Local Control Funding Formula (LCFF) Budget Overview for Parents Template

Developed by the California Department of Education, November 2021

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Gateway High School
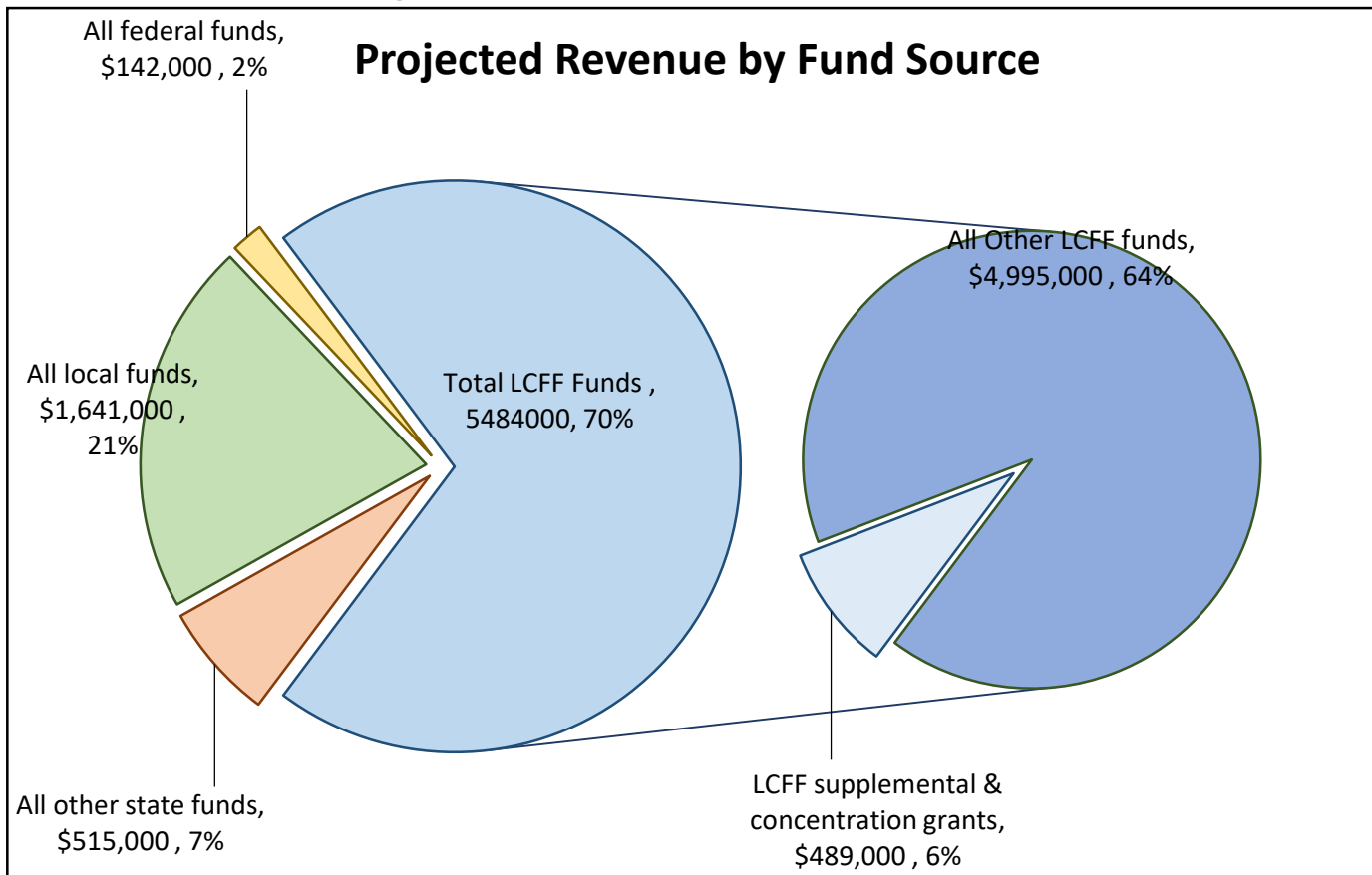
CDS Code: 38-68478-3830437

School Year: 2022 – 23

LEA contact information: Sharon Olken, 415-749-3600, solken@gatewaypublicschools.org

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

LCFF Budget Overview for Parents

Budget Overview for the 2022 – 23 School Year

Projected Revenue by Fund Source

All federal funds, $142,000 , 2%

All Other LCFF funds, $4,995,000 , 64%

All local funds, $1,641,000 , 21%

Total LCFF Funds , 5484000, 70%

All other state funds, $515,000 , 7%

LCFF supplemental & concentration grants, $489,000 , 6%

This chart shows the total general purpose revenue Gateway High School 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 Gateway High School is $7,782,000.00, of which $5,484,000.00 is Local Control Funding Formula (LCFF), $515,000.00 is other state funds, $1,641,000.00 is local funds, and $142,000.00 is federal funds. Of the $5,484,000.00 in LCFF Funds, $489,000.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP
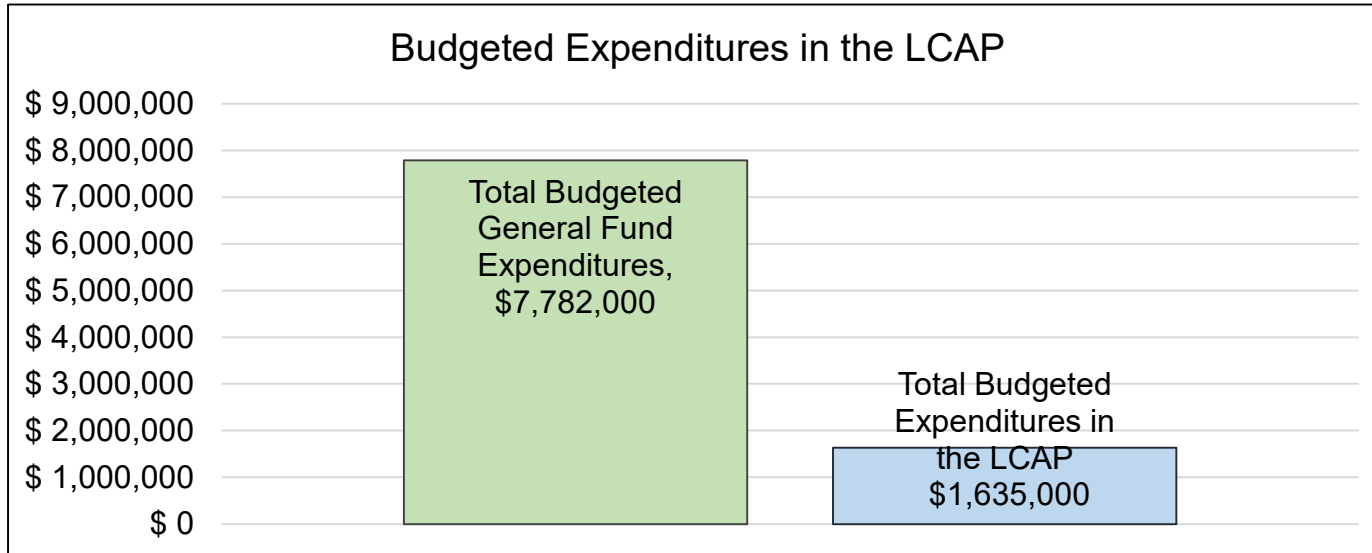
This chart provides a quick summary of how much Gateway High School plans to spend for 2022 – 23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Gateway High School plans to spend $7,782,000.00 for the 2022 – 23 school year. Of that amount, $1,635,000.00 is tied to actions/services in the LCAP and $6,147,000.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The majority of the general fund expenditures not included in the LCP relate to the administration of the school, including facilities and equipment costs, and to teaching related activites that are not specific to the services discussed in the LCP.
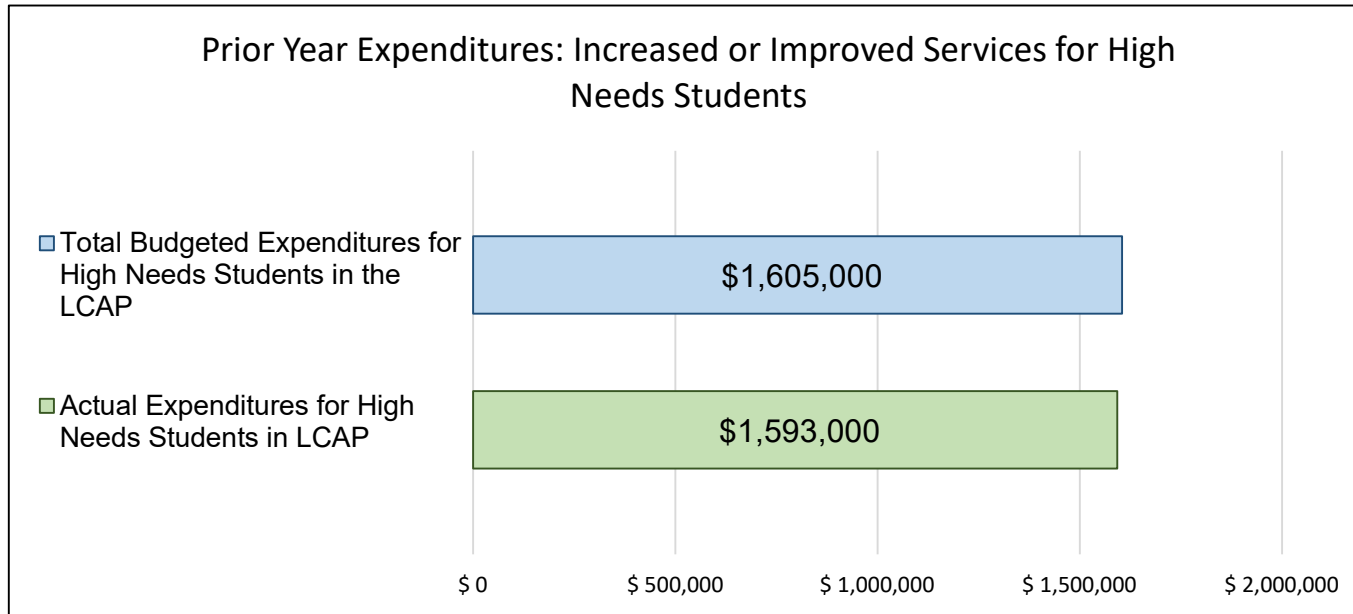
LCFF Budget Overview for Parents

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

In 2022 – 23, Gateway High School is projecting it will receive $489,000.00 based on the enrollment of foster youth, English learner, and low-income students. Gateway High School must describe how it intends to increase or improve services for high needs students in the LCAP. Gateway High School plans to spend $1,635,000.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

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

☐ Total Budgeted Expenditures for High Needs Students in the LCAP — $1,605,000

☐ Actual Expenditures for High Needs Students in LCAP — $1,593,000

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

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

LCFF Budget Overview for Parents

The text description of the above chart is as follows: In 2021 – 22, Gateway High School's LCAP budgeted $1,605,000.00 for planned actions to increase or improve services for high needs students. Gateway High School actually spent $1,593,000.00 for actions to increase or improve services for high needs students in 2021 – 22. The difference between the budgeted and actual expenditures of $12,000.00 had the following impact on Gateway High School's ability to increase or improve services for high needs students:

The difference between budgeted expenditures and estimated actual expenditures was negligible and had no effect on Gateway's ability to increase or improve services for high needs students.

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Gateway High School	Sharon Olken, Executive Director	solken@gatewaypublicschools.org, (415) 749-3600

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

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).

Gateway High included the applicable funds in its adopted 2021-2022 LCAP.

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

"Gateway High School does not receive a concentration grant or the concentration grant add-on.

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

We conducted community meetings and surveyed families, students and staff about the impact of COVID-19 and related school closures on their priorities and needs in preparation for a return to in person instruction and support. In order to ensure we had broad and representative participation in our surveys and community meetings, we developed an outreach plan that included targeted outreach by our advisors, our student support staff, and our school leaders. We made individual phone calls, included oral surveys as part of family conference meetings, and broke large group zoom sessions into more meaningful and comfortable groups of students and/or families. We also regularly analyzed student progress and engagement throughout the year, and used our in-person activities this year as a test-case for efficacy of potential supports to continue into next school year.

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

For information referenced in this section, please see the *Strategies for Continuous* and *Safe In-Person Learning* and *Addressing the Impact of Lost Instructional Time* sections of the *GHS ESSERIII Expenditure Plan* at https://www.gatewaypublicschools.org/sites/default/files/2022-02/GHS%20esseriii%20expenditure%20plan.pdf

Gateway has been successful implementing the following actions to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Gateway hired a full time Health and Safety Coordinator to create and implement systems and protocols for COVID safety. This action has been very successful in preventing outbreaks on campus, doing contact tracing, and communicating up to date guidelines to staff and families.

Gateway hired a Consulting School Nurse to provide targeted support to ensure we create and follow a well-designed health and safety plan to mitigate the risk of COVID-19 transmission on campus.

Gateway is employing a covid testing program, providing Rapid Antigen testing and confirmatory PCR testing on site for students and staff members who develop symptoms while on campus. During the challenge of the Omicron outbreak, Gateway is offering weekly testing to staff to prevent outbreaks on campus.

Gateway upgraded key spaces and facilities in order to ensure student and staff health including filtration, social distancing, etc.

Gateway upgraded janitorial services, cleaning protocols and products, instituting frequent disinfection of spaces, universal masking, and providing multiple cleaning stations.

Gateway provided, and continues to provide, professional development training for school staff on health and safety protocols

Gateway implemented the following actions to address the impact of lost instructional Time:

Gateway provided a targeted summer program for incoming 9th graders to help them transition from middle to high school and also for older students who need credit recovery opportunities.

Gateway's Academic Seminar and Intervention programs, as well as additional instructional support in classrooms through instructional aides/para support, are designed to accelerate progress to close learning gaps through the implementation, expansion, or enhancement of learning supports.

Gateway created a stipend position for an 8th/9th grade transition coordinator who supports our 9th grade team in supporting incoming students.

Gateway has been using its Study Cafe as a learning hub to serve students needing access to working space, tutoring support, technology, and more that provide students with access to technology, high-speed internet, and other academic supports.

Gateway has been training school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs as part of professional development

Gateway's 9th Grade Seminar course, for all 9th grade students, helps students stay on track academically as well as develop the skills necessary to mitigate learning loss.

Gateway's multiple counselors are available on a scheduled individual, group, and drop-in basis to support students' mental health and social/emotional needs.

Gateway's Social/Emotional Learning Coordinator focuses on the ways we teach and support social/emotional learning at GHS, focusing on advisory curriculum and professional development.

Gateway has dedicated significant resources and time focused on supporting students's social emotional recovery from the impact of the pandemic as part of the advisory program.

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

For information referenced in this section, please see the **Strategies for Continuous and Safe In-Person Learning** and **Addressing the Impact of Lost Instructional Time** sections of the **GHS ESSERIII Expenditure Plan** at https://www.gatewaypublicschools.org/sites/default/files/2022-02/GHS%20esseriii%20expenditure%20plan.pdf as well as **Goals and Actions** in **GHS LCAP 2021-21** *https://www.gatewaypublicschools.org/sites/default/files/2021-07/Gateway%20High%20School%202021%20LCAP%20packet%20FINAL.pdf*

In alignment with LCAP Goal #2, Gateway took the following steps to improve the ways in which our facility supports our educational program and goals, as well as the health and well-being of our students:

Gateway upgraded key spaces and facilities in order to ensure student and staff health including filtration, social distancing, etc.

Gateway upgraded janitorial services, cleaning protocols and products, instituting frequent disinfection of spaces, universal masking, and providing multiple cleaning stations.

I**n alignment with LCAP Goal #4**, Gateway took the following steps to ensure all Gateway students achieve academic excellence and as a school we achieve equitable outcomes, and ensure all students receive standards-aligned and culturally relevant instruction, as well as any necessary intervention, accommodations, and assistance to meet graduation, college, and career requirements:

Gateway provided a targeted summer program for incoming 9th graders to help them transition from middle to high school and also for older students who need credit recovery opportunities.

Gateway's Academic Seminar and Intervention programs, as well as additional instructional support in classrooms through instructional aides and para support, are designed to accelerate progress to close learning gaps through the implementation, expansion, or enhancement of learning supports.

Gateway has been using its Study Cafe as a learning hub to serve students needing access to working space, tutoring support, technology, and more that provide students with access to technology, high-speed internet, and other academic supports.

Gateway has been training school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs as part of professional development

Gateway's 9th Grade Seminar course, for all 9th grade students, helps students stay on track academically as well as develop the skills necessary to mitigate learning loss.

In alignment with LCAP Goal 5, which states, Gateway will examine multiple sources of student data in order to (1) identify struggling students early in their school career; (2) provide students with appropriate support, services, and interventions; and (3) examine and regularly address patterns and gaps among individual students and student groups, Gateway created a stipend position for an 8th/9th grade transition coordinator who supports our 9th grade team in supporting incoming students.

In alignment with LCAP Goals #6 & #7, Gateway took the following steps to ensure a high level of literacy and math skills for all students through effective assessment, instruction and intervention practices:

Gateway provided a targeted summer program for incoming 9th graders to help them transition from middle to high school and also for older students who need credit recovery opportunities.

Gateway's Academic Seminar and Intervention programs, as well as additional instructional support in classrooms through instructional aides and para support, are designed to accelerate progress to close learning gaps through the implementation, expansion, or enhancement of learning supports.

Gateway has been using its Study Cafe as a learning hub to serve students needing access to working space, tutoring support, technology, and more that provide students with access to technology, high-speed internet, and other academic supports.

Gateway has been training school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs as part of professional development

Gateway's 9th Grade Seminar course, for all 9th grade students, helps students stay on track academically as well as develop the skills necessary to mitigate learning loss.

Gateway's multiple counselors are available on a scheduled individual, group, and drop-in basis to support students' mental health and social/emotional needs.

In alignment with LCAP Goal #10, Gateway took the following steps to improve school climate and safety by providing behavioral and social-emotional supports and interventions focused on the root causes that interfere with learning:

Gateway's multiple counselors are available on a scheduled individual, group, and drop-in basis to support students' mental health and social/emotional needs.

Gateway's Social/Emotional Learning Coordinator focuses on the ways we teach and support social/emotional learning at GHS, focusing on advisory curriculum and professional development.

Gateway has dedicated significant resources and time focused on supporting students's social emotional recovery from the impact of the pandemic as part of the advisory program.

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

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

Introduction

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

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

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

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

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

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

Instructions

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

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

Prompt 1: "*A description of how and when the LEA engaged, or plans to engage, its* educational partners *on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).*"

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

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

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

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

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

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

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

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

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

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

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

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

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

California Department of Education
November 2021

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Gateway High School	Sharon Olken, Executive Director	solken@gatewaypublicschools.org 415 749-3600 ext. 4450

Plan Summary [2022/2023]

General Information

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

In 1998, a group of six parents had the dream of creating a school that would be a gateway to college for all students regardless of learning style, socio-economic status, educational experience or ethnic background. They founded Gateway High School—a college preparatory, public charter school in San Francisco—on the paired principles that all students can learn at high levels and that all students learn differently. Since then, more than 96% of our graduates have gone on to college—double the statewide rate. Located in the Western Addition district of San Francisco and chartered by the San Francisco Unified School District, applicants are admitted via lottery, with preferences for siblings of current students, students who graduated from Gateway Middle School, students who are eligible for free/reduced lunch, and students who live in San Francisco. Gateway High School serves an average of 490 socio-economically, ethnically, and geographically diverse 9th-12th grade students from San Francisco and the surrounding Bay Area. Gateway's students are on average 15% African American, 20% Asian, 30% Latino, 10% Two or More Races and 25% White. Approximately fifty percent of Gateway's students are considered to be socioeconomically disadvantaged, an average of 20% of Gateway students qualify for an IEP, and more than 35% will be the first in their families to go to college. Despite the challenges that many Gateway students face, Gateway's graduation and college matriculation rates are consistently in the high 90%s.

Gateway combines a rigorous academic program with an approach in which the individual talents, strengths, and needs of our learners are identified and supported. The required academic program for all students exceeds the UC/CSU requirements, including a second year of arts, third year of world language, and fourth year of social science. The majority of seniors take a fourth year of math, and more than 80% of our 11th and 12th grade students are enrolled in at least one AP or honors level class. Class sizes are small with an average of 24 students, allowing teachers to build relationships with and individualize instruction for their students. In order to meet the needs of students who enter Gateway reading far below grade level, the school has developed a unique reading intervention program as a complement to students' core classes. Students in this program gain an average of 1.5 years of reading proficiency while in the course—a significant jump given that these students have typically made little gain in previous years of schooling. Gateway's commitment to developing student literacy bears out in the school's CAASPP scores, with 73% of students scoring proficient and above in ELA/Literacy since the test's inception. Gateway is committed

to educating students in the broadest sense, providing opportunities for academic, social and emotional, and real-world learning. To that end, Gateway has a strong advisory program in which each advisor has no more than 18 students, and students have the same advisor for their entire four years. The advisor acts as an academic support and counselor for their advisees, and as a point person for families. To support real-world learning, Gateway's Director of Partnerships and Student Opportunities Coordinator work with students to find internships, community service, and extracurricular opportunities. In partnership with nearly 50 community-based organizations and institutions, students participate in a range of opportunities, from interning with venture capitalists to working at farmers' markets. Gateway has also intentionally bolstered STEM education through offering additional courses such as AP Environmental Science, AP Physics, and Computer Science; as well as hosting extra-curricular opportunities like Robotics, and coding clubs for girls and for students with limited access to technology. This year, we went through our WASC Self-Study and accreditation visit. We are thrilled to share that in March 2022 Gateway received the highest possible accreditation from the WASC commission.

Reflections: Successes

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

The 2021-2022 school year was a truly unique, challenging and grueling year for all public school educators, students and families. A huge success at Gateway is that we survived the pandemic together and returned to in-person instruction safely and with heart. Gateway, like all communities, was tested this past year. From the direct effects of COVID-19 on our community members to the indirect effects, such as financial, housing and food insecurity, Gateway has been greatly impacted. Additionally, other societal illnesses such as structural racism, violence, and general skepticism have impacted us all. In an intentionally diverse and integrated community such as Gateway, these stressors, which hit different groups within our community disproportionately, create the potential for division and strife. Instead, Gateway has held together strong; it has doubled down on its commitment to community and to fighting against the historic and ongoing forces of discrimination and privilege. As educators, we embraced the moment by learning new ways of teaching and engaging students, and we developed new approaches to developing strong relationships and partnerships with families and each other. Our students stepped up as well. They demonstrated their resilience and commitment to their education by working through adversity, stretching themselves, and reaching out when needed. We are proud of the adjustments we made to our program to support students in their return to in-person learning, including the supports for social and emotional needs we put into place, and the way many of our students thrived. Additionally, this year, Gateway High went through our WASC Self-Study and accreditation visit and we are thrilled to share that Gateway High received the highest possible accreditation from the WASC commission. The WASC visiting committee rated Gateway High effective or highly effective in all accreditation categories, including: Personal, Social-Emotional, and Academic Student Support; Equity and Access to the Curriculum; and Student-Centered Instruction through a Variety of Strategies and Resources.

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.

With our return to campus, it was necessary to address a variety of needs. Many students battled increased levels of social anxiety. Our already heterogeneous classrooms reflected even greater disparities in academic preparation. We remain committed to combating historic patterns of structural and institutional racism that impact our BIPOC students and staff. After being apart for so long, we are prioritizing community building, reestablishing productive and nurturing community norms, and building relationships of trust and care. In addition, Gateway High identified the following three areas of continued need in our 2022 WASC Report: 1) Achieve equitable outcomes, particularly for those most adversely impacted by interconnected systems of oppression perpetuated by schools, including white supremacy, ableism, and classism; 2) Support students' wellbeing and social-emotional development in all spaces; and 3) Continue to develop a unified, proficiency-based approach to planning, grading, and assessment that is clearly communicated to stakeholders and that includes both cognitive and noncognitive factors.

LCAP Highlights

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

Gateway's LCAP reflects our commitment to anti-racist practices and culturally responsive teaching, to supporting our staff though meaningful professional development, and to fostering a culture of excellence, inclusion, partnership and voice for all.

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.

We are not eligible for comprehensive school support and improvement.

Support for Identified Schools

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

We are not eligible for comprehensive school support and improvement.

Monitoring and Evaluating Effectiveness

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

We are not eligible for comprehensive school support and improvement.

Engaging Educational Partners

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

Gateway's educational partners have been involved in the development of our LCAP in many ways. At Gateway, we see family involvement in their children's education as an ongoing priority, as well as a crucial means to receive feedback about our progress on both local and State priorities. Research has shown that parental involvement is the single most important ingredient to student success after socioeconomic status (Mayberry, 1990). Therefore, both because it is good practice and also specifically to develop this plan, parents and other educational partner were involved in the following ways:

1. Regular, designated times and vehicles for parents to give feedback related to school and student progress including parent association meetings, drop-in appointments, conferences, ParentSquare, etc. The school has a standing parent association, the Gateway Parent Association, also known as the Community Affairs Group, that meets monthly.

2. Published list of differentiated opportunities for parental involvement, translated into Spanish and other languages as needed.

3. At least twice per year, teachers and families have the opportunity to meet collaboratively with students to review work and progress to-date. This is also an opportunity for the family to provide feedback about the school. Feedback gained from this format informed our direction and priorities at Gateway.

3. Special evening and weekend presentations and workshops for parents/guardians.

4. Gateway also conducts annual family surveys, annual student surveys and an annual staff survey. Many of the eight State priorities, such as academic achievement, school safety, and parental involvement are topics of the survey. We review this input annually, and it is central to the development of our LCAP.

5. A biweekly newsletter and a quarterly newsletter The Gate.

6. A family communication tool and directory called ParentSquare that includes options for text, app-based, and email communications in multiple languages to ensure that all families receive school communications.

These family involvement vehicles provide us with crucial feedback related to school success, inclusive policies and programs, and desires for change. On multiple occasions, we compiled feedback to be included in the LCAP. In others, we specifically addressed the State priorities and LCAP creation.

In order to develop our LCAP, Gateway and our educational partner engaged in an inclusive and thorough review of both quantitative and qualitative data/metrics, especially in relation to state priorities and the development of our goals. This review took place at our monthly Gateway Parent meetings as well as at our ongoing faculty meetings and Board of Trustees meetings.

Gateway's Parent Association and Board of Trustees are composed of broad cross-sections of the school community and community-at-large, including parents, teachers, administrators, professionals and community leaders, and is reflective of the ethnic diversity of the community. Broad community involvement makes sense for democratic and educational reasons: it enables voices to be heard, provides invaluable opportunities for learning, and makes it more likely that decisions will be fair, wise and supported.

A summary of the feedback provided by specific educational partners.

Educational partner input provided us with many areas to focus on including Conditions of Learning, Pupil Outcomes, and Engagement, which included all eight state priorities. All of the stakeholders' input was considered along with our own school priorities, internal success metrics, charter, and WASC action plan when writing the LCAP. The following priorities were written into our LCAP.

Conditions of Learning

Academic achievement of all students, including high achieving, EL, low income, IEP, and students of color Comprehensive system of support, interventions and differentiation targeted at multiple tiers of need.

Commitment to ongoing growth

Support of teachers throughout their career

Pupil Outcomes

Safe and caring learning environments

High expectations for all students, improved process of learning and growth mindset

Engagement

Partnerships between school, home and community

Activities that promote family engagement with the school and two-way communication

Activities that support students' social/emotional development and sense of belonging

Activities that promote excellent student attendance, community building, and sense of belonging

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

Students and families provided feedback on our updated schedule model and shared desire for continued focus on social emotional learning and mental health supports, and continued opportunities for additional academic support and challenge coming out of the pandemic.

We have heard that some families feel less connected and engaged with our school community, so we are continuing targeted outreach efforts to strengthen those ties and to solicit family voices and feedback that is representative of our entire community.

We have heard from BIPOC families, students and staff that hiring more BIPOC staff members and ensuring instructional practices and curriculum reflect our student body is an important area for continued growth.

Many stakeholders continue to report concerns about health and safety during in-person learning as the COVID pandemic continues, reinforcing the need for resources to support health and well-being on campus.

Goals and Actions

Goal

Goal #	Description
1	Gateway will recruit, support and retain a highly qualified teaching staff that reflects our student population, is focused on equitable outcomes for all students, creates warm and inclusive learning environments, and is committed to ongoing professional growth.

An explanation of why the LEA has developed this goal.

Our students need and deserve excellent educators with whom they can identify, who are well-trained and supported to use diverse teaching and learning strategies to teach common core standards, and to create engaging, challenging and culturally relevant learning environments for all students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of core teachers credentialed	95% of core teachers credentialed	100% of core teachers credentialed	[Insert outcome here]	[Insert outcome here]	95% of core teachers credentialed
Percentage of teachers who "agree" on survey questions related to attraction, retention and growth	>75% "agree" on survey questions related to attraction, retention and growth of teachers	>94% "agree" on survey questions related to attraction, retention and growth of teachers	[Insert outcome here]	[Insert outcome here]	Maintain >75% "agree" on survey questions related to attraction, retention and growth of teachers
Percentage of BIPOC staff	Percentage of BIPOC staff	45% of staff identify as BIPOC			Increase percentage and retention of BIPOC staff

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Attraction and Retention Strategies:	Increase strategies and investments focused on attracting and retaining a diverse, highly qualified teachers and leaders, as well as review existing personnel policies and structures to ensure they equitably support our BIPOC staff.	Goal 1 total: $53,000	Y
1.2	Induction Program:	Launch Gateway induction program		Y
1.3	Professional Development:	Deepen professional learning opportunities for all staff that focus on equitable outcomes, anti-racism and positive student engagement (e.g. new teacher support, coaching networks, observation and review program, school-wide and discipline specific professional development)		Y

Goal Analysis for [LCAP Year]

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

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

> We implemented all actions as planned.

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.

> There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures

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

> We met our outcome goals for 2021-2022 through our retention and recruitment actions and our professional development actions.

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

Our planned actions have been effective in making progress towards outcomes, so we plan to sustain the planned actions for the coming year. We have developed the Gateway Induction program and in the coming year, we will launch the program to support new teachers.

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

Goal

Goal #	Description
2	Gateway will improve the ways in which our facility supports our educational program and goals, as well as the health and well-being of our students.

An explanation of why the LEA has developed this goal.

In order to support the health and wellbeing of our students, as well as their ongoing learning, classrooms and other spaces need to support both individualized and collaborative work, must meet health and safety requirements, and must provide confidentiality and ample work space.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Upgrades of classrooms and community gathering spaces	100% of spaces readied for return of students and staff to meet health and safety requirements	100% of spaces readied for return of students and staff to meet health and safety requirements	[Insert outcome here]	[Insert outcome here]	Key spaces have been upgraded to holistically support student learning and development

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Facilities Upgrades:	Upgrade key spaces and facilities in order to ensure student and staff health and access to spaces for individualized and collaborative learning.	Goal 2 total: $13,000	Y

Goal Analysis [2021-2022]

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

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

We implemented all actions as planned.

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

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures

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

We met our outcome goals for 2021-2022 through our facilities upgrades to ready spaces for the return to in-person learning.

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

Our planned actions have been effective in making progress towards outcomes, so we plan to sustain the planned actions for the coming year. Given that we have fully returned to in-person learning, we are no longer planning facilities to support a learning hub; rather, we will sustain a focus on upgrading key spaces to support learning.

Goal

Goal #	Description
3	Gateway will ensure a comprehensive system of support for implementing content standards and quality instruction through the use of research-based strategies and culturally and linguistically responsive practices.

An explanation of why the LEA has developed this goal.

Our students need and deserve excellent educators who are well-trained and supported to use diverse teaching and learning strategies to teach common core standards, and to create engaging, challenging and culturally relevant learning environments for all students.

Measuring and Reporting Results

Metric	Baseline	2021-2022 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of sufficiency of instructional materials	Maintain 100% sufficiency of instructional materials	100% sufficiency of instructional materials	[Insert outcome here]	[Insert outcome here]	Maintain 100% sufficiency of instructional materials
Percentage of core teachers and specialists who receive professional development and support for implementing standards and instruction aimed at specific student needs	100% of core teachers and specialists will receive professional development and support for implementing standards and instruction aimed at specific student needs	100% of core teachers and specialists received professional development and support for implementing standards and instruction aimed at specific student needs	[Insert outcome here]	[Insert outcome here]	100% of core teachers and specialists receive professional development and support for implementing standards and instruction aimed at specific student needs[Respond here]

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Curriculum Review and Acquisition:	Review, maintain and acquire core and supplemental curricular/instructional material including materials for whole class instruction, tiered interventions, and targeted interventions that prioritize culturally relevant curriculum as well as culturally and linguistically responsive practices.	Goal 3 total: $47,000	Y
3.2	Curriculum Development:	Within subject areas, provide opportunities to further refine curriculum and academic program to reflect our commitment to anti-racist education, CCSS and NGSS, and differentiated instruction/interventions		Y

Goal Analysis [2021-2022]

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

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

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

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

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures

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

We met our outcome goals for 2021-2022 by continuing our focus on maintaining and acquiring culturally relevant curriculum materials as well as instructional materials to support tiered instruction and interventions. We also ensured that all teachers and specialists had opportunities to refine curriculum and receive professional development and support for implementing instruction aimed at specific student needs.

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

Our planned actions have been effective in making progress towards outcomes, so we plan to sustain the planned actions for the coming year.

Goal

Goal #	Description
4	In order to ensure all Gateway students achieve academic excellence and as a school we achieve equitable outcomes, Gateway will ensure all students receive standards-aligned and culturally relevant instruction, as well as any necessary intervention, accommodations, and assistance to meet graduation, college, and career requirements.

An explanation of why the LEA has developed this goal.

Our students need programs and opportunities that reinforce their individual and cultural excellence, ensure they graduate college ready and have life goals for career and beyond.

Measuring and Reporting Results

Metric	Baseline	2021-2022 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of core teachers and specialists who receive professional development and support for implementing standards and instruction aimed at specific student needs	100% of core teachers and specialists will receive professional development and support for implementing standards and instruction aimed at specific student needs	100% of core teachers and specialists received professional development and support for implementing standards and instruction aimed at specific student needs	[Insert outcome here]	[Insert outcome here]	100% of core teachers and specialists will receive professional development and support for implementing standards and instruction aimed at specific student needs

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Support for Students With Disabilities:	Continue professional development and technical assistance for providing students with disabilities and those behind grade level with differentiated, tiered access to curriculum and instruction focusing on mastery	Goal 4 total: $248,000	Y
4.2	Support for Tier 1:	Invest in tools and facilitate professional development and professional learning communities that support delivering differentiated instruction for all students focusing on mastery		Y
4.3	Targeted Interventions:	Expand our targeted literacy and math instruction through small group instruction and work of Literacy/Intervention Specialist		Y
4.4	Support for Target Groups and Low Income Students:	Through work of Lead Teachers, continue targeted professional development on the particular needs of our targeted student groups as well as low income students in mastering rigorous requirements of CCSS		Y
4.5	Support for English Learners:	Ensure best practices for teaching English Language Development through work of general education teachers, Literacy/Intervention Specialist and Learning Specialists		Y

Goal Analysis [2021-2022]

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

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

We implemented all actions as planned.

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

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures

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

We met our outcome goals for 2021-2022; all teachers and specialists received professional development and support for implementing standards and instruction aimed at specific student needs. This included prioritizing support for Tier 1 supports to ensure that all students can access learning in our college preparatory program, as well as prioritizing support for targeted instruction and interventions for ELs, students with disabilities, and other target groups coming out of distance learning.

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

Our planned actions have been effective in making progress towards outcomes, so we plan to sustain the planned actions for the coming year.

Goal

Goal #	Description
5	Gateway will examine multiple sources of student data in order to (1) identify struggling students early in their school career; (2) provide students with appropriate support, services, and interventions; and (3) examine and regularly address patterns and gaps among individual students and student groups.

An explanation of why the LEA has developed this goal.

Our students need and deserve learning conditions that foster empowered learners and citizens and support all students in meeting their potential.

Measuring and Reporting Results

Metric	Baseline	2021-2022 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of 9th and 10th grade students on track to complete academic coursework	80% of 9th and 10th grade students on track to complete academic coursework as measured by gpa and coursework	95% of 9th and 10th grade students on track to complete academic coursework as measured by gpa and coursework	[Insert outcome here]	[Insert outcome here]	85% of 9th and 10th grade students on track to complete academic coursework as measured by gpa and coursework

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	School-wide Systems of Support:	Develop and maintain school-wide monitoring and support systems for student achievement and social/emotional progress including RTI team, MTSS, and Leadership Team data reviews, case management, etc.	Goal 5 total: $384,000	Y
5.2	Students in Transition:	Support a 9th grade Transition Team, who will monitor and support students as they transition from middle to high school		Y

Goal Analysis [2021-2022]

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

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

We implemented all actions as planned.

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

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures

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

We met our outcome goals for 2021-2022. Our school-wide teams and systems of support were effective in monitoring student progress and targeting additional support to students, so that a high percentage of 9th and 10th graders are on track to complete coursework.

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

Our planned actions have been effective in making progress towards outcomes, so we plan to sustain the planned actions for the coming year. We have made a small shift to focus on a 9th grade Transition Team (vs. an individual transition coordinator), who will monitor and support students as they transition from middle to high school.

Goal

Goal #	Description
6	Gateway will ensure a high level of literacy skills for all students through effective assessment, instruction and intervention practices.

An explanation of why the LEA has developed this goal.

Our students need strong 21st Century literacy skills in order to participate fully in the world around them, gain and access information, and fully share their voice and power.

Measuring and Reporting Results

Metric	Baseline	2021-2022 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of increase in ELA proficiency as measured by CAASPP and interim assessments such as NWEA's Measures of Academic Progress or Scholastic Reading Inventory	59% proficient in literacy skills as measured by CAASPP	Students took CAASPP in Spring 2022. We do not yet have 2022 CAASPP results for ELA and will update outcomes once we have this data.	[Insert outcome here]	[Insert outcome here]	Increase ELA proficiency 5%

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	School-wide Literacy:	Develop and strengthen school-wide literacy strategies and targeted reading interventions for students below grade level	Goal 6 total: $180,000	Y

6.2	Literacy Intervention:	Provide strengthened targeted literacy instruction for our most struggling readers through small group instruction and work of Literacy Specialist/Interventionist		Y
6.3	Heritage Program:	Support students' literacy development in the Heritage Language program		Y

Goal Analysis [2021-2022]

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

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

We implemented all actions as planned, including prioritizing additional support for students in need of targeted instruction coming out of distance learning.

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

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures

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

Coming out of distance learning, we focused on strengthening school-wide literacy strategies to assess student reading and provide additional reading instruction and interventions. We increased our targeted reading intervention classes and classroom interventions and saw significant improvement for those target students.

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

Our planned actions have been effective in making progress towards outcomes, so we plan to sustain the planned literacy actions for the coming year. Once we have CAASPP data, we will also use that to inform any changes in desired outcomes or actions.

Goal

Goal #	Description
7	Gateway will ensure a high level of mathematics skills for all students through effective assessment, instruction and intervention practices.

An explanation of why the LEA has developed this goal.

Our students need strong 21st Century math skills in order to participate fully in the world around them, think and reason critically, and fully share their voice and power.

Measuring and Reporting Results

Metric	Baseline	2021-2022 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of increase in math proficiency as measured by CAASPP and interim assessments such as NWEA's Measures of Academic Progress or Scholastic Math Inventory	39% proficient in math skills as measured by CAASPP	Students took CAASPP in Spring 2022. We do not yet have 2022 CAASPP results for Mathematics and will update outcomes once we have this data.	[Insert outcome here]	[Insert outcome here]	Increase math proficiency 5%

Actions

Action #	Title	Description	Total Funds	Contributing
7.1	Math Professional Development:	Support teachers in transition to new math standards and courses through professional development and coaching including developing benchmarks, differentiated instruction, and conceptual learning	Goal 7 total: $126,000	Y

| 7.2 | Math Intervention: | Provide strengthened targeted math intervention for our most struggling math students through small group instruction and work of Interventionist | | Y |
| 7.3 | Stem Opportunities: | Stem Opportunities: Increase opportunities for students to engage in STEM activities both during the school day and beyond | | Y |

Goal Analysis [2021-2022]

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

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

We implemented all actions as planned, including prioritizing professional development and support for math teachers and support for students in need of targeted instruction coming out of distance learning.

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

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures

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

Coming out of distance learning, we focused on strengthening tier 1 math instruction and we increased our targeted interventions and instruction to support students with gaps in math learning. We saw significant improvement for those target students.

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

Our planned actions have been effective in making progress towards outcomes, so we plan to sustain the planned actions for the coming year. Once we have CAASPP data, we will also use that to inform any changes in desired outcomes or actions.

Goal

Goal #	Description
8	Gateway will increase parent engagement and voice in our school

An explanation of why the LEA has developed this goal.

Our students are most successful when we create opportunities for our families to be engaged as integral parts of the school and learning process

Measuring and Reporting Results

Metric	Baseline	2021-2022 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of families who participate in surveys	>40% participate in survey	>30% of families participated in surveys	[Insert outcome here]	[Insert outcome here]	>40% participate in survey
Percentage of families who attend workshops/meetings, including parent affinity group meetings	>30% attend workshops/meetings	>50% of families participated in workshops or meetings	[Insert outcome here]	[Insert outcome here]	>40% attend workshops/meetings

Actions

Action #	Title	Description	Total Funds	Contributing
8.1	Family Engagement Professional Development:	Provide professional development opportunities for educators on effectively engaging families around student learning and school culture.	Goal 8 total: $26,000	Y

| 8.2 | Interpretation Services: | Interpretation and Translation Services: Provide increased access to interpretation and translation services to allow parents/guardians to participate fully in educational programs | | Y |
| 8.3 | Family Engagement Strategies: | Expand and deepen engagement strategies and trainings that are linked to student learning and social-emotional development for families, especially families of historically marginalized students | | Y |

Goal Analysis [2021-2022]

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

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

We implemented all actions as planned.

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

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures

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

We met our outcome goals for 2021-2022. We exceeded our outcome goals for family participation in meetings, conferences and workshops, providing both in-person and virtual options to families. Increased interpretation services have been very helpful to ensure engagement with all families. We nearly reached our family survey participation outcome target and have plans for more targeted and personalized outreach to families when seeking survey input.

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

Our planned actions have been effective in making progress towards outcomes, so we plan to sustain the planned actions and outcomes for the coming year, with a particular focus on deepening family engagement strategies.

Goal

Goal #	Description
9	Gateway will support regular and productive patterns of attendance for all students and will help students see the link between engagement in school and the future.

An explanation of why the LEA has developed this goal.

Our students are most successful when our programs and policies support good behavioral decisions and habits as well as a sense of connectedness to school.

Measuring and Reporting Results

Metric	Baseline	2021-2022 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ADA Percentage	ADA > 95%	ADA= 90.4%	[Insert outcome here]	[Insert outcome here]	ADA = 93%
Percentage of students who report feeling connected to school	>70% report feeling connected to school	67% report feeling connected to school	[Insert outcome here]	[Insert outcome here]	>75% report feeling connected to school

Actions

Action #	Title	Description	Total Funds	Contributing
9.1	Attendance Support for High-Risk Students:	Ensure regular, individual contact with high-risk students from attendance clerk and other staff	Goal 9 total: $455,000	Y
9.2	Incentives for Punctuality and Positive Behavior:	Develop school-wide approaches for incentivizing arriving to class on time and rewarding positive behavior		Y
9.3	Attendance Resources:	Provide resources to address chronic attendance concerns of students based on analysis of best practices and social and emotional learning guiding principles.		Y

| 9.4 | College and Career Pathway Integration: | Integrate college and career pathways more fully into 9th Grade Seminar courses and advisory including better utilizing the community and field trips | | Y |

Goal Analysis [2021-2022]

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

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

We implemented most of the actions as planned, especially prioritizing attendance support and resources as we returned to in-person learning this year.

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

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures

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

While will did not fully reach our outcome targets for 2021-2022 for attendance (ADA), much of this was due to the challenges of attendance that all schools faced due to absences related to COVID-19 protocols. Our school attendance team and systems of support were effective in monitoring attendance and targeting additional resources and support to promote productive patterns of attendance. We also nearly achieved our target outcome for school connectedness, so we plan to continue our actions to support students' feeling of connectedness and belonging.

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

Our planned actions have been effective in making progress towards outcomes, so we plan to sustain the planned actions for the coming year. Our goal is to return to our pre-pandemic ADA targets for attendance; however, we adjusted our metrics for 2023-2024 slightly due to the lower baseline ADA numbers from our return to in-person learning this year.

Goal

Goal #	Description
10	Gateway will improve school climate and safety by providing behavioral and social-emotional supports and interventions focused on the root causes that interfere with learning.

An explanation of why the LEA has developed this goal.

Our students are most successful when we support their social and emotional growth and provide resources that address other barriers to learning.

Measuring and Reporting Results

Metric	Baseline	2021-2022 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students who report feeling connected to school	>70% report feeling connected to school	67% report feeling connected to school	[Insert outcome here]	[Insert outcome here]	>75% report feeling connected to school and/or that they feel like they belong
Suspension rate by percentage	<6% suspension rate	7% suspension rate	[Insert outcome here]	[Insert outcome here]	<6% suspension rate

Actions

Action #	Title	Description	Total Funds	Contributing
10.1	School-Climate Improvement Plans:	Expand and deepen the implementation of research-based school-climate improvement plans (such as PBIS, restorative practices) to improve student behavior and reduce lost instructional time	Goal 10 total: $103,000	Y

10.2	Supports for an Inclusive Culture:	Refine research-based and culturally appropriate supports and interventions for students and families in order to build a sense of belonging and an inclusive culture		Y
10.3	On-site Behavioral Resources:	Provide on-site resources to address chronic behavior concerns of students based on analysis of best practices		Y
10.4	Targeted Social-Emotional Supports:	Invest in school counselors, interns and other partnerships in order to provide targeted social-emotional supports on a referral basis based upon an analysis of best practices and student needs.		Y
10.5	Social-Emotional Learning Programs:	Develop and/or implement social-emotional learning programs for whole school and targeted high risk students, including professional development for teachers and the introduction of a SEL Coordinator		Y

Goal Analysis [2021-2022]

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

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

We implemented all actions as planned.

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

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures

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

While will did not fully reach our outcome targets for 2021-2022, the actions were very helpful in supporting student social-emotional and behavioral needs as we returned to in-person learning. Similar to many schools, as we returned to in-person learning we saw an increased need for social-emotional, mental health and behavioral supports. For example, our slightly higher rate of suspension was related to an increase in incidents of substance use, and we were able to make significant progress in addressing those needs. Our SEL Coordinator supported professional development and implementation of school-wide Tier 1 social-emotional learning strategies. Our Student Support Team implemented targeted behavioral and social-emotional supports.

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

Our planned actions have been effective in making progress towards outcomes, so we plan to sustain the planned actions for the coming year. We seek to reduce our suspension rate to <6% (our pre-pandemic baseline).

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2022/2023

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$488,879	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
9.79%	0%	$0	9.79%

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.

In order to make significant change for our most vulnerable students, including foster youth, English learners, and low-income students (as well as BIPOC students, homeless students, those living in public housing and students with disabilities) and to disrupt historic patterns of achievement, these students' needs must be considered first. We strive to make this our general practice at Gateway in all things.

Goal 1: Gateway will recruit, support and retain a highly qualified teaching staff that reflects our student population, is focused on equitable outcomes for all students, creates warm and inclusive learning environments, and is committed to ongoing professional growth.

Ensuring that we have highly qualified and well trained teachers in all of our classrooms is the most important thing we can do to support vulnerable students. Additionally, we work hard to hire and retain a teaching staff that represents the diversity of our students in order for our students to identify with our teachers and vice versa. Finally, the vast majority of our professional development is focused on ensuring our faculty are skilled in curriculum development, instructional practices, and culture building that support our most vulnerable populations and disrupt historic patterns of achievement and privilege. This is one important reason we are endeavoring to create our own induction program.

Goal 2: Gateway will improve the ways in which our facility supports our educational program and goals, as well as the health and well-being of our students.

Ensuring the health and safety of our most vulnerable student populations is paramount in that we serve as an important safety net for our students. Additionally, the ongoing commitment to upgrade key spaces to ensure that we are providing spaces for learning and spaces for social-emotional, mental health, and behavioral support is essential for our low income, foster and homeless youth.

Goal 3: Gateway will ensure a comprehensive system of support for implementing content standards and quality instruction through the use of research-based strategies and culturally and linguistically responsive practices.

This goal and accompanying actions were developed first and foremost to meet the needs of our English learners, students with disabilities, and BIPOC students. Ensuring that all teachers and specialists have opportunities to refine curriculum and receive professional development and support for implementing culturally and linguistically responsive instruction is essential to supporting our most vulnerable students and to disrupting historical patterns of achievement and privilege.

Goal 4: In order to ensure all Gateway students achieve academic excellence and as a school we achieve equitable outcomes, Gateway will ensure all students receive standards-aligned and culturally relevant instruction, as well as any necessary intervention, accommodations, and assistance to meet graduation, college, and career requirements.

This goal and accompanying actions were developed to ensure our vulnerable students have sufficient supports and enrichments to graduate ready for college and with pride about who they are and what they can achieve. All of the actions in this goal are focused on ensuring that all students can access learning in our college preparatory program and that we are providing targeted instruction and interventions for ELs, students with disabilities, and other vulnerable student groups.

Goal 5: Gateway will examine multiple sources of student data in order to (1) identify struggling students early in their school career; (2) provide students with appropriate support, services, and interventions; and (3) examine and regularly address patterns and gaps among individual students and student groups.

Based on student achievement data, the actions within this goal are aimed at identifying early, supporting and eliminating the gaps in achievement that disproportionately affect our vulnerable students, including English Learners, low-income students, and foster youth, as well as BIPOC students and students with disabilities.

Goal 6: Gateway will ensure a high level of literacy skills for all students through effective assessment, instruction and intervention practices.

Based on student achievement data, the actions within this goal are aimed at identifying early, supporting and eliminating the gaps in achievement that disproportionately affect our vulnerable students, including English Learners, low-income students, and foster youth, as well as BIPOC students and students with disabilities.

Goal 7: Gateway will ensure a high level of mathematics skills for all students through effective assessment, instruction and intervention practices.

Based on student achievement data, the actions within this goal are aimed at identifying early, supporting and eliminating the gaps in achievement that disproportionately affect our vulnerable students, including English Learners, low-income students, and foster youth, as well as BIPOC students and students with disabilities.

Goal 8: Gateway will increase parent engagement and voice in our school.

Parents are often our best resource and partners when it comes to serving our vulnerable students, especially when we intentionally focus on building relationships, ensuring all communications and events are fully inclusive and welcoming, and seek the input of those who know our students best. The actions within this goal are focused on expanding and deepening family engagement strategies, especially to increase partnership with families of vulnerable and historically marginalized students.

Goal 9: Gateway will support regular and productive patterns of attendance for all students and will help students see the link between engagement in school and the future.

In past years, we had a disproportionate number of absences amongst our vulnerable student groups. The activities and approaches in this section are designed to change these patterns of attendance and feelings about school and to target resources to best support those students.

Goal 10: Gateway will improve school climate and safety by providing behavioral and social-emotional supports and interventions focused on the root causes that interfere with learning.

In past years, we had a disproportionate percent of suspensions in our vulnerable student groups. The positive approaches we set forth in actions under this goal are aimed at changing those patterns and to target resources to better support those students.

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

We both increased and improved services for foster youth, English learners, and low income students, exceeding the percentage required. All of our Goals and Actions target the needs of our most vulnerable students as we described above. In addition, we specifically increased staffing to provide targeted academic support and instruction as well as social-emotional supports for foster youth, English learners, and low income students. We also focused on the needs of our most vulnerable students in professional development and support provided to teachers and staff, in order to improve the quality of instruction and systems of support for these target groups.

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.

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1:166	[Provide ratio here]
Staff-to-student ratio of certificated staff providing direct services to students	1:17	[Provide ratio here]

Local Control and Accountability Plan (LCAP) Action Tables Template

Developed by the California Department of Education, March 2022

2021-2022 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 1,605,000.00	$ 1,593,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	All	Gateway will recruit, support and retain a highly qualified teaching staff that reflects our student population, is focused on equitable outcomes for all students, creates warm and inclusive learning environments, and is committed to ongoing professional growth.	Yes	$ 101,000	$ 84,000
2	All	Gateway will improve the ways in which our facility supports our educational program and goals, as well as the health and well-being of our students.	Yes	$ 13,000	$ 13,000
3	All	Gateway will ensure a comprehensive system of support for implementing content standards and quality instruction through the use of research-based strategies and culturally and linguistically responsive practices.	Yes	$ 51,000	$ 51,000

4	All	In order to ensure all Gateway students achieve academic excellence and as a school we achieve equitable outcomes, Gateway will ensure all students receive standards-aligned and culturally relevant instruction, as well as any necessary intervention, accommodations, and assistance to meet graduation, college, and career requirements.	Yes	$	238,000	$	230,000
5	All	Gateway will examine multiple sources of student data in order to (1) identify struggling students early in their school career; (2) provide students with appropriate support, services, and interventions; and (3) examine and regularly address patterns and gaps among individual students and student groups.	Yes	$	365,000	$	363,000
6	All	Gateway will ensure a high level of literacy skills for all students through effective assessment, instruction and intervention practices.	Yes	$	170,000	$	166,000
7	All	Gateway will ensure a high level of mathematics skills for all students through effective assessment, instruction and intervention practices.	Yes	$	105,000	$	114,000
8	All	Gateway will increase parent engagement and voice in our school	Yes	$	23,000	$	26,000
9	All	Gateway will support regular and productive patterns of attendance for all students and will help students see the link between engagement in school and the future.	Yes	$	439,000	$	445,000
10	All	Gateway will improve school climate and safety by providing behavioral and social-emotional supports and interventions focused on the root causes that interfere with learning.	Yes	$	100,000	$	101,000

2021-2022 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 448,513	$ 1,156,000	$ 1,055,000	$ 101,000	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	All	Gateway will recruit, support and retain a highly qualified teaching staff that reflects our student population, is focused on equitable outcomes for all students, creates warm and inclusive learning environments, and is committed to ongoing professional growth.	Yes	$ 46,000	$ 41,000.00	0.00%	0.00%
2	All	Gateway will improve the ways in which our facility supports our educational program and goals, as well as the health and well-being of our students.	Yes	$ 13,000	$ 13,000.00	0.00%	0.00%
3	All	Gateway will ensure a comprehensive system of support for implementing content standards and quality instruction through the use of research-based strategies and culturally and linguistically responsive practices.	Yes	$ 51,000	$ 51,000.00	0.00%	0.00%
4	All	In order to ensure all Gateway students achieve academic excellence and as a school we achieve equitable outcomes, Gateway will ensure all students receive standards-aligned and culturally relevant instruction, as well as any necessary intervention, accommodations, and assistance to meet graduation, college, and career requirements.	Yes	$ 179,000	$ 171,000.00	0.00%	0.00%
5	All	Gateway will examine multiple sources of student data in order to (1) identify struggling students early in their school career; (2) provide students with appropriate support, services, and interventions; and (3) examine and regularly address patterns and gaps among individual students and student groups.	Yes	$ 300,000	$ 272,000.00	0.00%	0.00%
6	All	Gateway will ensure a high level of literacy skills for all students through effective assessment, instruction and intervention practices.	Yes	$ 144,000	$ 139,000.00	0.00%	0.00%
7	All	Gateway will ensure a high level of mathematics skills for all students through effective assessment, instruction and intervention practices.	Yes	$ 61,000	$ 56,000.00	0.00%	0.00%
8	All	Gateway will increase parent engagement and voice in our school	Yes	$ 23,000	$ 26,000.00	0.00%	0.00%
9	All	Gateway will support regular and productive patterns of attendance for all students and will help students see the link between engagement in school and the future.	Yes	$ 239,000	$ 210,000.00	0.00%	0.00%

| 10 | All | Gateway will improve school climate and safety by providing behavioral and social-emotional supports and interventions focused on the root causes that interfere with learning. | Yes | $ 100,000 | $ 76,000.00 | 0.00% | 0.00% |

2021-2022 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 4,582,271	$ 448,513	0.00%	9.79%	$ 1,055,000	0.00%	23.02%	$0.00 - No Carryover	0.00% - No Carryover

2022-2023 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 1,087,000	$ -	$ 470,000	$ 78,000	1,635,000	$ 1,469,000	$ 166,000

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	All	Gateway will recruit, support and retain a highly qualified teaching staff that reflects our student population, is focused on equitable outcomes for all students, creates warm and inclusive learning environments, and is committed to ongoing professional growth.	All	$ 42,000	$ -	$ 11,000	$ -	$ 53,000
2	All	Gateway will improve the ways in which our facility supports our educational program and goals, as well as the health and well-being of our students.	All	$ 13,000	$ -	$ -	$ -	$ 13,000
3	All	Gateway will ensure a comprehensive system of support for implementing content standards and quality instruction through the use of research-based strategies and culturally and linguistically responsive practices.	All	$ 47,000	$ -	$ -	$ -	$ 47,000
4	All	In order to ensure all Gateway students achieve academic excellence and as a school we achieve equitable outcomes, Gateway will ensure all students receive standards-aligned and culturally relevant instruction, as well as any necessary intervention, accommodations, and assistance to meet graduation, college, and career requirements.	All	$ 179,000	$ -	$ 69,000	$ -	$ 248,000
5	All	Gateway will examine multiple sources of student data in order to (1) identify struggling students early in their school career; (2) provide students with appropriate support, services, and interventions; and (3) examine and regularly address patterns and gaps among individual students and student groups.	All	$ 282,000	$ -	$ 76,000	$ 26,000	$ 384,000

6	All	Gateway will ensure a high level of literacy skills for all students through effective assessment, instruction and intervention practices.	All	$	144,000	$	-	$	36,000	$	-	$	180,000
7	All	Gateway will ensure a high level of mathematics skills for all students through effective assessment, instruction and intervention practices.	All	$	58,000	$	-	$	68,000	$	-	$	126,000
8	All	Gateway will increase parent engagement and voice in our school	All	$	26,000	$	-	$	-	$	-	$	26,000
9	All	Gateway will support regular and productive patterns of attendance for all students and will help students see the link between engagement in school and the future.	All	$	219,000	$	-	$	210,000	$	26,000	$	455,000
10	All	Gateway will improve school climate and safety by providing behavioral and social-emotional supports and interventions focused on the root causes that interfere with learning.	All	$	77,000	$	-	$	-	$	26,000	$	103,000

2022-2023 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 4,994,675	$ 488,879	9.79%	0.00%	9.79%	$ 1,087,000	0.00%	21.76%	Total:	$ 1,087,000
								LEA-wide Total:	$ -
								Limited Total:	$ -
								Schoolwide Total:	$ 1,087,000

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	All	Gateway will recruit, support and retain a hig	Yes	Schoolwide	All	High Schools	$ 42,000	0.00%
2	All	Gateway will improve the ways in which our	Yes	Schoolwide	All	High Schools	$ 13,000	0.00%
3	All	Gateway will ensure a comprehensive syste	Yes	Schoolwide	All	High Schools	$ 47,000	0.00%
4	All	In order to ensure all Gateway students achi	Yes	Schoolwide	All	High Schools	$ 179,000	0.00%
5	All	Gateway will examine multiple sources of st	Yes	Schoolwide	All	High Schools	$ 282,000	0.00%
6	All	Gateway will ensure a high level of literacy s	Yes	Schoolwide	All	High Schools	$ 144,000	0.00%
7	All	Gateway will ensure a high level of mathem	Yes	Schoolwide	All	High Schools	$ 58,000	0.00%
8	All	Gateway will increase parent engagement a	Yes	Schoolwide	All	High Schools	$ 26,000	0.00%
9	All	Gateway will support regular and productive	Yes	Schoolwide	All	High Schools	$ 219,000	0.00%
10	All	Gateway will improve school climate and sa	Yes	Schoolwide	All	High Schools	$ 77,000	0.00%

Instructions

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] Section 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:

  o 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]).

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

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

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

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

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

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use

the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

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

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

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)

  - 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 (%)

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

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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

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

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

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

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