

# LCFF Budget Overview for Parents

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

CDS Code: 23656230125658

School Year: 2023-24

LEA contact information:

Charlene Bredder

Director

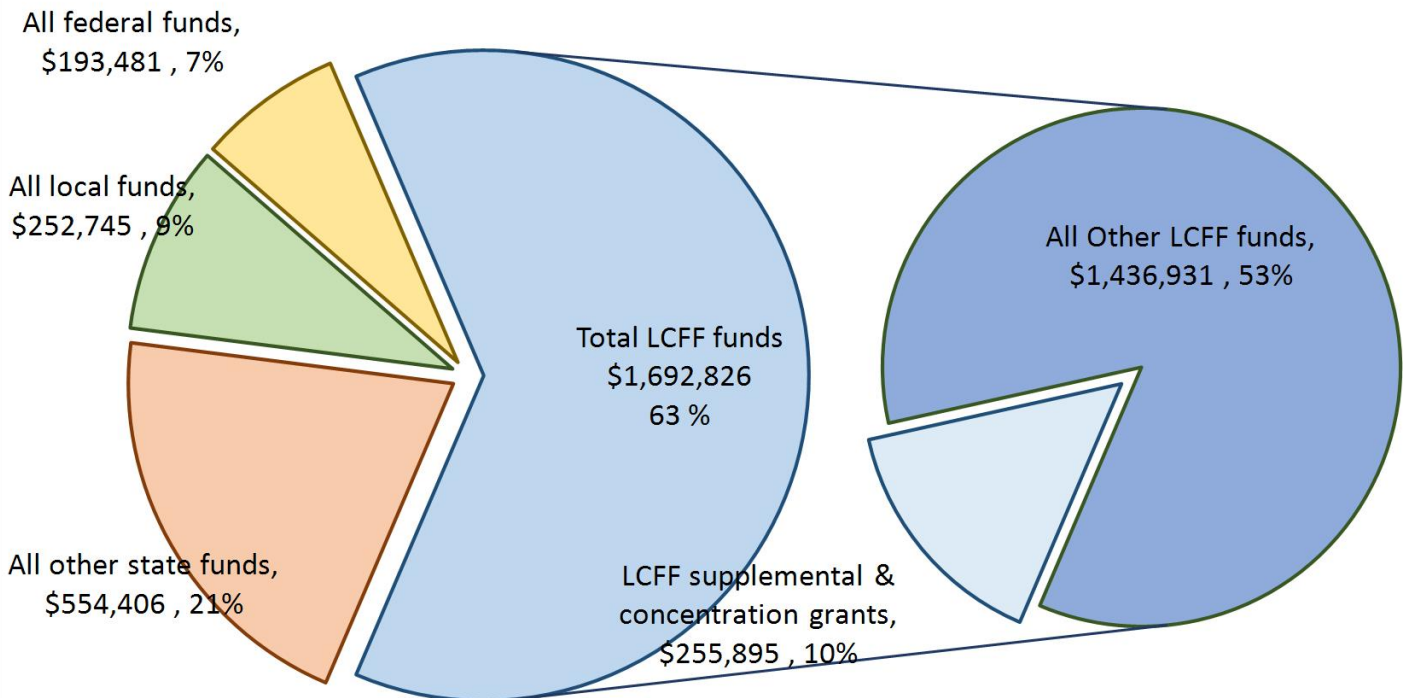
director@willitsk5charter.org

707.459.1400

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

## Budget Overview for the 2023-24 School Year

### Projected Revenue by Fund Source

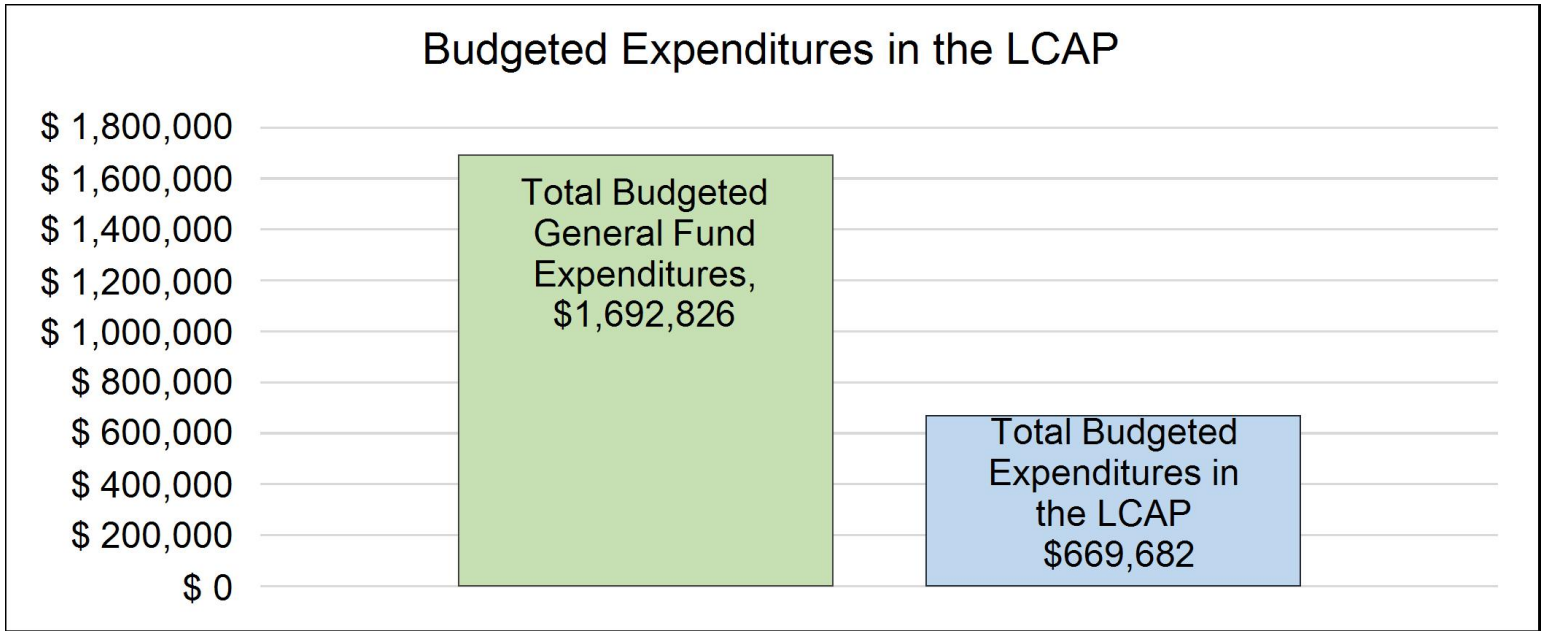


This chart shows the total general purpose revenue Willits Elementary Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Willits Elementary Charter School is \$2,693,458, of which \$1,692,826 is Local Control Funding Formula (LCFF), \$554,406 is other state funds, \$252,745 is local funds, and \$193,481 is federal funds. Of the \$1,692,826 in LCFF Funds, \$255,895 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 Willits Elementary Charter School plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Willits Elementary Charter School plans to spend \$1,692,826 for the 2023-24 school year. Of that amount, \$669,682 is tied to actions/services in the LCAP and \$1,023,144 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Expenditures not included are administration, office staff, food service, most certificated teachers, maintenance and facility costs.

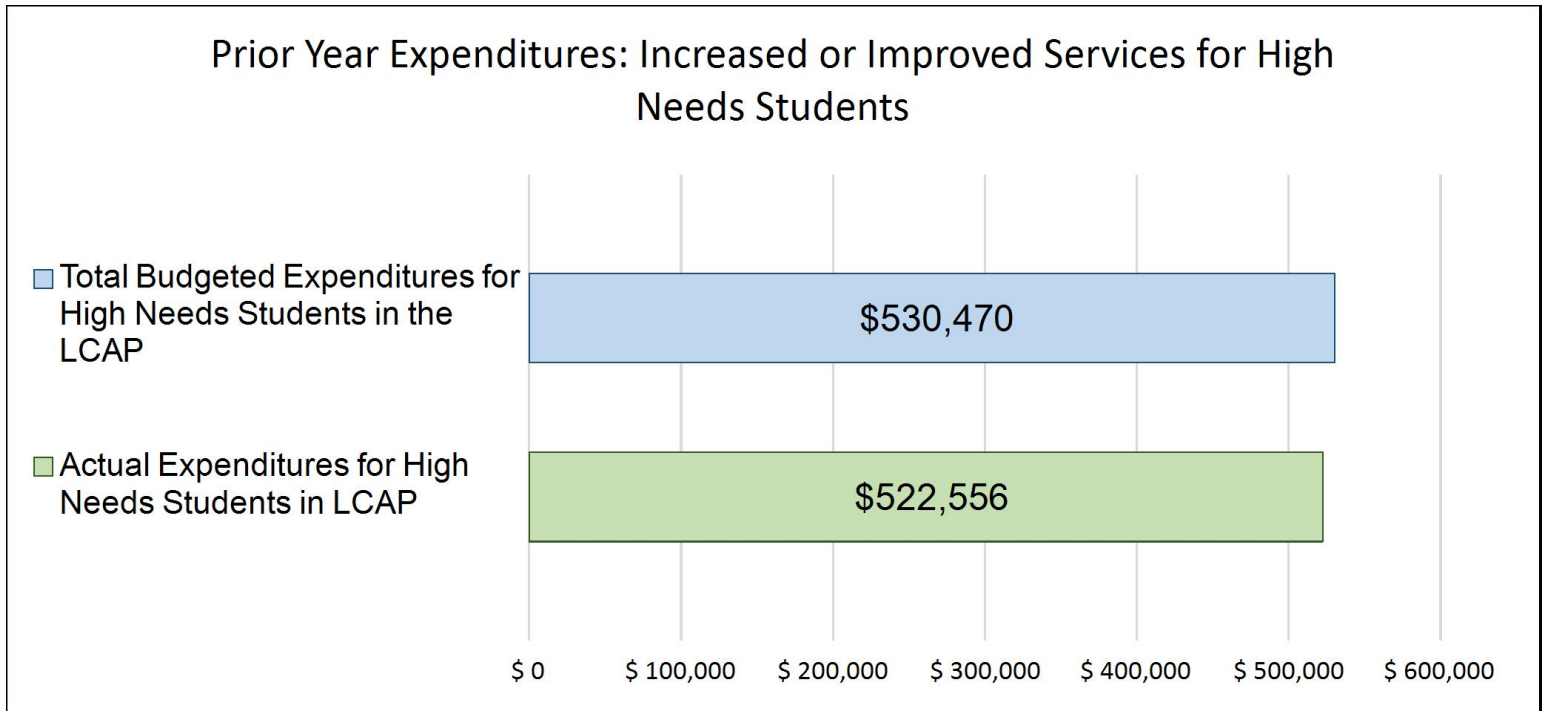
## Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Willits Elementary Charter School is projecting it will receive \$255,895 based on the enrollment of foster youth, English learner, and low-income students. Willits Elementary Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Willits Elementary Charter School plans to spend \$297,063 towards meeting this requirement, as described in the LCAP.

The budgeted amount is \$41,168 greater than the projected LCFF supplemental and concentration grants.

# LCFF Budget Overview for Parents

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



This chart compares what Willits Elementary Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Willits 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.

The text description of the above chart is as follows: In 2022-23, Willits Elementary Charter School's LCAP budgeted \$530,470 for planned actions to increase or improve services for high needs students. Willits Elementary Charter School actually spent \$522,556 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of \$-7,914 had the following impact on Willits Elementary Charter School's ability to increase or improve services for high needs students:

The difference had no impact as expenditures were only 1.5% less than budgeted but Average Daily Attendance was down 3.7% from the previous year.

# Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Willits Elementary Charter School	Charlene Bredder Director	charlene@willitsk5charter.org 707.459.1400

## Plan Summary [2023-24]

### General Information

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

Willits Elementary Charter School (WECS) is a small, rural school in Northern California that serves Kindergarten through 5th grade students. WECS emphasizes hands-on, active learning, Spanish language development, music and art, as well as a rigorous core academic program. We have one class per grade, ensuring a close-knit school community that fosters student responsibility and empathy toward others.

### Reflections: Successes

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

Based on the most recent California Dashboard data (CAASP tests from 2021), Willits Elementary Charter School is performing well in English (overall score is 0.1 above state standard) and needs to improve in math scores (overall scores is 33.1 points below state standard). There is a good school climate, as evidenced by one suspension and high satisfaction on student surveys.

### 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.

Chronic absenteeism is a problem, as indicated by the dashboard color orange and a 22.4 % absenteeism rate in the 2021-22 school year. Although the overall English scores are high, there are some gaps in performance that need to be addressed. For example, overall English scores were 0.1 points above standard, but socio-economically disadvantaged students were 23 points below standard. In math, overall was 33.1 points below standard, but socio-economically disadvantaged students were 48.3 points below standard. We can see that economic status has an impact on learning outcomes and that the school has to work to address this gap. We have started implementing a more

systematic approach to RTI in reading, providing lower-performing students with tutoring, tracking, and assessments of the skills they are lacking. We investigated a new math curriculum that emphasizes student initiative, critical thinking, problem-solving and understanding conceptually before learning procedures, as well as providing differentiation, which we will implement next year. We have an Attendance Committee that meets monthly, a parent liaison who facilitates helping families, a food pantry to help families and grocery gift cards available for struggling families. Staff have provided transportation to students who needed it. The secretary and director call students who are not at school to offer friendly encouragement to come to school.

## LCAP Highlights

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

Willits Elementary Charter School is in its 11th year of operation. We are now at the point where we are examining systems of student support, strengthening school culture and climate, and thinking deeply about future goals so that we can build on the progress we have made. We are now an integrated part of the wider community and have established protocols and routines for students. Teachers are now focusing on how to strengthen our hands-on learning and deepen our emphasis on community and empathy for ourselves and others. Our goals for the next two years are ambitious and all-encompassing so that we can progress both academically and socially to support student growth and leadership.

## Comprehensive Support and Improvement

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

### ***Schools Identified***

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

### ***Support for Identified Schools***

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

### ***Monitoring and Evaluating Effectiveness***

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

# Engaging Educational Partners

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

Teachers met bi-weekly to discuss goals and issues, which were incorporated into the LCAP overarching goals. Parents met monthly with the director and contributed ideas for future plans. Parents and teachers were invited to contribute to a 'brainstorming wall' on "Padlet" so that everyone could see and build on each other's ideas in an interactive online way that was asynchronous and could be built on over time. Students were surveyed about their feelings and insights for the school's plans and how it currently met their needs. Grade 4 and 5 students created a shortened survey from California Healthy Kids Survey to understand how grades 3, 4, and 5 students feel about their experiences on campus. We added a simplified survey for grades K, 1, and 2 this year.

A summary of the feedback provided by specific educational partners.

Parents would like more hands-on projects and learning, and would like more field trips. Students would like more input into how the school is run and how they can help each other. Teachers would like an improved math curriculum and a more organized and systematic reading intervention program.

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

We will emphasize training in Conscious Discipline and add elements from this training to our classrooms, which we expect will empower students to help each other more and give more ownership to students over their own classroom environment. We reviewed and purchased new math curriculum that is more hands-on and focuses on conceptual understanding and problem-solving to implement next year. We have begun implementing a robust reading recovery program using Science of Reading, and have 2 teachers and an aide who are leading the reading assessments and regular intervention with struggling readers. All teachers and the After School Program Coordinator are taking a 2-year course in teaching foundational literacy skills. More parents have volunteered this year in the classrooms, and they have suggested field trips and projects, which has enriched students' experiences.

# Goals and Actions

## Goal

Goal #	Description
1	All students will make significant progress in improving their reading levels at each grade. Students will be reading at grade level or have advanced by one grade level by the end of the academic year.

An explanation of why the LEA has developed this goal.

The pandemic has highlighted the need for more systematic intervention to help low readers. We have seen students grade 3 and above who are still struggling to read and lack basic phoneme awareness or the ability to blend sound chunks. We have been able to listen to students reading on Raz Kids and have heard how some are hesitant or repeat themselves or do not comprehend what they read. We are seeing the struggles more and realize we need a more systematic approach to reading intervention. We also see a gap between overall performance on CAASPP and socio-economically disadvantaged students and we need to close that gap.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Raz/PROBE	Grade 1: 40%; grade 2: 50%; grade 3: 45%; grade 4: 20%; grade 5: 28% were at grade level at the beginning of the school year.	Kindergarten: 71%; grade 1: 80%; grade 2 71%; grade 3: 50%; grade 4: 90%; grade 5: 74% are at grade level in reading at the end of the school year.	Kindergarten: 67%; grade 1 86%; grade 2 66%; grade 3 45%; grade 4 73%; grade 5 82% are at grade level in reading at the end of the school year.		All students read at or near grade level by the end of each school year.
CAASPP	We do not have 2019-2020 test results so we have to wait. 2018-2019 results show that socioeconomically disadvantaged students were 1.6 points above state	We do not have CAASPP results from 2020-21 but MAP testing from 2021-22 shows that in grade three, 63% of students met or exceeded projected reading growth. In grade 4,	CAASPP results from 2021-2022 show that grade 3 has 64% of students met or exceeded state standards. In Grade 4, 68% of students met or exceeded state standards. In Grade 5,		Overall student scores in reading will improve and we will decrease the gap between socio-economically disadvantaged students and overall student scores.



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	standard, while overall was 15.5 points above.	73% met or exceeded projected reading growth. In grade 5, 22% met or exceeded reading growth.	28% met or exceeded state standards.		
internal assessments (Science of Reading)	none yet	34 students across K-5 need reading intervention. 20 have agreed to come to Summer Reading Program and 18 are receiving help before/after or during school. 11 are not getting consistent help	48 students across K-5 need reading intervention. 24 have agreed to come to Summer Reading Program and 37 are receiving help before/after or during school. 11 are not getting consistent help outside of class but are in small group in class with phonics review.		Students in K-2 will improve phonics awareness and be able to manipulate phonemes at an improved percentage.
MAP test scores for reading	none yet	Grade 3: 71% are at or above grade level; grade 4: 82% are at or above grade level; grade 5: 21% are at or above grade level.	Grade 3: 68% are at or above grade level; Grade 4: 75% are at or above grade level; Grade 5: 68% are at or above grade level.		MAP scores will improve for each grade.

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Improve Curriculum for RTI	Purchase Science of Reading and other reading intervention decoding and spelling curricula	\$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	Create Literacy Coaches	Provide staff training in Science of Reading to all classroom aides and teachers to create a robust support system for students struggling to read.	\$2,800.00	Yes
1.3	Tutoring/increased learning time	Teachers will provide tutoring before and after school on a regular basis for students who are below grade level in reading skills.	\$25,935.00	Yes
1.4	Establish robust tracking and support system	Implement a school-wide tracking system with recorded interventions, that builds from year to year and can be shared with all support people around each student.	\$97,904.00	Yes
1.5	Focused tutoring time for struggling students	Aides will work with students one-on-one and in small groups to provided focused activities for students missing phonemes or phoneme blends.	\$106,000.00	Yes
1.6	Literacy Coach	Create time for certificated Literacy Coach to work directly with low readers and provide targeted intervention	\$47,288.00	Yes

## Goal Analysis [2022-23]

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

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

We have successfully implemented a targeted literacy intervention program, involving 2 teachers and an aide in highly focused individual sessions and assessments. We have purchased specific leveled books for students to read that are high-interest, low-level readers. We have these readers in all classrooms and in the After School library for dedicated reading time. We have trained aides in the basics of literacy but realized that it is very complex to teach struggling readers, so now teachers take the struggling readers and aides take the rest of the class so that struggling students get one-on-one or small group time with the teacher.

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

n/a

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

Our reading scores are improving and on internal assessments, we see great improvement in students' reading in those students who have been attending the specific reading interventions. We have identified many more students than in previous years because we have appropriate assessments for determining the cause of reading difficulties.

**K-3rd: Increases in Scores of Benchmark or Above**

All K-3 WECS students were assessed at the beginning (BOY), middle (MOY), and end (EOY) of the school year. Students who scored well below benchmark were given additional progress assessments throughout the year.

Some assessments were given only to certain grades based on developmental appropriateness. By the end of the year, the percentages of K-3 students who scored at or above benchmark increased in all but one measure. The exception was reading comprehension, in which the percentage remained the same; this is typically the last skill for students to master in the primary grades.

The total number of K-3 students assessed increased from 82 to 86 students due to enrollment changes during the year. All but one of the new students entered with a composite score below or well below benchmark.

Almost all students who remain below or well below benchmark showed improvements in their raw scores, but likely need extra support due to a learning disability or other deficit. Because we were able to identify these students through DIBELS and other assessments this year, we have been able to initiate IEP or 504 plans for a number of those students so they will get the support they need to succeed.

**Struggling 4th- and 5th-grade Readers:**

**Increases in Scores of Benchmark or Above**

In grades 4 and 5, we assessed only those students referred by the previous year's teacher as below grade level in reading. The purpose was to identify students who would need literacy support. A total of 18 students were assessed at the beginning (BOY), middle (MOY), and end (EOY) of the school year, with progress assessments throughout the year.

These struggling readers were assessed in reading accuracy, fluency, and comprehension. Research shows it is more difficult to gain foundational literacy skills once a student has completed 3rd grade, so this population is particularly challenging. In spite of this, almost all students' raw scores increased, and 11 of the 18 students were able to achieve benchmark scores in reading accuracy by the end of the year.

Most importantly, having this data has allowed us to initiate IEP or 504 plans for a number of those students so they will get the support they need moving into 5th and 6th grade.

All in all, the decision to use DIBELS to track student progress in literacy skills has been extremely useful in our attempts to track student progress, improve literacy instruction, and advocate for students who require additional support through Special Education.

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

We have changed from aides to teachers providing the remedial work, and emphasized students meeting with the literacy specialist. We have also begun to assess students more frequently to see if the interventions are working and if not, we have moved faster to assess students for more specific learning disabilities. We have begun using DIBELS (Dynamic Indicators of Basic Early Literacy Skills) in September 2023. The purpose of the assessments is to identify students who need additional support in literacy skills, to provide data that may help an eligible student receive additional support through an IEP or 504 plan, to provide feedback to teachers about their effectiveness, and to track progress of our students from one grade to the next. This data will be particularly useful to WECS as we evaluate the success of new resources we have adopted, such as the UFLI literacy curriculum, and professional development of staff through the 2-year LETRS “science of reading” course, which is now half completed.

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

# Goals and Actions

## Goal

Goal #	Description
2	We will have a positive school climate that fosters student responsibility, problem-solving and ownership of the environment, built on empathy for others.

An explanation of why the LEA has developed this goal.

The pandemic has caused a lot of trauma, isolation, depression and emotional issues for students. Based on our observations, some students are struggling to be back in person at school and need to rebuild confidence, social skills, and a sense of well-being and security. Emphasizing connections and meaningful contribution to the community is essential.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School survey about school environment grades 3,4,5	2/3 happy to be at school most of the time 2/3 feel they are part of the school 40% feel motivated to learn 2/3 feel they are treated fairly most of the time 2/3 feel they are not asked about their ideas most of the time nearly half feel they can solve school problems most of the time	82% happy to be at school most of the time 81% feel they are part of the school 62% feel motivated to learn 87% feel they are treated fairly most of the time 91% feel they are not asked about their ideas for what they want to learn most of the time 73% feel they can solve school problems most of the time	We started to survey all students (K-5) and found that: overall, in grades K-2, 63% said they feel safe at school; 76% said their teacher is easy to talk to; 71% said that their teacher is fair; 72% said they have a good relationship with their teacher and 64% said that they think that adults are there to help when they need it.		80% or more of students feel happy to be at school; 80% or more feel they are part of the school; 80% or more of students feel motivated to learn; 80% or more of students feel they are treated fairly most of the time; 80% or more of students feel they can solve school problems most of the time; 80% or more of students feel they are

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>3/4 feel grownups listen to them most of the time</p> <p>2/3 feel they are treated with respect</p> <p>3/4 feel that school teaches them to treat others with respect</p>	<p>91%feel grownups listen to them most of the time</p> <p>87% feel they are treated with respect</p>	<p>In grades 3-5, 83% said they are happy to be at school most of the time;</p> <p>75% said that they feel they are part of the school;</p> <p>60% said they feel motivated to learn;</p> <p>81% said they feel they are treated fairly;</p> <p>90% said they are not asked about what they want to learn about;</p> <p>80% say that grownups listen when they have something to say</p> <p>75% say they are treated with respect most of the time</p>		<p>asked about their ideas</p> <p>80% or more feel listened to most of the time</p> <p>80% or more feel treated with respect; and</p> <p>80% or more of students feel that school teaches them to treat others with respect.</p>
Attendance rate	94%	71% (Covid-related illnesses affected attendance a lot)	78% (a lot of absences due to many illnesses hitting the school, and students being re-infected or having a follow-on infection because they were fighting the first illness)		96%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Presence of student-led projects or changes on campus	we have a student council (1 group)	This year, both grade 4 and 5 were trained in SLED (Students Leading EDucation) and have developed small groups focused on different projects. The classes have had fundraising to support their ideas. They have tackled bullying, vandalism, created field trips, gotten a class pet, and have improved the campus.	SLED is embedded into grade 4 and 5 as a practice. Students have planned and carried out projects such as: 2 community clean-ups, a school dance for grades 3-4-5, a plant sale, numerous bake sales, several field trips, an overnight field trip for 5th grade, teaching soccer to younger students, telescope nights, spirit weeks, a talent show and an end-of-year sleepover lock-in at the school.		Lively community of projects led by students and changes instituted by students (3 or more per year)
Decrease in referrals to office	N/A because we have not had students on campus enough to have referrals	There have been 3 referrals to the office due to behavior. One out-of-school suspension due to punching. The other 2 behaviors were dealt with through talking and establishing a plan with the student to not continue the behavior (inappropriate grabbing; inappropriate language).	There have been 10 referrals to the office due to behavior. Two out-of-school suspensions for fighting. The other behaviors were dealt with through talking and establishing a plan with the student to not continue the behavior (inappropriate grabbing; inappropriate language).		Percentage decrease each year of referrals

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Percent of students sent to office: 2% Percent of students suspended: 0.7%	Percent of students sent to office: 7% Percent of students suspended: 0.7%		

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Staff and parent training in developing positive school climate	Training in Conscious Discipline and implementation of empowering practices for students; training parents and getting materials for parents	\$600.00	No
2.2	Parent Liaison	Parent Liaison will help parents and support families with referrals, food, clothes, and anything else necessary to help children attend school regularly. Secretary will call families who speak Spanish and stay in touch with them about attendance.	\$4,000.00	Yes
2.3	Peer Mediators	Establish core of students in grade 3,4,5 to serve as peer mediators	\$1,500.00	Yes
2.4	Leadership training for students	QUEST Boxes for grades 4-5	\$2,800.00	No
2.5	Inquiry Materials	We will continue to purchase materials that support hands-on learning and exploration.	\$3,000.00	Yes
2.6	Social, emotional, and academic skills facilitator	We will have support for students who are struggling in the class or in their families and have small groups for students who need extra support so they can talk together to learn problem-solving skills,	\$24,000.00	Yes



Action #	Title	Description	Total Funds	Contributing
		friendship skills, anger management skills, and other social-emotional skills that are needed.		
2.7	After school clubs	Teachers and staff will conduct after-school clubs to foster both academic and social interests and enrichment of students.	\$10,000.00	No
2.8	Music classes	We will provide music lessons to all students in all grades, including music appreciation, and learning to play musical instruments.	\$59,075.00	Yes
2.9	Robust, interactive After School Program	We will support an After School Program that emphasizes community, inquiry-based projects, and STEAM projects.	\$151,000.00	No
2.10	Enriching Field Trips	Classes will go on both local and driving field trips to places of interest to foster cultural enrichment and exposure to broader experiences.	\$5,000.00	Yes

## Goal Analysis [2022-23]

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

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

We did not have Peer Mediators trained specifically this year. However, we have implemented a more integrated Social and Emotional Learning, with every class practicing mindfulness, welcoming students, and creating rituals of welcoming and celebrating. Students in grades 4 and 5 have all taken on more leadership roles at the school, instead of a select group of students as peer mediators.

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

We had planned for \$1,500 for peer mediators but only spent \$631.23 because we used books to help students to understand each other better and take responsibility for their classroom environment. We did not specifically assign students to be peer mediators, but instead trained all grade 3-4-5 students.

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

We have heard a lot more discussions on campus to problem-solve things between students and students are reporting that they feel comfortable coming to adults with problems. We have noticed a lot more projects and self-advocating of students to find solutions and fix challenges that they see on campus.

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

We will continue emphasizing Conscious Discipline and will endeavor to specifically have the Peer Mediator roles.  
We will incorporate specific group counseling for students with ADHD to foster executive functioning skills to enable them to participate more productively in lessons.  
We are planning more field trips for next year.  
We will continue to call students whose home language is Spanish if they are absent and provide any assistance needed (Willits Elementary Charter is designated a

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

# Goals and Actions

## Goal

Goal #	Description
3	Parents will engage more with their child's learning and feel more connected to the school.

An explanation of why the LEA has developed this goal.

Parents have been strongly impacted by the pandemic and have struggled to help their students at home. We want to have a welcoming environment, support for parents, and stronger connections to families.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Survey	N/A because parents have been at home with their students during the 2020-21 school year. We will do a baseline survey in 2021.	100% of parents report being mostly or completely satisfied with their child's education. 100% of parents report that their child is engaged in their learning 81% of parents report feeling part of the school community	100% of parents report being mostly or completely satisfied with their child's education. 100% of parents report that they agree, mostly agree, or strongly agree that their child is engaged in their learning. 100% agree, mostly agree, or strongly agree that they feel that they are part of the school community.		Over 80% of parents will report that they are satisfied with their child's education. Over 80% of parents will report that their child is happy at the school. Over 80% of parents will report that they feel listened to and valued at the school.

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent Liaison	Parent Liaison will support parents with services and connections that they need to have students attend schools regularly		Yes
3.2	Director and parents have frequent contact	Caffeine with Charlene either online or in person, and director greets parents and students at gate each day. These informal check-ins provide ideas and support and help the community stay connected.	\$14,980.00	No
3.3	Academic help nights for parents	We will hold informational meetings about teaching English and math for parents to understand more about our methods	\$500.00	No
3.4	Use Parent Square to communicate	We will continue to use Parent Square to communicate with parents, having the ability to send and receive messages and make posts school-wide, for classes, and for special groups.	\$2,800.00	No
3.5	School Communication Center	We will build a bulletin board outside and attractively and actively update it for parents to be more involved in the school	\$500.00	No

## Goal Analysis [2022-23]

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

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

We did not hold a math or English night this year.

We have included parents in many committees and parents organized a Fall Celebration on campus, with games and activities for all students. Parents have supported staff in Staff Appreciation week, and have organized a fund-raiser and a celebration of the students' progress at the end of the year.

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

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

Parents report feeling connected to the school and have volunteered in classrooms more this year. They also volunteered for a lot of field trips, which would not be possible without parent support.

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

We realize that papers sent home are getting lost and that people are not reading and retaining the ParentSquare messages so we are also going to build a notice board that will be updated each week, to make it more attractive and interesting to parents. We will include a calendar so people can add to it and get an overview when they pick up their students.

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

# Goals and Actions

## Goal

Goal #	Description
4	Continue to develop a robust Physical Education program integrated into our school days that encourages movement, fun, and fitness.

An explanation of why the LEA has developed this goal.

The pandemic has had noticeable impacts on student physical health. While some students were active outdoors, we see that many did not go outside and did not participate in movement or physical fitness. Particularly, low-income students remained indoors if their parents were working full-time and they had no supervision to be able to be active outdoors.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Self-designed beginning of year physical fitness test	N/A --we have not started yet. We will get baseline in 2021	We did not do a physical fitness test for all students. We did informal evaluations and noticed that students needed more activities to do on campus. We instituted Gaga Ball as a PE and recess activity and classes go run laps to get energy out. Fifth grade has started doing planks and pushups as part of their morning routine.	All grades run laps as part of regular PE sessions. In addition, students have started pick-up games of soccer, football, volleyball and gaga ball. Students are more active at recess as well.		All students will improve their physical fitness by the end of each year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA test for physical fitness for grade 5	N/A--we were unable to do the test in 2019 or in 2020	The 2022 California Physical Fitness Test is recording only the percentage of students who participated, and did not give any 'expected levels' for each activity. We had a 95% participation rate (1 student did not participate due to frequent absences during the testing and make-up testing windows).	The 2023 California Physical Fitness Test is recording only the percentage of students who participated, and did not give any 'expected levels' for each activity. We had a 100% participation rate.		In upcoming years, students will improve overall performance on the tests. 75% of students will demonstrate a healthy level of fitness.

## Actions

Action #	Title	Description	Total Funds	Contributing
4.1	PE Equipment/PE instructor	We will hire PE teacher and purchase enough PE equipment to support all classes having directed and scaffolded physical fitness activities	\$23,500.00	Yes
4.2	Increase class time in garden	Gardening Coordinator and supplies	\$14,000.00	Yes
4.3	Field Day	Host a field day of fun games that students play in rounds	\$200.00	No

## Goal Analysis [2022-23]

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

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

We have successfully implemented all of these goals.

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

n/a

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

The field day is looked forward to and is legend in the school (it involves going to a camp off campus); students enjoy PE and the PE teacher ably integrates games into the fitness goals. All classes have 1-2 times a week in the garden, and students have grown plants to take home and are tending the garden at school as well.

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

We will continue all of these goals next year.

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



# Goals and Actions

## Goal

Goal #	Description
5	Students will have an engaging, hands-on math curriculum that will foster conceptual understanding, problem-solving and knowledge of basic skills applied to problems.

An explanation of why the LEA has developed this goal.

Our math scores are good on the CAASPP test but we see that we need to improve students' conceptual understanding and ability to use procedures correctly. Socioeconomically disadvantaged students are performing further below standard, which shows a gap between socioeconomically disadvantaged students and overall students. Our math curriculum is outdated and we need a more student-centered approach.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP Scores Overall	2018-19 shows 53% of grade 3 students, 50% of grade 4 students, and 43% of grade 5 students achieved "met or exceeded standard" overall.	Not yet known (CAASPP will be administered in May 2022 and scores won't be known until later)	2022 CAASPP Scores shows that overall, students are 33.1 points below state standard and that socioeconomically disadvantaged students are 48.3 points below state standard. 55% of grade 3 students, 60% of grade 4 students, and 12% of grade 5 students met or exceeded standard.		Improved math achievement on overall math scores. At least 55% meeting or exceeding standards in each grade.
CAASPP Scores for Concepts and Procedures	2018-19 shows 22% of grade 3 students, 30% of grade 4	Not yet known (CAASPP will be administered in May	2022 results show that 16% of students were above standard, 48%		Improved outcomes of less percentage of students in each

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	students, and 39% of grade 5 students did not meet this standard	2022 and scores won't be known until later)	nearly at standard, and 36% below standard in concepts and procedures		grade failing to meet standards
IXL or MAP or Khan Academy testing (formative assessments throughout the year)	N/A --will get baseline in Sept, 2021	In the MAP testing from Spring 2021-22, 62% of grade 3 students scored at or above grade level; 73% of grade 4 students scored at or above grade level and 21% of grade 5 students scored at or above grade level.	In the MAP testing from Winter 2022-23, 50% of grade 3 students scored at or above grade level; 50% of grade 4 students scored at or above grade level; and 50% of grade 5 students scored at or above grade level.		Students will show growth in math knowledge between beginning and end of year scores

## Actions

Action #	Title	Description	Total Funds	Contributing
5.1	New hands-on, concept-rich math curriculum training	We purchased Big Ideas Math Curriculum and will have 2 days of staff development on how to use it.	\$1,600.00	No
5.2	Tutoring for struggling students	Aides and teachers will provide tutoring in small groups to struggling students so that they get skills remediation and can start to understand concepts better. The 15% Concentration Grant add-on funds were used to help support extra aide time.	\$64,000.00	Yes
5.3	Math night	Host a math night for students and parents so that they can play math games and learn new skills together. This gives confidence to parents who may not know how to help their children with math.	\$500.00	No

Action #	Title	Description	Total Funds	Contributing
5.4	MAPP testing	We will conduct MAPP testing at the beginning and end of year to measure yearly progress of students in grades 3-4-5.	\$1,200.00	No

## Goal Analysis [2022-23]

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

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

We did not hold a math night for parents

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

We spent \$23,000 on the math curriculum instead of \$20,000 because we purchased it for 5 years instead of 2 years.

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

We have reviewed math curricula and have chosen a curriculum to implement next year. We notice a lot of struggles with basic math concepts and see that our math teaching needs to be more effective.

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

We will continue these goals next year.

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

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
253,565	4992

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
21.92%	0.00%	\$0.00	21.92%

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

## Required Descriptions

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

<p>Goal 2: Positive School Climate:            Action 1: All staff will be trained in Conscious Discipline.</p> <p>How needs and actions considered: Low-income, foster youth and English language learners need successful experiences at school and need to have power in their own lives, because many systems they encounter regularly disempower them. Having a supportive climate that enables them to change their environment, have control over their learning, and to enact their own change will enable them to build resilience, a key skill in their lives.</p>
<p>Goal 2: Positive School Climate:            Action 4: Leadership training for students</p> <p>How needs and actions considered: Low-income, foster youth and English language learners need successful experiences at school and need to have power in their own lives, because many systems they encounter regularly disempower them. Low-income, foster youth and</p>

English language learners in grades 4 and 5 will benefit from interactive, problem-solving adventures that foster student leadership, empathy towards others and teamwork. Creating these monthly positive experiences will bolster these students' confidence and leadership skills.

Goal 2: Positive School Climate:

Action 5: Inquiry Materials

How needs and actions considered: Low-income, foster youth and English language learners are frequently at a disadvantage in a traditional classroom which emphasizes reading and writing as the dominant way of receiving and working with information. In emphasizing hands-on learning, we celebrate different ways of learning and using information and different ways of thinking. Disadvantaged students have more ways to demonstrate knowledge and we increase education equity through hands-on projects and demonstrations of knowledge.

Goal 2: Positive School Climate:

Action 7: School clubs

How needs and actions considered: Low-income, foster youth and English language learners frequently do not have extracurricular activities available outside of school. By providing these at school, it is easier for families to join and students have more opportunities for socialization, small-group interactions, and positive extracurricular experiences.

Goal 2: Positive School Climate

Action 8: Music classes

How needs and actions considered: Low-income, foster youth, and English language learners frequently do not have opportunities for learning things that create joy and are beyond the basic academic skills. Music classes provide essential enrichment for students who otherwise have limited opportunities to experience music, performing, and to explore and develop other skills.

Goal 3: Parent Involvement

Action 2: Director interacts frequently with parents

How needs and actions considered: Low-income, foster youth and English language learners need a support team surrounding them, made up of parents, teachers, and the director. If the director is meeting and greeting parents each day, the interactions become easier and informal conversations about things occur more regularly, resulting in better communication and fewer misunderstandings. This supportive atmosphere is more conducive to their learning and to feeling supported on campus. Parents and students are then more likely to see the school as a supportive place.

### Goal 3: Parent Involvement

#### Action 3: Academic help nights for parents

How needs and actions considered: Low-income, foster youth and English language learners need help from parents to succeed. Parents of these students frequently feel inadequately prepared to give help to their student and hosting these informational nights is a way of building confidence of families to tackle academic work.

### Goal 3: Parent Involvement

#### Action 4: Use of Parent Square

The use of Parent Square is flexible (email or text) and parents can control what time of day and how they receive messages. For parents of low-income students, this enables them to stay informed, have a way to communicate with the school, and to feel connected to the school

### Goal 4: Physical Education

#### Action 3: Field Day for students

How needs and actions considered: Low-income, foster youth and English language learners need more activities outside and more movement and positive experiences at play so that they can be physically fit. These students frequently have full-time working parents who cannot take time to take them to the park or allow them to do other things outside because they are not home to supervise the children. Hosting a field day enables students to participate in fun games, build teamwork and have fun outside.

### Goal 5: Improving Math Curriculum and Instruction

#### Action 1: New math curriculum

How needs and actions considered: Low-income, foster youth and English language learners attain lower CAASPP scores than students overall. These students could benefit from concept-rich, hands-on math curriculum and interactive teaching to solidify math concepts.

### Goal 5: Improving Math Curriculum and Instruction

#### Action 3: Math night

How needs and actions considered: Low-income, foster youth and English language learners' parents are not necessarily confident in helping their students with math. By hosting a math night of games for families, we aim to foster a fun evening for families, teach parents some easy games to play with students, and promote math literacy as a family.

**Action 4: MAPP Testing**

How needs and actions considered: Low-income students are not performing as well as students overall and so we need to specifically see what skill sets they are missing and provide extra help. By measuring students' progress as we proceed through the year, we can see where we need to focus our interventions.

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

Services for foster youth, English language learners, and low-income students will be increased by 21.92% by focusing on academic rigor and supports in order to reach grade-level standards. Implementing a rigorous literacy support program for below-grade level students and by implementing a rigorous math curriculum that is differentiated, students will improve their academic performance. By fostering a supportive and empowering school community, students will have more ownership over their own education and lead projects that are important to them. By creating a supportive, empathetic, and active community, our disadvantaged students will experience their own power in their lives. The experience of school as a supportive place that believes in them is the necessary component of student success. The actions in our plan support students to become active learners and leaders, which is important in their own development.

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

We have hired a Skills Facilitator, as well as a Mentor for students to support the development of social and emotional skills, as well as academic skills. Classroom aides are with classes until 1:00 daily, providing an extra adult to do small group work and to support students individually in the class as well. The literacy program is assessing and targeting specific literacy skills that students are lacking, with small group and individual help provided before and after school. We have hired additional After School Program staff as well, in order to provide more small-group and one-on-one support for homework and for extension activities.

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		14

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of certificated staff providing direct services to students		15.26



## 2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$321,943.00	\$199,752.00	\$800.00	\$147,187.00	\$669,682.00	\$619,482.00	\$50,200.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Improve Curriculum for RTI	English Learners Foster Youth Low Income	\$5,000.00				\$5,000.00
1	1.2	Create Literacy Coaches	English Learners Foster Youth Low Income	\$2,800.00				\$2,800.00
1	1.3	Tutoring/increased learning time	English Learners Foster Youth Low Income				\$25,935.00	\$25,935.00
1	1.4	Establish robust tracking and support system	English Learners Foster Youth Low Income	\$400.00	\$48,752.00		\$48,752.00	\$97,904.00
1	1.5	Focused tutoring time for struggling students	English Learners Foster Youth Low Income	\$70,000.00			\$36,000.00	\$106,000.00
1	1.6	Literacy Coach	English Learners Foster Youth Low Income	\$47,288.00				\$47,288.00
2	2.1	Staff and parent training in developing positive school climate	All	\$500.00		\$100.00		\$600.00
2	2.2	Parent Liaison	English Learners Foster Youth Low Income	\$3,500.00			\$500.00	\$4,000.00
2	2.3	Peer Mediators	English Learners Foster Youth	\$1,500.00				\$1,500.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income					
2	2.4	Leadership training for students	All	\$2,800.00				\$2,800.00
2	2.5	Inquiry Materials	English Learners Foster Youth Low Income	\$3,000.00				\$3,000.00
2	2.6	Social, emotional, and academic skills facilitator	English Learners Foster Youth Low Income	\$24,000.00				\$24,000.00
2	2.7	After school clubs	All				\$10,000.00	\$10,000.00
2	2.8	Music classes	English Learners Foster Youth Low Income	\$49,075.00			\$10,000.00	\$59,075.00
2	2.9	Robust, interactive After School Program	All		\$151,000.00			\$151,000.00
2	2.10	Enriching Field Trips	English Learners Foster Youth Low Income	\$5,000.00				\$5,000.00
3	3.1	Parent Liaison	English Learners Foster Youth Low Income					
3	3.2	Director and parents have frequent contact	All	\$14,980.00				\$14,980.00
3	3.3	Academic help nights for parents	All			\$500.00		\$500.00
3	3.4	Use Parent Square to communicate	All	\$2,800.00				\$2,800.00
3	3.5	School Communication Center	All	\$500.00				\$500.00
4	4.1	PE Equipment/PE instructor	English Learners Foster Youth Low Income	\$23,500.00				\$23,500.00
4	4.2	Increase class time in garden	English Learners Foster Youth Low Income	\$14,000.00				\$14,000.00
4	4.3	Field Day	All			\$200.00		\$200.00
5	5.1	New hands-on, concept-rich math curriculum training	All	\$1,600.00				\$1,600.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
5	5.2	Tutoring for struggling students	English Learners Foster Youth Low Income	\$48,000.00			\$16,000.00	\$64,000.00
5	5.3	Math night	All	\$500.00				\$500.00
5	5.4	MAPP testing	All	\$1,200.00				\$1,200.00

## 2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
1156932	253,565	21.92%	0.00%	21.92%	\$297,063.00	0.00%	25.68 %	<b>Total:</b>	\$297,063.00
								<b>LEA-wide Total:</b>	\$101,363.00
								<b>Limited Total:</b>	\$0.00
								<b>Schoolwide Total:</b>	\$195,700.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Improve Curriculum for RTI	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	
1	1.2	Create Literacy Coaches	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$2,800.00	
1	1.3	Tutoring/increased learning time	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		
1	1.4	Establish robust tracking and support system	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$400.00	
1	1.5	Focused tutoring time for struggling students	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$70,000.00	
1	1.6	Literacy Coach	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$47,288.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.2	Parent Liaison	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$3,500.00	
2	2.3	Peer Mediators	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$1,500.00	
2	2.5	Inquiry Materials	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$3,000.00	
2	2.6	Social, emotional, and academic skills facilitator	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$24,000.00	
2	2.8	Music classes	Yes	LEA-wide	English Learners Foster Youth Low Income		\$49,075.00	
2	2.10	Enriching Field Trips	Yes	LEA-wide	English Learners Foster Youth Low Income		\$5,000.00	
3	3.1	Parent Liaison	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		
4	4.1	PE Equipment/PE instructor	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$23,500.00	
4	4.2	Increase class time in garden	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$14,000.00	
5	5.2	Tutoring for struggling students	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$48,000.00	

## 2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
<b>Totals</b>	\$530,470.00	\$522,555.54

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Improve Curriculum for RTI	Yes	\$2,000.00	2000
1	1.2	Create Literacy Coaches	Yes	\$5,000.00	9125
1	1.3	Tutoring/increased learning time	Yes	\$25,935.00	25000
1	1.4	Establish robust tracking and support system	Yes	\$83,100.00	84730
1	1.5	Focused tutoring time for struggling students	Yes	\$107,000.00	102,000
1	1.6	Literacy Coach	Yes	\$29,958.00	33056.83
2	2.1	Staff training in developing positive school climate	No	\$4,850.00	4850
2	2.2	Parent Liaison	Yes	\$2,600.00	3254
2	2.3	Peer Mediators	Yes	\$1,500.00	631.23
2	2.4	Leadership training for students	No	\$800.00	800

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.5	Inquiry Materials	No Yes	\$3,000.00	6158
2	2.6	Social, emotional, and academic skills facilitator	Yes	\$30,000.00	31000
2	2.7	After school clubs	No	\$10,000.00	6759
2	2.8	Music classes	No	\$51,465.00	50,796.40
2	2.9	Robust, interactive After School Program	No	\$47,500.00	55000
3	3.1	Parent Liaison	Yes		
3	3.2	Director and parents have frequent contact	No	\$6,862.00	7433.40
3	3.3	Academic help nights for parents	No	\$500.00	200
3	3.4	Use Parent Square to communicate	No	\$2,000.00	2679.24
4	4.1	PE Equipment/PE instructor	Yes	\$21,500.00	21,357.44
4	4.2	Increase class time in garden	Yes	\$12,000.00	10,400
4	4.3	Field Day	No	\$200.00	200.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
5	5.1	New hands-on, concept-rich math curriculum	No	\$20,000.00	23,000
5	5.2	Tutoring for struggling students	Yes	\$61,000.00	41000
5	5.3	Math night	No	\$500.00	
5	5.4	MAPP testing	No	\$1,200.00	1125



## 2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
222,974	\$250,058.00	\$249,210.00	\$848.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Improve Curriculum for RTI	Yes	\$2,000.00	2000		
1	1.2	Create Literacy Coaches	Yes	\$5,000.00	1958		
1	1.3	Tutoring/increased learning time	Yes				
1	1.4	Establish robust tracking and support system	Yes	\$41,600.00	42365		
1	1.5	Focused tutoring time for struggling students	Yes	\$65,000.00	65627		
1	1.6	Literacy Coach	Yes	\$29,958.00	33057		
2	2.2	Parent Liaison	Yes	\$2,500.00	3257		
2	2.3	Peer Mediators	Yes	\$1,500.00	631		
2	2.5	Inquiry Materials	Yes	\$3,000.00	6158		
2	2.6	Social, emotional, and academic skills facilitator	Yes	\$21,000.00	19000		
3	3.1	Parent Liaison	Yes				
4	4.1	PE Equipment/PE instructor	Yes	\$21,500.00	21357		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.2	Increase class time in garden	Yes	\$12,000.00	10400		
5	5.2	Tutoring for struggling students	Yes	\$45,000.00	43400		

**2022-23 LCFF Carryover Table**

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
1163124	222,974	0	19.17%	\$249,210.00	0.00%	21.43%	\$0.00	0.00%

# Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

## Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

## **Plan Summary**

### **Purpose**

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

## Requirements and Instructions

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

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

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

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

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

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

## Engaging Educational Partners

## Purpose

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

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

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

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

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

## Requirements and Instructions

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

### **Local Control and Accountability Plan:**

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

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

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

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

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

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

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

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

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

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



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

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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

## **Focus Goal(s)**

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

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

## **Broad Goal**

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

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

## **Maintenance of Progress Goal**

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

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

## **Required Goals**

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

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

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

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

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

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

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

### **Measuring and Reporting Results:**

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

**Goal Analysis:**

Enter the LCAP Year.

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

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

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

### Purpose

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

### Requirements and Instructions

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

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

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

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

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

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

#### **Required Descriptions:**

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

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

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

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

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

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

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

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

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

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

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

## **For School Districts Only:**

### **Actions Provided on an LEA-Wide Basis:**

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

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

### **Actions Provided on a Schoolwide Basis:**



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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

## Action Tables

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

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

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

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

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

## Data Entry Table

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

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

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

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

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

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

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

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

## Contributing Actions Table

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

## Annual Update Table

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

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

## Contributing Actions Annual Update Table

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

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

## LCFF Carryover Table

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

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

## Calculations in the Action Tables

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

### Contributing Actions Table

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

### Contributing Actions Annual Update Table

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

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

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

**LCFF Carryover Table**

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

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



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

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