

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Topanga Elementary Charter School

CDS Code: 19 64733 6019525

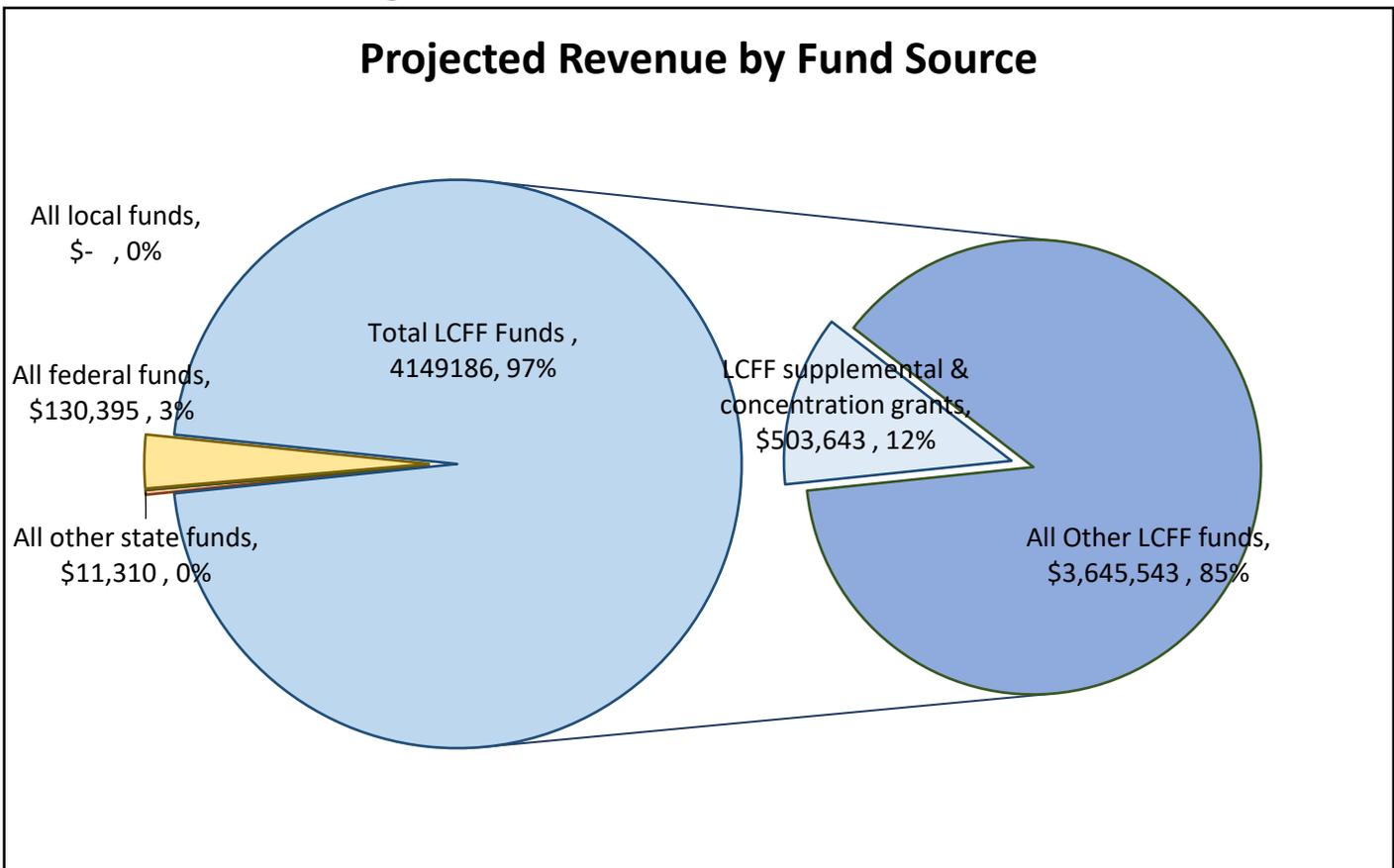
School Year: 2021 – 22

LEA contact information: Kevin Kassebaum, Principal; kevin.kassebaum@lausd.net

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

Budget Overview for the 2021 – 22 School Year

Projected Revenue by Fund Source

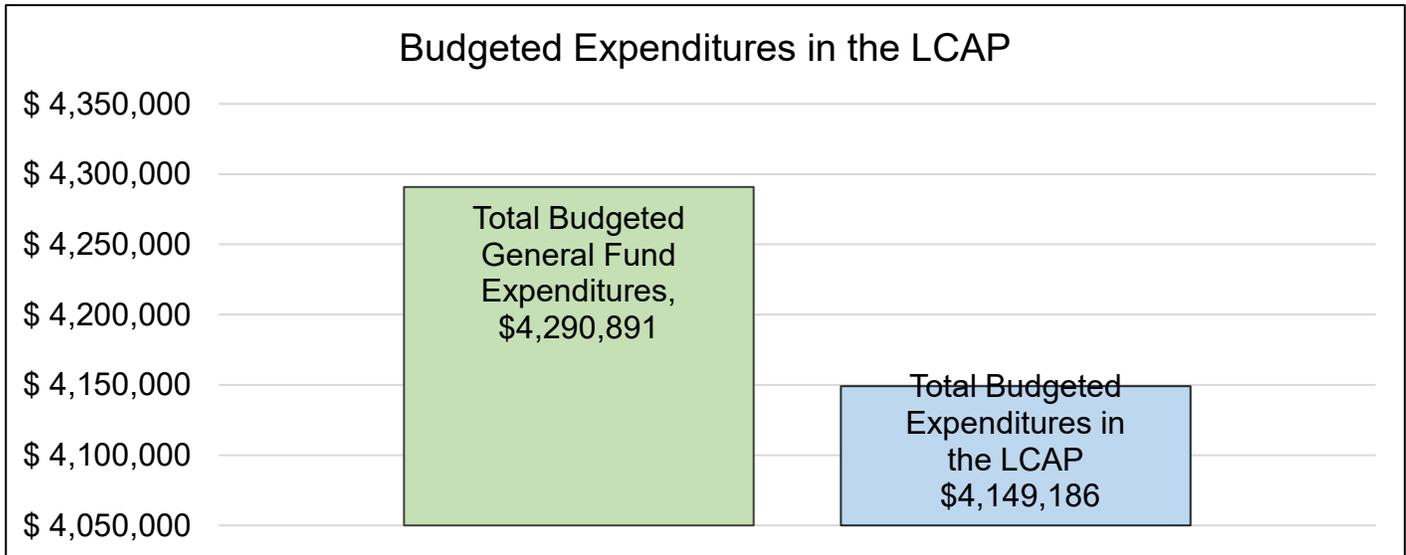


This chart shows the total general purpose revenue Topanga Elementary Charter School expects to receive in the coming year from all sources.

The total revenue projected for Topanga Elementary Charter School is \$4,290,891.00, of which \$4,149,186.00 is Local Control Funding Formula (LCFF), \$11,310.00 is other state funds, \$0.00 is local funds, and \$130,395.00 is federal funds. Of the \$4,149,186.00 in LCFF Funds, \$503,643.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Topanga Elementary Charter School plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

LCFF Budget Overview for Parents

Topanga Elementary Charter School plans to spend \$4,290,891.00 for the 2021 – 22 school year. Of that amount, \$4,149,186.00 is tied to actions/services in the LCAP and \$141,705.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Affiliated charter schools like Topanga are operated by the District and follow all district-wide policies. In alignment with the District's Plan, our school's LCAP includes all LCFF sources as identified in the adopted Los Angeles Unified district budget.

Additional General Fund expenditures not in the LCAP may include Education Protection Account, Lottery and unrestricted General Fund resources, school-site positions and instructional materials; Title 1, resources for low income students to schools and summer programs; Title 2, teacher and administrator professional development; Title 3, English Learner coaching and other efforts; Low Performing Student Block Grant, resources for low performing students on the state assessments ; Title 4 Part A, well-rounded education and student support; Title 4 Part B, 21st Century Community Learning Centers Program; Special Education IDEA Support, Mental Health resources and services; College and Career Pathways Trust grant; After School Education and Safety program; Federal funding for after-school, reserve and student health & human services support personnel; State Teacher Retirement System (STRS) on-behalf pension contributions; additional funds to support facilities improvements; Workforce, Vocational Education and Transition Partnership programs.

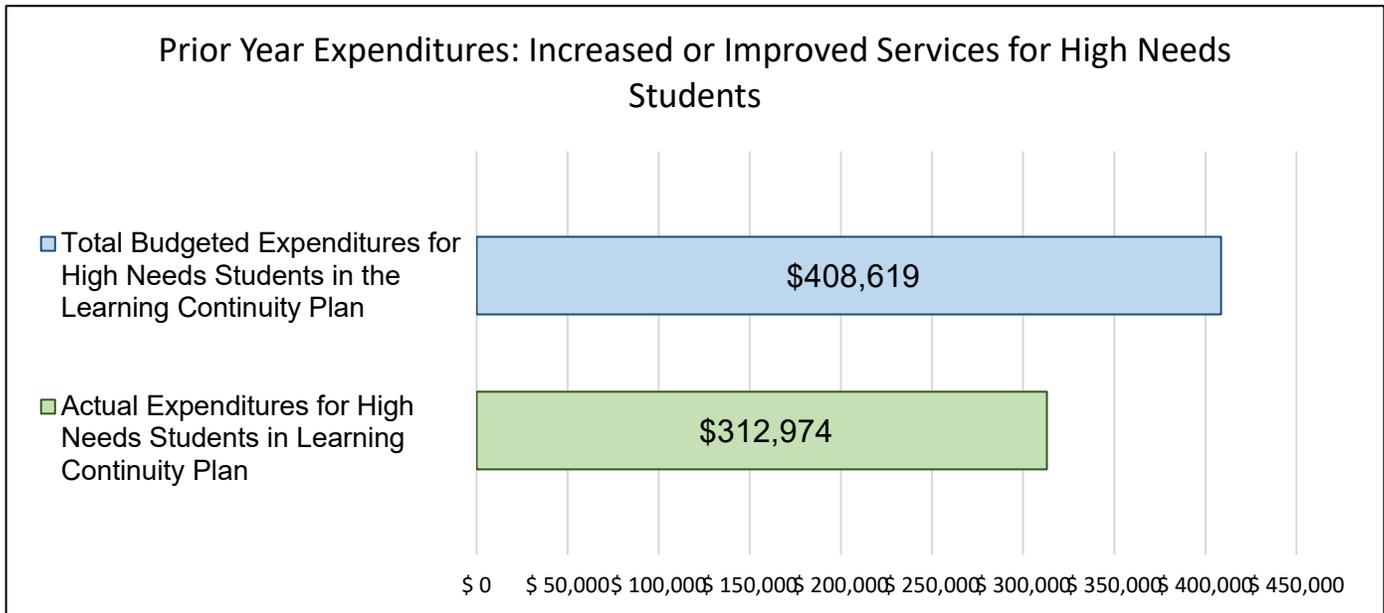
In addition, all COVID relief funds are not included in this LCAP, but Topanga will continue to follow District policy and planning for those funds as part of the LAUSD Recovery Plan.

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

In 2021 – 22, Topanga Elementary Charter School is projecting it will receive \$503,643.00 based on the enrollment of foster youth, English learner, and low-income students. Topanga Elementary Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Topanga Elementary Charter School plans to spend \$503,643.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Topanga Elementary Charter School budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Topanga Elementary Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020 – 21, Topanga Elementary Charter School's Learning Continuity Plan budgeted \$408,619.00 for planned actions to increase or improve services for high needs students. Topanga Elementary Charter School actually spent \$312,974.00 for actions to increase or improve services for high needs students in 2020 – 21. The difference between the budgeted and actual expenditures of \$95,645.00 had the following impact on Topanga Elementary Charter School's ability to increase or improve services for high needs students:

The difference in expenditures is generally attributable to adjusted funding levels of centrally allocated Supplemental and Concentration funds for class size reduction as a result of normed District allocations and staffing, which are based on actual per-pupil enrollment as reported on Norm Day.

In addition, Los Angeles Unified provided additional supplemental supports to schools, resulting in lower expenditures of SENI/TSP funds without impacting the services provided to students. Any unspent SENI/TSP funds will be allocated to support students in 2021-22, in accordance with District policy.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Topanga Elementary Charter School	Kevin Kassebaum Principal	kevin.kassebaum@lausd.net 310-455-3711

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

PROFICIENCY FOR ALL

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2 (Implementation of State Standards), Priority 4 (Pupil Achievement), Priority 5 (Pupil Engagement), Priority 7 (Course Access)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Smart Balanced Assessment Consortium (SBAC) Assessment English Language Arts Proficiency Rate	

<p>All Students 77%</p> <p>Reclassified Fluent English Proficient Students (RFEP) 100%</p> <p>English Learners No Data</p> <p>Foster Youth No Data</p> <p>Low-Income Students 78%</p> <p>Latino Students 52%</p> <p>African-American Students 52%</p> <p>Students with Disabilities 33%</p>	<p>The actual measurable outcome is not available. California Governor Gavin Newsom signed a March 18, 2020 emergency order suspending standardized testing for the 2019-20 school year. Students were not required to take Smarter Balanced tests in math and English language arts, the California Science Test or the English Language Proficiency Assessments for California (ELPAC) for English learners.</p>
<p><u>Smart Balanced Assessment Consortium (SBAC) Assessment Mathematics Proficiency Rate</u></p> <p>All Students 70%</p> <p>Reclassified Fluent English Proficient Students (RFEP) 100%</p> <p>English Learners No Data</p> <p>Foster Youth No Data</p> <p>Low-Income Students 70%</p> <p>Latino Students 52%</p> <p>African-American Students 52%</p> <p>Students with Disabilities 25%</p>	<p>The actual measurable outcome is not available. California Governor Gavin Newsom signed a March 18, 2020 emergency order suspending standardized testing for the 2019-20 school year. Students were not required to take Smarter Balanced tests in math and English language arts, the California Science Test or the English Language Proficiency Assessments for California (ELPAC) for English learners.</p>
<p><u>Percentage of 2nd grade students demonstrating proficiency in early literacy</u></p> <p>All Students 83%</p> <p>Reclassified Fluent English Proficient Students (RFEP) 2 students</p> <p>English Learners No Data</p> <p>Foster Youth No Data</p> <p>Low-Income Students No Data</p> <p>Latino Students No Data</p> <p>African-American Students No Data</p> <p>Students with Disabilities No Data</p>	<p>The actual measurable outcome is not available. California Governor Gavin Newsom signed a March 18, 2020 emergency order suspending standardized testing for the 2019-20 school year. Students were not required to take Smarter Balanced tests in math and English language arts, the California Science Test or the English Language Proficiency Assessments for California (ELPAC) for English learners.</p>
<p><u>Percentage of 2nd grade ELD(1-2) demonstrating proficiency in early literacy</u></p>	<p>The actual measurable outcome is not available. California Governor Gavin Newsom signed a March 18, 2020 emergency</p>

<p>ELD 1-2 English Learners N/A</p>	<p>order suspending standardized testing for the 2019-20 school year. Students were not required to take Smarter Balanced tests in math and English language arts, the California Science Test or the English Language Proficiency Assessments for California (ELPAC) for English learners.</p>
<p><u>Percentage of 2nd grade ELD(3-5) demonstrating proficiency in early literacy</u> ELD 3-5 English Learners - N/A</p>	<p>The actual measurable outcome is not available. California Governor Gavin Newsom signed a March 18, 2020 emergency order suspending standardized testing for the 2019-20 school year. Students were not required to take Smarter Balanced tests in math and English language arts, the California Science Test or the English Language Proficiency Assessments for California (ELPAC) for English learners.</p>
<p><u>English Learner Reclassification Rate</u> English Learners - 40% English Learners Less than 5 Years - N/A English Learners More than 5 Years -</p>	<p>The actual measurable outcome is not available. California Governor Gavin Newsom signed a March 18, 2020 emergency order suspending standardized testing for the 2019-20 school year. Students were not required to take Smarter Balanced tests in math and English language arts, the California Science Test or the English Language Proficiency Assessments for California (ELPAC) for English learners.</p>
<p><u>Rate of English Learners Making Annual Progress on California English Language Development Test (CELDT) (AMAO1)</u> English Learners - 100%</p>	<p>The actual measurable outcome is not available. California Governor Gavin Newsom signed a March 18, 2020 emergency order suspending standardized testing for the 2019-20 school year. Students were not required to take Smarter Balanced tests in math and English language arts, the California Science Test or the English Language Proficiency Assessments for California (ELPAC) for English learners.</p>
<p><u>Rate of English Learners who have not reclassified in 5 years (LTEL)</u> Long Term English Learners - 0%</p>	<p>The actual measurable outcome is not available. California Governor Gavin Newsom signed a March 18, 2020 emergency order suspending standardized testing for the 2019-20 school year. Students were not required to take Smarter Balanced tests in math and English language arts, the California Science Test or the English Language Proficiency Assessments for California (ELPAC) for English learners.</p>

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<p>1. Teacher Assistant and Instructional Aides to assist in classrooms and to provide additional support to students as a means to increase English Language Arts and Mathematics scores. Instructional Aides focus on intervention opportunities for any identified target student populations. This effective action will be repeated.</p>	<p>\$35,988 LCFF 2000-2999 Classified Salaries; Instructional and Teacher Aides</p>	<p>\$35,988</p>
<p>2. Purchase of rigorous and Common Core aligned Instructional Materials to supplement the District provided curriculum to meet the needs of all students, including but not limited to Step Up to Writing, Core Literature, EurekaMath and intervention materials for use with Targeted Student Populations. These materials have helped us meet the needs of our students, and we will continue to order them.</p>	<p>\$21,500 LCFF 4000-4999 Books and Supplies; Eureka Math, Step Up to Writing and Wilson Reading materials</p>	<p>\$0.00</p>
<p>3. Additional funds to purchase Library Aide to support student literacy. Library aide will also assist with students checking out books and will ensure that the school library is well stocked with current fiction and non-fiction titles to assist students in research and inquiry projects. This effective plan will be continued.</p>	<p>\$13,551 LCFF 2000-2999 Classified Salaries; Library Aide</p>	<p>\$13,551</p>
<p>4. Itinerant Arts Teacher to provide enrichment opportunities that allow students to demonstrate critical and creative thinking through formalized art instruction. These opportunities are still required, and this action will be repeated.</p>	<p>\$23,260 (repeat expenditure) LCFF 2000-2999 Classified Salaries; Itinerant Arts</p>	<p>N/A (repeat expenditure)</p>
<p>5. Purchase of School Nurse to support the health and wellness of students to promote student success and academic achievement. We continue to need this support service.</p>	<p>\$23,155 LCFF 2000-2999 Classified Salaries; School Nurse</p>	<p>\$23,155</p>
<p>6. Purchase of teachers to support the academic achievement of all subgroups of students towards the mastery of Common Core State Standards. We continue to require teachers to deliver instruction.</p>	<p>\$1,682,554</p>	<p>\$1,682,554</p>

	LCFF 1000-1999 Certificated Salaries	
7. Teacher Costs funded by S&C.	\$179,582 LCFF 1000-1999 Certificated Salaries	\$179,582
8. Special Education Program	\$765,204 LCFF 1000-1999 Certificated Salaries; Special Education Program and GF contribution to sped - cert and classified	\$765,204

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Actions above were implemented as planned through March of 2020, at which time actions were implemented in a virtual service delivery model. Any funds that were not expended were used to support students in the 2020-21 school year.

Note that additional support to address the immediate school closures and distance learning impacts on students were provided by the Los Angeles Unified School District to all students, including those attending Affiliated Charters like Topanga.

See the LAUSD LCAP Annual Update for more information.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Successes:

- The school was able to implement all actions and services listed above except for the purchase of common core instructional materials.

Challenges:

- LAUSD closed in person instruction on March 13, 2020. Moving from an in person to online teaching platform was a challenge as there were many logistical hurdles to cross regarding implementation of online learning programs.

Goal 2

100% ATTENDANCE

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5 (Pupil Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<u>The percent of students attending 173-180 days each school year (96% attendance rate)</u> All Students 65% Low-Income Students 65% English Learners 65% Foster Youth N/A African-American Students 45% Students with Disabilities 60%	<u>The percent of students attending 173-180 days each school year (96% attendance rate)</u> All Students 90.9% Low-Income Students % English Learners 63.7% Foster Youth N/A African-American Students 89.9% Students with Disabilities 62.4%
<u>Percentage rate of Students Missing 16 days or more each school year</u> All Students 13% Low-Income Student 14% English Learners 0% Foster Youth N/A African-American Students 10% Students with Disabilities 13%	<u>Percentage rate of Students Missing 16 days or more each school year</u> All Students 19.4% Low-Income Student 28.3% English Learners 0.0% Foster Youth 0.0% African-American Students 0.0% Students with Disabilities 9.1%

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
1. Librarian assisted in developing literacy. This successful service will be repeated.	\$13,551 LCFF 2000-2999 Classified Salaries; Librarian \$2,500 LCFF 7000-7499 Other; Attendance Incentives for pupils and staff	\$16,051

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

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Note that additional support to address the immediate school closures and distance learning impacts on students were provided by the Los Angeles Unified School District to all students, including those attending Affiliated Charters like Topanga.

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A description of the successes and challenges in implementing the actions/services to achieve the goal.

Successes:

- Our Library Aide was able to continue to support students via a virtual platform.

Challenges

- :LAUSD closed in person instruction on March 13, 2020. Moving from an in person to online teaching platform was a challenge as there were many logistical hurdles to cross regarding implementation of online learning programs.

Goal 3

PARENT, COMMUNITY, AND STUDENT ENGAGEMENT

State and/or Local Priorities addressed by this goal:

State Priorities: 3. Parent involvement; 6. School climate

Local Priorities:

Annual Measurable Outcomes

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
1. Four Parent Workshops on academic initiatives held annually to increase the home/school connection. IMA funds will be used for materials and copies utilized in keeping parents informed and engaged in their child's education. Implementation was effective, and we will continue this action.	\$368 LCFF 7000-7499 Other; Parent Engagement	\$0.00

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Actions above were implemented as planned through March of 2020, at which time actions were implemented in a virtual service delivery model. Any funds that were not expended were used to support students in the 2020-21 school year.

Note that additional supports to address the immediate school closures and distance learning impacts on students were provided by the Los Angeles Unified School District to all students, including those attending Affiliated Charters like Topanga.

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A description of the successes and challenges in implementing the actions/services to achieve the goal.

Challenges:

- The school was run by an interim principal until early November, 2019 and the parent workshops were not added to the calendar at the beginning of the school year.

Goal 4

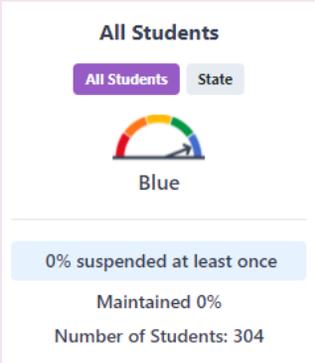
ENSURE SCHOOL SAFETY

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2(Implementation of State Standards), Priority 4 (Pupil Achievement), Priority 5 (Pupil Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p><u>Single Student Suspension Rate</u> All Students 0% Low-Income Students 0% English Learners 0% Foster Youth 0% African-American Students 0% Students with Disabilities 0%</p>	<p>All Students 0% Low-Income Students 0% English Learners 0% Foster Youth 0% African-American Students 0% Students with Disabilities 0%</p> 
<p><u>Number of Instructional Days Lost to Suspension</u> All Students 0%</p>	<p>All Students 0% Low-Income Students 0%</p>

Low-Income Students 0%	English Learners 0%
English Learners 0%	Foster Youth 0%
Foster Youth 0%	African-American Students 0%
African-American Students 0%	
Students with Disabilities 0%	
Expulsion Rate - Maintain 0%	Expulsion Rate 0%
Percentage of students who feel safe on school grounds - 93%	Percentage of students who feel safe on school grounds - 75%

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
1. Purchase of additional time for one School Psychologist to assist with the discipline and safety climate at the school. The School Psychologist will provide counseling and school-based support for students who struggle with emotional and/or social well-being. This action has proved effective, and will be continued.	\$36,203 LCFF 1000-1999 Certificated Salaries; School Psychologist	\$36,203
2. Purchase of two Campus Aides to patrol school facilities in order to prevent violation of rules or safe practice and to assist in maintaining student discipline and observance of rules by students and others on campus. This action has been effective, and will be continued.	\$18,200 LCFF 2000-2999 Classified Salaries; Campus Aides - Special Programs \$6,072 LCFF 2000-2999 Classified Salaries; Proportionality - Campus Aides	\$24,272

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Actions above were implemented as planned through March of 2020, at which time actions were implemented in a virtual service delivery model. Any funds that were not expended were used to support students in the 2020-21 school year.

Note that additional supports to address the immediate school closures and distance learning impacts on students were provided by the Los Angeles Unified School District to all students, including those attending Affiliated Charters like Topanga.

See the LAUSD LCAP Annual Update for more information.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Successes:

- The purchase of additional time for one School Psychologist was helpful for our students and staff in particular facilitating IEP assessments and school based counseling programs.
- The purchase of two Campus Aides to patrol school facilities and supervise students during recess, lunch, before and after school was successful in that the adult to student supervision ratio was lowered and overall campus safety remained stable.

Challenges:

- Providing the range of psychological services all via distance learning proved to be a challenge as working in an online environment.

Goal 5

PROVIDE FOR BASIC SERVICES

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1 (Basic Services), Priority 2 (Implementation of State Standards)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Percentage of teachers that are appropriately credentialed for the students they are assigned to teach: 100% Compliant	100% of teachers are appropriately credentialed.
Percentage of teachers completing the Teacher Growth and Development Cycle (TGDC): 20%	30% of teachers completed the Teacher Growth and Development Cycle
Percentage of Percentage of school based staff attending 96% or above: 73%	Unprotected Absence Rate 4% 89% Certificated Staff attending 96% or above 69% Classified Staff attending 96% or above Overall 81%
Percentage of schools providing students with standards based instructional materials by meeting Williams Act requirements: 100% Compliant	100%

Percentage of facilities that are in good repair: Rating of Exemplary

System Inspected	Repair Status
Gas Leaks	GOOD
Mechanical / HVAC	GOOD
Sewer	GOOD
Interior Surfaces	GOOD
Overall Cleanliness	GOOD
Pest / Vermin Infestation	GOOD
Electrical (Interior and Exterior)	GOOD
Restrooms	GOOD
Sinks / Drinking Fountains (Inside and Outside)	GOOD
Fire Safety	GOOD
Hazardous Materials (Interior and Exterior)	GOOD
Structural Damage	GOOD
Roofs	GOOD
Playground / School Grounds	GOOD
Windows / Doors / Gates / Fences	GOOD
Overall Rating	EXEMPLARY

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
1. Plant Manager to ensure that the campus facilities are safe. This will be continued.	\$77,520 LCFF 2000-2999 Classified Salaries; Plant Manager \$65,792 LCFF 2000-2999 Classified Salaries; Building & Grounds Worker	\$143,312
2. Building & Grounds worker to assist plant manager in maintaining safe facilities. This will be continued.	\$0	\$0
3. Centralized Support and Resources	\$956,461	\$956,461

	LCFF 5000-5999 Services and Other Operating Expenses	
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Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Actions above were implemented as planned through March of 2020, at which time actions were implemented in a virtual service delivery model. Any funds that were not expended were used to support students in the 2020-21 school year.

Note that additional supports to address the immediate school closures and distance learning impacts on students were provided by the Los Angeles Unified School District to all students, including those attending Affiliated Charters like Topanga.

See the LAUSD LCAP Annual Update for more information.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Successes:

- Overall cleanliness was rated as Good on the school facilities inspection tool.

Challenges:

- Due to the unique remote location of the school it is difficult to staff the maintenance department with permanent employees which resulted in inconsistent maintenance during the 2019-2020 school year.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency’s (LEA’s) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
1. School will invest in ongoing maintenance to prepare for a future return to in-person instruction	\$939,681	\$939,681	N
Note that expenditures for health and safety protocols are covered under the District’s Learning Continuity and Attendance Plan, as these actions are taken district-wide.	N/A	N/A	N/A

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

This action was implemented as planned: as an LAUSD affiliated charter school, our school receives resources necessary to operate the school from the District, based on the school’s enrollment and/or other factors, for purposes of maintaining and operating the school facilities.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

In compliance with federal, state, and county guidelines for safe opening of schools, all Los Angeles Unified schools including Topanga Elementary Charter remained closed for in-person instruction for the majority of the 2020-21 school year, with all students

engaging in distance learning. As countywide COVID numbers began to fall, the District implemented the highest standards of COVID safety of any school district in the nation to prepare for a return to school. Los Angeles Unified upgraded air filters with the equivalent of an N-95 mask and reprogrammed the systems to circulate air 24 hours a day. Staff were trained and schools provided with adequate supplies of PPE. Custodial staff were doubled to make sure schools are cleaned and disinfected top to bottom, and classrooms were reconfigured to keep all at school safely apart.

Over the course of the month of April, Los Angeles Unified reopened schools for hybrid instruction:

- During the week of April 12th, 61 elementary schools and 11 early education centers reopened.
- The week of April 19th, the remaining elementary schools and early education centers reopened.
- Finally, the week of April 26th, middle and high schools reopened.

In the hybrid model, elementary school students were on campus 5 days a week with the same group of students participating in in-person instruction from either 8:00 am – 11:00 am or 12:00 pm – 3:00 pm. Students completed coursework online and participated in independent work when not receiving direct, in-person instruction. Classrooms were cleaned between the AM and PM sessions. On-site supervised care and enrichment activities were available for students during the times when they were not receiving in-person instruction so they engaged in a full school day.

In addition, families could also elect to keep students in distance learning. In this model, elementary students continued to learn online from either 8:00 am – 11:00 am or 12:00 pm – 3:00 pm, similar to their previous online learning model. Students completed coursework online and participated in independent work when not receiving instruction online.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
2. Our school will provide high-quality curriculum and instructional resources to support distance learning and ensure continuity of instruction for all students as part of our general education program.	\$1,846,737	\$1,857,982	N
3. We will also continue to provide a rigorous special education program to support our students with disabilities in distance learning.	\$620,698	\$577,656	N

Note that device and connectivity resources, professional development, and expenditures for staff roles and responsibilities are covered under the District's Learning Continuity and Attendance Plan, as these actions are taken district-wide.	N/A	N/A	N/A
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A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

In alignment with Los Angeles Unified School District policy, our school implemented distance learning for the majority of the 2020-21 school year. The actions above were implemented as planned - variations in expenditures are generally attributable to adjusted funding levels as a result of normed allocations and staffing based on per-pupil enrollment.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Continuity of Instruction

- Standards aligned digital tools implementation continued to provide engaging and rigorous lessons/activities to support both synchronous and asynchronous learning.
- Ongoing professional development and planning support was provided to educators on effective remote learning and engagement strategies as well as pacing to address essential standards and data in remote instructional settings.
- To prepare for Return to Campus, guidance and support for teaching in each content area in hybrid environments was provided to educators.
- In order to support continuity of instruction across all District schools, Los Angeles Unified developed numerous resources for school site leaders, including:
 - [Principal's Playbook and Addendum](#) outlined not only the operational planning for a return to campus, but an academic plan to ensure continuity of instruction as well, including progress monitoring, academic content planning, and modality transition preparation for potential quick transitions between online, in-person, and hybrid learning.
 - [Transition Plan: From Safer At Home to In-Person Services](#) - this checklist provided prioritized tasks to be performed in preparation for In-person services. The checklist is to be used alongside the Principal's Playbook and Addendum.
 - [Instructional Toolkit](#) - this resource includes instructional strategies for elementary and secondary educators both to continue to support virtual learning and to adapt to the hybrid learning model.
 - [Instructional Handbook for Online Learning and Hybrid Model](#) - this resource for educators provides information on instructional time, assessment strategies, supervision of instruction, social and emotional well-being supports, and additional policies and procedures.

- [Return to Campus: Family Guide](#) - this resource provides information to families on instructional models, childcare offerings, health and safety protocols, the daily health check and more to keep our families informed and prepared for the transition to hybrid learning.
- [Safe Steps to Safe Schools Toolkit](#) - this messaging resource aligned and standardized communications across the District to ensure that consistent information was shared with all staff, families and the greater school community.

Access to Devices and Connectivity

- Thanks to collaborative efforts and unprecedented levels of commitment across the District, every student had access to a learning device in the 2020 Spring Semester. During that time, the District's daily student log-in rates increased by 58 percentage points district-wide.
- The District also distributed tens of thousands of connectivity devices to families over the past year, providing a relatively swift and low-cost solution to the problem of ensuring equitable access to household connectivity, allowing increased time to develop and implement more long-term and sustainable solutions.

Pupil Participation and Progress

- Teachers, site administrators as well as local district and district staff continued to monitor student engagement and participation using the following sources (note that this information continued to be captured and monitored in the spring hybrid instructional models):
 - MiSIS
 - Whole Child Data Platform
 - Schoology
 - Digital Tools Participation/Task Completion such as:
 - SeeSaw
 - Nearpod
 - Discovery
 - IXL
 - Brainpop
 - ST Math
 - Zearn
- Attendance submittal by teachers is monitored at each school site and by communities of schools and Local Districts, as well as the central office. Submittal rate in MiSiS continues to be high (99.71% district-wide year to date for 2020-21).

Distance Learning Professional Development

- The District provided a Virtual Teaching and Learning Academy for new hires, contract pool and substitute teachers, with initial sessions held in August and additional sessions held throughout the year. This Academy pursued innovative strategies such as developing podcast-style sessions focused on Tech Tips, using Zoom technologies to create breakout sessions allowing for

differentiation, and identification of a cadre of presenters who are engaging, effective communicators, and knowledgeable.

- Starting in the 20-21 school year, Los Angeles Unified's Human Resources Division started to provide virtual orientation and training for all student teachers in the District needing to earn their student teaching hours to earn their credential. The District now has a more centralized system to track Student Teachers, Guiding Teachers, and host schools. Student teachers were given access to District systems such as District email accounts, MyPLN for PD opportunities, and Schoology Learning Management System for the first time in order to support online instruction with their students. Student Teachers were also provided with support on how to use distance learning tools, resources, and platforms, and were offered opportunities to receive COVID Vaccine to expand our pool of educators. These Student Teacher Virtual Orientations and Resources reached over 700 student teachers from various teacher preparation programs.
- Substitute teachers were provided with an additional 5 sessions of professional development from November to January 2021, exploring building positive rapport, practicing routines, and procedures for logging into and using District platforms and tools. On average 650 substitute teachers attended the professional development sessions.
- 12 hours of professional development were provided to paraprofessionals. Topics included social emotional learning, supporting instruction, safe COVID practices, universal design for learning, Schoology, and using Zoom to engage learners. Over 14,000 paraprofessionals completed the trainings offered, and more than 4,000 feedback forms were received. Overwhelmingly, paraprofessionals indicated that the learning opportunities were highly engaging, highly effective, and built their capacity to support distance teaching and learning.

Staff Roles and Responsibilities

- Throughout the District, Special Program Substitutes were assigned to schools to support the primary grades, and ELA and Math in the secondary grades. These substitutes provided differentiation of instruction, and the lower ratio of teacher to student in targeted grade levels allowed for personalization and improved student engagement. Additional staff allowed for small group instruction and intervention for students, as well as increased teacher collaboration to meet the needs of students.
- On average, there were 1,680 Special Program Substitutes who remained in the same assignment. This average increased to 1,830. This increase in demand can be seen as a testament to the success of the program.

Support for Pupils with Unique Needs

- For more information on these supports for students with unique needs, please see below under the Analysis of Pupil Learning Loss.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
4. Our school will implement strategies and interventions to measure and address learning loss for all students.	\$119,053	\$170,045	N
5. We will also provide additional supports which primarily benefit LCFF target student groups (low-income students, students in foster care, and English learners) to address their unique learning loss challenges.	\$255,373	\$217,858	Y
6. Our school will also target funding allocated by the District through the Student Equity Needs Index to further fund interventions to support English learners, foster youth, and low-income students.	\$99,376	\$51,710	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Actions 4 and 5 above were implemented as planned - variations in expenditures are generally attributable to adjusted funding levels as a result of normed allocations and staffing based on per-pupil enrollment.

Los Angeles Unified provided additional supports to schools throughout the 2020-21 school year, resulting in lower expenditures than planned for Action 6 above. Any unspent TSP/SENI funds will be allocated to support students in 2021-22. For more information, please refer to our school's 2021-24 LCAP.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Assessment Strategies

Topanga Elementary Charter complied with Los Angeles Unified and state policy on assessments.

- ELA and Math Assessments were administered three times during the year. Assessment results for the following Beginning of year (BOY) and middle of year (MOY) administrations were analyzed and used to inform re-teaching, pre teaching and differentiated instruction:
 - Renaissance Star Reading 6 -8
 - Renaissance Star Math 6-8
 - DIBELS (K- 5/6)
 - Edulastic Math (TK - 5/6)
- Student use of core curriculum and supplemental digital tools included regular assessment. Educators used the dashboards within the assessment systems described above to identify standards and skills for re-teaching, pre teaching and differentiated instruction.
- Informal assessment data such as review of completed assignments, discussion threads in Schoology, Zoom chat, etc. and observation during synchronous sessions also continued to inform instructional planning.

General Learning Recovery Strategies

- District, local district and school-based extended learning opportunities were provided to students in the Fall and Spring sessions.
- Multiple Summer learning opportunities, intervention and enrichment, will be offered to all TK-12 students.

English Learners

- The District provided the following Master Plan services / supports for English Learners:
 - Synchronous/asynchronous professional development/training on Designated ELD (dELD), Integrated ELD (iELD), Dual Language Education, Target Language Development, EL instructional approaches and ELPAC.
 - Technical support on all the operational aspects of the Master Plan programs options for English Learners, especially around the expansion of Dual Language Education Programs.
 - Model lessons on dELD, iELD, target language development and resiliency.
 - Content lessons and resources in 6 languages (Arabic, Armenian, French, Korean, Mandarin, and Spanish).
 - Pathway to Biliteracy Awards/Seal of Biliteracy toward the goal of promoting bilingualism and biliteracy.
 - EL Instructional Coaches for schools with high concentration of ELs.
 - Supplemental instructional programs for ELs such as Reading Horizons and Rosetta Stone.
 - Before/after/Saturday intervention/enrichment to PLTEs and LTELs in need of targeted instructional support.
 - Family webinars/workshops/ trainings and home-school resources.
- Despite the school closures and the limited Summative ELPAC opportunity provided by CDE Fall 2020, 65% of ELPAC at level 3 ELs took the Fall 2020 Summative ELPAC remotely across the District.
- 8.56% of the District's LTELs have reclassified and 9.2% of LTELs with disabilities have reclassified.

Standard English learners, including African American students

- SEL Coaches continue to utilize LAS Links diagnostic assessment across the District to identify areas of growth and/or need, and attend to this data by establishing intervention groups focusing on academic language development and mainstream English language development, in addition to providing small group instruction in break-out rooms synchronously.
- Based on a preliminary LAS Links (BOY - MOY) comparison report, there is evidence of an increase in literacy (reading, writing) proficiency levels. Qualitatively, based on evaluation compilations and observations, teachers have reported an increase in student engagement and remote learning participation.

Students with Exceptional Needs

- 60,000 IEPs were completed, with a Distance Learning Plan embedded
- Professional developments were made to assist special educators with using the digital tools to provide accommodations virtually. These include “IXL in Special Education,” “Kami for Remote Learning,” and “Nearpod: Explore Tools for Differentiation”
 - 483 educators watched our training on IXL,
 - 772 watched the Nearpod trainings, and
 - 220 watched the training on Kami.
- 300 teachers and administrators engaged in a series of three trainings by Katie Novak on Universal Design for Learning (UDL)
- Every school in the district was asked to send a team including a special educator to Orton Gillingham trainings.
- 95% Phonics Lesson Library kits and professional development were provided to elementary Special Education teachers. Elementary administrators and support staff were able to participate in a synchronous or asynchronous webinar on supporting the PLL. Office hours to support teachers and administrators were held.
- 7000 paraprofessionals participated in a webinar to prepare for the transition to hybrid learning

Students in Foster Care and Experiencing Homelessness

- Counselors have maintained relationships with students and families and continue to provide support and advocacy.
- Foster caregivers and families experiencing homelessness continue to have access to the enrollment portal to support immediate school enrollment. Thousands of applications have been submitted for new students through the pre-enrollment portal (enroll.lausd.net)
- Student Health and Human Services hotline continues to offer dedicated staffing and support on school days to support our students in foster care and experiencing homelessness with addressing any barriers. The hotline has served over 19,000 callers, addressing basic needs and providing support and consultation, referrals, and services/support for students, caregivers and staff.

Gifted and Talented (GATE) Students

- The District created and implemented a variety of online presentations and events for families to provide general GATE program information and tools for supporting children in a virtual learning environment, e.g., E-Learning workshops, Annual GATE/SAS Parent Trainings, Annual GATE/SAS Parent Conference (2020-2021 academic year). Almost 1,500 parents have

participated in online workshops this year.

- The Advanced Learning Options team also secured a districtwide site license that provides access for all Los Angeles Unified educators to participate in an asynchronous course on “Questioning Deep Dive” as a strategy for distance learning with Lisa Van Gemert, Educator and Consultant, Gifted Guru (2020-2021 academic year)
- The District also developed, in collaboration with the You Matter Foundation and Zoom, a 13-week enrichment program, Every Monday Matters (EMM), to engage gifted/talented youth (grades 3-8) in topics and activities that support social-emotional well-being and social-responsibility. 341 students are participating in our Every Monday Matters program online each week

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Educators and school community stakeholders have embraced the thematic days and activities in support of Mindful Monday, Grati-Tuesday, Wellness Wednesday, Thoughtful Thursday, and Fun Friday. Daily lessons and activities are available to all educators to support community building, check-in/check-out activities, use of 4:1 (positive to corrective) feedback, and creating/teaching and reinforcing classroom expectations.

In addition, over 10,000 educators are part of the Student Health and Human Services Positive Behavior Interventions and Supports.

Finally, as referenced above, the Student Health and Human Services hotline has served over 19,000 callers, addressing basic needs and providing support and consultation, referrals, and services/support for students, caregivers and staff.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Schools have been provided with resources and guidance to support outreach as required by SB98. Over 797,000 contacts with students regarding attendance have been documented in MiSiS this school year.

In addition, BlackBoard Connect calls continue to go out daily for students who are absent from distance learning.

During the 2020-2021 school year, the Los Angeles Unified School District also utilized several re-engagement strategies to improve parent communications, outreach, and provide support to parents and families during online learning and the transition to in-person instruction:

- Community of Schools Town Halls
- Back to School Planning Meetings
- Parent Portal Training and Support
- Covid-19 Hotline
- Mental Health Hotline
- Meet and Greet Workshops
- Daily Pass Application
- Family Engagement Modules

Parent Portal training and support provides continuous assistance through the Covid-19 Hotline for parents and families. Most recently, Los Angeles Unified has launched a one-stop shop web app, Daily Pass, built specifically for the District to ensure that students get back to school as safely as possible by completing a daily health check, schedule COVID-19 tests, and receive test results and messages. Families may access the Daily Pass through the Parent Portal.

In preparation for the reopening of schools for hybrid learning, the District asked families to complete the [Return to Campus Program Selection Form](#) to indicate how their student would participate in instruction. Families also had the option to change their child's participation method every two weeks after schools reopened by contacting their school.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Since schools closed in March, LAUSD's Grab and Go Food centers have provided more than 122 million meals to students and families in need without the assistance of the county or any of the 26 cities the school district serves including the city of Los Angeles. Schools also provided 26 million items of much-needed supplies including millions of diapers and personal-care items, treats and athletic equipment for children, along with computers and internet access for all students who need them to stay connected with their school community.

Los Angeles Unified was joined in this effort by businesses, individuals and philanthropic organizations who understood the need.

They contributed money and in-kind donations totaling almost \$40 million to LA Students Most in Need, the charitable fund the District created to help provide a safety net for the school community.

As schools reopened during the month of April, the District began the process of transitioning food service back to a school-based effort focused on children. Beginning the week of April 12th, students who returned for in-person instruction were provided multiple meals at school while students who continued with online learning from home could still pick up meals from their own school site. This ensured that every child could continue to receive meals from their local school. April 9th was the last day for 22 of the school-based food centers and the remaining 41 sites closed on April 16th.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being; Pupil and Family Engagement and Outreach	7. Our school will continue to provide an engaging and supportive school climate for all students and families.	\$47,800	\$34,314	N
Mental Health and Social and Emotional Well-Being; Pupil and Family Engagement and Outreach	8. Our school will also invest in additional student and family supports and engagement strategies which primarily benefit and target LCFF target student groups (English learners, foster youth, and low-income students).	\$53,870	\$43,406	Y
School Nutrition	Note that expenditures for nutrition services are covered under the District's Learning Continuity and Attendance Plan, as these actions are taken districtwide.	N/A	N/A	N/A

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

The actions above were implemented as planned - variations in expenditures are generally attributable to adjusted funding levels as a result of normed allocations and staffing based on per-pupil enrollment.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

The future LCAP goals will remain stable moving forward:

1. Proficiency for All
2. 100% Attendance
3. Parent, Community, and Student Engagement
4. School Safety & Climate
5. Basic Services

In reflecting on the past year, the most critical lesson learned may be the need to remain flexible and responsive to changing circumstances and needs, keeping students at the center of all our decisions. Los Angeles Unified School District and its Affiliated Charter Schools, including Topanga Elementary Charter, will continue to maintain our commitment to ensuring that our schools meet the highest standards of health and safety, following all federal, state, and local guidelines to make sure our students feel safe in our schools. In addition, as new data becomes available over the next year about student learning needs, mental health and social-emotional needs, and student and family engagement needs, we will adjust our programming accordingly to meet those needs.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Looking ahead, Los Angeles Unified School District and its Affiliated Charter Schools will continue to comply with all mandates for state assessments, supplementing with other local assessments as agreed upon with bargaining partners. Core curriculum implementation will continue to leverage regular assessment so that educators can identify standards and skills for re-teaching, pre teaching and differentiated instruction. Finally, informal assessment data such as classroom observations, grading, and student participation will also be used to inform instructional interventions to accelerate student learning in the coming year.

As regular instruction and assessment administration resumes in the 2021-24 LCAP period, the District plans to implement the following assessments, pending confirmed agreements with our bargaining partners :

- Desired Results Developmental Profile 2015 (DRDP)* in ETK / early education centers / California State Preschool Programs
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS) three times per year in Grades K-5/6
- Curriculum Embedded Unit Assessment for Benchmark or Wonders in ELA at least once per year in Grades K-2
- District Interim Assessment in Math at least once per year in Grades K-2
- Otis-Lennon School Ability (OLSAT-8) to identify students for Gifted and Talented Education (GATE) programs once in Grade 2
- IDEL–Spanish Language Literacy three times per year in Dual Language Education programs in Grades K-3
- California Spanish Assessment (CSA) once per year for English Learners and participants in Spanish Dual Language Education Programs in Grades 3-5/6
- Korean Language Test (KLT) once per year for participants in Korean Dual Language Education Programs in Grades 1-5/6
- Mandarin Language Test (MLT) once per year for participants in Mandarin Dual Language Education Programs in Grades 3-5/6
- Initial English Language Proficiency Assessments for California (ELPAC) in Grades ETK-5/6
- Summative ELPAC once per year until reclassification in Grades ETK-5/6
- Smarter Balanced (SB) Interim Assessment Block (IAB) in ELA and Math twice per year in Grades 3-6
- Reading Inventory twice per year for English Learners in Grade 6 for reclassification purposes
- Language Assessment Scales (LAS) Links twice per year for Probable Standard English Learners and Standard English Learners in Grades 1-5/6
- Smarter Balanced (SB) Interim Assessment Block (IAB) in ELA and Math once per semester in Grades 6-11
- PSAT/NMSQT in ELA and Math once in Grade 10 (required) and once in Grade 11 (optional)
- Reading Inventory twice per year for English Learners in Grade 6-12 for reclassification purposes
- Initial English Language Proficiency Assessments for California (ELPAC) in Grades 6-12
- Summative ELPAC once per year until reclassification in Grades 6-12
- California Spanish Assessment (CSA) once per year for English Learners (Grades 6-11) and participants in Spanish Dual Language Education Programs (Grades 3-8)
- Korean Language Test (KLT) once per year for participants in Korean Dual Language Education Programs in Grades 6-12
- Mandarin Language Test (MLT) once per year for participants in Mandarin Dual Language Education Programs in Grades 6-12
- Language Assessment Scales (LAS) Links twice per year for Probable Standard English Learners and Standard English Learners in Grades 6-11

The District will also leverage COVID relief funding and LCAP funding to accelerate early literacy and English Learner supports through the Primary Promise program. The COVID relief funds, while not appearing in the LCAP, will also go towards increased social-emotional and mental health services for all students.

[Prompt: ACS principals will include additional site-specific language to reflect on the planned use of their Charter School Block Grant and, if applicable, Charter School Allocation in Lieu of EIA in 2021-22, which will fall under Goal 2]

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

These actions identified as contributing towards the increased or improved services requirement were largely implemented as planned - variations in expenditures are generally attributable to adjusted funding levels as a result of normed allocations and staffing based on per-pupil enrollment.

For more precise information on the variations between planned and actual actions, please refer to the Analysis sections above.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

While students have all experienced unprecedented challenges over the 2019-20 and 2020-21 school years as a result of COVID's impact on communities and on distance learning, their needs will vary widely. Looking ahead to the future, in order to address learning loss and accelerate student learning recovery, schools must have autonomy and flexibility to adjust their supports for their students' needs. In order to increase transparency for these school-level supports for students, especially English Learners, students in foster care, and students designated as low-income, Los Angeles Unified schools receiving flexible funds through the Student Equity Needs Index, including Affiliated Charter schools like Topanga Elementary Charter, will align these funds to program codes according to student needs across the following LCAP goals: 100% Graduation, Proficiency for All, 100% Attendance, Parent, Student and Community Engagement, and School Safety and Climate.

[Prompt: ACS principals will include additional site-specific language to summarize their TSP Plan Actions for 2021-22, including the relevant LCAP Goals to which the resources have been aligned.]

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth

students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,
 - Pupil Participation and Progress,
 - Distance Learning Professional Development,
 - Staff Roles and Responsibilities, and
 - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education
January 2021

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Topanga Elementary Charter School	Kevin Kassebaum Principal	kevin.kassebaum@lausd.net 310-455-3711

Plan Summary [2021-22]

General Information

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

The community of Topanga is geographically separated from the major urban centers of Los Angeles and is self-contained. TECS is perhaps the most geographically isolated school in LAUSD. We are boarding what is considered the world's largest wildland within the boundaries of a major city Topanga State Park. The campus is unique in having five acres of oak woodland, including extensive nature trails and an outdoor amphitheater. We have worked with the Santa Monica Mountains Resource Conservation District (RCD) to develop a curriculum in which classroom activities are integrated with regular hikes and outdoor learning among the oaks on our school's nature trails. We also have a caring and involved parent community and committed staff who are vested in the success of the school's Charter. Also, we have more considerable latitude regarding the selection of teachers to meet our vision of highly qualified teachers who serve and participate in committees and programs. The flexibility of the time banked schedule provides excellent opportunities for collaboration between all stakeholders.

Other achievements include integrating technology in the classroom, improving community communication, continued parent engagement such as the Safety and Science Committee, Visual and Performing Arts Committee, Maker Club, and continued ecological awareness and stewardship of the school property. We attribute our successes to a variety of factors, including but not limited to the partnership between stakeholders and staff, the level of commitment of all stakeholders, the small size of the school, the ability to utilize a school based governance model with opportunities to make curriculum, staffing, and budgetary decisions to best suit our school's community. Since its inception as an Affiliated Charter School within the Los Angeles Unified School District, TECS has embraced the challenge to develop successful programs that reflect the leadership, skill, and talent of our stakeholders, while meeting the unique needs of our diverse student body and educational community.

Reflections: Successes

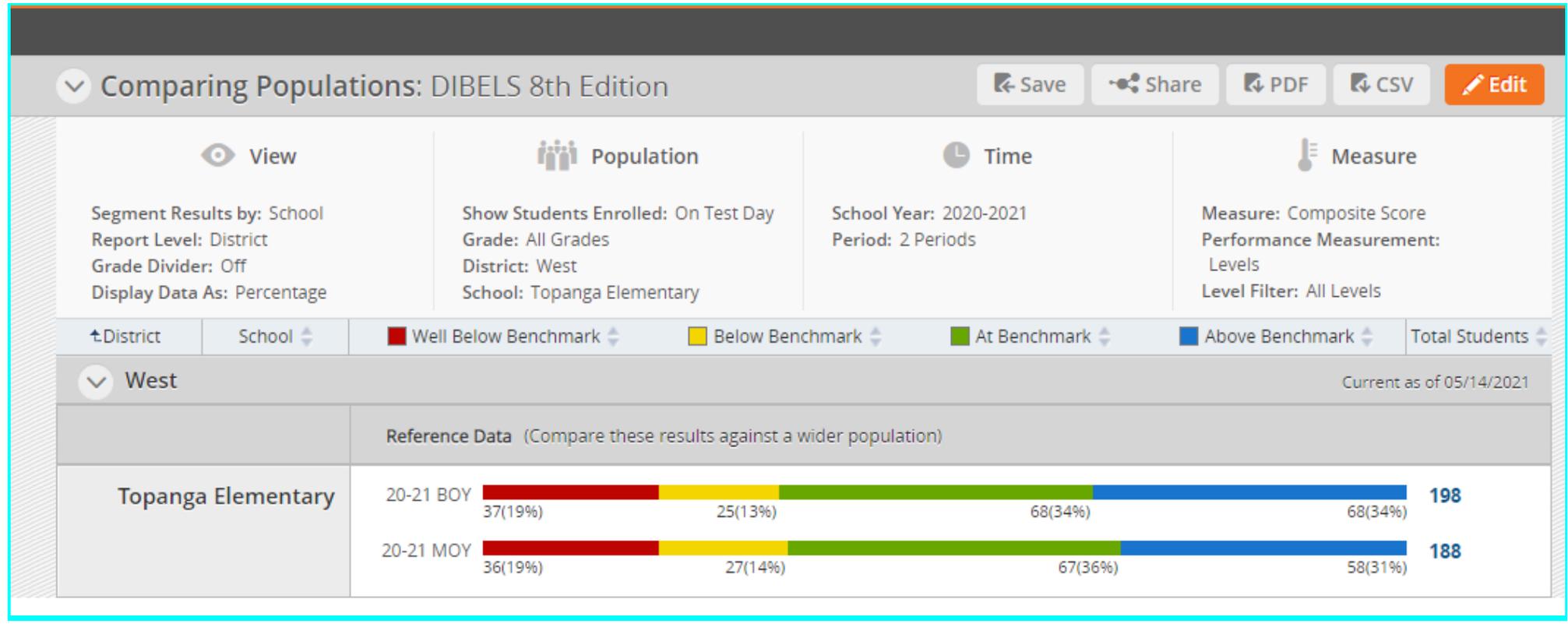
A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

The percentage of students attending 172-180 days each school year (96% or higher attendance) has increased from 42% in the 2019-2020 school year to 88% by mid-year 2020-2021.

The percentage of school-based staff attending 96% or above increased from 81% in the 2019-2020 school year to 92% by mid-year 2020-2021.

Due to Covid-19, the California Assessment of Student Performance and Progress (CAASPP) was not administered; therefore, there is no updated information on the California School Dashboard. The 2019 California School Dashboard indicates a status of Green for both Language Arts and Math student achievement.

Although there were no significant gains between the beginning of the year DIBELS Language Arts Assessments and the Mid Year assessments, most of our student population is working at or above benchmark level in Language Arts.



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.

Local assessment data (Edulastic Math) indicate the need to increase student achievement in math for students in grades 1-5.

LCAP Highlights

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

- Goal 1, Action 8: SENI Investments in Proficiency for All Topanga Elementary Charter School is investing discretionary Targeted Student Population (TSP) funds in additional hours of Library Aide support to ensure access to materials to support ELA instruction and literacy 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.

This information is not applicable to our school, which has not been identified 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.

This information is not applicable to our school, which has not been identified for Comprehensive Support and Improvement.

Monitoring and Evaluating Effectiveness

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

This information is not applicable to our school, which has not been identified for Comprehensive Support and Improvement.

Stakeholder Engagement

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

Following the approval of the Los Angeles Unified School District's Learning Continuity and Attendance Plan by our board in October 2020, stakeholder engagement for the 2021-24 LCAP has developed through three stages:

1. Pre-Draft LCAP Input (November 2020 - January 2021): Before the 2021-24 LCAP template was available and prior to developing a draft, our stakeholder engagement focused on understanding our stakeholders' priorities for our District LCAP Goals.
2. Draft Development Input (February - April 2021): As our District teams collaborated to draft the LCAP, the focus of our stakeholder engagement narrowed to capture our communities' specific expectations and perspectives on LCAP actions and programs.
3. Draft Feedback (May 2021): Once the District had completed drafting the LCAP, the final stage of our stakeholder engagement cycle invited our stakeholders to provide feedback on the draft itself before finalizing for submission to the Board.

Across these three stages, Los Angeles Unified worked to engage a broad range of stakeholders through the following outreach:

Student Engagement

The LCAP team engaged students across a variety of committees and virtual focus groups to solicit feedback on LCAP actions, metrics, and supports for specific student groups, as well as to gather input on the Student Equity Needs Index.

The LCAP team provided several input opportunities to the District's student leadership groups:

- Associated Student Body Presidents (October 28, 2020; February 24, 2021)
- Superintendent's Student Advisory Council (November 16, 2020; February 22, 2021; March 22, 2021)
- LCAP Study Session with Student Board Member Finalists (May 3, 2021; May 24, 2021)

Through collaboration with the Student Empowerment team, the District's LCAP team also convened a series of student focus groups to elevate the voices, perspectives and needs of students in our future planning:

- English Learner Student Focus Group (January 26, 2021; March 2, 2021; April 27, 2021)
- African American Student Focus Group (February 9, 2021; March 9, 2021)
- Focus Group for Students in Foster Care (April 14, 2021)
- Focus Group for Students with Disabilities (May 26, 2021)
- Student Leaders engaged with our Community Partners (January 19, 2021)

Parent Engagement

The LCAP Team engaged with the Parent Advisory Committee in the following meetings throughout the 2020-21 school year:

- December 10, 2020: The LCAP team provided a brief presentation orienting the PAC members to the Local Control Funding Formula and providing an update on the 2020 Budget Overview for Parents.
- January 21, 2021: The LCAP team gave an overview of the 2021-24 LCAP development and engagement process and solicited pre-draft input on PAC priorities for the new LCAP.

- [February 18, 2021](#): The LCAP team gave an overview of the Annual Updates to 2019-20 LCAP and 2020-21 Learning Continuity Plan, as well as implementation updates for the comments that PAC had developed for the 2020-21 LCAP prior to school closures and for the 2020-21 Learning Continuity Plan (available in [English](#) and [Spanish](#)).
- [March 18, 2021](#): District teams (including the Division of Instruction, A-G Interventions, Advanced Learning Options, Special Education, Food Services, Linked Learning, Arts Education, Instructional Technology, Early Childhood Education, and Student Health and Human Services) gave an initial presentation on LCAP Goals 1, 2 and 6.
- [April 8, 2021](#): District teams (including Student Health and Human Services, Parent and Community Services, the Office of School Culture, Climate & Safety, and the Los Angeles School Police Department) presented LCAP Goals 3, 4, and 5 to the PAC, and the LCAP team provided an overview of the Student Equity Needs Index.
- [April 22, 2021](#): The LCAP team gave an overview of the draft LCAP (building on prior District team presentations) and PAC members developed official comments on the LCAP for Superintendent's response.
- June 3, 2021: The LCAP team presented the Superintendent's responses to the PAC comments.

The LCAP Team engaged with the District English Learner Advisory Committee in the following meetings throughout the 2020-21 school year:

- [December 3, 2020](#): The LCAP team provided a brief presentation orienting the DELAC members to the Local Control Funding Formula and providing an update on the 2020 Budget Overview for Parents.
- [February 25, 2021](#): The LCAP team gave an overview of the 2021-24 LCAP development and engagement process and solicited pre-draft input on DELAC priorities for the new LCAP.
- [March 11, 2021](#): The LCAP team gave an overview of the Annual Updates to 2019-20 LCAP and 2020-21 Learning Continuity Plan, as well as implementation updates for the comments that DELAC had developed for the Learning Continuity Plan (available in [English](#) and [Spanish](#)).
- [March 25, 2021](#): District teams (including the Division of Instruction, A-G Interventions, Advanced Learning Options, Special Education, Food Services, Linked Learning, Arts Education, Instructional Technology, Early Childhood Education, and Student Health and Human Services) gave an initial presentation on LCAP Goals 1, 2 and 6.
- [April 15, 2021](#): To provide greater clarity on the District's academic initiatives for English Learners, the Division of Instruction, Special Education, and the Multilingual and Multicultural Education Department presented again on LCAP Goals 1 and 2, and the LCAP team provided an overview of the Student Equity Needs Index.
- [April 29, 2021](#): District teams (including Student Health and Human Services, Parent and Community Services, the Office of School Culture, Climate & Safety, and the Los Angeles School Police Department) presented LCAP Goals 3, 4, and 5 to the DELAC.
- [May 13, 2021](#): The LCAP team gave an overview of the draft LCAP (building on prior District team presentations) and DELAC members developed official comments on the LCAP for Superintendent's response.
- June 10, 2021: The LCAP team presented the Superintendent's responses to the DELAC comments.

Local District LCAP Study Groups

Parent and Community Services coordinated 33 [Local District LCAP Study Groups](#) in the 2020-21 school year to offer the opportunity for parents and community members to engage more deeply with the prior LCAP Goals and Actions, and to develop feedback to be used for the development of the new LCAP.

Community Partners

Our District's community partners provided vital input throughout the LCAP development process through bimonthly engagement sessions:

- October 28th: Overview of the Local Control Funding Formula and the District's Student Equity Needs Index (SENI)
- December 9th: Community input on District communication of distance learning updates; overview of the District's Open Data Dashboard and upcoming LCAP Dashboard; and initial pre-draft LCAP input.
- January 27th: Presentation of and community feedback on District programs for African American students and students with disabilities
- March 10th: Presentation of and community feedback on District programs for English Learners, students in foster care, and students experiencing homelessness
- May 5th: Presentation of and community feedback on draft LCAP overview.

Staff Engagement

The Los Angeles Unified LCAP Team also engaged internal stakeholders in the planning and development of the LCAP.

- On April 5, 2021, the LCAP Team engaged school administrators on the supports and resources the LCAP should include for principals to support their own site-level planning, budgeting and engagement, including for the Targeted Student Population (TSP) Plan.
- On May 4, 2021, the LCAP team engaged a Local District Advisory Group, both to share the local results of the March Town Halls ThoughtExchange (see "Community of Schools Town Halls" below) for use in their own planning and budgeting and to solicit feedback on how the LCAP reflects the use of Supplemental and Concentration funds at the Local District level, as well as what supports Local District leaders need to support their Communities of Schools and respective schools.

Labor Partners

The LCAP team collaborated with Labor Partners in the development of the LCAP as well - in addition to building on labor agreements for the development of the Goals and Actions, the LCAP team met with representatives from California School Employees Association (CSEA), Associated Administrators of Los Angeles (AALA), Teamsters, Los Angeles School Police Association (LASPA), Los Angeles School Police Management Association (LASPMA), United Teachers of LA (UTLA), and Building and Trades on May 12th to share an overview of the draft LCAP and solicit feedback.

Special Education Local Plan Area Administrator (SELPA) Engagement

The Superintendent was in regular consultation with the Associate Superintendent of Special Education and the Special Education Local Plan Area Administrator throughout the school year to determine specific actions to support students with disabilities in the LCAP. The Division of Special Education received input from the Community Advisory Committee (CAC) for Special Education from ten meetings held from August 2020 through May 2021.

Surveys

The Office of Data and Accountability administered the annual School Experience Survey to parents, staff, students and teachers in the fall of 2020, a critical source of data in a year with unprecedented interruptions to the majority of District data systems. The School Experience Survey presents survey items organized by three categories: Academic, Social Emotional Learning, and School Climate. The response rates for the Survey are as follows:

- Students (Overall): 69%

- Elementary: 82%
- Middle: 73%
- High: 59%
- Parents (Overall): 42%
 - Elementary: 49%
 - Middle: 39%
 - High: 34%
- Teachers (Overall): 95%
 - Elementary: 95%
 - Middle: 96%
 - High: 94%
- Staff (Overall): 95%
 - Elementary: 95%
 - Middle: 96%
 - High: 94%

On April 29, 2021, the District posted the LCAP survey to its website: <https://achieve.lausd.net/lcap>. The survey solicited input from stakeholders on what programs and priorities they believe the District should pursue to reach the LCAP Goals.

Community of Schools Town Halls

Our District's Communities of Schools hold monthly town halls to provide local updates and engagement opportunities. As part of the March Town Halls, each Community of Schools also engaged stakeholders, including parents/guardians, staff members, students, and community members, in town halls on how to support students academically over the next three years, using the platform ThoughtExchange to gather feedback and identify priorities. The ThoughtExchange remained open through the entire month of March to allow time for stakeholders to reflect, provide additional feedback, and engage with other participants' feedback.

See below for the number of participants, responses and ratings shared by Local District West (which includes Topanga Elementary Charter) during this first ThoughtExchange:

- Local District West (10 Communities of Schools):
 - 314 participants (67% parent / guardian, 29% staff, 3% community, 1% students)
 - 297 thoughts
 - 5,678 ratings

Superintendent Updates

Since March 16, 2020, Superintendent Beutner has shared updates via recorded videos airing on KLCS and shared on the Los Angeles Unified website in order to keep our communities informed and current on the impacts of the pandemic on our planning, operations, and offerings. In addition, transcripts in English and Spanish of Superintendent Beutner's updates are posted on the Los Angeles Unified School District website.

Board Meetings

The Los Angeles Board of Education engaged closely with student needs and planning throughout the year, including through monthly Distance Learning Updates. The Board also specifically monitored the LCAP development process:

- On January 26, 2021, the Budget Services team presented the District's planning and budgeting process (including alignment between budget and LCAP development).
- On February 1, 2021, the Board received a Board Informative about the development of the LCAP Metrics, and a separate Informative about the LCAP engagement process.
- On April 1, 2021, the Board received an additional Board Informative highlighting initial findings from the LCAP engagement process.
- On April 27, 2021, the LCAP team provided an update on the 2021-24 LCAP development and engagement to the Committee of the Whole.

Boardmember Garcia also invited the LCAP team to engage the communities of Board District 2 on March 4, 2021 on academic planning for the next three years. The results of this engagement were incorporated into the March Town Hall ThoughtExchange described above under "Communities of Schools Town Halls" as possible, and otherwise were incorporated into the LCAP Survey (when participants did not provide information about which Community of Schools their child's school falls under).

Finally, the LCAP team was also invited to engage Boardmember Melvoin's Youth Advisory Council (Board District 4) on March 12, 2021.

The Board of Education held a public hearing for the LCAP on Tuesday, June 15th, and adopted the LCAP on Tuesday, June 22, 2021.

Based in part on stakeholder input provided while updating the school's budget and LCAP, Topanga's school leadership team proceeds to draft a proposed LCAP, aligned to the charter, on the required template and disseminated the written draft for review and comment by the school staff and parents. Site Council/Governance members are given an overview of the proposal and provided an opportunity to give input. School leadership also present and discuss the proposal at staff meetings and budget committee meetings.

The LCAP, in response to ideas and concerns raised by staff, students, and parents, represents our needs and goals. One significant continuing resource in our LCAP for the upcoming year is supplementing district funding for our Library Aide position and bringing the position to full-time status. We also decided to continue funding personnel that we feel have positively impacted us meeting our goals, such as Instructional Aides and purchasing Instructional Materials to supplement the already provided curriculum.

A summary of the feedback provided by specific stakeholder groups.

Student Engagement

Through the District's engagement with various student leadership and focus groups, the following trends and priorities were identified for both District-level and school-level planning:

- Mental Health Initiatives and Supports
- Individualized student interventions (implemented through reduced class sizes and additional support staffing) especially for English Learners and students in foster care

- Restorative practices and positive behavior interventions
- Visual and Performing Arts (VAPA) programs

Parent Engagement

Engagement with the Parent Advisory Committee and District English Learner Advisory Committee revealed the following priorities:

- Increased small-group and one-on-one academic interventions for students falling behind
- Increased social-emotional interventions
- Increased Visual and Performing Arts (VAPA) programs
- Increased parent education and training

Local District LCAP Study Groups

- Stakeholders in Local District West (which includes Topanga) shared the following focus areas:
 - Need for engaging student programs, including arts education and afterschool programming
 - Additional support and focus on parent communication and engagement
 - Increased flexibility of school funds to support the needs of their students
 - Focus on restorative practices and school climate supports

Community Partners

Los Angeles Unified School District's community partners provided the following feedback based on District presentations:

- Need for continuing focus on alternatives to suspension
- Need for increased interventions for students with disabilities
- Need for continued support and individualized interventions for LCFF target student groups (English Learners, students in foster care, and low-income students)

Staff Engagement

- Site Administrators emphasized the need for continuing learning and sharing of best practices and proven strategies to support English Learners, students in foster care and students designated as low-income.
- Community of Schools Administrators and Local District administrators both emphasized the importance of professional learning and sharing best practices, both in terms of school-level planning and budgeting practices that could be shared as a model with other schools and in terms of the supports that Communities of Schools and Local Districts can share to improve school-level practices.

Labor Partners

- LAUSD Labor Partners provided critical feedback on the need for staff engagement in school-level, Community of Schools-level, Local District-level, and District-level planning and budgeting cycles.
- Representatives of our Labor Partners also emphasized the need for adequate staffing at schools for the implementation of student services, interventions, and climate and safety supports.

Special Education Local Plan Area Administrator (SELPA) Engagement

Through the Division of Special Education's ongoing engagement process, the Community Advisory Committee emphasized:

- The importance of the collaboration and support across the Division of Special Education, Local Districts, Communities of Schools, and the Office of Parent and Community Services
- The need for collaboration between the Division of Special Education, Local Districts, and Communities of Schools to identify, address and develop systems of support for school staff in their implementation of services,
- The integration of State Performance Plan Indicators (SPPI) into data monitoring systems throughout the District, and
- The need for additional focus and communication on transition services for students with disabilities.

In addition to this feedback, the Division of Special Education in partnership with Parent Community Services branch also engaged stakeholders on the development of the Special Education Local Plan for 2021-24, which includes all special education programs (above and beyond what is reflected here in the LCAP). For more information on the impact of Community Advisory Committee (CAC) feedback on the Special Education Local Plan for 2021-24, please see <https://achieve.lausd.net/Page/10285> (within the virtual meeting packet for the April 21, 2021 meeting).

Surveys

Through the 2020-21 School Experience Survey, stakeholders shared the following:

- Students:
 - 78% of elementary, middle, and high school respondents reported that teachers go out of their way to help students
 - 84% of elementary, middle, and high school respondents reported that they feel safe in school or in online school sessions
 - 74% of elementary, middle, and high school respondents reported that teachers care if they are absent from school
 - 61% of elementary, middle, and high school respondents reported that students have a voice in decision making at their school
 - 77% of elementary, middle, and high school respondents reported that there are lots of chances for students to get involved in sports, clubs or other activities outside of class
 - 69% of middle and high school respondents indicated that they intend to graduate from a four-year college or beyond
- Parents and Families
 - 70% reported that their Community of Schools provides useful training for parents
 - 81% of respondents reported that they attend events virtually at their student's school, such as parent-teacher conferences, assemblies, and school performances
 - 72% reported that they have visited or received assistance from the parent and family center personnel, website, or resource pages available online
- Teachers
 - 83% of respondents reported that resource decisions at their school (with respect to staffing, time, and materials) support the successful implementation of the State Standards
 - 76% of respondents reported that what they learn in school professional development meetings addresses their students' needs
 - 79% of respondents reported that they know how to provide targeted instruction for English Learners who are not making progress towards reclassification
- Staff
 - 83% of respondents reported that they get the help they need to communicate with parents

- 82% of respondents reported that their school promotes personnel participation in decision-making that affects the school practices and policies
- 88% of respondents reported that decisions at their school are made based on students' needs and interests

Community of Schools Town Halls

Through the Communities of Schools Town Halls in the month of March, which focused on how the District could support students academically, the following trends emerged for Local District West:

- Local District West stakeholders emphasized the following top priorities:
 - Diversity, Equity, and Inclusion
 - Curriculum and Instruction
 - Mental Health and Social-Emotional Wellbeing
 - Staff Support and PD

Topanga Elementary Charter School solicited additional parental and faculty feedback regarding the effectiveness of enrichment programs. Priorities from the survey were shared with parents and staff members via newsletters and during Site-Based Leadership Council meetings and during Coffee with the Principal parent zoom meetings.

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

Student Engagement

Through the District's engagement with various student leadership and focus groups, the following trends and priorities were identified for both District-level and school-level planning:

- Mental Health Initiatives and Supports → See Goal 5, Action 3 (SENI Investments towards School Safety and Climate)
- Individualized student interventions (implemented through reduced class sizes and additional support staffing) especially for English Learners and students in foster care → See Goal 2, Action 5 (District Allocation for Class Size Reduction), Goal 1, Action 1 (SENI Investments towards 100% Graduation), and Goal 2, Action 9 (SENI Investments towards Proficiency for All)
- Restorative practices and positive behavior interventions → See Goal 5, Action 2 (Supplemental School Climate Support Staff)
- Visual and Performing Arts (VAPA) programs → See Goal 2, Action 6 (Arts Education)

Parent Engagement

Engagement with the Parent Advisory Committee and District English Learner Advisory Committee revealed the following priorities:

- Increased small-group and one-on-one academic interventions for students falling behind → See Goal 2, Action 5 (District Allocation for Class Size Reduction), Goal 1, Action 1 (SENI Investments towards 100% Graduation), and Goal 2, Action 9 (SENI Investments towards Proficiency for All)
- Increased social-emotional interventions → See Goal 5, Action 3 (SENI Investments towards School Safety and Climate)
- Increased Visual and Performing Arts (VAPA) programs → See Goal 2, Action 6 (Arts Education)
- Increased parent education and training → See Goal 4, Action 1 (SENI Investments towards Parent, Student, and Community Engagement)

Local District LCAP Study Groups

The feedback shared by the LD LCAP Study Groups impacted the development of the 2021-24 LCAP in the following ways:

- Local District West:
 - Need for engaging student programs, including arts education and afterschool programming → See Goal 3, Actions 3-5 for more information on engaging afterschool and athletics programs, and Goal 2, Actions 12 and 13 for information on Arts Education programming throughout the District
 - Additional support and focus on parent communication and engagement → See Goal 4, Action 1 for information on the District's ongoing parent engagement work with the Office of Parent and Community Services
 - Increased flexibility of school funds to support the needs of their students → See Goal 1, Action 10; Goal 2, Action 26; Goal 3, Action 10; Goal 4, Action 5; and Goal 5, Action 6 for information on how schools invest their flexible funds to increase access to programs to support student needs aligned to these five LCAP goals
 - Focus on restorative practices and school climate supports → See Goal 5, Actions 3 and 5 for information on how the District supports school climate and restorative practices on school campuses

Community Partners

Los Angeles Unified School District's community partners provided the following feedback based on District presentations:

- Need for continuing focus on alternatives to suspension → See Goal 5, Action 2 (Supplemental School Climate Support Staff)
- Need for increased interventions for students with disabilities → See Goal 2, Action 2 (District Contribution to Special Education) and Goal 2, Action 3 (Site-Level Special Education Supports)
- Need for continued support and individualized interventions for LCFF target student groups (English Learners, students in foster care, and low-income students) → Goal 1, Action 1 (SENI Investments towards 100% Graduation) and Goal 2, Action 9 (SENI Investments towards Proficiency for All)

Staff Engagement

- Site Administrators emphasized the need for continuing learning and sharing of best practices and proven strategies to support English Learners, students in foster care and students designated as low-income. → See LAUSD LCAP for more information on centralized, Local District, and Communities of Schools supports for educators and administrators
- Community of Schools Administrators and Local District administrators both emphasized the importance of professional learning and sharing best practices, both in terms of school-level planning and budgeting practices that could be shared as a model with other schools and in terms of the supports that Communities of Schools and Local Districts can share to improve school-level practices → See Goal 4, Action 3 for supports provided to Communities of Schools and Local Districts through the LCAP development process and see Goal 2, Actions 7 and 8 for information on the supports provided by the Communities of Schools and Local Districts to schools

Labor Partners

- LAUSD Labor Partners emphasized that staff should be included in all engagement, planning and budgeting cycles throughout the District → See Goal 4, Action 3 for more information on how the LCAP team supports and builds capacity for these cycles in schools, Communities of Schools, and Local Districts in alignment with District efforts
- In addition, representatives of our Labor Partners stressed the need for responsive staffing at schools to reflect the needs of individual school communities → See the SENI Actions under Goals 1-5 for more information on how our schools are allocating their

discretionary funds on additional staffing and supports for student and community needs

Special Education Local Plan Area Administrator (SELPA) Engagement

The feedback received during the SELPA engagement cycle impacted the 2021-24 LCAP's Special Education actions in the following ways:

- Action 19 under Goal 2 outlines the Special Education base program for all students with disabilities, including the work to meet the State Performance Plan Indicators.
- Actions 20-23 under Goal 2 also emphasize additional supports to address the needs of every student with disabilities in Los Angeles Unified, including Extended School Year, Intensive Diagnostic Education Centers (IDEC), Inclusion Services, and the Special Day Program.
- Finally, Goal 1, Action 9 highlights the work of the Division around transition services, including the work to ensure successful postsecondary transitions for students with disabilities in foster care and English Learners with disabilities.

In addition, for more information on the coordination and alignment of instructional supports for proficiency for all from the Central Office to Local Districts to Communities of Schools and down to schools, please see Goal 2, Actions 6-9.

Surveys

The School Experience Survey responses impacted the development of the 2021-24 LCAP in the following ways:

- Students:
 - Instructional support → School-level supports for individualized learning interventions (see Goal 2, Action 9)
 - School Safety → School safety staffing as well as school climate support staff (see Goal 5, Actions 1-3)
 - Attendance supports → Attendance interventions (see Goal 3, Action 6), as well as the supports provided by the FamilySource System (see Goal 3, Action 8)
 - Student voice in decision-making → Student empowerment and leadership programs (See Goal 4, Action 4)
 - Student participation and engagement in school activities → Afterschool programs and athletics (See Goal 3, Actions 3-5)
 - College readiness and aspirations → District-wide and targeted school-level graduation readiness initiatives (See Goal 1, Actions 3-4)
- Parents and Families:
 - Community of Schools supports for students and families → See Goal 2, 8 for more information on Communities of Schools
 - Parent engagement and empowerment in decision-making → See Goal 4, Actions 1 and 3 for more information on parent and family education and leadership opportunities
- Teachers:
 - Site-level decision making focused on student needs and instruction → See Goal 2, Action 26 for school investments of SENI funds towards Proficiency for All
 - Support for instruction through professional learning → See Goal 2, Actions 6-8 for Central District, Local District, and Community of Schools Supports for instruction
 - English Learner instructional support → See Goal 2, 25 for supports for English Learners, including professional learning to improve instruction towards reclassification
- Staff:

- Support for parent engagement → See Goal 4, Action 1 for information on supports and structures for parent engagement
- Site-level decision making driven by engagement of stakeholders including staff → See Goal 4, Action 3 for information on how LCAP engagement is aligned to supports for site-level planning, budgeting and engagement
- Site-level decision making focused on student needs and instruction → See Goal 2, Action 26 for school investments of SENI funds towards Proficiency for All

Community of Schools Town Halls

Through the Communities of Schools Town Halls in the month of March, which focused on how the District could support students academically, the following trends emerged in Local District West (which includes Topanga Elementary Charter):

- Local District West stakeholders emphasized the following top priorities:
 - Diversity, Equity, and Inclusion → To continue to keep students at the center of our planning, budgeting and engagement, the 2021-24 LAUSD LCAP includes the following actions to describe programs to support the specific needs of various student groups, including African American students, English Learners, students with disabilities, and students in foster care
 - Curriculum and Instruction → Goal 1, Action 5 includes information on reducing class sizes to further support students
 - Mental Health and Social Emotional Wellbeing → The LAUSD LCAP includes several actions to describe district wide supports for mental health, but please refer to Goal 2, Action 2 and Goal 4, Action 3 for information on our school's supports for 100% Attendance and School Safety and Climate
 - Staff Support and PD → See Goal 1, Actions 7 and 8 for information on how our school is leveraging discretionary funds to improve instruction and support learning acceleration

Stakeholder Engagement Site Level

- At Topanga Elementary Charter Elementary School stakeholder engagement is typified by the concept of "shared decision making"--which refers to how certain local policy decisions are made at the school site, taking into consideration the respective interests, roles, and responsibilities of the site administrator, the faculty, the parents/community, students, and other employees.
- In order to develop the school's LCAP, Topanga Elementary Charter School utilizes the open public -Local School Leadership Council meetings. During these meetings, information about the LCFF and the LCAP is communicated. Meeting notifications and information is sent via the school's electronic messaging system and on public display calendars.
- Student achievement data, school goals, and budget priorities are discussed and an overview of the LCFF and the state priorities and the process of local development and District approval of the LCAP are reviewed. The school also presents data relevant to the state priorities, including data regarding attendance, suspension, EL progress and reclassification, academic performance in English and math, and parent engagement.
- The principal also holds town hall meetings with parents to ensure that the above topics are shared in more than one venue.

Goals and Actions

Goal 1

Goal #	Description
1	Proficiency for All

An explanation of why the LEA has developed this goal.

To ensure that 100% of students in Los Angeles Unified are prepared to graduate, they must be nurtured as scholars from the beginning. Los Angeles Unified and its Affiliated Charter Schools, including Topanga Elementary Charter, will provide a personalized educational experience to support student needs and aspirations. Early success builds the foundation for continued proficiency and ultimate achievement in life. Students with disabilities are inspired to reach their maximum potential as productive and responsible citizens. High-quality instruction is aligned with the needs of students, with clear performance expectations. Student choice and access to visual and performing arts is part of a well-rounded education.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<u>Smarter Balanced Distance from Standard (DFS) Met in English Language Arts - Grades 3-5</u> All Students African American / Black Hispanic / Latino English Learner RFEP Standard English Learner	All Students: 43.5 points above the standard Hispanic / Latino: -9.0 Standard English Learner: 3.9 Students with Disabilities: 2.5 Low Income: 10.0 (Year: 2018-19) *Note that out of an abundance of	<i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i>	<i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i>	<i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i>	All Students: <u>46</u> Hispanic / Latino: <u>1</u> Standard English Learner: <u>7</u> Students with Disabilities: <u>5.5</u> Low Income: <u>13</u> *Note that as new data becomes available, Topanga expects to revisit and revise targets to

<p>Students with Disabilities Low Income Foster Youth</p>	<p>caution for the protection of student data, Topanga will not report outcomes or set targets for small student groups including: African American / Black students, English Learners, RFEP students, foster youth.</p> <p>However, we will continue to observe and monitor these students' outcomes in order to target supports and interventions as needed.</p>				<p>continue to reflect student needs.</p>
<p><u>Smarter Balanced Distance from Standard (DFS) Met in Math - Grades 3-5</u></p> <p>All Students African American / Black Hispanic / Latino English Learner RFEP Standard English Learner Students with Disabilities Low Income</p>	<p>All Students: 21.6 points above standard Hispanic / Latino: -18.0 Standard English Learner: -5.6 Students with Disabilities: -27.3 Low Income: -20.0 (Year: 2018-19) *Note that out of an abundance of caution for the protection of student</p>	<p><i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i></p>	<p><i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i></p>	<p><i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i></p>	<p>All Students: 23.6_21__ Hispanic / Latino: __ Standard English Learner: _1.0_ Students with Disabilities: __1.0_ Low Income: __1.0_ *Note that as new data becomes available, Topanga expects to revisit and revise targets to continue to reflect student needs.</p>

<p>Foster Youth</p>	<p>data, Topanga will not report outcomes or set targets for small student groups including: African American / Black students, English Learners, RFEP students, foster youth.</p> <p>However, we will continue to observe and monitor these students' outcomes in order to target supports and interventions as needed.</p>				
<p><u>Percent Met/Exceed Standard on California Science Test - Grade 5</u></p> <p>All Students</p>	<p>All Students: 76.5%</p> <p>(Year: 2018-19)</p>	<p><i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i></p>	<p><i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i></p>	<p><i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i></p>	<p>All Students: <u>80</u></p> <p>*Note that as new data becomes available, Topanga expects to revisit and revise targets to continue to reflect student needs.</p>
<p><u>Percent of Students Meeting Early Literacy Benchmarks in Kindergarten</u></p> <p>All Students</p>	<p>All Students: 59.6%</p> <p>(Year: 2019-20)</p>	<p><i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i></p>	<p><i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i></p>	<p><i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i></p>	<p>All Students: <u>64</u></p> <p>*Note that as new data becomes available, Topanga expects to revisit and revise targets to continue to reflect student needs.</p>

<p><u>Percent of Students Meeting Early Literacy Benchmarks in Grade 1</u></p> <p>All Students</p>	<p>All Students: 76.9%</p> <p>(Year: 2019-20)</p>	<p><i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i></p>	<p><i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i></p>	<p><i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i></p>	<p>All Students: __80__</p> <p>*Note that as new data becomes available, Topanga expects to revisit and revise targets to continue to reflect student needs.</p>
<p><u>Percent of Students Meeting Early Literacy Benchmarks in Grade 2</u></p> <p>All Students</p>	<p>All Students: 65.1%</p> <p>(Year: 2019-20)</p>	<p><i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i></p>	<p><i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i></p>	<p><i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i></p>	<p>All Students: _68__</p> <p>*Note that as new data becomes available, Topanga expects to revisit and revise targets to continue to reflect student needs.</p>
<p><u>English Learner Reclassification Rate - Grades TK-5</u></p> <p>All Students</p>	<p>All Students: _20__%</p> <p>(Year: 2019-2020__)</p>	<p><i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i></p>	<p><i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i></p>	<p><i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i></p>	<p>All Students: 50__</p> <p>*Note that as new data becomes available, Topanga expects to revisit and revise targets to continue to reflect student needs.</p>
<p><u>Percent of English Learners Who Progress in English Proficiency (as measured by ELPI Levels)</u></p> <p>All Students</p>	<p>All Students: N/A</p> <p>*This data is unavailable for 2018-19 for our school. As it becomes available, Topanga will set a</p>	<p><i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i></p>	<p><i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i></p>	<p><i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i></p>	<p>All Students: N/A</p>

	baseline and target for this metric.				
<u>Percent of English Learners Meeting ELPAC Performance Level 4</u> All Students	All Students: 36.4% (Year: 2018-19)	<i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i>	<i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i>	<i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i>	All Students: 39 *Note that as new data becomes available, Topanga expects to revisit and revise targets to continue to reflect student needs.
<u>Percent of Students with Disabilities Who Are in the General Education Program at Least 80% of the School Day</u> All Students	All Students: 93.5% (Year: 2019-20)	<i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i>	<i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i>	<i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i>	All Students: 96 *Note that as new data becomes available, Topanga expects to revisit and revise targets to continue to reflect student needs.
<u>Percent of Students Whose Eligibility for Special Education Services Were Determined Within 60 Days of Guidelines</u> All Students	All Students: 84.2% (Year: 2019-20)	<i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i>	<i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i>	<i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i>	All Students: 90 *Note that as new data becomes available, Topanga expects to revisit and revise targets to continue to reflect student needs.
<u>Percent of Students with Disabilities Who Receive Services Specified in Their Individualized</u>	All Students: 77.8% (Year: 2019-20)	<i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i>	<i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i>	<i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i>	All Students: 81 *Note that as new data becomes available, Topanga expects to revisit and

Education Programs (IEPs)					revise targets to continue to reflect student needs.
All Students					

Actions

Action #	Title	Description	Total Funds	Contributing
1	General Fund School Program	Topanga Elementary Charter will provide quality first instruction to all students to reach Proficiency for All.	\$1,816,884	N
2	District Contribution to Special Education	Los Angeles Unified School District will continue to provide centralized funding to support Special Education programs at Affiliated Charter Schools like Topanga Elementary Charter to provide quality first instruction to all students to reach Proficiency for All.	\$346,256	N
3	Site-Level Special Education Supports	In addition to the above District contribution to Special Education, Topanga Elementary Charter will continue to allocate resources locally to ensure supports for students with disabilities.	\$296,273	N
4	Charter School Categorical Block Grant	Funding for 1 Instructional Aide position. Provides instructional assistance as planned or coordinated by the teacher or administrator. Leads small group activities, following appropriate training, planned by the teacher in an atmosphere where students are actively engaged in meaningful learning experiences Funding for 5 School Supervision Aides. Supporting proficiency for all by ensuring a safe campus and learning climate.	\$177,015	N
5	Class Size Reduction	Los Angeles Unified will continue to support smaller class sizes and supports for English Learners, students in foster care, and low income students at Topanga Elementary Charter.	\$232,226	Y
6	Arts Education	Topanga Elementary Charter will continue to implement Arts Education to support Proficiency for All for different learners in our school.	\$23,846	Y
7	Charter Supplemental/Concentration Funds in Lieu of EIA	Purchase of instructional materials that support proficiency in language arts and math for all students.	\$20,819	Y
8	SENI Investments towards Proficiency for All	Library Aide <ul style="list-style-type: none"> Targeted Student Group(s): All Students 	\$100,534	Y

		<ul style="list-style-type: none"> ● The position of Library Aide provides support by identifying struggling readers, providing them with age and skill-appropriate materials, undertaking skill scaffolding supporting choice, supporting students with special needs, providing one-to-one matching, promoting access to books, enhancing the social position of books and reading, reading aloud to students, facilitating silent reading, and preparing students for high-stakes literacy testing. ● Related District-wide LCAP Metrics <ul style="list-style-type: none"> ○ DIBELS Composite Score - 2019-2020 MOY <ul style="list-style-type: none"> ■ 20% Well Below Benchmark ■ 9% Below Benchmark ■ 29% At Benchmark ■ 42% Above Benchmark ○ Composite Score - 2020-2021 MOY <ul style="list-style-type: none"> ■ 19% Well Below Benchmark ■ 14% Below Benchmark ■ 36% At Benchmark ■ 31% Above Benchmark 		
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Goal Analysis [LCAP Year]

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

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

This information will be provided in future LCAP cycles, in compliance with the LCAP template.

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

This information will be provided in future LCAP cycles, in compliance with the LCAP template.

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

This information will be provided in future LCAP cycles, in compliance with the LCAP template.

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.

This information will be provided in future LCAP cycles, in compliance with the LCAP template.

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

Goal 2

Goal #	Description
2	100% Attendance

An explanation of why the LEA has developed this goal.

Good attendance is fundamental to proficiency and success. To increase enrollment and improve attendance we must provide high-quality instruction in a safe, welcoming, nurturing environment with the appropriate tiered resources to support success. Los Angeles Unified and its Affiliated Charter Schools, including Topanga Elementary Charter, will continue to create data-based attendance plans that incorporate strategies to address chronic absenteeism, dropout prevention, student recovery, prompt enrollment and leverage community resources.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<u>Percent of All Students with Excellent Attendance (96% or Higher)</u> All Students African American / Black Hispanic / Latino English Learner RFEP Standard English Learner Students with Disabilities Low Income Foster Youth	All Students: 44.4% Hispanic / Latino: 45.8% Standard English Learner: 44.2% Students with Disabilities: 40.0% Low Income: 43.6% (Year: 2019-20; attendance calculated through March 2020) *Note that out of an abundance of caution for the protection of student data, Topanga will not report outcomes or set targets for	<i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i>	<i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i>	<i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i>	All Students: 94 Hispanic / Latino: 94 Standard English Learner: 68 Students with Disabilities: 65 Low Income: 68 *Note that as new data becomes available, Topanga expects to revisit and revise targets to continue to reflect student needs.

	<p>small student groups including: African American / Black students, English Learners, RFEP students, foster youth.</p> <p>However, we will continue to observe and monitor these students' outcomes in order to target supports and interventions as needed.</p>				
<p><u>State Chronic Absenteeism Rate (90% or Lower) - Grades K-8</u> All Students</p>	<p>All Students: 18.3% (Year: 2019-20; attendance calculated through March 2020)</p>	<p><i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i></p>	<p><i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i></p>	<p><i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i></p>	<p>All Students: 14 *Note that as new data becomes available, Topanga expects to revisit and revise targets to continue to reflect student needs.</p>
<p><u>Percent of All Students Chronically Absent (91% or Lower) - Grades K-5 (District Calculation)</u> All Students African American / Black</p>	<p>All Students: 29.5% Hispanic / Latino: 37.5% Standard English Learner: 37.2% Students with Disabilities: 22.9% Low Income: 38.2%</p>	<p><i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i></p>	<p><i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i></p>	<p><i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i></p>	<p>All Students: 15 Hispanic / Latino: 15 Standard English Learner: 15 Students with Disabilities: 15 Low Income: 15 *Note that as new data becomes</p>

<p>Hispanic / Latino English Learner RFEP Standard English Learner Students with Disabilities Low Income Foster Youth</p>	<p>(Year: 2019-20; attendance calculated through March 2020)</p> <p>*Note that out of an abundance of caution for the protection of student data, Topanga will not report outcomes or set targets for small student groups including: African American / Black students, English Learners, RFEP students, foster youth.</p> <p>However, we will continue to observe and monitor these students' outcomes in order to target supports and interventions as needed.</p>				<p>available, Topanga expects to revisit and revise targets to continue to reflect student needs.</p>
<p><u>Percent of Staff with Excellent Attendance (96% or Higher)</u> All Staff</p>	<p>All Staff: 80.6% (Year: 2019-20)</p>	<p><i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i></p>	<p><i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i></p>	<p><i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i></p>	<p>All Staff: 95</p> <p>*Note that as new data becomes available, Topanga expects to revisit and revise targets to continue to reflect our school's needs.</p>

Actions

Action #	Title	Description	Total Funds	Contributing
1	Supplemental Health Supports	In order to ensure health access and equity for low-income students, students in foster care, and English Learners, Topanga Elementary Charter will continue to receive additional nursing support.	\$120,504	Y
2	SENI Investments towards 100% Attendance	While Topanga Elementary Charter did not allocate funds towards 100% Attendance, please refer to the LAUSD LCAP for information on districtwide efforts to improve attendance.	\$0	Y

Goal Analysis [LCAP Year]

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

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

This information will be provided in future LCAP cycles, in compliance with the LCAP template.

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

This information will be provided in future LCAP cycles, in compliance with the LCAP template.

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

This information will be provided in future LCAP cycles, in compliance with the LCAP template.

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.

This information will be provided in future LCAP cycles, in compliance with the LCAP template.

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

Goal 3

Goal #	Description
3	Parent, Student, and Community Engagement

An explanation of why the LEA has developed this goal.

Working closely with families and community partners, the District will engage, develop and empower students to reach their full potential. Los Angeles Unified and its Affiliated Charter Schools, including Topanga Elementary Charter, will leverage resources and programs within the larger community in order to provide services that support the whole child.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p><u>Percent of Parents Reporting on the School Experience Survey: "This school includes me in important decisions about my child's education."</u></p> <p>All Parents</p>	All Parents: 64% (Year: 2019-20)	<i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i>	<i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i>	<i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i>	All Parents: 80 *Note that as new data becomes available, Topanga expects to revisit and revise targets to continue to reflect our school's needs.
<p><u>Percent of parents reporting on the School Experience Survey: "I can easily find information about parent workshops or other programs offered at this school"</u></p> <p>All Parents</p>	All Parents: 76% (Year: 2019-20)	<i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i>	<i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i>	<i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i>	All Parents: 85 *Note that as new data becomes available, Topanga expects to revisit and revise targets to continue to reflect our school's needs.
<p><u>Percent of parents reporting on the School Experience</u></p>	All Parents: 80% (Year: 2019-20)	<i>This information will be provided in future LCAP</i>	<i>This information will be provided in future LCAP</i>	<i>This information will be provided in future LCAP</i>	All Parents: 90

<p><u>Survey: "This school provides instructional resources to help me support my child's education."</u></p> <p>All Parents</p>		<p><i>cycles, in compliance with the LCAP template.</i></p>	<p><i>cycles, in compliance with the LCAP template.</i></p>	<p><i>cycles, in compliance with the LCAP template.</i></p>	<p>*Note that as new data becomes available, Topanga expects to revisit and revise targets to continue to reflect our school's needs.</p>
<p><u>Percent of Parents Reporting on the School Experience Survey: "This school provides me with information (verbal and written) I can understand."</u></p> <p>All Parents</p>	<p>All Parents: 100% (Year: 2019-20)</p>	<p><i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i></p>	<p><i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i></p>	<p><i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i></p>	<p>All Parents: 100%</p> <p>*Note that as new data becomes available, Topanga expects to revisit and revise targets to continue to reflect our school's needs.</p>

Actions

Action #	Title	Description	Total Funds	Contributing
1	SENI Investments towards Parent, Student, and Community Engagement	While Topanga Elementary did not allocate funds towards Parent, Student, and Community Engagement, please refer to the LAUSD LCAP for information on districtwide efforts to improve engagement.	\$0	Y

Goal Analysis [LCAP Year]

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

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

This information will be provided in future LCAP cycles, in compliance with the LCAP template.

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

This information will be provided in future LCAP cycles, in compliance with the LCAP template.

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

This information will be provided in future LCAP cycles, in compliance with the LCAP template.

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.

This information will be provided in future LCAP cycles, in compliance with the LCAP template.

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

Goal 4

Goal #	Description
4	School Safety and Climate

An explanation of why the LEA has developed this goal.

In order for the whole child to thrive, they must feel safe, cared for, connected and respected. Los Angeles Unified schools, including Topanga Elementary Charter must have a safe and orderly environment that is conducive to learning, where all students and staff are safe and supported.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Single Student Suspension Rate All Students African American / Black Hispanic / Latino English Learner RFEP Standard English Learner Students with Disabilities Low Income Foster Youth	All Students: 0.33% Hispanic / Latino: 0.00% Standard English Learner: 0.00% Students with Disabilities: 0.00% Low Income: 0.00% (Year: 2019-20) *Note that out of an abundance of caution for the protection of student data, Topanga will not report outcomes or set targets for small student groups including: African American / Black students, English	<i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i>	<i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i>	<i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i>	All Students: .55% Hispanic / Latino: 0.00 Standard English Learner: 0.00 Students with Disabilities:0.00 Low Income:0.00 *Note that as new data becomes available, Topanga expects to revisit and revise targets to continue to reflect student needs.

	<p>Learners, RFEP students, foster youth.</p> <p>However, we will continue to observe and monitor these students' outcomes in order to target supports and interventions as needed.</p>				
<p><u>Instructional Days Lost to Suspension</u></p> <p>All Students</p>	<p>All Students: 1</p> <p>(Year: 2019-20)</p>	<p><i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i></p>	<p><i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i></p>	<p><i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i></p>	<p>All Students: 1</p> <p>*Note that as new data becomes available, Topanga expects to revisit and revise targets to continue to reflect student needs.</p>
<p><u>Expulsion Rate</u></p> <p>All Students</p>	<p>All Students: 0.00</p> <p>(Year:2019-2020)</p>	<p><i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i></p>	<p><i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i></p>	<p><i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i></p>	<p>All Students: 0.00</p> <p>*Note that as new data becomes available, Topanga expects to revisit and revise targets to continue to reflect student needs.</p>
<p><u>Percent of Students Who Feel Safe at School (per School Experience Survey)</u></p> <p>All Students</p>	<p>All Students: 75%</p> <p>(Year: 2019-20)</p>	<p><i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i></p>	<p><i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i></p>	<p><i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i></p>	<p>All Students: 95%</p> <p>*Note that as new data becomes available, Topanga expects to revisit and revise targets to continue to reflect student needs.</p>

<p><u>Percent of Students Who Feel They are a Part of their School (per School Experience Survey)</u></p> <p>All Students</p>	<p>All Students: 62%</p> <p>(Year: 2019-20)</p>	<p><i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i></p>	<p><i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i></p>	<p><i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i></p>	<p>All Students: 95%</p> <p>*Note that as new data becomes available, Topanga expects to revisit and revise targets to continue to reflect student needs.</p>
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Actions

Action #	Title	Description	Total Funds	Contributing
1	Base-Funded School Climate Support Staff	Topanga Elementary Charter will provide base-funded school climate support staffing to ensure all students feel safe and welcome at school.	\$17,128	N
2	Supplemental School Climate Support Staff	To provide additional supports so that our English Learners, students in foster care, and low-income students feel safe and welcome on campus, Topanga Elementary Charter will also provide supplemental school climate support staffing.	\$5,714	Y
3	SENI Investments towards School Safety and Climate	While Topanga Elementary Charter did not allocate funds towards School Safety and Climate, please refer to the LAUSD LCAP for information on districtwide efforts to improve school safety and climate.	\$0	Y

Goal Analysis [LCAP Year]

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

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

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

This information will be provided in future LCAP cycles, in compliance with the LCAP template.

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

This information will be provided in future LCAP cycles, in compliance with the LCAP template.

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.

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

Goal 5

Goal #	Description
5	Basic Services

An explanation of why the LEA has developed this goal.

To support the efforts described in the previous Goals, Los Angeles Unified and its Affiliated Charter Schools like Topanga Elementary Charter will continue to maintain safe and clean facilities, ensure teachers are appropriately credentialed, provide students with standards-based instructional materials, and comply with all other operational mandates.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of Facilities in Good Repair	100% (Year: 2019-2020)	<i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i>	<i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i>	<i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i>	100%
Percent of Teachers Are Appropriately Credentialed for the Students They Are Assigned to Teach	100% (Year: 2019)	<i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i>	<i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i>	<i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i>	100
Percent of Schools Providing Students with Standards-Based Instructional Materials by Meeting Williams Act Requirements	100% (Year: 2019-2020)	<i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i>	<i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i>	<i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i>	100

Actions

Action #	Title	Description	Total Funds	Contributing
1	LAUSD Support for Affiliated Charter Operations	As an Affiliated Charter School in Los Angeles Unified, Topanga Elementary Charter will continue to receive centralized supports for the operation of our school and its facilities.	\$991,987	N

Goal Analysis [LCAP Year]

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

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

This information will be provided in future LCAP cycles, in compliance with the LCAP template.

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

This information will be provided in future LCAP cycles, in compliance with the LCAP template.

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

This information will be provided in future LCAP cycles, in compliance with the LCAP template.

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.

This information will be provided in future LCAP cycles, in compliance with the LCAP template.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
12.14%	\$503,643

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

Required Descriptions

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

The following actions have been designated as increasing / improving services in the LCAP for Topanga Elementary Charter.

Goal 1, Action 5: Class Size Reduction

Los Angeles Unified School District, including Topanga Elementary Charter, continues to serve over 550,000 students, each with individual strengths and learning needs. These learning needs have only been heightened following the unprecedented challenges of the immediate transition to distance learning necessitated by the COVID-19 pandemic. In order to deliver increased individualized support for our students, especially our low-income students, students in foster care, and English Learners, the District will reduce class sizes and provide additional site-level staffing above and beyond the base-funded instructional staffing.

Throughout the stakeholder engagement process in 2020-21, one of the highest priorities that emerged was the need for reduced class sizes to enable teachers to engage individually with students and address their needs. This was further supported in District-level engagement of English Learners and students in foster care: when asked what staff and supports have been helpful in reaching academic success and college/career readiness, these students emphasized the importance of the support they received from their classroom teachers.

Goal 1, Action 6: Supplemental Arts Education

Past District-wide data on Arts Education indicated that English learners, foster youth and low-income students had less access to enriched arts education programs beyond the minimum state requirements. Schools with higher percentages of English learners, foster youth and low-income students receive more funds. The investments in additional arts instruction and arts instructional materials are an effective use of funds to provide greater access for English learner, foster youth and low-income students to a broader variety of arts disciplines above and beyond the basic arts curriculum requirements.

The effort brings parity to school-sites throughout the District while enhancing access to the arts in areas of the District that have historically

not had access to a broad offering of arts curriculum and programs. Regular analysis of the Arts Equity Index shows improvement in schools moving from one AEI quartile to another, especially for those schools in the underserved and development quartiles.

Goal 1, Action 7: Charter Supplemental/Concentration Funds in Lieu of EIA

Funds for Action 7 are budgeted toward the purchase of instructional materials that are used to specifically support the needs of foster youth, English learners, and low-income students. Being able to provide additional instructional materials has proven to be highly effective with meeting the needs of the above-listed categories of students.

Goal 1, Action 8: SENI Investments in Proficiency for All

Library Aide

- Targeted Student Group(s): All Students
- The position of Library Aide provides support by identifying struggling readers, providing them with age and skill-appropriate materials, undertaking skill scaffolding supporting choice, supporting students with special needs, providing one-to-one matching, promoting access to books, enhancing the social position of books and reading, reading aloud to students, facilitating silent reading, and preparing students for high-stakes literacy testing.
- Related District-wide LCAP Metrics
 - DIBELS Composite Score - 2019-2020 MOY
 - 20% Well Below Benchmark
 - 9% Below Benchmark
 - 29% At Benchmark
 - 42% Above Benchmark
 - Composite Score - 2020-2021 MOY
 - 19% Well Below Benchmark
 - 14% Below Benchmark
 - 36% At Benchmark
 - 31% Above Benchmark
- Funding a Library Aide position ensures that English learners, foster youth, and/or low-income students have access to the school library and that school library materials are appropriately monitored and maintained.

Goal 2, Action 1: Supplemental Health Staffing

For many vulnerable students, health considerations stand in the way of their ability to attain an equitable education, whether that be due to lack of sleep, food insecurity, underlying health conditions, disabilities, or lack of access to care making the school health office a critical resource toward all students achieving. Research has found that the populations most greatly affected by the educational achievement gap are also affected by poor health outcomes, and there is a causal role that educationally relevant health disparities play in the educational achievement gap. Vision, asthma, teen pregnancy, aggression, and violence, physical activity, breakfast, and inattention and hyperactivity are seven key health disparities that have a profound effect on academic outcomes.

While all students will benefit from the increased access to nursing services, we expect that English Learners, low income students, and students in foster care will experience greater improvements in student attendance as a result of better health, screening and early intervention of identified health needs, and on-going management and monitoring of student health needs.

Goal 4, Action 2: Supplemental School Climate Support Staff

Per the 2019-20 School Year School Experience Survey, 67% of students designated as low-income, 70% of students in foster care, and 74% of English Learners felt safe at their school. Additionally, 72% of low-income students, 74% of students in foster care and 75% of English Learners felt as though there was at least one adult at their school who supports them. Funding site-level School Climate Support staff like Campus Aides is expected to increase these perceptions from students.

In order to address these needs, and to expand the supports provided by the base-funded School Climate Support staffing described in Goal 5, Action 2, the Los Angeles Unified School District will provide additional staffing to address the school climate needs of English Learners, students in foster care, and students designated as low-income. While all students will benefit from this increase in staffing, we expect that English Learners, students in foster care, and students designated as low-income will experience greater benefits to their reported feeling of safety and connectedness, based on the additional barriers these students face.

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

Following the unprecedented educational challenges posed by the COVID-19 pandemic and the resulting virtual delivery of instruction, Los Angeles Unified and its Affiliated Charter Schools, including Topanga Elementary Charter, are focused on ensuring learning recovery and acceleration for all students. As such, the Los Angeles Unified School District LCAP includes a baseline level of District support for all students across the six LCAP Goals:

1. 100% Graduation: All students are prepared throughout their education to graduate ready for college and career pathways.
 - Graduation Readiness through the Options Program and Summer School Credit Recovery
 - Career Readiness through Career Technical Education Program
2. Proficiency for All: Every student reaches their full academic potential.
 - Basic Instructional Services such as materials and textbooks, instructional staff, assessments, and professional development to improve the teacher pipeline and to support beginning teachers
 - Academic initiatives for all students, including the Magnet School program and base-funded Arts Education
 - Gifted and Talented Education Programs
 - Student group-specific initiatives and programs for students with disabilities (including extended school year, Intensive Diagnostic Education Centers, Inclusion Services, and Special Day Program) and African American students
3. 100% Attendance: All students are engaged and supported to feel excited to attend school.
 - Base-funded student health services
 - Programs for student engagement, including athletics programs, academic decathlon, marching band, and other after school programs
4. Parent, Student, and Community Engagement: All stakeholders are empowered to participate and collaborate towards improving educational outcomes across Los Angeles.

- Parent and Family engagement initiatives
 - Translation services to support all communities
5. School Safety and Climate: All students feel safe and welcome at their schools.
 - School Safety staffing, including School Police
 - Base-funded School Climate Support staff
 6. Basic Services: Operating costs and compliance requirements are met to continue to support the District and school communities.

However, recognizing the additional barriers to this learning acceleration that face our English Learners, students in foster care, and students designated as low-income, both the District LCAP and the Topanga Elementary Charter LCAP outline additional strategies to support the success of these LCFF target student groups.

Leveraging the input from stakeholders across the District over the last year as outlined in the Stakeholder Engagement Section, the Los Angeles Unified District LCAP outlines the following district-level supports to close equity gaps for these three student groups:

1. 100% Graduation:
 - Graduation Readiness Initiatives including A-G Interventions and the Diploma Project
 - College Readiness through the College Access Program and AP / IB Programs
 - Career Readiness through Linked Learning Pathways
 - Transition Services to support English Learners and students in foster care with disabilities
2. Proficiency for All: Every student reaches their full academic potential.
 - Alignment of supports throughout the District, from the Division of Instruction to Local Districts to Communities of Schools to school level staffing
 - Academic initiatives to close equity gaps for low-income students, students in foster care, and English Learners, including Instructional technology initiative, supplemental Arts Education, expanded Transitional Kindergarten, elementary and secondary interventions, and Dual Language Education Programs
 - Student group-specific programs for the LCFF student groups, including English Learner Initiatives and the FamilySource System
3. 100% Attendance: All students are engaged and supported to feel excited to attend school.
 - Supplemental health services to ensure health access and equity
 - Supplemental after school programs
 - Attendance supports such as School Enrollment Placement and Assessment (SEPA centers) and other attendance interventions administered by Pupil Services & Attendance (PSA) Counselors
 - Specialized attendance supports for students in foster care and experiencing homelessness
4. Parent, Student, and Community Engagement: All stakeholders are empowered to participate and collaborate towards improving educational outcomes across Los Angeles.
 - LCAP Engagement to empower the voices of LCFF target student groups in the development of the District LCAP as well as Local District, Community of Schools, and School plans
 - Student Empowerment programs
5. School Safety and Climate: All students feel safe and welcome at their schools.
 - Supplemental School Climate Staff to provide additional supports for LCFF target student groups

- Additional mental health supports and Positive Behavior Interventions initiatives

In addition to these district-wide supports for our English Learners, students in foster care, and students designated as low-income, Topanga Elementary Charter is also working to support the needs of our school community through site-level initiatives and interventions (for more detail, see the action by action breakdown above).

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

- o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
- o Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

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

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

The revised LCAP template for the 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 stakeholders and the public.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some

metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 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% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

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

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.

- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.

Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 4,149,186	\$ -	\$ -	\$ -	4,149,186	\$ 2,581,962	\$ 1,567,224

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	General Fund School Program	All Students	\$ 1,816,884	\$ -	\$ -	\$ -	\$ 1,816,884
1	2	District Contribution to Special Education	Students with Disab	\$ 346,256	\$ -	\$ -	\$ -	\$ 346,256
1	3	Site-Level Special Education Supports	Students with Disab	\$ 296,273	\$ -	\$ -	\$ -	\$ 296,273
1	4	Charter School Categorical Block Grant	All Students	\$ 177,015	\$ -	\$ -	\$ -	\$ 177,015
1	5	Class Size Reduction	English Learners, F	\$ 232,226	\$ -	\$ -	\$ -	\$ 232,226
1	6	Arts Education	English Learners, F	\$ 23,846	\$ -	\$ -	\$ -	\$ 23,846
1	7	Charter Supplemental/Concentration Funds	English Learners, F	\$ 20,819	\$ -	\$ -	\$ -	\$ 20,819
1	8	SENI Investments towards Proficiency for A	English Learners, F	\$ 100,534	\$ -	\$ -	\$ -	\$ 100,534
2	1	Supplemental Health Supports	English Learners, F	\$ 120,504	\$ -	\$ -	\$ -	\$ 120,504
2	2	SENI Investments towards 100% Attendanc	English Learners, F	\$ -	\$ -	\$ -	\$ -	\$ -
3	1	SENI Investments towards Parent, Student,	English Learners, F	\$ -	\$ -	\$ -	\$ -	\$ -
4	1	Base-Funded School Climate Support Staff	All Students	\$ 17,128	\$ -	\$ -	\$ -	\$ 17,128
4	2	Supplemental School Climate Support Staff	English Learners, F	\$ 5,714	\$ -	\$ -	\$ -	\$ 5,714
4	3	SENI Investments towards School Safety ar	English Learners, F	\$ -	\$ -	\$ -	\$ -	\$ -
5	1	LAUSD Support for Affiliated Charter Opera	All Students	\$ 991,987	\$ -	\$ -	\$ -	\$ 991,987

Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$ 503,643	\$ 503,643
LEA-wide Total:	\$ -	\$ -
Limited Total:	\$ -	\$ -
Schoolwide Total:	\$ 503,643	\$ 503,643

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	5	Class Size Reduction	Schoolwide	English Learners, Foster Youth, Low Income Students	All Schools	\$ 232,226	\$ 232,226
1	6	Arts Education	Schoolwide	English Learners, Foster Youth, Low Income Students	All Schools	\$ 23,846	\$ 23,846
1	7	Charter Supplemental/Concentration Funds	Schoolwide	English Learners, Foster Youth, Low Income Students	All Schools	\$ 20,819	\$ 20,819
1	8	SENI Investments towards Proficiency for A	Schoolwide	English Learners, Foster Youth, Low Income Students	All Schools	\$ 100,534	\$ 100,534
2	1	Supplemental Health Supports	Schoolwide	English Learners, Foster Youth, Low Income Students	All Schools	\$ 120,504	\$ 120,504
2	2	SENI Investments towards 100% Attendanc	Schoolwide	English Learners, Foster Youth, Low Income Students	All Schools	\$ -	\$ -
3	1	SENI Investments towards Parent, Student,	Schoolwide	English Learners, Foster Youth, Low Income Students	All Schools	\$ -	\$ -
4	2	Supplemental School Climate Support Staff	Schoolwide	English Learners, Foster Youth, Low Income Students	All Schools	\$ 5,714	\$ 5,714
4	3	SENI Investments towards School Safety ar	Schoolwide	English Learners, Foster Youth, Low Income Students	All Schools	\$ -	\$ -

Annual Update Table Year 1

	Planned Expenditure	Estimated Actual
Totals:	Total	Total
Totals:	\$ 4,149,186	\$ -

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned	Total Estimated Actual Expenditures
1	1	General Fund School Program	N	\$ 1,816,884	
1	2	District Contribution to Special Education	N	\$ 346,256	
1	3	Site-Level Special Education Supports	N	\$ 296,273	
1	4	Charter School Categorical Block Grant	N	\$ 177,015	
1	5	Class Size Reduction	Y	\$ 232,226	
1	6	Arts Education	Y	\$ 23,846	
1	7	Charter Supplemental/Concentration Funds in L	Y	\$ 20,819	
1	8	SENI Investments towards Proficiency for All	Y	\$ 100,534	
2	1	Supplemental Health Supports	Y	\$ 120,504	
2	2	SENI Investments towards 100% Attendance	Y	\$ -	
3	1	SENI Investments towards Parent, Student, and	Y	\$ -	
4	1	Base-Funded School Climate Support Staff	N	\$ 17,128	
4	2	Supplemental School Climate Support Staff	Y	\$ 5,714	
4	3	SENI Investments towards School Safety and C	Y	\$ -	
5	1	LAUSD Support for Affiliated Charter Operation	N	\$ 991,987	

