LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: The Heights Charter
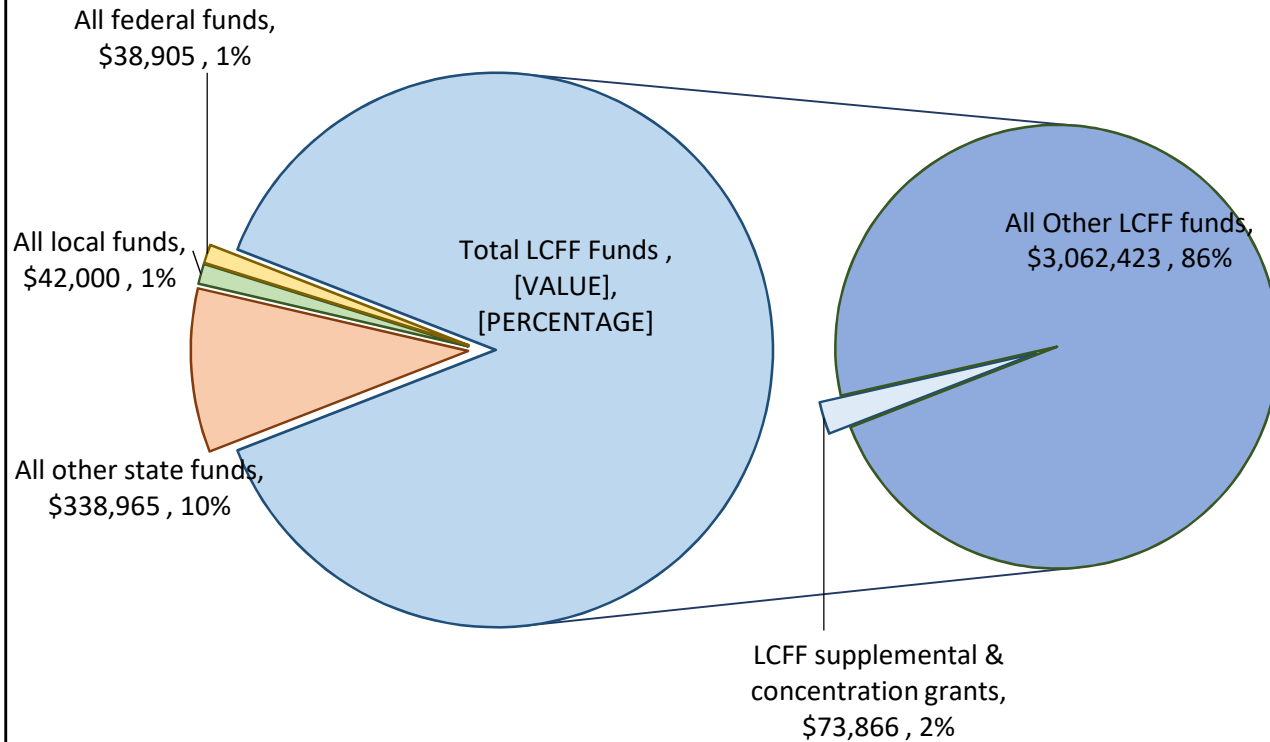
CDS Code: 37 68049 0127118

School Year: 2023-24

LEA contact information: Diana Whyte, Director, dwhyte@heightscharter.com, 619-792-9000

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

All federal funds, $38,905 , 1%

All local funds, $42,000 , 1%

Total LCFF Funds , [VALUE], [PERCENTAGE]

All Other LCFF funds, $3,062,423 , 86%

All other state funds, $338,965 , 10%

LCFF supplemental & concentration grants, $73,866 , 2%

This chart shows the total general purpose revenue The Heights Charter 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 The Heights Charter is $3,556,159.00, of which $3,136,289.00 is Local Control Funding Formula (LCFF), $338,965.00 is other state funds, $42,000.00 is local funds, and $38,905.00 is federal funds. Of the $3,136,289.00 in LCFF Funds, $73,866.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP
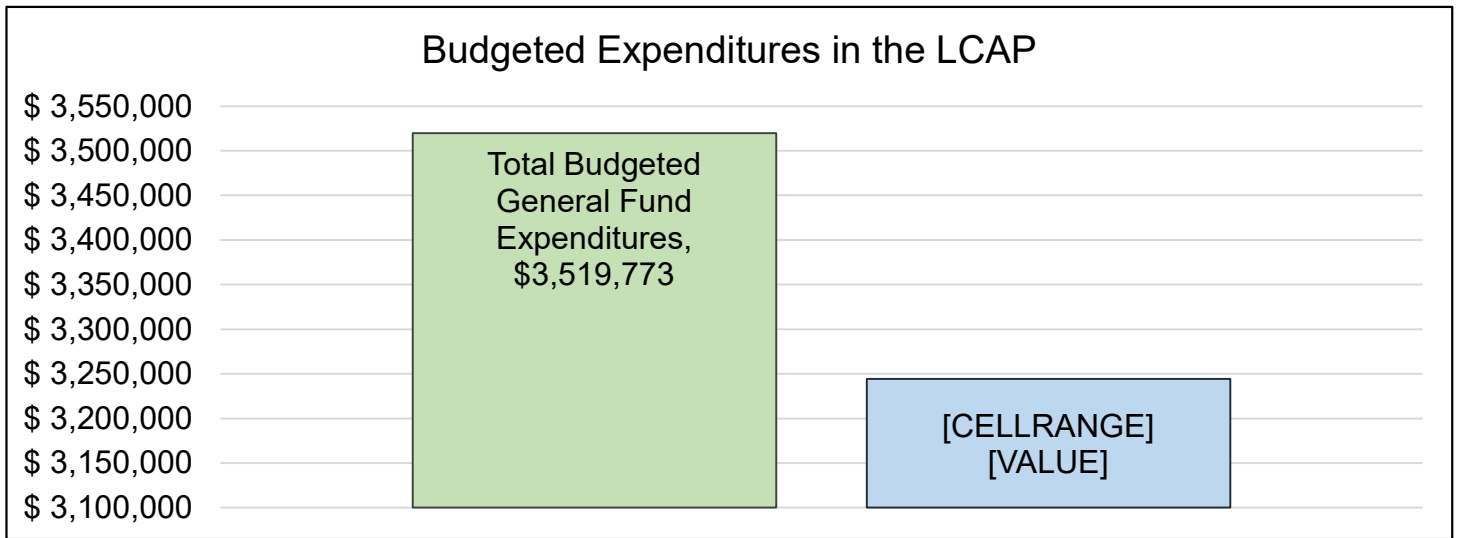
This chart provides a quick summary of how much The Heights Charter plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: The Heights Charter plans to spend $3,519,773.00 for the 2023-24 school year. Of that amount, $3,244,475.98 is tied to actions/services in the LCAP and $275,297.02 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
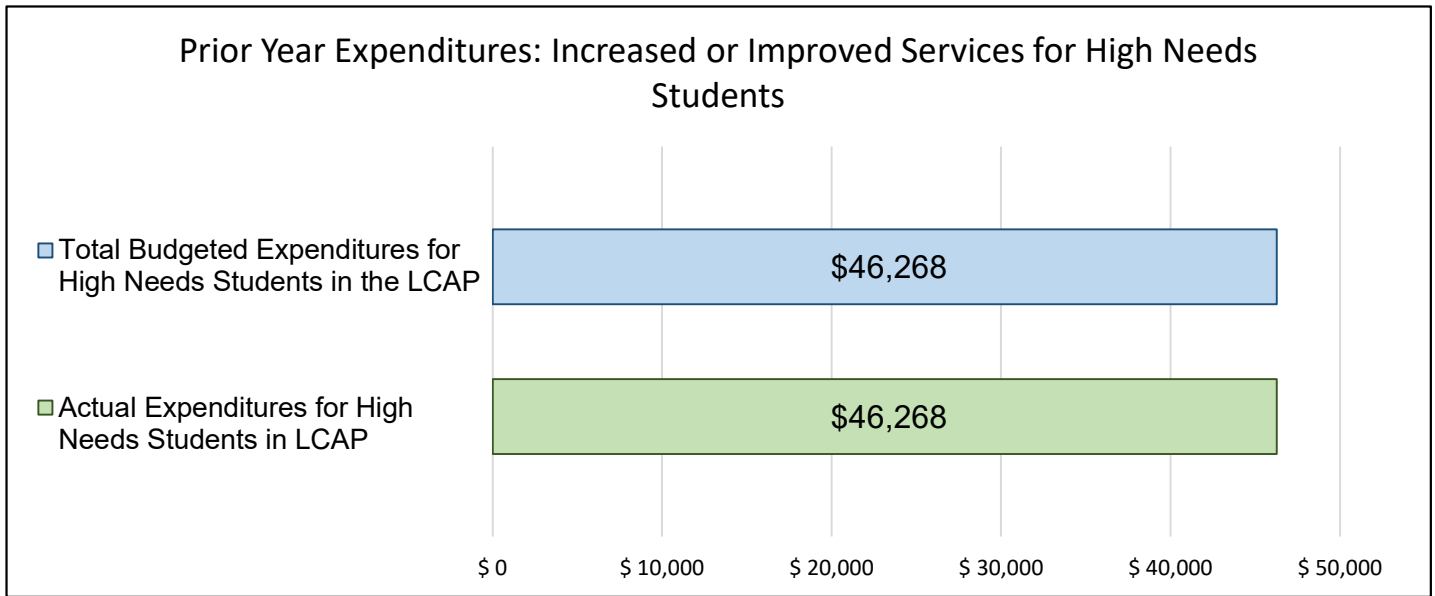
General Administration Expenses are not included in the LCAP. These include expenses for audit, legal, accounting, and district oversight.

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

In 2023-24, The Heights Charter is projecting it will receive $73,866.00 based on the enrollment of foster youth, English learner, and low-income students. The Heights Charter must describe how it intends to increase or improve services for high needs students in the LCAP. The Heights Charter plans to spend $73,866.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

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

☐ Total Budgeted Expenditures for High Needs Students in the LCAP	$46,268
☐ Actual Expenditures for High Needs Students in LCAP	$46,268

$ 0 $ 10,000 $ 20,000 $ 30,000 $ 40,000 $ 50,000

This chart compares what The Heights Charter budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what The Heights Charter 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, The Heights Charter's LCAP budgeted $46,268.00 for planned actions to increase or improve services for high needs students. The Heights Charter actually spent $46,268.00 for actions to increase or improve services for high needs students in 2022-23.

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
The Heights Charter	Diana Whyte, Director	dwhyte@heightscharter.com, (619)792-9000

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.

The Heights Charter is a K-8 independent study school located in the rural foothills of San Diego County. We provide an alternative educational venue to families in the eastern portion of San Diego County serving families from seventeen communities that come from distances up to 30 miles away.

In school year 2022/23, 13.6% of the students were socio-economically disadvantaged and 11.3% were special needs.

The Heights Charter was founded to allow each student to reach their fullest potential by developing individualized learning plans.

Reflections: Successes

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

The Heights' offered both on site instruction and home schooling learning tools including multiple on line learning platforms. Data was regularly analyzed to identify struggling students as quickly as possible and provide them with additional tutoring. We concentrated on basics in an attempt to maintain the learning level in the core classes. As a result, per the CDE Dashboard Indicator Report, we were able to maintain ELA scores in the high range and math scores in the medium range.

Our testing rates were high, with participation at 9537% in ELA, 95% in Math, and 94.8% in 8th grade science.

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.

We continue to work on mitigation of learning loss in math. This subject is difficult to teach through distance learning and parents have more difficulty in assisting their students in this area. As a result our scores have not yet returned to pre-CoVid levels.

We continue to provide tutoring to students that are struggling and will employ a math tutor position as well as additional tutors as necessary. We will retain the Coordinator of Data Analysis and Intervention to coordinate the use of resources to optimize student achievement.

LCAP Highlights

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

The Heights resumed their regular teaching model which includes interdisciplinary learning and availability of on-site instruction and activities. While the school no longer requires students to wear masks, parents have the option to require them for their students. Most of the students have returned to onsite activities, with about 11% continuing to be educated through home schooling. An emphasis on the socio-emotional well-being of students and staff continues to be a concern this year. The Heights retained its math tutor and our intervention aides, and additional support staff was hired to implement our intervention plan.

Our Coordinator of Data Analysis and Intervention organized consistent support for all students, but specifically targeted students struggling to mediate learning loss during the pandemic. MAP testing data, Literably Reading Assessment data, state testing, and teacher input all combined together to provide information to support all students.

Regularly scheduled field trips were reinstituted, but many educational venues limited the number of students allowed. We adjusted to this by organizing specific academic trips for certain grade levels so that would give them a socialization opportunity while supporting specific curricular topics.

Online resources were available to all students, and the staff reflected on which programs best fit the needs of all students, including students with special needs. Electronic devices were supplied to anyone that did not have one available at home.

The negative impact of the pandemic is still requiring much more socio-emotional support than even anticipated. The focus on increasing the work ethic of the students, especially in the middle school age group, continues to be a concern.

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.

| None |
| |

Support for Identified Schools

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

| Not Applicable |
| |

Monitoring and Evaluating Effectiveness

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

| Not Applicable |
| |

Engaging Educational Partners

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

Several methods have been used to engage educational partners.

Monthly calendars were distributed. Teachers sent out monthly emails to the parents.

A school climate survey was sent out in the Spring of 2023.

Four parent meetings were held.

A summary of the feedback provided by specific educational partners.

There were no areas of concern identified on the parent survey. Feedback on all questions was 95% or more positive.

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

Effective parent communication continues to be a priority at The Heights. We will continue to send out monthly updates from the teachers which will include letting parents know when their child has done something exceptional.

Goals and Actions

Goal

Goal #	Description
1	All Teachers will have the appropriate credential to teach core subjects in an independent study program and be appropriately assigned. A Director with at least 20 years of experience in education will oversee the teaching staff and provide support as necessary.

An explanation of why the LEA has developed this goal.

The Heights Charter wants to ensure that all students are provided a quality education by qualified teachers who are under the supervision of an experienced director.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teacher credentials	100% of Teachers have the proper credential and are appropriately assigned in the 2020/21 school year	During 2021/22, 100% of Teachers had the proper credential and were appropriately assigned	During 2022/23, 100% of Teachers had the proper credential and were appropriately assigned	Not Applicable	100% of Teachers will have the proper credential and be appropriately assigned
Director Experience	Director has over 20 years of experience in education in the 2020/21 school year	The Director had over 20 years of experience in education in the 2021/22 school year	The Director had over 20 years of experience in education in the 2022/23 school year	Not Applicable	Director will have over 20 years of experience in education

Actions

Action #	Title	Description	Total Funds	Contributing

Action #	Title	Description	Total Funds	Contributing
1	Teaching Staff	The Heights will employ a teaching staff that is properly credentialed and assigned for the classes being taught, per Ed Code.	$1,546,144	Y
2	Teacher Credentialing/ Assignment	Upon hiring and annually thereafter office staff will verify the status of all teachers' credentials through the Commission on Teacher Credentialing state website. Credentials will be compared with current teaching assignments to ensure compliance.	$9,022	Y
3	Qualified Director	Director salaries in the community will be monitored annually to ensure the school is offering a competitive salary that will allow it to retain/attract an experienced, competent Director	$151,151	Y

Goal Analysis for 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.

There were no substantive differences in planned actions and actual implementation of these actions

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

There were no material differences in budgeted expenditures and estimated actual expenditures and 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.

The school maintained its goal of employing a properly certified staff with significant educational experience to provide a quality education to its students.

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

No changes were made.

Goal

Goal #	Description
2	A resource center will be available to all students that desire on site learning experiences, wish to utilize tutoring services, and desire to participate in social-skill building extracurricular activities. All students set their own schedules regarding frequency of attending the resource center. The Heights will assure adequate space is available to accommodate all students that wish to utilize the resource center. All necessary supplies required in the learning process, both in core classes and extra-curricular activities, will be made available. The resource center will have a multipurpose room to accommodate additional activities offered, such as physical education and drama, as well as to hold parent group meetings. The facility will promote a climate in which students feel comfortable, respected, and safe. The facility will be kept clean and will be well maintained.

An explanation of why the LEA has developed this goal.

While The Heights Charter offers an independent study program, we want to ensure that students have access to onsite group instruction as well as one-on-one tutoring as needed. This is offered to assist students in making adequate progress in their studies. In addition we feel it is important to offer students the extra-curricular activities such as PE, drama, and yearbook production to give them an opportunity to explore a variety of interests and receive a well-rounded education. We also feel most students benefit on a socio-economical level from interaction with fellow students. It is our goal to provide these opportunities in an environment that promotes a sense of safety and equality for all students.

Measuring and Reporting Results

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Participation in On-Site Activities as evidences by daily safety roster.	At least 50% of the students participated in an on-site activity Monday through Thursday. Facilities were not open on Friday during the 2020/21 school year	At least 50% of the students participated in an on-site activity Monday through Friday during 2021/22	At least 50% of the students participated in an on-site activity Monday through Friday during 2022/23	Not Applicable	At least 50% of students will participate in an on-site activity Monday through Friday.
School Climate Survey	In the Spring of 2021 a school climate survey was sent to all parents and given to all students to identify areas needing improvement. Satisfaction rate was 90% for parents, 83% for students and 90% for teachers/staff	In the Spring of 2022 a school climate survey was sent to educational partners to identify areas needing improvement. Results were 83% positive, 10% neutral(largely due to homeschool students), and 7% negative.	In the Spring of 2023 a school climate survey was sent to educational partners to identify areas needing improvement. Results were over 95% positive or neutral on each question, with the neutral responses coming from home schooled families. No areas of concerns were identified.	Not Applicable	In the Spring a school climate survey will be sent to all parents and students. 75% of responses will be positive.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Maintain Facilities in Good Repair per Site Inspection Report	During the 2020/21 school year the Director or designated staff did a weekly walkthrough of facilities and recorded any maintenance or safety issues. Identified repairs were made within 10 working days with the exception of one repair which necessitated ordering a special part.	Director or designated staff performed a weekly walkthrough of the facilities and recorded any maintenance or safety issues. Identified issues were remedied within 10 working days during 2021/22.	Director or designated staff performed a weekly walkthrough of the facilities and recorded any maintenance or safety issues. Identified issues were addressed within 10 working days during 2022/23.	Not Applicable	Director or designated staff will do a weekly walkthrough of the facilities and record any maintenance or safety issues. Identified issues will be remedied within 10 working days.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Adequate Facilities	The Heights Charter will lease facilities adequate to accommodate all activities offered. An analysis of activities offered and estimated number of students attending these activities will be performed at the end of each school year to determine the space requirements for the next school year.	$386,040	Y
2	Facility Maintenance	Facilities will be maintained in a manner that offers a safe and comfortable learning environment. Air conditioning, heating, and lighting will be maintained at a level that provides students with comfortable surroundings. A security system and Insurance will be maintained for the protection of the students. Facilities will be kept clean and in good repair. An on-call handyman will be kept on payroll to perform maintenance as needed.	$167,200	Y

Action #	Title	Description	Total Funds	Contributing
3	CoVID19 Safety Measures	The Heights Charter will provide students and staff with sanitation stations and PPE both as dictated by the state and requested by parents.	$1,000	N
4	Adequate Inventory	An adequate inventory of computers, furniture, learning supplies and cleaning supplies will be maintained at all times. Computers will be sufficient for students to take MAP and state tests and to access on line learning platforms. Computers and furniture will be examined on a regular basis and equipment which is broken or damaged will be replaced. Learning and cleaning supplies will be inventoried weekly and replenished as necessary.	$35,500	Y

Goal Analysis for 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.

There were no substantive differences in planned actions and actual implementation of these actions

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

There were no material differences in budgeted expenditures and estimated actual expenditures and 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.

The actions were effective in providing a safe and well maintained learning environment. Based on the facility needs analysis for 2021/22 it was determined that additional space was needed to accommodate all students that wished to attend on site activities. In March 2023 we were able to finalize a lease for an additional 4300 square feet. This will allow us to accommodate 100% of the students that wish to attend on site activities. Needs will continue to be assessed periodically and, if determined necessary, a search will begin to expand facilities. As an independent study charter school, we attempt to provide space for all students that wish to attend on site instruction.

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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.

Facility needs will be analyzed based on expected enrollment for 2023/24 and additional space will be added as necessary and available.

Goal

Goal #	Description
3	Students in all categories will increase their proficiency in English language arts and mathematics by at least one grade level each year. Any students that experienced learning loss during the CoVID19 shutdown will be given additional assistance to get back to grade level proficiency. All students will be enrolled in social studies and science. All students will be enrolled in at least one non-core extracurricular activity to promote social skills.

An explanation of why the LEA has developed this goal.

The Heights Charter feels it is of primary importance to ensure that all students in all categories obtain the knowledge and social skills necessary to be successful in their lives. All students should stay on track academically by advancing at least one year in proficiency in the core classes of English Language Arts and Mathematics to ensure a smooth transition into high school. We feel it is important to give each student a well rounded education which will include social studies to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. It will also include science to encourage curiosity, an attitude of discovery, and a desire to seek the truth. Each student will participate in at least one extracurricular activity which will allow them to interact with fellow students and develop social skills, as well as explore different interests.

As an independent study school, each child will be evaluated individually to determine their needs. It is our goal to ensure special services will be provided to students as needed. This will include children who are determined to have special needs, children who are struggling or behind academically, children who experienced learning loss due to CoVID19, English learners, and low income children.

Measuring and Reporting Results

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
MAP Test or CAASP test when available.	Per the MAP test administered in the Spring of 2021, 61% of the students met or exceeded state standards in English language arts, and 23% of the students met or exceeded state standards in mathematics. Note that 46% of students met or exceeded state standards on the MAP test administered in the Fall of 2019, right before the COVID pandemic.	Per the MAP test administered in the Spring of 2022, 67% of the students met or exceeded state standards in English language arts, and 40% of the students met or exceeded state standards in mathematics.	CAASP tests were administered in the Spring of 2022. 60.37% of the students met or exceeded state standards in English language arts, and 40.24% of the students met or exceeded state standards in Math. This is in comparison to 2019 pre-CoVID19 scores of 63.2% and 49.65% respectively. The school as a whole scored a medium performance level in Math and a high performance level in English language arts per the CDE dashboard indicator report.	Not Applicable	65% of students will meet or exceed state standards in English language arts and 45% of students will meet or exceed state standards in mathematics.
Dashboard	The suspension rate was zero per the 2019 Dashboard. There were no suspensions in the 2019/20 school year	Two students were suspended during 2021/22.	One student was suspended during 2022/23.	Not Applicable	The suspension rate will be zero

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Lesson Plans	In the 2020/21 school year all students were enrolled in the required core classes.	All students were enrolled in the require core classes	All students were enrolled in the require core classes	Not Applicable	All students will be enrolled in the required core classes.
P2 ADA	The P2 ADA for 2020/21 was 99%	The P2 ADA for 2021/22 was 95%	The P2 ADA for 2022/23 was 97%	Not Applicable	ADA will be at least 95%
ELPAC Tests	Our English learners have not been enrolled for 3 years	At the beginning of the year there were three EL Students. One has tested out and the remaining two are on track to test out within 3 years of enrollment.	There are currently five EL Students. One will take the ELPAC in the next month and is expected to test out, and the remaining four are on track to test out within 3 years of enrollment at The Heights.	Not Applicable	English learners will be phased out within 3 years of enrollment

Actions

Action #	Title	Description	Total Funds	Contributing
1	Individual Tutoring	Provide individual tutoring to students that are struggling academically, including those that experienced learning loss due to the CoVID shutdown	$401,439	Y
2	Special Education Students	Employ an educational specialist, psychologist, and special education aides. Contract with outside vendors to provide special services as indicated on student IEPs. Move to El Dorado SELPA to obtain support for the special education program.	$352,644	Y

Action #	Title	Description	Total Funds	Contributing
3	Extracurricular Activities	Employ staff to provide extracurricular activities such as art, gardening, drama, and yearbook production to promote teamwork and the development of social skills.	$60,332	Y
4	Individualized Learning Plan	All students will be assessed and interviewed. An individual learning plan will be developed for each student to best optimize their learning experience.	$11,306	Y
5	NWEA MAP Growth Testing Software	Renew the software license for NWEA MAP Growth testing software to monitor the academic progress of students throughout the year. Use this test in place of state testing as necessary due to Covid19.	$3,060	Y
6	Student Rosters	Employ an administrative assistant whose duties will include maintaining a daily list of students attending learning labs.	$2,729	Y
7	Positive Behavioral Interventions and Support	Use PBIS to encourage student engagement in learning activities and appropriate social behavior while at the learning center.	$9,000	Y
8	At Risk Youth	Low income students, students in foster care, and students experiencing homelessness will be supported by providing scholarships for field trips, a healthy meal each day, healthy snacks as needed, and supplies to complete school work at home.	$1,500	Y

Goal Analysis for 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.

There were no substantive differences in planned actions and actual implementation of these actions

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

There were no material differences in budgeted expenditures and estimated actual expenditures and 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.

Per the CAASP tests administered in the Spring of 2022, 40.2% of the students met or exceeded state standards. This is in comparison to 49.65% on the last CAASP test that was administered 2019. This shows the students have not yet recovered completely from learning loss during CoVID. This can be attributed to the fact that math is a difficult subject teach through distance learning and parents, in general, have more difficulty assisting their students in this subject. Temporarily prioritizing tutoring and intervention over extra-curricular activities is proving beneficial.

The 2022 CAASP tests showed 60.37% of the students met or exceeded state standards in English language arts, as compared to 63.2% on the 2019 CAASP tests. This shows that the actions we have taken have almost completely mitigated learning loss suffered during CoVID.

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.

Fourth through eighth grade students will continue to receive weekly interventions in math and reading support.

An additional new online math support program which has spiral review has been implemented.

This was the first year The Heights was under the El Dorado SELPA. Their program has assisted us in providing better support for our special needs students.

Goal

Goal #	Description
4	All students will have access to rigorous, well rounded, independent study friendly, standards-aligned curricula. Online learning resources will be offered to give students the option of learning at home or at the resource center. Teachers will be trained in the teaching of this curricula in an independent study environment. Classroom materials required to provide a complete learning experience will be available at the resource center. Students will be given the opportunity to participate in extracurricular activities and field trips designed to enhance both learning and the building of social skills.

An explanation of why the LEA has developed this goal.

As an independent study school, The Heights Charter feels it is imperative to keep students engaged in order to optimize the enjoyment and effectiveness of their learning experience thereby motivating them to learn. We feel it is important to offer a variety of instructional methods in order to cater to the needs of the individual student. Standards aligned textbooks are provided to all children. In addition, several online learning platforms are provided through licensing agreements. This allows the student to find the combination of instructional methods that best fit their learning style.

Parents have expressed a desire to have events that build social skills. We feel this is best accomplished through a combination of field trips and extracurricular activities. These provide an opportunity for the students to not only learn but to interact in an entertaining environment.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Textbook inventory	In the 2020/21 school year each student had access to standards aligned textbooks in all core classes	During 2021/22 All students had access to standards aligned textbooks in all core classes.	During 2022/23 All students had access to standards aligned textbooks in all core classes.	Not Applicable	All students will have access to standards aligned textbooks in all core classes
Online learning program licenses purchased	12 Online learning programs are currently being used due to CoVID19. Lexia, Learning A-Z, Vocabulary A-Z, SplashMath, XtraMath, Mcgraw Hill math, Pebble Go, Pebble Go Next, Read Works, IXL, Generation Genius, and Quizlet	13 Online learning programs were used due to CoVID19. Lexia, Learning A-Z, Vocabulary A-Z, SplashMath, XtraMath, Mcgraw Hill math, Pebble Go, Read Works, IXL, Generation Genius, Quizlet, Learning Ally, and Literably.	13 Online learning programs were used. Get More Math, Word Voyage, Lexia, Learning A-Z, Vocabulary A-Z, SplashMath, XtraMath, Mcgraw Hill math, Pebble Go, Read Works, IXL, Generation Genius, Quizlet, Learning Ally, and Literably.	Not Applicable	At least 4 online learning programs will be made available to students for use in the learning center and at home

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Field Trip logs	In the 2020/21 school year zero field trips were offered due to CoVID19	Five field trips were offered during 2021/22. In addition, 6th, 7th and 8th grade students were sent to three separate week long outdoor camps.	Five field trips were offered during 2022/23. In addition, 6th and 8th grade students were sent to two separate outdoor camps.	Not Applicable	At least 5 field trips will be offered
Extracurricular Club logs	In the 2020/21 school year no extracurricular clubs were offered due to limited resource center hours and a concentration on core subjects, due to CoVID19. In the 2019-20 school year 4 clubs were offered.	Two extracurricular clubs were offered during the 2021/22 school year. After school tutoring was provided in lieu of one extracurricular club in an effort to address any learning loss due to CoVID19.	Three extracurricular clubs were offered during the 2022/23 school year.	Not Applicable	At least 3 extracurricular clubs will be offered

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Sign in logs for professional development	In the 2020/21 school year professional development sessions were held every Friday using the Love and Logic staff development series "9 Essential Skills for the Love and Logic Classroom", educating teachers and staff in positive teaching techniques	Professional Development was offered approximately every two weeks on a variety of topics including COVID19-related topics, equity in the classroom, and providing emotional support for the students. There was a combination of online and in person sessions. In person sessions had sign in logs and online sessions had an electronic trail.	Professional Development was offered monthly on a variety of topics including COVID19-related topics, equity in the classroom, and providing emotional support for the students. There was a combination of online and in person sessions.	Not Applicable	Monthly professional development sessions will be given. Content will reflect needs identified through annual School Climate Survey as well as student test scores.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Access to Textbooks	Purchase standards aligned textbooks as necessary based on annual inventory	$10,000	Y
2	Online Learning Software	Based on teacher and student reviews, renew licenses for effective online learning software and replace non-effective software.	$20,650	Y
3	Field Trips & Clubs	Offer a well-rounded mix of extra-curricular activities and field trips to enhance the learning experience and build social skills. Annually review offerings based on teacher, parent, and student review and revise as indicated.	$26,350	Y

Action #	Title	Description	Total Funds	Contributing
4	Professional Development	Offer teachers monthly professional development specializing in addressing the social and emotional needs of students. This is designed to address student and parent input regarding interaction with adults at the school.	$45,357	Y

Goal Analysis for 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.

There were no substantive differences in planned actions and actual implementation of these actions

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

There were no material differences in budgeted expenditures and estimated actual expenditures and 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.

Based on the 2022 CAASP scores vs the 2019 CAASP scores, the texts and online programs appear to be effective for the most part. Math scores are still on the low side. While some progress has been made, there is an ongoing concern about the social/emotional needs of the students,

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

A new math support program with spiral review was implemented.

Professional development programs for 2022/23 will include training to address identifying students with social/emotional needs.

The move to El Dorado SELPA has assisted with providing better services to students with special needs. The Heights affiliation with El Dorado will continue.

Goal

Goal #	Description
5	Involve parents in the education of their children through the use of weekly newsletters, Parent meetings, sending out annual needs-assessment surveys, and encouraging parents to both serve on the board and attend board meetings. Parents will also be encouraged to volunteer at the school and on field trips.

An explanation of why the LEA has developed this goal.

The Heights Charter works to maintain a two way communication with parents regarding their student's education, keeping them informed of both strengths and weaknesses. We also ask for input from parents regarding what is working for their student, what could use improvement, and changes they think would be beneficial to the learning environment. We provide several avenues through which this communication can occur. We feel parent participation is an integral part of the student's success.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Newsletters	In the 2020/21 school year the newsletters were suspended due to CoVID19	Due to pandemic related staffing shortages, newsletters were sent to parents monthly during 2021/22	Monthly calendars are distributed. Teachers sent emails to parents monthly during 2022/23	Not Applicable	Weekly newsletters will be produced and distributed on line to parents and teachers while school is in session
Parent Meeting logs	In the 2020/21 school year no onsite parent meetings were held due to CoVID19. 4 surveys were sent out instead to get parent input.	In 2021/22 4 parent meetings were held	In 2022/23 4 parent meetings were held	Not Applicable	At least 4 parent meetings will be held annually at varying times during the day to accommodate working families.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Board member roster	In the 2020/21 school year 2 parents were on the board	During 2021/22 there were 3 parents on the board.	During 2022/23 there were 4 parents on the board.	Not Applicable	At least 2 parents will be on the board
Tabulation of Survey Results	In the spring of 2021 a school climate survey was sent to the parents on line. In addition 4 additional surveys were sent out to get input regarding CoVID related decisions.	The school climate survey was sent to all educational partners in the Spring of 2022. Results were analyzed for areas needing improvement.	The school climate survey was sent to all educational partners in the Spring of 2023. Results were analyzed for areas needing improvement.	Not Applicable	An annual survey will be provided to the parents to obtain their feedback regarding the strengths and weaknesses of the school.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Weekly Newsletter	Parents will be kept informed on school activities and events through the publication of a weekly newsletter which is distributed through email and which will list volunteer opportunities.	$1,500	Y
2	School Climate Survey	Parents, along with Teachers and Students, will be asked to complete a school climate survey annually. These surveys will be reviewed to see if there are areas that need adjustments	$400	Y
3	Parent Meetings	Parent meetings will be held at least 4 times a year. They will be held during the day and in the evening to accommodate the various schedules of the families. Parents will be given a summary of what is going on at the school and will be given an opportunity to ask questions and give input.	$400	Y

Action #	Title	Description	Total Funds	Contributing
4	Report Cards	Report cards and test results will be mailed to parents/guardians to keep parents informed of their student's academic progress.	$1,752	Y

Goal Analysis for 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.

The weekly newsletter has been replaced by a monthly calendar. It is felt this is a better planning tool for the parents. In addition, teachers now send out a monthly email to all parents which is specific to their student's class.

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.

There were no material differences in budgeted expenditures and estimated actual expenditures and 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.

According to the school climate survey feedback received from parents, in excess of 95% are satisfied with their level of involvement and the quality of communication with the school.

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.

The Heights feels that providing parents with more student-specific updates is more beneficial to the parent.

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 for 2022/23

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$46,268	$0

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
1.9%	0%	$0	0%

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.

The Coordinator of Data Analysis and Intervention will monitor low-income students, English learners, and foster youth, if any. This will include assessing academic progress, ensuring the student has appropriate learning materials and equipment at home, and making sure they are given the opportunity to participate in all school activities. Two tutors/aides will be assigned to work with students that are struggling academically, with low-income students given top priority. Snacks will be available at after school.

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

The Heights has doubled the tutors/aides dedicated to working with struggling students. In addition, scholarships will be given to low-income students to enable them to attend field trips/camps and participate in school activities that require an investment. The school will employ one bilingual teacher to assist English learners as necessary.

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.

Not Applicable

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	Not Applicable	Not Applicable
Staff-to-student ratio of certificated staff providing direct services to students	Not Applicable	Not Applicable

Local Control and Accountability Plan (LCAP) Action Tables Template

Developed by the California Department of Education, March 2022

FY23-24 Data Entry Table: Inclusion as part of the LCAP Template is optional

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
FY23-24	$ 2,837,121	$ 73,866	2.60%	0.00%	2.60%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Teaching Staff	All	Yes	LEA-wide	All	All	Ongoing	$ 1,537,644	$ 8,500	$ 1,504,444	$ 41,700	$ -	$ -	$ 1,546,144	0.00%
1	2	Teacher Credentialing/ Assignment	All	Yes	LEA-wide	All	All	Ongoing	$ 9,022	$ -	$ 8,778	$ 244	$ -	$ -	$ 9,022	0.00%
1	3	Qualified Director	All	Yes	LEA-wide	All	All	Ongoing	$ 151,151	$ -	$ 147,074	$ 4,077	$ -	$ -	$ 151,151	0.00%
2	1	Adequate Facilities	All	Yes	LEA-wide	All	All	Ongoing	$ -	$ 386,040	$ 375,628	$ 10,412	$ -	$ -	$ 386,040	0.00%
2	2	Facility Maintenance	All	Yes	LEA-wide	All	All	Ongoing	$ 25,820	$ 141,380	$ 162,691	$ 4,509	$ -	$ -	$ 167,200	0.00%
2	3	CoVID19 Safety Measures	All	No	LEA-wide	All	All	Ongoing	$ -	$ 1,000	$ 973	$ 27	$ -	$ -	$ 1,000	0.00%
2	4	Adequate Inventory	All	Yes	LEA-wide	All	All	Ongoing	$ -	$ 35,500	$ 34,543	$ 957	$ -	$ -	$ 35,500	0.00%
3	1	Individual Tutoring	All	Yes	LEA-wide	All	All	Ongoing	$ 401,439	$ -	$ 370,612	$ 30,827	$ -	$ -	$ 401,439	0.00%
3	2	Special Education Students	All	Yes	LEA-wide	All	All	Ongoing	$ 257,644	$ 95,000	$ 72,767	$ 240,972	$ -	$ 38,905	$ 352,644	0.00%
3	3	Extracurricular Activities	All	Yes	LEA-wide	All	All	Ongoing	$ 60,332	$ 10,000	$ 26,705	$ 1,627	$ 42,000	$ -	$ 70,332	0.00%
3	4	Individualized Learning Plan	All	Yes	LEA-wide	All	All	Ongoing	$ 11,306	$ -	$ 11,001	$ 305	$ -	$ -	$ 11,306	0.00%
3	5	NWEA MAP Growth Testing Software	All	Yes	LEA-wide	All	All	Ongoing	$ -	$ 3,060	$ 2,977	$ 83	$ -	$ -	$ 3,060	0.00%
3	6	Student Rosters	All	Yes	LEA-wide	All	All	Ongoing	$ 2,729	$ -	$ 2,655	$ 74	$ -	$ -	$ 2,729	0.00%
3	7	Positive Behavioral Interventions and Support	All	Yes	LEA-wide	All	All	Ongoing	$ -	$ 9,000	$ 8,757	$ 243	$ -	$ -	$ 9,000	0.00%
3	8	At Risk Youth	Foster/Low-Income	Yes	LEA-wide	Foster/Low-Income	All	Ongoing	$ -	$ 1,500	$ 1,460	$ 40	$ -	$ -	$ 1,500	0.00%
4	1	Access to Textbooks	All	Yes	LEA-wide	All	All	Ongoing	$ -	$ 10,000	$ 9,730	$ 270	$ -	$ -	$ 10,000	0.00%
4	2	Online Learning Software	All	Yes	LEA-wide	All	All	Ongoing	$ -	$ 20,650	$ 20,093	$ 557	$ -	$ -	$ 20,650	0.00%
4	3	Field Trips & Clubs	All	Yes	LEA-wide	All	All	Ongoing	$ -	$ 26,350	$ 25,639	$ 711	$ -	$ -	$ 26,350	0.00%
4	4	Professional Development	All	Yes	LEA-wide	All	All	Ongoing	$ -	$ 45,357	$ 44,134	$ 1,223	$ -	$ -	$ 45,357	0.00%
5	1	Weekly Newsletter	All	No	LEA-wide	All	All	Ongoing	$ -	$ 1,500	$ 1,460	$ 40	$ -	$ -	$ 1,500	0.00%
5	2	School Climate Survey	All	No	LEA-wide	All	All	Ongoing	$ -	$ 400	$ 389	$ 11	$ -	$ -	$ 400	0.00%
5	3	Parent Meetings	All	No	LEA-wide	All	All	Ongoing	$ -	$ 400	$ 389	$ 11	$ -	$ -	$ 400	0.00%
5	4	Report Cards	All	Yes	LEA-wide	All	All	Ongoing	$ 1,352	$ 400	$ 1,705	$ 47	$ -	$ -	$ 1,752	0.00%

FY23-24 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 2,834,604	$ 338,967	$ 42,000	$ 38,905	$ 3,254,476	$ 2,458,439	$ 796,037

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Teaching Staff	All	$ 1,504,444	$ 41,700	$ -	$ -	$ 1,546,144
1	2	Teacher Credentialing/ Assignment	All	$ 8,778	$ 244	$ -	$ -	$ 9,022
1	3	Qualified Director	All	$ 147,074	$ 4,077	$ -	$ -	$ 151,151
2	1	Adequate Facilities	All	$ 375,628	$ 10,412	$ -	$ -	$ 386,040
2	2	Facility Maintenance	All	$ 162,691	$ 4,509	$ -	$ -	$ 167,200
2	3	CoVID19 Safety Measures	All	$ 973	$ 27	$ -	$ -	$ 1,000
2	4	Adequate Inventory	All	$ 34,543	$ 957	$ -	$ -	$ 35,500
3	1	Individual Tutoring	All	$ 370,612	$ 30,827	$ -	$ -	$ 401,439
3	2	Special Education Students	All	$ 72,767	$ 240,972	$ -	$ 38,905	$ 352,644
3	3	Extracurricular Activities	All	$ 26,705	$ 1,627	$ 42,000	$ -	$ 70,332
3	4	Individualized Learning Plan	All	$ 11,001	$ 305	$ -	$ -	$ 11,306
3	5	NWEA MAP Growth Testing Software	All	$ 2,977	$ 83	$ -	$ -	$ 3,060
3	6	Student Rosters	All	$ 2,655	$ 74	$ -	$ -	$ 2,729
3	7	Positive Behavioral Interventions and Support	All	$ 8,757	$ 243	$ -	$ -	$ 9,000
3	8	At Risk Youth	Foster/Low-Income	$ 1,460	$ 40	$ -	$ -	$ 1,500
4	1	Access to Textbooks	All	$ 9,730	$ 270	$ -	$ -	$ 10,000
4	2	Online Learning Software	All	$ 20,093	$ 557	$ -	$ -	$ 20,650
4	3	Field Trips & Clubs	All	$ 25,639	$ 711	$ -	$ -	$ 26,350
4	4	Professional Development	All	$ 44,134	$ 1,223	$ -	$ -	$ 45,357
5	1	Weekly Newsletter	All	$ 1,460	$ 40	$ -	$ -	$ 1,500
5	2	School Climate Survey	All	$ 389	$ 11	$ -	$ -	$ 400
5	3	Parent Meetings	All	$ 389	$ 11	$ -	$ -	$ 400
5	4	Report Cards	All	$ 1,705	$ 47	$ -	$ -	$ 1,752

FY23-24 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
$ 2,837,121	$ 73,866	2.60%	0.00%	2.60%	$ 2,831,393	0.00%	99.80%	**Total:**	$ 2,831,393
								LEA-wide Total:	$ 2,831,393
								Limited Total:	$ -
								Schoolwide Total:	$ -

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	Teaching Staff	Yes	LEA-wide	All	All	$ 1,504,444	0.00%
1	2	Teacher Credentialing/ Assignment	Yes	LEA-wide	All	All	$ 8,778	0.00%
1	3	Qualified Director	Yes	LEA-wide	All	All	$ 147,074	0.00%
2	1	Adequate Facilities	Yes	LEA-wide	All	All	$ 375,628	0.00%
2	2	Facility Maintenance	Yes	LEA-wide	All	All	$ 162,691	0.00%
2	3	CoVID19 Safety Measures	No	LEA-wide		All	$ -	0.00%
2	4	Adequate Inventory	Yes	LEA-wide	All	All	$ 34,543	0.00%
3	1	Individual Tutoring	Yes	LEA-wide	All	All	$ 370,612	0.00%
3	2	Special Education Students	Yes	LEA-wide	All	All	$ 72,767	0.00%
3	3	Extracurricular Activities	Yes	LEA-wide	All	All	$ 26,705	0.00%
3	4	Individualized Learning Plan	Yes	LEA-wide	All	All	$ 11,001	0.00%
3	5	NWEA MAP Growth Testing Software	Yes	LEA-wide	All	All	$ 2,977	0.00%
3	6	Student Rosters	Yes	LEA-wide	All	All	$ 2,655	0.00%
3	7	Positive Behavioral Interventions and Suppo	Yes	LEA-wide	All	All	$ 8,757	0.00%
3	8	At Risk Youth	Yes	LEA-wide	Foster/Low-Income	All	$ 1,460	0.00%
4	1	Access to Textbooks	Yes	LEA-wide	All	All	$ 9,730	0.00%
4	2	Online Learning Software	Yes	LEA-wide	All	All	$ 20,093	0.00%
4	3	Field Trips & Clubs	Yes	LEA-wide	All	All	$ 25,639	0.00%
4	4	Professional Development	Yes	LEA-wide	All	All	$ 44,134	0.00%
5	1	Weekly Newsletter	No	LEA-wide		All	$ -	0.00%
5	2	School Climate Survey	No	LEA-wide		All	$ -	0.00%
5	3	Parent Meetings	No	LEA-wide		All	$ -	0.00%
5	4	Report Cards	Yes	LEA-wide	All	All	$ 1,705	0.00%

FY23-24 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 2,535,092.00	$ 2,622,700.00

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)
1	1	Teaching Staff	Yes	$ 1,275,457	$ 1,272,361
1	2	Teacher Credentialing/ Assignment	Yes	$ 8,549	$ 8,559
1	3	Qualified Director	Yes	$ 146,486	$ 148,758
2	1	Adequate Facilities	Yes	$ 287,146	$ 321,261
2	2	Facility Maintenance	Yes	$ 121,846	$ 169,421
2	3	CoVID19 Safety Measures	No	$ 3,500	$ 3,500
2	4	Adequate Inventory	Yes	$ 5,000	$ 5,000
3	1	Individual Tutoring	Yes	$ 296,292	$ 252,092
3	2	Special Education Students	Yes	$ 227,284	$ 269,048
3	3	Extracurricular Activities	Yes	$ 54,414	$ 54,573
3	4	Individualized Learning Plan	Yes	$ 10,775	$ 10,806
3	5	NWEA MAP Growth Testing Software	Yes	$ 3,060	$ 360
3	6	Student Rosters	Yes	$ 2,734	$ 2,741
3	7	Positive Behavioral Interventions and Support	Yes	$ 9,000	$ 9,000
3	8	At Risk Youth	Yes	$ 2,000	$ 2,000
4	1	Access to Textbooks	Yes	$ 10,000	$ 10,000
4	2	Online Learning Software	Yes	$ 13,029	$ 19,047
4	3	Field Trips & Clubs	Yes	$ 22,200	$ 20,400
4	4	Professional Development	Yes	$ 32,552	$ 40,002
5	1	Weekly Newsletter	No	$ 1,500	$ 1,500
5	2	School Climate Survey	No	$ 400	$ 400
5	3	Parent Meetings	No	$ 400	$ 400
5	4	Report Cards	Yes	$ 1,468	$ 1,471

FY23-24 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ -	$ 2,831,393	$ 2,622,700	$ 208,693	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed 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	Teaching Staff	Yes	$ 1,504,444	$ 1,272,361.00	0.00%	0.00%
1	2	Teacher Credentialing/ Assignment	Yes	$ 8,778	$ 8,559.00	0.00%	0.00%
1	3	Qualified Director	Yes	$ 147,074	$ 148,758.00	0.00%	0.00%
2	1	Adequate Facilities	Yes	$ 375,628	$ 321,261.00	0.00%	0.00%
2	2	Facility Maintenance	Yes	$ 162,691	$ 169,421.00	0.00%	0.00%
2	3	CoVID19 Safety Measures	No	$ -	$ 3,500.00	0.00%	0.00%
2	4	Adequate Inventory	Yes	$ 34,543	$ 5,000.00	0.00%	0.00%
3	1	Individual Tutoring	Yes	$ 370,612	$ 252,092.00	0.00%	0.00%
3	2	Special Education Students	Yes	$ 72,767	$ 269,048.00	0.00%	0.00%
3	3	Extracurricular Activities	Yes	$ 26,705	$ 54,573.00	0.00%	0.00%
3	4	Individualized Learning Plan	Yes	$ 11,001	$ 10,806.00	0.00%	0.00%
3	5	NWEA MAP Growth Testing Software	Yes	$ 2,977	$ 360.00	0.00%	0.00%
3	6	Student Rosters	Yes	$ 2,655	$ 2,741.00	0.00%	0.00%
3	7	Positive Behavioral Interventions and Support	Yes	$ 8,757	$ 9,000.00	0.00%	0.00%
3	8	At Risk Youth	Yes	$ 1,460	$ 2,000.00	0.00%	0.00%
4	1	Access to Textbooks	Yes	$ 9,730	$ 10,000.00	0.00%	0.00%
4	2	Online Learning Software	Yes	$ 20,093	$ 19,047.00	0.00%	0.00%
4	3	Field Trips & Clubs	Yes	$ 25,639	$ 20,400.00	0.00%	0.00%
4	4	Professional Development	Yes	$ 44,134	$ 40,002.00	0.00%	0.00%
5	1	Weekly Newsletter	No	$ -	$ 1,500.00	0.00%	0.00%
5	2	School Climate Survey	No	$ -	$ 400.00	0.00%	0.00%
5	3	Parent Meetings	No	$ -	$ 400.00	0.00%	0.00%
5	4	Report Cards	Yes	$ 1,705	$ 1,471.00	0.00%	0.00%

FY23-24 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)
$ -	$ -	0.00%	0.00%	$ 2,622,700	0.00%	0.00%	$ -	0.00%

Instructions

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

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

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

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

- o 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 students
- 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 **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22** or when adding a new metric.

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs

may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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%).

o   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)

    o   This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

- 5. Total Planned Percentage of Improved Services

    o   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)

o 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

  o 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)

  o 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

  o 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)

  o 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 (%)

  o This amount is the total of the Planned Percentage of Improved Services column

- 8. Total Estimated Actual Percentage of Improved Services (%)

  o 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)

- o 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 %)

  - o 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)

  - o 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)

  - o 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)

  - o 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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