



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Leroy Greene Academy

CDS Code: California

School Year: 2022-23

LEA contact information:

David Rodriguez

Principal

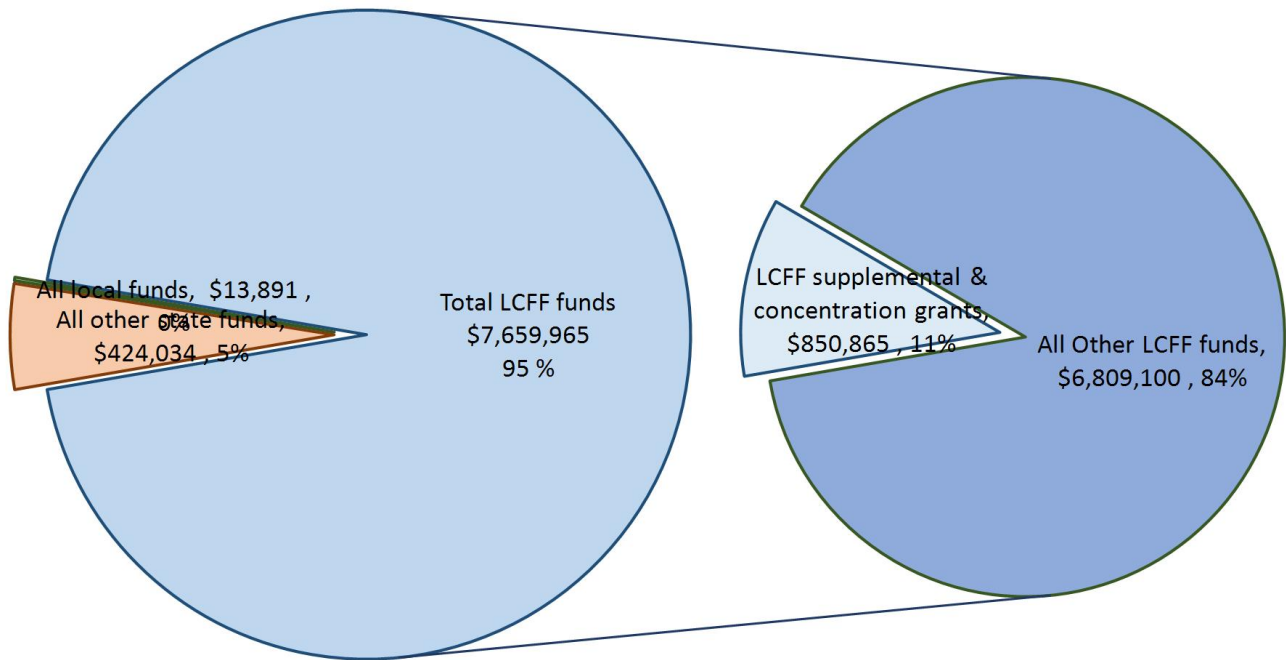
davidrodriguez@natomasunified.org

(916) 567-5560

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

Budget Overview for the 2022-23 School Year

Projected Revenue by Fund Source

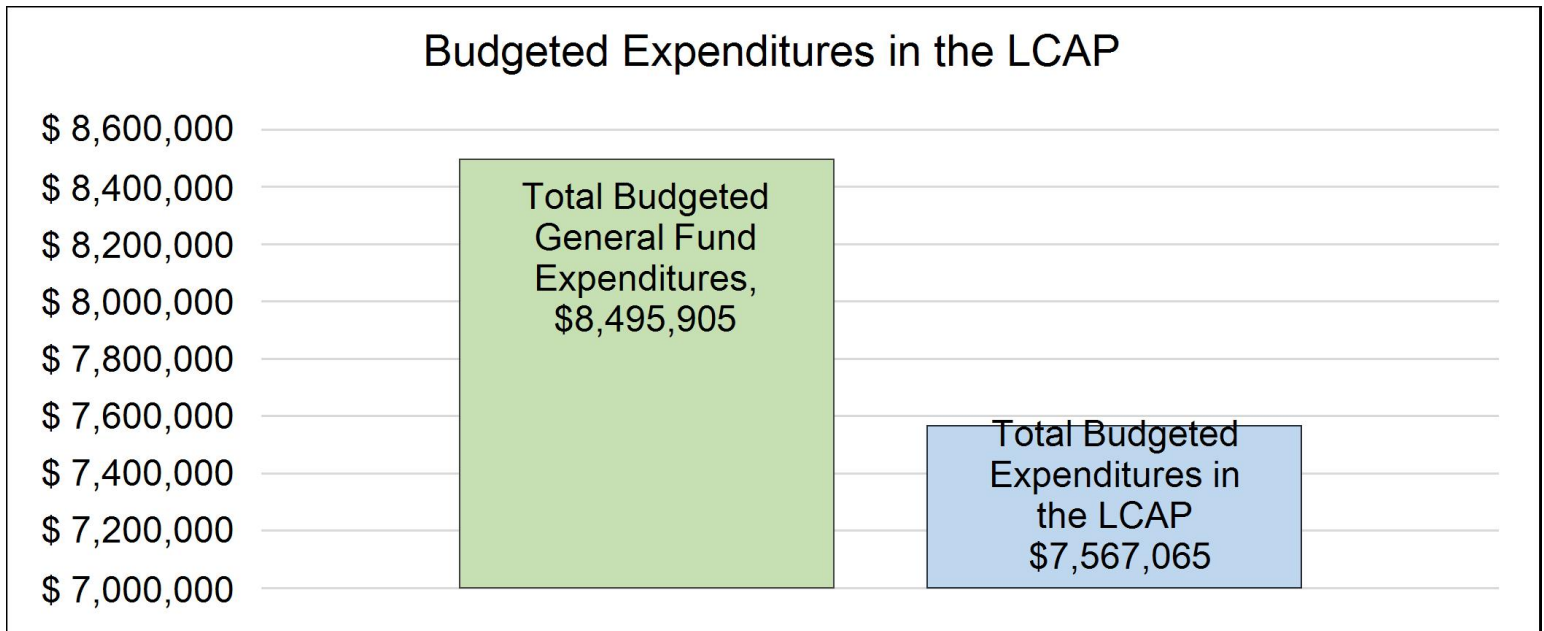


This chart shows the total general purpose revenue Leroy Greene Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Leroy Greene Academy is \$8,097,890, of which \$7,659,965 is Local Control Funding Formula (LCFF), \$424,034 is other state funds, \$13,891 is local funds, and \$ is federal funds. Of the \$7,659,965 in LCFF Funds, \$850,865 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: Leroy Greene Academy plans to spend \$8,495,905 for the 2022-23 school year. Of that amount, \$7,567,065 is tied to actions/services in the LCAP and \$928,840 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

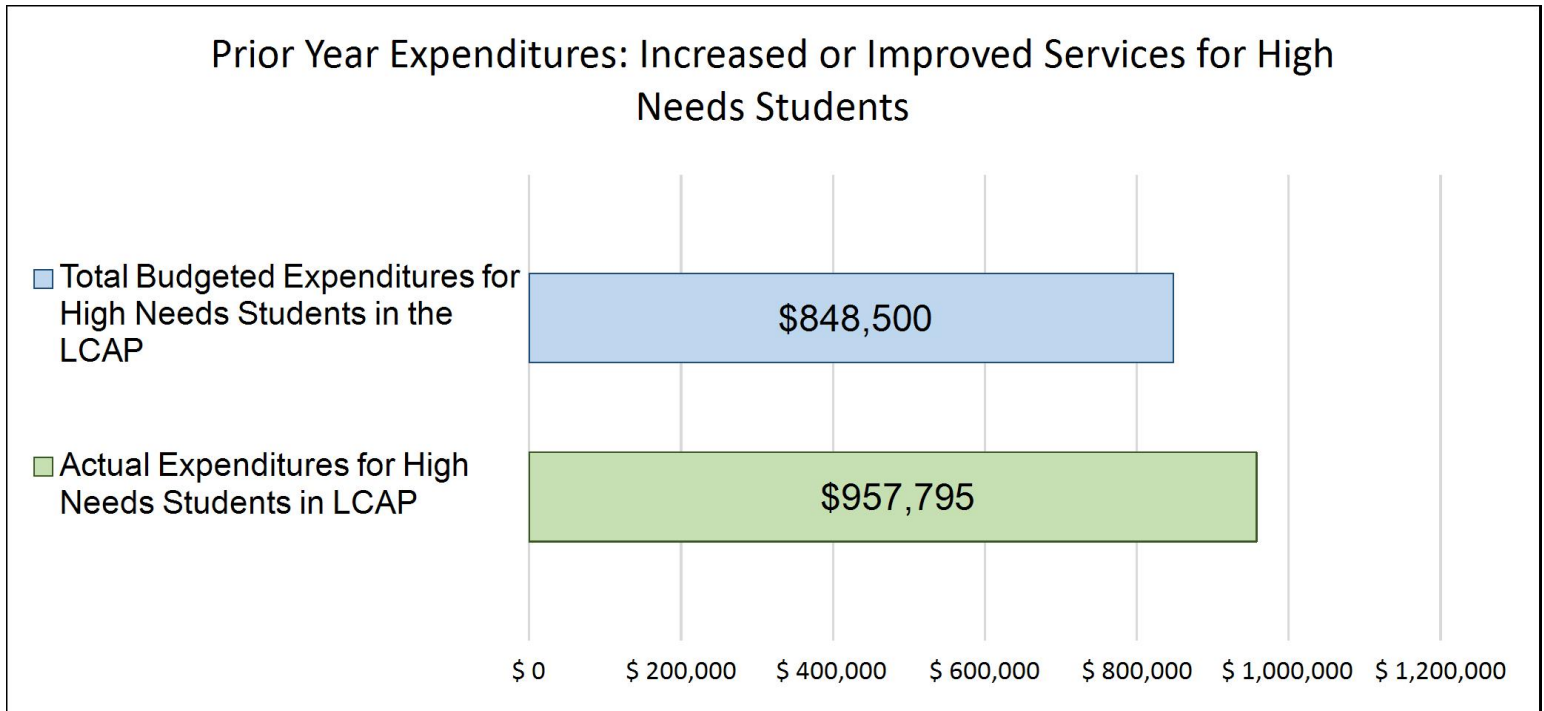
Other operating costs including facilities maintenance and in-kind operational expenses with NUSD.

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

In 2022-23, Leroy Greene Academy is projecting it will receive \$850,865 based on the enrollment of foster youth, English learner, and low-income students. Leroy Greene Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Leroy Greene Academy plans to spend \$1,108,000 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2021-22, Leroy Greene Academy's LCAP budgeted \$848,500 for planned actions to increase or improve services for high needs students. Leroy Greene Academy actually spent \$957,795 for actions to increase or improve services for high needs students in 2021-22.



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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Leroy Greene Academy	David Rodriguez Assistant Superintendent	davidrodriguez@natomasunified.org (916) 567-5560

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

Leroy Greene Academy 2022 LCAP

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

All engagement opportunities included discussions of one-time federal funds. These efforts began in the spring of 2020 and have continued through the present. Engaging with our stakeholders is a priority, so we are intentional about diversifying the way that we connect and engage with our stakeholders to have a broader outreach and increased participation. Stakeholders were engaged via a variety of formats including virtual meetings, surveys, phone calls, student focus groups, and home visits. Examples of our inclusion of educational partners - parents, teachers, and school staff - in the development of the plan include, but are not limited to:

- Executive Council on the following dates: 8/26/2021, 9/30/2021, 10/28/2021, 12/9/2021, 12/16/2021
- Online survey to families and staff (February - March 2021)
- Meetings with English Learner Advisory Committee (ELAC)
- Phone banking to underrepresented groups in the survey including calls to 1,976 households who speak languages other than English.
- Presentation to the Superintendent's Parent Advisory Council (October 16, 2019, February 19, 2020, January 27, 2021 and meetings scheduled on March 17, 2021 and April 21, 2021)
 - Family Educational Options (June 2020, October 2020, and January 2021)
 - Special Education CAC meetings (August 20, 2020, February 18, 2021, March 18, 2021 and April 28, 2021)
 - NUSD Learning Disruption Family Feedback Survey (January 2021)
 - 18- Month Plan Parent Questionnaire (January 2021)
 - Students Needing Additional Support Survey (January 2021)
 - Family Survey on Learning Disruption (January 2021)
 - Multiple negotiation meetings with Natomas Teachers Association (NTA) with 4 Memorandum of Understandings (July 2020-Present)
 - Meeting with California State Employees Association (CSEA) for input from our labor partners to provide insight and guidance on building plans to support students and school sites.
 - Early Check-in Survey (September 2020)
 - Learning Continuity and Attendance Plan Survey (September 2020)
 - Expanded Family Options Survey (July 2020)
 - Foster/Homeless Youth: Over 2,900 phone calls were made by the SES team (April and August 2020), Housing questionnaire - 1,117 responded, 53 new McKinney Vento cases identified (May 2020)
 - Technology Survey (March 2020 and July 2020)
 - Distance Learning Survey (March through May 2020)
 - 2020-21 Local Control and Accountability Plan (LCAP) Stakeholder Engagement Survey (February 2020)
 - Direct Communications
 - School Site Council (SCC) meetings
 - Sunday Messaging from site leaders

Leroy Greene Academy 2022 LCAP

- Parent Teacher Association (PTA) Meetings
- District Communications
- Special Education - Community Advisory Committee (CAC)

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

Additional funds are being used this year to hire and Administrative Technician (classified) to support school staff, students, and families to improve student outcomes, primarily in the area of student attendance.

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

All engagement opportunities included discussions of one-time federal funds. As noted in the ESSER III Report:

NUSD staff has engaged and continues to engage parents, teachers, and school staff in the development of our approach to addressing learning disruption through Expanded Learning Opportunities for our students. These efforts began in the spring of 2020 and have continued through the present. Engaging with our stakeholders is a priority, so we are intentional about diversifying the way that we connect and engage with our stakeholders to have a broader outreach and increased participation. Stakeholders were engaged via a variety of formats including virtual meetings, surveys, phone calls, student focus groups, and home visits.

Examples of our inclusion of educational partners - parents, teachers, and school staff - in the development of the plan include, but are not limited to:

- Online survey to families and staff (February - March 2021)
- Meetings with English Learner Advisory Committee (ELAC)
- Phone banking to underrepresented groups in the survey including calls to 1,976 households who speak languages other than English.
- Special Education CAC meetings (August 20, 2020, February 18, 2021, March 18, 2021 and April 28, 2021)
- NUSD Learning Disruption Family Feedback Survey (January 2021)

Leroy Greene Academy 2022 LCAP

- 18- Month Plan Parent Questionnaire (January 2021)
- Students Needing Additional Support Survey (January 2021)
- Family Survey on Learning Disruption (January 2021)
- Early Check-in Survey (September 2020)
- Learning Continuity and Attendance Plan Survey (September 2020)
- Expanded Family Options Survey (July 2020)
- Foster/Homeless Youth: Over 2,900 phone calls were made by the SES team (April and August 2020), Housing questionnaire - 1,117 responded, 53 new McKinney Vento cases identified (May 2020)
- Technology Survey (March 2020 and July 2020)
- Distance Learning Survey (March through May 2020)
- Direct Communications
- School Site Council (SCC) meetings
- Sunday Messaging from principal
- Parent Teacher Association (PTSA) Meetings
- School Communications

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

Several reports and presentations for LGA-specific use of ESSER and American Rescue Plan funds were made to the Executive Council on the following dates: 8/26/2021, 9/30/2021, 10/28/2021, 12/9/2021, 12/16/2021

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

The 2021-2024 LCAP includes actions titled, 18-Month Learning Recovery Plan, Pandemic Response Actions, and Mental Health/Social Emotional Support Program, all of which are closely aligned to learning recovery needs for students, a safe return to in-person instruction for students and staff, and the ESSER III Expenditure Plan. All of these actions and investments are aligned with our school goals.

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

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

Introduction

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

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

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

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

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

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

Instructions

Leroy Greene Academy 2022 LCAP

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

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

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

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

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

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

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

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

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

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

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support

Leroy Greene Academy 2022 LCAP

recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

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

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

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

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

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

California Department of Education
November 2021



Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Leroy Greene Academy	David Rodriguez Principal	davidrodriguez@natomasunified.org (916) 567-5560

Plan Summary [2022-23]

General Information

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

Leroy Greene Academy (LGA) is an academic charter school, operated by NUSD to serve students in the 6th through 12th grades. Our Vision is that All students graduate college and career ready, productive, responsible, and engaged global citizens. To do that, LGA is committed to PRIDE: Purpose, Results, Innovation, Determination, and Empathy.

We are a public school with the ability to operate differently than a traditional school. We implement challenging academic programs and high-leverage systems that ensure all students are prepared for college. Students complete course work in two innovative pathways -- Visual Arts & Technology, and Business Entrepreneurship. Our culture of achievement is defined by high expectations for academic performance and citizenship. We value diversity and connectedness, and we believe that the strength of our Lion PRIDE helps to create a rich educational experience focused on ensuring that all Lion students graduate as college-ready.

LGA hosts a diverse group of students, with approximately 800 students representing the diversity of Sacramento including 47% Latinx (up 2%), 16% White (down 4%), 13% African American, 10% Asian (up 1%), 10% Two or More Races (up 3%). Additionally, about 53% of LGA students are economically disadvantaged and 6% are English Learners.

Reflections: Successes

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

LGA has had great success over the years keeping students in school and graduating capped by a 99% graduation rate in 2019 and 100% grad rate in 2020 and 2021. In addition to the high grad rate, LGA has a low absentee rate with a Green rating on the Ca School Dashboard and a 4% chronic absentee rate in 2018-2019.

Local data highlights high positive perceptions about the school by students, families and staff. The vast majority of families (84% or more), students (85% or more) and staff (75% or more) agree that LGA is effectively preparing students for college/career by developing skills such as: Retaining Knowledge and Concepts in each class, Thinking Critically, Preparation for testing (such as CAASPP, ACT, SAT), Persevering to Solve a Problem, Reading for Understanding in all Subject Areas, Mathematics and Problem Solving, Writing Effectively, Innovating and Communicating Ideas, Thinking and Working Creatively, Working Collaboratively.

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.

Through an analysis of student data and stakeholder engagement a number of areas of need have emerged for LGA moving forward, including areas such as: expanding supports to prepare students for college/career, adding advanced coursework to provide rigorous challenging college-level classes, improving math performance, expanding course taking and intervention opportunities for students, increasing the A-G completion/pass rates, improving campus climate/culture and increasing authentic communication with families.

LGA's performance on the Ca School Dashboard highlights the following needs/challenges: Academic Achievement in both ELA and Math with Yellow ratings, College/Career readiness with an Orange indicator and Suspension Rate with a Red indicator. In English Language Arts, African American students, English Learners and Students with Disabilities each had an Orange rating. These three groups also scored low on the Math indicator with Orange ratings for African American students and Students with Disabilities, but English Learners had a Red rating. There were too few students in these groups in the senior class to have a rating on the College/Career Indicator. None of those three groups had low ratings on the Chronic Absentee Indicator, however they all scored at the Red level on the Suspension indicator along with every student group except Asian and Filipino students who had an Orange Suspension indicator. Collectively, this identifies the need to support students of color and English Learners to be more academic successful at LGA. There is also a need to increase academic achievement in ELA and Math for all student groups.

LCAP Highlights

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

Leroy Greene Academy continues to make progress in connecting students to school and preparing them for college. Local and State data identified some important areas of need along with the experiences caused by the pandemic and year of distance learning. Together, these created an opportunity to look deeply at the LGA structures and culture and changes are planned including adding year-long support classes for students struggling in Math or English, improved and increased communications with stakeholders, a renewed focus on creating community and business partnerships to strengthen the career pathways, an expansion of AVID and alignment of systems to support CTE pathways, improving the Advisory program, expanding social-emotional supports for students, and creating flexible credit recovery options for students.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

Engaging Educational Partners

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

PTSA MEETINGS

Wednesday, August 25
Wednesday, September 22
Wednesday, October 27
Wednesday, November 17
Wednesday, January 26
Wednesday, February 23
Wednesday, March 23
Wednesday, April 27
Wednesday, May 25

EXECUTIVE COUNCIL MEETINGS

8/26/21
9/30/21
10/28/21
12/9/21
2/10/22
3/3/22
4/28/22
6/16/22

Spring 2022 LCAP Survey for parents, staff, and students

Board approval on June 16, 2022

A summary of the feedback provided by specific educational partners.

LGA families, staff and students had strong positive feelings about the past work at LGA to support student success, agreed that LGA is preparing students for college/career, has effective programs to help students, feel connected and safe at school, and feel the school is effective at engaging students and families. LGA saw fewer families complete the annual LCAP engagement survey in 2022, in part because there had been so many other surveys given to families this year in addressing school safety and climate issues associated with the pandemic.

Leroy Greene Academy 2022 LCAP

Following are 2022 LCAP survey results with the percent of people who strongly agreed or agreed with each statement.

The three columns of results are for 1) Parents/Families, 2) Teachers and Other Staff, and 3) Students:

LGA is effectively preparing students for college/career by developing the following skills in our students:

Working Collaboratively	90%	89%	89%
Thinking and Working Creatively	89%	85%	89%
Writing Effectively		85%	85% 90%
Reading for Understanding in all Subject Areas		86%	85% 82%
Innovating and Communicating Ideas	88%	78%	86%
Thinking Critically	85%	78%	86%
Retaining Knowledge and Concepts in each class	88%	59%	85%
Preparation for College and Career	81%	67%	79%
Persevering to Solve a Problem	84%	59%	84%
Mathematics and Problem Solving	78%	63%	84%
Preparation for testing (such as CAASPP, ACT, SAT)	71%	78%	75%

LGA provides effective programs to help students:

Participate in school activities	92%	96%	88%
Participate in athletics	88%	100%	83%
Achieve academically	84%	85%	82%
Who are struggling academically	74%	81%	76%
Prepare for college and career	73%	74%	82%
Who need mental health support	70%	85%	66%
Who are English Language Learners	48%	85%	74%
Who are high achieving or GATE	47%	63%	73%
Connect to community partnerships	52%	44%	72%
Work with a mentor from the community	41%	30%	71%
Volunteer in the community	51%	26%	65%

As a member of the LGA community, I feel:

Welcomed at school	93%	100%	82%
Safe at school	82%	96%	79%
Connected to LGA	89%	89%	76%
My input is respected, valued and reflected in school plans	78%	74%	72%
Confident that the school provides adequate multilingual resources	64%	78%	80%

Leroy Greene Academy 2022 LCAP

Confident there is meaningful dialogue between teachers and families 79% 63% 75%

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

Reviewing stakeholder feedback, in the context of student data and student needs, LGA will be adding new programs and supports in the following years. For example, more academic supports will be added to ensure students are earning the credits that they need to meet the schools graduation requirements.. There will be a larger focus on parent involvement, engagement and communication as well as more community engagement, partnerships, and supports for students to participate in service and internship programs. The school is looking at revising the Advisory program to include more parent involvement and improve academics. Yearlong support classes will be offered as well as work to strengthen and expand the CTE pathways. Additional distance learning and independent learning opportunities may be offered to support students who are off track to graduate and meet A-G requirements. AVID was added in 2020-2021 with the goal of growing the program. LGA may add community circles and may start a restorative justice program too. Finally, the school will expand mental health supports for students and possibly staff.

Goals and Actions

Goal

Goal #	Description
1	Increase student success in ELA, math, science, literacy and civics

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of Students meeting/exceeding ELA Standards	48% in 2019, Establish new baseline in 2022	64% for 11th grade, CAASPP not given to students in grades 6-8			55%
Percent of Students meeting/exceeding ELA Standards	25% in 2019, Establish new baseline in 2022	24% for 11th grade, CAASPP not given to students in grades 6-8			30%
Classroom Walkthroughs completed	100%	100%			100%
Students with access to broad course of study	100%	100%			100%
Students with access to standards aligned curriculum	100%	100%			100%
Chromebooks per student	1:1, 100%	1:1, 100%			1:1, 100%

Leroy Greene Academy 2022 LCAP

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learner Progress Indicator on CA School Dashboard	Low at 44.7%	No Data Available, CDE did not publish a dashboard in 2019			55%
Percent of English Learners Reclassified as Fluent English Proficient	7 students, 15% for 20-21	150, 20%			20%
Percent of Highly Qualified Teachers	100%	100%			100%
Percent of Highly Qualified CTE Teachers	100%	100%			100%
Teachers' receiving professional development on state standards	100%	100%			100%

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Summer School	Provide summer school learning and credit recovery opportunities for students (no cost, paid for by NUSD)	\$0.00	Yes
1.3	Continue student technology	Provide Chromebook per student with refresh and maintenance to ensure all students, especially low income students, have access to technology for their academic program.	\$0.00	Yes
1.4	Continue curriculum software	Renew software licenses and purchase curriculum to support student learning	\$50,000.00	No

Leroy Greene Academy 2022 LCAP

Action #	Title	Description	Total Funds	Contributing
1.5	Implement pre-AP supports	In 2021-2024, support systems such as Pre-AP courses and AP Support will be offered to better prepare and support advanced education coursework.	\$10,000.00	Yes
1.6	Implement math supports	Add one additional teacher to provide yearlong math courses to students who are struggling with math to provide extra time and support for math content	\$100,000.00	Yes
1.7	Implement interventions and credit recovery systems	In 2021-2024, intervention and credit recovery systems will be put into place to assist students in meeting grade level standards and graduation requirements, These could include yearlong math and english courses to provide students more time and APEX courses.	\$25,000.00	Yes
1.8	Employee Salaries and Benefits	The salary and benefits for certificated and classified staff at LGA	\$6,354,065.00	No
1.9	Provide English Language Development supports	ELD course for EL students has no additional cost, included in teacher salaries above. Other funds to be used to provide academic and social-emotional supports for EL students.	\$25,000.00	Yes
1.10	Continue AVID	Continue AVID for 9th and 10th grade, and expand into other grade levels with the intention of having AVID go from 8th through 12th grade by 2024	\$40,000.00	

Goal Analysis [2021-22]

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

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

No substantive differences in planned and actual implementation.

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

Goal 1 Action 3, Student Technology: needed much more than expected using federal grant funds
Goal 1, Action 4, Curriculum Software: cost less than expected
Goal 1, Action 5, Pre AP Supports: needed to purchase more materials
Goal 1, Action 9, ELD Supports: no action was taken
Goal 1, Action 10, AVID: less training was required during the year and there were no purchase orders for materials

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

Academic programs and supports are in place, but student achievement results from the 2022 CAASPP are not available yet to assess the impact on student learning.

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

No planned changes to this goal

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

Goals and Actions

Goal

Goal #	Description
2	Prepare students to be college and career ready

An explanation of why the LEA has developed this goal.

--

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of 10th and 11th graders taking PSAT	39% (76/193)	39% (76/193)			40%
Percent of 11th graders taking SAT	62% (56/91)	62% (56/91)			60%
Percent of 12th graders taking SAT	78 of 82 students = 95% in 2020 38 of 79 students = 48% in 2021	6% (4/70)			50%
Percent of students in AP classes who took an exam					90%
Percent of AP Test takers who passed at least one exam	51%	51% in 2021			50%
Percent of AP tests passed	49% in 2020	58% in 2021			50%

Leroy Greene Academy 2022 LCAP

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Graduates completing State Seal of Biliteracy	7 of 75 graduates = 9%	7 of 67 graduates = 10%			10%
A-G Completion Rate	65 of 75 graduates = 87% in 2020	58 of 67 = 87% in 2021			85%
College/Career Indicator on Ca School Dashboard	Orange at 50.7% prepared in 2019	no data available, CDE did not publish CA School Dashboard in 2021			60%
Graduation Rate	100%	67 of 67 = 100%			100%
HS Dropout Rate	0%	0%			0%
Percent of Seniors applying to CSUS	59 of 75 graduates = 79% in 2020 59 of 76 graduates = 78% in 2020	78% in 2021			100%
College Going Rate	78% in 2020 (27% to 2-year college and 51% to 4-year college)	56% in 2021			80%

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Continue counseling services	Maintain a 3.0 FTE of LGA staff to support student A-G completion, high school graduation, 4-year planning, English Learner Development support, and students' social-emotional wellbeing	\$420,000.00	Yes

Leroy Greene Academy 2022 LCAP

Action #	Title	Description	Total Funds	Contributing
2.2	Expand pathways and pathways courses	Implement a variety of new pathway courses: addition of three new art courses and one business course to align to post secondary college and career goals for students, including but not limited to updates in digital media (Wacom tablets), AP course alignment (AP and Pre-AP training) and adoption of CTE and dual enrollment expectations. Capstone projects for senior classes will reflect pathway coursework and require community engagement and interaction on a yearly basis (contract for off site locations for senior events). Additional courses will also require art Pre-AP and AP training for staff, and INCubator ACCelorator course training (conference attendance-3 attendees 9230 and ACCelorator licensing).	\$20,000.00	Yes
2.3	Course supplies and equipment	With the adoption of new pathway outcomes and course development, on-going increase of course supplies to meet the needs of digital advances within the Adobe Creative Cloud, connections and access to community resources, after school events, pitching events and art shows/museum visits. Course supplies would also include visits from community professionals within careers that are linked to pathway outcomes.	\$75,000.00	Yes
2.4	Support CTE teacher credentialing	LGA will continue to support CTE teachers through the completion of their required CTE hours and application process to increase the number of CTE credentialed teachers to 4 on-site by 2024	\$0.00	No
2.5	Provide dual enrollment for students	LGA will continue its relationship with American River College and will expand its dual enrollment course offerings to 6 courses by 2024	\$0.00	No
2.6	SAT during the school day	Continue to provide 11th graders with access to SAT exam during the school day to increase SAT access for low income students and underrepresented subgroups	\$1,000.00	Yes

Leroy Greene Academy 2022 LCAP

Action #	Title	Description	Total Funds	Contributing
2.7	Provide field trips	Each grade level at LGA will have at least one field trip opportunity per year to visit a college. Seniors will have multiple.	\$40,000.00	Yes
2.9	Pay AP exam fees for students	Pay for AP exams for all students through 2024 to ensure that financial burdens for low income student do not impede their ability to sit for the AP exams	\$15,000.00	Yes
2.10	Pay for college applications for seniors to Sac State	Pay for college application for every senior or all students through 2024 to Sacramento State University and to one UC campus to ensure that every student, regardless of family income, can apply to attend a 4-year college.	\$8,000.00	Yes
2.11	PSAT during the school day	Continue to provide 10th graders with access to PSAT exams during the school day to increase PSAT access for low income students and underrepresented subgroups	\$1,000.00	Yes
2.12	Expand Avid program	Continue AVID for 9th and 10th grade, and expand into other grade levels with the intention of having AVID go from 8th through 12th grade by 2024	\$15,000.00	Yes
2.13	Social Worker		\$125,000.00	Yes
2.14	Improve Your Tomorrow		\$30,000.00	Yes

Goal Analysis [2021-22]

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

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

No substantive differences in planned actions and actual implementation of these actions

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

Goal 2, Action 3, Course supplies and equipment: the return to regular classroom instruction required additional funds
Goal 2, Action 6 and 7: SAT and field trips were paid by NUSD

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

LGA continues to perform well on high school outcomes with a 100% graduation rate, high a-g rate, and high college application rate. SAT test taking and college going rates both decreased during the pandemic, probably as a result of pandemic related complications for students and their families and the fact that many colleges no longer require the SAT or ACT test for college applications

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.

No planned changes for this goal.

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

Goals and Actions

Goal

Goal #	Description
3	Engage parents and families to support student success in school

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of Parents that complete the Annual Parent Survey	101 of 500 families = 20%	73 of 500 families = 14%			40%
Percent of Parents who feel welcome at school	94%	93%			90%
Percent of Parents who feel their ideas are valued and included in school plans	88%	78%			90%

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Continue parent survey	Continue to survey parents and gather feedback for school initiatives	\$0.00	No

Leroy Greene Academy 2022 LCAP

Action #	Title	Description	Total Funds	Contributing
3.2	Implement parent engagement programs	Increase parent communication and involvement through the visit of other secondary school sites to better understand how to effectively reach parents and increase participation (transportation). Create events within the community to build a bridge from home to school and invite ongoing parent feedback and input on site decisions (parent dinner events). Develop ongoing meetings that increase parent participation and explore how to best engage parents in supporting their students' success, implementing a parent advisory committee (morning meetings 10-20 parents, provided breakfast for feedback on specific items twice a quarter).	\$35,000.00	Yes
3.3	Implement community engagement programs	LGA will increase community engagement through participation and consistent off site work through The Urban Hive, developing off site events and inviting guest speakers and teachers to be involved on a monthly basis. The Director of Pathways will attend community events to find industry professionals that can link students to internship, community service and future career opportunities.	\$10,000.00	Yes

Goal Analysis [2021-22]

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

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

Goal 3, Action 2, Parent engagement programs were cancelled due to COVID/CDPH guidelines. School will begin to implement parent engagement programs again once safety guidelines allow for full engagement.

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

Goal 3, Action 2, Parent engagement programs were cancelled due to COVID/CDPH guidelines. School will begin to implement parent engagement programs again once safety guidelines allow for full engagement.

Leroy Greene Academy 2022 LCAP

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

Parents continue to give high ratings for student safety and engagement but parent turnout was lower this year, probably due to the pandemic and multiple requests for survey participation throughout the school year.

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

No planned changes

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

Goals and Actions

Goal

Goal #	Description
4	Create safe and welcoming learning environment where students attend and are connected

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Attendance Rate	96.4% in 2019-2020	94% in 2021-2022			95%
Chronic Absentee Rate	5.3% in 2019	5% in 2020-2021			5%
Students participating in music and athletics	289 in Music (removed drama and performing arts) 37%. 295 positions filled by 247 students for athletics. 32% 783 total students.	170 in Music in 2021-2022 308 in Athletics in 2021-2022			35%
Suspension Rate	8.8% in 2020	1.6%			5%
Percent of students who feel safe at school	93%	79%			90%

Leroy Greene Academy 2022 LCAP

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of students who feel welcome at school	94%	82%			90%
Maintain facilities in good repair	100%	100%			100%

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Continue music	Continue to grow the middle and high school music programs to ensure that all students, regardless of income have the opportunity to participate in school music programs	\$10,000.00	Yes
4.2	Continue Advisory Program	All LGA students attend advisory 4 days a week for 20 min. Advisory teachers contact home on a regular basis and are able to log contact in Infinite Campus. Advisory will continue to be offered to LGA students with a continued emphasis in building positive relationship with peers and staff.	\$15,000.00	No
4.3	Provide school activities	LGA will continue to develop and evolve activities on campus to increase student sense of connection and adapt to CDC guidelines to keep student safe while participating in ongoing campus traditions. LGA activities staff will be trained in WEB practices and leadership responsibilities to increase participation in school leadership, and expanding activities during school and after school.	\$10,000.00	Yes
4.4	Implement CoVitality survey to students	All LGA students will be provided the opportunity to take the CoVitality survey which provides individual feedback around the social emotional state of our students. Counseling staff uses the data from this survey to better support the mental health of LGA students	\$0.00	Yes

Leroy Greene Academy 2022 LCAP

Action #	Title	Description	Total Funds	Contributing
4.5	Implement Restorative Justice	Implement the Restorative Justice program to improve positive student behaviors through a wholistic wraparound supportive school environment	\$48,000.00	Yes
4.6	Athletics	Continue to support and fund middle and high school athletic programs to ensure that students, regardless of income, can participate.	\$25,000.00	Yes
4.7	Campus Culture and Safety Support	Improve safety and campus culture through additional resources to engage and support students	\$60,000.00	Yes

Goal Analysis [2021-22]

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

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

No substantive differences in planned actions and actual implementation of these actions.

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

Goal 4, Action 1: music supports, no costs were incurred
 Goal 4, Action 5: restorative justice: training for Rita Alfred RJ Training cost less than expected
 Goal 4, Action 6: athletics, no costs were incurred, NUSD pays for transportation and officials

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

Like other schools during the pandemic, suspension rates decreased and so did attendance rates. Student perceptions of safety and engagement decreased as well.

Leroy Greene Academy 2022 LCAP

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.

No planned changes

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

Goals and Actions

Goal

Goal #	Description
5	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

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

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

Leroy Greene Academy 2022 LCAP

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

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

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

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$850,865	\$81,944

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
11.11%	0.00%	\$0.00	11.11%

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

Required Descriptions

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

After assessing the needs, conditions, and circumstances of our English Learners, Low Income Students, and Foster Youth students, we learned that their academic achievement was lower than the academic achievement for all students. To address this condition of our English Learners, Low Income Students, and Foster Youth students, we will provide summer school, technology for students, pre-AP supports, math supports, credit recovery, intervention supports and ELD to address some of the major causes of lower academic achievement, including lack of prior educational achievement, fewer family resources, and language acquisition challenges.

Goal 1, Actions 1, 3, 5, 6, 7, provide needed extra supports and extra time for unduplicated students. These actions are being provided on a school-wide basis with the expectation that it will also benefit all students to improve their academic achievement. However, because of the lower academic achievement for these English Learners, Low Income Students, and Foster Youth, and because the actions meet needs most associated with the chronic stresses and experiences of prior educational achievement, fewer family resources, and language acquisition challenges we expect that the academic achievement for our English Learners, Low Income Students, and Foster Youth students will increase more than the average academic achievement of all other students.

After assessing the needs, conditions, and circumstances of our English Learners students, we learned that their English Learner progress was lower than the English Learner progress for all students. To address this condition of our English Learners students, we will ELD supports to address some of the major causes of lower English Learner progress, including lack of lack of language skills

Goal 2, Actions 9 provide additional support and interventions in English language development. These actions are being provided on a school-wide basis with the expectation that it will also benefit all students to improve their English Learner progress. However, because of the lower English Learner progress for these English Learners, and because the actions meet needs most associated with the chronic stresses and experiences of lack of language skills, we expect that the English Learner progress for our English Learners students will increase more than the average English Learner progress of all other students.

After assessing the needs, conditions, and circumstances of our English Learners, Low Income Students, and Foster Youth students, we learned that their college and career readiness was lower than the college and career readiness for all students. To address this condition of our English Learners, Low Income Students, and Foster Youth students, we will provide counseling services, expand pathways and courses, provide SAT during the school day, provide field trips, provide office hours, pay for AP exam fees, pay for college application to Sac State, provide the PSAT, and expand AVID programs to address some of the major causes of lower college and career readiness, including lack of limited knowledge, less family experience, fewer financial resources, and lower academic achievement.

Goal 3, Actions 1, 2, 6, 7, 8, 9,10, 11, and 12 provide additional support and services to encourage students to attend college and remove barriers from college readiness activities. These actions are being provided on a school-wide basis with the expectation that it will also benefit all students to improve their college and career readiness. However, because of the lower college and career readiness for these English Learners, Low Income Students, and Foster Youth, and because the actions meet needs most associated with the chronic stresses and experiences of limited knowledge, less family experience, fewer financial resources, and lower academic achievement we expect that the college and career readiness for our English Learners, Low Income Students, and Foster Youth students will increase more than the average college and career readiness of all other students.

After assessing the needs, conditions, and circumstances of our English Learners, Low Income Students, and Foster Youth students, we learned that their parent and community engagement was lower than the parent and community engagement for all students. To address this condition of our English Learners, Low Income Students, and Foster Youth students, we will visit other secondary school sites to better understand how to effectively reach parents and increase participation, create events within the community to build a bridge from home to school and invite ongoing parent feedback and input on site decisions, develop ongoing meetings that increase parent participation and

explore how to best engage parents in supporting their students' success, and create partnerships between staff and community organizations to address some of the major causes of lower parent and community engagement, including lack of less time and fewer resources available to participate.

Goal 2, Actions 3 better understand the needs of our parents and create more effective engagement opportunities as well as engaging with local professional organizations . These actions are being provided on a school-wide basis with the expectation that it will also benefit all students to improve their parent and community engagement. However, because of the lower parent and community engagement for these English Learners, Low Income Students, and Foster Youth, and because the actions meet needs most associated with the chronic stresses and experiences of less time and fewer resources available to participate we expect that the parent and community engagement for our English Learners, Low Income Students, and Foster Youth students will increase more than the average parent and community engagement of all other students.

After assessing the needs, conditions, and circumstances of our English Learners, Low Income Students, and Foster Youth students, we learned that their chronic absenteeism and suspensions was higher than the chronic absenteeism and suspensions for all students. To address this condition of our English Learners, Low Income Students, and Foster Youth students, we will provide the CoVitality survey which provides individual feedback around the social emotional state of our students (counseling staff uses the data from this survey to better support the mental health of LGA students) to address some of the major causes of higher chronic absenteeism and suspensions, including lack of more challenging social, mental health, and family issues.

Goal 4 and 5, Actions 4 create more supportive school environments by better understanding our student's needs, provide effective counseling services, and develop positive student relationships for dealing with conflict. These actions are being provided on a school-wide basis with the expectation that it will also benefit all students to improve their chronic absenteeism and suspensions. However, because of the higher chronic absenteeism and suspensions for these English Learners, Low Income Students, and Foster Youth, and because the actions meet needs most associated with the chronic stresses and experiences of more challenging social, mental health, and family issues we expect that the chronic absenteeism and suspensions for our English Learners, Low Income Students, and Foster Youth students will increase more than the average chronic absenteeism and suspensions of all other students.

Leroy Greene Academy 2022 LCAP

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

Using the calculation tool provided by the state, our LEA has calculated that it will receive \$830,651 in Supplemental and/or Concentration funding under the Local Control Funding Formula (LCFF). The proportionality percentage to increase or improve services has been calculated at 11.97%. Our LEA has demonstrated that it has met the 11.97% proportionality percentage by planning to expend more than the minimum required supplemental and/or concertation funds on actions or services that are principally directed towards the unduplicated student population as summarized in the prompt above and as explained in detail in each contributing action description within this plan.

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

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

Leroy Greene Academy 2022 LCAP

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,213,000.00	\$6,354,065.00			\$7,567,065.00	\$7,054,065.00	\$513,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Summer School	English Learners Foster Youth Low Income					\$0.00
1	1.3	Continue student technology	English Learners Foster Youth Low Income					\$0.00
1	1.4	Continue curriculum software	All	\$50,000.00				\$50,000.00
1	1.5	Implement pre-AP supports	English Learners Foster Youth Low Income	\$10,000.00				\$10,000.00
1	1.6	Implement math supports	English Learners Foster Youth Low Income	\$100,000.00				\$100,000.00
1	1.7	Implement interventions and credit recovery systems	English Learners Foster Youth Low Income	\$25,000.00				\$25,000.00
1	1.8	Employee Salaries and Benefits	All		\$6,354,065.00			\$6,354,065.00
1	1.9	Provide English Language Development supports	English Learners	\$25,000.00				\$25,000.00
1	1.10	Continue AVID		\$40,000.00				\$40,000.00
2	2.1	Continue counseling services	English Learners Foster Youth Low Income	\$420,000.00				\$420,000.00

Leroy Greene Academy 2022 LCAP

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.2	Expand pathways and pathways courses	English Learners Foster Youth Low Income	\$20,000.00				\$20,000.00
2	2.3	Course supplies and equipment	Low Income	\$75,000.00				\$75,000.00
2	2.4	Support CTE teacher credentialing	All					\$0.00
2	2.5	Provide dual enrollment for students	All					\$0.00
2	2.6	SAT during the school day	English Learners Foster Youth Low Income	\$1,000.00				\$1,000.00
2	2.7	Provide field trips	English Learners Foster Youth	\$40,000.00				\$40,000.00
2	2.9	Pay AP exam fees for students	English Learners Foster Youth Low Income	\$15,000.00				\$15,000.00
2	2.10	Pay for college applications for seniors to Sac State	English Learners Foster Youth Low Income	\$8,000.00				\$8,000.00
2	2.11	PSAT during the school day	English Learners Foster Youth Low Income	\$1,000.00				\$1,000.00
2	2.12	Expand Avid program	English Learners Foster Youth Low Income	\$15,000.00				\$15,000.00
2	2.13	Social Worker	English Learners Foster Youth Low Income	\$125,000.00				\$125,000.00
2	2.14	Improve Your Tomorrow	Low Income	\$30,000.00				\$30,000.00
3	3.1	Continue parent survey	All					\$0.00
3	3.2	Implement parent engagement programs	English Learners Foster Youth Low Income	\$35,000.00				\$35,000.00
3	3.3	Implement community engagement programs	English Learners Foster Youth Low Income	\$10,000.00				\$10,000.00

Leroy Greene Academy 2022 LCAP

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	4.1	Continue music	English Learners Foster Youth Low Income	\$10,000.00				\$10,000.00
4	4.2	Continue Advisory Program	All	\$15,000.00				\$15,000.00
4	4.3	Provide school activities	Low Income	\$10,000.00				\$10,000.00
4	4.4	Implement CoVitality survey to students	English Learners Foster Youth Low Income					\$0.00
4	4.5	Implement Restorative Justice	English Learners Foster Youth Low Income	\$48,000.00				\$48,000.00
4	4.6	Athletics	English Learners Foster Youth Low Income	\$25,000.00				\$25,000.00
4	4.7	Campus Culture and Safety Support	Low Income	\$60,000.00				\$60,000.00

Leroy Greene Academy 2022 LCAP

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$7,659,965.00	\$850,865	11.11%	0.00%	11.11%	\$1,108,000.00	0.00%	14.46 %	Total:	\$1,108,000.00
								LEA-wide Total:	\$180,000.00
								Limited Total:	\$10,000.00
								Schoolwide Total:	\$938,000.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Summer School	Yes	Schoolwide	English Learners Foster Youth Low Income			
1	1.3	Continue student technology	Yes	Schoolwide	English Learners Foster Youth Low Income			
1	1.5	Implement pre-AP supports	Yes	Schoolwide	English Learners Foster Youth Low Income		\$10,000.00	
1	1.6	Implement math supports	Yes	Schoolwide	English Learners Foster Youth Low Income		\$100,000.00	
1	1.7	Implement interventions and credit recovery systems	Yes	Schoolwide	English Learners Foster Youth Low Income		\$25,000.00	
1	1.9	Provide English Language Development supports	Yes	Schoolwide	English Learners		\$25,000.00	

Leroy Greene Academy 2022 LCAP

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.1	Continue counseling services	Yes	Schoolwide	English Learners Foster Youth Low Income		\$420,000.00	
2	2.2	Expand pathways and pathways courses	Yes	Schoolwide	English Learners Foster Youth Low Income		\$20,000.00	
2	2.3	Course supplies and equipment	Yes	LEA-wide	Low Income	All Schools	\$75,000.00	
2	2.6	SAT during the school day	Yes	Schoolwide	English Learners Foster Youth Low Income		\$1,000.00	
2	2.7	Provide field trips	Yes	Schoolwide	English Learners Foster Youth		\$40,000.00	
2	2.9	Pay AP exam fees for students	Yes	Schoolwide	English Learners Foster Youth Low Income		\$15,000.00	
2	2.10	Pay for college applications for seniors to Sac State	Yes	Schoolwide	English Learners Foster Youth Low Income		\$8,000.00	
2	2.11	PSAT during the school day	Yes	Schoolwide	English Learners Foster Youth Low Income		\$1,000.00	
2	2.12	Expand Avid program	Yes	Schoolwide	English Learners Foster Youth Low Income		\$15,000.00	
2	2.13	Social Worker	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$125,000.00	
2	2.14	Improve Your Tomorrow	Yes	Schoolwide	Low Income		\$30,000.00	
3	3.2	Implement parent engagement programs	Yes	Schoolwide	English Learners Foster Youth Low Income		\$35,000.00	
3	3.3	Implement community engagement programs	Yes	Schoolwide	English Learners Foster Youth Low Income		\$10,000.00	

Leroy Greene Academy 2022 LCAP

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
4	4.1	Continue music	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	
4	4.3	Provide school activities	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	Low Income	All Schools	\$10,000.00	
4	4.4	Implement CoVitality survey to students	Yes	Schoolwide	English Learners Foster Youth Low Income			
4	4.5	Implement Restorative Justice	Yes	Schoolwide	English Learners Foster Youth Low Income		\$48,000.00	
4	4.6	Athletics	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$25,000.00	
4	4.7	Campus Culture and Safety Support	Yes	LEA-wide	Low Income	All Schools	\$60,000.00	

Leroy Greene Academy 2022 LCAP

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$7,268,565.00	\$7,403,555.83

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	2021 Summer School	Yes	\$0.00	\$0
1	1.3	Continue student technology	Yes	\$20,000.00	\$209,551
1	1.4	Continue curriculum software	No	\$50,000.00	\$24,017
1	1.5	Implement pre-AP supports	Yes	\$10,000.00	\$13,260.31
1	1.6	Implement math supports	Yes	\$100,000.00	\$101,300.86
1	1.7	Implement interventions and credit recovery systems	Yes	\$0.00	\$0
1	1.8	Employee Salaries and Benefits	No	\$6,354,065.00	\$6,354,065.00
1	1.9	Provide English Language Development supports	Yes	\$25,000.00	\$0
1	1.10	Continue AVID		\$16,000.00	\$7,678
2	2.1	Continue counseling services	Yes	\$366,000.00	\$387,537.19

Leroy Greene Academy 2022 LCAP

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.2	Expand pathways and pathways courses	Yes	\$20,000.00	\$95,625
2	2.3	Course supplies and equipment	Yes	\$75,000.00	\$108,361
2	2.4	Support CTE teacher credentialing	No	\$0.00	\$0
2	2.5	Provide dual enrollment for students	No	\$0.00	\$0
2	2.6	SAT during the school day	Yes	\$1,000.00	\$0
2	2.7	Provide field trips	Yes	\$18,000.00	\$0
2	2.9	Pay AP exam fees for students	Yes	\$15,000.00	\$15,000
2	2.10	Pay for college applications for seniors to Sac State	Yes	\$3,000.00	\$2,660
2	2.11	PSAT during the school day	Yes	\$1,000.00	\$0
2	2.12	Expand Avid program	Yes	\$15,000.00	\$0
3	3.1	Continue parent survey	No	\$0.00	\$0
3	3.2	Implement parent engagement programs	Yes	\$35,000.00	\$0
3	3.3	Implement community engagement programs	Yes	\$10,000.00	\$9,255.47

Leroy Greene Academy 2022 LCAP

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.1	Continue music	Yes	\$10,000.00	\$0
4	4.2	Continue Advisory Program	No	\$0.00	\$0
4	4.3	Provide school activities	Yes	\$4,500.00	\$3,245
4	4.4	Implement CoVitality survey to students	Yes	\$0.00	\$0
4	4.5	Implement Restorative Justice	Yes	\$48,000.00	\$12,000
4	4.6	Athletics	Yes	\$12,000.00	\$0
4	4.7	Campus Culture and Safety Support	Yes	\$60,000.00	\$60,000.00

Leroy Greene Academy 2022 LCAP

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$850,865	\$848,500.00	\$957,795.83	(\$109,295.83)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	2021 Summer School	Yes				
1	1.3	Continue student technology	Yes	\$20,000.00	\$209,551		
1	1.5	Implement pre-AP supports	Yes	\$10,000.00	\$13,260.31		
1	1.6	Implement math supports	Yes	\$100,000.00	\$101,300.86		
1	1.7	Implement interventions and credit recovery systems	Yes				
1	1.9	Provide English Language Development supports	Yes	\$25,000.00	\$0		
2	2.1	Continue counseling services	Yes	\$366,000.00	\$387,537.19		
2	2.2	Expand pathways and pathways courses	Yes	\$20,000.00	\$95,625		
2	2.3	Course supplies and equipment	Yes	\$75,000.00	\$108,361		
2	2.6	SAT during the school day	Yes	\$1,000.00	\$0		
2	2.7	Provide field trips	Yes	\$18,000.00	\$0		
2	2.9	Pay AP exam fees for students	Yes	\$15,000.00	\$15,000		

Leroy Greene Academy 2022 LCAP

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.10	Pay for college applications for seniors to Sac State	Yes	\$3,000.00	\$2,660		
2	2.11	PSAT during the school day	Yes	\$1,000.00	\$0		
2	2.12	Expand Avid program	Yes	\$15,000.00	\$0		
3	3.2	Implement parent engagement programs	Yes	\$35,000.00	\$0		
3	3.3	Implement community engagement programs	Yes	\$10,000.00	\$9,255.47		
4	4.1	Continue music	Yes	\$10,000.00	\$0		
4	4.3	Provide school activities	Yes	\$4,500.00	\$3,245		
4	4.4	Implement CoVitality survey to students	Yes				
4	4.5	Implement Restorative Justice	Yes	\$48,000.00	\$12,000		
4	4.6	Athletics	Yes	\$12,000.00	\$0		
4	4.7	Campus Culture and Safety Support	Yes	\$60,000.00	\$0		

Leroy Greene Academy 2022 LCAP

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$7,659,965.00	\$850,865	0	11.11%	\$957,795.83	0.00%	12.50%	\$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

Leroy Greene Academy 2022 LCAP

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

Leroy Greene Academy 2022 LCAP

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

Leroy Greene Academy 2022 LCAP

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

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

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

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

Measuring and Reporting Results:

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

Leroy Greene Academy 2022 LCAP

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

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

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

Complete the table as follows:

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

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

Leroy Greene Academy 2022 LCAP

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

Leroy Greene Academy 2022 LCAP

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

Leroy Greene Academy 2022 LCAP

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

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

Data Entry Table

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

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

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

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

Leroy Greene Academy 2022 LCAP

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

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

Leroy Greene Academy 2022 LCAP

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

Leroy Greene Academy 2022 LCAP

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

LCFF Carryover Table

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

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

Leroy Greene Academy 2022 LCAP

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

California Department of Education
January 2022