Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Guajome Learning Center	Kevin Humphrey Superintendent	humphreyke@guajome.net (760) 631-8500

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.

Guajome Learning Centers is a public, college preparatory charter school of choice in Vista, California with approximately 85 students in grades K-12. Vista is located in the northern region of San Diego County, approximately eight miles from the Pacific Ocean, and has a population of approximately 95,000. Situated in a rural, residential area, Vista is made up of a diverse community of 54.3% White, 32.4% Hispanic, African American or Black 4.2%, Asian 3.8%, Other 5.3%. Due to the proximity of Camp Pendleton Marine Base, military families are a prevalent part of this population.
GLC serves a rapidly changing population as far student subgroups are concerned due to the small nature of the school. In the 20-21 school year we had a 40% FRPM population. Our EL, Foster, and Homeless populations were statistically insignificant.

GLC is located on the main Guajome Park Academy (GPA) campus giving even more opportunity for students to access facilities and programs within GPA. Students have access to after school enrichment activities as well as being able to participate in CIF sports. A school of our size would normally not have these opportunities presented to them. GLC students and their families also have access to a full service library at GPA. GLC provides a venue for students and families who prefer or need a smaller learning environment, home school or independent study, including students with credit-deficiencies and students who face personal barriers in obtaining their high school diplomas. The program includes a standards based curriculum with enrichment support, using technology integrated instruction. GLC strives to provide students with an educational program that is altogether flexible, demanding, and real world applicable. The goal of GLC is to educate all students to endeavor to achieve the qualities of the GLC Expected School wide Learning Outcomes (ESLO's): self-directed learners, critical thinkers, effective communicators, and responsible citizens. GLC recognizes that students prosper in a variety of

educational settings, and encourages high school students to participate in concurrent enrollment programs offered through the local community colleges. The ultimate objective of GLC is that each student becomes a self-motivated, competent, and lifelong learner.

Reflections: Successes

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

GLC has many areas of strength. We are a small school with less than 100 students each year which makes it hard to look at statistically significant subgroups when looking at standardized test data. Despite this we still look at the overall student body as a whole to see how the program is supporting students. Some of the major areas of strength based upon the California School Dashboard and local data are:
Low Suspension Rates: 0%
Low Chronically Absent: 0%
High Graduation Rate: 94.4%
Basics: Teachers, Instructional Materials, Facilities: Standard Met
Implementation of Academic Standards: Standard Met
Parent and Family Engagement: Standard Met
Local Climate Survey: Standard Met
Access to a Broad Course of Study: Standard Met

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

We are a small school with less than 100 students each year which makes it hard to look at subgroups when looking at standardized test data as the groups of students. We look at the overall needs of the student body and although the dashboard doesn't identify a performance color for the students in ELA, Math or College and Career we see a decline in the overall performance of the students across the student body. ELA was at 12.6 points below the standard, Math was 116 points below the standard and College and Career was at only 11.8% prepared with a 10% decline from previous year. These three areas help guide the LCAP creation in many ways as we want to ensure our student have high quality instruction and College/Career Preparation outcomes. In regards to Parent Engagement, although the standard was met, it was still identified as an area of growth for our school as well as additional opportunities for students to participate in activities held through GLC.

LCAP Highlights

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

The school community worked hard to align the needs of the school as identified in the Dashboard with the goals identified in the WASC Action plan, local testing data, and stakeholder input. We believe that the plan is a good reflection of the areas of growth and potential we see in the program as a whole. The six goals of the LCAP were determined to be:

Goal 1: Guajome will ensure that students who attend Guajome are on track to be college and/or career ready

Goal 2: Students will have equitable access to highly qualified trained teachers, learning environments, resources, and opportunities

Goal 3: Guajome Learning Centers will increase opportunities for math education

Goal 4: Increase and maintain opportunities for students to be engaged and active within the Guajome community

Goal 5: Guajome will maintain a safe and secure campus that provides an environment conducive to education and a positive school climate

Goal 6: Actively seek community and family engagement and participation in a variety of school events, parent support functions, activities, and decision-making processes

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.

The stakeholder engagement for the Guajome Learning Centers (GLC) has been thorough and robust. We have been reaching out for student, parent, and staff input throughout the pandemic for feedback regarding how we can best support our stakeholders. Guajome has used their messaging service, ParentSquare, to communicate with families (using multiple languages), to send out surveys, and to allow for stakeholders to send direct messages to Guajome's leadership team, classified staff, and faculty members. Guajome has solicited feedback from stakeholders in regards to instructional practice, technology needs, social-emotional needs, child care options, food service options, health and safety protocols along with multiple other topics and needs. Our most recent survey was conducted in May and it was focused on receiving feedback in regards to the key components of the LCAP and the Expanded Learning Opportunities Grant.

Additionally, we have consulted with our instructional leaders and teachers in regards to what is needed to support our students and families as we transition back towards on campus learning. Instructional leaders have sought feedback from their team as it relates to equity in grading, summer school needs, learning loss, and social emotional supports for students. Using the feedback from our stakeholders, we are especially focused on the following support strategies and supplemental instruction:

Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports, integrated student supports to address other barriers to learning, supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility, additional academic services for students, and training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs.

In both the 19/20 and 20/21 school years' parent, student and staff surveys were administered to gain more information about how each stakeholder group sees the program from their lens. The surveys were intended to find out the areas of growth and where we were succeeding. Surveys were administered in two ways, through Parent Square and Google forms. Common themes were discovered in surveys and utilized to hone in on the greatest areas of need by stakeholders. Staff used this information to set up a series of action items that were identified through staff workshops. Goals were developed from these surveys along with other data points including: Dashboard, standardized testing, internal benchmarks and stakeholder interviews. These goals and proposed action steps were then presented in written format to all stakeholder groups again for feedback in May 2021. Once the feedback on goals and actions were collected the LCAP was adjusted to reflect the needs of the stakeholders and presented at the June 15th board meeting for Public Hearing. (The LCAP plan was adopted at the board meeting on June 24th, 2021.)

In the 2021-22 school year, the focus on our LCAP plan was powerful. On 10.15.2021, the staff at GLC reviewed the plan and formed groups that would work with all educational partner groups to work towards the goals throughout the year. On November 5th, 8th, and 9th, these groups all met again to

discuss progress on goals and determine the next steps needed to implement the plan within their goal area.

On 2.2.22, the staff at GLC received a comprehensive update to the plan from all of the groups. The staff had an opportunity to discuss and give feedback on the plan. On 2.22.22, the Administrator of GLC gave the GLC board an update on the plan's progress.

A summary of the feedback provided by specific educational partners.

The feedback that LCAP originated from:

Students: Student feedback on areas that they struggled with were primarily focused on Math and needing additional support with it in an independent study format. A few identified the need for help with ELA and science. Students enjoyed being able to work independently, however, a need for time management/organizing for independent study was a need identified.

Parents: Parents felt motivation was an area of struggle for their students in most survey responses. Math and English were also areas that parents felt their students needed additional support.

Staff members: Staff wanted to find a way to lessen burden of paperwork to focus more on working directly with students. They see students struggle with social emotional needs and learning time management skills. They have a desire to have a variety of academic supports to help students with their regular coursework.

Feedback for 2021-22 included:
Goal 1: Guajome will ensure that students who attend Guajome are on track to be college and/or career ready upon graduation.
On our end of year survey, the following percentages of each educational partner group were satisfied with the progress made on Goal 1:
Students: 84.4%
Parents: 90.5%
Staff: 100%
Feedback from parents on this goal included: increasing the exposure to careers for earlier grade levels, hosting job shadowing days, and offering college courses. Student feedback included: they enjoyed that we gave challenging courses that will prepare them for college, that they felt they were spoken to about their future frequently, and some wished they had more access to look at careers. Staff feedback included: Looking deeper at CTE across all grade levels, look to partner with Vo-Tech schools, and partner with parents that may want to offer job shadowing opportunities for our students.

Goal 2: Students will have equitable access to highly qualified trained teachers, learning environments, resources, and opportunities.

On our end of year survey the following percentages of each educational partner group were satisfied with the progress made on goal 2:
Students: 100%

Parents: 90%

Staff: 100%

Feedback from parents on this goal included: special education department has gone above and beyond, teachers gave extra support, support in math and science could improve to support all learners. Student feedback included: that they liked the learning platform, and share all available resources as students enroll.

Staff feedback included: Continue to work with students virtually to offer additional help for students from home and need more training on literacy to help ELL population

Goal 3: Guajome Learning Centers will increase opportunities for math education.

On our end of year survey the following percentages of each educational partner group were satisfied with the progress made on goal 3:

Students: 90.6%

Parents: 90.5%

Staff: 77.8%

Feedback from parents on this goal included: math support could be improved, add in student tutors, access to private math tutors, liked the option to be able to take math courses at the community college. Student feedback included: more math support is needed and remind students of resources available. Staff feedback included: more review of testing data is needed, more training for all staff on how to focus on math skill building for all students.

Goal 4: Increase and maintain opportunities for students to be engaged and active within the Guajome community

On our end of year survey, the following percentages of each educational partner group were satisfied with the progress made on goal 4:

Students: 78%

Parents: 83.3%

Staff: 100%

Feedback from parents on this goal included: support for the community garden, activities in GLC are requested throughout the year, ask parents and students for activity ideas each semester. Student feedback included: increasing awareness of GLC students being able to participate in GPA events, and holding events at different times so people can attend at a time that works for them. Staff feedback included: continue to work on the student garden, ask parents and students for ideas each semester for this category, and expand DNA and Pi days to the entire Guajome Community.

Goal 5: Guajome will maintain a safe and secure campus that provides an environment conducive to education and a positive school climate

On our end of year survey, the following percentages of each educational partner group were satisfied with the progress made on goal 5:

Students: 97%

Parents: 93%

Staff: 100%

Feedback from parents on this goal included: Counselors and special education staff have been helpful,

campus security does a great job,

Student feedback included: teachers are supportive, and they feel safe.

Staff feedback included: finding more ways to encourage our students to participate. Maybe holding "group" type sessions might be useful. Just to give kids a safe opportunity to share their anxiety, grief or any emotional issues.

Goal 6: Actively seek community and family engagement and participation in a variety of school events, parent support functions, activities, and decision-making processes

On our end of year survey, the following percentages of each educational partner group were satisfied with the progress made on goal 6:

Students: 87.5%

Parents: 97.6%

Staff:100%

Feedback from parents on this goal included: enjoyed the Pi and DNA day events, wish there were more events like DNA and Pi Day throughout the year, very interested in the community garden, Parent Square is cumbersome to navigate other methods of communication like email, flyers are better, good info in the newsletters and email communication is good, monthly field trips would be good.

Student feedback included: no specific written feedback.

Staff feedback included: It's difficult to do this with kids being on Independent study for some many varied reasons, but I like that we are doing events to get more parent involvement and I look forward to gardening

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

Students: Student feedback on areas that they struggled with were primarily focused on Math and needing additional support with it in an independent study format. A few identified the need for help with ELA and science. In response to this we incorporated Goal 3 (Guajome Learning Centers will increase opportunities for math education) into our LCAP plan to directly address the needs as identified in data analysis and the direct requests of our students. Parents: Parents felt motivation was an area of struggle for their students in many survey responses. In response to this we incorporated Goals 4, 5, and 6 into our LCAP plan to directly address the needs as identified in data analysis and the direct requests of our families. Through opportunities to be connected to the campus, maintaining a safe campus and seeking ways to connect through family engagement we hope to see this address the needs as identified. Math and English were also areas that parents felt their students needed additional support. In response to this we incorporated Goal 3 (Guajome Learning Centers will increase opportunities for math education) into our LCAP plan to directly address the needs as identified in data analysis and the direct requests of our families. Staff members: Staff wanted to find a way to lessen burden of paperwork to focus more on working directly with students. Goal 2 (Students will have access to highly qualified trained teachers, learning environments, resources, and opportunities) helps to address this need. Staff see students struggle with social emotional needs and learning time management skills. In response to this we incorporated Goal 5 (Guajome will maintain a safe and secure campus that provides an environment conducive to education and a positive school climate) into

our LCAP plan to directly address the needs as identified in data analysis and the direct requests of our families. They have a desire to have a variety of academic supports to help students with their regular coursework. Goal 2 and 3 were crafted to address these needs.

Goals and Actions

Goal

Goal #	Description
Goal 1	Guajome will ensure that students who attend Guajome are on track to be college and/or career ready upon graduation.

An explanation of why the LEA has developed this goal.

SState Priorities Addressed: State Priority 4: Student Achievement State Priority 7: Course Access State Priority 8: Student Outcomes This goal was developed from the results of the College and Career indicator on the State Dashboard. The most recent data shows a 10% decline in students being prepared for College and Career for a total of 11.8% students being prepared. The stakeholders of GLC want to ensure our students have opportunities for success upon leaving our school. Being able to identify and create opportunities for career and college exploration will ensure students have a solid foundation to build upon and continue to grow beyond the walls of the GLC. Recent graduation trends have shown the need for students to have better plans for their post-secondary future whether it is for college or a CTE pathway. In conversations with stakeholders we find that many seniors are nervous for their next step beyond Guajome and having a formalized support system in place for all seniors would help our students in taking their next step. Access to the appropriate courses and supports for increased student performance on state tests will help us reach this goal. The pathway to increase student readiness is measured by the following in this indicator: Career Technical Education Pathway Completion Grade 11 Smarter Balanced Summative Assessments in ELA and mathematics Advanced Placement Exams International Baccalaureate Exams College Credit Course (formerly called Dual Enrollment) a–g Completion State Seal of Biliteracy Military Science/Leadership We will work towards having students achieve one or more of these pathways to continue to provide opportunities for our students to achieve their post-secondary goals.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24

| Increase amount of students that are meeting the College and Career Indicator each year. | Currently 11.8% of our students are prepared. | Due to an issue in tagging courses in CALPADS, we are not seeing the gains we had hoped for in the College and Career Indicator for this year. Of the twenty-four seniors we had last year, five of them met the College and Career Indicator criteria, which would have placed us at 20%, which is an increase from the previous year. | [Intentionally Blank] | [Intentionally Blank] | To show growth in two of the three years in the number of students that are meeting this indicator. |

Actions

Action # Title		Description	Total Funds	Contributin
Action #1	Select a career inventory that allows for further exploration of college and career opportunities	Working with our school counselors, students, and staff we will select a career inventory that helps our students identify areas of interest for future college and career selection.	$10,000.00	Yes

Action # Title		Description	Total Funds	Contributin
Action #2	Long and short term goal setting process implementation for post-secondary options and annual academic goals.s	Create a more formalized process for long and short term goal setting with students and families with a focus on post-secondary options and annual academic goals. We will be working with families to find which of the College and Career Pathways as outlines by the State indicator will be the most appropriate for the students short and long term goals.	$10,000.00	Yes
Action #3	Train staff on how to support students by focusing on their post-secondary options.	Being able to support students with this goal will be a focus for our staff as students move through their middle and high school years. Knowing what ways students can meet this goal and keep these in our staff's minds as we move through the school year will be crucial for success in meeting this goal.	$2,000.00	Yes

Goal Analysis 2021-22

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

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

GLC celebrated "CTE Month" in February for all students. Our student leadership team came together and investigated various career inventory instruments. The group voted for the one they thought would have the best appeal to our students and give valuable information about their career paths. The student team selected the Holland Code Career instrument in January. All 6-12 grade students took the Holland Code Career instrument in February. The teachers all reviewed the results and had conversations with their students about the inventory's various careers. Teachers discussed the results at Parent Conferences in March.

Teachers used the information to create the academic learning plan document for long and short-term goals to be a guiding tool for parent/student conferences. The plan looks at many things: services that can be provided, a review of the college and career indicator, and the Holland Code Inventory results. The parent conferences were held in March to discuss these plans. 80% of all parents attended these meetings and gave feedback on these plans.

Staff training was held on 1/26/22 to build an understanding of how the college and career indicator is calculated. Counselors were also in attendance for the training to help support the school since they meet with all students to discuss course selection. Staff attended Middle School CTE Conference to get

more information on the development of CTE options for younger grades. We added college and career exploration in all of our student events this year to further expose our students to various career paths that they c n take. We focused on bringing unique careers that aren't always the typical careers most students already have exposure to in the day-to-day culture. There are so many different career opportunities out there, and we want our students to be able to see themselves in something that appeals to them.

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.

Differences will be due to the discrepancy between budgeted versus actual payroll amounts.

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

We believe that our actions have had a powerful impact on making progress towards this goal. The staff now knows how different class selections and grades impact this indicator and will make us stronger in increasing the number of students that qualify as prepared for College and Careers. The number of students that met this goal for this year (20%) surpassed the number in the previous year (11%). We are also finding that the exposure to many different career paths in all of the extracurricular events we hold is impactful, not only in the students seeing themselves in different careers but also in building relationships with their teachers. Now their teachers know who they want to become and can continue to feed that goal and build confidence and engagement among their students. On our end of year survey the following percentages of each educational partner group were satisfied with the progress made on that goal:
Students: 84.4%
Parents: 90.5%
Staff: 100%

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

No changes from previous 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.

Goal

Goal #	Description
Goal 2	Students will have equitable access to highly qualified trained teachers, learning environments, resources, and opportunities.

An explanation of why the LEA has developed this goal.

State Priorities Addressed:

State Priority 1: Basic Services
State Priority 2: Implementation of State Standards
State Priority 4 Student Achievement
State Priority 5: Student Engagement
State Priority 6: School Climate
State Priority 7: Course Access

After reviewing student course completion data, STAR Renaissance scores, internal benchmark assessment scores, and stakeholder input, it was identified that there is a need to focus on instructional support. The most recent Dashboard results show our students performing below the state standard. In English Language Arts we are performing 12.6 points below the average and 116 points below in Mathematics. Students have been struggling with content and increased rigor delivered through independent study curriculum and have expressed the need for an increase in academic supports. Additionally, as student/teacher relationships are vital to student success in our program, it is incredibly important that we recruit and hire the best instructional staff, provide them with the training and support necessary to continue to improve, and ensure a positive school climate to assist in the retention of our instructional team.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Performance as measured by STAR Renaissance and/or CAASPP testing to show percentage of	For Renaissance STAR a comparison was made between students that	In 2021-22 the CAASPP test was administered, but the current test results have	[Intentionally Blank]	[Intentionally Blank]	Improved outcomes measured by CAASPP and/or Renaissance as measured

students meeting or exceeding standards in ELA and Math will remain above results from similar schools in California.	were enrolled during the fall of 2019 and stayed enrolled in fall of 2020 was done using these individual student reports. In the continuing student cohort, we see that students were able to continue to make positive progress overall with an 88.73 point average scaled score gain and 2.75 percentile gains for ELA. In math, we found 27 point average scaled score gain and a 2.65 percentile gain. Due to the pandemic the most recent CAASPP data we have shows the following	not been posted as of the completion of this LCAP. Reviewing the results of the Fall Renaissance administration, we found the following: In ELA, we had a 134-point gain on average for Scaled Scores and a 10-point decline in Percentile Ranking. In math, we had a 297 point increase in average Scaled Scores and a 6.2 point decline in Percentile Ranking.			against simular schools in California two out of three years.

	baseline: 50% met or exceeded in ELA and 12.5% met or exceeded in Math.				
Increase time available for students in the learning lab and virtually.	We will use year one to create a baseline of average time spent for students in learning lab and virtual appointments.	On average, students who needed more support either virtually or in the learning lab needed about 2 hours of additional time weekly. We will continue to create additional opportunities for students to get the required intervention and support time needed to succeed at GLC.	[Intentionally Blank]	[Intentionally Blank]	For students that need additional support to be able to take advantage of additional appointments and support times at least 50% as measured by survey.
Support materials will be identified for all students, including high achieving students that need additional academic challenge in their course work.	We currently have support programs that support lower performing students, including Freckle and Accelerated Reader.	Additional curriculum was added for our K-5 grades to supplement our existing materials. These include additional math and	[Intentionally Blank]	[Intentionally Blank]	Students and families will be able to identify what support materials they can use to supplement their core math and English

| | | ELA materials to provide both remediation and extension activities for higher-performing students. IXL was also added as a pilot this year K-12 to address all students' need for intervention and stretch activities. IXL is self-paced and computer adaptive to each individual student so that they can work towards targeted goals with their instructor's guidance. | | | curriculum and use them as needed for low and high performing students. |

Actions

Action # Title	Description	Total Funds	Contributin

Action #	Title	Description	Total Funds	Contributin
Action #1	Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	Teachers will receive four trainings each year to address the social emotional and academic needs of their students.	$6,000.00	Yes
Action #2	Opportunities to add additional time in learning lab as identified by teacher of record to increase access to technology and resources.	As a non-classroom based independent study charter school, students work independently under the supervision of a credential teacher (Supervising Teacher). It has been identified that students need additional support services, increased educational technology, mentoring, and possible tutoring above and beyond that of a student progressing at or above grade level. The school will address this resource inequity by implementing additional support services and by providing academic recovery to credit deficient students.	$6,300.00	Yes
Action #3	Access to individualized, rigorous curriculum will be increased by develop, revising, adopting, adapt and/or create curriculum to meet the needs of our advanced students..	After evaluation of the surveys and through stakeholder conversations a need of having increased opportunities for our higher achieving and struggling students was identified.	$13,600.00	Yes

Action #	Title	Description	Total Funds	Contributin
Action #4	Identify additional English Learner supports that are specifically created for Independent Study.	EL students currently receive direct instruction in English Language Acquisition in an in person format. We would like to supplement that support so that our students can work independently in conjunction with their current classes. (First year research and development, subsequent years for implementation)	$6,000.00	Yes

Goal Analysis 2021-22

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

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

The staff has consistently attended Professional Development throughout the year. With the rise of virtual PD offerings, our team has completed over 32 various individual PD sessions over this past year, many of them having multiple staff participants. Topics included these, amongst others: LGBTQA+ student support, Dealing with anxiety in students, CTE, Social-Emotional Learning, Poetry, and Attendance and Engagement.

Students needing additional interventions were identified throughout the year and brought in to receive additional support as prescribed by their teacher.

Staff is compiling resources to be added to our website during the summer of 2022. We have also increased the number of physical materials to be checked out by families to help support learning at home in addition to the IXL program. IXL was utilized as a pilot for students that needed urgent intervention for Math this year.

The administration and ELD coordinator review practices and materials to best support ELD students in IS.
Staff attended PD for Bilingual Literacy strategies and continue to find ways to help support EL students learning in the independent study format. IXL and Edmentum for our junior high students next year will help us provide much-needed independent study support for this student group.

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.

Difference will be due to budgeted vs actual payroll amounts as many of these items tie to the time spent by individual staff members.

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

Based on the end of the year survey to all educational partners we found the groups to be overall pleased with the results of this goal so far for this year. 100% of the student group felt we made good progress towards this goal. 90% of the parents felt we made good progress towards this goal. 100% of the staff group felts we made good progress towards this goal.

We were able to meet all of the goals set forth for this year and will continue to refine and make progress towards ensuring all students have equitable access to highly qualified trained teachers, learning environments, resources, and opportunities.

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

No changes from original plan.

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.

Goal

Goal #	Description
Goal 3	Guajome Learning Centers will increase opportunities for math education.

An explanation of why the LEA has developed this goal.

State Priorities Addressed:
Priority 1: Basic (Conditions of Learning)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

After reviewing the testing data from CAASPP, Renaissance STAR, Course completion rates, and survey data there is a need for increased opportunities for students to receive support with the math curriculum and have more opportunities for academic advancement in the area of math. On the most

recent state dashboard our students dropped 24.1 points from the previous year to 116 points below the state average. We have seen the most recent data on CAASPP performance:

16/17: 15.38% met or exceeded standard

17/18: 18.6% met or exceeded standard

18/19: 12.5% met or exceeded standard

Although, we have put some additional supports in place to address these deficits in the 19/20 and 20/21 school year, this continues to be an area of growth and focus for GLC. Recent Renaissance Data for Math indicate an upward trend in mathematics, but we would like to continue to make more progress. Renaissance Scaled scores and percentiles:

2019-20 Average Scaled Score was 776.15, the Average Scaled score in Fall of 20-21 was 803.15 and increase in 27 points. 2019-20 Average Percentile was 47.31 and Fall of 20-21 it was 49.96 an increase of 2.65 in percentile overall.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24

Students will have access to at least one math intervention as identified through Renaissance testing.	A baseline from Renaissance will be created in the first year along with creation of math interventions.	All students that scored urgent intervention on Renaissance testing were enrolled in IXL math program for intervention in Spring of 2022. Additional math interventions include additional curriculum offerings in grades K-5. All students were offered additional time in the center to meet with our math specialist as needed throughout the year.	[Intentionally Blank]	[Intentionally Blank]	Math interventions and supports will be available and implemented for students scoring in the "Urgent Intervention" range on the STAR Renaissance testing.

Actions

Action # Title	Description	Total Funds	Contributin

Action #	Title	Description	Total Funds	Contributin
Action #1	The charter will track and analyze Renaissance STAR scores and a baseline will be established.	A full cycle of testing will be completed at the end of the 20-21 school year with three different testing windows. A baseline will be established given the results and we will be able to start analyzing the effectiveness of interventions that will be used in conjunction with Renaissance.	$5,500.00	Yes
Action #2	Further development and identification of grade level supports and interventions	There will be a development of curricular support and identification of intervention tools to use with students that are identified though Renaissance as needing "Urgent Intervention".	$20,000.00	Yes

Goal Analysis 2021-22

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

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

After the Winter Administration of STAR, students needing urgent intervention were identified and placed in math intervention courseware IXL. Materials and supports are constantly being curated and organized to best fit each urgent intervention student's areas of deficit. Once we had reviewed various ways to help support students in math, we discovered the IXL program. IXL appears to be a valuable program tailored to each student and their areas of need both for remediation and the advancement of learning for our accelerated 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.

Cost of Renaissance program was less than anticipated. Other discrepancies are due to the difference between budgeted versus actual payroll amounts for curriculum planning time.

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

On our end of year survey the following percentages of each educational partner group were satisfied with the progress made on this goal:
Students: 90.6%

Parents: 90.5%

Staff: 77.8%

We continue to explore various ways to engage our students in mathematical thinking and skill-building. We hope with the integration of career exploration in our program we will start to see students understand the "why" behind math and see how it would integrate into their future career paths.

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

No change from the previous plan.

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.

Goal

Goal #	Description
Goal 4	Increase and maintain opportunities for students to be engaged and active within the Guajome community

An explanation of why the LEA has developed this goal.

State Priorities Addressed:

State Priority 5: Student Engagement
State Priority 6: School Climate

Through survey results and interviews of students we have found that more students and families want more in person activities despite being in independent study. Students may wish to do their academic work independently, but they along with their parents also want to have opportunities for socialization.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Measured by number of social events held by GLC for GLC students and activities students are engaged in on Guajome campus.	Create a baseline for the 2021-22 school year of how engaged students are in activities beyond their regular coursework.	All students were given an opportunity to express interest in extracurricular events. 25 of the enrolled students said they would be interested in participating either virtually or in person. In total we had16 different students participate in the events we held for a total of 64% of the students who wanted to participate in an event.	[Intentionally Blank]	[Intentionally Blank]	To have 75% of the students, that want to participate in extracurricular activities each year, have the opportunity to participate.

Actions

Action # Title	Description	Total Funds	Contributin

Action #	Title	Description	Total Funds	Contributin
Action #1	Hold two GLC social events for students to attend	Students want to meet other GLC students. Independent study can be a lonely place for some students and students that have stronger social networks tend to stay more engaged in their school. We want to provide a space for students to get to know each other and be able to share successes in the program to help other students in Independent Study.	$1,000.00	No
Action #2	Maintain the student garden to increase learning and provide space for students to work together on a common goal.	Students have enjoyed the student garden in the past and due to COVID it has become overgrown. We will need to work together to improve the space and provide the opportunity to students to plan and create a space.	$600.00	No
Action #3	Increase communication to families about extra-curricular activities GLC students can participate in	We would like to increase communication to families about the opportunities that GLC students have in the greater Guajome and Vista Communities.	$600.00	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.

Pi Day (3.14.22) was a well-attended event centered on Pi and various math and science topics. Events for all ages k-12 were facilitated including: Storytime "Circumfrence and the Dragon of Pi", "Graphing Pi" skyline painting, career exploration of mathematic careers, NASA activities problem solving, Mystery of Pi (determining all circles have "Pi"), and many others.

DNA Day (4.25.22) events were held in the center and were sponsored in part by Carolina Biological Supply company and Illumina. The main focus of the day was an extraction of Strawberry DNA where students were able to use real strawberries and various solutions to isolate and extract real DNA strands from the strawberries. Other activities included: DNA 3-D origami, the construction of a DNA

double helix, and looking at the sequencing of DNA of various animals and plants. The day also included a career exploration component where students investigated the following careers: horticulturalist, soil technician, crime scene technician, DNA analyst, endangered species biologist, food technologist, and forensic analyst amongst others.

GLC is currently exploring community partnerships for the garden. We would like to partner with another organization to be able to provide a more well-rounded farm to fork garden curriculum.

Parent Square is being utilized more to advertise for events students can participate in.

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.

No expected significant differences.

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

We know that the events we held this year were influential in bringing students and families into the school site and helped build relationships with our students. Between the specialized events and the academic learning planning, our families could connect with their teachers in meaningful ways this year. On our end of year survey, the following percentages of each educational partner group were satisfied with the progress made on this goal:
Students: 78%
Parents: 83.3%
Staff: 100%
We will continue to explore various ways to engage our students and provide more opportunities for them to participate in activities at GLC.

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 from the original plan.

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.

Goal

Goal #	Description
Goal 5	Guajome will maintain a safe and secure campus that provides an environment conducive to education and a positive school climate

An explanation of why the LEA has developed this goal.

Priorities addressed:

State Priority 1: Basic Services
State Priority 6: School Climate
State Priority 8: Student Outcomes

All students deserve a safe place where they are able to focus on their education. Being able to provide a clean, safe, and well balanced environment is essential for students to be able to channel their energy on learning. We want students to be able to not only have access to clean safe facilities, but also provide activities that support a positive school climate. This includes training for staff to be able to serve all students that may have needs beyond that of a typical student. Focusing on ways to support accessibility for all events for Free and Reduced Lunch, English Language Learners, Expelled Youth, Foster Youth, and credit deficient student populations will continue to a focus for GLC.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Healthy Families Survey results	The results of the Healthy Kids Survey from 2020 will be the baseline with a primary focus on school connectivity, safety, and social	The Healthy Kid Survey was given in the Fall of 2021. These are the areas of strength and growth identified from the survey results. The	[Intentionally Blank]	[Intentionally Blank]	For stakeholders to have an increased sense of school connectedness, safety, and an increased sense of social emotional

| | emotional health components. | overall school connectedness score was 46%. Areas of Strength: Students reported: teachers had high expectations of them (74%) feeling they were treated fairly (79%) trying hard in school (84%) Areas of growth: Students reported: that they felt unmotivated (44%) having chronic sadness/hopelessness (37%) having a hard time focusing while working (58%) | | | health support as measured by the Healthy Kids Survey. |

Actions

Action # Title	Description	Total Funds	Contributin

Action # Title		Description	Total Funds	Contributin
Action #1	Providing professional development opportunities for staff to help understand and address students that are experiencing trauma and need mental health support	We will continue to provide opportunities for staff to receive training on how to help support students best when encountering stressful or traumatic events that may be impinging on their ability to remain focused on their educational goals.	$1,000.00	No
Action #2	Increasing and utilizing local assessments to assess student academic and social emotional growth	We will be using local assessments to gauge the students' academic and social emotional needs as related to accessing their education. We want to ensure students, that may have unique barriers, have the tools they need to be able to achieve their education goals.	$8,000.00	Yes
Action #3	Add mental health supports, including additional staffing and universal screeners, to help assess and meet the needs of students.	As we continue to see the effects of the global pandemic on our stakeholders we will continue to provide services to support the needs of our students with their mental health in mind. Mental health and it's stigma continues to be a challenge for many students including those at GLC.	$6,000.00	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.

All Guajome Staff completed training on Suicide and Homicide Prevention. GLC staff has also participated in various self-selected PD's with topics ranging from trauma-informed practices, dealing with student anxiety, and motivation techniques. The past few years have definitely impacted our student's mental health and we are always trying to learn new techniques to help support our most

vulnerable student populations.

We are working with the counseling department to develop an assessment to measure social-emotional growth within the independent study. We are also increasing the amount of time for students to spend in the learning center to gain a greater sense of community and build relationships so the isolation of the pandemic starts to wane.

We have added additional staff to support students' needs with mental health including a campus social worker.

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.

No expected significant differences.

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

On our end of year survey, the following percentages of each educational partner group were satisfied with the progress made on this goal:
Students: 97%
Parents: 93%
Staff: 100%
We will continue to explore various ways to ensure we are meeting the social-emotional needs of our students to ensure student safety while on campus.

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

There are no changes from the original plan.

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.

Goal

Goal #	Description

Goal 6	Actively seek community and family engagement and participation in a variety of school events, parent support functions, activities, and decision making processes

An explanation of why the LEA has developed this goal.

State Priorities Addressed:

Priority 3: Parent Involvement
Priority 6: School Climate

We would like to see greater amount of family engagement in the activities and events at Guajome Learning Centers. By adding different opportunities for families to engage in the program at different times will help families to be engaged in various ways.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24

Attendance at parent meetings to increase two out of three years.	Currently in grade K-5 there is about a 85% attendance rate for parent meetings and events. The 6-12 grades however see a lower participation rate in parent meetings and events.	At the start of each year, we review students' needs and plan their classes for the year at Orientation. We held our Spring Parent Conferences on March 21st-March 25 to review academic progress and plan for the 22-23 school year. We had 80.61% of all K-12 families attend these conferences and 100% participation from the elementary K-5 families.	[Intentionally Blank]	[Intentionally Blank]	We would like to see at least 50% participation across the school for events such as parent conferences and open houses.

Actions

Action #	Title	Description	Total Funds	Contributin
Action #1	Hold at least two parent conferences or events per year to review progress and learning plan with families.	Hold at least two parent conferences or events per year to review progress and learning plan with families.	$3,000.00	No

Action # Title		Description	Total Funds	Contributin
Action #2	Creating opportunities for families to engage beyond normal business hours to build community	We would like to offer different events and ways technologically that families can engage in the educational and decision making process. Adding to our website different ways for families to stay connected and build community through safe events will be a big focus for our students as we come into the post COVID world.	$1,000.00	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.

At the start of each year, we review students' needs and plan their classes for the year at Orientation. We held our Spring Parent Conferences on March 21st-March 25 to review academic progress and plan for the 22-23 school year. We had 80.61% of all families attend these conferences, and 100% of our elementary families attended their meetings. Conferences were held throughout the day and at night for families needing times that worked better for their schedules.

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.

Discrepancies will be due to the difference between budgeted versus actual payroll costs tied to employees' time at events.

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

On our end of year survey, the following percentages of each educational partner group were satisfied with the progress made on this goal:
Students: 87.5%
Parents: 97.6%
Staff:100%
We will continue to explore various ways to engage with our community partners and families. We feel that the parent conferences featuring the academic learning plans in the Spring and the various family events we hosted help increase the satisfaction of our educational partners. We hope to continue these vents in the future and build upon them to provide opportunities for families to engage and be part of the decision-making process.

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 from the original plan.

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

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

Projected LCFF Base Grant	Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$715,962.00	$73,487.00	$0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
10.26%	0%	$0.00	10.26%

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.

GLC has identified a number of key areas in which the unduplicated pupil population was going to need support to help them access their learning.

Access to technology: All 3-12th grade GLC students had access to a Chromebook. All K-2 were provided a Chromebook as needed. However, not all students had access to the internet. GLC purchased enough hotspots to provide for families to meet the initial need, and then doubled the amount to support families who may have lost access.

Comprehensive Communication Strategy: One of the main areas of concern during distance learning was communication with all families, especially ones that may not have access to the internet or families that do not speak English. ParentSquare has allowed GLC to provide a unified communication strategy that is reaching families through multiple languages and multiple systems (phone, internet, mobile app, etc.) The access to the internet mentioned above is also helping to ensure that we are able to provide consistent communication to families in need. We will continue to provide this support and accessibility piece for our families.

Additional ELD support: GLC continues to provide additional support to English language learners throughout distance learning. This includes integrated support throughout the lessons they experience, the continuation of access to their ELD classes, continued implementation of the ELPAC assessment, and regular check-ins from the ELD coordinator and school counselors.

Additional academic and social-emotional support for homeless and foster students: GLC continues to support homeless and foster students through the efforts of the homeless/foster youth liaison. These students are provided with a daily meal service, food bags via Vista Outreach Pantry, computer and internet access and school supplies. The school homeless/foster youth liaison, along with school counselors and teachers, are checking in with homeless and foster students who are struggling to engage with learning, and identifying the supports that are necessary for them.

Increased student intervention and support: GLC has added more hours of support to provide more interventions for math, science and ELA . These additional support hours are available to all students, but in particular, benefit English language learners. Additionally, professional development has focused on how to support English language learners as well as helping to support students who have experienced trauma related to COVID-19.

Access to food: GLC has continually provided access to food for eligible families throughout the spring, summer, and into fall. Food insecurity is a major issue among school families and GLC has been providing them with breakfasts and lunches on a daily basis throughout the week.

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

The increase in technology mentioned in the section above will help increase and improve services because it helps to create a more equitable pathway for GLC's unduplicated pupil population that wasn't necessarily available beforehand. The communication strategies that the school has adopted will improve services for the unduplicated pupil population by helping to ensure that they remain engaged and informed in regards to their educational experience.

The additional ELD support will help English language learners, and GLC continues to improve services for this subpopulation by improving on the strategies already in place to support this group. The additional academic and social-emotional support for homeless and foster students signify both an increase and an improvement of services. The additional funding allows for an increased meal service and internet access, and an improvement of services from GLC's homeless liaison and school counselors. The added professional development for GLC staff and the increased student intervention and support is helping to improve services for students and families. The addition of intervention support hours for the high school level to support math, science and English intervention increases services. Lastly, GLC has increased services as it relates to access to food for school families. The daily pick up of food is an expansion of services that had not been provided before that helps support food insecure families.

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.

N/A

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	0	
Staff-to-student ratio of certificated staff providing direct services to students	5:89	

2022-23 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-Personnel
Totals	$100,600.00	$0.00	$0.00	$0.00	$100,600.00	$52,500.00	$48,100.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Select a career inventory that allows for further exploration of college and career opportunities	All 9-12th grade students	$10,000.00	$0.00	$0.00	$0.00	$10,000.00
1	2	Long and short term goal setting process implementation for post-secondary options and annual academic goals.s	9-12th grade students	$10,000.00	$0.00	$0.00	$0.00	$10,000.00
1	3	Train staff on how to support students by focusing on their post-secondary options.	6-12 grade students	$2,000.00	$0.00	$0.00	$0.00	$2,000.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	1	Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs		$6,000.00	$0.00	$0.00	$0.00	$6,000.00
2	2	Opportunities to add additional time in learning lab as identified by teacher of record to increase access to technology and resources.	all students	$6,300.00	$0.00	$0.00	$0.00	$6,300.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	3	Access to individualized, rigorous curriculum will be increased by develop, revising, adopting, adapt and/or create curriculum to meet the needs of our advanced students..	all students	$13,600.00	$0.00	$0.00	$0.00	$13,600.00
2	4	Identify additional English Learner supports that are specifically created for Independent Study.		$6,000.00	$0.00	$0.00	$0.00	$6,000.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	1	The charter will track and analyze Renaissance STAR scores and a baseline will be established	All students	$5,500.00	$0.00	$0.00	$0.00	$5,500.00
3	2	Further development and identification of grade level supports and interventions		$20,000.00	$0.00	$0.00	$0.00	$20,000.00
4	1	Hold two GLC social events for students to attend	All students	$1,000.00	$0.00	$0.00	$0.00	$1,000.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	2	Maintain the student garden to increase learning and provide space for students to work together on a common goal.	all students	$600.00	$0.00	$0.00	$0.00	$600.00
4	3	Increase communication to families about extra-curricular activities GLC students can participate in	all students	$600.00	$0.00	$0.00	$0.00	$600.00
Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
5	1	Providing professional development opportunities for staff to help understand and address students that are experiencing trauma and need mental health support	All students	$1,000.00	$0.00	$0.00	$0.00	$1,000.00
5	2	Increasing and utilizing local assessments to assess student academic and social emotional growth	all students	$8,000.00	$0.00	$0.00	$0.00	$8,000.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
5	3	Add mental health supports, including additional staffing and universal screeners, to help assess and meet the needs of students.	all students	$6,000.00	$0.00	$0.00	$0.00	$6,000.00
6	1	Hold at least two parent conferences or events per year to review progress and learning plan with families.	All students	$3,000.00	$0.00	$0.00	$0.00	$3,000.00
6	2	Creating opportunities for families to engage beyond normal business hours to build community	all students	$1,000.00	$0.00	$0.00	$0.00	$1,000.00

2022-23 Contributing Actions Tables

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)
$715,962.00	$73,487.00	10.26%	0.00%	10.26%	$87,400.00	0.00%	0%

Totals by Type	Total LCFF Funds	Total Funds
Total:	$87,400.00	$87,400.00
LEA-wide Total:	$87,400.00	$87,400.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$0.00	$0.00

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Select a career inventory that allows for further exploration of college and career opportunities	Yes	LEA-wide	All students	On school site and virtual	$10,000.00	0%

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	2	Long and short term goal setting process implementation for post-secondary options and annual academic goals.s	Yes	LEA-wide	All students	on site and virtual	$10,000.00	0%
1	3	Train staff on how to support students by focusing on their post-secondary options.	Yes	LEA-wide	All students	onsite and virtual	$2,000.00	0%

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	1	Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	Yes	LEA-wide	All students	On school site and virtual	$6,000.00	0%
2	2	Opportunities to add additional time in learning lab as identified by teacher of record to increase access to technology and resources.	Yes	LEA-wide	All students	on site and virtual	$6,300.00	0%

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	3	Access to individualized, rigorous curriculum will be increased by develop, revising, adopting, adapt and/or create curriculum to meet the needs of our advanced students..	Yes	LEA-wide	All students	onsite and virtual	$13,600.00	0%
2	4	Identify additional English Learner supports that are specifically created for Independent Study.	Yes	LEA-wide	EL	on site and virtual	$6,000.00	0%

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 (%)
3	1	The charter will track and analyze Renaissance STAR scores and a baseline will be established	Yes	LEA-wide	All students	On school site and virtual	$5,500.00	0%
3	2	Further development and identification of grade level supports and interventions	Yes	LEA-wide	All students	on site and virtual	$20,000.00	0%
5	2	Increasing and utilizing local assessments to assess student academic and social emotional growth	Yes	LEA-wide	All students	on site and virtual	$8,000.00	0%

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals	$99,836.00	$99,000.00

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Select a career inventory that allows for further exploration of college and career opportunities	Yes	$10,000.00	$10,000.00
1	2	Long and short term goal setting process implementation for post-secondary options and annual academic goals.s	Yes	$10,000.00	$10,000.00
1	3	Train staff on how to support students by focusing on their post-secondary options.	Yes	$2,000.00	$2,000.00
2	1	Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	Yes	$6,000.00	$6,000.00

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2	Opportunities to add additional time in learning lab as identified by teacher of record to increase access to technology and resources.	Yes	$6,300.00	$6,300.00
2	3	Access to individualized, rigorous curriculum will be increased by develop, revising, adopting, adapt and/or create curriculum to meet the needs of our advanced students..	Yes	$11,336.00	$12,500.00
2	4	Identify additional English Learner supports that are specifically created for Independent Study.	Yes	$6,000.00	$6,000.00
3	1	The charter will track and analyze Renaissance STAR scores and a baseline will be established.	Yes	$7,000.00	$5,000.00
3	2	Further development and identification of grade level supports and interventions	Yes	$20,000.00	$20,000.00

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	1	Hold two GLC social events for students to attend	No	$1,000.00	$1,000.00
4	2	Maintain the student garden to increase learning and provide space for students to work together on a common goal.	No	$600.00	$600.00
4	3	Increase communication to families about extra-curricular activities GLC students can participate in	No	$600.00	$600.00
5	1	Providing professional development opportunities for staff to help understand and address students that are experiencing trauma and need mental health support	No	$1,000.00	$1,000.00
5	2	Increasing and utilizing local assessments to assess student academic and social emotional growth	Yes	$8,000.00	$8,000.00

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
5	3	Add mental health supports, including additional staffing and universal screeners, to help assess and meet the needs of students.	No	$6,000.00	$6,000.00
6	1	Hold at least two parent conferences or events per year to review progress and learning plan with families.	No	$3,000.00	$3,000.00
6	2	Creating opportunities for families to engage beyond normal business hours to build community	No	$1,000.00	$1,000.00

2021-22 Contributing Actions Annual Update Table

Totals	6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 4 from 7)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
Totals	$79,193.00	$86,636.00	$0.00	$86,636.00	0.00%	0.00%	0.00%

Last Year Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures for Contributing Actions(LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services (%)	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Select a career inventory that allows for further exploration of college and career opportunities	Yes	$10,000.00	$0.00	0.00%	0.00%

Last Year Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures for Contributing Actions(LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services (%)	Estimated Actual Percentage of Improved Services (Input Percentage)
1	2	Long and short term goal setting process implementation for post-secondary options and annual academic goals.s	Yes	$10,000.00	$0.00	0.00%	0.00%
1	3	Train staff on how to support students by focusing on their post-secondary options.	Yes	$2,000.00	$0.00	0.00%	0.00%
2	1	Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	Yes	$6,000.00	$0.00	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total 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	Opportunities to add additional time in learning lab as identified by teacher of record to increase access to technology and resources.	Yes	$6,300.00	$0.00	0.00%	0.00%
2	3	Access to individualized, rigorous curriculum will be increased by develop, revising, adopting, adapt and/or create curriculum to meet the needs of our advanced students..	Yes	$11,336.00	$0.00	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total 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	4	Identify additional English Learner supports that are specifically created for Independent Study.	Yes	$6,000.00	$0.00	0.00%	0.00%
3	1	The charter will track and analyze Renaissance STAR scores and a baseline will be established.	Yes	$7,000.00	$0.00	0.00%	0.00%
3	2	Further development and identification of grade level supports and interventions	Yes	$20,000.00	$0.00	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total 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)
5	1	Increasing and utilizing local assessments to assess student academic and social emotional growth	Yes	$8,000.00	$0.00	0.00%	0.00%

2021-22 LCFF Carryover Table

Totals	9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover - Percentage (Input Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus 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)
Totals	$626,184.00	$9,193.00	0.00%	12.65%	$0.00	0.00%	0.00%	$7,921,227.00	265.00%

Instructions

- Plan Summary

- Engaging Educational Partners

- Goals and Actions

- Increased or Improved Services

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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 districtlevel 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.

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.

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

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

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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%:

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%:

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% 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% 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 action tables are required to be included in the LCAP as 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 inpidual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), 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".

Personnel Expense:

This column will be automatically calculated based on information provided in the following columns:

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:

Enter the total amount of Federal Funds utilized to implement this action, if any.

Planned Percentage of Improved Services:

For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- *6. Estimated Actual LCFF Supplemental and/or Concentration Grants:* Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- *Estimated Actual Expenditures for Contributing Actions:* Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- *Estimated Actual Percentage of Improved Services:* For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

- Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

4. Total Planned Contributing Expenditures (LCFF Funds)

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

5. Total Planned Percentage of Improved Services

- This percentage is the total of the Planned Percentage of Improved Services column

Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

6. Estimated Actual LCFF Supplemental and Concentration Grants

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

4. Total Planned Contributing Expenditures (LCFF Funds)

- This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

7. Total Estimated Actual Expenditures for Contributing Actions

- This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)

Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)

5. Total Planned Percentage of Improved Services (%)

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

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

- This amount is the total of the Estimated Actual Percentage of Improved Services column

Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)

- This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

13. LCFF Carryover — Percentage (12 divided by 9)

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

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