

2022-23 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Nestor Language Academy
CDS Code:	37-68395-6040513
LEA Contact Information:	Name: Jaime Gonzalez Position: Principal Email: egonzalez@sbusd.org Phone: 619-628-0900
Coming School Year:	2022-23
Current School Year:	2021-22

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2022-23 School Year	Amount
Total LCFF Funds	\$11,918,169
LCFF Supplemental & Concentration Grants	\$2,632,406
All Other State Funds	\$1,342,291
All Local Funds	\$35,000
All federal funds	\$314,498
Total Projected Revenue	\$13,609,958

Total Budgeted Expenditures for the 2022-23 School Year	Amount
Total Budgeted General Fund Expenditures	\$13,626,645
Total Budgeted Expenditures in the LCAP	\$299,881
Total Budgeted Expenditures for High Needs Students in the LCAP	\$28,025
Expenditures not in the LCAP	\$13,326,764

Expenditures for High Needs Students in the 2021-22 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the LCAP	\$28,025
Actual Expenditures for High Needs Students in LCAP	\$17,536

Funds for High Needs Students	Amount
2022-23 Difference in Projected Funds and Budgeted Expenditures	\$-2,604,381
2021-22 Difference in Budgeted and Actual Expenditures	\$-10,489

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	The primary source of expenditures at Nestor Language Academy is related to Salaries and Benefits (80%+). There are several departments, and staff that don't fit within one of the goals and actions are withheld from the Charter School's LCAP expenditures.

LCFF Budget Overview for Parents

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Principal

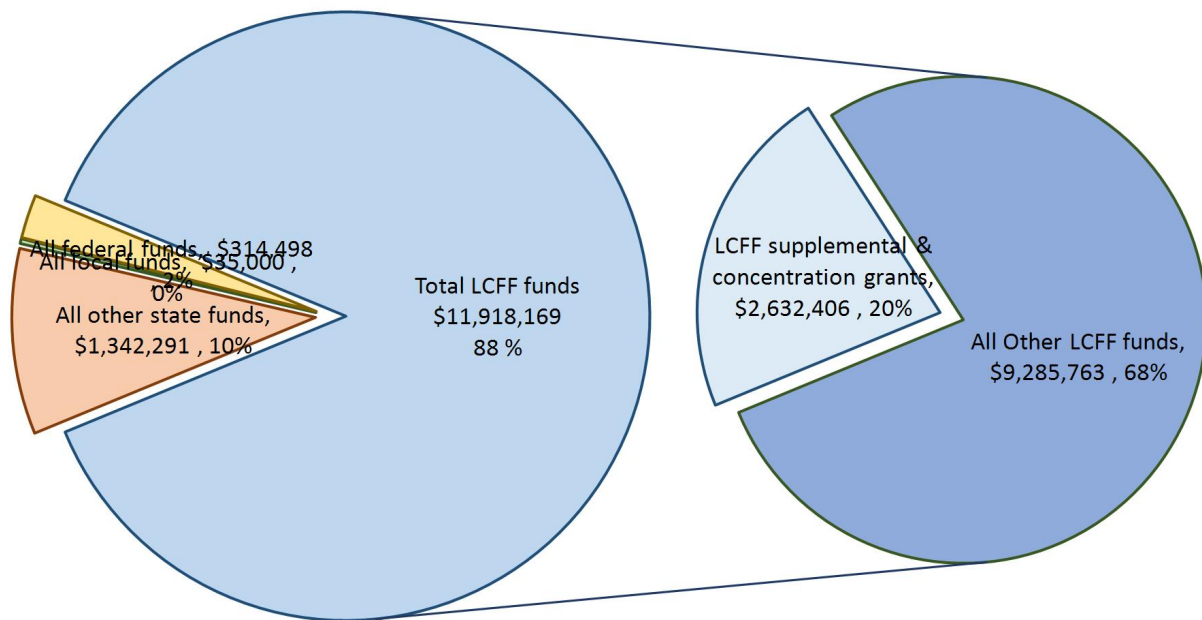
egonzalez@sbusd.org

619-628-0900

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



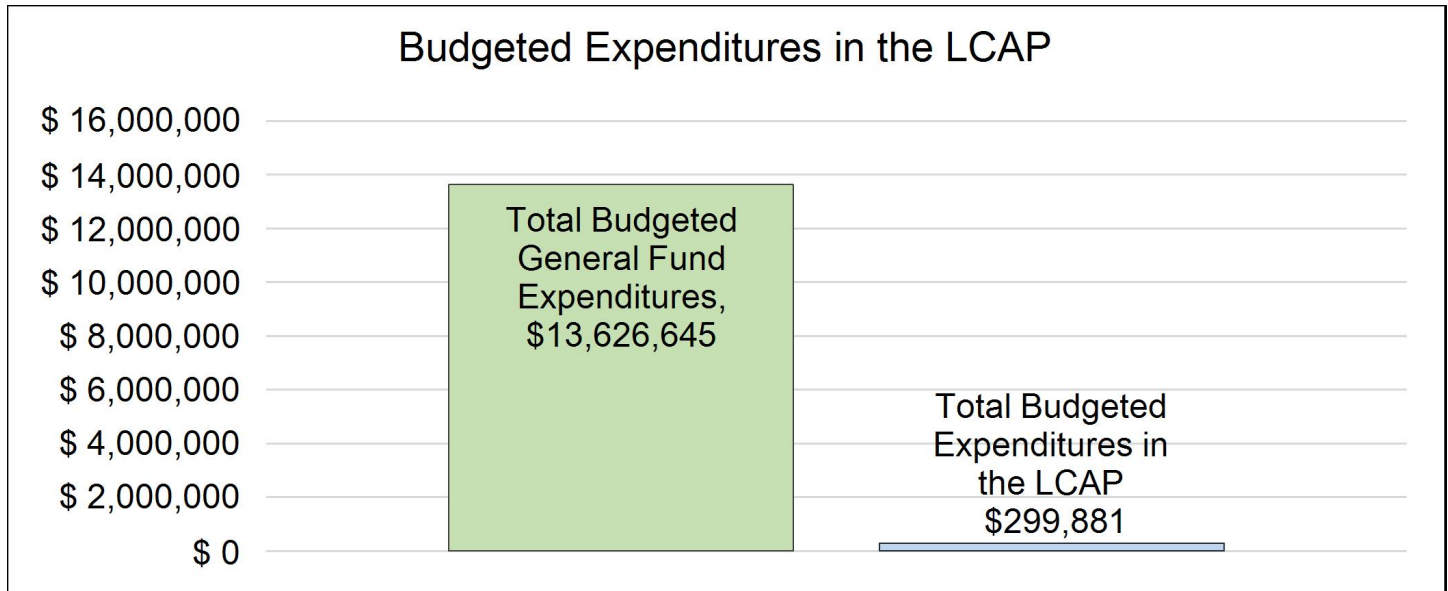
This chart shows the total general purpose revenue Nestor Language Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Nestor Language Academy is \$13,609,958, of which \$11,918,169 is Local Control Funding Formula (LCFF), \$1,342,291 is other state funds, \$35,000 is local funds, and \$314,498 is federal funds. Of the \$11,918,169 in LCFF

Funds, \$2,632,406 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 Nestor Language Academy 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: Nestor Language Academy plans to spend \$13,626,645 for the 2022-23 school year. Of that amount, \$299,881 is tied to actions/services in the LCAP and \$13,326,764 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

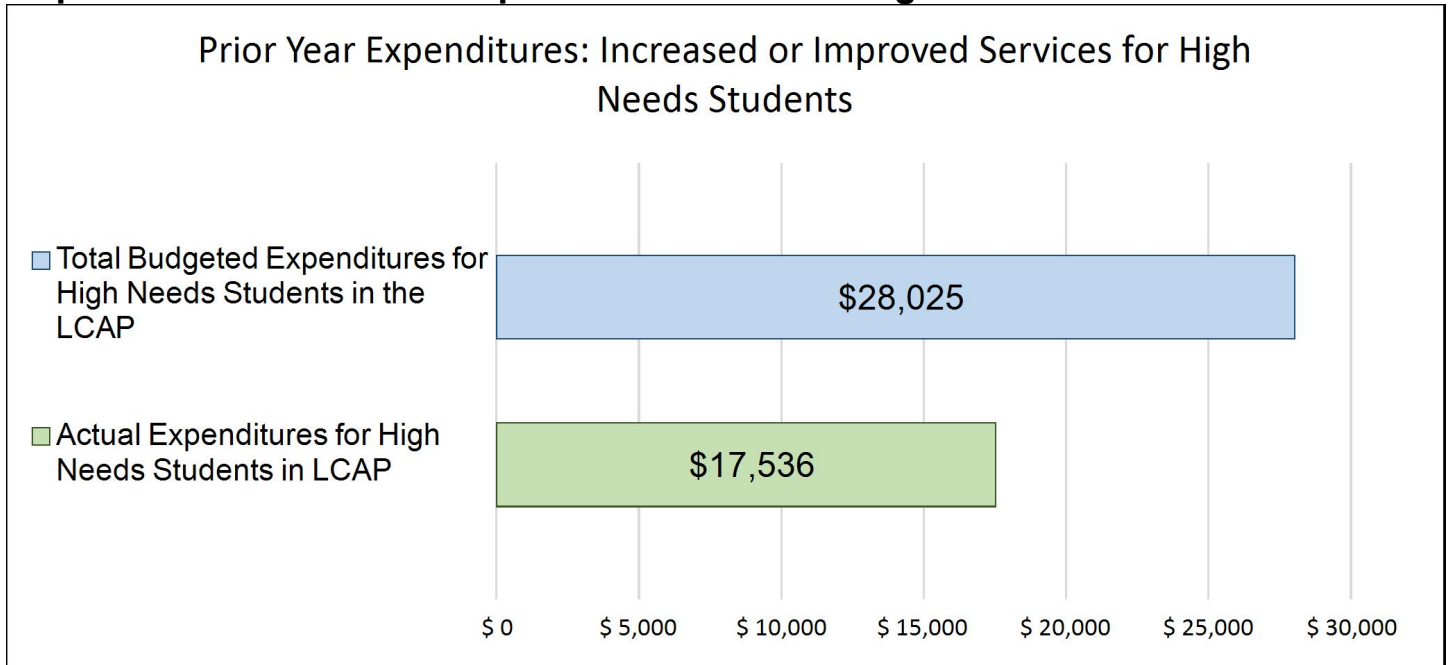
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Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Nestor Language Academy is projecting it will receive \$2,632,406 based on the enrollment of foster youth, English learner, and low-income students. Nestor Language Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Nestor Language Academy plans to spend \$28,025 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 Nestor Language Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Nestor Language Academy 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, Nestor Language Academy's LCAP budgeted \$28,025 for planned actions to increase or improve services for high needs students. Nestor Language Academy actually spent \$17,536 for actions to increase or improve services for high needs students in 2021-22.

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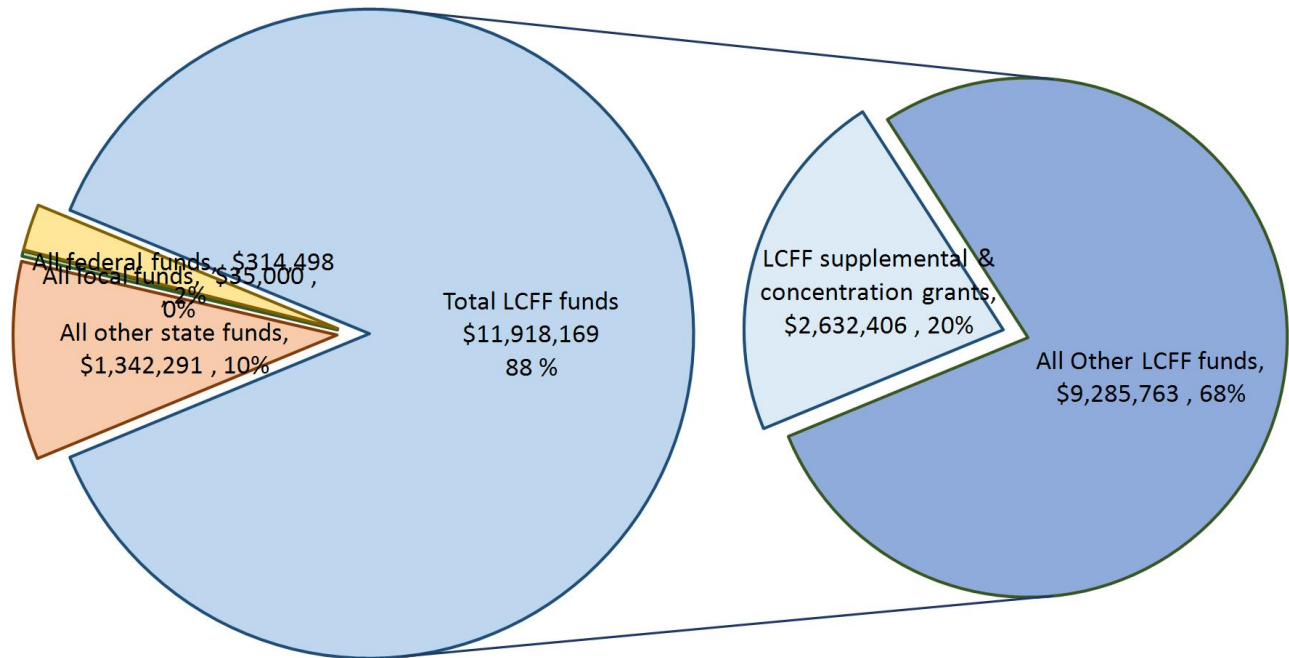
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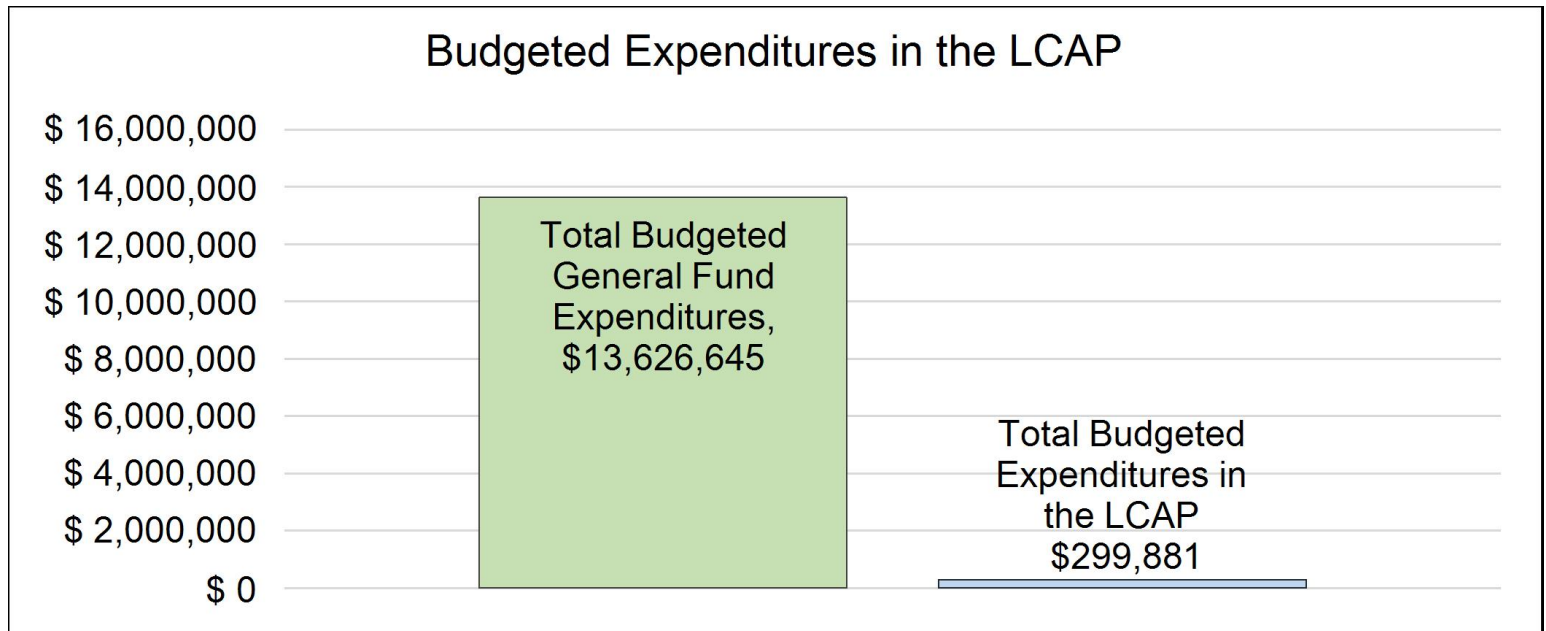
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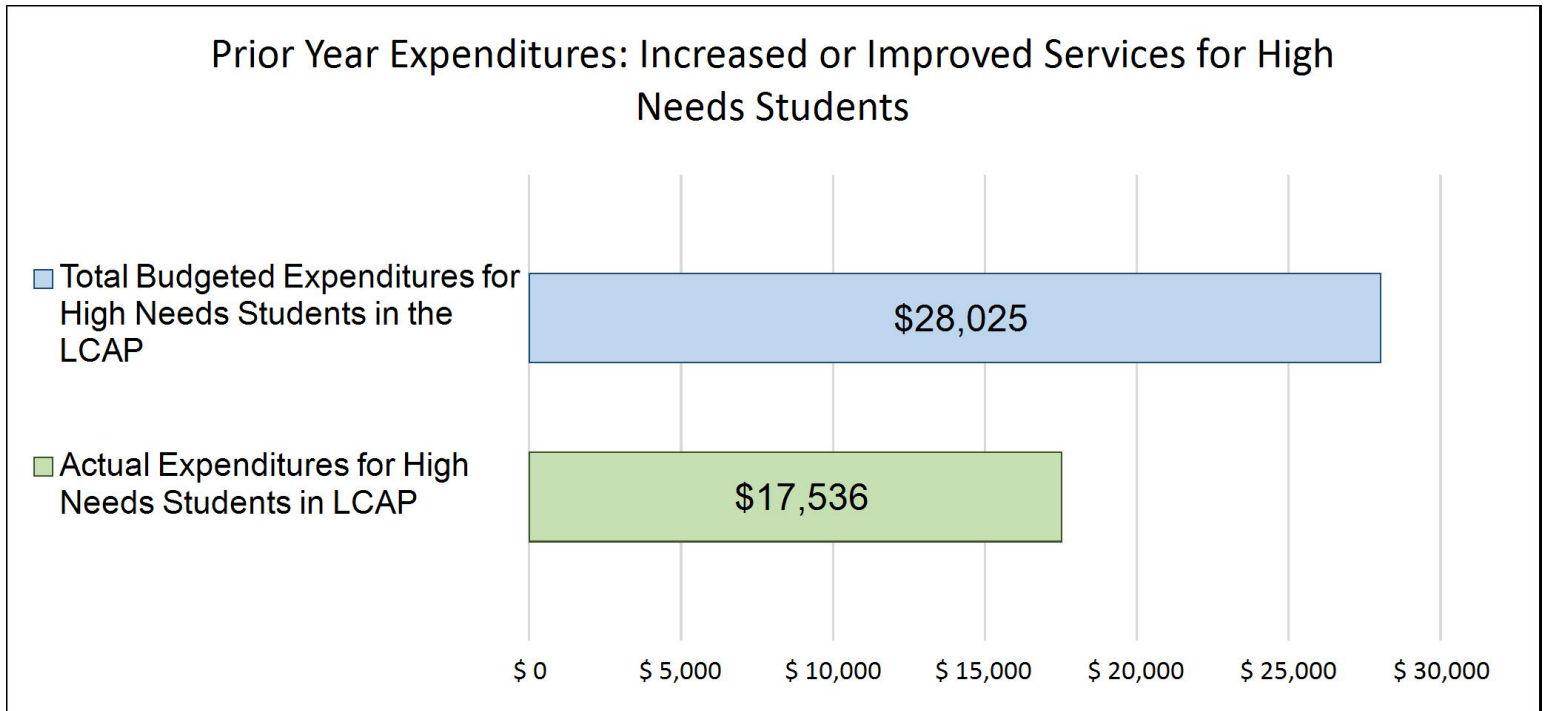
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Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Nestor Language Academy	Jaime Gonzalez Principal	egonzalez@sbusd.org 619-628-1900

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).

Input gathered during the 2020-21 LCAP development process informed the funding priorities of the Budget Act of 2021. As part of LCAP stakeholder input and engagement; educational partners were highly involved and had multiple opportunities to provide feedback. Staff were asked to provide feedback on the following questions during a district PLC:

- What is one action school sites might take upon reopening that would focus our efforts on equity and restoration?
- When we reopen, what will students need in order to accelerate learning and feel connected to school?

Data collected from responses was organized into themes and actions which influenced the LCAP and any additional one time funding plans. Data collected from student, staff and family responses to the California Healthy Kids Survey were also considered in the development of this plan. The data collected and represented in the district LCAP is reflected in this plan, as alignment and coherence are critical to ensuring student and organizational needs are met. The district LCAP goals include the following:

1. Ensuring Academic Excellence: Provide a differentiated, responsive, and well-rounded academic experience based on instructional practices that make a significant difference in the lives of all students.
2. Advancing Equity and Inclusion: Create a culture of equity and inclusion through the elimination of systemic barriers to individual success and the development of culturally responsive practices.
3. Providing Welcoming, Safe and Nurturing Learning Environments: Create learning environments which support the social emotional needs of students and foster a sense of belonging and connectedness.

Expanded Learning Opportunities Grant Plan (http://bit.ly/SBUSD_Plans)
 Elementary and Secondary School Emergency Relief Plan (http://bit.ly/SBUSD_Plans)

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.

The concentration grant add-on funds will be used to support the already existing LCAP goals related to social-emotional wellbeing and mental health supports. Stakeholder feedback has highlighted the need for counseling for our students. It is therefore the goal to hire Counselors to support all 12 schools, and an additional focus for the middle schools to have academic counselors that support the transition from middle to high school.

Nestor - \$266,447

It is the District goal to increase staffing of counselors to provide mental health and social emotional support, add academic counselors based on middle school needs, and provide access to Telehealth services to support mental health by partnering with agencies to provide a range of counseling and regular check-ins.

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.

The District held a board study session in May 2021 to review the planned use of supplemental COVID-19 relief funds, specifically the Expanded Learning Opportunities Grant (ELO-G) and Elementary and Secondary School Emergency Relief (ESSER) funds. Members of the public had an opportunity to provide comments to the board. Additionally, members of the public have had the opportunity to provide comments on board agenda items for COVID19 funds, as well as non-agenda comments, at 4 separate meetings.

The following LCAP stakeholder engagement process contributed to the plan:

- -All staff LCAP Input Session on 2/17/2021
- -District leadership team comprised of principals, directors, coordinators, and executive team members on February 9, 2021; March 9, 2021; and April 6, 2021
- -LCAP Parent Advisory Committee meetings on 2/23/2021, 4/20/2021 and May 26, 2021

- -Certificated bargaining unit on April 28, 2021
- -DELAC on January 19, 2021 and May 20, 2021.

Students, families, and staff participated in the California Healthy Kids Survey as a means of stakeholder engagement through the months of February and March 2021.

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.

The ELO grant and ESSER III funds are being used to support goals and actions that both align with our LCAP and the allowable uses as outlined. This is to ensure that the funding is used to support our students needs as identified by both data and community stakeholder engagement. The following plans has been developed:

Academic Support and Supplemental Instruction:

- -Enhanced progress monitoring and identification software for Student Study team process
- -Learning acceleration tutors across school sites to provide targeted learning and intervention to students
- -After school intervention and support focused on students with disabilities
- -Additional paraprofessional hours to supplement small group instruction and 1:1 instruction
- -Intercessions during Fall and Spring breaks to increase instructional time for identified students

Social Emotional and Health Supports:

- -Behavior intervention assistant at all school sites to support student need in the areas of positive behavior support and social emotional learning
- -Increased number of social workers to support school sites and families
- -MTSS Framework in the area of mental health

Professional Development for School Staff:

- -Equity and culturally responsive pedagogy
- -"Coming Back from COVID" Summer Literacy Institute
- -Equity centered school leadership
- -Learning acceleration and support instructional strategies, as well as tier two intervention curriculum trainings

Strategies for Continuous and Safe In-Person Learning

- -Additional manipulatives for each student that are normally shared
- -Replacement devices for student learning

- -Personal protective equipment and disinfection: supplies of PPE for students and staff as well as disinfection supplies and equipment for district facilities
- -COVID leave and substitute costs
- -Supplies and services to ensure that HVAC systems are effective and efficient at mitigating airborne illness
- -Staffing: site supervision and attendance support
- -Virtual Academy: 100% virtual educational platform option for families who do not wish to send their children to in-person instruction.

Successes include supplying all sites and departments with the necessary equipment to safely return to in person instruction. These include PPE for students and staff and servicing HVAC systems as needed to mitigate airborne illness. Schools have implemented after school tutoring and all plan to offer Spring intersession in March 2022. Site supervision and custodial support has increased at all sites. Health clerks are assigned to all sites. Enrollment at the Virtual Academy has increased to over 300 students.

Challenges continue to be staffing. For example, 3 Social Worker postings that have not been filled. Only 5 of our 12 schools currently have a Learning Acceleration Tutor. There are 7 Behavior Intervention Assistant vacancies. Student and staff attendance is another challenge. Days missed due to positive cases has made it difficult to consistently address learning loss. Sub shortages has made it difficult to fill classrooms when teachers are absent.

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.

Fiscal resources received in the 2021-22 school year have been aligned to the 2021-22 LCAP. All additional funding plans, such as the Safe Return and ESSER III Expenditure Plan have aligned to the goals outlined in the LCAP that focus on academic, student physical health and wellbeing, and social-emotional and mental health needs.

Alignment between LCAP Goals and ELO-G actions:

LCAP Goal	Expenditure Description
3	(12) 6.0hr Behavior Intervention Assistant
3	Additional instructional assistant / bilingual instructional assistant hours
3	Integrated Student Support (Social Emotional Learning)
3	Beyond SST data management tool (or other web based)
3	4 Social Workers for support districtwide (total 6 with IBCS and NE)
3	Partnership with Effective School Solutions MTSS (Year 1)
3	Partnership with Effective School Solutions MTSS (Year 2)

- 3 Partnership with Effective School Solutions MTSS (Year 3)
- 1 Fall and Spring Intersession
- 1 Learning Acceleration Tutors
- 1 Afterschool Learning Acceleration Tutoring SPED
- 1 Core 5 Lexia Licenses (2,600) for Tier 2 Intervention
- 1 Teachers College "Coming Back from COVID"
- 1 Out of Contract for TC
- 2 CEL Equity Based Leadership for Principals
- 2 Cultural Proficiency PD
- 2 Cultural Proficiency PD Release

Alignment between LCAP Goals and ESSER III actions:

LCAP Goal Expenditure Description

- 1 Math Manipulatives for each student
- 1 Science Kits for each student
- 1 Virtual Academy Materials and Supplies
- 1 Devices (2022-23; 2023-24; 2024-25)
- 3 PPE & Disinfection
- COVID Related Leave and Substitute Costs
- 1 Virtual Academy Salaries (22-23), includes nurses too
- 3 HVAC upgrades/filters/repairs
- 3 Double Site Supervision (21-22) SBUSD
- 3 Double Site Supervision (21-22) IB Charter
- 3 Double Site Supervision (21-22) Nestor
- 3 Additional Attendance Staff (2021-22)
- 1 Learning and Achievement contingency for academic acceleration

A mid year expenditure report for all action steps identified in the 2021-22 LCAP, as well the 2021-22 mid year LCFF Budget Overview for Parents, are attached to the 2022 Supplement to Annual Update for 2021-22 LCAP.

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

[\(https://www.cde.ca.gov/fg/cr/\)](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
Nestor Language Academy	Jaime Gonzalez Principal	egonzalez@sbusd.org 619-628-0900

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.

Nestor Language Academy Charter School is a district-dependent charter school of the South Bay Union School District located in southern San Diego County, just 3.6 miles from the US/Mexico Port of Entry. As a 90/10 Dual Immersion Spanish/English program, the school is committed to all students' academic and social success in both Spanish and English. The school serves approximately 1054 students in grades TK-8 from the authorizing district as well as from surrounding school districts. Of our student population, 50% are from socioeconomically disadvantaged backgrounds, 55% of the students are English learners and 75% of the students at our school are unduplicated.

Reflections: Successes

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

Prior to the pandemic and school closures, Nestor had seen successes in the following areas, as measured by California School Dashboard: All students maintained in the area of mathematics and English Language Arts. However, students with disabilities demonstrated higher levels of achievement. Collaboration between Special Education staff and General Education staff has been instrumental. In addition, lesson planning and grade-level teams have helped to increase student performance. Finally, there are no students in the Red performance category. Lessons learned from the improvement efforts above that are incorporated into this LCAP include actions focused on knowing and understanding the individual's needs, implementing differentiated instructional strategies, and monitoring student progress. In addition, a further focus on providing small group instruction based on student needs has supported all students.

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.

The California Dashboard no longer assigns performance levels with color bands. In addition, it no longer measures distance from standard (DTS).

Overall academic performance continues to be an area of need as measured by California School Dashboard. Most students are performing in the Orange performance level in English Language Arts with the exception of students with disabilities. In mathematics, most students are performing in the Yellow performance level. The ELA distance from standard for all students is 5.3 points below standard. The mathematics distance from standard is 1.8 points below standard. This indicates that Nestor maintained in both performance levels. There are no significant gaps between student groups, most student groups are all performing in the Orange or Yellow performance level in academic indicators. 48.8% of English learners are making annual progress. No performance indicator was in the Red performance level. From all students, no student groups fell two or more performance levels below all students.

This data indicates a need for goals and action steps aimed at improving overall academic progress and support for English learners. These actions include a goal in this LCAP focused on ensuring academic excellence through differentiated and responsive instructional practices such as small group instruction, progress monitoring and impact teacher or classified staff support in literacy, and mathematics and language development.

LCAP Highlights

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

The 2021-2024 LCAP is focused on the following areas:

1. Ensuring academic excellence through differentiated, responsive, and well-rounded educational experiences.
2. Advancing equity and access through culturally responsive pedagogy, equity-based professional learning, and implementation of Ethnic Studies.
3. Providing nurturing, safe, and welcoming environments for students which support social-emotional learning, offer engaging experiences, and include family involvement.

The guiding principles of the 2021-2024 LCAP are based on the needs of all students as our community continues to rebuild from the COVID-19 pandemic, a year and 3 months of Distance Learning gaps, and the ensuing mental health needs of students/families.

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.

N/A

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.

As a district-supported charter, educational partner engagement and input are critical to the overall LCAP development and its associated actions and services. An input protocol was developed for all stakeholder groups to ensure consistency and transparency. This protocol includes reflection tools and priority-setting activities.

Input protocols were used for the following:

- Staff LCAP input session on February 23, 2022.
- LAAC input sessions on March 15, 2022.
- Students participated in the California Healthy Kids Survey as a means of stakeholder engagement during the month of March 2022.
- LCAP parent input survey.

The LCAP was presented at the May 27, 2021, Governing Board meeting for a public hearing.

The LCAP and LCAP Local Indicators were presented to the Governing Board for approval and adoption at the June 10, 2021 public meeting.

A summary of the feedback provided by specific educational partners.

Among all key educational partner groups, the following priorities emerged:

1. Social-Emotional Learning and Mental Health Supports
2. Building Relationships with Students
3. Literacy Development
4. Development of the Whole Child (VAPA, STEM, SEL)
5. Support for English Learners
6. Differentiated and Responsive Instruction
7. Welcoming and Safe Learning Environments
8. Equity and Inclusivity
9. Parent Education and Engagement
10. Culturally Responsive Pedagogy
11. Full time Counselor

For staff, the highest priorities included supporting social-emotional learning, welcoming and safe learning environments, equity and inclusivity, building relationships with students, and differentiated instruction.

For families, supporting social-emotional learning, building relationships with students, literacy development, and development of the whole child emerged as the highest priority areas.

Student feedback in the elementary grades included a need to improve peer supports and a desire to give feedback on what students are learning. Student feedback in the middle school included a need for social-emotional support in the area of social-emotional distress and chronic sadness/hopelessness.

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

The educational partner input above reflects the framework of this LCAP and the three goal areas. Goals and action steps have been developed in the following areas based on stakeholder feedback:

1. Welcoming and safe learning environments that support the social-emotional needs of students.
2. Ensuring academic excellence that provides a differentiated and responsive learning experience for students including the arts and STEM.
3. Advancing equity and inclusion through the elimination of systemic barriers to individual success and the development of culturally responsive practices.

Goals and Actions

Goal

Goal #	Description
1	<p>Ensuring Academic Excellence</p> <p>Provide a differentiated, responsive, and well-rounded academic experience based on instructional practices that make a significant difference in the lives of all students.</p> <p>Create student centered and responsive learning environments for all students focused on the development of literacy, language, and a well-rounded educational experience.</p> <p>Ensure excellent and equitable learning results for all students.</p>

An explanation of why the LEA has developed this goal.

Nestor's student achievement is critical as we strive to improve outcomes for students of diverse backgrounds. Additionally, all stakeholders identified this area as a key factor in increasing student achievement. This goal was developed as it is evident that not all student groups are making significant academic progress in order to meet the state standards. This goal is critical to support further literacy and language development, as well as to ensure a well-rounded educational experience that is responsive and engaging for every student.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California School Dashboard ELA Indicator	<p>Overall Performance: Orange</p> <p>Distance from Standard (DFS): - 5.5</p> <p>Student Groups (DFS):</p> <p>English Learners - 19.9</p> <p>Hispanic - 7.1</p>	<p>Overall Performance (Met or Exceeded):</p> <p>All Students: 33.18%</p> <p>English Learners: 11.61%</p> <p>Hispanic: 32.55%</p>			<p>Overall Performance:</p> <p>All Students: 45%</p> <p>English Learners: 23%</p> <p>Hispanic: 44%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Socioeconomically Disadvantaged - 13.1 Students with Disabilities - 65.8 yellow performance indicator	Socioeconomically Disadv: 28.23% Students with Disabilities: 4.92%			Socioeconomically Disadvantaged: 40% Students with Disabilities: 17%
California School Dashboard Math Indicator	Overall Performance: Yellow Distance from Standard (DFS): - 1.8 Student Groups (DFS): English Learners - 12.5 Hispanic - 3.1 Socioeconomically Disadvantaged - 8.6 Students with Disabilities - 68.1	Overall Performance (Met or Exceeded): All Students: 28.28% English Learners: 9.86% Hispanic: 27.06% Socioeconomically Disadv: 23.80% Students with Disabilities: 4.92%			Overall Performance: All Students: 40% English Learners: 22% Hispanic: 39% Socioeconomically Disadvantaged: 36% Students with Disabilities: 19%
California School Dashboard English Learner Progress Indicator	Overall Percent of English Learners Making Annual Progress 48.8% of 434 students	CA learner progress indicator not available for 2020-2021			Overall Percent of English Learners Making Annual Progress 58.8% of 434 students
English Learner Reclassification Rate/Percentage	11% of English Learners are being reclassified annually	10% of English Learners reclassified during the 2021-2022 school year.			20% will be reclassified

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Basic: CTC Review of Teacher Credentialing	Zero misassignments	Zero misassignments			Maintain baseline
Basic: Williams Compliance Report for Access to Standards Aligned Instructional Materials	All students have access to standards- aligned instructional material in core content areas.	All students have access to standards- aligned instructional material in core content areas.			Maintain baseline
Course Access and Implementation of State Standards - Site Master Schedules to determine the following: English Language Development (ELD) schedules for access to a broad course of study.	School site's master schedule reflects a broad course of study as well as scheduled time for designated ELD, which does not preclude English learners from accessing core content or a broad course of study.	School site's master schedule reflects a broad course of study as well as scheduled time for designated ELD, which does not preclude English learners from accessing core content or a broad course of study.			Maintain baseline
Implementation of State Standards: Classroom Observations	Classroom observations indicate 100% of lessons are aligned to the state standards.	Classroom observations indicate 100% of lessons are aligned to the state standards.			Maintain baseline

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Literacy and Math Impact Teacher	One Literacy and Mathematics Impact Teacher for students at-promise. Impact teacher will provide support through the implementation of evidence-based interventions.	\$25,326.60	No
1.2	Language Development Impact Teacher	Two Language Development Impact Teachers for English language learners. Impact teacher will provide support through the implementation of evidence-based interventions.	\$50,653.20	No
1.3	Instructional Aid Interventions	Four Literacy and Mathematics Instructional Aides for students at-promise. Instructional Aides will provide support through the implementation of evidence-based interventions.	\$87,936.00	No
1.4	Professional Development for Language Development	Provide differentiated professional development through Project GLAD (Guided Language Acquisition Design) in the area of language development to support English language learners.	\$38,056.00	No
1.5	Professional Development for Literacy Instruction	Provide differentiated professional development through I Love to Read in Spanish in the area of literacy for all learners.	\$22,500.00	No
1.7	After School Interventions	Provide after-school interventions in the area of literacy, mathematics, and language development for all students.	\$10,200.00	No
1.8	Student Progress Monitoring	Grade-level release for progress monitoring, data analysis, and intervention planning in the areas of literacy and mathematics in order to differentiate instruction for students at-promise.	\$10,197.00	No

Action #	Title	Description	Total Funds	Contributing
1.9	Supplemental Instructional Materials	Provide supplemental literacy and mathematics materials and take home books/materials for students to support at school/home literacy development for students at-promise.	\$20,000.00	No

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.

The pandemic and school closures had a negative impact on academic performance during the 2019-2020 school year, however re-opening the school and going back to in person learning during the 2021-22 school year allowed us to revisit our academic goals and ensure the supports (systems & manpower) are in place to close the gap on the learning loss created by the difficulties of the pandemic. We were able to extend learning opportunities by providing after school tutoring during the fall and spring intersession to support to students that needed more time and support in a small group setting. We were also able to hire an Impact Teacher, Acceleration tutor to assist our English Learners through designated small group instruction. We were also able to maintain and hire an additional instructional aides to support language development. In addition, during the month of January 2021, several teachers received a refresher or trained for the first time in Project GLAD, a professional development in the area of language development to support English Language Learners.

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

We stayed within the allotted budget but did benefit from additional Covid-19 related funds.

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

Progress is being made by ensuring we have the support in place for the student groups mentioned above and tracking the academic growth through classroom assessments and local measures. We believe that the implementation of extended learning opportunities (tutoring/intersession), integrated/designated small group instruction for our EL students and professional development in Project GLAD will result in academic growth as measured by the CAASPP and improved percentages of our students that reclassify.

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.

Changes were made to the desired outcomes from "Distance from Standard" to students that "met or exceeded."

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	Advancing Equity and Inclusion: Create a culture of equity and inclusion through the elimination of systemic barriers to individual success and the development of culturally responsive practices.

An explanation of why the LEA has developed this goal.

Nestor serves a diverse group of students that are often misrepresented and marginalized due to practices and policies that have persisted within the system. Our staff has to adapt to the changing diversity of all our students in order to meet all their needs. All stakeholders have expressed a desire for the school staff to focus on culturally responsive practices as a means to increase access and equity for our students. This must occur through an intentional review of our practices and policies.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CHKS Results:	Parents: School treats all students with respect 56% School promotes respect of cultural beliefs/practices 51% Staff: Respect for diversity 42% (Strongly Agree)	Parents: School treats all students with respect: 96% School promotes respect of cultural beliefs/practices: 88% Staff: Respect for diversity: 36% (Strongly Agree)			Parents: School treats all students with respect 75% School promotes respect of cultural beliefs/practices 70% Staff: Respect for diversity 60%

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Equity Task Force and Ethnic Studies Committee	Ensure Nestor staff are represented in the Equity and Access Task Force and engage in examining systems, practices, and policies; create District and site Equity Plan, and serve as a leadership group across stakeholders. In addition, ensure Nestor representation on the District Ethnic Studies Committee.		No
2.2	Professional Learning - Equity and Access	Nestor's Principal's Advisory Committee will engage in a book study of "Cultural Proficiency: A Manual for School Leaders." The Committee will then analyze the Equity Action Plan and make recommendations for implementation at the site. The Committee will seek to analyze the diverse needs of the entire school population.	\$525.00	Yes
2.3	Professional Learning Communities - PLC	Use administration-directed PLC time to review the Equity Action Plan with staff. Also, engage in an analysis of practices through an equity lens to ensure the implementation of an equitable and responsive curriculum.	\$525.00	No
2.4	Culturally Relevant Materials and Supplies	Increase culturally relevant supplemental instructional materials which best represent the identities of students.	\$5,000.00	No 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.

This school year, the Principal and Vice Principal participated in a professional development on equity titled "Leading Equitable Schools" through the Center for Educational Leadership. Through this professional development, we screened and interviewed students to gather their stories and listen to their student experience at Nestor. We also purchased a set of books for each member of our Principal Advisor Committee (PAC), to begin the study and implementation of Culturally Responsive Teaching in our everyday practices.

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

N/A

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

We believe we are making progress toward our goal of Advancing Equity and Inclusion at Nestor by developing an understanding and awareness of what equity looks like in the classroom, throughout the campus, instruction and our daily interactions with students. Student relationships are a priority and focus at our site but we are beginning the work to set a foundation and purpose for developing an equitable school through the professional development and book study.

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

The desired outcomes as measured by the California Healthy Kids Survey remains the same.

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

Goals and Actions

Goal

Goal #	Description
3	Welcoming and Safe Learning Environments Create learning environments that support the social-emotional needs of students and foster a sense of belonging and connectedness

An explanation of why the LEA has developed this goal.

Students at Nestor deserve an environment that promotes their social-emotional wellbeing. All educational partners identified this goal of the highest priority as our students returned from a year and three months of Distance Learning. The COVID-19 pandemic has increased our students' mental health and social-emotional needs. We understand that in order for our students to learn to their maximum potential, we will have to provide an environment that is safe, nurturing, and supportive of their needs.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California School Chronic Absentee Indicator	Overall: Blue Chronically Absentee Rate : 1.8% English Learners 1.5% Hispanic 1.8% Socioeconomically Disadvantaged 2.0% Students with Disabilities 0.9% White 2.4%	Due to Covid-19 related safety guidelines, chronic absenteeism increased significantly and is reflected below: Chronically Absentee Rate : 35.1% English Learners 40.8% Hispanic: 35.8%			Maintain

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Socioeconomically Disadvantaged: 35.3% Students with Disabilities: 36.4% White: 24.4%			
California School Dashboard Suspension/Expulsion Indicator	Overall: Green Suspension Rate : 0.4% Green Performance Indicator Socioeconomically Disadvantaged 0.4% Blue Performance Indicator English Learners 0.2% Hispanic 0.3% Students with Disabilities 0% White 0%:	Overall: Suspension Rate : 0.2 % Socioeconomically Disadvantaged: 0% English Learners: 0% Hispanic: 0.2% Students with Disabilities: .09% White: 0%:			Maintain
CHKS Results	Students: Caring adults in school 72%	Students Caring adults in school: 3rd Grade: 62% 4th Grade: 83%			Students: Caring adults in school 82%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>High expectations- adults in school 90%</p> <p>Feel safe at school - no data due to distance learning</p> <p>No cyberbullying in the past 30 days 79%</p> <p>Parents: School promotes learning environment 46%</p> <p>School promotes academic success for students 54%</p> <p>School treats all students with respect 56%</p> <p>Students are motivated to complete schoolwork 28%</p> <p>Concern for child's safety at school for in-person learning 64%</p> <p>Staff: School supports caring adult relationships 47%</p>	<p>5th Grade: NR 6th Grade: 73% 7th Grade: 49% 8th Grade: 56%</p> <p>High expectations- adults in school: 3rd Grade: 89% 4th Grade: 89% 5th Grade: NR 6th Grade: 78% 7th Grade: 62% 8th Grade: 69%</p> <p>Feel safe at school: 3rd Grade: 78% 4th Grade: 85% 5th Grade: NR 6th Grade: 80% 7th Grade: 57% 8th Grade: 69%</p> <p>No cyberbullying in the past 30 days: 3rd Grade: 88% 4th Grade: 96% 5th Grade: NR 6th Grade: 89% 7th Grade: 19% 8th Grade: 20%</p> <p>Parents: School Learning Environment: 37%</p>			<p>High expectations- adults in school 90%</p> <p>Feel safe at school - no data due to distance learning</p> <p>No cyberbullying in the past 30 days 89%</p> <p>Parents: School promotes learning environment 66%</p> <p>School promotes academic success for students 74%</p> <p>School treats all students with respect 76%</p> <p>Students are motivated to complete schoolwork 48%</p> <p>Concern for child's safety at school for in-person learning 75%</p> <p>Staff: School supports caring adult relationships 67%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Support for social emotional learning 28%</p> <p>Provides adequate counseling and support services 15%</p> <p>Fairness and rule clarity 20%</p> <p>Antibullying climate 32%</p>	<p>School promotes academic success for students: 93%</p> <p>School treats all students with respect: 96%</p> <p>Students are motivated to complete schoolwork: 83%</p> <p>Concern for child’s safety at school for in-person learning: 55% (not concerned)</p> <p>Staff: School supports caring adult relationships: 46%</p> <p>Support for social emotional learning: 27%</p> <p>Provides adequate counseling and support services: 6%</p> <p>Fairness and rule clarity: 30%</p> <p>Antibullying climate: 29%</p>			<p>Support for social emotional learning 50%</p> <p>Provides adequate counseling and support services 35%</p> <p>Fairness and rule clarity 40%</p> <p>Antibullying climate 52%</p>

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Socio-Emotional Learning Curriculum and Professional Learning	Implement a school-wide social-emotional curriculum, Sanford Harmony, and provide professional learning.		No
3.2	School-Wide Positive Behavior Intervention Support Release	Provide release time for certificated staff. The release time will be used to analyze data and design an implementation plan for the SEL curriculum.	\$2,575.00	No
3.3	Family Education and Engagement	Promote and provide family education opportunities through school events or online opportunities.	\$3,888.00	No
3.4	After School Enrichment - 4th-8th Grade Sports	Partner with local sports organizations to provide fall, winter, and spring sports opportunities for middle school students.	\$22,500.00	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.

Our desired goal on chronic absenteeism was to maintain the baseline rates. The pandemic, safe school reopening guidelines and covid-19 isolation protocols increased student absences and we were not able to maintain. However, towards the end of the 21-22 school year (after spring break) we did see a drastic improvement in attendance and a significant decrease in Covid-19 related absences. In regards to the social emotional goal, during the fall '21, teachers were trained on the implementation of the social emotional curriculum, Sanford Harmony. It was then fully implemented during the month of January 2022. Lastly, our middle school students participated in football, soccer, volleyball,

baseball, basketball, cross country and cheerleading through the Sweetwater sports league. The girls and boys soccer teams and girls basketball were champions of the South Bay league.

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

n/a

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

We believe the implementation of the social emotional curriculum, PBIS, clubs and middle school sports will have a positive impact on school connectedness and maintain a welcoming environment as measured by the California Healthy Kids Survey.

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.

There are no changes to the desired outcomes, however we are planning on providing additional support to students that are experiencing difficulties with behavior, self esteem, confidence, school connectedness and academics. We are planning on adding a full time school counselor for the 2022-2023 school year.

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

Goals and Actions

Goal

Goal #	Description
4	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Actions

Action #	Title	Description	Total Funds	Contributing

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.

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

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

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

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

Goals and Actions

Goal

Goal #	Description
5	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Actions

Action #	Title	Description	Total Funds	Contributing

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.

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

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

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

A 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)
2,632,406	285,788

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
28.35%	29.33%	\$2,408,510.67	57.68%

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.

Goal 2, Action 2 is aimed at the study and impact of culturally proficient practices. Given the demographic which 96% of students are of color, it is critical that all our students are engaged and feel valued through practices that promote who they are, where they come from, and respect their diverse needs.

Goal 2, Action 4 provides culturally relevant supplemental instructional materials for students. Given that 96% of our students are students of color, this action is school-wide.

Goal 3, Action 4 is to provide after-school athletic opportunities for students. Typically students from low-income homes and those experiencing homelessness, which make up 62% of our student population, have limited access to enrichment and athletic opportunities outside of the school setting. This action step is intended to increase their engagement related to school. It is important to offer sports to all students at the school.

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

The overall LCAP goals and corresponding actions are aimed at improving outcomes for all students. With over 54% English learners and 62% socioeconomically disadvantaged youth, all goals and actions consider the unique needs of these student groups. Actions such as the following demonstrate increased and improved services for English Learners, socioeconomically disadvantaged youth, foster youth, and homeless students:

- English language development support through professional development for the implementation of effective teaching practices.
- Positive Behavior Intervention and Support and social-emotional learning in place at the site-level.
- Implementation of culturally responsive practices.
- Increased instructional and student materials that are culturally relevant.
- Increased family engagement and education through school-wide events.

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.

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	N/A	31.6:1
Staff-to-student ratio of certificated staff providing direct services to students	N/A	19.7:1

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$63,825.00			\$236,056.80	\$299,881.80	\$207,083.80	\$92,798.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Literacy and Math Impact Teacher	At promise students				\$25,326.60	\$25,326.60
1	1.2	Language Development Impact Teacher	English Learners				\$50,653.20	\$50,653.20
1	1.3	Instructional Aid Interventions	At promise students				\$87,936.00	\$87,936.00
1	1.4	Professional Development for Language Development	English Learners				\$38,056.00	\$38,056.00
1	1.5	Professional Development for Literacy Instruction	All	\$22,500.00				\$22,500.00
1	1.7	After School Interventions	All	\$10,200.00				\$10,200.00
1	1.8	Student Progress Monitoring	at promise students				\$10,197.00	\$10,197.00
1	1.9	Supplemental Instructional Materials	at promise students				\$20,000.00	\$20,000.00
2	2.1	Equity Task Force and Ethnic Studies Committee	All					
2	2.2	Professional Learning - Equity and Access	English Learners Foster Youth Low Income	\$525.00				\$525.00
2	2.3	Professional Learning Communities - PLC	All	\$525.00				\$525.00
2	2.4	Culturally Relevant Materials and Supplies	All English Learners Foster Youth Low Income	\$5,000.00				\$5,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.1	Socio-Emotional Learning Curriculum and Professional Learning	All					
3	3.2	School-Wide Positive Behavior Intervention Support Release	All	\$2,575.00				\$2,575.00
3	3.3	Family Education and Engagement	All				\$3,888.00	\$3,888.00
3	3.4	After School Enrichment - 4th-8th Grade Sports	English Learners Foster Youth Low Income	\$22,500.00				\$22,500.00

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
9,285,763	2,632,406	28.35%	29.33%	57.68%	\$28,025.00	0.00%	0.30 %	Total:	\$28,025.00
								LEA-wide Total:	\$0.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$28,025.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.2	Professional Learning - Equity and Access	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$525.00	
2	2.4	Culturally Relevant Materials and Supplies	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	
3	3.4	After School Enrichment - 4th-8th Grade Sports	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools 4th-8th grade	\$22,500.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$297,424.00	\$126,142.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Literacy and Math Impact Teacher	No	\$24,830.00	25685.56
1	1.2	Language Development Impact Teacher	No	\$49,660.00	0
1	1.3	Instructional Aid Interventions	No	\$87,936.00	65060.01
1	1.4	Professional Development for Language Development	No	\$37,660.00	5043
1	1.5	Professional Development for Literacy Instruction	No	\$22,500.00	0
1	1.7	After School Interventions	No	\$10,000.00	6221.75
1	1.8	Student Progress Monitoring	No	\$9,900.00	0
1	1.9	Supplemental Instructional Materials	No	\$20,000.00	13642.95
2	2.1	Equity Task Force and Ethnic Studies Committee	No		0
2	2.2	Professional Learning - Equity and Access	Yes	\$525.00	211.19

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	Professional Learning Communities - PLC	No	\$525.00	0
2	2.4	Culturally Relevant Materials and Supplies	No Yes	\$5,000.00	0
3	3.1	Socio-Emotional Learning Curriculum and Professional Learning	No		0
3	3.2	School-Wide Positive Behavior Intervention Support Release	No	\$2,500.00	0
3	3.3	Family Education and Engagement	No	\$3,888.00	0
3	3.4	After School Enrichment - 4th-8th Grade Sports	Yes	\$22,500.00	10277.54

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)
2,419,350	\$28,025.00	\$10,488.73	\$17,536.27	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)
2	2.2	Professional Learning - Equity and Access	Yes	\$525.00	211.19		
2	2.4	Culturally Relevant Materials and Supplies	Yes	\$5,000.00	0		
3	3.4	After School Enrichment - 4th-8th Grade Sports	Yes	\$22,500.00	10277.54		

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)
8,211,765	2,419,350	0	29.46%	\$10,488.73	0.00%	0.13%	\$2,408,510.67	29.33%

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).

California Department of Education
January 2022