LCFF Budget Overview for Parents

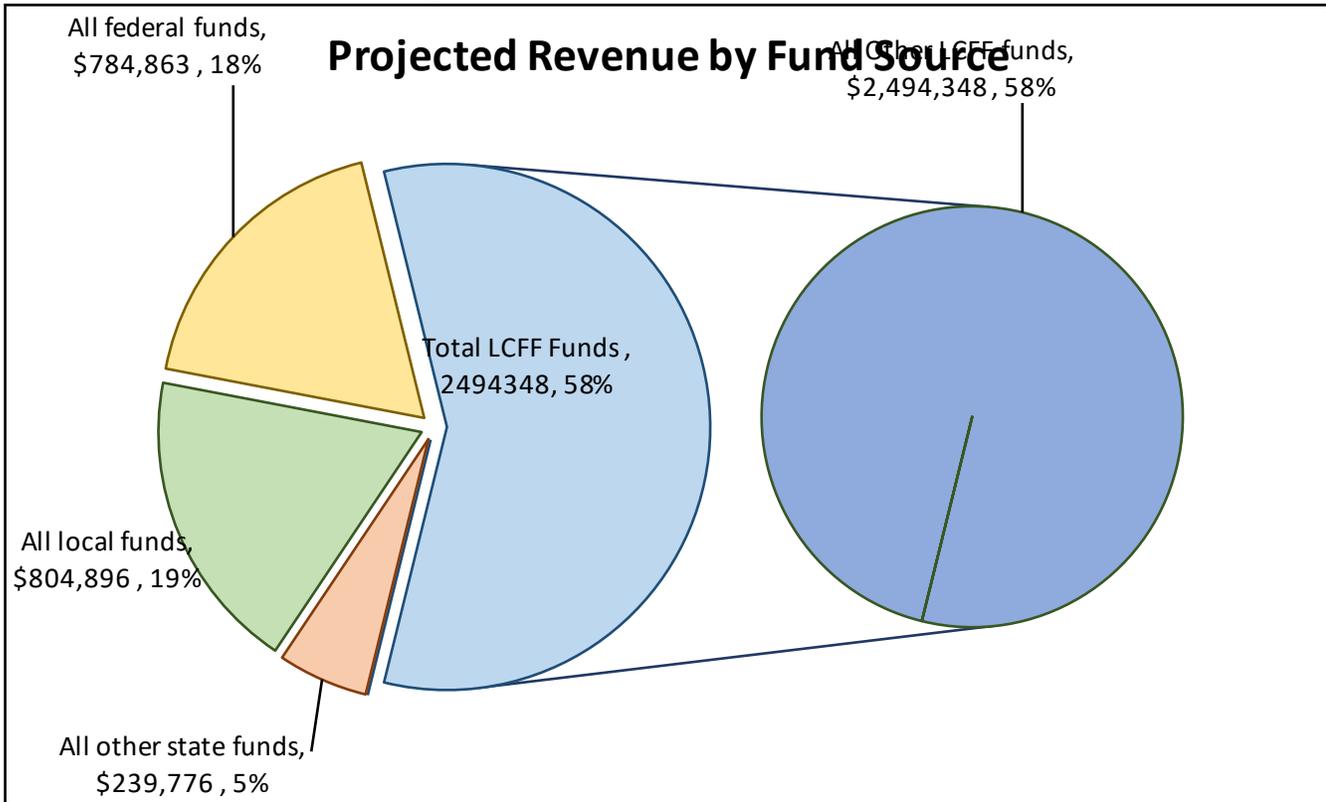Local Educational Agency (LEA) Name: Future Is Now Schools - Los Angeles

CDS Code: 19 10199 0140400

School Year: 2021 – 22

LEA contact information: Steve Barr, sbarr@finschools.org, 310.428.5882

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 2021 – 22 School Year

Projected Revenue by Fund Source

All federal funds, $784,863 , 18%

All Other LCFF funds, $2,494,348 , 58%

Total LCFF Funds , 2494348, 58%

All local funds, $804,896 , 19%

All other state funds, $239,776 , 5%

This chart shows the total general purpose revenue Future Is Now Schools - Los Angeles expects to receive in the coming year from all sources.

The total revenue projected for Future Is Now Schools - Los Angeles is $4,323,883.00, of which $2,494,348.00 is Local Control Funding Formula (LCFF), $239,776.40 is other state funds, $804,896.10 is local funds, and $784,862.50 is federal funds. Of the $2,494,348.00 in LCFF Funds, $0.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

LCFF Budget Overview for Parents

Budgeted Expenditures in the LCAP
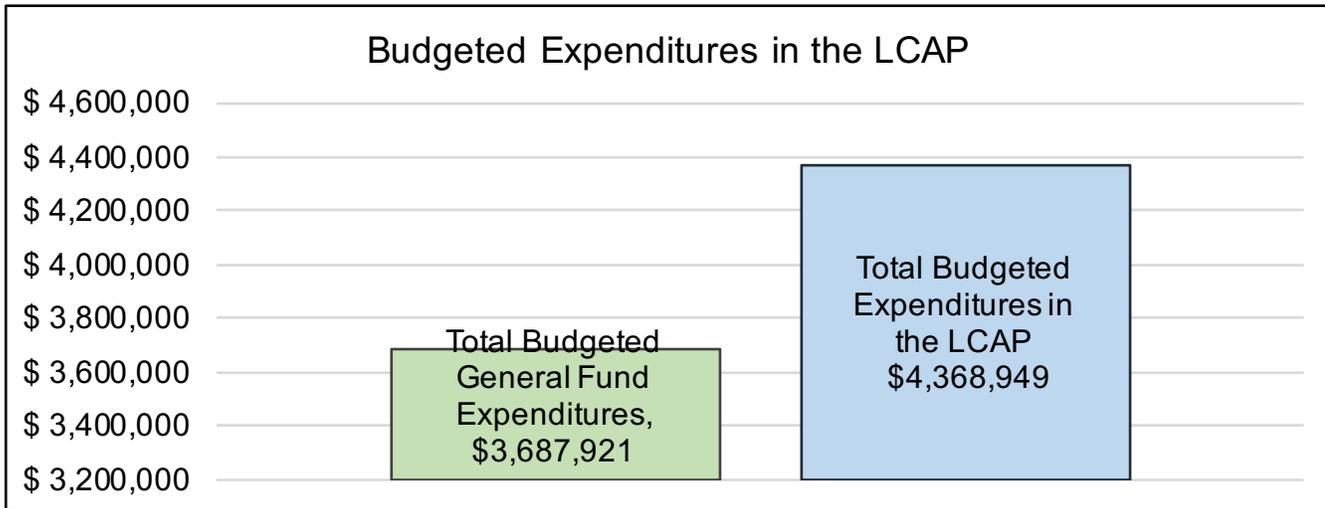
This chart provides a quick summary of how much Future Is Now Schools - Los Angeles plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.
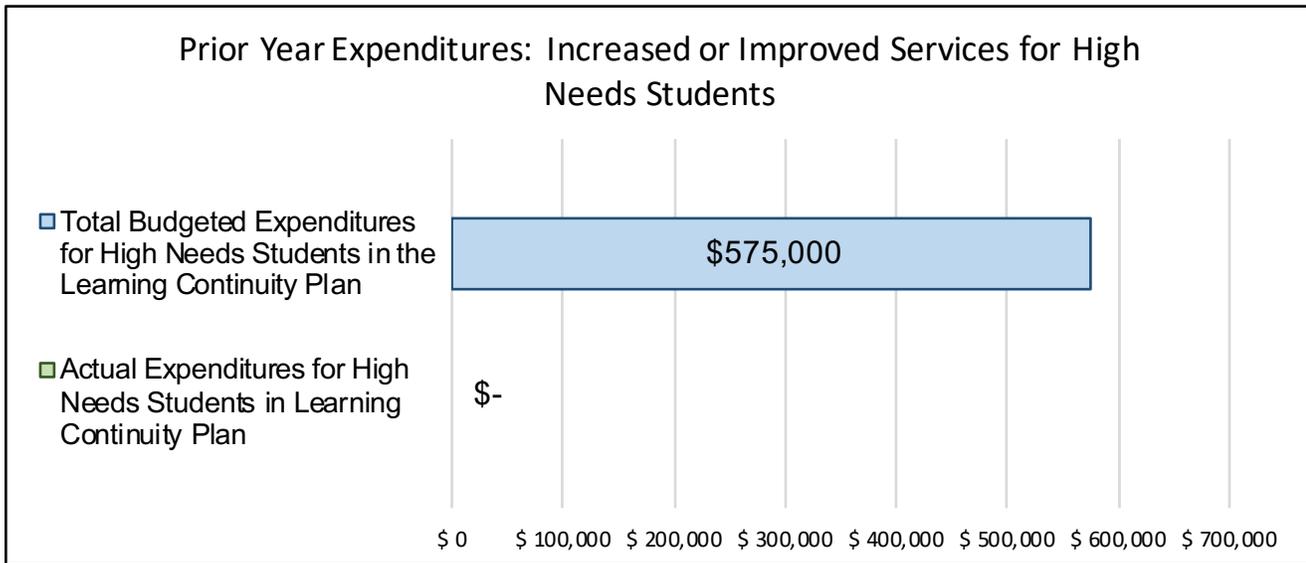
Future Is Now Schools - Los Angeles plans to spend $3,687,921.27 for the 2021 – 22 school year. Of that amount, $4,368,949.00 is tied to actions/services in the LCAP and $-681,027.73 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

[The charter petition for Future Is Now Preparatory was approved in July 2020. The school will begin serving students in the 2021-2022 school year.The school Expenditures that are not included in the LCAP are

Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Future Is Now Schools - Los Angeles is projecting it will receive $0.00 based on the enrollment of foster youth, English learner, and low-income students. Future Is Now Schools - Los Angeles must describe how it intends to increase or improve services for high needs students in the LCAP. Future Is Now Schools - Los Angeles plans to spend $500,000.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020 – 21

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

□ Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan — $575,000

□ Actual Expenditures for High Needs Students in Learning Continuity Plan — $-

$ 0 $ 100,000 $ 200,000 $ 300,000 $ 400,000 $ 500,000 $ 600,000 $ 700,000

This chart compares what Future Is Now Schools - Los Angeles budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Future Is Now Schools - Los Angeles estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020 – 21, Future Is Now Schools - Los Angeles's Learning Continuity Plan budgeted $575,000.00 for planned actions to increase or improve services for high needs students. Future Is Now Schools - Los Angeles actually spent $0.00 for actions to increase or improve services for high needs students in 2020 – 21. The difference between the budgeted and actual expenditures of $575,000.00 had the following impact on Future Is Now Schools - Los Angeles's ability to increase or improve services for high needs students:

[The opening of the school was deferred to the 2021-2022 school year.]

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
Future Is Now Preparatory	Steve Barr CEO	sbarr@finschools.org 310-428-5882

Plan Summary 2021-2022

General Information

A description of the LEA, its schools, and its students.

Future Is Now Schools – Los Angeles aims to increase the upward mobility of students with an emphasis on the most vulnerable student populations; homeless, foster, and probationary youth. We seek to create diverse student-centered safe spaces conducive to learning to overcome environmental and social barriers to student success through stabilization, support, and diploma attainment. We envision culturally responsive and inclusive student-centered communities of learning and positive development where children and youth thrive academically and in life.

Future Is Now Preparatory is a classroom-based charter school approved by the Los Angeles County Office of Education on July 21, 2020. The school will begin its instructional program in August 2021 with a robust summer bridge program followed by fall instruction starting on September 8, 2021. With a commitment to whole-child development that meets students where they are, FIN Prep will incorporate a socio-emotional wellness approach that nourishes students' mental and physical health. Students will graduate college-ready, work-ready, and qualified for admission to the University of California and California State University systems supported through mentorship and individualized instruction.

Over four years, Future Is Now Preparatory will grow to serve grades 6th through 12th, beginning with its first cohort of 100 students in 6th grade and 125 in 9th grade. In subsequent years the school will expand two grades annually until it reaches a maximum of 825 students.

Given the significant needs of the target population, and in an effort to establish a solid educational program foundation that will facilitate recruitment of students, we project the majority of our diverse student population will be impacted by trauma, homeless, foster or probationary youth; LatinX, African American or mixed-race; and have a high need for services including special education, English Language services and wraparound support.
Our ultimate goal is to ensure that students growing up in poverty receive an excellent education. FIN Prep seeks to be a community hub that offers comprehensive support services for students and families. By doing this, FIN Prep will prepare every child attending FIN Prep to be college and career-ready, healthy, and successful in life.

Reflections: Successes

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

Future Is Now Preparatory received its authorization to operate as a charter school from the Los Angeles Office of Education on July 21, 2020. Our first day of

instruction will begin on September 8, 2021. Successes to date have included receiving authorization, obtaining its CDS code and Charter School Number, securing a location, and working with the local community, stakeholders, and youth advocates and service providers.

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.

As a new school opening for instruction on September 8, 2021, we have yet to publish data in the California Department of Education Dashboard. Los Angeles Countywide data from the 2018-2019 CDE Dataquest reflects 50% of all students are not meeting grade-level standards for English Language Arts, 61.48 % of students are not meeting the standards Mathematics.

During the same reporting period, 83.65% of students with disabilities did not meet standards for English Language Art, and 87.39% of students with disabilities did not meet standards for Mathematics. 60.81% and 72.52% of students who are economically disadvantaged did not meet standards for English Language Arts and Mathematics, respectively. 87.19% and 87.42% of English Language Learners did not meet English Language Arts and Mathematics standards, respectively. 67.14% and 77.31% of homeless students did not meet standards for English Language Arts and Mathematics, respectively. Less than 40% of BIPOC students residing in Los Angeles County met English and mathematics standards.

Vulnerable students need a stable, consistent environment to support their development in grades 6-12. Educators have long understood that a child with unmet basic needs, does not feel safe, or does not feel a sense of belonging will not engage fully in the learning process. The academic and supportive program of Future Is Now Preparatory is designed to meet students' needs. Rooted in this understanding of human needs and motivation, three core tenets of our instructional design/model work together to realize success for our students.
At FIN Prep, our first objective is to create a stable, safe and caring environment. Our students will experience a continuity of care and consistency that may be lacking in other aspects of their lives. The program's four key facets will create this stable environment: close collaboration with other adults involved in the lives of our students, robust teacher and staff professional development and collaboration, advisory program and positive school culture, and an extended time on campus, including an optional weekday boarding program.

LCAP Highlights

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

The 2021-2024 FIN Prep Local Control and Accountability Plan (LCAP) aligns FIN Prep's focus on developing its mission, vision and the outcomes for all students. FIN Prep will offer a rigorous, standards-aligned college-preparatory academic program, combined with a quality Career Technical Education ("CTE") program with pathways in Drafting/Computer-Aided Design and Management and Public Services to ensure that each and every one of our graduates is prepared for success in post-secondary college and career plans.
In recognition of the diverse needs of our students – many of whom will already have changed schools multiple times – we will offer multiple pathways to a diploma, including a "traditional" diploma that meets California's "A-G" requirements for admission into the University of California or California State University systems. All students will have a Personalized Learning and Development Plan (PLDP) that details their post-secondary plans, credits needed to graduate (for high school students), current course schedule and activities, and wrap-around supports provided at the school or off-site.

To combat the risk factors induced and magnified by transiency and improve the well-being of students FIN Prep proposes that school serves as a hub that incorporates strategies with the goal of supporting positive youth development.   As each student enrolls at FIN Prep, we will launch a comprehensive multidisciplinary assessment of the student's needs across domains: basic needs including housing, health/medical needs, psycho-social needs including trauma screening, academic needs, and supplemental services such as legal (foster/case management, probation, immigration, emancipation), mentoring, and any other needs that arise.
Following a comprehensive evaluation, each student will have a Personalized Learning and Development Plan (PLDP) – reviewed and updated quarterly -- that outlines current skills, long-range academic, annual academic and personal goals, timelines and benchmarks for completion of annual goals, including specific quarterly goals, academic supports such as IEP, English Learner services, tutoring and other support and interventions necessary to reach academic goals, additional support and services covering basic needs, medical, psycho-social and legal, and personal and professional goals for their future.

FIN Prep is explicitly designed to recruit and support students who are academically low achieving, credit deficient and/or struggling in traditional site-based schools. FIN Prep will take a systematic approach to closing the achievement gap by allocating multiple resources and interventions towards academically low-performing students. All staff members are trained to identify and comprehensively support students who are struggling to stay at grade level. FIN Prep will implement the evidenced-based California Multi-Tiered System Supports aligned with the Common Core State Standards and encompasses both academics, behavioral and social-emotional learning interventions in support of whole child and positive youth development.

Using the Multi-Tiered System of Supports model (MTSS) model, all students receive the core literacy and math, and advisory courses as a Tier 1 instruction. Students who need more intensive intervention (Tier 2) and support with a lower student-to-teacher ratio are provided with math and literacy interventions classes. If the student continues to struggle, the MTSS team will determine if there are specific individual interventions (Tier 3) necessary to address the student's needs or if a referral to the Student Success Team is required.

Students in the Tier 2 and 3 levels of support will be provided on-going support and their data will be monitored to assess the impact on achievement. If the Tier 3 interventions are not sufficient to meet a student's needs, the Student Success Team will evaluate alternative supports or make a recommendation for a formal special education assessment.

Our Counseling and Student Support Services team will provide individual, group and family therapy to the students and families, and serves as a level 2 and 3 intervention within the MTSS model. The main purpose of our Counseling and Student Support program is to address the barriers to learning from the mental health perspective, as well as a trauma sensitive framework. In addition, we provide crisis intervention, parent consultation, teacher consultation, and case management which include providing wraparound support, resources and referrals to outside agencies.

FIN Prep will utilize the Student Support Team ("SST") process to determine the appropriate MTSS tier to improve academic and behavior success through data analysis, targeted interventions and progress monitoring. SSTs shall occur during regularly calendared times and the teams are composed of school psychologists, teachers, parent, administrators, counselors, and any other relevant staff providing support for the student. After conclusion of the implementation of interventions designed by the SST, the team's responsibility is to determine progress and determine recommendation for transition to a different tier or special education evaluation if the student has not demonstrated adequate progress through the prescribed interventions.

Our goals are to ensure accountability, fiscal responsibility and budget reconciliation, and compliance with California's educational priorities, and compliance with the State's laws, regulations and priorities.

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.

Future Is Now Preparatory opens in Fall of 2021, and has not been identified for comprehensive support and school 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.

Future Is Now Preparatory opens in Fall of 2021, and has not been identified for comprehensive support and school improvement.

Monitoring and Evaluating Effectiveness

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

Future Is Now Preparatory opens in Fall of 2021, and has not been identified for comprehensive support and school improvement.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Future Is Now Preparatory realized the importance of stakeholder participation in this process and created a plan to ensure engagement given a virtual setting and its new school status. Outreach included emails, social media posts, and school website additions. Future Is Now Preparatory realized that many families lacked devices or the internet and planned to provide resources for families to access all school communication. Additionally, as a school in the planning phase, we reached out to children and youth service providers and advocates.

The LCAP was made available to stakeholders who wished to comment or ask questions about the plan. The English Language Learner population of Future Is Now Preparatory is below the 15% threshold that requires translation; however, requests for translation of the Learning Continuity and Attendance Plan were honored. Parents, teachers, and support staff were emailed to notify them of the plan's posting and scheduled public hearing, review and approval of the plan, and encouraged to provide feedback. The school also used social media to notify stakeholders of the opportunities for input.

Future Is Now Preparatory held the public hearing of the Learning Continuity and Attendance Plan on June 24, 2021, to allow engagement from the community, including prospective parents.
The school was actively recruiting its founding class during the review phase.   Future Is Now Preparatory plans to launch the school site council, a parent advisory committee, and an Englisher learner parent advisory committee during its first month of operation. Additionally, FIN Prep will employ targeted actions to foster feedback from students, including student surveys, student committees, town hall meetings, and forums.

Teachers and staff will participate in weekly professional development. These weekly meetings; grade level, subject matter, and departmental groups will be provided updates and solicited for feedback and participation in identifying issues and areas of school improvement.

A summary of the feedback provided by specific stakeholder groups.

Overall feedback for the need of the school has been positive. Recommendations have been to prioritize support services and wraparound support, and to accelerate the implementation of the residential program.   Additional feedback was to share results on the implementation and efficacy of the Personal Learning and Development Plans (PLDP) and to ensure its benefit to the success of students.

Elevate social emotional needs, understanding trauma and its impact on students, adding a hybrid model to the after school program, consider a hybrid model for parent engagement.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Broadening the CTE curriculum to include middle school exploration, the need for more understanding around students individual and cohort needs. Providing parents with a virtual option for engagement and participation, providing training to parents/guardians that mirror life skills training of the students, and professional development topics of teachers and staff.
Continuous training of students and parents on the technology and applications utilized by the school. Provide personal hotspots to students.

Preparation to pivot between in-person instruction and distance learning.

Goals and Actions

Goal

Goal #	Description
1	All FIN Prep students will have access to a standards-aligned, engaging education program taught by appropriately assigned and certificated teachers, which leads to a high school diploma and eligibility to a four-year university and/or other post-secondary career options.

An explanation of why the LEA has developed this goal.

FIN PREP Actions, services, and initiatives under Goal #1 reinforce the FIN Prep's core beliefs and values to stabilize and engage students, access their strengths and interests, and provide relevant and impactful learning experiences. In recognition of the diverse needs of our students – many of whom will already have changed schools multiple times – we will offer multiple pathways to a diploma, including a "traditional" diploma that meets California's "A-G" requirements for admission into the University of California or California State University systems. All students will have a Personalized Learning and Development Plan (PLDP) that details their post-secondary plans, credits needed to graduate (for high school students), current course schedule and activities, and wrap-around supports provided at the school or off-site.

FIN Prep graduates will develop into self-sufficient and self-motivated, competent lifelong learners with skills and attributes critical to their success: Socially Responsible Citizens, Effective Communicators, Academic Achievers and Critical Thinkers.
To increase the achievement levels of students of color and socio-economically disadvantaged students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
Credentialed Teachers Appropriately Assigned	100% Compliance	Intentionally Left Blank	Intentionally Left Blank	Intentionally Left Blank	100% Compliance
Well maintained School Facilities	100% Compliance	Intentionally Left Blank	Intentionally Left Blank	Intentionally Left Blank	100% Compliance
Pupils will have adequate access to	100% Compliance	Intentionally Left Blank	Intentionally Left Blank	Intentionally Left Blank	100% Compliance

| | rigorous curriculum aligned with Common Core | | | | | |

Actions

Action #	Title	Description	Total Funds	Contributing
1	Program Design	FIN PREP Program Designing, Planning & Implementation	$50,000.00	No
2	Teacher Credentialing	Ensure Teachers are fully credentialed and appropriately assigned in content areas. Educator's experience, credentials have a positive effect on student achievement.	$5,000.00	No
3	Teachers and Staff	Employing of Appropriately Credentialed / Certificated Teachers and Staff. All core area subject (English, Math, Science, History, Foreign Language) teachers will be credentialed in the subject areas they teach.	$1,567,837.00	No
4	Professional Development	Facilitate teachers and staff growth through a robust professional development program that supports staff retention and student achievement.	$50,000.00	No
5	Safe & Clean Facilities	To provide an environment that is safe, clean and in good repair through routine and preventive maintenance, and timely response to work order. FIN Prep will comply with Federal, State and local regulations and utilize the CDE School Site Inspection tool during monthly site inspections. Regularly scheduled site inspections to include all systems : HVAC, Plumbing, Utilities, Security, Grounds, Classrooms, Shared Spaces. Ensure reasonable accommodations or modifications are installed in a timeline manner to support students and employees with special needs. Implementing a facilities management tracking system to generate and assign work orders, review types Implementing COVID -19 protocols to improve the health and safety of the school.	$326,950.00	No
6	Standards-aligned Instructional Material	Implement, review and refine Common Core State Standards based curriculum, which incorporates modular units, includes modifications and accommodations to support all students. Purchase textbooks (multimedia format), materials, and subscriptions to support student learning. Review materials for diversity and cultural relevance. Provide professional development on usage, developing curriculum for our student population to ensure all students have access and are enrolled in a broad course of study.	$75,000.00	No

7	ELA Student Achievement	ELA CAASSPP, Data-Driven Instruction. Use individual, subgroup, and school-wide data to drive instruction. Teachers and administrators will use data to drive identify areas of success, challenges, and needs for improvement and implement research-based, evidence-based interventions. Measurements of achievement will be reviewed multiple times annually to ensure growth schoolwide, for subgroups and individual students. FIN Prep will prioritize subgroups that measure on the Dashboard as red, orange, poorer than overall, and declining/significantly declining.	$75,000.00	Yes
8	Math Student Achievement	Math CAASSPP, Data-Driven Instruction. Use individual, subgroup, and school-wide data to drive instruction. Teachers and administrators will use data to drive identify areas of success, challenges, and needs for improvement and implement research-based, evidence-based interventions. Measurements of achievement will be reviewed multiple times annually to ensure growth schoolwide, for subgroups and individual students. FIN Prep will prioritize subgroups that measure on the Dashboard as red, orange, poorer than overall, and declining/significantly declining.	$75,000.00	No
9	Science Student Achievement	Science CAST, Data-Driven Instruction. Use individual, subgroup, and school-wide data to drive instruction. Teachers and administrators will use data to drive identify areas of success, challenges, and needs for improvement and implement research-based, evidence-based interventions. Measurements of achievement will be reviewed multiple times annually to ensure growth schoolwide, for subgroups and individual students. FIN Prep will prioritize subgroups that measure on the Dashboard as red, orange, poorer than overall, and declining/significantly declining.	$75,000.00	No
10	Device Access	Students will have access to technology throughout their programs. FIN Prep will maintain a 1 to 1 device level for students to access instructional materials both at school and home.	$100,000.00	Yes
11	Social Science Student Achievement	Smarter Balanced summative assessments, Data-Driven Instruction. Use individual, subgroup, and school-wide data to drive instruction. Teachers and administrators will use data to drive identify areas of success, challenges, and needs for improvement and implement research-based, evidence-based interventions. Measurements of achievement will be reviewed multiple times annually to ensure growth schoolwide, for subgroups and individual students. FIN Prep will prioritize subgroups that measure on the Dashboard as red, orange, poorer than overall and declining/significantly declining.	$75,000.00	No
12	Wireless Access	Portable wifi devices to continue to provide students with access to technology and resources when not on the school campus.	$50,000.00	Yes

13	English Learner Support	Develop the EL Program to provide students with additional supports and interventions. In order to support improved reclassification for our English Learners, FIN Prep will implement a multi-tiered system of supports for students who are English Learners to improve the quality of instruction experienced by our English Learners, provide intensive supports for Long-Term English Learners, beyond school hours intervention opportunities, access to State Standards and ELD Standards, and ongoing data monitoring and targeted interventions. Continued monitoring of all English Learner students as a Tier II MTSS intervention. Professional development for teachers and staff on best practices and strategies for teaching students who are English Learners.	$100,000.00	No
14	Students with Disabilities	Address the individualized needs of students with disabilities as identified in their Individualized Education Plans (IEPs) and support child find identification. Professional development for teachers and staff on best practices and strategies for teaching students who have disabilities	$736,662.00	No
15	CTE Program	Development and implementation of CTE program to include six pathways that connect classes to post-secondary education, industry certifications, or a career.	$50,000.00	No

Goal Analysis 2021-2022

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

A description of any substantive differences in planned actions and actual implementation of these actions.
Not applicable to this year's LCAP cycle.
An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.
Not applicable to this year's LCAP cycle.
An explanation of how effective the specific actions were in making progress toward the goal.
Not applicable to this year's LCAP cycle.
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.
Not applicable to this year's LCAP cycle.

Goal

Goal #	Description
2	Close the achievement and opportunity gap.

FIN PREP recognizes the lifelong impact the disparity in access to quality education has on perpetuating generational poverty and life outcomes from youth identified as BIPOC, youth who have had contact with child welfare services, and juvenile justice systems.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
Percent of Students with Access to A-G courses	100% Compliance	Intentionally Left Blank	Intentionally Left Blank	Intentionally Left Blank	100% Compliance
ELA Dashboard Performance	Baseline	Intentionally Left Blank	Intentionally Left Blank	Intentionally Left Blank	At least 10% higher than baseline
ELPI Dashboard Performance	Baseline	Intentionally Left Blank	Intentionally Left Blank	Intentionally Left Blank	At least 10% higher than baseline
Math Dashboard Performance	Baseline	Intentionally Left Blank	Intentionally Left Blank	Intentionally Left Blank	At least 10% higher than baseline
Meet or exceed target growth on CASSPP/CAST	Baseline	Intentionally Left Blank	Intentionally Left Blank	Intentionally Left Blank	At least 10% higher than baseline
Percent of Students passing A-G Courses	Baseline	Intentionally Left Blank	Intentionally Left Blank	Intentionally Left Blank	At least 10% higher than baseline
Percent of EL Students proficiency rates will improve annually by one or more grade levels.	Baseline	Intentionally Left Blank	Intentionally Left Blank	Intentionally Left Blank	At least 10% higher than baseline
CCI Dashboard Performance	Baseline	Intentionally Left Blank	Intentionally Left Blank	Intentionally Left Blank	Maintain/Increase performance over baseline.
Number of Students Completing CTE programs (CALPADS)	Baseline	Intentionally Left Blank	Intentionally Left Blank	Intentionally Left Blank	Maintain/Increase performance over baseline.
Chronic Absenteeism on School Dashboard	Baseline	Intentionally Left Blank	Intentionally Left Blank	Intentionally Left Blank	95% attendance rate
Middle and High	Baseline	Intentionally Left Blank	Intentionally Left Blank	Intentionally Left Blank	Decrease rate annually

School Cohort Dropout Rate					beginning with baseline

Actions

Action #	Title	Description	Total Funds	Contributing
1	Whole Child & Positive Youth Development	Development of program to include enrollment screening, personal learning and development plans (PLDP), social emotional programs, wrap around support, positive behavior programs, MTSS training, implementation and development. Development of an inclusive school culture that includes trauma sensitivity, cultural awareness, alternative disciplinary practices, and is equity-focused.	$25,000.00	No
2	Nutrition Services	Provide universal meal programs, access to school breakfast and lunch. All students receive free meals. This reduces food insecurity, improves dietary intake, positively impacts health and wellness, and leaders to a better learning environment.	$360,000.00	Yes
3	Absenteeism Reduction	FIN Prep will strive to have an ADA of 90% or higher with the goal of reaching 95% by its fourth year of operations. Attendance data will be review regularly to identify patterns and inform decisions on students referred for Tier II or Tier III MTSS student engagement interventions.	$15,000.00	No
4	Graduation Promotion and Drop-Out Prevention	Development and implementation of an early alert system to clearly identify students and the risk factors (school, environmental, students, family) for students at risk for dropping out, provides additional support for foster youth. Implements school-wide strategies to better meet the needs of students at risk for dropping out.	$10,000.00	Yes
5	Summer Learning Programs	Development and launching of Summer Bridge and Summer School to stem summer learning loss, boosts academic performance, and improve social-emotional competencies.	$250,000.00	Yes

Goal Analysis 2021-2022

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

A description of any substantive differences in planned actions and actual implementation of these actions.
Not applicable to this year's LCAP cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.
Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP cycle.	

Not applicable to this year's LCAP cycle.

Goal

Goal #	Description
3	Every student will be provided a safe and supportive learning environment that values diversity and provides an inclusive environment for all stakeholders.

An explanation of why the LEA has developed this goal.

FIN PREP recognizes diverse and inclusive student-centered learning environments provide for a higher quality, more effective education and have a positive impact on youth development and well-being.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
Promote Parent/Caregiver participation	Baseline	Intentionally Left Blank	Intentionally Left Blank	Intentionally Left Blank	At least 10% higher than baseline
% of parents /caregivers participating in the school advisory council	Baseline	Intentionally Left Blank	Intentionally Left Blank	Intentionally Left Blank	At least 10% higher than baseline
Strong attendance rate	90%	Intentionally Left Blank	Intentionally Left Blank	Intentionally Left Blank	100%
Reduce dropout rate for both middle and high school cohorts.	Baseline	Intentionally Left Blank	Intentionally Left Blank	Intentionally Left Blank	Reduction by 5% under baseline
Achieve higher graduation rate	Baseline in 2024-2025	Intentionally Left Blank	Intentionally Left Blank	Intentionally Left Blank	Annual retention rate will be at least 10% than baseline
Maintain low suspension rate	Baseline	Intentionally Left Blank	Intentionally Left Blank	Intentionally Left Blank	At least 5% lower than baseline

Stakeholder Surveys	Baseline	Intentionally Left Blank	Intentionally Left Blank	Intentionally Left Blank	At least 10% higher than baseline

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent Engagement	Employ evidenced-based strategies for engaging parents to increase awareness and participation, and improve student attendance and study habits. Ensuring equity and assessing regularly for unintentional bias in programs and outreach. Develop metrics to assess parent engagement and improvement	$5,000.00	No
2	Community Engagement	Creating awareness and engagement of the community through marketing, community meetings, utilizing local services, and attracting potential students through a variety of marketing strategies and channels. Ensure culturally sensitive and bilingual services are available.	$5,000.00	No
3	Stakeholder Surveys	Seeking and analyzing semester and annual feedback from school stakeholders (students, parents, teachers, community partners) to support a positive school culture. Evaluating feedback to identify action items for continuous improvement.	$5,000.00	No
4	Creation of School Site Councils, Advisory Committees and Parent Councils	Launching school site council, parent councils for English language learners and students with disabilities, and creating an advisory committee of community partners. Engaging parents in the educational process strengthens academic and support programs. FIN Prep views these councils as playing a role in school improvement processes, creates positive relationships, and supports children and students' development.	$5,000.00	No

Goal Analysis 2021-2022

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

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

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP cycle.

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.

Not applicable to this year's LCAP cycle.

Goal

Goal #	Description
4	To adequately prepare students for 21st Century learning and life to promote technology literacy and access to computer-based lessons and activities.

An explanation of why the LEA has developed this goal.

FIN Prep seeks to prepare students for the computer-based state standardized assessments and 21st century learning. The goal of this integration is to promote technology literacy and access to computer-based lessons and activities.

Moreover, the COVID-19 pandemic amplified the inequitable access to technology and connectivity and the perpetuating of disparate outcomes, and the need for technology readiness and availability.
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Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
One to One Device Ratio	100%	Intentionally Left Blank	Intentionally Left Blank	Intentionally Left Blank	100%
Student Learning System	100%	Intentionally Left Blank	Intentionally Left Blank	Intentionally Left Blank	100%
Staff Development	100%	Intentionally Left Blank	Intentionally Left Blank	Intentionally Left Blank	100%
Stakeholder training	100%	Intentionally Left Blank	Intentionally Left Blank	Intentionally Left Blank	100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Device Access	Students will have access to technology throughout their programs. FIN Prep will maintain a 1 to 1 device level for students to access instructional materials both at school and home.	$100,000.00	No

2	PowerSchool	Implementation of web-based student information and school management system, PowerSchool will be implemented. Additionally, an online learning management system will be adopted to ensure technology learning management continues when students are off-campus. Will ensure compliance, family engagement, data security.	$20,000.00	No
3	Parent Training	Develop and implement parent/caregiver awareness training to support parents' understanding of developmental stages, impacts on student achievement, expectations for students, support students' academic performance, increasing parental engagement and supporting interactions with teens, and identify how to support parents personal development and creation of parents' center.	$2,500.00	No

Goal Analysis 2021-2022

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

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

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP cycle.

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.

Not applicable to this year's LCAP cycle.

Goal

Goal #	Description
5	Increase access to support and wraparound services for all students including English Learners, Students with Disabilities, Foster Youth, Homeless Youth, Juvenile-Justice Youth, Socio-economically disadvantaged youth.

An explanation of why the LEA has developed this goal.

FIN Prep envisions our school as a hub coordinating the continuum of services that our disadvantaged youth will require. As such, a high degree of community and parent support and involvement will be integral to our school, including involvement by (in lieu of traditional parents), family members, foster parents, guardians, child

advocates, social workers, or other surrogates who are caring adults in our students' lives. FIN Prep will develop a culture known for its positive and open atmosphere, serving as a community anchor where parents, families, and community members feel welcomed and valued.

Too often youth suffer traumatic effects of trauma through neglect or abuse, being uprooted from siblings, extended family, friends, schools, and neighborhoods. Our most vulnerable youth deserve a school that exhibits a student-centered approach towards the holistic development of children and youth; educational performance, social-emotional development, and life literacy skills acquisition.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
Implementation of MTSS	100%	Intentionally Left Blank	Intentionally Left Blank	Intentionally Left Blank	100%
Students receiving adequate Wrap-Around Supports	100%	Intentionally Left Blank	Intentionally Left Blank	Intentionally Left Blank	100%
Students receiving age-appropriate life literacy workshops.	100%	Intentionally Left Blank	Intentionally Left Blank	Intentionally Left Blank	100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Multi-Tiered System of Support (MTSS)	MTSS (Multi Tiered System of Support, developed by the State of California). Support for training teachers and staff on the development and implementation of MTSS throughout FIN Prep and in the classroom. in Additionally, teachers will be trained by ARC(Anti-Recidivism Coalition) and CCEJ (California Conference for Equality and Justice) on restorative justice theory and practices. We will support our energetic, passionate FIN Prep staff through extensive, ongoing PD and sufficient collaborative planning time within their work schedules to reflect, problem-solve, strategize, and support one another.	$50,000.00	No
2	Wraparound Program	Comprehensive school-wide system of supportive services to provide interventions for students in areas such as academics, behavioral and social. Can include life skills training and counseling. Identifying service needs and providers, developing plans that include family. This program will evolve as our enrollment expands.	$100,000.00	No

| | 3 | Life Skills Training & Literacy | Integrative approach to equipping students with skills and tools to support students' personal development and growth. Age appropriate workshops will be hosted for students based on grade tiers and for parents. | $5,000.00 | No |

Goal Analysis 2021-2022

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

A description of any substantive differences in planned actions and actual implementation of these actions.
Not applicable to this year's LCAP cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.
Not applicable to this year's LCAP cycle.

An explanation of how effective the specific actions were in making progress toward the goal.
Not applicable to this year's LCAP cycle.

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.
Not applicable to this year's LCAP cycle.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students 2021-2022

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
95%	

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures 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.

The needs of qualifying students influenced the design of FIN Prep and led to the development and implementation of a case management approach for its students including a Personal Learning and Development Plan (PLDP) for each student. This course of action is designed to become a digital roadmap and passport that supports students' growth and development. Ongoing teacher assessment tools include teacher-developed quizzes and tests, student self-evaluation tools, student-led conferences, teacher observations, end-of-quarter evaluations, individual logs, online course progression data, and student digital portfolios – all of which can be compiled into the student's PLDP. Too often, qualifying students experience frequent changes and disruptions leading to incomplete education and academic records, the PLDP addresses these gaps.
English Language Learners
Support for English Language Learners (ELL) begins with language development instruction and access to grade-level instruction and assignments. Information to parents/guardians will be disseminated in a language they can understand. When feasible, we are considering a hybrid model to ensure equity and access. Teachers are engaging with students remotely for instructions, learning support and tutoring. Students will be provided with devices, Chromebooks and broad band mobile units, to facilitate remote access. Teachers will also post prerecorded material to allow students to review at their own pace after a live instruction. Additional support includes online EL curriculum, virtual small group instruction, and monthly monitoring of all EL students. Daily tutoring will be provided.

Foster Youth and Youth Experiencing Homelessness
Students will be provided with devices, Chromebooks and broad band mobile units, to facilitate remote access. Our designated Foster Youth and Homeless Youth liaison will check in biweekly with youth and their parents, or more frequently in response to a referral from a teacher. Liaisons will check in daily with students who have not signed on by the end of the first period. Referrals will be made to school or community-based supports as needed.
A common thread in all professional development is how to apply best practices and strategies to meet the needs of subgroups including English Language Learners, Special Education students, Foster Youth, and Youth experiencing homelessness with a special emphasis on trauma-informed practices. Topics may include any of the following: effective lesson planning, analyzing data to improve instruction, multiple forms of assessment, developing engaging curriculum and creating culturally relevant pedagogy.

Based on the needs of students, the counselors may offer virtual small group engagement to support the learning of these students with unique needs. When feasible, interventions may be provided to small cohorts in-person.

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

We forecasted that 95% of our students will qualify for increased support. These include English Learners (ELs), students with disabilities (SWDs), foster youth, homeless youth, and socio-economically disadvantaged (SEDs). We will establish contracts with highly successful service providers to work intensively with the Principal and Student Support Services team to develop and implement evidence-based interventions to work with these subgroups.

To increase student achievement professional development for teachers and staff will be embedded with best practices to work with qualifying subgroups. We will continue to train and support Assistant Classroom Educators (ACES)/instructional aides for all grades to support all students. Specialized training will allow targeted instruction for students with disabilities, English Learners, foster, homeless, and socio- economically disadvantaged students, and those students requiring MTSS/RTI support.

Additional support will be added as student population increases. Qualifying students will be identified at the time of enrollment. Following a comprehensive enrollment evaluation, each student will have Personalized Learning and Development Plan (PLDP) reviewed and updated quarterly that outlines a path for student success.

The PLDP also will include a listing of all adults meaningfully involved in the student's care and their specific role, and list specific programs and services – both on- and off-site that are provided to meet the student's needs. The student, his/her parents/legal guardians, school advisor, and as needed, the student's case manager, social worker, attorney, additional relatives or mentors, all will engage in establishing the PLDP and collaboratively commit to their respective roles in helping the student achieve his/her goals. Interventions will be monitored quarterly for efficacy and modification.

FIN Prep will join the LA County SELPA to provide additional services for students with disabilities, and contract service providers for additional supports.

FIN Prep plans to increase and improve student services by percentage required using supplemental LCFF. The plan also include actions and services designed principally towards unduplicated students requiring additional funding sources.

Expenditure Tables

Total Expenditures Table

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,015,196.67	$798,750.21	$895002.12	$660,000.00	$4,368,949.00	$2,017,837.00	$1,891,112.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Program Design	All		$50,000.00			$50,000.00
1	2	Teacher Credentialing	All	$5,000.00				$5,000.00
1	3	Teachers and Staff	All	$1,069,230.67	$131,104.21	$367,502.12		$1,567,837.00
1	4	Professional Development	All	$50,000.00				$50,000.00
1	5	Safe & Clean Facilities	All	$158,200.00	$168,750.00			$326,950.00
1	6	Standards-aligned Instructional Material	All	$25,000.00	$25,000.00	$25,000.00		$75,000.00
1	7	ELA Student Achievement	English learner (EL)	$25,000.00	$25,000.00	$25,000.00		$75,000.00
1	8	Math Student Achievement	All	$25,000.00	$25,000.00	$25,000.00	$0.00	$75,000.00
1	9	Science Student Achievement	All	$25,000.00	$25,000.00	$25,000.00		$75,000.00
1	10	Device Access	English learner (EL), Foster Youth, Low Income	$50,000.00	$25,000.00	$25,000.00		$100,000.00
1	11	Social Science Student Achievement	All	$25,000.00	$25,000.00	$25,000.00		$75,000.00
1	12	Wireless Access	Low Income, English learner (EL), Foster Youth	$50,000.00				$50,000.00
1	13	English Learner Support	English learner	$100,000.00				$100,000.00

			(EL)					
1	14	Students with Disabilities	Student with Disabilities (SWD)	$307,766.00	$128,896.00		$300,000.00	$736,662.00
1	15	CTE Program	Student with Disabilities (SWD), Low Income, Homeless, Foster Youth, All			$50,000.00		$50,000.00
2	1	Whole Child & Positive Youth Development	All		$25,000.00			$25,000.00
2	2	Nutrition Services	Foster Youth, English learner (EL), Low Income				$360,000.00	$360,000.00
2	3	Absenteeism Reduction	All		$5,000.00	$10,000.00		$15,000.00
2	4	Graduation Promotion and Drop-Out Prevention	Low Income, English learner (EL), Foster Youth			$10,000.00		$10,000.00
2	5	Summer Learning Programs	Low Income, Foster Youth, English learner (EL)			$250,000.00		$250,000.00
3	1	Parent Engagement	All			$5,000.00		$5,000.00
3	2	Community Engagement	All		$5,000.00			$5,000.00
3	3	Stakeholder Surveys	All		$5,000.00			$5,000.00
3	4	Creation of School Site Councils, Advisory Committees and Parent Councils	All		$5,000.00			$5,000.00
4	1	Device Access	All	$100,000.00				$100,000.00
4	2	PowerSchool	All		$20,000.00			$20,000.00
4	3	Parent Training	All			$2,500.00		$2,500.00
5	1	Multi-Tiered System of Support (MTSS)	All		$50,000.00			$50,000.00
5	2	Wraparound Program	All		$50,000.00	$50,000.00		$100,000.00
5	3	Life Skills Training & Literacy	All		$5,000.00			$5,000.00

Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	$125,000.00	$845,000.00
LEA-wide Total:		
Limited Total:		
Schoolwide Total:	$125,000.00	$845,000.00

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	7	ELA Student Achievement	Schoolwide	English learner (EL)	All Schools	$25,000.00	$75,000.00
1	10	Device Access	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	$50,000.00	$100,000.00
1	12	Wireless Access	Schoolwide	Low Income, English learner (EL), Foster Youth	All Schools	$50,000.00	$50,000.00
2	2	Nutrition Services	Schoolwide	Foster Youth, English learner (EL), Low Income	All Schools		$360,000.00
2	4	Graduation Promotion and Drop-Out Prevention	Schoolwide	Low Income, English learner (EL), Foster Youth	All Schools		$10,000.00
2	5	Summer Learning Programs	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools		$250,000.00

Federal Funds Detail Report

Totals:	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds
Totals						$660,000.00

Goal #	Action #	Action Title	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds	Total Funds
1	14	Students with Disabilities						$300,000.00	$736,662.00

2	2	Nutrition Services						$360,000.00	$360,000.00

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[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 LCAP template, please contact the local 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 LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (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*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

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

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

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

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 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 stakeholders 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 stakeholder engagement tool.

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 2020–21, 2021–22, and 2022–23 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 stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 stakeholders 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 stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its 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 students and community. 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, stakeholder input, 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? 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.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders 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 stakeholder groups 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 stakeholder 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 stakeholder engagement 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 stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

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

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

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder 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 stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests 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 stakeholder 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 stakeholders 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 stakeholders 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 stakeholders. 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 stakeholders, 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.

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 2019–20 outcomes on some

metrics may not be computable at the time the 2020–23 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 2020–21. 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 2021–22, 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 2022–23, 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 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2023–24 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 2022-23**: 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 2022–23 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 (2022-23)
Enter information in this box when completing the LCAP for **2020–21**.	Enter information in this box when completing the LCAP for **2020–21**.	Enter information in this box when completing the LCAP for **2021–22**. Leave blank until then.	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 **2020–21**.

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 expenditure 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 expenditure 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. Minor variances in expenditures 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 stakeholders. 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 stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders 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

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the 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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

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.

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 2020–23 LCAP from the 2017–20 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% 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% 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%: For school districts with an unduplicated pupil percentage of 55% 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%: For school districts with an unduplicated pupil percentage of less than 55%, 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% 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% 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. 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.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

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, provide the following information for each action in the LCAP for the relevant 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.

- **Increased / Improved**: 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 K-5), 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".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

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

  - **Total Non-Personnel**: This amount will be automatically calculated.

- **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).

- **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.