



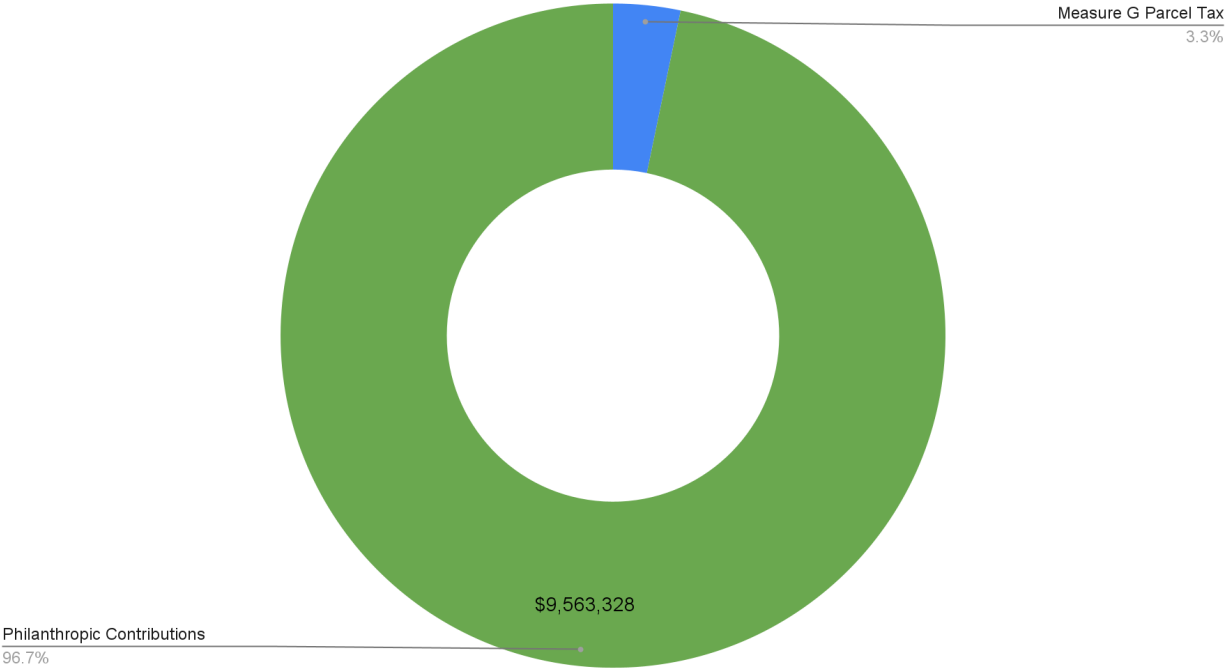
LCAP Revisions

See below for a summary of revisions made to the 2022-23 LCAP, after the May 5, 2022 Board meeting/public hearing (based on feedback received at the meeting). Most changes were fairly minor (e.g., revising some language to make it clearer). At the June 13 board meeting, we will ask the board to vote on approving the 22-23 LCAP. At this same meeting, the California School Dashboard “local indicators” and the 2022-23 Budget will also be presented.

Section	Summary of Revision	Page
Budget Overview for Parents	We were not permitted to add an additional graph into the LCAP template to give additional visibility to the local (philanthropic) funds because the state requires a uniform format for all LEAs. However, we added that graphic to this board packet (see below). We also updated the amounts of some items (including the philanthropic contributions) to reflect final budget numbers.	2-3
Reflections: Identified Need	We clarified some of the language around our needs assessment and interventions.	13
LCAP Highlights	We added additional language explaining how our LCAP also serves the functions of the SPSA, in accordance with ESSA requirements.	15-16
Engaging Educational Partners and Goal 7, Action 7.3	We revised the discussion of our work on expanding course offerings to more clearly distinguish between new courses that will be offered in the 2022-23 school year and new course areas for which we are in the exploratory/planning stages of and hope to potentially offer in the future.	19 and 61
Goal 2, English Learner Reclassification metric	We re-revised the desired 2023-24 outcome from 50% reclassified by 8th grade to 65% reclassified by 8th grade, to give us an ambitious goal to work toward.	28
Goal 3, Action 3.4 (Parent leadership)	We added a description of plans to develop a Special Education Parent Committee, and related parent representative to the SELPA, based on consultation with our SELPA.	36
Goal 4	We slightly revised the language of the goal to be: “College and Career Readiness: Support student achievement so that each learner can make progress toward high school completion and have opportunities to demonstrate college and career readiness.”	39

Goal 5, ADA and Chronic Absenteeism metric	We revised the year-1 outcomes to reflect the most recent data and added clarifying language explaining that “chronic absenteeism” includes excused and unexcused absences, and that these numbers in 21-22 have been impacted by student quarantines.	47
Goal 8	We slightly revised the language of the goal to be: Academic Growth: Support all learners to achieve growth in academic student outcomes.	64
Increased and Improved Services	We added in the percentage of students in the 3 student groups this section focuses on (English Learners: 19%; low-income students: 81%; foster youth: 0.5%).	71
Expenditures Tables	We adjusted projected LCFF funds and other budget numbers or related calculations throughout to reflect the finalized budget numbers within the context of the May revisions to the state budget.	76

Local Funds



Local Funds- Source	Amount
Measure G Parcel Tax	\$322,798
Philanthropic Contributions	\$9,563,328
Total	\$9,886,126

