTE) courses and pathways, concurrent enrollment options, dual enrollment options for students, and transition services.
5. Continue providing increased staff support in the area of high school progress monitoring and academic success.

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

The four goals of the LCAP were created with Educational Partner input. This year, Educational Partner input continues to demonstrate that our efforts are focused in the right direction.

The following will continue to remain the focus of this plan:

1. Providing a high-quality educational program that promotes the academic achievement of all students, including struggling learners, English Learners, Low-Income, and Foster students.
2. Increasing parent and community communication and engagement.
3. Maintaining a safe and positive school climate where students are actively engaged.
4. Providing guidance and supports to ensure that all students are college and career ready. Both fiscal and human resources will be dedicated to meeting the school's goals in these critical areas.

Aspects of the LCAP Influenced by Educational Partner Input:

1. Providing a high-quality educational program that promotes the academic achievement of all students, including struggling learners, English Learners, Low-Income, and Foster students: Educational Partner input in this area indicates that Educational Partners are proud of the efforts made to provide and train credentialed ISTs and Educational Partners want these efforts to continue. This effort is reflected in Goal 1, Actions 1, and 7-17.
2. Increasing parent and community communication and engagement: Educational Partners are very proud of the efforts made to communicate with parents and families during the pandemic but would like to see increased consistent parent communication through multiple methods, including the school website. Goal 2, Action 2 will address this and Goal 2, Action 3 will expand opportunities for parent education through Parent Educational/professional development offerings.
3. Maintaining a safe and positive school climate where students are actively engaged: Educational Partners appreciate the increased effort made over the past year towards engaging students through enrichment opportunities, club offerings, and academic and leadership opportunities such as Academic Decathlon and the National Honors Society. Educational Partners expressed a desire to see increased opportunities for student engagement such as field trip offerings and continued clubs, and academic and leadership opportunities. MRA will focus on this area (Goal 3, Actions 2, and 6).
4. Providing guidance and supports to ensure that all students are college and career ready: Educational Partners would like to see increased college and career-readiness offerings for students including Career Technical Education (CTE) courses and pathways, concurrent enrollment options, dual enrollment options for students, and transition services. Goal 4, Actions 1-3 will focus on this area.

New Aspects of the LCAP Influenced by Specific Educational Partner Input directly related to the effects of the COVID-19 Pandemic:

1. Increased and Improved Technology including Training and Support: Goal 1 Actions 2, 5, 6, and 10 will address the need for more devices, technology support, and professional development that includes training in new technology and online platforms to support students.
2. MRA will continue to follow all state and local guidelines.

# Goals and Actions

## Goal

Goal #	Description
1	Monarch River Academy will provide a high quality educational program that promotes the academic achievement of all students. (Priorities Addressed:1,2,4,7,8)

An explanation of why the LEA has developed this goal.

Based on state and local assessment data, stakeholder consultation, and other collected data the school identifies this Goal and subsequent Actions as priorities for the school. Goal 1 is a broad goal focused on improving performance across the wide range of metrics listed below. Fully credentialed teachers who are effectively supported help students achieve educational success. Sufficient access to standards-aligned instructional materials and interventions maximizes student learning. 100% of our students do not currently meet or exceed their grade-level standards in English Language Arts and Mathematics.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Appropriately assigned and fully credentialed teachers	100% of teachers are appropriately credentialed and assigned.	100% of teachers were appropriately credentialed and assigned.	100% of teachers were appropriately credentialed and assigned.		Maintain 95% or higher of teachers who are appropriately credentialed or assigned
Facilities maintained in good repair	All facilities are maintained in good repair.	All facilities were maintained in good repair.	All facilities were maintained in good repair.		Maintain all facilities in good repair
Access to standards aligned instructional materials	100% of students have access to standards aligned instructional materials.	100% of students had access to standards aligned instructional materials.	100% of students had access to standards aligned instructional materials.		100% of students have access to standards aligned instructional materials



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Implementation of state standards for all students	100% implementation of state standards.	100% implementation of state standards occurred.	100% implementation of state standards occurred.		100% implementation of state standards
Enable ELs access to CCSS and ELD standards	<p>The 2020 CA School Dashboard did not include an ELPI due to the COVID-19 pandemic.</p> <p>In 2019-20, for the Summative ELPAC: 20% scored a level 1 Beginning to Develop 80% scored an overall level of 3 Moderately Developed</p>	<p>The 2020 CA School Dashboard does not have data available.</p> <p>For the Summative ELPAC of the 2020-21 school year; 20% scored at level 2, 40% scored at level 3, 40% scored at level 4.</p>	<p>The 2022 CA School Dashboard does not have data available.</p> <p>For the Summative ELPAC of the 2021-22 school year: 33% scored at level 1 0% scored at level 2 33% scored at level 3 33% scored at level 4</p>		Increase the percentage of students who are making progress towards English proficiency from prior year's data
<p>ELA CAASPP</p> <p>Note: Local benchmarks will be used until CAASPP Results become available</p>	<p>The 2020 assessment was waived due to the COVID-19 pandemic.</p> <p>STAR 360 Overall Reading Fall 41% Winter 44%</p>	<p>Unavailable CAASPP to be given in the Spring semester.</p> <p>82% of students participated in the reading STAR360. 42% of students tested above Benchmark for the Fall semester of 2021.</p>	<p>47.49% of students met or exceeded standard on the ELA CAASPP in 2022.</p> <p>81% of students participated in the Reading STAR 360. 43% of students tested above Benchmark for the Winter semester or 2022.</p>		Increase the percentage of students who scored met or exceeded standard on from prior year's data
Math CAASPP	The 2020 assessment was waived due to the COVID-19 pandemic.	Unavailable CAASPP to be given in the Spring semester.	29.06% of students met or exceeded		Increase the percentage of students who scored

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Note: Local benchmarks will be used until CAASPP Results become available	STAR 360 Mathematics Fall 31% Winter 35%	97% of students participated in the math STAR360. 35% of students tested above Benchmark for the Fall semester of 2021.	standard on the Math CAASPP in 2022.  83% of students participated in the math Star 360. 79% of students above Benchmark for the Winter semester of 2021.		met or exceeded standard on from prior year's data
AP Passage Rate	100% of students passed the AP exam with a score of 3 or higher.	For 2021, we had 3 students from MRA take AP tests, all were passed with a 3 or higher.  MRA had 100% passing with 3 or higher.	Due to the structure of a non-classroom based program, students have the ability to choose between AP Exams and Dual/Concurrent Enrollment opportunities. MRA's concurrent percentage for 2022 was 9.3%.		Increase the percentage of students who passed an AP exam with a 3 or higher from prior year's data
EAP ELA  Note: Local benchmarks will be used until CAASPP Results become available	The 2020 assessment was waived due to the COVID-19 pandemic.  STAR 360 Overall Reading Winter 11th grade 33%	Unavailable, the EAP is based on the 11th grade CAASPP scores and that is given in the Spring.	43% of high school students nearly met standard on the ELA EAP.		Increase the percentage of students scored met or exceeded standard on from prior year's data
EAP Math	The 2020 assessment was waived due to the COVID-19 pandemic.	Unavailable, the EAP is based on the 11th grade CAASPP	48% of high school students nearly met		Increase the percentage of students cored met or

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Note: Local benchmarks will be used until CAASPP Results become available	STAR 360 Mathematics Winter 11th grade 34%	scores and that is given in the Spring.	standard on the Math EAP.		exceeded standard on from prior year's data
Broad Course of Study for all students including unduplicated pupils and pupils with exceptional needs	100% of students will have access to a broad course of study including unduplicated pupils and pupils with exceptional needs.	100% of students had access to a broad course of study including unduplicated pupils and pupils with exceptional needs.	100% of students had access to a broad course of study including unduplicated pupils and pupils with exceptional needs.		100% of students will have access to a broad course of study including unduplicated pupils and pupils with exceptional needs
EL Reclassification rate	3 students were reclassified during the 19-20 school year.	As of April 2022, 8 students have been reclassified for the 21-22 school year.	20% of students have been reclassified for the 21-22 school year.		Maintain or increase the number of students who are reclassified from prior year's data

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	1.1 Qualified Staff, including appropriately credentialed teachers	State and local assessment data, educational partner feedback, and other collected data indicate a need for appropriately credentialed and qualified staff to ensure the academic success of all students. Monarch River Academy (MRA) will utilize recruitment websites and fairs to have access to highly qualified teachers with single-subject expertise, special education expertise, and multiple-subject expertise. A fully credentialed staff increases success, especially for Low Income, Foster Youth, English Learner students, and students experiencing homelessness. This plan will provide enough staff to support and increase achievement in our virtual academies as well as support for students, staff, and families. We expect this action will continue to reduce the achievement gap by providing enrichment and	\$3,774,677.00	No

Action #	Title	Description	Total Funds	Contributing
		addressing the areas of attendance rates, suspension rates, and the behavior which affects our Low Income, Foster Youth, English Learner students, and students experiencing homelessness. The impact of these enrichment systems will be measured by the most current state and local assessment data, educational partner feedback, and other collected data.		
1.2	1.2 Regional Coordinators	<p>State and local assessment data, educational partner feedback, and other collected data indicate that Regional Coordinators are necessary to support teachers and monitor the academic progress of unduplicated students. Monarch River Academy will utilize Regional Coordinators to provide facilitation of Professional Learning Communities (PLCs) to support teachers and students in ensuring compliance with state and local requirements and completion of a body of work. All students/learning coaches will have access to these Regional Coordinators to ensure equity and access to resources and activities to increase success, especially for Low Income, Foster Youth, English Learner students, and students experiencing homelessness. This plan will provide regional coordinators for the facilitation of PLCs that include disaggregation of data, progress monitoring on state standard implementation, and student progress. Each team of RCs will be supported by a director who will check in with them weekly. These leaders along with team support will increase the success of students, staff, and families as well as support the growth in the areas of attendance rates, suspension rates, and behavior that affects learning and academic achievement through targeted planning, learning acceleration, and enrichment opportunities. We expect this action will continue to reduce the achievement gap by providing leadership support in the area of academic achievement and enrichment as well as addressing the areas of attendance rates, suspension rates, and the behavior which affects our Low Income, Foster Youth, English Learner students, and students experiencing homelessness. The impact of these leaders will be measured by the most current state and local assessment data, educational partner feedback, and other collected data.</p>	\$466,707.00	

Action #	Title	Description	Total Funds	Contributing
<b>1.3</b>	1.3 Electives and Enrichment opportunities	State and local assessment data, educational partner feedback, and other collected data indicate a need for enrichment resources and full access to courses including electives and opportunities through extensive enrichment. Monarch River Academy will utilize vendor, Virtual Academy, and A-G courses to provide courses and enrichment opportunities to support students in their core programs and beyond their core program. Starting the 23-24 school year, community arts educators include a credentialed art teacher who will be providing increased opportunities for electives and enrichment to occur for MRA. All students will have access to these courses and resources, especially for Low Income(LI), Foster Youth(FY), English Learner(EL) students, and students experiencing homelessness(HY) to address equity and access to all courses and resources. By maintaining full access to courses, electives, and enrichment opportunities, MRA will ensure that unduplicated students are given the opportunity to complete academic courses, such as A-G courses, as well as engage in their educational program through electives and enrichment opportunities. Since its inception, this action has resulted in increased academic achievement, A-G completion, and enhanced learning of unduplicated students. These actions are most associated with LI, FY, HY, and EL students. However, since the action will benefit all students, it will be provided school-wide. We expect this action will continue to reduce the achievement gap by providing enrichment as well as A-G courses in order to address the areas of attendance rates, suspension rates, and the behavior which affects our Low Income, Foster Youth, English Learner students, and students experiencing homelessness. The impact of these enrichment and elective systems will be measured by the most current state and local assessment data, educational partner feedback, and other collected data.	\$958,672.00	No
<b>1.4</b>	1.4 Texts, instructional materials and supplies	State and local assessment data, educational partner feedback, and other collected data indicate that all students will be provided with standards-aligned texts, instructional materials, and supplies for	\$1,868,166.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>learning. This is necessary to support students and teachers who monitor the academic progress of unduplicated students. Monarch River Academy will utilize its extensive curriculum and enrichment ordering systems as well as its lending library. Teachers and students will have all the needed curriculum to ensure compliance with state and local requirements and the completion of a body of work. All students will have access to these resources to ensure equity and access to resources and activities to increase success, especially for Low Income, Foster Youth, English Learner students, and students experiencing homelessness. This plan will include curriculum and instruction experts in ELA and Math to provide teachers/learning coaches with the knowledge to better facilitate helping students and families choose grade-level appropriate curriculum and to utilize data for progress monitoring on state standard implementation, and student progress. Access and support with these resources will increase the success of students, staff, and families by supporting the growth in the areas of attendance rates, suspension rates, and behavior that affects learning and academic achievement. We expect this action will continue to reduce the achievement gap by providing resource support in the area of academic achievement as well as addressing the areas of attendance rates, suspension rates, and the behavior which affects our Low Income, Foster Youth, English Learner students, and students experiencing homelessness. The impact of these resources will be measured by the most current state and local assessment data, educational partner feedback, and other collected data.</p>		
1.5	1.5 Technology, including devices and equipment for learning	<p>State and local assessment data, educational partner feedback, and other collected data indicate that all students will be provided access to technology and learning platforms for learning. This is necessary to support students and teachers who monitor the academic progress of unduplicated students. Monarch River Academy will utilize its extensive technology department and ordering systems as well as its lending library. Teachers and students will have all the needed technology to ensure compliance with state and local requirements and have a completion of a body of work. All students will have access to this technology to ensure equity and access to resources and</p>	\$23,631.00	Yes

Action #	Title	Description	Total Funds	Contributing
		activities to increase success, especially for Low Income, Foster Youth, English Learner students, and students experiencing homelessness. This plan will provide teachers with the knowledge to facilitate helping students and families choose appropriate technology and applications and to utilize data for progress monitoring on state standard implementation, and student progress. Access and support with this technology will increase the success of students, staff, and families and support the growth in the areas of attendance rates, suspension rates, and behavior that affects learning and academic achievement. Access to technology improves academic performance and is a key 21st Century skill. We expect this action will continue to reduce the achievement gap by providing tech support in the area of academic achievement as well as addressing the areas of attendance rates, suspension rates, and the behavior which affects our Low Income, Foster Youth, English Learner students, and students experiencing homelessness. The impact of these technology resources and support will be measured by the most current state and local assessment data, educational partner feedback, and other collected data.		
1.6	1.6 Technology Support	State and local assessment data, educational partner feedback, and other collected data indicate that all students will be provided access to technology and platforms for learning and assessment. This is necessary to support students and teachers who monitor the academic progress of unduplicated students. Monarch River Academy will utilize its extensive technology department, assessment system, and ordering systems as well as its lending library. Teachers and students will have all the needed technology to ensure compliance with state and local requirements and have a completion of a body of work. All students will have access to this technology to ensure equity and access to resources and activities to increase success, especially for Low Income, Foster Youth, English Learner students, and students experiencing homelessness. This plan will provide teachers with the knowledge to facilitate helping students and families choose appropriate technology and applications and to utilize data for progress monitoring on state standard implementation, and student	\$73,360.00	Yes



Action #	Title	Description	Total Funds	Contributing
		progress. Access along with support with this tech will increase the success of students, staff, and families and support the growth in the areas of attendance rates, suspension rates, and behavior that affects learning and academic achievement. Access to technology improves academic performance and is a key 21st Century skill. We expect this action will continue to reduce the achievement gap by providing tech support in the area of academic achievement as well as addressing the areas of attendance rates, suspension rates, and the behavior which affects our Low Income, Foster Youth, English Learner students, and students experiencing homelessness. The impact of these technology resources and support will be measured by the most current state and local assessment data, educational partner feedback, and other collected data.		
1.7	1.7 Intervention Program	State and local assessment data, educational partner feedback, and other collected data indicate that students who are provided access to intervention will have greater success. Research indicates that when properly implemented, targeted and individualized support in both English and math will result in greater student access to improving missing skills as well as an increased opportunity to reach standards, especially when provided by credentialed teachers. To meet this need, credentialed teachers will continue to provide specialized, targeted support to students through individualized and small-group remediation and acceleration lessons. All students will have access to this multi-tiered intervention program to ensure equity and access to increase success, especially for Low Income, Foster Youth, English Learner students, and students experiencing homelessness. Access and intervention support will increase the success of students, staff, and families and support the growth in the areas of attendance rates, suspension rates, and behavior that affects learning and academic achievement. As students' reading/math skills are brought closer to grade level through intensive support, associated test scores and reading/math efficacy will improve. The impact of this intervention program will be measured by the most current state and local assessment data, educational partner feedback, and other collected data.	\$96,226.00	No

Action #	Title	Description	Total Funds	Contributing
<b>1.8</b>	1.8 Supplemental School Psychologist, and Specialized Support Staff	State and local assessment data, educational partner feedback, and other collected data indicate that mental health is a priority and need for families, a need that was exacerbated by the COVID-19 pandemic. If students are not physically, mentally, and emotionally ready to learn, they may not reach their academic goals. Monarch River Academy(MRA) believes that providing additional school mental health, speech services, and other support/assessments by experts will provide needed services aligned with the MTSS plan. Supporting struggling students will improve mental health and social-emotional outcomes for students, leading to increased achievement. All students, staff, and families will have access to these professionals to ensure equity and access to increase success, especially for Low Income, Foster Youth, English Learner students, and students experiencing homelessness. MRA will provide additional school psychology and other support services for students which will result in increased participation and achievement on state and local assessments. The impact of these professionals will be measured by the most current state and local assessment data, educational partner feedback, and other collected data.	\$63,031.00	Yes
<b>1.9</b>	1.9 Special Education Services	State and local assessment data, educational partner feedback, and other collected data indicate that Special Education Services are a priority and a need for families, a need that was exacerbated by learning loss due to the COVID-19 pandemic. Research indicates that when properly implemented, targeted, and individualized support in accordance with a student's Individualized Education Plan(IEP), results in greater student access to improving missing skills and improving the opportunity to reach standards, especially when provided by credentialed teachers who have a special education credential. To meet this need, the special education team will continue to provide specialized and targeted support to students through individualized and small-group lessons. This team is being expanded to include internal specialized staff for IEP services which may include	\$636,924.00	No

Action #	Title	Description	Total Funds	Contributing
		speech, OT, etc. All students with an IEP will have access to this specialized academic instruction and other services as noted in their IEP to ensure equity and access to increase success, especially for Low Income, Foster Youth, English Learner students, and students experiencing homelessness. Monarch River Academy will provide a rigorous special education program for students with an IEP which will result in increased participation and achievement on state and local assessments. The impact of this program will be measured by the most current state and local assessment data, educational partner feedback, and other collected data.		
<b>1.10</b>	1.10 Professional development for staff	State and local assessment data, educational partner feedback, and other collected data indicate a need for professional development for our teachers, parents, and students in this unique model of a non-classroom-based program. As identified in the metric section, there is a need for support in achievement as well as attendance rate, suspension rate, and behavior that affects the learning and academic achievement of these students. Monarch River Academy(MRA) will utilize contracted professional development and experts in the charter to provide professional development. Research indicates that when properly implemented, the first best instruction from well-trained staff results in students having greater access to improving missing skills and more opportunities to reach standards. MRA believes that providing coordination and implementation of professional development will lead to an increased sense of school connectedness and success among foster and homeless youth, English Learners, and low-income students. This professional development plan will provide several types of support tailored to the needs of each teacher in the charter. We expect this action will continue to reduce the achievement gap through increased student support and engagement which will result in more success in the areas of attendance rates, suspension rates, and the behavior which affects our Foster Youth, and students experiencing homelessness as measured by state and local assessment data, educational partner feedback, and other collected data.	\$3,714.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>1.11</b>	1.11 Supplemental academic support programs	State and local assessment data, educational partner feedback, and other collected data indicate a need for multiple supplemental academic support programs which included subscriptions and software that are needed to support and monitor the academic achievement, reading comprehension, and learning progress of struggling students. As identified in the metric section, there is a need for support in achievement as well as attendance rate, suspension rate, and behavior that affects the learning and academic achievement of these students. Monarch River Academy(MRA) will utilize various subscriptions, software, and professional development to provide greater student access to improving missing skills and more opportunities to reach standards. MRA believes in the coordination and implementation of Multiple Supplemental Academic Support Programs which will result in success among foster and homeless youth, English Learners, and low-income students. We expect this action will continue to reduce the achievement gap through increased student support and engagement which will result in more success in the areas of attendance rates, suspension rates, and the behavior which affects our Foster Youth, and students experiencing homelessness as measured by state and local assessment data, educational partner feedback, and other collected data.	\$34,209.00	No
<b>1.12</b>	1.12 English Learner Progress and Achievement Support	State and local assessment data, educational partner feedback, and other collected data indicate a need for multiple services for dedicated and integrated English language development(ELD) support programs, including students enrolled in English learner(EL) virtual courses aligned with their needs based on data. As identified in the metric section, there is a need for support in EL coordination and facilitation of services to increase success as well as attendance rate, suspension rate, and behavior that affects these students' learning and academic achievement. Monarch River Academy(MRA) will utilize credentialed and trained teachers to monitor and serve students by having a specific program that provides greater access to improving missing skills and more opportunities to reach standards through a	\$5,300.00	No

Action #	Title	Description	Total Funds	Contributing
		dedicated/integrated model. MRA believes in coordinating and implementing a specific program for English learners at all grade levels. We expect this action will continue to reduce the achievement gap through increased student support and engagement, which will result in more success in the areas of attendance rates, suspension rates, and the behavior which affects our Foster Youth, and students experiencing homelessness as measured by state and local assessment data, educational partner feedback, and other collected data.		
<b>1.13</b>	1.13 Student Study Teams and Intervention Support	State and local assessment data, educational partner feedback, and other collected data indicate a need for additional support for our Low Income, Foster Youth, English Learner students, and homeless youth. As identified in the metric section, there is a need for support in attendance rate, work completion rate, and behavior that affects learning and academic achievement. Monarch River Academy will use a student study team process connected to the 5-Tier MTSS system to determine and provide a course of action for intervention which may include mental health as well as academic support to students, staff, and families to help reduce the achievement gap for Low Income, Foster Youth, English Learner students, and students experiencing homelessness. This plan will provide a method of analysis and intervention for academic and social-emotional support by providing a team to provide differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success. These resources increase the accessibility to the number of resources that students, staff, and families have to support the growth in the areas of attendance rates, suspension rates, and behavior that affects learning and academic achievement. Implementing and coordinating a student study team will lead to intervention in a Multi-Tiered System of Support which will provide appropriately identified academic, social-emotional, and behavioral support for our Low Income, Foster Youth, English Learner students, and students experiencing homelessness. This action is expected to benefit all struggling students and will be provided in the school-wide and individualized learning plans. We	\$24,356.00	Yes

Action #	Title	Description	Total Funds	Contributing
		expect this action will continue to reduce the achievement gap by providing support in the areas of attendance rates, suspension rates, and the behavior which affects our Low Income, Foster Youth, English Learner students, and students experiencing homelessness learning as measured by the most state and local assessment data, educational partner feedback, and other collected data.		
<b>1.14</b>	1.14 Coordination of intervention, assessment, analysis, and achievement	<p>Coordination of intervention, assessment, analysis, and achievement State and local assessment data, educational partner feedback, and other collected data indicate a need for additional support for our Low Income, Foster Youth, English Learner students, and homeless youth. As identified in the metric section, there is a need for support in attendance rate, suspension rate, and behavior that affects learning and academic achievement. Monarch River Academy will utilize regional coordinators, coordinators, assistant directors, classified staff, and directors to coordinate all systems and data to determine and provide a course of action for intervention or enrichment as well as academic support to students, staff, and families to help reduce the achievement gap for Low Income, Foster Youth, English Learner students, and students experiencing homelessness. This plan will provide a process and systems for charter leaders to analyze data and achievements necessary for all students' academic, behavioral, and social success while using a learning/assessment platform. These leaders will increase the accessibility to the number of resources that students, staff, and families need in order to support the growth in the areas of attendance rates, suspension rates, and behavior that affects learning and academic achievement. This action is expected to benefit all students who are struggling academically and will be provided school-wide. We expect this action will continue to reduce the achievement gap by providing support in the areas of attendance rates, suspension rates, and the behavior which affects our Low Income, Foster Youth, English Learner students, and students experiencing homelessness with learning as measured by the most state and local assessment data, educational partner feedback, and other collected data.</p>	\$128,540.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>1.15</b>	1.15 Academic achievement assessments, management platform, and support	State and local assessment data, educational partner feedback, and other collected data indicate a need for platforms that include assessments, assessment analysis, data analysis, interactive lesson design and application as well as a resource for courses. These web-based platforms and programs will provide additional support for our Low Income, Foster Youth, English Learner students, and homeless youth. As identified in the metric section, there is a need for support in attendance rate, suspension rate, and behavior that affects learning and academic achievement. Monarch River Academy will utilize directors, tech department, and professional development to coordinate all systems and data to determine and provide a course of action for intervention or enrichment as well as academic support to students, staff, and families to help reduce the achievement gap for Low Income, Foster Youth, English Learner students, and students experiencing homelessness. This plan will provide a process and systems for charter leaders to analyze data and the achievement necessary for all students' academic, behavioral, and social success. These platforms will increase the accessibility to the number of resources that students, staff, and families to support the growth in the areas of attendance rates, suspension rates, and behavior that affects learning and academic achievement. This action is expected to benefit all students who are struggling academically and will be provided school-wide. We expect this action will continue to reduce the achievement gap by providing support in the areas of attendance rates, suspension rates, and the behavior which affects our Low Income, Foster Youth, English Learner students, and students experiencing homelessness learning as measured by the most state and local assessment data, educational partner feedback, and other collected data.	\$64,195.00	No
<b>1.16</b>	1.16 Coordination of services and supports for Students with 504s	State and local assessment data, educational partner feedback, and other collected data indicate a need for coordination of services and support for students with 504 plans which include students enrolled in virtual courses aligned with their needs based on data. As identified in	\$3,008.00	No



Action #	Title	Description	Total Funds	Contributing
		the metric section, there is a need for support for 504 students and the coordination and facilitation of services to increase success as well as attendance rate, work completion rate, and behavior that affects the learning and academic achievement of these students. Monarch River Academy will utilize credentialed and trained teachers to monitor and serve students with a 504 by having a specific program that provides greater access to improving missing skills and more opportunities to reach standards as identified by the SST supported by the MTSS system. Monarch River Academy believes in providing coordination and implementation of a specific program for 504 students at all grade levels. We expect this action will continue to reduce the achievement gap through increased student support and engagement which will result in more success in the areas of attendance rates, suspension rates, and the behavior which affects our Foster Youth, and students experiencing homelessness as measured by state and local assessment data, educational partner feedback, and other collected data.		
1.17	1.17 Activities and events to promote family academic success including lending library support	State and local assessment data, educational partner feedback, and other collected data indicate a need for more in-person academic, arts, STEM, math, and literacy activities for families that promote progress and achievement by having events at our lending library and planned locations that will align with their needs based on data. As identified in the metric section, there is a need to support family literacy/math development for all students by providing a plan that provides coordination and facilitation of services to increase in-person events that will lead to academic success as well as increased attendance rate, engagement, and behavior that affects learning and academic achievement of these students. Monarch River Academy(MRA) will utilize credentialed and trained teachers and paraprofessionals to present and provide support to students by having specific events that provide greater access to improving missing skills and more opportunities to reach standards through literacy/math/arts development. MRA believes in providing coordination and implementation of a specific program for students and families at all grade levels. We expect this action will continue to	\$75,306.50	No

Action #	Title	Description	Total Funds	Contributing
		reduce the achievement gap through increased student support and engagement which will result in more success in the areas of attendance rates, suspension rates, and the behavior which affects our Foster Youth, and students experiencing homelessness as measured by state and local assessment data, educational partner feedback, and other collected data.		

## Goal Analysis [2022-23]

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

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

The actions outlined in Goal One supported the progress in meeting the goal to improve student achievement by 10% in ELA and 5% in Math according to STAR 360 data for Low Income, ELD, and Foster and Homeless youth.

Action 1.1 The action of placement of Qualified Staff, including appropriately credentialed teachers was implemented as planned and achievement increased because highly qualified teachers are more effective.

Action 1.2 The actions of the assignment of regional coordinators with regional directors to support teaching and learning was implemented as planned.

Action 1.3 The action of access to electives and enrichment opportunities for students was fully implemented as planned with metrics that showed 100% engagement of students to this action.

Action 1.4 The action of providing texts, instructional materials, and supplies was fully implemented with all students having the materials needed for learning.

Action 1.5 The action of providing technical support for devices and access as well as platforms for learning was implemented for low-income, ELD, and foster/homeless youth. Metrics from assessment results and surveys indicated that student engagement and achievement increased as a result of this action.

Action 1.6 The action of providing technical support for staff, students, and families was fully implemented and according to the metrics more use and engagement occurred.

Action 1.7 The action of providing intervention teachers for students was fully implemented and resulted in 85% of all students increasing their STAR 360 assessment results between the fall and spring testing periods.

Action 1.8 The action of providing a school psychologist and other SEL services was fully implemented and survey results showed an increase in engagement and a decrease in mental health services over time for students, and other educational partners.

Action 1.9 The action of providing special education services was fully implemented with around 13% of our total student population in this group. Achievement results for low-income students in Special Education from STAR 360 indicated a 10% increase in achievement.

Action 1.10 The action of providing professional development for all staff was fully implemented and according to survey results, 100% of the staff found the PD to be successful which had a positive impact on student support and success.

Action 1.11 The action of supplemental academic programs for academic support was fully implemented and connected to the intervention program which showed an increase in student achievement as noted.

Action 1.12 The action of English Learner Progress and Achievement Support was fully implemented and according to the reclassification initial results, EL students increase in achievement by 20%.

Action 1.13 The action of Student study teams and Intervention support was fully implemented and according to metrics 60% of students referred for IEPs were able to be supported through intervention and the SST process.

Action 1.14 The action of coordination of intervention, assessment analysis, and achievement goals was fully implemented, and noted metrics indicate an increase in achievement for Low Income, ELD, and homeless/foster youth.

Action 1.15 The action of a platform to coordinate intervention, assessment analysis, and achievement goals were fully implemented and noted metrics indicate an increase in achievement for Low Income, ELD, and homeless/foster youth.

Action 1.16 The action of coordination of services and supports for students with a 504 was fully implemented and noted metrics indicate an increase in achievement for Low Income, ELD, and homeless/foster youth.

Action 1.17 The action of activities to promote family literacy and expanded learning opportunities including access and support by the lending library was fully implemented and survey results indicated an increase in student and community engagement resulting in increased achievement.

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

Action 1.1 The action of placement of Qualified Staff, including appropriately credentialed teachers was implemented as planned with no material differences.

Action 1.2 The actions of the assignment of regional coordinators and directors to support teaching and learning was implemented as planned with no material differences.

Action 1.3 The action of access to electives and enrichment opportunities for students was fully implemented as planned with no material differences.

Action 1.4 The action of providing texts, instructional materials, and supplies was fully implemented with a difference of \$240,000 increase to provide resources needed for this action due to learning loss.

Action 1.5 The action of providing technology devices and access as well as platforms for learning was implemented with material differences that demonstrated a \$94,000 increase for this action.

Action 1.6 The action of providing technical support for staff, students, and families was fully implemented with no material differences.

Action 1.7 The action of providing intervention teachers for students was fully implemented with a material difference of a decrease of \$35,000.

Action 1.8 The action of providing a school psychologist and other SEL services was fully implemented with no material difference.

Action 1.9 The action of providing special education services was fully implemented with around 13% of our total student population in this group with a \$400,000 increase for this action.

Action 1.10 The action of providing professional development for all staff was fully implemented with no material difference.

Action 1.11 The action of supplemental academic programs for academic support was fully implemented with no material difference.

Action 1.12 The action of English Learner Progress and Achievement Support was fully implemented with no material difference.

Action 1.13 The action of Student study teams and Intervention support was fully implemented with no material difference.

Action 1.14 The action of coordination of intervention, assessment analysis, and achievement goals was fully implemented with a \$90,000 increase for this action.

Action 1.15 The action of a platform to coordinate intervention, assessment analysis, and achievement goals were fully implemented with no material difference.

Action 1.16 The action of coordination of services and supports for students with a 504 was fully implemented with no material difference.

Action 1.17 The action of activities to promote family literacy and expanded learning opportunities including access and support by the lending library was fully implemented with no material difference.

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

Action 1.1 The action of placement of Qualified Staff was expected to increase the quality of educational services and according to the survey results, it did.

Action 1.2 The actions of the assignment of regional coordinators and RC directors to support teaching and learning was expected to increase the quality of educational services and according to survey results, they did.

Action 1.3 The action of access to electives and enrichment opportunities for students was expected to increase engagement and high school course completion which it did.

Action 1.4 The action of providing texts, instructional materials, and supplies were expected to increase the quality of educational services and according to survey results, it did.

Action 1.5 The action of providing technology devices and access as well as platforms for learning was expected to increase the quality of educational services and according to survey results, it did.

Action 1.6 The action of providing technical support for staff, students, and families was expected to increase the quality of educational services and according to survey results, it did.

Action 1.7 The action of providing intervention teachers for students was expected to increase achievement and decrease the achievement gap between unduplicated groups and it did.

Action 1.8 The action of providing a school psychologist and other SEL services was expected to increase the quality of educational services and according to survey results, it did.

Action 1.9 The action of providing special education services was expected to increase the quality of educational services and according to survey results, it did.

Action 1.10 The action of providing professional development for all staff was expected to increase the quality of educational services and according to survey results, it was very effective.

Action 1.11 The action of supplemental academic programs for academic support was expected to increase the quality of educational services and according to survey results, it did.

Action 1.12 The action of English Learner Progress and Achievement Support was expected to increase LPAC results and reclassification rates which it did.

Action 1.13 The action of Student study teams and Intervention support was expected to increase achievement with unduplicated students and according to the metrics, it did.

Action 1.14 The action of coordination of intervention, assessment analysis, and achievement goals was expected to increase achievement with unduplicated students and according to the metrics, it did.

Action 1.15 The action of a platform to coordinate intervention, assessment analysis, and achievement goals were expected to increase achievement with unduplicated students and according to the metrics, it did.

Action 1.16 The action of coordination of services and supports for students with a 504 was expected to increase achievement with unduplicated students and according to the metrics, it did.

Action 1.17 The action of activities to promote family literacy and expanded learning opportunities including access and support by the lending library was expected to increase engagement, and according to survey results, it did.

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

The following actions will be increased for the 2023-2024 school year, all other actions will remain the same:

Action 1.3 The action of electives and enrichment opportunities will be increased by adding community arts/academic educators who will provide virtual and in-person services. resources, academic activities, etc for students and learning coaches which will increase engagement and achievement for unduplicated students and support the LCAP goals as well as assist in the implementation of a schoolwide Title 1 program.

Action 1.4 The action of providing texts, instructional materials, and supplies for students will be expanded to include additional curriculum and instruction experts to support staff, learning coaches, virtual programs, and community-academic opportunities to advise, direct, coach, analyze, monitor, implement, and support resources effectively to increase achievement with a priority focus on our unduplicated/Title 1 population according to our LCAP and schoolwide Title 1 plan.

Action 1.7 The action of intervention teachers will be expanded to an intervention program with support from designated specialists in specific curriculum areas.

Action 1.8 The action of supplemental school psychologists will be increased to include support staff needed to implement the 5-tier MTSS program which will provide added services to all students in both social-emotional learning and mental health services as well as academic programs for targeted areas according to data and goals. This action was requested by our education partners and addresses all four core subjects with priority placement for low-income students according to our schoolwide Title 1 plan.

Action 1.9 The action of special education services will be increased with the addition of internal staff to provide assessments and services for identified students with IEPs and general education students as determined by the 5-tier MTSS system.

Action 1.17 The action of activities and events to promote student and family academic success including lending library support will be increased to address the need for in-person opportunities to increase engagement, parent education, student celebration of progress, enrichment/expanded learning opportunities, and SEL needs. This action was requested by our education partners and addresses all four core subjects with a priority focus on our unduplicated students according to our LCAP, and schoolwide Title 1 plan.

**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	Monarch River Academy will operate with strong parent and community involvement, including effective communication and opportunities for parent education. (Priorities Addressed: 3)

An explanation of why the LEA has developed this goal.

Based on state and local assessment data, stakeholder consultation, and other collected data the school identifies this Goal and subsequent Actions as priorities for the school. Goal 2 is a broad goal focused on improving performance across the wide range of metrics listed below. Opportunities for parents and our community to engage and communicate effectively need to continue to grow in order for students to reach their academic and social-emotional goals. Parents also need to be supported in their efforts to become informed and educated so that they can actively participate in the MRA community and promote educational success for their children.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Seek parent input & promote parental participation in programs for unduplicated students and students with exceptional needs	Full Implementation according to the Fall 2021 Dashboard	Full Implementation according to the Fall 2022 Dashboard	Full Implementation according to the Fall 2022 Dashboard		Full Implementation and Sustainability according to the Fall 2024 Dashboard
Maintain strong parent communication as measured by Beehively and Website platforms	According to local data, there were 60,828 page views of the school website.	This school year 2021-22, Facebook has reached 20,971 individuals and Instagram reached 621. Data from 08/16/21-04/25/22.	For the school year 2022-23, Facebook has reached 15,768 individuals and Instagram reached 903. Data from 08/15/22-03/20/22.		Increase parent communication as measured by page visits to the Beehively Website platform from prior year's data



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Data from 04/2021-01/2021 shows that our website had 65,755 page views.	The school website reached 98,477 views.		
Provide parent education opportunities	MRA provided multiple parent engagement opportunities throughout the 20-21 school year.	MRA provided multiple parent engagement opportunities throughout the 21-22 school year.	MRA increased engagement and communication opportunities throughout the 22-23 school year.		Provide parent education opportunities

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	2.1 School and community events	State and local assessment data, educational partner feedback, and other collected data indicate a need for parent engagement for all students including our Low Income(LI), Foster Youth(FY), English Learner students(EL), and homeless youth(HY). As identified in the metric section, there is a need for support in attendance rate, and behavior that affects the learning and academic achievement of these students through parent engagement, professional development, in-person events, and other academic activities. Monarch River Academy(MRA) school will utilize teams of teachers, art educators, and paraprofessionals led by the Director of Community Services and their regional coordinators to engage parents. MRA believes that providing coordination and implementation of school and community-academic events will lead to an increased sense of school connectedness among unduplicated students. This plan will provide several types of parent engagement opportunities which will include newsletters, phone calls, monthly meetings, academic field trips, professional development, and other in-person and virtual events. MRA also provides clubs for all students to join throughout the school year for students at all grade levels. The School Site Council meets	\$1,840.00	No

Action #	Title	Description	Total Funds	Contributing
		three times a year and parents fill out a Title 1 survey as well as an LCAP survey at least twice a year. The implementation and coordination of multiple systems are to engage students and parents which will lead to increased participation and academic achievement on state and local assessments for unduplicated students. Since its inception, this action has led to increased participation and achievement in local assessments. MRA parent engagement systems and programs are designed to meet the needs most associated with LI, FY, and EL students. However, since the action will benefit all students, it will be provided school-wide. We expect this action will continue to reduce the achievement gap through increased parent engagement which will result in more success in the areas of attendance rates, suspension rates, and the behavior which affects our Low Income, Foster Youth, English Learner students, and students experiencing homelessness as measured by state and local assessment data, educational partner feedback, and other collected data.		
<b>2.2</b>	2.2 Communication through multiple methods including website and newsletter	State and local assessment data, educational partner feedback, and other collected data indicate that unduplicated students are analyzed annually and stakeholders continue to rate school-to-home communication as a high priority for student success. Monarch River Academy(MRA) will utilize its extensive technology department and marketing department to weekly update all online platforms to make sure that parents and students are informed and have access to needed information. When parents are informed and engaged, students are more likely to be engaged in school and participate in school programs and supports. MRA will continue to provide multiple methods of parent communication for parents including the school website, home letters, and a weekly electronic newsletter. These platforms will be used to facilitate school-to-parent communication which will lead to increased participation in school programs and support. Access and support with this communication and information will increase the success of students, staff, and families and support the growth in the areas of attendance rates, suspension rates, and behavior that affects learning and academic achievement. Access to	\$76,860.00	Yes

Action #	Title	Description	Total Funds	Contributing
		technology and information improves academic performance and is a key 21st Century skill. We expect this action will continue to reduce the achievement gap by providing tech support in the area of academic achievement as well as addressing the areas of attendance rates, suspension rates, and the behavior which affects our Low Income, Foster Youth, English Learner students, and students experiencing homelessness. The impact of these technology resources and support will be measured by the most current state and local assessment data, educational partner feedback, and other collected data.		
<b>2.3</b>	<b>2.3 Parent Support and Professional Development</b>	State and local assessment data, educational partner feedback, and other collected data indicate that high parent/guardian involvement results in increased student achievement. Specifically, in the independent-study homeschool model, the parent/guardian as learning coach role is critical to student progress toward the mastery of grade-level knowledge and skills. As identified in the metric section, there is a need for support in professional development and real-time academic support that will affect attendance rate, suspension rate, and behavior that affects the learning and academic achievement of these students. Monarch River Academy will utilize its teacher trainers, regional coordinators, community educators, and contracted providers to provide a menu of services, professional development, and supports for our learning coaches/parents. The school will increase parent participation and efficacy through training, support, materials, and supplies focused on academic achievement, utilizing formal and informal data collection and analysis to improve student outcomes and development related to instructional techniques for English Learners, struggling students, Low Income and Foster youth. We expect this action will continue to reduce the achievement gap through increased student support and engagement which will result in more success in the areas of attendance rates, suspension rates, and the behavior which affects our Foster Youth, and students experiencing homelessness as measured by state and local assessment data, educational partner feedback, and other collected data.		No

Action #	Title	Description	Total Funds	Contributing

## Goal Analysis [2022-23]

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

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

The actions in Goal Two continue to support the growth of parent engagement through various opportunities.

Action 2.1 The action of school and community events was fully implemented as planned. Student and parent engagement as well as parent education increased.

Action 2.2 Communication through multiple methods including the website, newsletters, virtual meetings, in-person meetings, and community events has continuously increased to ensure clear

communication. Communication was reached through our websites, social media pages, and weekly newsletters sent directly to their email.

Action 2.3 Parent University was fully implemented through a rich and expanded event and meeting schedule.

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

Action 2.1 School and community events were implemented as planned with no material differences.

Action 2.2 Communication through multiple methods including the website and newsletter was implemented as planned with no material differences.

Action 2.3 Parent University was implemented as planned with no material differences.

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

Action 2.1 The action of the School and community events were expected to increase the quality of the sense of school connectedness and student/parent engagement and according to the survey results, it did.

Action 2.2 The action of communication through multiple methods including the website and newsletter was expected to lead to increased participation in school programs and support and according to survey results, it did.

Action 2.3 The action of Parent University was expected to increase parents/learning coaches' knowledge of teaching and learning as well as provide support opportunities, and according to survey results, it did.

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

The following actions will be increased for the 2023-24 school year, all other actions will remain the same:

Action 2.1 The action of School and Community events will increase with the addition of arts/academic educators including paraprofessionals supported by resources. The addition of community arts/academic educators will provide virtual and in-person services. resources, academic activities, etc for students and learning coaches which will increase engagement and achievement for unduplicated students and support the LCAP goals as well as assist in the implementation of a schoolwide Title 1 program.

Action 2.3 The action of Parent University will be expanded to parent support and professional development which will increase with the addition of curriculum and instruction experts and other educators providing targeted support in ELA and math. This expansion will include virtual and in-person services/PD for all students in all areas. Supporting in-person professional development and engagement to increase student success by targeting our unduplicated population.

**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	Monarch River Academy will maintain a safe and positive school climate where all students are actively engaged in learning. (Priorities Addressed: 5,6 )

An explanation of why the LEA has developed this goal.

Based on state and local assessment data, stakeholder consultation, and other collected data the school identifies this Goal and subsequent Actions as priorities for the school. Goal 3 is a broad goal focused on improving performance across the wide range of metrics listed below. Currently, 100% of students do not attend school on a daily basis. Students need to be actively engaged in school daily in order to become college and career-ready graduates. The number of students suspended and/or expelled needs to continue to decline in order to provide all students a safe and positive school climate conducive to learning.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance rate	The attendance rate is at 99% according to local data.	98.06% (as of the last full Learning Period ending on 4/8/2022).	The attendance rate was at 99.20% for the 2021-2022 school year.		Maintain the school attendance rate at or above 95%.
Chronic Absenteeism rate	The Chronic Absenteeism rate remains less than 1% in 2020-21 according to local data.	The Chronic Absenteeism rate remains less than 1% in 2020-21 and 2021-22 according to local data.	The Chronic Absenteeism rate increased by 1% according to the 2022 CA School Dashboard.		Decrease Chronic Absenteeism rate from the prior year according to the California School Dashboard.
Suspension rate	There were 0 suspensions in 2020-21.	There were 0 suspensions in 2020-21 and 2021-22.	There were 0 suspensions in 2021-22 and 2022-23.		Decrease suspension rate from the prior year according to the California School Dashboard.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Expulsion rate	There were 0 expulsions in 2020-21.	There were 0 expulsions in 2020-21 and 2021-22.	There were 0 expulsions in 2021-22 and 2022-23.		Decrease expulsion rate from the prior year according to the California School Dashboard.
High school dropout rate	Local data shows 1 high school dropout in 2020.	There were 0 high school dropouts per CALPADS certification data.	There were 6 high school dropouts per CALPADS certification data with a rate of 0.54%.		Decrease number of high school dropouts from the prior year according to the Four Year Adjusted Cohort Outcome report in Dataquest.
Middle school dropout rate	Local data shows 1 middle school dropout in 2020.	According to CALPADS certification data there were 3 middle school drop outs in 2021-22.	According to CALPADS certification data there were 11 middle school drop outs in 2021-22, with the rate of 0.99%		Decrease number of middle school dropouts from the prior year according to the Four Year Adjusted Cohort Outcome report in Dataquest.
Sense of safety and school connectedness	76% of students reported feeling safe and connected at school according to a local survey.	100% of our students who surveyed feel safe and connected to Monarch River Academy according to a local survey.	88% of students feel safe and connected to their school.		The percentage of students who reported feeling safe at school is at or above 85%, according to the local survey.

## Actions



Action #	Title	Description	Total Funds	Contributing
<b>3.1</b>	3.1 MTSS Program implementation and coordination	State and local assessment data, educational partner feedback, and other collected data indicate a need for additional support for our Low Income, Foster Youth, English Learner students, and homeless youth. As identified in the metric section, there is a need for support in attendance rate, and behavior that affects learning and academic achievement. Monarch River Academy will utilize internal and other expert services to provide targeted services, support, and resources to students, staff, and families based on multiple data points. The MTSS plan and support team will help reduce the achievement gap for Low Income, Foster Youth, English Learner students, and students experiencing homelessness. This plan will provide targeted services, academic supports, and social-emotional tools by providing a plan to provide differentiated learning, student-centered learning, that is individualized to student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success. These resources increase the accessibility to the number of resources that students, staff, and families have to support the growth in the areas of attendance rates, suspension rates, and behavior that affects learning and academic achievement. The implementation and coordination of the Multi-Tiered System of Support will provide appropriately identified academic, social-emotional, and behavioral support for our Low Income, Foster Youth, English Learner students, and students experiencing homelessness. This action is expected to benefit all students who are struggling academically and will be provided school-wide. We expect this action will continue to reduce the achievement gap by providing support in the areas of attendance rates, suspension rates, and the behavior which affects our Low Income, Foster Youth, English Learner students, and students experiencing homelessness learning as measured by the most state and local assessment data, educational partner feedback, and other collected data.	\$40,673.00	Yes
<b>3.2</b>	3.2 Enrichment Coordination and Support	State and local assessment data, educational partner feedback, and other collected data indicate a need for enrichment resources and opportunities through an extensive enrichment ordering system and a lending library which will provide additional enrichment opportunities	\$293,440.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>for our Low Income(LI), Foster Youth(FY), English Learner students(EL), and homeless youth(HY). Monarch River Academy will utilize vendors and other services to provide enrichment activities, resources, and supplies to support students beyond their core program. All students will have access to these resources and activities especially Low Income, Foster Youth, English Learner students, and students experiencing homelessness to address equity and access to all courses and resources. This plan will provide training to parents and students as well as an on-boarding partnership to introduce new and returning students to the many vendors who provide enrichment services and products, as well as the lending library which is equipped with K-12 resources and is located in the Fresno area; however, a mobile van takes materials to parents when they order on-line. Teachers create a student-centered learning plan with individualized student needs identified. These systems along with team support increase the accessibility to the number of resources that students, staff, and families have to support the growth in the areas of attendance rates, suspension rates, and behavior that affects learning and academic achievement through enrichment opportunities. The implementation and coordination of the enrichment ordering systems, lending library, and the support team have been designed to meet the needs most associated with LI, FY, and EL students. However, since the action will benefit all students, it will be provided school-wide. We expect this action will continue to reduce the achievement gap by providing enrichment and addressing the areas of attendance rates, suspension rates, and the behavior which affects our Low Income, Foster Youth, English Learner students, and students experiencing homelessness. The impact of these enrichment systems will be measured by the most current state and local assessment data, educational partner feedback, and other collected data.</p>		
3.3	3.3 Coordination of school and community events	State and local assessment data, educational partner feedback, and other collected data indicate a need for parent engagement for all students including our Low Income(LI), Foster Youth(FY), English		Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Learner students(EL), and homeless youth(HY). As identified in the metric section, there is a need for support in attendance rate, and behavior that affects the learning and academic achievement of these students when parent engagement and participation increase.</p> <p>Monarch River Academy(MRA) will utilize teams of teachers/paraprofessionals led by the Director of Community Services and their regional coordinators to engage parents. MRA believes that providing coordination and implementation of school and community events will lead to an increased sense of school connectedness among unduplicated students. This plan will provide several types of parent engagement which include newsletters, phone calls, monthly meetings, academic field trips, and other events. MRA also provides clubs for all students to join throughout the school year for students at all grade levels The school site council meets three times a year and parents fill out a Title 1 survey as well as an LCAP survey at least twice a year. The implementation and coordination of multiple systems are to engage students and parents which will lead to increased participation and academic achievement on state and local assessments for unduplicated students. Since its inception, this action has led to increased participation and achievement in local assessments. MRA parent engagement systems and programs are designed to meet the needs most associated with LI, FY, and EL students. However, since the action will benefit all students, it will be provided school-wide. We expect this action will continue to reduce the achievement gap through increased parent engagement which will result in more success in the areas of attendance rates, suspension rates, and the behavior which affects our Low Income, Foster Youth, English Learner students, and students experiencing homelessness as measured by state and local assessment data, educational partner feedback, and other collected data.</p>		
<b>3.4</b>	3.4 Supplies and services for Homeless Youth	State and local assessment data, educational partner feedback, and other collected data indicate a need for supplies and services to be provided to foster youth and students experiencing homelessness. As identified in the metric section, there is a need for support in attendance rate, suspension rate, and behavior that affects the		No

Action #	Title	Description	Total Funds	Contributing
		learning and academic achievement of these students. Monarch River Academy(MRA) will utilize its transition teams with the local county office led by the Director of Student Services. MRA believes that providing coordination and implementation of supplies and services will lead to an increased sense of school connectedness among foster and homeless youth. This plan will provide several types of supplies, resources, and enrichment opportunities. The implementation and coordination of multiple support systems to meet the needs of homeless and foster youth. We expect this action will continue to reduce the achievement gap through increased student support and engagement which will result in more success in the areas of attendance rates, suspension rates, and the behavior which affects our Foster Youth, and students experiencing homelessness as measured by state and local assessment data, educational partner feedback, and other collected data.		
3.5	3.5 Increase student participation in clubs, leadership and academic programs	State and local assessment data, educational partner feedback, and other collected data indicate a need for increased opportunities for clubs, leadership development, and other academic competitions as a high priority for student success. Monarch River Academy (MRA) believes that providing opportunities for students to develop leadership and collaboration skills through clubs, academic competitions, and events, will lead to an increased student engagement and an increase in academic achievement. MRA will provide a team of teachers and paraprofessionals led by the Director of Community Engagement to increase opportunities for students to participate in clubs, leadership development, and other academic competitions to develop confidence and leadership skills which will lead to increased participation and academic achievement in state and local assessments for unduplicated students. Since its inception, this action has led to increased participation and achievement in local assessments. The implementation and coordination of multiple support systems are to meet the needs of increased connectedness and school engagement. We expect this action will continue to reduce the achievement gap through increased student support and engagement which will result in more success in the areas of attendance rates, suspension rates, and		

Action #	Title	Description	Total Funds	Contributing
		the behavior which affects our Foster Youth, and students experiencing homelessness as measured by state and local assessment data, educational partner feedback, and other collected data.		
<b>3.6</b>	3.6 Student transition program and supports	State and local assessment data, educational partner feedback, and other collected data indicate a need for increased opportunities for students to be involved in a transition program that will create a sense of safety, connectedness, and college and career readiness is a key motivator for attendance resulting in higher academic achievement. Monarch River Academy (MRA) believes that providing opportunities for students to develop leadership and collaboration skills through a transition program will lead to increased student engagement and an increase in academic achievement. MRA will provide a team of trained educators led by the Director of Transition and Student Support to increase opportunities for students to participate in clubs, leadership development, and other academic competitions/events to develop confidence and leadership. Through partnership and collaboration, the team will provide a flexible and personalized learning experience with services in the post-secondary areas of education, employment, and independent living for all high school students including young adults with disabilities. MRA will provide transition programs and support that help prepare students to transition between middle school and high school and between high school and college or career as well as provide agency linkage opportunities to ensure success post-graduation. By preparing students for transitions through training and support, students will be more likely to engage in school. Since its inception, this action has led to increased participation and achievement in local assessments. The implementation and coordination of multiple support systems are to meet the needs of increased connectedness, school engagement, and college and career readiness. We expect this action will continue to reduce the achievement gap through increased student support and engagement which will result in more success in the areas of attendance rates, suspension rates, and the behavior which affects our Foster Youth, and students experiencing homelessness as measured by state and	\$59,765.00	Yes

Action #	Title	Description	Total Funds	Contributing
		local assessment data, educational partner feedback, and other collected data.		

## Goal Analysis [2022-23]

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

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

The actions in Goal Three continue are to maintain a safe and positive school climate where all students are actively engaged in learning.

Action 3.1 The action of MTSS Program implementation and coordination increased the sense of safety and school connectedness as well as SEL health and services were fully implemented.

Action 3.2 The action of enrichment coordination and support was fully implemented and continues to improve the areas of attendance rates, suspension rates, and behavior as shown in the metrics above.

Action 3.3 The action of coordination of school and community events was fully implemented and continues to improve the areas of attendance rates, suspension rates, and behavior as shown in the metrics above.

Action 3.4 The action of providing supplies and services for Homeless Youth was fully implemented with support from the county office and provides several types of supplies, resources, and enrichment opportunities along with the implementation and coordination of multiple support systems to meet the needs of homeless and foster youth.

Action 3.5 The action of increased student participation in clubs, leadership, and academic programs was fully implemented as planned. connectedness by 24% and the metrics above show improvement in the areas of attendance rates, suspension rates, and behavior.

Action 3.6 The action of an enriched student transition program and support program was fully implemented.

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

Action 3.1 The action of MTSS Program implementation and coordination was implemented as planned with no material differences.

Action 3.2 The action of Enrichment Coordination and Support was implemented as planned with no material differences.

Action 3.3 The action of coordination of school and community events was implemented and continues with no material differences.

Action 3.4 The action of supplies and services for Homeless Youth was implemented as planned with no material differences.

Action 3.5 The action of increasing student participation in clubs, leadership, and academic programs was implemented as planned with no material differences.

Action 3.6 The extensive student transition program and support were implemented as planned with no material differences.

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

Action 3.1 MTSS Program implementation and coordination resulted in a sense of safety and school connectedness of 88% according to survey results.

Action 3.2 Enrichment Coordination and Support continues to improve the areas of attendance rates, suspension rates, and behavior as shown in the metrics above.

Action 3.3 Coordination of school and community events continues to improve the areas of attendance rates, suspension rates, and behavior as shown in the metrics above.

Action 3.4 Supplies and services for Homeless Youth provides several types of supplies, resources, and enrichment opportunities along with the implementation and coordination of multiple support systems to meet the needs of homeless and foster youth as noted by survey results.

Action 3.5 Increase student participation in clubs, leadership, and academic programs has increased the sense of safety and school connectedness according to the metrics above which showed improvement in the areas of attendance rates, suspension rates, and behavior as well as school engagement according to survey results.

Action 3.6 Student transition program and support increased to meet the planned action of safety, SEL wellness, and school connectedness according to the metrics. Survey results showed improvement in the areas of attendance rates, SEL, connectedness, suspension rates, and behavior interaction.

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.

Action 3.1 The action of the MTSS model will be increased in the upcoming school year to a 5-tier model to meet the needs of all students in social-emotional learning and academic achievement with a focus on our unduplicated population.

Action 3.3 The action of community events will be expanded to add arts/STEM/Advanced Program enrichment and learning loss academic activities supported by teachers and paraprofessionals to increase interaction and recover learning loss with a focus on our Title 1 students as well as our unduplicated population which include; ELD students, homeless, and students of poverty.

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



# Goals and Actions

## Goal

Goal #	Description
4	Monarch River Academy will guide and prepare all students for college and career readiness. (Priorities Addressed: 4,7,5)

An explanation of why the LEA has developed this goal.

Based on state and local assessment data, educational partner consultation, and other collected data the school identifies this Goal and subsequent Actions as priorities for the school. Goal 4 is a broad goal focused on improving performance across the wide range of metrics listed below. Currently, 100% of our students are not prepared or approaching prepared as measured by the Dashboard's College and Career Indicator (CCI). Also, the school's graduation rate is below 100%.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
High school graduation rate	MRA did not have 12th graders during the 19-20 school year. 20-21 data will become the baseline.	As of 2021, according to the SARC, the graduation rate for MRA is 86.8%.	As of 2022, according to the CA Dashboard, the graduation rate for MRA is 84.2%.		Increase high school graduation rate to meet or exceed state average.
CTE pathway completion rate	In 2020, 0 students completed a CTE pathway. We are building our CTE program to include a full pathway starting in the 2022-23 school year. 2023 data will become the baseline.	In 2021, 0 students completed a CTE pathway. We are building our CTE program to include a full pathway starting in the 2022-23 school year. 2023 data will become the baseline.	Monarch River has 31 students enrolled in CTE courses for the current 2023 Spring year.		Increase the CTE pathway completion rate from the prior year's data.
A-G completion rate	MRA did not have 12th graders during the 19-20 school year.	The A-G completion rate for 2021 was at 16% (1 out of 6 students).	In 2022, the A-G completion rate was 38%.		Increase the A-G completion rate from the prior year's data.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	20-21 data will become the baseline.				
Advanced Placement passage rate	In 2020, the percentage of students scoring 3 or higher on AP exams was 100%	For 2021, we had 3 students from MRA take AP tests, all were passed with a 3 or higher.  MRA had 100% passing with 3 or higher.	Due to the structure of a non-classroom based program, students have the ability to choose between AP Exams and Concurrent/ Dual Enrollment. MRA's concurrent percentage for 2022 was 9.3%		Increase the AP pass rate from the prior year's data.
College and Career Indicator (CCI) Rate	MRA did not have 12th graders during the 19-20 school year. 20-21 data will become the baseline.	Data is not available from the state for 2021.	In 2022, 55% of students were prepared or approaching prepared.		Increase the percentage of students who are prepared or approaching prepared according to the College and Career Indicator on the Dashboard.

## Actions

Action #	Title	Description	Total Funds	Contributing
4.1	4.1 College and Career Indicators (CCI) for readiness and success	State and local assessment data, educational partner feedback, and other collected data indicate a need for increased opportunities for students to be involved in expanding College and Career opportunities for post-secondary success. The new requirements for CCI will be addressed including CTE Pathways, A-G courses, and other CCI indicators. This will ensure that unduplicated students are given the opportunity to complete CCI and A-G college requirements and be provided with academic support to ensure college and career readiness is a key motivator for attendance resulting in higher	\$37,022.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>academic achievement. Monarch River Academy (MRA) believes that providing opportunities for expanded CTE and A-G courses will allow students to develop leadership and collaboration skills that will lead to increased student engagement and an increase in academic achievement as well as course completion for college and career readiness. Monarch River Academy will provide a team of trained high school support specialists and counselors led by the Highschool Director to increase opportunities for students to participate in CCI, CTE, and A-G courses and opportunities. Since its inception, this action has led to increased participation and achievement in CCI readiness, CTE, and A-G course enrollment, and increased achievement on local assessments. The implementation and coordination of multiple support systems in CCI, CTE, and A-G courses will lead to increased connectedness, school engagement, and college and career readiness. We expect this action will continue to reduce the achievement gap through increased student support and engagement which will result in more success in the areas of attendance rates, suspension rates, and the behavior which affects our Foster Youth, and students experiencing homelessness as measured by state and local assessment data, educational partner feedback, and other collected data.</p>		
4.2	4.2 Secondary student success team & Virtual Support	<p>State and local assessment data, educational partner feedback, and other collected data indicate a need for increased opportunities for students to be involved by providing a secondary student success team and an online virtual specialist to improve outcomes for middle and high school students through support and progress monitoring. Our Low Income, Foster Youth, and English Learner middle and high school students have the opportunity for continued growth in several areas, including drop-out rates, graduation rates, CCI indicators, concurrent enrollment, AP pass rates, and meeting or exceeding standards using the CAASPP (formerly EAP) according to the most current state and local data. The secondary student success team and leadership team will implement a program to ensure all students meet their academic goals, including, but not limited to weekly progress monitoring, the assignment of appropriate student support, and</p>	\$113,197.00	Yes

Action #	Title	Description	Total Funds	Contributing
		meeting with students and families. By providing the secondary student success team, Monarch River Academy believes there will be student improvement outcomes for middle and high school students, including course completion rates, graduation rates, and achievement state and local assessments. We expect this action will continue to reduce the achievement gap through increased student support and engagement which will result in more success in the areas of attendance rates, suspension rates, and the behavior which affects our Foster Youth, and students experiencing homelessness as measured by state and local assessment data, educational partner feedback, and other collected data.		
4.3	4.3 High School counseling support	State and local assessment data, educational partner feedback, and other collected data indicate a need for increased opportunities to provide High school counseling support to students to ensure academic guidance and support for students to meet A-G requirements to ensure College and Career readiness by providing support and monitoring the academic achievement and learning progress of the Monarch River Academy's unduplicated students. Our Low Income, Foster Youth, and English Learner middle and high school students have the opportunity for continued growth in several areas, including drop-out rates, graduation rates, CCI indicators, concurrent enrollment, AP pass rates, and meeting or exceeding standards using the CAASPP (formerly EAP) according to the most current state and local data. The counseling team will implement a program to ensure all students meet their academic goals, including meeting with students and families. By providing the counseling team, Monarch River Academy believes student outcomes for middle and high school students, including course completion rates, graduation rates, and achievement state and local assessments will improve. We expect this action will continue to reduce the achievement gap through increased student support and engagement which will result in more success in the areas of attendance rates, suspension rates, and the behavior which affects our Foster Youth, and students experiencing homelessness as measured by state and local assessment data, educational partner feedback, and other collected data.	\$20,943.00	No

Action #	Title	Description	Total Funds	Contributing
4.4	4.4 Expand Dual/concurrent enrollment opportunities	<p>State and local assessment data, educational partner feedback, and other collected data indicate a need for increased opportunities for an expansion of dual enrollment options for high school students in a high priority for student success. The high school success team, directors, and counseling team will plan and collaborate to support students to meet A-G requirements to ensure College and Career readiness by providing dual and concurrent enrollment opportunities in order to increase the academic achievement and learning progress of the Monarch River Academy's unduplicated students. Our Low Income, Foster Youth, and English Learner middle and high school students have the opportunity for continued growth in dual enrollment options and meeting or exceeding standards using the CAASPP (formerly EAP) according to the most current state and local data. The high school support team will implement a program to ensure all students meet their academic goals and expansion of dual/concurrent enrollment as needed when they meet with students and families. By providing the expanded dual/concurrent enrollment opportunities, Monarch River Academy believes student outcomes for middle and high school students, including course completion rates, graduation rates, and achievement state and local assessments will improve. We expect this action will continue to reduce the achievement gap through increased student support and engagement which will result in more success in the areas of attendance rates, suspension rates, and the behavior which affects our Foster Youth, and students experiencing homelessness as measured by state and local assessment data, educational partner feedback, and other collected data.</p>	\$20,249.00	

## Goal Analysis [2022-23]

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

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

The actions outlined in goal four supported Monarch River Academy to guide and prepare all students for college and career readiness.

Action 4.1 The action of CTE pathway expansion and implementation was not fully implemented due to the lack of completion opportunities for a CTE certification which is not easily available for a non-classroom-based program.

Action 4.2 The action of a Secondary student success team for progress monitoring and coordination of support services was fully implemented and provided a secondary student success in the areas of attendance, credit recovery, course completion, A-G completion, and an increased graduation rate according to metrics and survey data.

outcomes for middle and high school students through support and progress monitoring.

Action 4.3 The action of the High School counseling support team was fully implemented and provided support to ensure all students meet their academic goals, A-G completion, graduation rate, and college and career readiness according to the metrics.

Action 4.4 The action of expanding dual enrollment opportunities was not implemented as planned due to a lack of enrollment in the program.

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

Action 4.1 The action of CTE pathway expansion and implementation was partially implemented with no material differences.

Action 4.2 The action of Secondary student success was fully implemented with no material differences.

Action 4.3 The action of the High School counseling support team was fully implemented with no material changes.

Action 4.4 The expansion of Dual Enrollment opportunities was not implemented with a material difference of a \$20,000 decrease in expected expenses due to the lack of enrollment which collapsed the program.

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

Action 4.1 The action of CTE pathway expansion and implementation was not fully implemented and enrollment/completion results reflect the challenge of CTE certificate completion in a non-classroom-based program. Results demonstrate limited enrollment and completion with the exception of CTE programs that are connected to community college programs and through contracted vendors.

Action 4.2 The action of the secondary student success team in the areas of progress monitoring and coordination has improved outcomes for middle and high school students through support and progress monitoring as shown in the metrics above.

Action 4.3 The action of a High School counseling team that supports has improved outcomes for middle and high school students through support and progress monitoring as shown in the metrics above in the success points of high school graduation rate and college and career readiness.

Action 4.4 The action of Expand Dual Enrollment opportunities was not implemented and therefore, there are no results towards the goal.

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

The following actions will be increased for the 2023-2024 school year, all other actions will remain the same:

Action 4.1 The action of CTE pathway expansion will be increased with the addition of an expansion of opportunities for college and career readiness (CCI) based on the new indicators and the unique format of a non-classroom-based program. this expansion should increase the readiness and dashboard indicators for all students with a focus on our unduplicated students.

Action 4.2 The action of high school success coordinators will be increased to include an HSVA coordinator to support success in our online programs and A-G grant goals as well as graduation and CCI success for unduplicated students which will result in increased completion rate, learning loss, and expansion of the A-G enrollment and completion.

Action 4.4 The action of expanding dual enrollment will be redirected to an expansion of concurrent enrollment in our community college system according to the personal needs of each student. Due to the geographic regions where our students reside, dual enrollment is a challenge because there are not enough students in the CC district to hold a dual enrollment course, therefore; concurrent enrollment will be expanded to meet the college and career readiness requirements for all students.

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



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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
790,651	

## 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
8.35%	0.00%	\$0.00	8.35%

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.

Using the calculation tool provided by the state, Monarch River Academy has calculated that it will receive \$588,630 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). The details of the required justifications for how the school is increasing and improving services for the unduplicated student groups are contained in the Goals, Actions & Services section of this plan. The following improved actions and services are principally directed towards unduplicated pupils and funded using Supplemental & Concentration Funds:

Goal 1:

Regional Coordinators (Goal 1, Action 2)

Technology (Goal 1, Action 5)

Technology Support (Goal 1, Action 6)

Speech Pathologist (Goal 1, Action 8)

Student Study Teams and Intervention Support (Goal 1, Action 13)

Coordination of Intervention, Assessment, Analysis, and Achievement (Goal 1, Action 14)

Goal 2:

Communication (Goal 2, Action 2)

Goal 3:

MTSS Program Implementation and Coordination (Goal 1, Action 3)

Student Transition Program and Crisis Support (Goal 3, Action 6)

Goal 4:

CTE Pathway Expansion (Goal 4, Action 1)

Secondary Student Success Progress Monitoring and Coordination (Goal 4, Action 2)

All actions and expenditures of funds marked as contributing to increased or improved services were developed focusing on the needs, conditions, or circumstances of our unduplicated population with further consideration of the actions design, content, method, and/or location that best meets the identified need. All actions were developed using careful analysis of data and input from our stakeholders. These contributing actions are principally directed toward our unduplicated student population to help MRA to be effective in meeting the school's LCAP goals and the identified needs of the unduplicated student groups. In the goals section of this plan, each action marked “yes” for contributing contains a detailed explanation of how that action serves the unduplicated student population by helping to close equity and performance gaps and meet the goals of our school. We incorporated the language required by 5 CCR Section 15496 into the description of each specific action’s language because each response is unique and specific to each contributing action in this plan. Our intention in doing this is to increase transparency for stakeholders when reading this plan so they can better understand the rationale behind each unique school-wide action. Many of these actions and services are being performed on a schoolwide basis in order to increase their overall efficiency and effectiveness.

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

Using the calculation tool provided by the state, our school has calculated that it will receive \$588,630 in Supplemental and/or Concentration funding under the Local Control Funding Formula (LCFF). The proportionality percentage to increase or improve services has been

calculated at 7.89%. Our LEA has demonstrated that it has met the 7.89% proportionality percentage by planning to expend all the supplemental and/or concertation funds on actions or services that help provide equity and access for the unduplicated student population as summarized in the prompt above and as explained in detail in each contributing action description within this plan.

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

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

## 2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$6,566,124.00	\$1,406,244.00		\$991,643.50	\$8,964,011.50	\$4,791,549.00	\$4,172,462.50

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	1.1 Qualified Staff, including appropriately credentialed teachers	All	\$2,632,142.00	\$694,767.00		\$447,768.00	\$3,774,677.00
1	1.2	1.2 Regional Coordinators	English Learners Foster Youth Low Income	\$466,707.00				\$466,707.00
1	1.3	1.3 Electives and Enrichment opportunities	All	\$863,156.00			\$95,516.00	\$958,672.00
1	1.4	1.4 Texts, instructional materials and supplies	All	\$1,853,053.00	\$15,113.00			\$1,868,166.00
1	1.5	1.5 Technology, including devices and equipment for learning	English Learners Foster Youth Low Income	\$11,753.00			\$11,878.00	\$23,631.00
1	1.6	1.6 Technology Support	English Learners Foster Youth Low Income	\$8,230.00			\$65,130.00	\$73,360.00
1	1.7	1.7 Intervention Program	Title I				\$96,226.00	\$96,226.00
1	1.8	1.8 Supplemental School Psychologist, and Specialized Support Staff	English Learners Foster Youth Low Income	\$63,031.00				\$63,031.00
1	1.9	1.9 Special Education Services	Students with Disabilities	\$325.00	\$636,599.00			\$636,924.00
1	1.10	1.10 Professional development for staff	English Learners Foster Youth				\$3,714.00	\$3,714.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income					
1	1.11	1.11 Supplemental academic support programs	Title I Eligible Students	\$14,118.00			\$20,091.00	\$34,209.00
1	1.12	1.12 English Learner Progress and Achievement Support	English Learners	\$5,300.00				\$5,300.00
1	1.13	1.13 Student Study Teams and Intervention Support	English Learners Foster Youth Low Income	\$24,356.00				\$24,356.00
1	1.14	1.14 Coordination of intervention, assessment, analysis, and achievement	English Learners Foster Youth Low Income	\$88,923.00			\$39,617.00	\$128,540.00
1	1.15	1.15 Academic achievement assessments, management platform, and support	All	\$7,100.00			\$57,095.00	\$64,195.00
1	1.16	1.16 Coordination of services and supports for Students with 504s	Students with 504s	\$3,008.00				\$3,008.00
1	1.17	1.17 Activities and events to promote family academic success including lending library support	Title I Eligible Students				\$75,306.50	\$75,306.50
2	2.1	2.1 School and community events	Title I Eligible students	\$1,840.00				\$1,840.00
2	2.2	2.2 Communication through multiple methods including website and newsletter	English Learners Foster Youth Low Income	\$11,730.00			\$65,130.00	\$76,860.00
2	2.3	2.3 Parent Support and Professional Development	Title I Eligible Students					

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.1	3.1 MTSS Program implementation and coordination	English Learners Foster Youth Low Income	\$40,673.00				\$40,673.00
3	3.2	3.2 Enrichment Coordination and Support	All	\$293,440.00				\$293,440.00
3	3.3	3.3 Coordination of school and community events	English Learners Foster Youth Low Income					
3	3.4	3.4 Supplies and services for Homeless Youth	Homeless and Foster Youth					
3	3.5	3.5 Increase student participation in clubs, leadership and academic programs						
3	3.6	3.6 Student transition program and supports	English Learners Foster Youth Low Income		\$59,765.00			\$59,765.00
4	4.1	4.1 College and Career Indicators (CCI) for readiness and success	English Learners Foster Youth Low Income	\$22,850.00			\$14,172.00	\$37,022.00
4	4.2	4.2 Secondary student success team & Virtual Support	English Learners Foster Youth Low Income	\$113,197.00				\$113,197.00
4	4.3	4.3 High School counseling support	All	\$20,943.00				\$20,943.00
4	4.4	4.4 Expand Dual/concurrent enrollment opportunities		\$20,249.00				\$20,249.00

## 2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
9,464,344	790,651	8.35%	0.00%	8.35%	\$384,743.00	0.00%	4.07 %	<b>Total:</b>	\$384,743.00
								<b>LEA-wide Total:</b>	\$0.00
								<b>Limited Total:</b>	\$0.00
								<b>Schoolwide Total:</b>	\$384,743.00

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	1.2	1.2 Regional Coordinators			English Learners Foster Youth Low Income	All Schools	\$466,707.00	
1	1.5	1.5 Technology, including devices and equipment for learning	Yes	Schoolwide	English Learners Foster Youth Low Income		\$11,753.00	
1	1.6	1.6 Technology Support	Yes	Schoolwide	English Learners Foster Youth Low Income		\$8,230.00	
1	1.8	1.8 Supplemental School Psychologist, and Specialized Support Staff	Yes	Schoolwide	English Learners Foster Youth Low Income		\$63,031.00	
1	1.10	1.10 Professional development for staff	Yes	Schoolwide	English Learners Foster Youth Low Income			
1	1.13	1.13 Student Study Teams and Intervention Support	Yes	Schoolwide	English Learners Foster Youth Low Income		\$24,356.00	



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	1.14	1.14 Coordination of intervention, assessment, analysis, and achievement	Yes	Schoolwide	English Learners Foster Youth Low Income		\$88,923.00	
2	2.2	2.2 Communication through multiple methods including website and newsletter	Yes	Schoolwide	English Learners Foster Youth Low Income		\$11,730.00	
3	3.1	3.1 MTSS Program implementation and coordination	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$40,673.00	
3	3.3	3.3 Coordination of school and community events	Yes	Schoolwide	English Learners Foster Youth Low Income			
3	3.6	3.6 Student transition program and supports	Yes	Schoolwide	English Learners Foster Youth Low Income			
4	4.1	4.1 College and Career Indicators (CCI) for readiness and success	Yes	Schoolwide	English Learners Foster Youth Low Income		\$22,850.00	
4	4.2	4.2 Secondary student success team & Virtual Support	Yes	Schoolwide	English Learners Foster Youth Low Income		\$113,197.00	

## 2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$8,964,011.50	\$9,662,021.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	1.1 Qualified Staff, including appropriately credentialed teachers	No	\$3,774,677.00	3,620,917
1	1.2	1.2 Regional Coordinators		\$466,707.00	472,131
1	1.3	1.3 Electives and Enrichment opportunities	No	\$958,672.00	988,752
1	1.4	1.4 Texts, instructional materials and supplies	No	\$1,868,166.00	2,108,166
1	1.5	1.5 Technology, including devices and equipment for learning	Yes	\$23,631.00	117,631
1	1.6	1.6 Technology Support	Yes	\$73,360.00	73,360
1	1.7	1.7 Intervention Teachers	No	\$96,226.00	61,226
1	1.8	1.8 Supplemental School Psychologist	Yes	\$63,031.00	64,512
1	1.9	1.9 Special Education Services	No	\$636,924.00	1,036,924
1	1.10	1.10 Professional development for staff	Yes	\$3,714.00	3,814

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	1.11	1.11 Supplemental academic support programs	No	\$34,209.00	34,209
1	1.12	1.12 English Learner Progress and Achievement Support	No	\$5,300.00	5,482
1	1.13	1.13 Student Study Teams and Intervention Support	Yes	\$24,356.00	24,356
1	1.14	1.14 Coordination of intervention, assessment, analysis, and achievement	Yes	\$128,540.00	218,595
1	1.15	1.15 Academic achievement assessments, management platform, and support	No	\$64,195.00	64,195
1	1.16	1.16 Coordination of services and supports for Students with 504s	No	\$3,008.00	3,752
1	1.17	1.17 Activities to promote family literacy including lending library support	No	\$75,306.50	75,307
2	2.1	2.1 School and community events	No	\$1,840.00	1,954
2	2.2	2.2 Communication through multiple methods including website and newsletter	Yes	\$76,860.00	76,860
2	2.3	2.3 Parent University	No		47,250
3	3.1	3.1 MTSS Program implementation and coordination	Yes	\$40,673.00	42,535
3	3.2	3.2 Enrichment Coordination and Support	No	\$293,440.00	293,440
3	3.3	3.3 Coordination of school and community events	Yes		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.4	3.4 Supplies and services for Homeless Youth	No		
3	3.5	3.5 Increase student participation in clubs, leadership and academic programs			
3	3.6	3.6 Student transition program and supports	Yes	\$59,765.00	59,765
4	4.1	4.1 CTE pathway expansion	Yes	\$37,022.00	50,840
4	4.2	4.2 Secondary student success team	Yes	\$113,197.00	85,748
4	4.3	4.3 High School counseling support	No	\$20,943.00	30,000
4	4.4	Expand Dual Enrollment Opportunities		\$20,249.00	300

## 2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
	\$384,743.00	\$0.00	\$0.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.5	1.5 Technology, including devices and equipment for learning	Yes	\$11,753.00			
1	1.6	1.6 Technology Support	Yes	\$8,230.00			
1	1.8	1.8 Supplemental School Psychologist	Yes	\$63,031.00			
1	1.10	1.10 Professional development for staff	Yes				
1	1.13	1.13 Student Study Teams and Intervention Support	Yes	\$24,356.00			
1	1.14	1.14 Coordination of intervention, assessment, analysis, and achievement	Yes	\$88,923.00			
2	2.2	2.2 Communication through multiple methods including website and newsletter	Yes	\$11,730.00			
3	3.1	3.1 MTSS Program implementation and coordination	Yes	\$40,673.00			
3	3.3	3.3 Coordination of school and community events	Yes				
3	3.6	3.6 Student transition program and supports	Yes				

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)
4	4.1	4.1 CTE pathway expansion	Yes	\$22,850.00			
4	4.2	4.2 Secondary student success team	Yes	\$113,197.00			

## 2022-23 LCFF Carryover Table

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



# Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

*For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto: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 <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> or when adding a new metric.

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

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

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

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

## Goal Analysis:

Enter the LCAP Year.

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

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

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

### Purpose

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

### Requirements and Instructions

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

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

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

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

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

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

**Required Descriptions:**

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

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

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

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

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

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

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

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

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

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

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

## **For School Districts Only:**

### **Actions Provided on an LEA-Wide Basis:**

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

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

### **Actions Provided on a Schoolwide Basis:**

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

## Action Tables

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

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

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



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

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

## Data Entry Table

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

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

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

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

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

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

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

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

## Contributing Actions Table

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

## Annual Update Table

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

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

## Contributing Actions Annual Update Table

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

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

## LCFF Carryover Table

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

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

## Calculations in the Action Tables

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

### Contributing Actions Table

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

### Contributing Actions Annual Update Table

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

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

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

### **LCFF Carryover Table**

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

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

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

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