

Caliber



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Caliber: ChangeMakers Academy

CDS Code: 48-70581-0134262

School Year: 2023-24

LEA contact information:

Tracee Matias & Alesha Williams

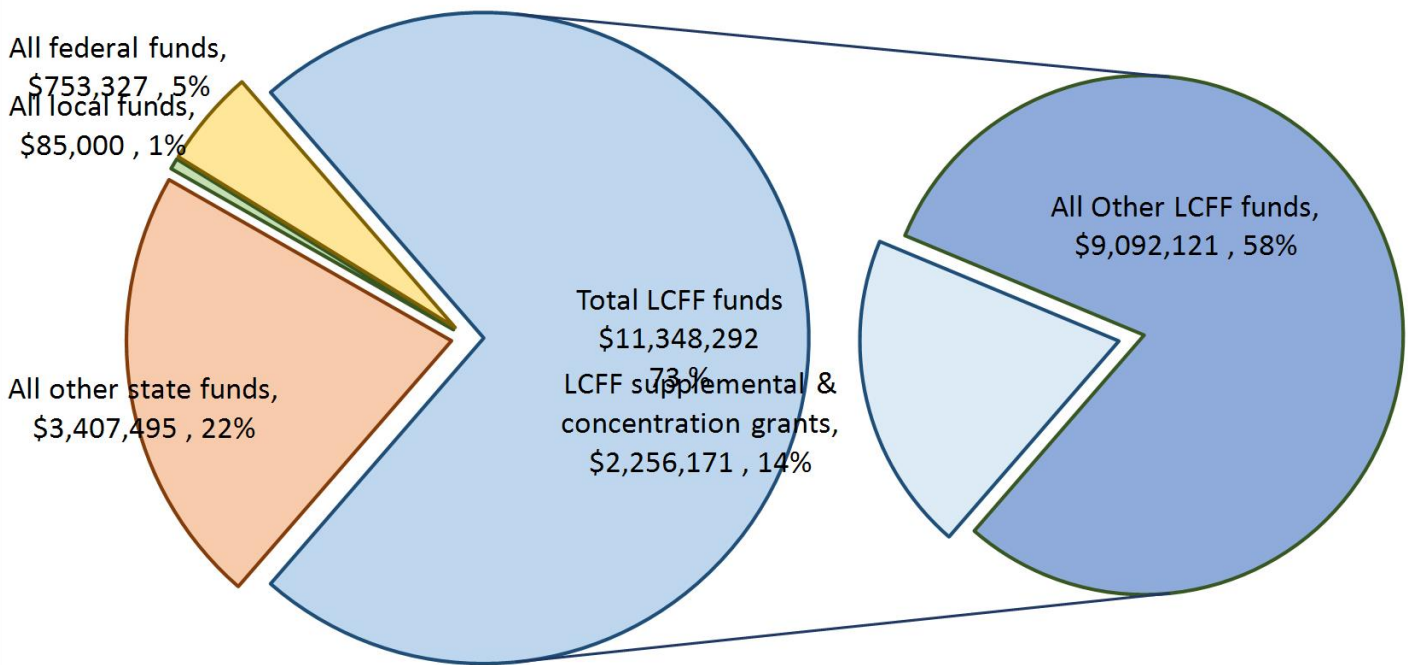
School Leaders

707-563-9827

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

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

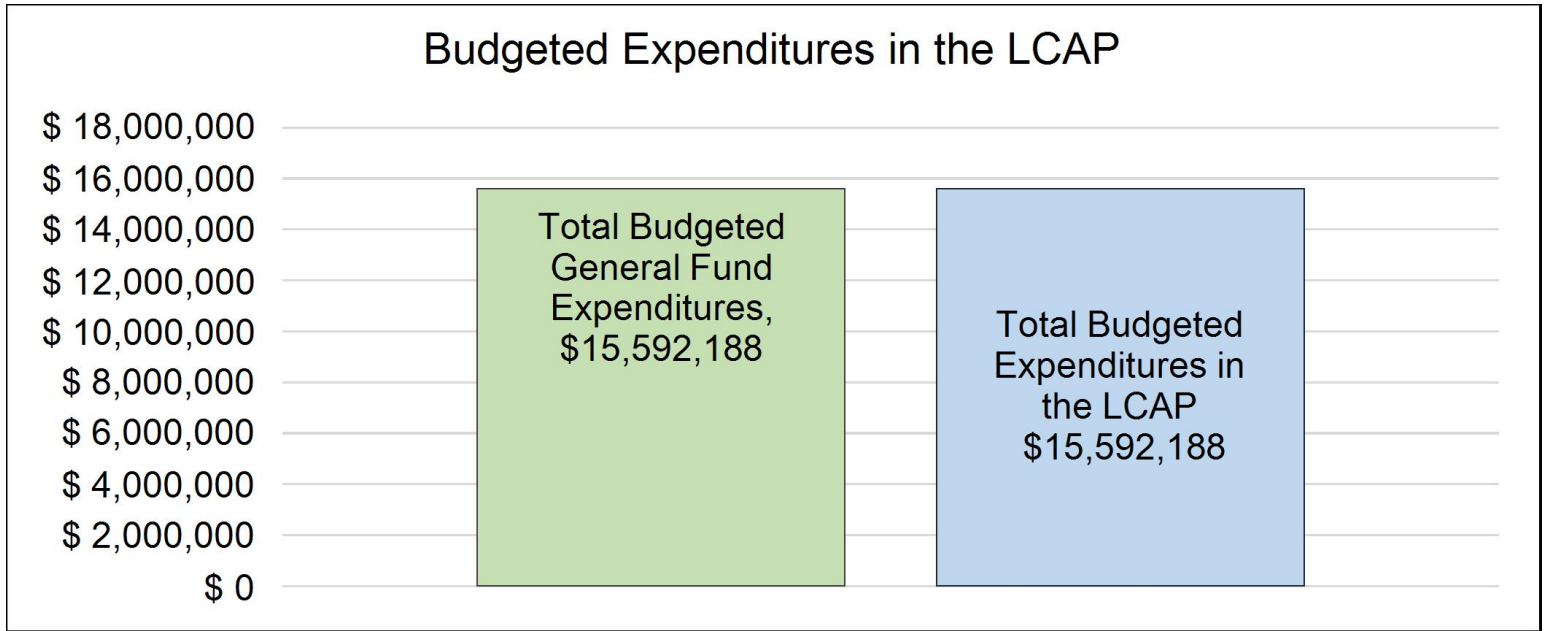


This chart shows the total general purpose revenue Caliber: ChangeMakers Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Caliber: ChangeMakers Academy is \$15,594,114, of which \$11,348,292 is Local Control Funding Formula (LCFF), \$3,407,495 is other state funds, \$85,000 is local funds, and \$753,327 is federal funds. Of the \$11,348,292 in LCFF Funds, \$2,256,171 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: Caliber: ChangeMakers Academy plans to spend \$15,592,188 for the 2023-24 school year. Of that amount, \$15,592,188 is tied to actions/services in the LCAP and \$0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Not applicable. All funds are included in the LCAP.

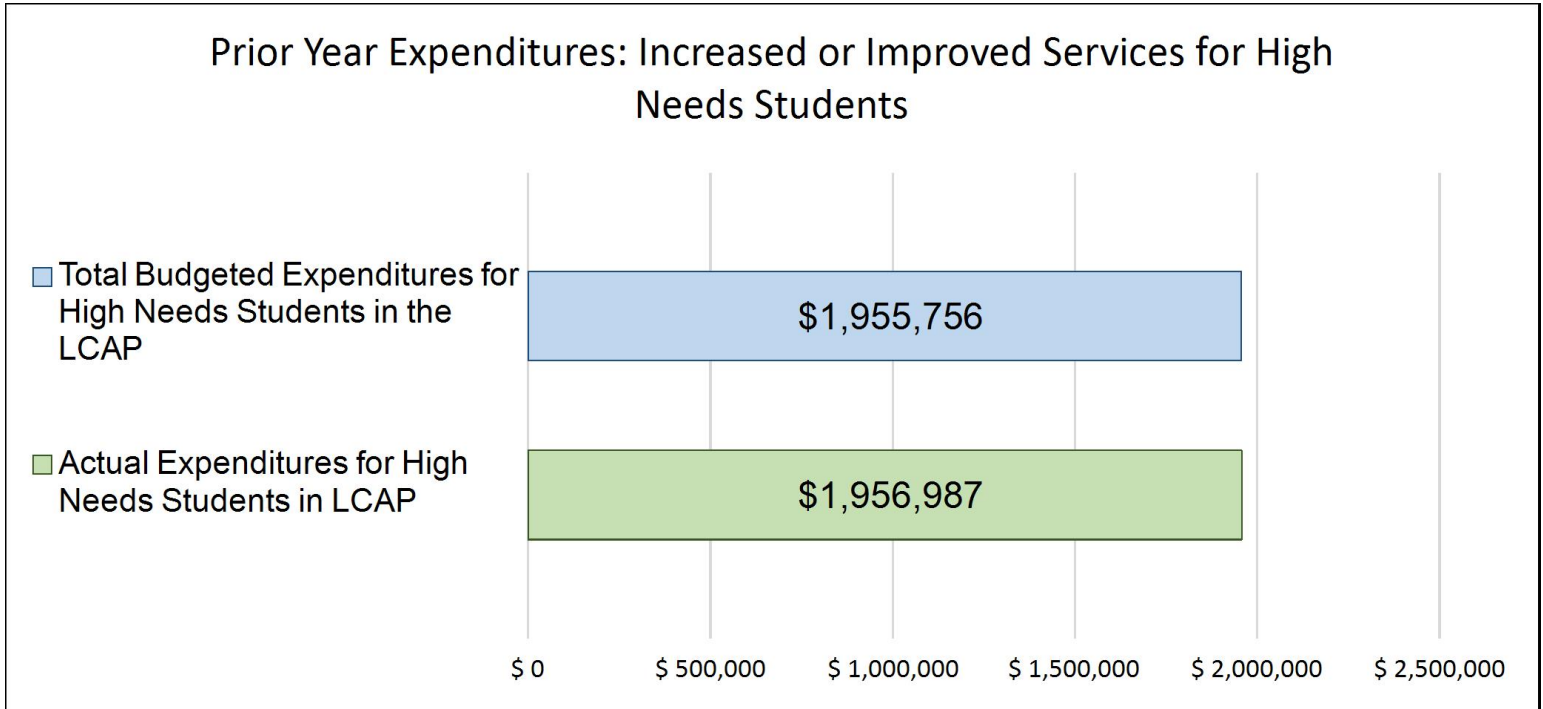
Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Caliber: ChangeMakers Academy is projecting it will receive \$2,256,171 based on the enrollment of foster youth, English learner, and low-income students. Caliber: ChangeMakers Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Caliber: ChangeMakers Academy plans to spend \$2,256,171 towards meeting this requirement, as described in the LCAP.

Please note that the amount quoted here only includes LCFF supplemental and concentration funds being spent towards meeting this requirement. Caliber: ChangeMakers Academy will also spend other funds in support of the contributing actions identified in the LCAP. Total funds spent from all sources are anticipated to equal \$3,287,811.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2022-23, Caliber: ChangeMakers Academy's LCAP budgeted \$1,955,756 for planned actions to increase or improve services for high needs students. Caliber: ChangeMakers Academy actually spent \$1,956,987 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of \$1,231 had the following impact on Caliber: ChangeMakers Academy's ability to increase or improve services for high needs students:

It did not have a material impact on the school's ability to increase or improve services for high needs students.

Caliber



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
Caliber: ChangeMakers Academy	Tracee Matias & Alesha Williams School Leaders	info@calibercma.org 707-563-9827

Plan Summary [2023-24]

General Information

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

Caliber: ChangeMakers Academy currently serves 922 students in TK through 8th grade. 70% of students qualify for free or reduced lunch and 20% of students are identified as English Learners. 53% of students identify as Hispanic or Latinx and 26% identify as Black or African American. Enrollment also includes 11% of students designated with special needs and holding an Individual Education Plan.

Caliber achieves our mission through targeting our four pillars of heart, smart, think and act. At Caliber Public Schools, we will establish a safe and supportive environment (HEART) so that students can engage in rigorous learning (SMART) and develop the skill set to be critical thinkers (THINK) who then become agents of change in their communities and world (ACT).

We deeply believe in the impact teacher effectiveness has on student achievement. Therefore, we are committed to teacher development. We place significant resources, time and effort into professional development, coaching, and focusing school leadership on instruction and the classroom. We also have placed a value in students learning the emerging competencies of computational thinking, as well as learning the skills associated with the Arts. Therefore, all students receive instruction in Computer Science and Art. Additionally, we offer a 1:1 ratio of students to computers throughout the school (Chromebooks). Our classroom instruction is aligned with the Common Core, as is our curriculum and assessment program. We provide a comprehensive Social-Emotional program including explicit curriculum, restorative practices, mindful practices, community building, and access to mental health supports.

The purpose of this Local Control Accountability Plan (LCAP) is to address the School Plan for Student Achievement (SPSA) for Caliber: ChangeMakers' schoolwide program. The charter school's plan is to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs. The plans included in this LCAP address these requirements and the eight state priorities by focusing on six goals:

1. The school will demonstrate the core Social Emotional Learning (SEL) competencies.
2. The school will deliver academic growth and achievement for all students.
3. Students will make connections in their school experience that make them critically conscious of their world and the world beyond.
4. The school will promote equity and achieve equitable outcomes for students and staff.
5. The school will be financially and operationally sound.
6. The school will live out the values of feedback and continuous improvement, affirmation and validation, collective responsibility, and empathy and kindness.

Caliber: ChangeMakers Academy conducted a comprehensive needs analysis of the school, including analysis of verifiable state data, as well as local measures to assess student outcomes and school climate. This process included meetings and listening tours with staff, parents and families, and student survey results analysis to identify areas of opportunity to improve outcomes for students. The strategies in this LCAP are intended to address these areas of opportunity and build upon successes.

The process for evaluating and monitoring the implementation of the LCAP and progress toward the goals will include discussion of the actions and services with the use of supplemental funds through the School Site Council (SSC) and English Learner Advisory Committee (ELAC). Each of these groups is comprised of parents, classified staff, certificated staff, and an administrator. The councils will discuss academic performance, supplemental services and areas to make improvements with Title funds as part of the school plan, and progress toward the established goals. Decisions throughout the year will take into account feedback from these groups, survey responses and listening tour feedback from staff and students, summative student achievement data including SBAC, ELPAC, and CAST, formative student achievement data including curriculum-based assessments and i-Ready, attendance, and student demographic data. This student achievement data and student demographic data will be used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

Each goal includes actions and services that address the needs of all students and significant subgroups.

Reflections: Successes

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

Restorative Justice

The 2022 CA dashboard shows that Caliber: ChangeMakers' suspension rate is 0%, which is categorized as Very Low (the highest performance category). We owe this to our strong SEL program and restorative justice practices and will continue our focus on implementation of the SEL program (Goal 1, Action 1: Maintain SEL Team)

English Learner Progress

The 2022 CA dashboard shows that the EL Progress Indicator was 46.9%, which is categorized as Medium on the dashboard. English Learner students in the Lower School (grades TK-4) showed a slightly smaller growth when compared to their non-EL peers in Reading on the i-Ready Spring assessment. To that end, we will continue our support for the ELD Program from a staffing, parent engagement, and curriculum perspective (Goal 4, Action 5: ELD Staffing and Curriculum and Goal 6, Action 3: Targeted Family Partnership)

Special Education Progress

Students in Special Education showed a small growth gap when compared to their general education peers on the Spring i-Ready assessment in Math (SWD: 50% compared to All students: 53% in Lower School) Goal 4, Action 4 (Special Education Staffing and Development) is a continuation from last year.

Lower School Growth in Math

Students in the lower grades made at least 1 year of growth in Math according to the Fall to Spring i-Ready assessment. Goal 2, Action 2: Intervention and Goal 3, Action 3: Implement i-Ready will continue into this year. Intervention and Instructional Aides in the lower grades supported early learners with phonics and numeracy skills, which we believe drove results in this area.

Implementation of Academic Standards

100% of teachers utilize their standards-based curricula, for which we went through an adoption process last year to ensure every subject and every grade had a standards-based curriculum. In order to improve our implementation of these, we will continue with lesson internalization meetings and have adjusted one action to go from weekly data meetings to Unit Internalization Meetings (Goal 2, Action 4) We will also adopt a new assessment platform, Performance Matters, to support Standards-Based Assessments (Goal 2, Action 6)

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.

While we have made some progress compared to last year, there are still some areas of improvement that we have identified based on a review of our performance on the 2022 CA Dashboard as well as state and local indicators for the 2022-23 school year.

Attendance

Similar to public schools across the state, we struggled to maintain our pre-pandemic attendance rates. Our average ADA was 88.66%, when we historically have aimed for and attained 95%. Chronic absenteeism was also a problem during the 2021-22 and 2022-23 school years. On the 2022 CA Dashboard, Caliber: ChangeMakers Academy had 49% chronically absent which was the Very High level and all 6 student subgroups were also in the Very High level. For 2022-23 according to our SIS reports, the chronic absenteeism rate has improved this year to 48% chronically absent. We have adjusted actions for the 2023-24 school year to continue prioritizing attendance tracking and response systems by hiring an Attendance and Family Engagement Coordinator (Goal 5, Action 5).

School Culture and Climate

Based on feedback from educational partners and from local survey data, we have identified a need to improve our school culture and climate. According to our school climate survey, the domains of School Safety (31% favorable) and Sense of Belonging (40% favorable) were two of the lowest domains across the school. During the Q3 CEO Listening Tour, staff also indicated that they wanted clearer expectations and follow up around student behavior systems. As a result, the SEL team and training around Restorative Practices, Trauma Informed Practices, and Student Behavior will focus on the following priorities of Predictable Learning Environments and a Clear Behavior Response System. By aligning a common vision of SEL across our network and by creating a common playbook with resources, we expect to see improvements in student and staff culture. Goal 1, Action 2: Improve Referral Tracking includes a behavior and referral tracking system that will improve the responsiveness to culture breaches.

Academic Achievement

Based on the 2022 CA Dashboard indicators for ELA and Math, Caliber: ChangeMakers Academy has a performance level of Low for both ELA and Math. Furthermore, English Learners and Students with Disabilities are in the Very Low performance level for both ELA and Math. To respond to these results, we are prioritizing improving the quality of the iReady instructional time, so that students are more engaged and

passing more lessons on the platform, prioritizing hiring for special education roles (Goal 4, Action 2: Inclusive Hiring Practices and Goal 4, Action 4: Special Education Staffing), and targeted family partnership for English Learners (Goal 6, Action 3). Our efforts to respond to assessment data will improve with the adoption of a new assessment platform (Goal 2, Action 2) and special data meetings where teachers will plan re-teach lessons based on results from these assessments (Goal 2, Action 6).

LCAP Highlights

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

Caliber ChangeMakers Academy has clearly defined schoolwide outcomes and goals, and these goals are informed by and aligned with the eight state priorities and the state and local indicators published in the California School Dashboard. The Caliber ChangeMakers Academy LCAP provides a reasonably comprehensive description of the school's goals, actions, and outcomes in the state priorities for the entire school and all numerically significant pupil subgroups. The LCAP is informed by Caliber's Healthy Schools Framework, which outlines Six Essential Questions that we consider in determining the overall health of each of our schools.

They are:

Does our network demonstrate the core SEL competencies? (Goal 1)

Does our network deliver academic growth and achievement for our students? (Goal 2)

Does our network help our students make connections in their school experience that make them critically conscious of their world and the world beyond? (Goal 3)

Does our network promote equity and achieve equitable outcomes? (Goal 4)

Is our network financially and operationally sound? (Goal 5)

Do we live by our values (F.A.C.E.)? (Goal 6)

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.

Caliber: ChangeMakers Academy has not been identified as being eligible for comprehensive support and improvement.

Support for Identified Schools

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

Not applicable because the school has not been identified as being eligible for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

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

Not applicable because the school has not been identified as being eligible for comprehensive support and improvement.

Engaging Educational Partners

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

Educational partner input and engagement has been essential for the development of Caliber ChangeMakers' 2023-24 school year plans. We have many systems in place to engage our stakeholders throughout the school year, from surveys, to staff listening tours, to our standing School Site Council (SSC) and English Learner Advisory Committee (ELAC) meetings.

Students and Families

A student survey was given twice this year to all students. A family survey is administered twice annually as well. The SSC met twice in the Spring of 2023 to provide feedback on the actions and allocations in this LCAP. The ELAC met on May 4, 2023 to provide feedback on the actions and allocations in this LCAP.

Teachers and Staff

Input on the 2023 LCAP began in February 2023 with a site-based listening tour, where over 30 staff members provided feedback in the areas of school discipline, curriculum-based assessments, and leadership. We also administered a staff-wide survey in March 2023 utilizing questions from the Q12 survey to gauge staff climate. Principals at Caliber ChangeMakers reviewed the staff feedback and a mid-year LCAP data dashboard to build out recommendations for actions in the 2023 LCAP on March 9, 2023. There are members of teachers and staff on the SSC, who participated in the March 1, 2023 meeting. Finally, teachers and staff participate in a Kelvin climate survey twice annually, and the themes from these surveys also provide insight into the LCAP.

Broader Community

A mid-year LCAP update was presented at the February 23, 2023 Caliber Public Schools Board Meeting for Board discussion and public comment. A draft of this LCAP was presented at the Caliber Public Schools Board Meeting on April 19, 2023 for Board discussion and a public hearing.

SELPA

A copy of the LCAP draft presented at the April 19, 2023 Caliber Public Schools Board Meeting was provided to the El Dorado Charter SELPA for feedback on June 15, 2023.

A summary of the feedback provided by specific educational partners.

Overall, educational partners express optimism about the future of Caliber ChangeMakers, and had similar feedback about areas for improvement.

Family Feedback: In the March 30th ELAC Meeting, families expressed high levels of satisfaction with the programming offered for English Learner students. They, like families in the surveys and the March 1st SSC meeting, expressed a desire for more consistent behavior and disciplinary actions across classrooms and hallways for students.

Student Feedback: In the Student SEL surveys, we noticed that students' sense of cultural awareness and action is our biggest strength. Students expressed wanting their classes to be more engaging and to have more options for non-core coursework experiences.

Staff Feedback: Staff strengths in the survey include evaluation, diversity, equity, and inclusion, and belief in the academic opportunity we are providing to students. Results in the staff survey reveal that teachers rely on the provided curriculum instead of finding their own materials, and believe that the curriculum we offer is rigorous. However, survey results for observation and feedback were still lower than our goals. Staff also expressed a desire for more support with student behavior.

The Principals and Caliber Public Schools Leadership Teams expressed a need for more targeted and inclusive work around ADA and chronic absenteeism, as well as clearer classroom expectations for i-Ready blocks.

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

Family Feedback informing the LCAP

ELD Staffing and Curriculum (Action 4.4) represents a continuation of the English Learner programming that families have expressed confidence in. Goal 1's emphasis is on predictable learning environments in response to family feedback for consistency across classrooms, specifically Goal 1, Action 2: Referral Tracking System

Student Feedback informing the LCAP

We will include more field trips in our Expanded Learning Program (Action 3.6), as well as offerings in performance arts, STEM, and foreign language to respond to student feedback.

Staff Feedback informing the LCAP

The Goal 1 emphasis on predictable learning environments is intended to respond to staff concerns about supporting student behavior, specifically Goal 1, Action 2: Referral tracking systems. Clear expectations about the cadence of coaching and feedback (Goal 6, Action 1) should also drive improvements in teacher perceptions of observation and feedback.

Principal Feedback informing the LCAP

The improvements to attendance tracking and response systems (Action 5.1) is in response to concerns about ADA and Chronic Absenteeism, and Action 2.6 (i-Ready implementation) has been re-written to emphasize classroom environment.

Goals and Actions

Goal

Goal #	Description
1	School Culture and Climate: Our school will demonstrate the core Social Emotional Learning (SEL) competencies.

An explanation of why the LEA has developed this goal.

Social-Emotional Learning is central to our program and is represented by one of Caliber's four pillars: Heart. We firmly believe in supporting the whole child, and that our students' academic successes and personal success are our responsibility. This goal aims to represent our efforts to ensure our students are competent across the domains of social-emotional learning.

We measure our success in this area primarily by survey feedback from our school community. We also use our suspension and dropout rates to measure our success in social-emotional learning, because we believe that these important data points give us important insights into school safety, student engagement, and school climate.

Priority 5: Pupil Engagement
 Priority 6: School Climate

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student SEL Survey: # of topics at or above average (out of 7)	4 out of 7 (Spring 2021)	Fall 2021: 66% Spring 2022: 26%	Fall 2022: 29% Spring 2023: 29%		Original: 5 out of 7 or higher Revised: 70% of topics at or above average
Student Climate Survey: # of topics at	9 out of 9 (Spring 2021)	Fall 2021: 84% Spring 2022: 69%	Fall 2022: 24% Spring 2023: 7%		Original: 7 out of 9 or higher

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
or above average (out of 9)					Revised: 75% of topics at or above average
Student SEL Survey: Participation (% Responded)	61.5% (Spring 2021)	Fall 2021: 82% Spring 2022: 68%	Fall 2022: 87% Spring 2023: 90%		90%
Student Climate Survey: Participation (% Responded)	67.7% (Spring 2021)	Fall 2021: 86% Spring 2022: 78%	Fall 2022: 76% Spring 2023: 86%		90%
Staff Climate Survey: # topics at or above average (out of 3)	2 out of 3	Fall 2021: 100% Spring 2022: 33%	Fall 2022: 0% Spring 2023: 0%		Original: 2 out of 3 or higher Revised: 67% of topics at or above average
Staff Climate Survey: Participation (% Responded)	46.90% (Fall 2020)	Fall 2021: 83% Spring 2022: 84%	Fall 2022: 78% Spring 2023: 82%		90%
Discipline: Suspension rate	0%	0% (2020-2021) *Revised to reflect officially reported data	0% (2021-2022)		1.0% or fewer
Middle School Dropout Rate	0%	0.4% (2020-2021) *Revised to reflect officially reported data	0% (2021-2022)		1.0% or fewer
Discipline: Expulsion rate	0%	0% (2020-2021) *Revised to reflect officially reported data	0% (2021-2022)		1.0% or fewer

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Maintain Strong SEL Team	Support our SEL program with adequate clinical staffing and SEL training.	\$1,082,650.00	Yes
1.2	Develop and refine referral tracking system	Ensure the tracking system has clear roles and responsibilities. This tracking system will assist in identifying students who need Tier 2 and Tier 3 service. It will also allow the leadership team and student facing staff to pinpoint areas and times of support in General Education classrooms.	\$0.00	No

Goal Analysis [2022-23]

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

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

Upon Caliber ChangeMakers' comprehensive review process of the LCAP implementation, we have identified a number of factors and conditions that led to some of the actions being implemented differently than described in the LCAP plan. These factors and conditions include a lack of a clear and aligned SEL vision, inconsistent expectations around staff data entry of student behavior, inconsistent scheduling of SEL training throughout the year, and a lack of a high quality circle and advisory curricula.

As a result, student behavior data was not consistently used to analyze future actions. Beyond some of the initial training sessions, many of the SEL sessions were created from a reactionary space and not fully incorporated into the scope of professional development throughout the year.

We have begun refining the behavior tracking system in 2022-23 by implementing DeansList to track leveled behaviors and PBIS efforts, but this has not yet been implemented school-wide. By making this goal an emphasis on predictable learning environments and consistency, we aim to strengthen our systems with behavior tracking using DeansList in the 2023-24 school year.

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 substantive differences between budgeted expenditures and actual expenditures.

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

In comparison to the benchmark data from the New Schools Venture Fund cohort of schools, Caliber ChangeMakers Academy was at or above the benchmark in 7% of the Culture and Climate domains and at or above benchmark in 29% of the SEL domains. The survey data along with feedback from our staff and families demonstrates the need for clearer expectations and follow up around student behavior systems.

New roles hired this year will support our efforts to improve behavior tracking and response in the 2023-24 school year. By creating a new position (Behavior Support Associate), we are able to ensure that our SEL roles were more responsive to behaviors we were seeing. We believe that by continuing our work in maintaining our strong SEL staffing and continuing to track and respond to behavior, we will continue to improve our School Climate and SEL Survey results.

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.

We have not made any changes to our goal, metrics, or desired outcomes this year. Instead, we are "doubling down" on existing actions for next year by improving our implementation of Deans List and establishing more consistent behavior expectations across classrooms so that teachers are equipped to respond to Level 1 and 2 behaviors. We will also explore alternatives to our current Advisory and Circle curricula.

We revised some of the metrics (Suspension Rate, Middle School Dropout Rate, and Expulsion Rate) to reflect the most recent officially reported data that was available to us.

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

Goals and Actions

Goal

Goal #	Description
2	Pupil Achievement: Our school will deliver academic growth and achievement for all of our students.

An explanation of why the LEA has developed this goal.

Academic growth and outcomes for our students remains our highest priority as an organization. We believe deeply that all of our students can experience academic success. Our students can perform at or above grade level, and we must do better at helping them do so.

Based on our locally collected data and diagnostic assessments we have identified some key areas that will be crucial to the Caliber vision for impact in the 21-22 academic year and beyond to mitigate the learning loss from a full year in distance learning. Caliber Changemakers Academy used a combination of the i-Ready assessment platform for mathematics and English Language Arts, as well as the English Language Proficiency Assessments for California (ELPAC) to determine our key focus areas of growth.

All Caliber Schools will use the English Language Proficiency Assessments for California (ELPAC) to both classify students as English Language Learners (ELLs) and reclassify students as English proficient (RFEP) in all three scenarios. The Changemaker Academy ELL population continues to grow and to mitigate learning loss for this specific population we have identified these students as an area of focus.

Finally, educational partner input confirmed that this goal is important to our community.

Priority 2: Implementation of State Standards
 Priority 4: Pupil Achievement
 4.07 Actions for English Learners

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
NWEA MAP ELA Growth (Median Student Conditional Growth Percentile)	39 (3-8 Fall to Spring)	34 (K-8 Fall to Spring)	N/A metric retired		50th percentile or higher

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					(Metric retired due to programmatic changes)
NWEA MAP Math Growth (Median Student Conditional Growth Percentile)	30 (3-8 Fall to Spring)	43 (K-8 Fall to Spring)	N/A metric retired		45th percentile or higher (Metric retired due to programmatic changes)
CAASPP: ELA (% Met or Exceeded)	44.51% (2019)	2020-21 Not Available	2021-22: 37.65% *Revised to reflect officially reported data		51.10% or higher
CAASPP: Math (% Met or Exceeded)	27.47% (2019)	2020-21 Not Available	2021-22: 20.12% *Revised to reflect officially reported data		39.73% or higher
ELPAC: English Learner Progress Indicator	39.2% (2019)	2020-21 Not Available	2021-22: 46.9% *Revised to reflect officially reported data		45% or higher
Reclassification Rate	0.9% (2020) 47.1% (2019)	Original: 2020-21 Not Available Corrected: 2020-21 5.1 %	2021-22: TBD		15% or higher
iReady ELA Growth (Median Percent Progress Towards Typical Growth)	Baseline data available in 2022-2023 and will be the	Not Applicable	2022-23 Fall to Spring: 100		90 Fall to Spring (Median Percent Progress Towards Typical Growth)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	same as the Year 2 Outcome.				
iReady Math Growth (Median Percent Progress Towards Typical Growth)	Baseline data available in 2022-2023 and will be the same as the Year 2 Outcome.	Not Applicable	2022-23 Fall to Spring: 98		90 Fall to Spring (Median Percent Progress Towards Typical Growth)

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Standards-Based Curriculum Internalization	Adopt standards-based curricula for all courses and devote time in coaching and professional development to co-internalization.	\$0.00	No
2.2	Additional instructional staffing	Provide additional teaching and intervention staff to support student learning	\$657,510.00	Yes
2.3	Implement iReady	Implement a new interim assessment system, iReady, and train teachers and interventionists to respond to assessment data.	\$0.00	No
2.4	Common Assessment	Implement Common Curriculum-Based Assessments	\$0.00	No
2.5	Core instruction aligned with common core	(i) Hire and retain strong school leaders, assistant principals, and core teaching staff across all grades and core content areas. (ii) supplement them with additional support staff (instructional aides, interventionists, and residents) to offer more interventions to quickly fill gaps in learning. (iii) provide them with effective, common core aligned instructional supplies & materials.	\$4,822,622.00	No

Action #	Title	Description	Total Funds	Contributing
2.6	Data Meetings	Teachers will regularly participate in data meetings that examine student work, identify trends and determine next steps. Data sources include: exit tickets [mastery tracked 1x week], student work samples, assessments (iReady, ELPAC, Fluency Data, Foundational Skills data, Curriculum-Based Assessments, etc).	\$0.00	No

Goal Analysis [2022-23]

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

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

Weekly Data Meetings focused mostly on curriculum-based assessments, but did not always take place weekly. Foundational Skills, ELPAC, Fluency Data, and iReady assessment analysis took place mostly in coaching meetings and Friday professional development sessions. Math and Reading interventionists were able to review academic data and support groups of students with remediation.

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 are no substantive differences between budgeted and actual expenditures in this goal.

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

In 2022-23, teachers used curriculum with fidelity and all content areas and all grades have a standards-based curriculum and aligned assessment systems. iReady time was built into the schedules, allowing for students to practice ELA and Math at least 2 times per week. This resulted in strong iReady growth in ELA. Subgroup results (ELD, SWD) were strong relative to all students, particularly in the lower school, thanks to the additional work of interventionists and our ELD coordinator. Students made strong progress with foundational skills thanks to the time spent internalizing curriculum with instructional coaches. Weekly data meetings were not effective because teachers often had different assessment data each week (not every teacher in the same grade level had the same curriculum-based data; sometimes they brought exit tickets; often they did not administer assessments on our common assessment platform, so it was difficult to access data to analyze).

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.

We are maintaining many the same actions but adjusting their focus for next year to make them more effective. One exception is the adoption of a new assessment delivery platform (Performance Matters) to support data meetings.

Weekly data meetings (Action 2.6) will be adjusted so that they take place at the mid-module and end-of module stages for each unit in an effort to utilize curriculum based assessment data. Teachers will administer all mid- and end-of module assessments in our new assessment platform.

Regarding i-Ready implementation (Action 2.3) we are prioritizing improving the quality of the iReady instructional time, so that students are more engaged and passing more lessons on the platform. We have established the metric for i-Ready growth at 90 Median Percent Progress for ELA and Math.

For curriculum-based assessments we are narrowing the focus to have common mid-module and end of module assessments for ELA and Math in grades 3-8. Grades K-2 will focus on their phonics. We are also planning on modifying the assessments to make them easier to administer and analyze online. Finally, our Professional Learning Communities (Action 2.1) will prioritize unit internalization, so that teachers can stay on pace with the curriculum throughout the year.

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

Goals and Actions

Goal

Goal #	Description
3	Critical Thinking: Our students will make connections in their school experience that make them critically conscious of their world and the world beyond.

An explanation of why the LEA has developed this goal.

This goal is a reflection of the Act pillar, which we have in place to encourage our students to be able to think beyond the core classroom. Issues of identity, collaboration, and community come up in our advisory curricula, and students have the opportunity to explore their interests through enrichment courses like Computer Science and Art, and sports, clubs, and extracurricular activities. The Expanded Learning Opportunities Program, established in 2022, provides students with opportunities to explore their interests and deepen their core knowledge through experiential learning.

Improving student voice and ownership is an area where we look to push our practices as a school. Student-Led Conferences, and the use of culturally and linguistically responsive practices in the classroom are ways we are looking to push our practices.

Priority 2: Implementation of State Standards
 Priority 7: Course Access

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Access to a Broad Course of Study Local Indicator Reflection Tool	N/A	Met. All students have access to a Broad Course of Study.	Met. All students have access to a Broad Course of Study.		All students have access to a Broad Course of Study
Implementation of State Academic Standards	3.7 average	Met. Full Implementation.	Met. Full Implementation		Full Implementation based on Local Indicator Reflection Tool

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator Reflection Tool					
Computer Science participation	Computer Science Offered to 100%, but not always available during distance learning.	100% of students participated in Computer Science	100% of students participated in Computer Science		100% of students

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Implement Teacher Observation Tools to Improve Rigor	Utilize the Instructional Practices Guide (IPG) improve instructional rigor and student voice	\$0.00	No
3.2	Non-core coursework	Deliver a robust set of courses in non-Common Core areas of computer science, physical education, art, and music.	\$623,811.00	Yes
3.3	Community Events	Provide opportunities within and outside of the school day with the aim of bringing diverse cultures and backgrounds to students.	\$23,870.00	No
3.4	Expanded Learning Program	Provide a robust Expanded Learning Program with enrichment and community service components.	\$975,985.00	No
3.5	Implement Social Studies and Science Curricula	Identify and implement social studies & science curriculum that scores highly on CLRP measures.	\$0.00	No

Goal Analysis [2022-23]

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

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

There were no substantive differences in planned actions and the implementation of actions in the 2022-23 school year.

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.

We spent more on community events than initially budgeted for this year, as we held many in - person family and student events. We also spent more than initially budgeted for expanded learning programs, and utilized carry over from the previous year's funding to accommodate the startup expenses for intersession programming.

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

Course offerings in computer science and art, along with science and social studies, met the goal for a broad course of study supported by standards-based instruction. Expanded Learning opportunities in the 2022-23 school year allowed us to offer students the opportunity to make connections beyond school into the real world through STEAM camps, physical fitness camps, field trips, and performing arts camp.

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

There were no changes made to the goal, metrics, outcomes, or actions for this goal. The expanded learning program aims to incorporate more field trips (there were two in the 2022-23 school year) in response to student and family feedback. Next year, we will limit the number of community events (Action 3.3) to stay within budget.

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

Goals and Actions

Goal

Goal #	Description
4	Equity: Our school will promote equity and achieve equitable outcomes for our students and staff.

An explanation of why the LEA has developed this goal.

Our mission as an organization is to shift the experiences, expectations, and outcomes for historically underserved students. In order to appropriately address our mission, our school needs to be culturally and linguistically competent. The motivations underpinning this goal are strong, as indicated in an equity survey at the outset of this LCAP cycle, which indicated that 96% of staff believe DEI work will improve academic achievement, retention of educators, and sense of community with staff.

Disproportionality in the areas specific to Special Education Students and our English Language Learners led us to set a specific goal around their achievement and growth. In comparison to our general education population this subgroup is under performing and therefore it is important to ensure we are monitoring and analyzing data to improve student outcomes.

And finally, noticed that our instructional staff demographics were not representative of our student community. While 71% of our students identify as Hispanic/Latinx, only 14% of our instructional staff identified as Hispanic/Latinx at the outset of this LCAP cycle. As a result, we are making a goal to increase the percentage of Hispanic/Latinx instructional staff in order to be more representative of our student community.

Priority 8: Other Pupil Outcomes

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Community Composition: Staff Increase representation of Latinx staff members on instructional staff	15.38% of instructional staff identify as Hispanic/Latinx	20% (2021-2022)	17% (2022-23)		The representation of Latinx staff will increase until it reaches 25%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Staff Development: Insight Survey Diversity, Equity, and Inclusion	7.5	6.1 (2021-2022)	Fall 2022: 5.4		Top Quartile (7.0 or higher)
SPED Goal: MAP Growth (Median Conditional Growth Percentile)	ELA: 21 (Fall to Spring) Math: 20 (Fall to Spring)	ELA: 24 (Fall to Spring) Math: 33 (Fall to Spring)	N/A metric retired		ELA: 36th or higher Math: 35th or higher (Metric retired after 21-22 due to programmatic changes)
ELL Goal: MAP Growth (Median Conditional Growth Percentile)	ELA: 47 (Fall to Spring) Math: 32 (Fall to Spring)	ELA: 19 (Fall to Spring) Math: 35 (Fall to Spring)	N/A metric retired		ELA: 50th or higher Math: 50th or higher (Metric retired after 21-22 due to programmatic changes)
iReady SPED Growth (Median Percent Progress Towards Typical Growth)	Baseline data available in 2022-2023 and will be the same as the Year 2 Outcome.	Not Applicable	2022-23 ELA Fall to Spring: 80 2022-23 Math Fall to Spring: 83		80 Fall to Spring (Median Percent Progress Towards Typical Growth)
iReady ELL Growth (Median Percent Progress Towards Typical Growth)	Baseline data available in 2022-2023 and will be the same as the Year 2 Outcome.	Not Applicable	2022-23 ELA Fall to Spring: 84 2022-23 Math Fall to Spring: 92		80 Fall to Spring (Median Percent Progress Towards Typical Growth)

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Identity and Culture Professional Development	CMA staff will include anti-racist and identity development for all staff as an embedded part of staff professional development and coaching and feedback.	\$0.00	No
4.2	Inclusive Hiring Practices	CMA will continue to recruit and retain diverse staff members and ensure that our budgets do not replicate disparities in pay.	\$20,782.00	No
4.3	Targeted ELD and Special Education Professional Development	Professional Development for all staff on ELD and Special Education achievement	\$0.00	No
4.4	Special Education Staffing and Curriculum	Maintain a fully staffed Special Education program and Increase collaboration between special education and General education by having aligned integrated schedules to support a co teaching model	\$1,756,646.00	No
4.5	ELD Staffing and Curriculum	Provide robust ELD training and curriculum	\$142,401.00	Yes

Goal Analysis [2022-23]

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

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

In addition to the SpEd staffing action above, we hired a temporary Special Education-focused- coach to support Education Specialists. We did not move forward with consistent DEIB professional development (Action 4.1).

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 substantive differences between budgeted and actual expenditures for this goal.

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

Hiring an ELD Program Manager and an ELD teacher supported our outcomes with EL students, where we saw a minimal gap in performance on iReady compared to all students. The EL Achieve curriculum is demonstrating effectiveness with our Level 1 and 2 ELs, but not as much with our Level 3 and 4 ELs. As a part of our action with EL Staffing & Curriculum for next year, we may begin to explore other curricular options for our Level 3 and 4 ELs to address this gap.
Our failure to implement Action 4.1 Equity Professional Development resulted in a drop in Insight results.

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.

We have established the metrics for EL and SWD growth on i-Ready in ELA and Math to be 80 Median Percent Progress. The English Learner program has been cited as a strength and we are eager to "double down" on these practices. We will resume Action 4.1 in the 23-24 school year.

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

Goals and Actions

Goal

Goal #	Description
5	Sustainability & Growth: Our school will be financially and operationally sound.

An explanation of why the LEA has developed this goal.

We know that maintaining our operational strength is key to being able to deliver on our ambitious goals for our students in the classroom. We want our students and staff to stay with us for a long time, and this requires clear systems, a healthy workplace, a sustainable financial model, and healthy and safe facilities.

Priority 1: Basic A. Teachers appropriately assigned and credentialed, Basic B: Instructional materials Basic, C: Facilities in good repair
 Priority 5: Pupil Engagement

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance (Average Daily Attendance)	93.8% (2019-20 through 3/13/20) 93.32% (2020-21)	87.9% (2021-2022)	88.9% (through 4/17/23)		95% or higher
Chronic Absenteeism	19.1% (2019-20 through 3/13/20) 18.86% (2020-21)	48% (2021-2022)	45.06% (through 4/17/23)		10% or less
Full Enrollment	825	833 (2021-2022)	922 (2022-2023)		900
Staff Retention	84%	81% (2021-2022)	78% (2022-2023)		70% or higher
Student Retention	92%	88% (2021-2022)	86% (2022-2023)		85% or higher

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teacher credentials (% Credentialed & Appropriately Assigned)	94%	Original internally calculated: 67% (2021-2022) Revised Official (Clear & Intern): 59% (2020-21)	TBD: Official 2021-22 data not available from CDE		100%
FIT Tool	Facilities in good repair.	Met. Facilities in good repair.	Met. Facilities in good repair.		Good or better
Operations Scorecard	N/A	2.42 average, 9 instances of 1's	2.84 average, 2 instances of 1's		3.7 of better, no 1's
Access to standards-aligned instructional materials	100% of students have access to Chromebook and instructional materials	100% of students have access to Chromebook and instructional materials	100% of students have access to Chromebook and instructional materials		100%

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Safe and welcoming facilities	Maintain safe, clean, and welcoming school facilities for our staff and students.	\$1,571,195.00	No
5.2	Technology infrastructure	Provide a robust technology infrastructure (hardware, software, internet access, etc.) to students and staff to support instructional goals.	\$257,835.00	No
5.3	Meal program	Support a healthy and appealing meal program for students during the regular school day and after school program.	\$557,203.00	No

Action #	Title	Description	Total Funds	Contributing
5.4	Operations Team Support	Hire, retain, and develop a strong school operations team and provide operational support services that support our school's instructional goals.	\$2,468,965.00	No
5.5	Strengthen Attendance Tracking and Response Systems	Improving attendance tracking and response systems to improve student attendance and engagement rates.	\$73,200.00	No

Goal Analysis [2022-23]

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

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

There were no substantive differences between what was planned and implemented in the 2022-23 school year.

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.

Our budget for technology infrastructure was higher than actual expenditures, as we were able to reuse Chromebooks and did not make many significant upgrades to tech infrastructure this year.

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

Our attendance tracking and response systems for this year were not enough to get our ADA back up to our historical average of 95%. We also saw a dramatic increase in chronic absenteeism this year, which was not addressed adequately by the planned action of attendance tracking and response systems.

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

There are no substantive planned changes to the goal, metrics, or desired outcomes for the 2023-24 school year. We are "doubling down" on action 5.5, and including DeansList communications with families as a part of the response systems for low attendance, as well as outline

clearer roles and responsibilities for instructional, SEL, and Ops staff to be more consistent across campus in how we address issues with attendance.

Teacher Assignment Monitoring Data for 2021-22 was not available at the time of the LCAP's publication.

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

Goals and Actions

Goal

Goal #	Description
6	Caliber’s schools will live out the values of feedback and continuous improvement, affirming and validating, collective responsibility, and empathy and kindness.

An explanation of why the LEA has developed this goal.

The Caliber Public Schools Core Values are:

Feedback: Everyone is committed to a culture of feedback, development, and continuous improvement.
 Affirmation: We validate and affirm the identities, strengths, and passions of each person.
 Collective Responsibility: It is everyone’s collective responsibility to work in service of and alongside our school communities.
 Empathy: Situations and people are approached with empathy and kindness.

This goal encompasses our values, along with our commitment to ensuring we are responsive to and inclusive of our families.

Priority 3: Parent Involvement

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Family Survey: School Climate (% Favorable)	76%	Fall 2021: 83% Spring: 2022: 83%	Fall 2022: 80% Spring 2023: 79%		85%
Family Survey: School Fit (% Favorable)	59%	Fall 2021: 78% Spring: 2022: 77%	Fall 2022: 75% Spring 2023: 70%		80%
Family Survey: Participation (# Responses)	154	Fall 2021: 453 Spring: 2022: 367	Fall 2022: 533 Spring 2023: 398		300

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Engagement: Self Reflection Tool	3.6	3.6	3.67		3.5 average or higher
Insight Survey: Observation & Feedback	6.4	5.3 (2021-2022)	Fall 2022: 4.2		Original: Top Quartile (7.0) Revised: Increase until the average reached 6.5 (or remain above the 5.0 national average)
Student Climate Survey: Cultural Awareness & Action	3.6	Fall 2021: 3.9 Spring 2022: 3.7	Fall 2022: 3.7 Spring 2023: 3.53		At or above cohort average (3.5)

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Coaching and Professional Development	All staff will receive ongoing coaching and development in order to strengthen their practice	\$552,514.00	Yes
6.2	Feedback Cycles	All Caliber stakeholders will have the opportunity to give and receive feedback throughout the year.	\$0.00	No
6.3	Targeted family partnership	Create more opportunities for relationships and student/family supports including targeting specific subpopulations including our African American students, Latinx and Hispanic families as well as English Language Learners	\$5,000.00	No

Goal Analysis [2022-23]

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

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

While we maintained our staffing and systems for instructional coaching to ensure all teachers had ongoing coaching and support, we found that our coaches were often leaned on to cover classrooms during teacher absences, sometimes impacting their coaching meetings. Otherwise, there were no substantive differences between our planned and actual implementation of the actions above.

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 substantive differences between budgeted and actual expenditures for this goal.

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

We spent a lot this year on family events, however we saw a drop in outcomes in School Climate for parent survey and cultural awareness and climate for student survey.

For teachers who experienced consistent coaching (meaning, their coaches were not pulled away to cover classrooms), they generally reported higher levels of satisfaction with observation and feedback.

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

There are no substantive changes to the goal, metrics, desired outcomes or actions for next year in this goal. Within Goal 5, we will ensure we stay within budget for cultural celebrations, as they are not effective in improving school fit results on the family survey.

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

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$2,256,171	\$223,612

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
24.81%	0.00%	\$0.00	24.81%

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

Required Descriptions

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

Goal 1 - SEL and Student Climate Needs, Conditions, and Circumstances

Our 21-22 school-wide suspension rate was Very Low with 0% of English Learners and 0% of Socioeconomically Disadvantaged students suspended at least one day. This outcome reflects our success with Goal 1 and our commitment to restorative practices, trauma-informed care, and increased services related to SEL and mental health. According to our SY23 Spring School Culture & Climate survey, our English Learners were lowest in the domains of School Safety (30% favorable), Engagement (40% favorable), and Sense of Belonging (44% favorable). This survey data along with feedback from our staff and families demonstrates the need for clearer expectations and follow up around student behavior systems. As a result, the SEL team and the training around Restorative Practices, Trauma Informed Practices, and Student Behavior will focus on the following priorities of Predictable Learning Environments and a Clear Behavior Response System.

The specific actions identified in Goal #1 contributing to increased or improved services are:

- 1.1: Maintain strong SEL program

Expected Outcomes

By implementing strategic actions in support of SEL and climate, we hope to strengthen positive indicators that English Learners and socioeconomically disadvantaged students feel safe and connected to the ChangeMakers community. We will also measure progress toward, high attendance, and low chronic absenteeism, and low suspensions for these students to ensure we are meeting the desired outcome.

Finally, we hope to demonstrate improved safety, belonging, and engagement on our climate survey especially for our English Learners and Socioeconomically Disadvantaged students.

Goal 2 - Academic Achievement

Needs, Conditions, and Circumstances

Based on the 2022 CA Dashboard indicators for ELA, Caliber ChangeMakers Academy has a performance level of Very Low for our English Learners and Low for our Socioeconomically Disadvantaged students. In Math our English Learners performed Very Low and our Socioeconomically Disadvantaged students were in the Low performance level. According to 2022-23 iReady data, 41% of English Learners met their typical growth targets in ELA and 47% of English Learners met typical growth in Math. This data shows that we need a continued focus on academic achievement especially for these student groups.

The specific actions identified in Goal #2 contributing to increased or improved services are:

2.2: Additional instructional staffing

Expected Outcomes

Additional staff members allow us to offer more interventions to fill gaps in learning. Interventionists provide remedial instruction so English Learners and socioeconomically disadvantaged students can access grade level content. By implementing the identified actions we will ensure steady growth in our academic outcomes iReady, CAASPP, and English Learner Progress Indicators for these students.

Goal 3 - Critical Thinking

Needs, Conditions, and Circumstances

We believe that our Socioeconomically Disadvantaged students and English Learners deserve access to a broad set of elective and enrichment courses and opportunities including Art, Music, PE, and Computer Science. In many schools, English Learners do not have

access to a full and enriching curriculum in addition to their designated ELD services. As a result all of our students, including English Learners, will take Computer Science, Physical Education, and Art over the course of the school year.

The specific actions identified in Goal #3 contributing to increased or improved services are:

3.2: Non-core coursework

Expected Outcomes

Students in designated ELD will also participate in computer science and enrichment coursework. In order to maintain a broad set of elective and enrichment courses & opportunities including Art, Music, PE, and Computer Science, we need to invest resources in these subjects and make sure we have excellent teachers for our students. Students will continue to participate in computer science and have access to a broad curriculum according to our local indicators.

Goal 4 - Equity

Needs, Conditions, and Circumstances

Based on the 2022 CA Dashboard indicators for ELA and Math, Caliber ChangeMakers Academy has a performance level of Very Low for our English Learners. Our school also demonstrated improvement with our English Learners as demonstrated on our 21-22 English Learner Progress Indicator (ELPI) level of Medium and 46.9% of students making progress towards English language proficiency.

The specific actions identified in Goal #4 contributing to increased or improved services are:

4.5: ELD Staffing and Curriculum

Expected Outcomes

These outcomes reflects the efforts made by our EL Program Managers at training our teachers on best practices for Designated and Integrated ELD and our ELD curriculum reflected in Goal 4, Action 4 (ELD Staffing and Curriculum). Going forward, we will build upon this success to ensure a larger percentage of our EL students are progressing towards English language proficiency. By implementing the identified actions, we will ensure steady growth in our academic outcomes, such as SBAC ELA and Math, English Learner Progress, Reclassification rates for English Learners. We plan to use iReady assessment data to gauge progress throughout the year.

Goal 6 - Values and Feedback

Needs, Conditions, and Circumstances

School-wide Professional Development and coaching around supporting ELs in the classroom will enhance our academic growth for ELs. By integrating ELD instructional strategies into all classes, teachers and instructional coaches will be able to ensure that English Learners are able to access grade level content in each of their classes. Instructional coaches also ensure that all teachers are creating a classroom environment that values all socioeconomic, cultural, and linguistic backgrounds.

The specific actions identified in Goal #6 contributing to increased or improved services are:

6.1: Coaching and Feedback

Expected Outcomes

Improved instruction of ELs resulting in improved reclassification rate and increased % of students making at least one level of progress.

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

After assessing the needs, conditions, and circumstances of our unduplicated students, we learned that the school is making growth but is still not at pre-pandemic levels of growth and achievement. As stated in the Engaging Educational Partners section, our chief areas of progress in the future can be categorized into improving attendance, improving student achievement, and improving school culture. To address these needs, we will implement a tiered attendance and behavior tracking systems, and provide additional intervention staffing to support student growth. While these actions are being implemented LEA-wide, we believe these will principally benefit these students because of the specific actions directed at ELs, and the disproportionality in attendance and academic growth for these student groups. Additionally, we will build a school climate that values attendance. These are being done on a schoolwide basis for efficiency, and while we believe that it will support all students with less than a 100% attendance rate, we expect that the attendance rate for socioeconomically disadvantaged students will increase more than the average attendance rate for all other students.

ChangeMakers Academy has historically had a high unduplicated pupil percentage (in 2022-23 it was roughly 73%). Because of this high unduplicated pupil percentage, the school spends most of its Federal Title funding and its LCFF supplemental and concentration grant funding on a school-wide basis. Specific spending categories are identified throughout the goals in this LCAP and are summarized in the spending tables at the end of the document.

Spending is principally directed to the LCAP goals that each item supports and is focused at an overall level on increasing student achievement as measured by i-Ready and state assessments, cultivating a safe and healthy school climate and culture, and offering a range of student and family supports. We believe that the actions described above are the most effective way to meet the goals outlined in this LCAP for all our students including our unduplicated pupils.

The calculated minimum proportionality percentage (MPP) for ChangeMakers Academy in the 2022-23 school year was 25.36% and the projected MPP for 2023-24 will be 24.81%. We believe that the services provided to unduplicated students have been and will be increased by at least these amounts relative to what they would have been without the LCFF supplemental and concentration grant funding. Our methodology for calculating this increase is based on measuring the actual expenditure amounts related to each of the actions that were paid for with LCFF supplemental and concentration grant funding. In the absence of such funding, those expenditures would not have been possible. Therefore, the funding led to a direct increase in services that were provided.

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.

Caliber ChangeMakers Academy has an unduplicated pupil percentage in excess of 55% and therefore it did receive a concentration grant as part of its 2022-23 LCFF funding. The school anticipates continuing to receive concentration grant funding in 2023-24. The school has estimated the size of its concentration grant add-on at \$194,267 in 2022-23 and \$223,612 in 2023-24. The school used this add-on funding in 2022-23 to hire additional instructional staff to provide direct services to students, and it anticipates using the funding in 2023-24 in the same manner.

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

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$11,344,115.00	\$3,411,673.00	\$83,074.00	\$753,327.00	\$15,592,189.00	\$9,244,293.00	\$6,347,896.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Maintain Strong SEL Team	English Learners Foster Youth Low Income	\$1,067,081.00	\$15,569.00	\$0.00	\$0.00	\$1,082,650.00
1	1.2	Develop and refine referral tracking system	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	2.1	Standards-Based Curriculum Internalization	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	2.2	Additional instructional staffing	English Learners Foster Youth Low Income	\$418,545.00	\$0.00	\$0.00	\$238,965.00	\$657,510.00
2	2.3	Implement iReady	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	2.4	Common Assessment	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	2.5	Core instruction aligned with common core	All	\$4,709,447.00	\$113,175.00	\$0.00	\$0.00	\$4,822,622.00
2	2.6	Data Meetings	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	3.1	Implement Teacher Observation Tools to Improve Rigor	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	3.2	Non-core coursework	English Learners Foster Youth Low Income	\$376,590.00	\$247,221.00	\$0.00	\$0.00	\$623,811.00
3	3.3	Community Events	All	\$23,870.00	\$0.00	\$0.00	\$0.00	\$23,870.00
3	3.4	Expanded Learning Program	All	\$0.00	\$975,985.00	\$0.00	\$0.00	\$975,985.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.5	Implement Social Studies and Science Curricula	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4	4.1	Identity and Culture Professional Development	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4	4.2	Inclusive Hiring Practices	All	\$20,782.00	\$0.00	\$0.00	\$0.00	\$20,782.00
4	4.3	Targeted ELD and Special Education Professional Development	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4	4.4	Special Education Staffing and Curriculum	Students with Disabilities	\$842,782.00	\$798,989.00	\$0.00	\$114,875.00	\$1,756,646.00
4	4.5	ELD Staffing and Curriculum	English Learners	\$121,509.00	\$0.00	\$0.00	\$20,892.00	\$142,401.00
5	5.1	Safe and welcoming facilities	All	\$779,831.00	\$791,364.00	\$0.00	\$0.00	\$1,571,195.00
5	5.2	Technology infrastructure	All	\$196,312.00	\$5,323.00	\$0.00	\$56,200.00	\$257,835.00
5	5.3	Meal program	All	\$72,364.00	\$193,539.00	\$0.00	\$291,300.00	\$557,203.00
5	5.4	Operations Team Support	All	\$2,364,356.00	\$21,535.00	\$83,074.00	\$0.00	\$2,468,965.00
5	5.5	Strengthen Attendance Tracking and Response Systems	All	\$73,200.00	\$0.00	\$0.00	\$0.00	\$73,200.00
6	6.1	Coaching and Professional Development	English Learners Foster Youth Low Income	\$272,446.00	\$248,973.00	\$0.00	\$31,095.00	\$552,514.00
6	6.2	Feedback Cycles	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6	6.3	Targeted family partnership	All	\$5,000.00	\$0.00	\$0.00	\$0.00	\$5,000.00

2023-24 Contributing Actions Tables

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$9,092,121	\$2,256,171	24.81%	0.00%	24.81%	\$2,256,171.00	0.00%	24.81 %	Total:	\$2,256,171.00
								LEA-wide Total:	\$2,256,171.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Maintain Strong SEL Team	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,067,081.00	0
2	2.2	Additional instructional staffing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$418,545.00	0
3	3.2	Non-core coursework	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$376,590.00	0
4	4.5	ELD Staffing and Curriculum	Yes	LEA-wide	English Learners	All Schools	\$121,509.00	0
6	6.1	Coaching and Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$272,446.00	0

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$13,628,299.00	\$15,075,813.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Maintain Strong SEL Team	Yes	\$850,640.00	\$987,693
1	1.2	Develop and refine referral tracking system	No	\$0.00	
2	2.1	Standards-Based Curriculum Internalization	No	\$0.00	
2	2.2	Additional instructional staffing	Yes	\$682,138.00	\$845,683
2	2.3	Implement iReady	No	\$42,840.00	\$33,591
2	2.4	Common Assessment	No	\$0.00	
2	2.5	Core instruction aligned with common core	No	\$4,588,800.00	\$4,505,256
2	2.6	Implement Weekly Data Meetings	No	\$0.00	
3	3.1	Implement Teacher Observation Tools to Improve Rigor	No	\$0.00	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.2	Non-core coursework	Yes	\$609,976.00	\$631,519
3	3.3	Community Events	No	\$12,240.00	\$23,059
3	3.4	Expanded Learning Program	No	\$527,556.00	\$990,866
3	3.5	Implement Social Studies and Science Curricula	No	\$0.00	
4	4.1	Identify and Culture Professional Development	No	\$0.00	
4	4.2	Inclusive Hiring Practices	No	\$23,460.00	\$20,822
4	4.3	Targeted ELD and Special Education Professional Development	No	\$0.00	
4	4.4	Special Education Staffing and Curriculum	No	\$1,485,318.00	\$1,868,923
4	4.5	ELD Staffing and Curriculum	Yes	\$112,840.00	\$114,387
5	5.1	Safe and welcoming facilities	No	\$1,497,230.00	\$1,596,843
5	5.2	Technology infrastructure	No	\$218,331.00	\$38,070
5	5.3	Meal program	No	\$511,491.00	\$550,772
5	5.4	Operations Team Support	No	\$1,863,844.00	\$2,156,886

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)
5	5.5	Strengthen Attendance Tracking and Response Systems	No	\$0.00	
6	6.1	Coaching and Professional Development	Yes	\$601,595.00	\$708,529
6	6.2	Feedback Cycles	No	\$0.00	
6	6.3	Targeted family partnership	No	\$0.00	\$2,914

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$1,956,987	\$1,955,756.00	\$1,956,987.00	(\$1,231.00)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Maintain Strong SEL Team	Yes	\$649,760.00	\$659,626	0	0
2	2.2	Additional instructional staffing	Yes	\$302,213.00	\$447,343	0	0
3	3.2	Non-core coursework	Yes	\$609,976.00	\$545,765	0	0
4	4.5	ELD Staffing and Curriculum	Yes	\$72,720.00	\$90,711	0	0
6	6.1	Coaching and Professional Development	Yes	\$321,087.00	\$213,542	0	0

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$7,716,878	\$1,956,987	0.00%	25.36%	\$1,956,987.00	0.00%	25.36%	\$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)

- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.
- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA’s eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Data Entry Table

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

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

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

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

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action is included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must

enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action

was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)

- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)

- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column

- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column

- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

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

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

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022

Local Performance Indicator Quick Guide

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the Local Control and Accountability Plan (LCAP).
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Performance Standards

The performance standards for the local performance indicators are:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

The LEA annually measures its progress in meeting the *Williams* settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to educational partners and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California *Education Code (EC)* for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The county office of education (COE) annually measures its progress in coordinating instruction as required by California *EC* Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

2021-22 teacher assignment data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the Local Indicators deadline.

	2020-21	2021-22
Misassignments for English Learners	57.80	
Misassignments	12.00	
Vacant Positions	0.00	
Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home	0	0
Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)	1	1

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the *optional* reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. **Rate the LEA’s progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				X	
ELD (Aligned to ELA Standards)				X	
Mathematics – Common Core State Standards for Mathematics				X	
Next Generation Science Standards				X	
History-Social Science			X		

2. **Rate the LEA’s progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				X	
ELD (Aligned to ELA Standards)			X		
Mathematics – Common Core State Standards for Mathematics				X	
Next Generation Science Standards				X	
History-Social Science				X	

3. **Rate the LEA’s progress in implementing policies or programs to support staff in**

identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				X	
ELD (Aligned to ELA Standards)			X		
Mathematics – Common Core State Standards for Mathematics				X	
Next Generation Science Standards			X		
History-Social Science			X		

Other Adopted Academic Standards

4. **Rate the LEA’s progress implementing each of the following academic standards adopted by the state board for all students.**

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education			X		
Health Education Content Standards			X		
Physical Education Model Content Standards			X		
Visual and Performing Arts			X		
World Language			X		

Support for Teachers and Administrators

5. **Rate the LEA’s success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).**

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Activities	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				X	
Identifying the professional learning needs of individual teachers				X	
Providing support for teachers on the standards they have not yet mastered				X	

Optional Narrative (Limited to 1,500 characters)

- 6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.**

Curriculum selection was guided by alignment with the Common Core. Over the summer, teacher leaders and administration worked on scope and sequences, pacing calendars, unit plans, and interim assessments to ensure alignment with Common Core and across subjects and grade levels. Throughout the year, teachers received PD related to the Common Core, to better understand the required instructional shifts and the academic rigor of the standards. Teachers would plan the week using that information as a guide to the level of rigor and thinking required to be successful. Throughout the year the school administration would revisit the weekly professional development calendar to make adjustments based on data, observation/coaching notes, and feedback.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit:¹

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to

family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 – Exploration and Research
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	3
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	4
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	4
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	4

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

Our school invests in parent communication and proactive parent relationship-building. Parents receive weekly communication from the principals about what is happening on campus, along with reminders of how to best support their student, via the Family Firebird Weekly.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

This year we were able to host more family events on campus, which we hope we are able to build on for next year. We have already planned a few events for next year (including harvest festival, welcome back BBQ, and trunk or treat) which we believe will support deeper school-family relationships.

Next year our focus as a school will be on creating Predictable Learning Environments. One way we hope to do this is by building stronger relationships with families through increased and improved communication.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

We are planning to proactively reach out to families of students who have historically been severely chronically absent during the summer, so that we can partner with families and ensure those students will have a strong start to the school year.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 – Exploration and Research
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	3
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	4
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	4
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	4

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

We hold conferences with parents and students twice per year to share progress on student SEL and academic progress. In these conferences, parents receive a grades update, along with recommendations for how to support student learning at home.

This year the school held a Vallejo city council candidate forum as well as a voter education series where parents learned about the candidates running for VSCUD school board, so that parents could advocate on behalf of their students.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

Because of the level of chronic absenteeism this year, we were unable to connect with some families about student progress.

3. Based on the analysis of educational partner input and local data, briefly

describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

We need to develop a more proactive parent engagement system to prevent chronic absenteeism and an absence response system to ensure that our students are on campus and parents are engaged early and often.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 – Exploration and Research
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	4
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	3
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	4
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	3

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

We offer a parent survey twice per year to learn about family experiences.

When there is a large decision to be made at the school, we will ask for family input, often in the form of a Google survey. We also hold coffee with the principals to be able to share updates with families about school happenings. 81% of parents are satisfied with Caliber and 84% would recommend Caliber to other families.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

We would like to be able to return to in-person meetings and town halls so that parents can provide feedback on how the year is going. We would also like to

increase representation of families of ELs at parent events and survey responses.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

We would like to ensure that families receive multiple communications for input surveys, and reminders when they have not yet completed them. We will continue to ensure that all communication is available in English and Spanish so that families who speak Spanish can participate.

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey, which is to be conducted at least every other year, that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6– 8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.

In the 2022-2023 school year, Caliber ChangeMakers Academy administered two rounds of SEL/Culture & Climate Surveys to students in grades 4-8 in the Fall and the Spring. Our goal was to have 90% of students participate in the surveys. In the Spring 90% of students completed the SEL survey and 86% of students completed the Culture & Climate survey.

On the SEL survey the top domains were Social Awareness/Social Competence (59% favorable), and Self-Management (56% favorable), and Growth Mindset (56% favorable). The lowest domains were Curiosity (39% favorable), Self-efficacy (44%), and Self-awareness (50%). All of the SEL domains decreased by between 4-9 percentage points when compared to the Fall administration.

On the Culture & Climate survey the top domains were Diversity & Inclusion (69% favorable), Rigorous Expectations (57% favorable), and Cultural Awareness & Action (52% favorable). The domains of School Safety (30% favorable), Engagement (40%), and Sense of Belonging (40% favorable) were the three lowest domains across the school. All of the Culture & Climate domains decreased by between 3-10 percentage points when compared to the Fall administration. This data is consistent with feedback from educational partners including our teachers and families.

In comparison to the benchmark data from the New Schools Venture Fund cohort of schools, Caliber ChangeMakers Academy was at or above the benchmark in 7% of the Culture and Climate domains and at or above benchmark in 29% of the SEL domains.

2. **MEANING:** What do the disaggregated results (*if applicable*) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?

After reviewing the disaggregated data by grade level, English Learner status, Race/Ethnicity, and Disability Status, we have identified the following areas of strength as well as areas of growth. The 7th grade was below the benchmark in every domain and was well below in Teacher-Student Relationships, and Rigorous Expectations. Overall there were not large differences in the perceptions of English Learners compared to other students on the Culture & Climate and SEL surveys. Black - African American students were well below the overall average in School Safety (23% vs 30% total). Students with Disabilities were also lower than the overall school average in School Safety (25% vs 30%).

3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

The survey data along with feedback from our staff and families demonstrates the need for clearer expectations and follow up around student behavior systems. As a result, the SEL team and the training around Restorative Practices, Trauma Informed Practices, and Student Behavior will focus on the following priorities of Predictable Learning Environments and a Clear Behavior Response System. By aligning a common vision of SEL across our network and by creating a common playbook with resources, we expect to see improvements in student and staff culture.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

All students receive ELA, Math, Science, and Social Studies instructions per the legislated minutes of instruction requirement. Students are also enrolled in PE, Art and Computer Science as electives. We also support students with English Language development for all students that have yet to reclassify and targeted intervention for students displaying need.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

In the lower school, grades K-4, students have either science or social studies on a six week cycle and an increased number of minutes for ELA and Math instruction, as well as having science and social studies embedded in our ELA curriculum. In addition students receive P.E. 2 times per week and computer science and art on a rotating quarterly cycle.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

Our teacher to staff ratio keeps us from being able to offer more choice for students in course offerings. We currently offer the core academic programs, with the addition of computer science, Art and PE.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

We are currently partnering with external agencies and paying our own staff stipends to provide access to supplemental electives on a rotation or via grants and other funding sources. This year clubs included Chess, student government, Flag football and cross country. In the past we have also run clubs for DEIB and cheerleading.

**Coordination of Services for Expelled Students – COE Only
(LCFF Priority 9)**

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]

Coordinating Instruction	1	2	3	4	5
<p>3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.</p>	<p>[Enter 1, if applicable]</p>	<p>[Enter 2, if applicable]</p>	<p>[Enter 3, if applicable]</p>	<p>[Enter 4, if applicable]</p>	<p>[Enter 5, if applicable]</p>
<p>4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.</p>	<p>[Enter 1, if applicable]</p>	<p>[Enter 2, if applicable]</p>	<p>[Enter 3, if applicable]</p>	<p>[Enter 4, if applicable]</p>	<p>[Enter 5, if applicable]</p>

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
<p>1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).</p>	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
<p>2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).</p>	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]

Coordinating Services	1	2	3	4	5
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]

Coordinating Services	1	2	3	4	5
<p>7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.</p>	<p>[Enter 1, if applicable]</p>	<p>[Enter 2, if applicable]</p>	<p>[Enter 3, if applicable]</p>	<p>[Enter 4, if applicable]</p>	<p>[Enter 5, if applicable]</p>
<p>8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.</p>	<p>[Enter 1, if applicable]</p>	<p>[Enter 2, if applicable]</p>	<p>[Enter 3, if applicable]</p>	<p>[Enter 4, if applicable]</p>	<p>[Enter 5, if applicable]</p>