

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Tracy Independent Study Charter School

CDS Code: 39 75499 0139949

School Year: 2022-23

LEA contact information:

Zachary Boswell

Principal

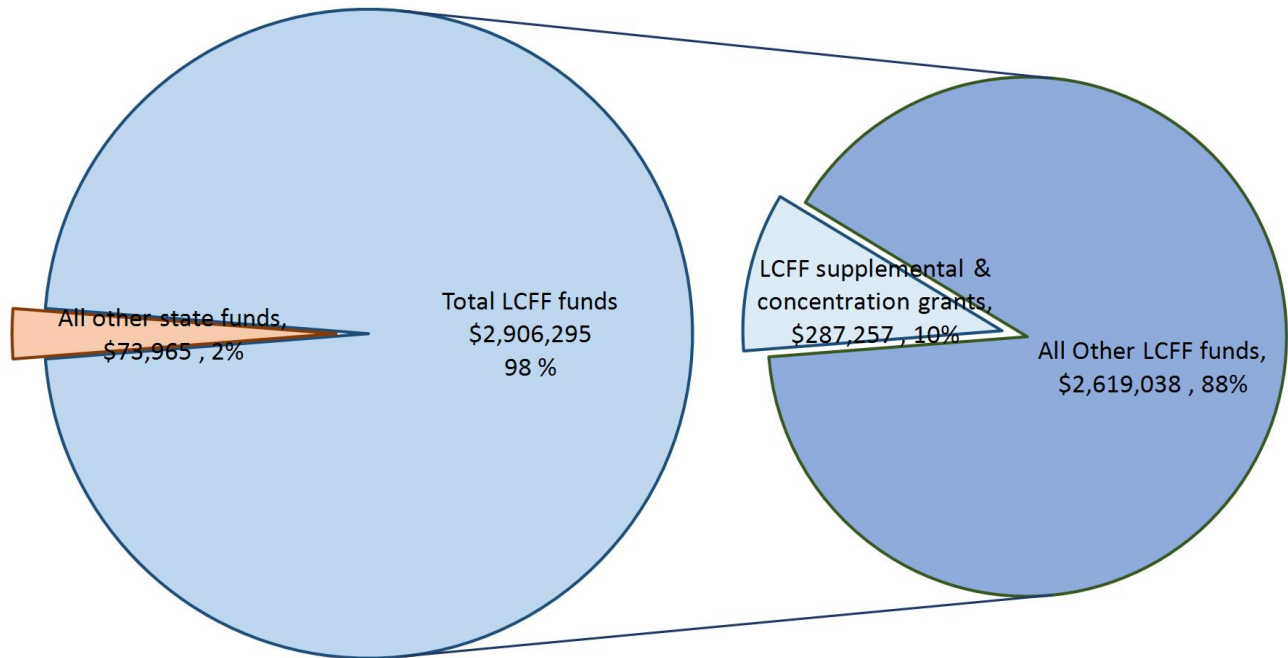
zboswell@tusd.net

209-830-3200

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

Budget Overview for the 2022-23 School Year

Projected Revenue by Fund Source



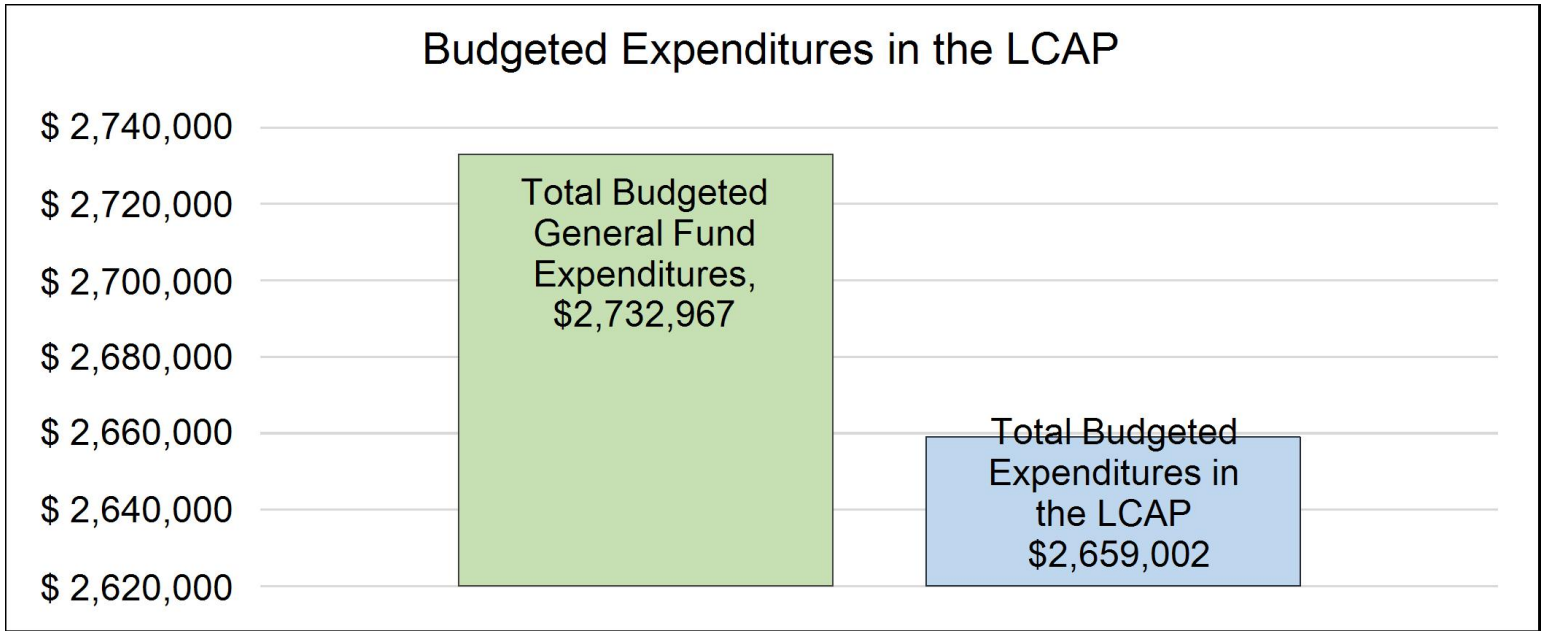
This chart shows the total general purpose revenue Tracy Independent Study Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Tracy Independent Study Charter School is \$2,980,260, of which \$2,906,295 is Local Control Funding Formula (LCFF), \$73,965 is other

state funds, \$ is local funds, and \$ is federal funds. Of the \$2,906,295 in LCFF Funds, \$287,257 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Tracy Independent Study Charter School plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Tracy Independent Study Charter School plans to spend \$2,732,966.87 for the 2022-23 school year. Of that amount, \$2659001.87 is tied to actions/services in the LCAP and \$73,965 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

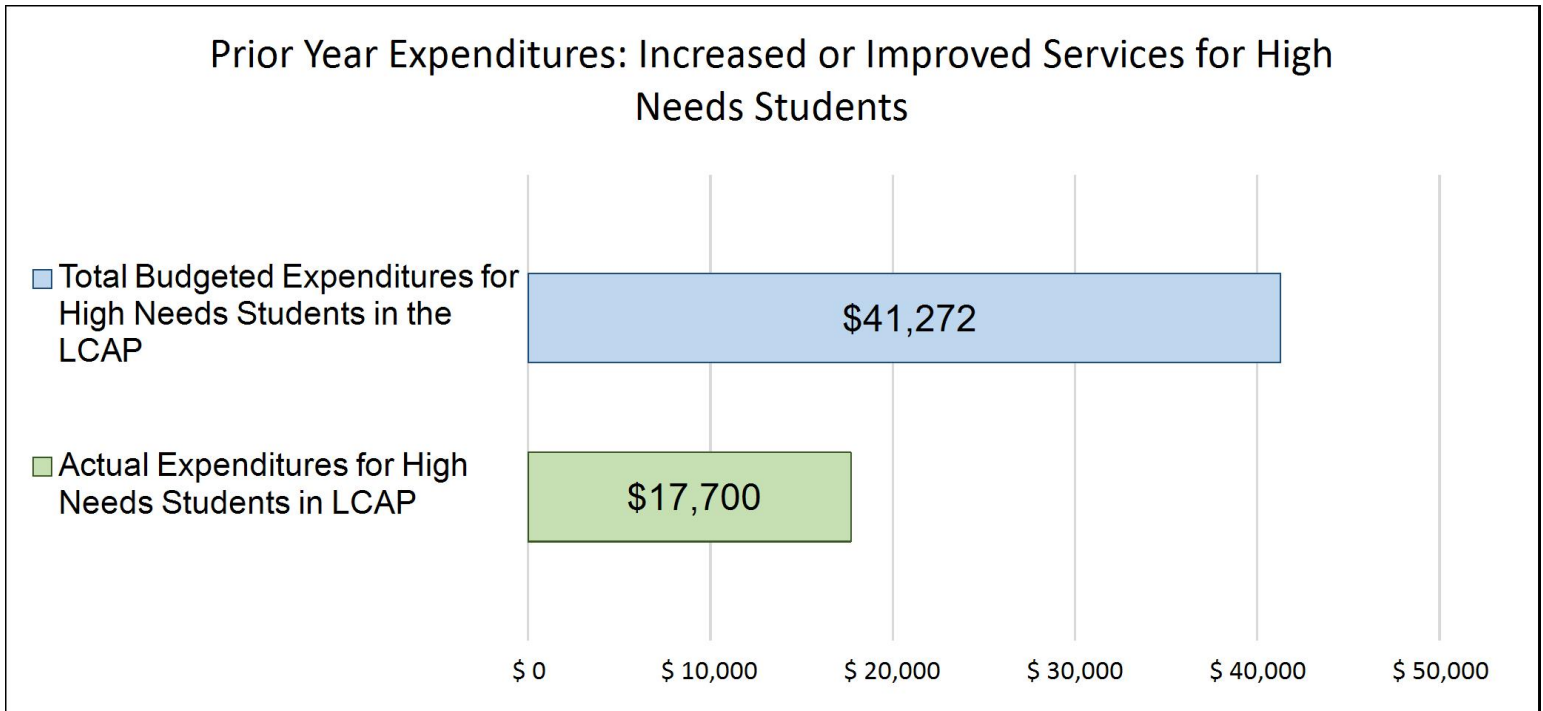
N/A

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

In 2022-23, Tracy Independent Study Charter School is projecting it will receive \$287,257 based on the enrollment of foster youth, English learner, and low-income students. Tracy Independent Study Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Tracy Independent Study Charter School plans to spend \$287257 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Tracy Independent Study Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Tracy Independent Study Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021-22, Tracy Independent Study Charter School's LCAP budgeted \$41272 for planned actions to increase or improve services for high needs students. Tracy Independent Study Charter School actually spent \$17700 for actions to increase or improve services for high needs students in 2021-22.

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Tracy Independent Study Charter School	Zachary Boswell, Ed. D. Principal	zboswell@tUSD.net (209) 830-3380

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

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

As a dependent charter school, Tracy Independent Study Charter School families are included when Tracy Unified gathers information for stakeholder engagement. Tracy Unified used 2021-22 LCAP Educational Partner input when deciding how to use any additional funds provided through the Budget Act of 2021. The Educational Partner input process is described in the LCAP in the section: Stakeholder Involvement. A link to this plan can be found below. TUSD administered surveys to students, staff and educational partners, consulted with bargaining groups, held LCAP Engagement Meetings and consulted with the English Language Acquisition Committee (ELAC), Title I Parent Advisory Committee (T1PAC) and SELPA. In addition to these Stakeholder Engagement methods, TUSD also held Public Hearings for feedback at several TUSD Board of Education Meetings. TUSD then used the input gathered through these processes to determine how to best use the funds not included in the 2021-22 LCAP. Tracy Charter has been added to the counselor and administrator consulting sessions with regard to the A-G Completion Grant. Tracy Charter received teacher feedback in utilizing the Effective Educator Block Grant and Expanded Learning Opportunity Grant.

<https://resources.finalsite.net/images/v1628288061/tracyk12caus/sz1jrseescqkcnltsza/202124LCAPFINAL.pdf>

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

Our latest local data shows that Tracy Charter has an unduplicated enrollment percentage of 54%, and did not receive additional funding in

this area.

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

As a dependent charter school, Tracy Charter stakeholders were included in all TUSD stakeholder engagement activities. TUSD relied heavily on Educational Partner Input for the development of the 2021-22 LCAP. Educational partner outreach included: LCAP surveys for students, staff and parents/community, union consults, SELPA consult, Title I Parent Advisory consult, ELAC consult and multiple community educational partner meetings. In addition, several Public Hearings were held at Board of Education Meetings. Our district LCAP (see below) included feedback from Tracy Charter students, staff and families. Additional stakeholder feedback from Tracy Charter teachers was gathered when creating the Educator Effectiveness Block Grant plan, and for the implementation of online, individualized tutoring out of the ELOG funding. Tracy Charter has been added to the district committee for 2021 A-G Completion Improvement funding.

<https://resources.finalseite.net/images/v1628288061/tracyk12caus/sz1jrseescqkcnltksza/202124LCAPFINAL.pdf>

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

Tracy Charter did not receive funding through ESSER III

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

Tracy Charter did not receive funding through ESSER III

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

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

Introduction

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

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

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

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

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

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

Instructions

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

must, to the greatest extent practicable, use language that is understandable and accessible to parents.

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

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

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

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

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

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

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

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

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

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page

(<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

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

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

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

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

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

California Department of Education
November 2021

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Tracy Independent Study Charter School	Zachary Boswell Principal	zboswell@tUSD.net 209-830-3200

Plan Summary [2022-23]

General Information

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

The city of Tracy's mission is to provide the community with the basic and extended services that offer opportunities for individuals, families and businesses to prosper as they live, work and play in Tracy. In alignment with the city's purpose and vision, the Tracy Unified School District (TUSD) acts as the hub of the city in which students of diverse backgrounds engage in learning on a daily basis in their educational environment. To keep up with the diverse needs of our students, TUSD developed Tracy Independent Study Charter School in 2019. Tracy Charter's virtual educational platform is evidence that Tracy Charter offers a progressive alternative for our students who want to reach their fullest potential in an alternative style learning environment. Although Tracy Charter is a 100% online/virtual school community, each student has the option of a weekly one-on-one, in-person meeting with their teacher of record. Additionally, each teacher is accessible to their students on a daily basis to offer support for academic or social/emotional needs. The Tracy Charter school staff strives to prepare students to become the leaders of tomorrow and develop a love of lifelong learning in a way that is tailored to the individual student and their goals.

Tracy Charter Vision

Preparing each student to succeed in their future and be college and career ready upon graduation.

Tracy Charter Mission

As an virtual home-based educational program, Tracy Independent Study Charter School utilizes a standards-based education that addresses individual differences and learning styles and provides students the opportunity to select customized courses and pathways.

As a result of data analysis, goals and actions have been identified as a result of consultation and engagement with stakeholder groups throughout the 2021-2022 school year. Our curriculum is all run on the Edgenuity platform now that we have adopted online curriculum for K5

students to go along with the online curriculum for 6-12 students. The student goals identified during the creation of the school are that students:

- Can and will learn to their fullest potential, given the right conditions
- Need foundational knowledge
- Need stretch learning based on high expectations, as determined by individual needs/abilities
- Need to be energized and actively engaged in their own learning
- Need to develop personal skills of responsibility, respect, and more

These beliefs are the core of TUSD and Tracy Charter LCAP goals, actions, and services to guide specific behaviors and practices for student achievement.

Goal 1: Prepare all pupils for college and careers and ensure all students meet grade level standards with a focus on closing the achievement gap between all student groups using accelerated learning and tiered supports.

Goal 2: Provide a safe and equitable learning environment for all students and staff.

The team continues to evaluate state and local data to focus all attention on academic and social emotional needs of students. Tracy Charter will continue to support the two LCAP Goals with existing financial resources to target areas of improvement with a clear and coherent focus on student learning.

Reflections: Successes

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

Our data is limited due to the CAASPP test being administered to approximately 40 students last year. This year we have had a much higher participation rate and have increased to 415 students. Below are the SBAC scores that we do have for last year.

ELA (Grades 3-8, 11)

Standard Not Met 22.62%

Standard Nearly Met 33.33%

Standard Met 34.52%

Standard Exceeded 9.52%

Math (Grades 3-8, 11)
Standard Not Met 36.90%
Standard Nearly Met 26.19%
Standard Met 26.19%
Standard Exceeded 10.71%

Science (Grades 3-8, 12)
Standard Not Met 18.19%
Standard Nearly Met 53.10%
Standard Met 20.63%
Standard Exceeded 8.09%

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.

Tracy Charter does not yet have dashboard data, but a review of the SBAC data from the small sample size in 2021-2022 indicates a need for additional services to get students to the "meeting standards" level on CAASPP. Our local data also indicates that our attendance rate has been approximately 90%, which is significantly low. Additionally, our graduation rate of 87% is much lower than we would like to see.

LCAP Highlights

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

Through analysis of local data, along with input from all stakeholder groups including a variety of surveys and meetings, the Tracy Charter team identified a number of modifications and improvements necessary moving forward into the 2022-2023 school year.

- a. Increased staffing due to increased enrollment, including support for Special Education and English Learner students
- b. Improved curriculum for K5 students
- c. Additional intervention and tutoring services for all students
- d. Continued training and professional development specifically for Tracy Charter teachers
- e. Improved process to help students struggling with attendance

To support the key components of the LCAP Tracy Charter will:

Continue monitoring K-2 students reading level to be at grade level by the end of third grade, using TUSD literacy assessments. Analyze and monitor student assessment data to provide responsive interventions to all K-2 students.

Tracy Charter staff will continue to provide ELA/ELD and Math through Edgenuity and TUSD supplemental programs and materials to provide rigor, relevance, and strong relationships. Tracy Charter teachers will receive targeted training for using the Edgenuity platforms, and in best practices for Independent Study programs. Tracy Charter will also utilize TUSD professional development offerings to increase student success and achievement. For those students who are at-risk and need interventions, Tracy Charter teachers will offer additional one-to-one and/or small group intervention times by subject matter in a format that is conducive to online learning.

Tracy Charter will have full access to TUSD prevention and mental health services.

Tracy Charter will continue to fund K5 Genius, an online learning platform that delivers curriculum for K5 students.

Tracy Charter will continue to provide training for the office and teaching staff in the SARB process and in all attendance procedures.

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.

Tracy Independent Study Charter School is not eligible for comprehensive support and improvement.

Support for Identified Schools

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

n/a

Monitoring and Evaluating Effectiveness

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

n/a

Engaging Educational Partners

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

Tracy Unified engaged its education partners in a variety of ways including surveys, public meeting and consultations. Tracy Charter families are included in all TUSD LCAP activities. LCAP surveys were administered to all parents, students and staff in grades 4 through 12 in February of 2022. TUSD had 5,915 student responses, 1,595 parent responses and 715 staff responses. There were three evening LCAP Educational Partner Meetings held on March 3, 9 and 16. During these meetings, data from DataQuest and the California Dashboard was shared, along with previous actions and services from the prior LCAP. Community members gave input on what actions they felt were most important as well as actions that were not previously in the LCAP. The LCAP actions and services were also shared with the Title I Parent Advisory Committee (T1 PAC) on March 8 and April 5, 2022, and also shared with the District English Language Advisory Committee (DELAC) on May 18, 2022. These educational partners reviewed and commented upon the actions and services. On March 11 and March 14, 2022 consultations with each bargaining unit, the Tracy Educators Association (TEA) and the California School Employee Association (CSEA) were held. Survey data was shared with the TEA and CSEA at these meetings, and both units gave input for actions they felt were needed to meet the District goals. On May 2nd, a draft of the LCAP was shared with the Special Education Local Plan Area (SELPA) to ensure alignment with the Special Education Local Plan. On June 14th a Public Hearing was held for the LCAP. The LCAP was posted on the TUSD website from June 15th through June 27th for additional public comment.

Tracy Charter specifically went through an initial WASC accreditation process which was an additional venue for our educational partners to review data and give feedback on our school.

A summary of the feedback provided by specific educational partners.

Parents and teacher both mentioned a need for more comprehensive curriculum and tutoring for our students, with the curriculum concern focused particularly in K5. Our educational partners all responded overwhelmingly positively to our climate and safety LCAP survey (over 90% positive for each group). Through our WASC initial accreditation process our staff provided feedback that additional office staff was necessary, attendance procedures needed to be improved, and intervention services needed to be improved.

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

There are several action items that address the feedback provided from stakeholders:

Goal 1:

Increased Teacher and Office Staff, Actions 1, 2, 3, 6, 15, 16
Academic Intervention, Action 7
Professional Development, Action 13

Goal 2:
Unconscious Bias Training for Staff: Action 5
Prevention Services/Mental Health Services: Actions 4, 7

Goals and Actions

Goal

Goal #	Description
1	Prepare all students for college and careers and ensure all students meet grade level standards with a focus on closing the achievement gap between all student groups using accelerated learning and tiered supports.

An explanation of why the LEA has developed this goal.

Tracy Charter chose this goal because it aligns directly with the Tracy Unified LCAP Goal #1. Our goal is to provide an alternative site to the traditional high schools while ensuring that our site provides students with the same level of education that prepares them for college and careers.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1.a- Percentage of Teachers Appropriately Assigned and Fully Credentialed in Subject Areas for which they teach	100% 2020-21 SARC Report	100%			100%
1.b.- Percentage of Sufficient Access to Standards Aligned Instructional Materials for Tracy Charter students	100% Edgenuity Platform & AP materials ordered through IMC	100%			100%
2.a- Implementation of SBE Adopted Academic and Performance Standards including	Subject/Q1/Q2 ELA: 4/4 ELD: 4/4	From 2021-2022: Staff LCAP Survey (plurality responses listed)			Subject/Q1/Q2 ELA: 5 ELD: 5

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
how programs and services will enable ELs to access the CC academic content standards and ELD Standards.	<p>Mathematics: 4/4</p> <p>Next Generation Science Standards: 3/3</p> <p>History/Social Science: 3/3</p> <p>2020-21 Local Indicator/LCAP Staff Survey</p>	<p>ELA - Full Implementation and Sustainability</p> <p>ELD - Full Implementation</p> <p>Mathematics: Full Implementation and Sustainability</p> <p>NGSS - Full Implementation</p> <p>History/Social Science - Full Implementation</p>			<p>Mathematics: 5</p> <p>Next Generation Science Standards: 5</p> <p>History/Social Science: 5</p>
4.a- Statewide Assessment Participation Rate ELA/Literacy and Math Grades 3-8, & 11 Science (CAST) Grades 5,8,11, & 12	<p>Participation Rates</p> <p>ELA CAT:</p> <p>Grade 3: 100%</p> <p>Grade 4: 89.47%</p> <p>Grade 5: 100%</p> <p>Grade 6: 100%</p> <p>Grade 7: 92.86%</p> <p>Grade 8: 90%</p> <p>Grade 11: 36.6%</p>	<p>Participation Rates</p> <p>ELA CAT:</p> <p>Grade 3: 100%</p> <p>Grade 4: 84.21%</p> <p>Grade 5: 100%</p> <p>Grade 6: 95.55%</p> <p>Grade 7: 85.29%</p> <p>Grade 8: 92.86%</p> <p>Grade 11: 96.88%</p>			<p>100% Participation</p> <p>80% Met or Exceeded</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>ELA Performance Task:</p> <p>Grade 3: 100%</p> <p>Grade 4: 89.47%</p> <p>Grade 5: 90%</p> <p>Grade 6: 100%</p> <p>Grade 7: 92.86%</p> <p>Grade 8: 90%</p> <p>Grade 11: 86.36%</p> <p>Math CAT:</p> <p>Grade 3: 100%</p> <p>Grade 4: 89.47%</p> <p>Grade 5: 100%</p> <p>Grade 6: 100%</p> <p>Grade 7: 100%</p> <p>Grade 8: 90%</p> <p>Grade 11: 36.36%</p> <p>Math Performance Task:</p> <p>Grade 3: 100%</p> <p>Grade 4: 89.47%</p> <p>Grade 5: 90%</p> <p>Grade 6: 100%</p> <p>Grade 7: 100%</p> <p>Grade 8: 90%</p> <p>Grade 11: 81.82%</p> <p>CAST:</p> <p>Grade 5: 90%</p>	<p>ELA Performance Task:</p> <p>Grade 3: 100%</p> <p>Grade 4: 89.47%</p> <p>Grade 5: 100%</p> <p>Grade 6: 96.55%</p> <p>Grade 7: 85.29%</p> <p>Grade 8: 92.86%</p> <p>Grade 11: 96.88%</p> <p>Math CAT:</p> <p>Grade 3: 95.31%</p> <p>Grade 4: 89.47%</p> <p>Grade 5: 100%</p> <p>Grade 6: 96.55%</p> <p>Grade 7: 85.29%</p> <p>Grade 8: 92.86%</p> <p>Grade 11: 95.31%</p> <p>Math Performance Task:</p> <p>Grade 3: 100%</p> <p>Grade 4: 84.21%</p> <p>Grade 5: 100%</p> <p>Grade 6: 96.55%</p> <p>Grade 7: 85.29%</p> <p>Grade 8: 92.86%</p> <p>Grade 11: 95.31%</p> <p>CAST:</p> <p>Grade 5: 100%</p>			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Grade 8: 95% High School: 88.89%	Grade 8: 92.86% High School: 90.91%			
4.b- Percent of students successfully completing A-G		7.5%			100%
4.c Percent of students successfully completed CTE course from Edgenuity		6%			25%
4.e. Percentage of English Learner progress toward English Proficiency as measured by ELPAC		Fewer than 10 students tested - data suppressed to protect student privacy			70%
4.f- Percentage of English Learner Reclassification		10%			10%
4.g- Percent of students passing Advanced Placement (AP) Exams with 3 or higher		2.5%			85%
4.h.- Percent of students demonstrating college preparedness Early Assessment Program exam (EAP) in Math and English Language Arts in 11th Grade		ELA - 7, Math - 2			70% ELA 45% Math

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
5.a- School attendance Rate		90.64% - Projection based on Aeries Data 2021-2022			98%
5.b- Chronic Absenteeism Rate		21% - Projection based on Aeries Data 2021-2022			1%
5.c.- Middle School Drop Out Rate		0			0%
5.d- High School Drop Out Rate		0			0%
5.e- High School Graduation Rate		86.67%			100%
7.a- Pupils have access to and are enrolled in a Broad Course of Study described under EC section 51210 and 51220 (a)-(i) as applicable, including programs and services developed and provided to unduplicated pupils and individuals with exceptional needs, and the programs and services that are provided to benefit these pupils as a result of the funding received pursuant to Section 42238.02 as	K-12 students had access to a broad course of study, as verified by Edgenuity. A-G Requirements: All Student- English Learners- Socio-Economically Disadvantaged-	K-12 students had access to a broad course of study, as verified by Edgenuity.			100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>implemented by Section 42238.03.</p> <p>This will be measured by the percent of students having access to a broad course of study using master schedules</p> <p>This will also be measured using the percent of student and student groups completing A-G requirements.</p>					
8 Percentage of pupils meeting prepared on the College/Career Indicator 2019-20 All Student- All English Learners- EL Socio-Economically Disadvantaged- SED	College Career Indicator 2019-20 All Student- English Learners- Socio-Economically Disadvantaged-	Data Unavailable for 2021 at this time			

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Basic Services (Moved	Provide all basic services as defined in TUSD/Tracy Charter Resolution 10-04; Clarifying the Primary and Secondary Purposes and Functions of the Tracy Unified School District, and Discerning	\$2,257,251.78	No

Action #	Title	Description	Total Funds	Contributing
	Supplemental Services)	Core Services from Supplemental Services. 20.6 FTE, including Special Education and Designated ELD, to serve approximately 415 students.		
1.2	Site Secretary - Full Time (Changed from Attendance Clerk)		\$79,648.56	No
1.3	Staff-Registrar	part-time (4.0) registrar to handle grading, engagement/attendance tracking and monitoring, meet with students and families, work side by side with academic counselor for course selections and class scheduling.	\$23,655.28	No
1.4	Staff - EL Support	Continue to provide EL Coordinator and testing team services to support all English learners in Tracy Charter.	\$2,700.00	Yes
1.5	Edgenuity, Pathblazer, K5 Genius	Continue to contract with Edgenuity and Pathblazer to provide an on-line learning and curriculum platform for Tracy Charter students grades K-12. Continue with Genius K5.	\$100,000.00	No
1.6	Full Time Academic Counselor	Provides course scheduling for all Tracy Charter students, meets with students and families for various supports, schedules and manages SST meetings, etc., liaison for Edgenuity etc.	\$158,829.00	No
1.7	Intervention - Curriculum Supplemental Support	Tracy Charter will be able to provide supplemental curriculum support and intervention services for all K-12th high need students for during and after the school day, and to refer students to outside online tutoring agencies.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
1.10	(Removed)College/Career - UC/CSU	(Removed - included in Professional Development Costs) Tracy Charter staff will have access to the Implementation and monitoring of the plan to increase the number of At-risk students meeting UC/CSU requirements upon graduation. Provide professional development for site administrators and counselors of Tracy Charter.	\$0.00	No
1.11	College/Career - Dual Enrollment	Tracy Charter students will have access to a partnership with San Joaquin Delta College which will allow "Dual Enrollment" opportunities for high school students to earn Junior College credits while completing high school.	\$0.00	No
1.12	Technology	Purchase technology to support teaching and learning through the implementation of CA State Standards per the district Technology Plan. Provide ongoing training opportunities which will support teaching and learning for all students in Tracy Charter.	\$20,000.00	No
1.13	Professional Development	Tracy Charter teachers will attend professional development to increase student achievement.	\$10,000.00	No
1.14	(Removed) Curriculum STEM Enrichment	(Removed - Included in Edgenuity Costs). Tracy Charter staff will have access to additional hands-on materials and supplies to support STEM education, Edgenuity curriculum, and Girls Who Code after school enrichment.	\$0.00	No
1.15	ELD Teacher / EL Coordinator (New 2022-2023)	Full-Time teacher to give direct instruction to EL students, and to serve as EL Coordinator	\$85,304.78	Yes

Action #	Title	Description	Total Funds	Contributing
1.16	Teacher/Student Ratio Reduction (New 2022-2023)	Tracy Charter will have a teacher to student ratio of 20:1, which is 20% less than the legally required 25:1 ratio for independent study. This will allow teachers additional time to spend with unduplicated students beyond the minimum required services.	\$201,952.22	Yes

Goal Analysis [2021-22]

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

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

Action 1.1, 1.5, 1.6: The actions were implemented but with a much larger number of students than initially projected.

Action 1.2 was not implemented as it was determined that a Site Secretary was a more immediate need when our enrollment increased dramatically through the year.

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

Any material difference of 20% or greater has been captured here:

1.1 - Expenditure Increase - Tracy Charter received an influx of students, and therefore needed a great number of additional teachers. Tracy Charter was Tracy Unified's AB130 online site, so it was essential for the school to meet the student enrollment requests. The estimated actual for this action is \$1,362,786.71. This reflects an increase from 2 projected FTE to 16 FTE by the end of 2021-2022.

1.2 - Expenditure Increase - Tracy Charter hired a full time Site Secretary as this was necessary based upon increased enrollment. A part time attendance clerk was not hired for this reason.

1.5 - Expenditure Increase - It was determined by the Tracy Charter staff that the curriculum for K5 students was lacking in content and rigor. We expanded our Edgenuity agreement to include Genius K5 in order to give equity to students in K5 with regard to access to standards-based curriculum. This increased our costs significantly in for curriculum, from \$39,000 to \$100,544.93.

1.6 - Expenditure Increase - The Tracy Charter academic counselor was originally a part time stipend position. With student enrollment increasing beyond 400 students, this position was converted to a full time position in April, 2022. This increased our cost to \$33,297.17 from an originally projected cost of \$8,094.

1.8 - Expenditure Decrease - Tracy Charter has offered intervention services through goal 1.7. We only utilized \$1,000 of a projected \$15,000 for goal 1.8 as the funds in goal 1.7 have not been exhausted.

1.13 - Expenditure Decrease - \$150,000 was originally projected for professional development, but the actual cost of teachers attending TUSD professional development only amounted to \$6,169.47

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

Action 1.1 has allowed us to ensure that 100% of our teachers are fully credentialed. (Metric 1.a)

Action 1.5 has ensured that all students, K-5, have access to standards-aligned curriculum for their grade level (Metric 1.b, 7.a)

Action 1.4 has supported our reclassification rate, which has reached 10%.

Action 1.9 - 12 of our 9-12 students (6%) have taken CTE courses. Our 2023 goal is 25%. Additional progress is necessary, but we are moving in the right direction.

Action 1.10/1.11 - Only 7.5% of eligible students are meeting A-G requirements. This needs to be improved to meet the 2023 goal of 100% (Metric 4.b)

Action 1.7 - 86.67% of our Seniors are graduating on time. Our goal (5.e) is 100%. Tutoring was offered mid-way through the year once the PO and contract for Air Tutors online tutoring were completed. We hope to see graduation rate improve with access to tutoring all year next year.

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

1.1 - Basic Services separated out from supplemental services. Basic services increased to cover the cost of increased teachers on campus.

1.2 - Changed from Attendance Clerk to Site Secretary as this was the immediate need with a growing campus.

1.5 – Increased to \$100,000 to reflect the cost incurred this year with added students and K5 Genius adoption.

1.6 – Increased from a stipend to a full time position to reflect adding a counselor full time

1.7 and 1.8 – Combined the two intervention goals into one. \$0 allotted because a \$10,000 PO was opened last school year that continues into this school year. Little was used last school year as implementation of the tutoring services was not until late in the year.

1.9 – Removed the CTE action as the cost of Edgenuity (Goal 1.5) covers this cost already

1.10 – Removed as the cost for this will be included in Professional Development, and in the addition of a full time academic counselor to staff

1.12 – Adjusted the funding for this goal as teachers and students have technology for 2022-2023. We anticipate fewer technology purchases as current staff and students have technology.

1.13 – Adjusted the funding to \$10,000 for this goal. Only approximately \$6100 was used all year last year. A slight increase from this should reflect additional 7 staff members.

1.14 – Removed as this is included in Edgenuity NGSS-aligned courses.

1.15 – Added this goal. We have over 40 students enrolled that are English Learners and need Designated ELD instruction. This will allow us to provide those services.

1.16 – Added this goal to reflect the fact that we are using concentration funding to reduce the teacher to student ratio. The legal ratio for independent study is 25:1, and our school will have a 20:1 teacher to student ratio.

Removed metric 4.d (same as goal 4.b) - A-G readiness, as it was a duplicate metric.

Metric 4.f - adjusted from 25% goal to 10% to match district redesignation goal.

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

Goals and Actions

Goal

Goal #	Description
2	Provide a safe and equitable learning environment for all students and staff.

An explanation of why the LEA has developed this goal.

Tracy Charter chose this goal because providing a safe and equitable environment both mentally and physically is of the utmost importance to Tracy Charter stakeholders. Mental health services and awareness of those services was a high priority for students on the LCAP survey.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1.c- School Facilities maintained in good repair	100% 2020-21 FIT Report	2021-2022 FIT report - all facilities in good condition.			100%
3.a- Parental Involvement - LCAP Survey	Spring 2021 (38.71% & 58.06% strongly agreed or agreed) 2021 LCAP Parent Survey	97.87% of parent responses to the safety/climate survey in the LCAP were positive responses. Our LCAP data indicates that parents feel that our school is safe.			50%
3.b- Parent Involvement (Unduplicated Students)	100% Tracy Charter has documentation verifying announcements and contacts made throughout the school year.	100% Tracy Charter has documentation verifying announcements and contacts made throughout the school year.			100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2020-21 School year recruited parents of unduplicated students to participate in Parent Advisory Board through school-wide emails and teacher communications.				
3.c- Parental Involvement (Individuals with Exceptional Needs)	<p>100% Tracy Charter has documentation verifying announcements and contacts made throughout the school year.</p> <p>2020-21 School year recruited parents of unduplicated students to participate in Parent Advisory Board through school-wide emails and teacher communications.</p>	100% Tracy Charter has documentation verifying announcements and contacts made throughout the school year.			100%
5.a- School attendance Rate		2021-2022 Projection: 90.64%			98%
5.b- Chronic Absenteeism Rate		2021-2022 Projection: 21%			1%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
6.a- Pupil suspension rate- the percentage of pupils who are suspended at least once during the academic year	0% 2019-20 Discipline Dashboard Aeries	2021-2022 Projection: 0%			0%
6.b- Pupil expulsion rate- the percentage of pupils who are expelled from the district during the academic year	0% 2019-20 Discipline Dashboard Aeries	2021-2022 Projection: 0%			0%
6.c- School Climate and Safety	School Safety Climate Data: Parents: 16% and 28% strongly agreed and agreed that there students were safe at school. Students: 16% and 44%% strongly agreed/agreed that they felt safe at school. Staff: 43% and 29% strongly agreed/agree that they felt safe at work.	Staff: <ul style="list-style-type: none"> 93.75% Responded positively to climate questions on the LCAP Survey. 90.00% Responded positively to safety questions on the LCAP Survey Students:			85% or higher

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2021 - LCAP Parent, Student and Staff Surveys	<ul style="list-style-type: none"> • 94.19% Responded positively to climate questions on the LCAP Survey. • 92.68% Responded positively to safety questions on the LCAP Survey <p>Parents:</p> <ul style="list-style-type: none"> • 95.60 % Responded positively to climate questions on the LCAP Survey. • 97.87% Responded positively to safety questions on the LCAP Survey 			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
8.a- Other pupil outcomes -	Social/Emotional and behavioral support and counseling offered by contracted mental health agencies for Tracy Charter will be advertised and available to students 5 days a week.	Social/Emotional and behavioral support and counseling offered by contracted mental health agencies for Tracy Charter will be advertised and available to students 5 days a week.			100%

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	FIT Report	Complete deferred maintenance at non-bonded schools (ICGC location is non-bonded), per district timeline to meet facility district standards and to address areas identified from the FIT Report. (No Cost to Tracy Charter)	\$0.00	No
2.2	HVAC and Water filtration	Tracy Charter will utilize (as needed) such funds to purchase HVAC units and water filtration systems to promote clean air and water. (No Cost To Tracy Charter).	\$0.00	No
2.3	Personal Protective Equipment (PPE)	Purchase PPE for students and staff of Tracy Charter to address COVID-19 as the need arise.(No additional costs anticipated for 2022-2023).	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
2.4	Prevention Services	Tracy Charter curriculum, suicide awareness and sex education/awareness.	\$2,000.00	Yes
2.5	Staff Training- Unconscious Bias	Provide Unconscious Bias and Culture Competency Training for all Tracy Charter staff to increase awareness and positive responsiveness to diversity and equity.	\$1,000.00	Yes
2.6	Parent Education	Parent education services and programs can be accessed by Tracy Charter parents, and provided by TUSD.	\$1,000.00	Yes
2.7	Mental Health/ Social/Emotional & Behavioral Agencies	Contract with outside agencies to provide academic, social/emotional, and behavioral support for the needs of Tracy Charter students in K-12 (i.e. Mental Health Workers, etc.) ,Tier 2.	\$1,000.00	Yes

Goal Analysis [2021-22]

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

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

2.2 – The water filtration systems that TUSD planned to install were unavailable throughout this academic year to due supply chain delays. No additional HVAC work was necessary.

2.3 – The site had enough PPE and did not need to purchase additional PPE during the academic year.

2.6 – Tracy Charter parents did not access Tracy Unified programs, so Tracy Charter was not billed for these services.

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.

Any material difference of 20% or greater has been captured here:

Action Items 2.2 and 2.6 were not utilized this year due to backorder issues and to TUSD managing their building that is being used through their budget. Item 2.6 was not utilized but should be included in a comprehensive plan for the school to engage parents.

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

2.5 – Staff received unconscious bias training from San Joaquin County Office of Education. Parents had overwhelmingly positive views of school climate and safety (metric 6.c)

2.7/2.4 – Students had access to mental health services when referred (metric 8.a)

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.

2.1 – Removed the cost as TUSD will be completing this requirement for its buildings

2.2 – Removed this goal as TUSD will be completing this project on its building if materials come off of backorder.

2.3 – Removed this cost as Tracy Charter has enough PPE to meet requirements through the end of next year.

2.7 – Reduced this projected cost from \$10,000 to \$1,000 as this is the approximate cost incurred this year our current enrollment.

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

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$287,257	

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
10.97%	2.23%	\$54,691.54	13.19%

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.

Tracy Charter has an unduplicated pupil count of 54%. All actions in Goal 1 and 2 are accessible and available to all of Tracy Charter students, staff, and families, since we are a dependent charter of TUSD. The expenditure of supplemental and concentration funds on an LEA-wide or site-wide level is justified by the fact that each of these items are researched practices and programs goal to prepare all students for college and career and ensure all students meet grade level standards with a focus on closing the achievement gap between all student groups. Each action places a special emphasis on better meeting the needs of unduplicated students.

Goal one actions are intended to support the academic achievement of all students, but specifically foster youth, English learners and low income students. The effectiveness of these actions are reflected in our most recent CAASPP scores:

ELA (Grades 3-8, 11)

Standard Not Met 22.62%

Standard Nearly Met 33.33%

Standard Met 34.52%
Standard Exceeded 9.52%

Math (Grades 3-8, 11)

Standard Not Met 36.90%
Standard Nearly Met 26.19%
Standard Met 26.19%
Standard Exceeded 10.71%

Science (Grades 3-8, 12)

Standard Not Met 18.19%
Standard Nearly Met 53.10%
Standard Met 20.63%
Standard Exceeded 8.09%

Goal 1:

Action 1, 2, 3, and 6 are staff positions that are intended to provide support for all families and students, but particularly English Learner, Low-Income, and Foster students. Our school has been created with the goal of giving students with unique needs another option for their education in addition to the traditional high school or continuation school format. Additionally our teaching staff has the ability to individualize each students' education, which is particularly supportive of EL, Low-Income, and Foster students. The increase from a part time to a full time counselor, and the addition of a full time site secretary were created specifically to meet the needs of families that need the most support. These positions will support all families, but will be particularly supportive of our EL, Low-Income, and Foster students' families.

Action 5 provides curriculum to all students that can be individualized by the teacher to meet the students' needs, which is particularly supportive of EL, Low-Income, and Foster students.

Action 7 is available to all students, but has been put into place to meet the needs of students who are EL, Low-Income, or Foster students. The online tutoring is available in all of our predominant home languages, and is free for all of our students.

Action 12 gives students the appropriate access to technology and library services by purchasing technology for both students and staff, replacing outdated student devices, providing hotspots, to support students with literacy, research and tech support. All students will have access to a school provided laptop and hotspot.

Action 13 is intended to train educators on strategies and pedagogy to address the achievement gap that exists amongst student groups. Professional development includes ELD, K-12 CA Standards in Literacy and Math. Research as shown improving pedagogical knowledge and content knowledge when using sustained, intensive professional development models of implementation improves student achievement.

Goal 2:

Action 4 and 7: Tracy Charter staff and students will have access and direct support through contracting with TUSD mental health services for any student who self-refers or is referred by a staff member.

Our LCAP Survey Climate data indicates that our efforts have been successful. In our Safety questions, 97.87% of parents, 92.68% of students, and 90% of staff feel responded positively to the safety of the environment at Tracy Charter.

Action 5 provides unconscious bias training to all staff to ensure that we are appropriately meeting the needs of diverse student groups, including EL, Low-Income, and Foster groups.

Action 6 is intended to give resources to parents to help become educational partners. This will be particularly important for EL, Low-Income, and Foster groups as TUSD data indicates a great need to improve success rate of our schools in servicing these groups.

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

Tracy Charter is spending \$287,257 to increase services. Our base funding is \$2,619,038. This is an increase of approximately 11%.

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.

NA

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	1:277	NA
Staff-to-student ratio of certificated staff providing direct services to students	19:1	NA

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$2,944,341.62				\$2,944,341.62	\$2,735,036.84	\$209,304.78

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Basic Services (Moved Supplemental Services)	All	\$2,257,251.78				\$2,257,251.78
1	1.2	Site Secretary - Full Time (Changed from Attendance Clerk)	All	\$79,648.56				\$79,648.56
1	1.3	Staff-Registrar	All	\$23,655.28				\$23,655.28
1	1.4	Staff - EL Support	English Learners Foster Youth Low Income	\$2,700.00				\$2,700.00
1	1.5	Edgenuity, Pathblazer, K5 Genius	All	\$100,000.00				\$100,000.00
1	1.6	Full Time Academic Counselor	All	\$158,829.00				\$158,829.00
1	1.7	Intervention - Curriculum Supplemental Support	All					\$0.00
1	1.10	(Removed)College/ Career - UC/CSU	All					\$0.00
1	1.11	College/Career - Dual Enrollment	All					\$0.00
1	1.12	Technology	All	\$20,000.00				\$20,000.00
1	1.13	Professional Development	All	\$10,000.00				\$10,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.14	(Removed) Curriculum STEM Enrichment	All					\$0.00
1	1.15	ELD Teacher / EL Coordinator (New 2022-2023)	English Learners	\$85,304.78				\$85,304.78
1	1.16	Teacher/Student Ratio Reduction (New 2022-2023)	English Learners Foster Youth Low Income	\$201,952.22				\$201,952.22
2	2.1	FIT Report	All					\$0.00
2	2.2	HVAC and Water filtration	All					\$0.00
2	2.3	Personal Protective Equipment (PPE)	All					\$0.00
2	2.4	Prevention Services	English Learners Foster Youth Low Income	\$2,000.00				\$2,000.00
2	2.5	Staff Training- Unconscious Bias	English Learners Foster Youth Low Income	\$1,000.00				\$1,000.00
2	2.6	Parent Education	English Learners Foster Youth Low Income	\$1,000.00				\$1,000.00
2	2.7	Mental Health/ Social/Emotional & Behavioral Agencies	English Learners Foster Youth Low Income	\$1,000.00				\$1,000.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$2,619,038	\$287,257	10.97%	2.23%	13.19%	\$294,957.00	0.00%	11.26 %	Total:	\$294,957.00
								LEA-wide Total:	\$294,957.00
								Limited Total:	\$88,004.78
								Schoolwide Total:	\$85,304.78

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	1.4	Staff - EL Support	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		\$2,700.00	
1	1.15	ELD Teacher / EL Coordinator (New 2022-2023)	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners		\$85,304.78	
1	1.16	Teacher/Student Ratio Reduction (New 2022-2023)	Yes	LEA-wide	English Learners Foster Youth Low Income		\$201,952.22	
2	2.4	Prevention Services	Yes	LEA-wide	English Learners Foster Youth Low Income		\$2,000.00	
2	2.5	Staff Training- Unconscious Bias	Yes	LEA-wide	English Learners Foster Youth Low Income		\$1,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.6	Parent Education	Yes	LEA-wide	English Learners Foster Youth Low Income		\$1,000.00	
2	2.7	Mental Health/ Social/Emotional & Behavioral Agencies	Yes	LEA-wide	English Learners Foster Youth Low Income		\$1,000.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$585,081.71	\$1,592,440.70

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Additional Supplemental Basic Services	No	\$231,404.00	\$1,362,786.71
1	1.2	Staff-attendance clerk	No	\$20,556.25	\$0
1	1.3	Staff-Registrar	No	\$23,655.28	\$25,572.53
1	1.4	Staff - EL Support	Yes	\$2,700.00	\$2,700
1	1.5	Edgenuity & Pathblazer	Yes	\$39,200.00	\$100,544.93
1	1.6	Part time Academic Counselor	Yes	\$8,094.00	\$33,297.17
1	1.7	Intervention - Curriculum Supplemental Support	No Yes	\$10,000.00	\$10,000
1	1.8	Intervention - Undetermined Support Services	Yes	\$15,000.00	\$1,000
1	1.9	CTE/ROP - Supplemental College/Career Programs & Services	Yes	\$5,000.00	\$0

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	1.10	College/Career - UC/CSU	Yes	\$3,000.00	\$0
1	1.11	College/Career - Dual Enrollment	Yes	\$0.00	\$0
1	1.12	Technology	Yes	\$47,172.18	\$43,369.89
1	1.13	Professional Development	Yes	\$150,000.00	\$6,169.47
1	1.14	Curriculum STEM Enrichment	Yes	\$5,000.00	\$0
2	2.1	FIT Report	No	\$3,000.00	\$3,000
2	2.2	HVAC and Water filtration	No	\$5,300.00	\$0
2	2.3	Personal Protective Equipment (PPE)	No	\$500.00	\$0
2	2.4	Prevention Services	Yes	\$2,000.00	\$2,000
2	2.5	Staff Training- Unconscious Bias	Yes	\$1,000.00	\$1,000
2	2.6	Parent Education	Yes	\$2,500.00	\$0
2	2.7	Mental Health/ Social/Emotional & Behavioral Agencies	Yes	\$10,000.00	\$1,000

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$254,773	\$273,666.18	\$200,081.46	\$73,584.72	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	Staff - EL Support	Yes	\$1,200.00	\$2,700		
1	1.5	Edgenuity & Pathblazer	Yes	\$39,200.00	\$100,544.93		
1	1.6	Part time Academic Counselor	Yes	\$8,094.00	\$33,297.17		
1	1.7	Intervention - Curriculum Supplemental Support	Yes	\$10,000.00	\$1,0000		
1	1.8	Intervention - Undetermined Support Services	Yes				
1	1.9	CTE/ROP - Supplemental College/Career Programs & Services	Yes	\$5,000.00			
1	1.10	College/Career - UC/CSU	Yes	\$3,000.00			
1	1.11	College/Career - Dual Enrollment	Yes				
1	1.12	Technology	Yes	\$47,172.18	\$43,369.89		
1	1.13	Professional Development	Yes	\$150,000.00	\$6,169.47		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.14	Curriculum STEM Enrichment	Yes	\$5,000.00			
2	2.4	Prevention Services	Yes		\$2,000		
2	2.5	Staff Training- Unconscious Bias	Yes		\$1,000		
2	2.6	Parent Education	Yes				
2	2.7	Mental Health/ Social/Emotional & Behavioral Agencies	Yes	\$5,000.00	\$1,000		

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$2,457,775	\$254,773	0	10.37%	\$200,081.46	0.00%	8.14%	\$54,691.54	2.23%

Instructions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

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

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

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for 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%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

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