

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Santa Monica Boulevard Community Charter School

CDS Code: 19-64733-6019079

School Year: 2023-24

LEA contact information:

David Riddick

Chief Executive Officer

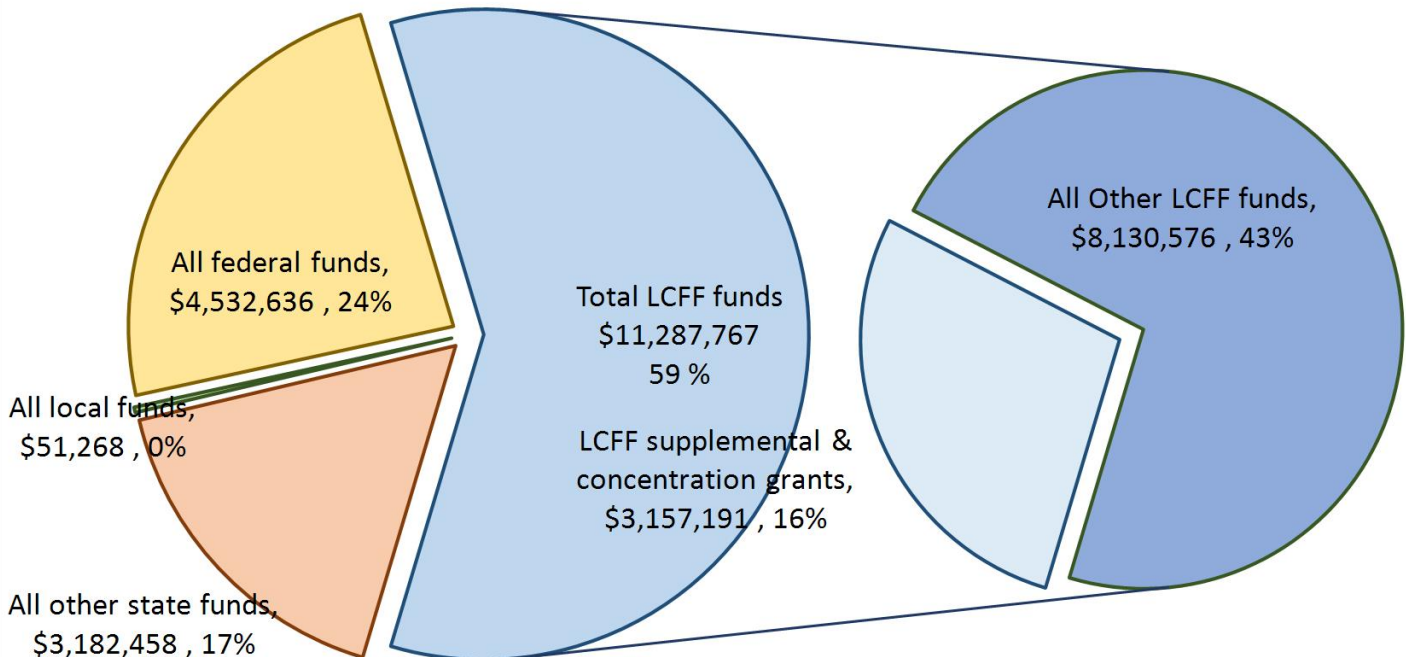
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called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

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

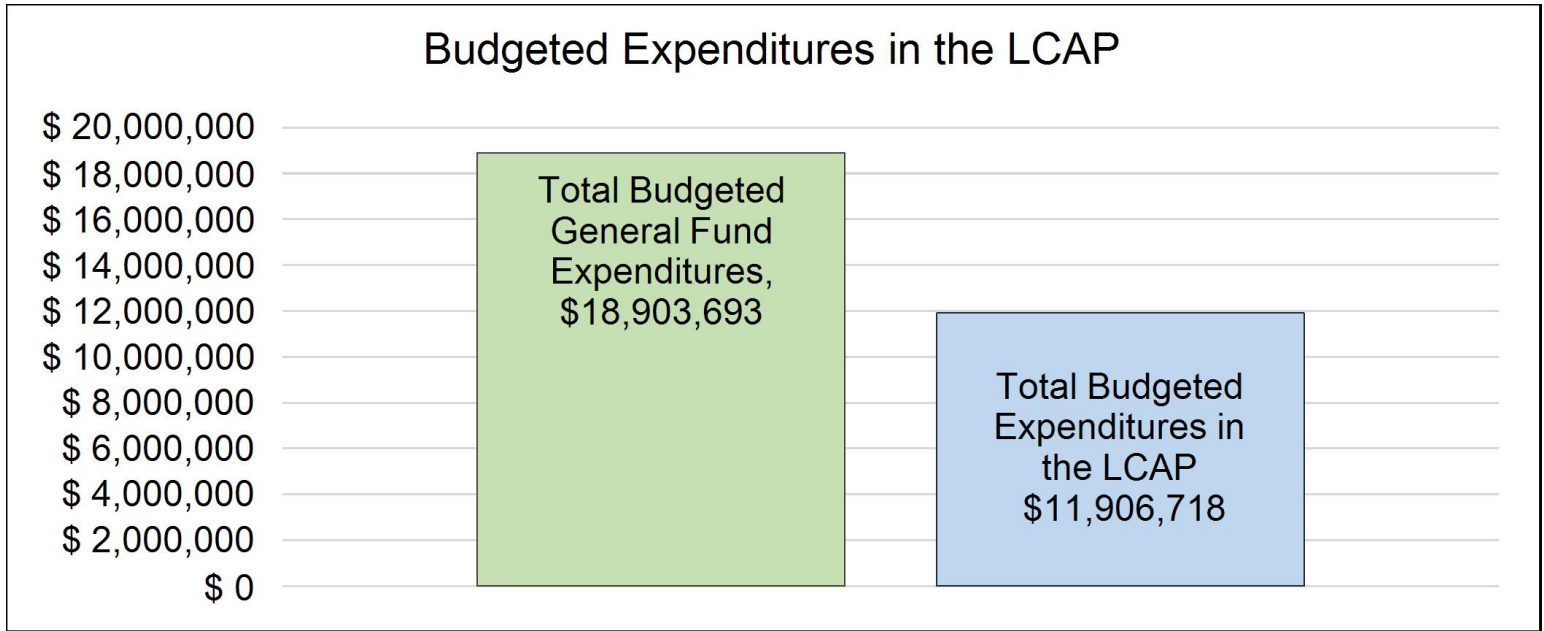


This chart shows the total general purpose revenue Santa Monica Boulevard Community Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Santa Monica Boulevard Community Charter School is \$19,054,129, of which \$11,287,767 is Local Control Funding Formula (LCFF), \$3,182,458 is other state funds, \$51,268 is local funds, and \$4,532,636 is federal funds. Of the \$11,287,767 in LCFF Funds, \$3,157,191 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Santa Monica Boulevard Community Charter School plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Santa Monica Boulevard Community Charter School plans to spend \$18,903,693 for the 2023-24 school year. Of that amount, \$11,906,718.00 is tied to actions/services in the LCAP and \$6,996,975 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

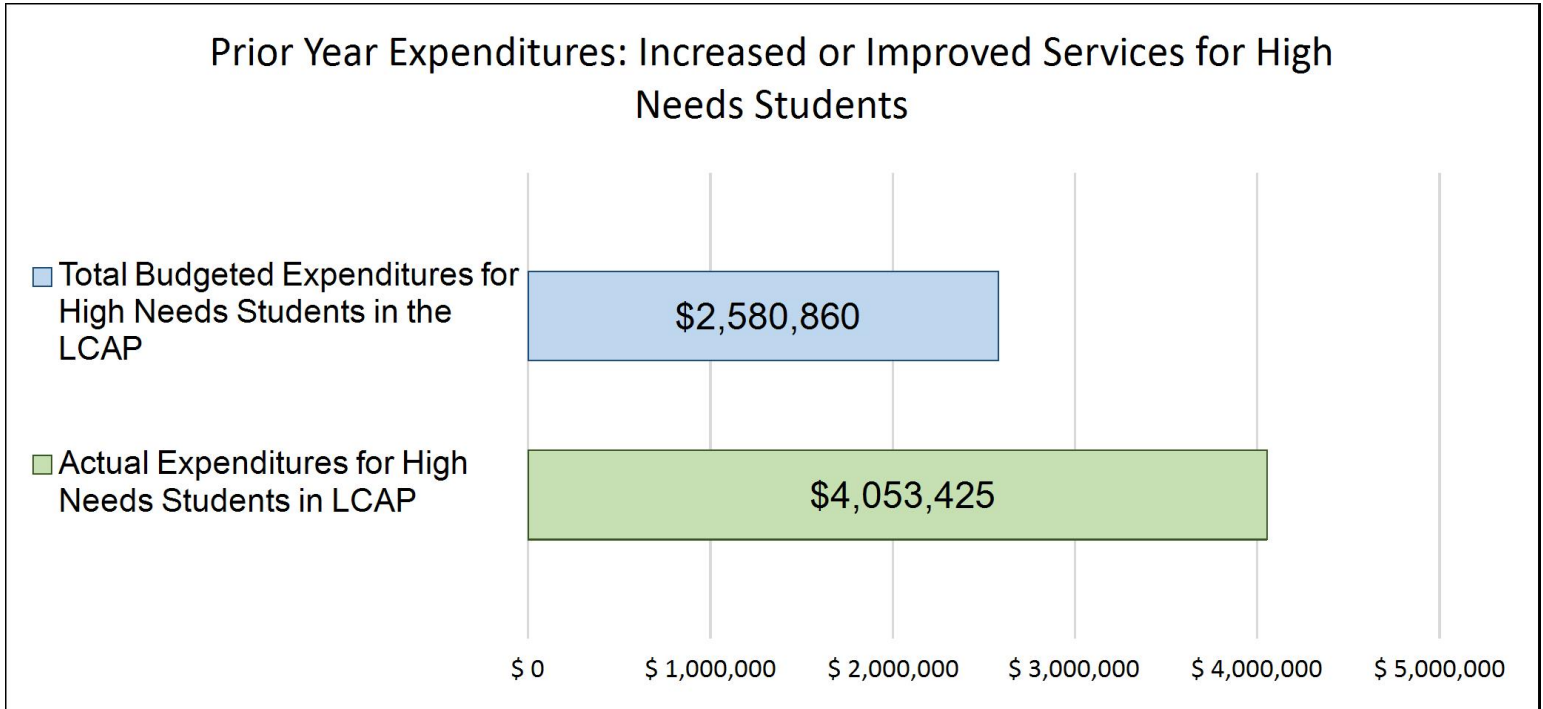
Funds not included in the LCAP consist of Child Nutrition, Special Education Entitlement/Encroachment, Services & Other Operating Expenses, and Depreciation Expenses.

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

In 2023-24, Santa Monica Boulevard Community Charter School is projecting it will receive \$3,157,191 based on the enrollment of foster youth, English learner, and low-income students. Santa Monica Boulevard Community Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Santa Monica Boulevard Community Charter School plans to spend \$3,158,241 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2022-23, Santa Monica Boulevard Community Charter School's LCAP budgeted \$2,580,860 for planned actions to increase or improve services for high needs students. Santa Monica Boulevard Community Charter School actually spent \$4,053,425 for actions to increase or improve services for high needs students in 2022-23.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Santa Monica Boulevard Community Charter School	David Riddick Chief Executive Officer	dreddick@fentoncharter.net (818) 962-3630

Plan Summary [2023-24]

General Information

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

Santa Monica Boulevard Community Charter School (“SMBCCS” or “Santa Monica”) is one of five Fenton Charter Public Schools (FCPS) in Los Angeles, California. The Charter School is located in an overcrowded, urban, low-economic section of East Hollywood that consists of mixed residential and commercial/industrial development. SMBCCS has been in existence as a public school since 1910.

Driven by innovative ideas and strategies to improve the quality and effectiveness of its programs, SMBCCS became the largest independent conversion charter school within the Los Angeles Unified School District (LAUSD) when its initial charter petition was approved by the LAUSD in 2002.

With the help of a petition signed by 320 parents, the Los Angeles Board of Education approved the operation of Santa Monica Boulevard Community Charter School by Fenton Charter Public Schools on May 1, 2012 specifically defining the move as a “divestiture” whereby FCPS would accept all assets and liabilities of the conversion school. This transition met the criteria of a substantive change and triggered the need for a WASC Committee to visit Santa Monica in October 2012. The Committee reported that the change “had a positive impact on the ability of the school to meet the needs of the students it serves.”

SMBCCS and the FCPS saw immediate and significant student achievement growth with this divestiture and have built and strengthened community partnerships with a variety of outside organizations and institutions over the last 10 years including Paramount Pictures, the SABAN Community Clinic, Young Storytellers, and Pacific Clinics; Refined the overall instructional program to ensure a focus on individual student needs through the implementation Professional Learning Communities pedagogy, and increased expanded learning opportunity programming targeted to community feedback.

SMBCCS currently serves 776 students from transitional kindergarten through sixth grade in the 2022-2023 school year. State reported demographics from the 2021-2022 school year shows 96.6% Hispanic, 1.8% White, .1% African American, .6% Asian and 0.9% Filipino. Of

these students, approximately 57% are English Learners, 96.2% qualify for free or reduced price meals (socioeconomically disadvantaged), and .9% are identified foster youth. The Charter School is committed to serving a wide range of students that require a rigorous program that includes acceleration, differentiated instruction, and depth and complexity. As a conversion charter, the attendance area served by the school has remained constant with demographics reflective of the surrounding area.

The Charter School is committed to serving a wide range of students that require a rigorous program that includes acceleration, differentiated instruction, and depth and complexity. The Charter School is a data-driven school that uses assessment data to understand and improve student and school performance. The assessment data (diagnostic, formative, and summative) helps the Charter School continuously plan, monitor, and improve academic programs. Staff reviews the previous spring's state testing results to evaluate the school's academic program and to chart a course for the new year based on students' needs. Subgroups in need of intervention are identified and monitored. In addition to state testing, other assessments include publisher assessments, student work samples, and i-Ready Diagnostic assessments. Assessments are used to: Identify students and subgroups who need additional instruction or intervention; Prescribe a re-teaching or intervention focus for individual students; Identify professional development needs and target school resources.

The Charter School's educators believe it is essential to take a multifaceted approach to meet the needs of its diverse population. The Charter School addresses the social and emotional needs of all students. Teachers analyze data to determine each student's unique talents and needs. Students who are on grade level and approaching proficiency are targeted in the critical instructional areas that propel them for advancement in all areas. Students struggling with basic skills are targeted for support by a wide range of experts including Education Specialists, school counselor, school psychologist, speech pathologist, classroom teachers and administrators. The Charter School created its own culture of awareness with caring, dedicated, and hardworking teachers serving the needs of our students. Many visitors, including the LAUSD Charter Schools Division oversight committee, WASC visiting committee, and the CDE have recognized the positive culture at the Charter School.

Reflections: Successes

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

The Fenton Charter Public Schools were identified as a "Gap-Buster" in the latest CREDO Report (2023). CREDO, is the Center for Research on Education Outcomes at Stanford University, which aims to improve empirical evidence about education reform and student performance at the primary and secondary levels. According to the study, "Gap-busting" refers to schools that have been able to close the gap in achieved educational equity by ensuring minority and poverty students learn on par with or better than their White peers interrupts or reduces the achievement gap. On page 126 of this CREDO Report, Fenton is identified as significantly improving outcomes for students in both Reading and Mathematics.

California School Dashboard data reveals positive performance. The growth of students in ELA and Math on the CA Dashboard has decreased significantly. The Charter School expects to see these scores rebound with the implementation of instructional strategies and the results of CAASPP scores in ELA and Math for the 2022-2023 school year.

The Charter School takes a collaborative and systematic approach to track progress in implementing the state academic standards adopted by the State Board of Education. The Charter School's approach consists of informal and formal student assessment data, teacher observations, qualitative data from teachers and school leaders, school climate surveys, overall professional development ratings, artifacts and evidence of implementation from professional development sessions, and overall stakeholder feedback.

Adoption of i-Ready Classroom Math Curriculum

The Fenton Charter Public Schools and SMBCCS previously used "My Math" as the math curriculum. My Math was approved by the California Department of Education on January 15, 2014. This program was created and approved prior to the implementation of the Smarter Balanced Assessment Systems (SBAC), which started in the 2014-2015 school year. The current posted schedule anticipates that the next K-8 mathematics instructional materials adoption will be held in November 2024, which would delay the adoption of the next math curriculum until the 2025-2026 school year.

The California Department of Education invited all California local educational agencies (LEAs) and charter management organizations (CMOs) to participate in the CalCurriculum Collaborative (a partnership between Pivot Learning and EdReports.org). The goal of the CalCurriculum Collaborative is to develop a plan for the adoption of standards-aligned, high-quality mathematics instructional materials and articulate the role of instructional materials adoption and implementation as an adaptive change process centered on equitable student outcomes.

The California State Board of Education (SBE) reviews and adopts the instructional materials program for K-8. However, pursuant to California Education Code (EC) Section 60210, an LEA may utilize instructional materials that are aligned to state standards and a majority of the participants of any review process conducted by the district are classroom teachers who are assigned to the subject area or grade level of the materials being reviewed.

Fenton's Instructional Coach, Angie Castellana Ferri, led a Math Adoption team which included seven members of SMBCCS staff following the protocols of the CalCurriculum Collaborative resulting in the adoption of i-Ready Math for the 2022-2023 school year.

Acceleration Model

The Acceleration Model was first introduced to SMBCCS and the Fenton Charter Public Schools during the 2019-2020 school year (FCPS Task Force Website). FCPS Instructional Coach, Angie Castellana Ferri, provided staff with an introduction to Accelerated Learning on June 25, 2020 (Presentation) (Video Recording). The U.S. Department of Education identified accelerating learning as an approach to address lost instructional time during the COVID-19 pandemic (ED COVID-19 Handbook by the U.S. Department of Education).

On January 27, 2022, the position of Intervention Specialist was presented to the Board of Directors. Based on Board feedback, this position was modified to an Acceleration Specialist. Santa Monica and the Fenton schools spent several weeks exploring the job description and defining responsibilities for this position. On April 7, 2022, the Board of Directors approved the placement of two acceleration specialists at

SMBCCS to begin their placement in the 2022-2023 school year. Santa Monica and Fenton staff have engaged in a variety of professional development activities in preparation of implementation of the new model.

The Acceleration model is rooted in highly effective first instruction that takes place throughout the regular day schedule. This quality instruction takes into account a highly trained staff implementing a rigorous curriculum through research based instructional strategies and social emotional support. Santa Monica measures the effectiveness of its instructional program through the implementation of common formative assessments that inform and drive our instruction and summative assessments to evaluate the overall effectiveness of the program. The Acceleration model allows us to respond when some of our students do not meet the measurable learning goals.

Our goal was to transition over from intervention instruction to acceleration instruction. This will take some time to fully grasp the nuances and differences between traditional intervention (remediation) and acceleration. The following is a comparison of typical intervention practices compared to acceleration. The acceleration instructional approach can be applied to any subject at any time of the day. At the core of acceleration is building student self-confidence by introducing them to hand-picked basic skills that are connected to the core class instruction ahead of time.

In 2022-2023, Santa Monica introduced “WIN Time” (What I Need Time), a mandatory 40 minute block of time 4-5 days a week for the acceleration model to take place. The following is in place to support instructional planning:

All grade levels have 45 minutes of planning time twice a week for collaboration to take place among grade levels.

*Lead Teachers all have an available six (6) hours of planning time through a sub day available to them for planning purposes;

*Lead Teacher meetings before/after school vary from 1 to 4 hours a month with the Director meeting directly with Lead Teachers;

*Planning time for teachers through available sub time varies from three (3) hours of sub time to six (6) hours of sub time during the school day to implement the program;

*Available substitute time is pre-planned and involves a collaborative approach for an entire grade level;

*Six (6) minimum days for planning time for the implementation of the program in a collaborative format.

Acceleration specialists at Santa Monica began the year introducing our model to all staff during Professional Development Day #3 on August 15, 2023. Student data and evidence accumulated throughout the year via assessments like the iReady Diagnostics and other Common Formative Assessments will drive instructional decisions for acceleration specialists and grade level teachers and will target needs to ensure student growth.

The Charter School instituted a model that provides each teacher a teacher assistant (TA) during their WIN Time. Under the supervision and guidance of our Acceleration Specialists, our WIN Time TA's (6 total) spend each day rotating classrooms. The same TA's are able to support the same classrooms day by day since grade level times are consecutive and do not overlap. TA's provide Tier 1 support to a classroom's strongest academic students while classroom teachers, acceleration specialists, and educational specialists, work together to support Tier 2 and Tier 3 students. This model allows acceleration specialists to supervise TA instruction, provide feedback and training, and it provides our students and teachers with a consistent, intentional, and predictable routine of support.

California School Dashboard data reveals positive trends in all areas of performance. The Charter School takes a collaborative and systematic approach to track progress in implementing the state academic standards adopted by the State Board of Education. The Charter School's approach consists of informal and formal student assessment data, teacher observations, qualitative data from teachers and school leaders, school climate surveys, overall professional development ratings, artifacts and evidence of implementation from professional development sessions, and overall stakeholder feedback.

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.

In order to address specific areas of need, the Charter School analyzes data from stakeholders, student achievement, and culture through a variety of summative and formative tools. The Charter School uses Illuminate to collect, report, analyze, and interpret weekly data regarding student progress. All formative and summative classroom assessments are placed into Illuminate. State assessment data such as ELPAC and CAASPP are also imported into the database. Illuminate is an online platform that facilitates the collection, reporting, and analysis of periodic assessments. The ability to create custom reports allows educators to analyze data in a variety of ways. Common reports include measuring the progress of significant subgroups and using proficiency levels to guide MTSS decisions. The data can be analyzed by student, class, grade-level, or schoolwide to determine areas of strengths and needs.

LCAP Highlights

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

Working closely with stakeholders throughout the school, the goals are in alignment with the California Dashboard, LCFF rubrics, and charter petition goals, core values, WASC Student Learner Outcomes (SLO), WASC Action Plan and our Governance structure to improve outcomes for all students. The outcomes and metrics have been modified or changed to align with the state LCFF Evaluation rubrics and state and local indicators.

Goal 1: Increase Student Achievement

Goal 2: Increase meaningful and purposeful student, teacher, and parent engagement.

Goal 3: Provide an appropriate Basic Condition for Learning

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 Charter School continues to use an inclusive governance structure that requires participation by all full-time employees and encourages participation by all part-time employees, parents, and community members. This unique governance structure has been sustained since the initial charter submitted as a conversion of the first Fenton Charter Public School, FACS, in 1993. This structure was designed to ensure the school community and all its stakeholders were well-informed, highly responsible, and knowledgeable. Four governing committees (Finance and Safety Committee; Instruction Committee; Personnel Committee; and Parent Advocacy Committee) review and recommend policies and programs for implementation to the final decision-making body, the Fenton Charter Public Schools Board of Directors. Most aspects of the Charter School's operations are guided by committee recommendations. The committees each have co-chairs that provide leadership of each committee, the majority of whom are classroom teachers. All full-time certificated staff are required to participate in at least one committee as a voting member. This allows for all staff to be well-informed and involved in current and future school policies, events, and planning. Parents and community stakeholders are welcome and encouraged to be voting members of any of the committees as long as they are consistent with their participation and adhere to the committee norms. The committees all follow similar rules found in Robert's Rules of Order.

In addition to the four committees, the school also has the English Language Advisory Committee (ELAC) and the School Site Council (SSC). The ELAC is a committee formed to advise the instruction committee and SSC on all matters regarding the English Learners. The SSC reviews and approves the LCAP and any school plan updates including the school budget. Final recommendations are made to the committees and the FCPS Governing Board of Directors.

All school's committees consistently review, modify, and adopt school plans, new curriculum, materials, and school culture to improve student learning and overall success. All committee approvals are submitted via agenda and minutes to the FCPS Governing Board of Directors for approval. The process has been very successful and allows for a high level of well-informed stakeholders and provides time for collaboration.

A critical piece of collaboration at the Charter School are the roles and responsibilities of the Lead Teachers that are chosen for each grade level. The selection of Lead Teachers is part of the staff reorganization process. Lead Teachers are recommended by peers and voted by colleagues at the grade they will be serving. The Lead Teacher role is critical because those chosen will lead the grade level for the entire school year and are part of the leadership team of the school. Lead Teachers guide the grade level, participate and present on the Instruction Committee, and review schoolwide performance data collaboratively.

The minutes of the meetings are shared with the Board of Directors at each Board meeting. The following were the board meetings for the 2022-2023 school year.

July 21, 2022
August 18, 2022

September 15, 2022
October 27, 2022
December 1, 2022
January 26, 2023
March 2, 2023
April 13, 2023
May 25, 2023
June 15, 2023

This system of governance allows for a collaborative approach to decision-making and ensures that the Fenton Charter Public Schools Board of Directors is aware of the site-based decisions and needs. All full-time faculty and staff complete an annual preference survey to identify their top three committee preferences. Once the committee roster has been finalized, staff members with permanent status can be nominated to hold the position of chairperson. Then, a full-staff vote or a vote of confidence will take place to confirm the nomination. Finally, at the first committee meeting of the year, the committee chair will make a motion to identify and approve a secretary for the year. The secretary will keep minutes of each meeting, post the unapproved minutes at the school site, and share the minutes with all Fenton Charter Public School employees via email.

All school committees consistently review, modify, and adopt school plans, new curriculum, materials, and school culture to improve student learning and overall success. All committee approvals are submitted via agenda and minutes to the FCPS Governing Board of Directors for approval. The process has been very successful and allows for a high level of well-informed stakeholders and provides time for collaboration.

In addition, the school also has grade level lead teachers and focus lead teachers. Grade Level Lead Teachers are permanent status teachers who are nominated by fellow teachers to serve as the lead for each grade level team. Once a candidate has been nominated, they must accept the nomination, complete an application, and present their vision for the grade level to the grade level team. Finally, a grade level vote or vote of confidence will be held to identify the lead teacher for each grade level. These grade level leads meet with the administrative team on a weekly basis to identify needs and best instructional practices. Additionally, all lead teachers within the organization will meet multiple times per year with the Instructional Coach and Teachers on Special Assignment to identify essential standards for each grade level and plan each trimester's assessments to ensure alignment within the organization.

The Charter School involves all stakeholders in the monitoring process of students. The governance board receives reports of students' progress at the monthly board meetings. The staff looks at student data at grade-level meetings multiple times during the month. Parent orientation meetings are conducted at the beginning of every school year for all grade levels. Teachers conduct parent conference twice yearly to review student progress as well as monthly progress reports to report student progress toward mastery of standards. The school also has monthly student awards assemblies to recognize positive citizenship, achievement, work habits and attendance.

The Charter School families are highly involved and valued stakeholders. Prior to the school year beginning, families are invited to attend a "Meet and Greet." The purpose of this event is to allow the family to explore their child's new classroom, school facilities, and experience the

overall feeling of the campus. Families are able to understand high expectations for students through experiencing this initial encounter with the school.

A summary of the feedback provided by specific educational partners.

The Charter School sent out surveys and video recordings to staff, students and families to gather input on items to meet the unique needs of their children. Information sent to parents was translated into Spanish and made available on a number of platforms including Zoom, YouTube, Facebook, Instagram, and Twitter. Surveys were sent out to families through email and text messages to ensure families were able to access the content.

The outcomes and metrics have been modified or changed to align with the state LCFF Evaluation rubrics and state and local indicators.

Goal 1: Increase Student Achievement

Goal 2: Increase meaningful and purposeful student, teacher, and parent engagement.

Goal 3: Provide an appropriate Basic Condition for Learning

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

The following are aspects of the LCAP that were influenced by stakeholders.

Focus on Essential Standards

- Identify/revise essential standards for each grade/course;
- Ensure all students have access to grade-level essential standards;
- Identify students who need additional support to mitigate pupil learning loss;
- Schedule time for students experiencing pupil learning loss

Goals and Actions

Goal

Goal #	Description
1	Increase Student Achievement

An explanation of why the LEA has developed this goal.

Improve student achievement for all students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP Assessments: Percentage of students and subgroups scoring standard met or exceeded will increase 2-3% in ELA and Math on the CAASPP each year.	<p>SMBCCS ELA 2018-19 CAASPP Results: All: 42% EL: 11 Latino: 41 SED: 41 SWD: 6</p> <p>Math 2018-19 CAASPP Results: All: 37% EL: 15 Latino: 36 SED: 38 SWD: 6</p>	<p>SMBCCS ELA 2021-22 CAASPP Results: All: 33% EL: 16 Latino: 33 SED: 33 SWD: 7</p> <p>Math 2021-22 CAASPP Results: All: 27% EL: 12 Latino: 27 SED: 28 SWD: 9</p>	<p>SMBCCS (Estimate) ELA 2022-23 CAASPP Results: All: 38% EL: 15 Latino: 38 SED: 38 SWD: 7</p> <p>Math 2022-23 CAASPP Results: All: 36% EL: 14 Latino: 36 SED: 36 SWD: 11</p>		<p>SMBCCS - Desired Outcome ELA 2023-24 CAASPP Results: All: 39% EL: 22 Latino: 39 SED: 39 SWD: 13</p> <p>Math 2023-24 CAASPP Results: All: 33% EL: 18 Latino: 33 SED: 34 SWD: 15</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California School Dashboards Status and Change Report and Equity Report.	School will show annual progress toward meeting the needs of all students on the California School Dashboards Status and Change (Growth) Report and Equity Report.	<p>CA Dashboard - 2019 Status</p> <p>ELA DFS: -22 Math DFS: -31 Chronic Absenteeism: 7% Suspension Rate: .3% EL Progress: 35%</p> <p>CA Dashboard - 2019 Growth</p> <p>ELA DFS: -8 Math DFS: +6 Chronic Absenteeism: +2% Suspension Rate: +0.2% EL Progress: Low</p>	<p>CA Dashboard - 2022 Status</p> <p>ELA DFS: -42 Math DFS: -60 Chronic Absenteeism: 17% Suspension Rate: 0% EL Progress: 47%</p> <p>CA Dashboard - 2022 Growth</p> <p>ELA DFS: N/A Math DFS: N/A Chronic Absenteeism: N/A Suspension Rate: N/A EL Progress: N/A</p>		School will show annual progress toward meeting the needs of all students on the California School Dashboards Status and Change Report and Equity Report.
ELPAC	English Language Learner students will advance at least one performance level descriptor (PLD) on the Summative English Language Proficiency Assessment for California (ELPAC)	ELPAC - 2019 PLD% Increase: 35%	ELPAC - 2022 PLD Rate: 47%		English Language Learner students will advance at least one performance level descriptor (PLD) on the Summative English Language Proficiency Assessment for California (ELPAC)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>EL Reclassification Rates: EL reclassification rate will meet or exceed the District's reclassification rate.</p> <p>(2019-20) State: 13.8% LAUSD: 15.8%</p>	<p>RFEP - 2019-20 Reclassification Rate: 25.1%</p> <p>(2019-20) State: 13.8% LAUSD: 15.8%</p>	<p>RFEP - 2021-22 (Estimate) Reclassification Rate: 13.23%</p> <p>(2021-22) State: TBD LAUSD: TBD</p>	<p>RFEP - 2022-23 (Estimate) Reclassification Rate: 10.53%</p> <p>(2022-23) State: TBD LAUSD: TBD</p>		<p>EL reclassification rate will meet or exceed the District's reclassification rate.</p>
<p>California Science Test (CAST) Percentage of students and subgroups scoring standard met or exceeded will increase 2-3% in Science on the California Science Test (CAST).</p> <p>(2018-19) State: 29.93% LAUSD: 22.80%</p>	<p>SMBCCS (2018-19) California Science Test (CAST)</p> <p>All: 18.07% EL: 0 Latino: 17.36 SED: 17.76 SWD: 3.33</p>	<p>SMBCCS (2021-22) California Science Test (CAST)</p> <p>All: 20% EL: 3 Latino: 18 SED: 19 SWD: 8</p>	<p>SMBCCS (2022-23) (Estimate) California Science Test (CAST)</p> <p>All: 23% EL: 2 Latino: 23 SED: 24 SWD: 0</p>		<p>(2023-24) California Science Test (CAST)</p> <p>All: 26% EL: 9 Latino: 24 SED: 25 SWD: 14</p>
<p>i-Ready Assessments Percentage of students scoring at or above grade level will increase 2-3% in ELA and Math on the i-</p>	<p>ELA 2020-21 (i-Ready) (EOY) Results:</p> <p>All: 36% Latino: 36 EL: N/A</p>	<p>ELA 2021-22 (i-Ready) (EOY) Results:</p> <p>All: 37% Latino: 37 EL: 23</p>	<p>ELA 2022-23 (i-Ready) (EOY) Results:</p> <p>All: 40% Latino: 39 EL: 26</p>		<p>SMBCCS - Desired Outcome ELA 2023-24 (i-Ready) (EOY)</p> <p>All: 43% Latino: 43</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Ready assessments each year.	<p>SED: N/A SWD: N/A</p> <p>Math 2020-21 (i-Ready) (EOY) Results:</p> <p>All: 29% Latino: 28 EL: N/A SED: N/A SWD: N/A</p>	<p>SED: 36 SWD: 21</p> <p>Math 2021-21 (i-Ready) (EOY) Results:</p> <p>All: 36% Latino: 36 EL: 23 SED: 35 SWD: 21</p>	<p>SED: 39 SWD: 17</p> <p>Math 2022-23 (i-Ready) (EOY) Results:</p> <p>All: 37% Latino: 37 EL: 24 SED: 36 SWD: 21</p>		<p>EL: 29 SED: 42 SWD: 27</p> <p>Math 2023-24 (i-Ready) (EOY) Results:</p> <p>All: 42% Latino: 42 EL: 29 SED: 41 SWD: 27</p>
i-Ready Assessments: Percentage of students that meet their Typical Growth will be Above 50%	Data Not Available (i-Ready was adopted mid-year.)	<p>ELA 2021-22 (i-Ready) Typical Growth Above 50%</p> <p>All: 56% Latino: 56 EL: 53 SED: 56 SWD: 56</p> <p>Math 2021-22 (i-Ready) Typical Growth Above 50%</p> <p>All: 58% Latino: 58 EL: 56 SED: 58 SWD: 50</p>	<p>ELA 2022-23 (i-Ready) Typical Growth Above 50%</p> <p>All: 56% Latino: 56 EL: 50 SED: 55 SWD: 47</p> <p>Math 2022-23 (i-Ready) Typical Growth Above 50%</p> <p>All: 53% Latino: 54 EL: 50 SED: 54 SWD: 45</p>		i-Ready Assessments: Percentage of students that meet their Typical Growth will be Above 50%.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Supports to Increase Student Achievement	50% psych & counselor; TAs; Specialists; Stipends; CMO Instructional; 7 PD Days; 4 Extra Days; Instructional Materials (4000s); Laptops; Class Size between 20-24 students.	\$3,112,796.00	Yes

Goal Analysis [2022-23]

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

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

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

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

Budget expenditures added to this goal include services by Lead Teachers, Instructional Technology Coach, Librarian, FCPS Special Education Coordinator, Chief Executive Officer, Chief Operating Officer, and Instructional Coach. Differences between Budgeted Expenditures and Estimated Actual Expenditures are in alignment.

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

STATE DATA

CAASPP Assessments (Status and Growth) English Language Arts (ELA)

The percentage of students and subgroups scoring standard met or exceeded has rebounded this year. Despite the COVID-19 pandemic, students are close to their pre-pandemic scores. SMBCCS has increased by 5% in ELA during the 2022-2023 school year.

Mathematics

The percentage of students and subgroups scoring standard met or exceeded has increased by 9% during the 2022-2023 school year.

CA Dashboard Data

The growth of students in ELA and Math on the CA Dashboard has decreased significantly. The Charter School expects to see these scores rebound with the implementation of instructional strategies and the results of CAASPP scores in ELA and Math for the 2022-2023 school year.

The impact of the COVID-19 pandemic is evident in the increase in Chronic Absenteeism.

CAST Assessment

The percentage of students and subgroups scoring standard met or exceeded continues to increase since baseline testing during the 2018-2019. Despite the COVID-19 pandemic, students are close to meeting their 3 year target.

RFEP Rates

The reclassification criteria set forth in both California Education Code Section 313 and Title 5 California Code of Regulations Section 11303 changed reclassification criteria by requiring a student to obtain an overall Performance Level of 4 in order to be considered for reclassification. RFEP rates have decreased with the implementation of this criteria. It is difficult to determine the success of our RFEP rate as the state has not yet released RFEP rates for 2021-2022 and 2022-2023. The Charter School continues to reclassify students.

ELPAC

It is difficult to determine the outcomes of the performance of our students on the Summative English Language Proficiency Assessment for California (ELPAC) given changes to RFEP criteria, impacts of the pandemic, and the lack of state comparison data. The percentage of students that have advanced at least one performance level descriptor (PLD) on the ELPAC has increased over the past two years.

INTERNAL Data

i-Ready Assessments (Status and Growth)

Status

The percentage of students scoring at or above grade level has increased from baseline scores in ELA and Mathematics.

Growth

The Charter School has met the Typical Growth Target rate of 50% and is showing gains in ELA and Mathematics. Students with Disabilities (SWD) is the only subgroup that has not met Typical Growth Targets in ELA and Mathematics.

The Charter School takes a collaborative and systematic approach to track progress in implementing the state academic standards adopted by the State Board of Education. The Charter School's approach consists of informal and formal student assessment data, teacher observations, qualitative data from teachers and school leaders, school climate surveys, overall professional development ratings, artifacts and evidence of implementation from professional development sessions, and overall stakeholder feedback.

Lead Teachers for each grade level, including special education, create pacing and assessment plans annually. Lead Teachers share assessment choices and data vertically to ensure consistency. Lead Teachers also meet with administration regularly to discuss grade level needs. The entire team also participates in monthly Instruction Committee meetings where topics are discussed, providing all stakeholders a

“voice” and new plans are approved. The Instruction Committee provides monthly formal minutes to the Charter School staff, FCPS organization via email and the FCPS Board of Directors at the monthly Board meetings.

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 were no significant changes to the LCAP. Based on stakeholder feedback, expenditures were categorized and differentiated to create better alignment between the action and the expenditure.

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

Goals and Actions

Goal

Goal #	Description
2	Increase meaningful and purposeful student, teacher, and parent engagement.

An explanation of why the LEA has developed this goal.

Increase meaningful and purposeful student, teacher, and parent engagement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Involvement Survey 2020-2021 Participate Rate: 25%	School will continue to provide multiple opportunities for parent involvement in school life and ease of home-school communication.	2021-2022 Participate Rate: 29%	2022-2023 Participate Rate: 20%		School will continue to provide multiple opportunities for parent involvement in school life and ease of home-school communication.
Engagement Survey (Parent Satisfaction) 2020-2021 Organization: 97% Curriculum: 100% Instruction: 98% Assessment: 97% School Culture: 98% Overall Satisfaction: 98%	School will engage parents and students in decision making.	2021-2022 Engagement Survey (Parent Satisfaction) Organization: 99% Curriculum: 99% Instruction: 99% Assessment: 98% School Culture: 97% Overall Satisfaction: 98%	2022-2023 Engagement Survey (Parent Satisfaction) Organization: 94% Curriculum: 98% Instruction: 92% Assessment: 94% School Culture: 95% Overall Satisfaction: 95%		School will engage parents and students in decision making.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ADA Rate School will continue to maintain an ADA rate above 94%.	2019-2020 ADA Rate 97.7%	2021-2022 ADA Rate 94.8%	2022-2023 (Estimate) ADA Rate 98.97%		School will continue to maintain an ADA rate above 94%
Suspension and Expulsion Rates 2019-2020 Suspension Rate: 0.5% Expulsion Rate: 0.0%	School will continue to maintain a low suspension rate < 1%. School will continue to maintain a low expulsion rate < 1%.	2020-2021 Suspension Rate: 0.0% Expulsion Rate: 0.0%	2021-2022 Suspension Rate: 0.0% Expulsion Rate: 0.0%		School will continue to maintain a low suspension rate < 1%. School will continue to maintain a low expulsion rate < 1%.
Chronic Absenteeism Charter School will maintain a chronic absenteeism rate below the state average.	2018-2019 Chronic Absenteeism: 7% LAUSD: 10% State: 18%	2021-2022 Chronic Absenteeism: 17% LAUSD: 30% State: 40%	2022-2023 (Estimate) Chronic Absenteeism: 3% LAUSD: TBD State: TBD		Charter School will maintain a chronic absenteeism rate below the state average.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Family Center Director	The Family Center will provide parents with multiple opportunities for parent engagement. Parents will be engaged in decision making at the school.	\$125,000.00	Yes
2.2	Attendance Manager; School Nurse; 50%	Identified staff will assist with the engagement of students.	\$275,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	PBIS Admin Coordinator			
2.3	Student Activities	Student Activities (5877) to engage students in learning.	\$114,491.00	Yes

Goal Analysis [2022-23]

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

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

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

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

Budgeted Expenditures and Estimated Actual Expenditures are in alignment.

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

Participation in Parent Satisfaction Survey

The participation rate has increased from last year, but is below the baseline year of 25%. The Charter School will continue to provide multiple opportunities for parent involvement in school life and ease of home-school communication.

Engagement Survey Results

Results of the survey show strong satisfaction with the Charter School.

ADA Rates

ADA rates have increased significantly over the past year.

Suspension and Expulsion Rates

Suspension and expulsion rates continue to be nonexistent.

Chronic Absenteeism

The chronic absenteeism rate is expected to decline sharply for the 2022-2023 school year based on internal estimates.

The Charter School analyzes data from stakeholders, student achievement, and culture through a variety of summative and formative tools. The Charter School uses Illuminate to collect, report, analyze, and interpret weekly data regarding student progress. All formative and summative classroom assessments are placed into Illuminate. State assessment data such as ELPAC and CAASPP are also imported into the database. Illuminate is an online platform that facilitates the collection, reporting, and analysis of periodic assessments. The ability to create custom reports allows educators to analyze data in a variety of ways. Common reports include measuring the progress of significant subgroups and using proficiency levels to guide MTSS decisions. The data can be analyzed by student, class, grade-level, or schoolwide to determine areas of strengths and needs. It can also be analyzed over multiple years to follow trends. All of the reports are used to inform instruction and determine allocation of resources.

The Director writes a weekly newsletter to engage parents and families student integration. The Director also sends frequent phone and text message in an effort to maintain frequent and relevant communication.

Grade level parent orientation meetings are held during the first few weeks of school. These meetings are to provide information regarding instructional and behavioral expectations as well as form a clear line of communication between home and school.

Families attend parent/teacher conferences formally twice a year, and informally as needed. Parents are welcomed to chaperone field trips, assist with class parties, and host home visits. In addition, families are welcomed on campus on a monthly basis to attend award assemblies that celebrate student success.

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 were no significant changes to the LCAP. Based on stakeholder feedback, expenditures were categorized in alignment between the action and the expenditure.

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

Goals and Actions

Goal

Goal #	Description
3	Provide an Appropriate Basic Condition of Learning

An explanation of why the LEA has developed this goal.

Goal for basic services offered at the Charter Schools

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA Teaching Credential	All classroom teachers will hold a valid CA Teaching Credential as defined by the CA Commission on Teaching Credentialing and appropriate EL authorization; all teachers will be appropriately assigned.	All classroom teachers hold a valid CA Teaching Credential as defined by the CA Commission on Teaching Credentialing and appropriate EL authorization; all teachers will be appropriately assigned.	All classroom teachers hold a valid CA Teaching Credential as defined by the CA Commission on Teaching Credentialing and appropriate EL authorization; all teachers will be appropriately assigned.		All classroom teachers will hold a valid CA Teaching Credential as defined by the CA Commission on Teaching Credentialing and appropriate EL authorization; all teachers will be appropriately assigned.
Professional Development	Teachers will participate in ongoing research-based professional development in the areas of English Language Arts, Math, Next Generation	All teachers participate in ongoing research-based professional development in the areas of English Language Arts, Math, Next Generation	All teachers participate in ongoing research-based professional development in the areas of English Language Arts, Math, Next Generation		Teachers will participate in ongoing research-based professional development in the areas of English Language Arts, Math, Next Generation

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Science Standards (NGSS), English Language Development (ELD), Technology, and Differentiated instruction to meet the needs of all students and subgroups.	Science Standards (NGSS), English Language Development (ELD), Technology, and Differentiated instruction to meet the needs of all students and subgroups.	Science Standards (NGSS), English Language Development (ELD), Technology, and Differentiated instruction to meet the needs of all students and subgroups.		Science Standards (NGSS), English Language Development (ELD), Technology, and Differentiated instruction to meet the needs of all students and subgroups.
State Approved Standards-Based Materials	School will continue to provide students with state approved standards-based materials.	School continues to provide students with state approved standards-based materials.	School continues to provide students with state approved standards-based materials.		School will continue to provide students with state approved standards-based materials.
EL Access to CCSS-aligned Curriculum	100% of ELs will have full access to CCSS-aligned curriculum as they develop EL proficiency.	100% of ELs have full access to CCSS-aligned curriculum as they develop EL proficiency.	100% of ELs have full access to CCSS-aligned curriculum as they develop EL proficiency.		100% of ELs will have full access to CCSS-aligned curriculum as they develop EL proficiency.
School facilities cleaned and maintained.	School facilities are clean and maintained in good repair with daily spot check and Site Inspection Lists with > 90% of items in compliance or good standing.	School facilities are clean and maintained in good repair with daily spot check and Site Inspection Lists with > 90% of items in compliance or good standing.	School facilities are clean and maintained in good repair with daily spot check and Site Inspection Lists with > 90% of items in compliance or good standing.		School facilities are clean and maintained in good repair with daily spot check and Site Inspection Lists with > 90% of items in compliance or good standing.
School facilities are safe and secure.	School facilities are safe and secure for students and staff.	School facilities are safe and secure for students and staff.	School facilities are safe and secure for students and staff.		School facilities are safe and secure for students and staff.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Salaries and benefits	Salaries and Benefits for all staff members	\$6,812,476.00	
3.2	Professional Development	Professional Development for staff.	\$82,885.00	Yes
3.3	Core Instructional Materials; Technology	Core Instructional Materials and Technology provided to all students.	\$986,374.00	
3.4	Maintenance, Custodial, Security	Maintenance/Custodial/Security (2201)	\$331,726.00	
3.5	Technology Enhancement	Additional technology to enhance the basic instructional program.	\$65,970.00	Yes

Goal Analysis [2022-23]

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

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

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

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

Budgeted Expenditures and Estimated Actual Expenditures are in alignment.

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

Professional development activities are determined by the advisory committees and are selected based on a review of student assessments, new programs and policies being implemented by the state or federal government, or the specific curricular needs of the student body. As needs overlap, professional development will overlap at the five Fenton schools. For example, there are often different needs for new hires, and one school may schedule a presenter who will present a topic that is most relevant to new hires. All schools will arrange to send their new teachers to the one site for that particular presentation. The same is true for a presentation on new adoptions. All Lead Teachers may attend a presentation at one site, or one grade level may gather at one site. This type of scheduling encourages faculty with similar needs and interests at different sites to meet, interact, and share resources and knowledge. It is also a better use of fiscal and material resources.

The Charter School involves all stakeholders in the monitoring process of students. The governance board receives reports of students' progress at the monthly board meetings. The staff looks at student data at grade-level meetings multiple times during the month. Parent orientation meetings are conducted at the beginning of every school year for all grade levels. Teachers conduct parent conference twice yearly to review student progress as well as monthly progress reports to report student progress toward mastery of standards. The school also has monthly student awards assemblies to recognize positive citizenship, achievement, work habits and attendance.

The Charter School provides ongoing trainings, professional development, and resources to support families to understand and exercise their legal rights and advocate for their own students and all students. The Charter School will continue to seek innovative and unique ways to increase and improve the engagement of underrepresented families.

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 were no significant changes to the LCAP. Based on stakeholder feedback, expenditures were categorized in alignment between the action and the expenditure.

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

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$3,157,191	\$368,204

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
47.60%	0.00%	\$0.00	47.60%

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

Required Descriptions

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

The Charter School will implement the following goals and actions to meet the academic and social/emotional needs of our English learners, socioeconomically disadvantaged and Foster Youth.

Goal 1: Action 1 – Planned services for this action item include additional school psychologist and school counselor support, additional special education support, highly qualified instructional assistants, Lead Teacher stipends, Instructional Coach, Professional Development Days, 4 Extra Instructional Days, instructional materials for intervention and enrichment, and a reduction in class size to keep class sizes between 20-24 students. This smaller class size will ensure support staff are able to work in small groups to provide explicit instruction in English Language Arts, Mathematics, English Language Development, and differentiated instruction to increase or improve services for Foster Youth, English Learners, and Low-Income Students.

Goal 2: Action 1 – Planned services for this action item include a Parent Center Director.

Goal 2: Action 2 – Planned services for this action item include an Attendance Manager, Administrator focused on Positive Behavior Interventions and Supports (PBIS), and a School Nurse.

Goal 2: Action 3 – Planned services for this action item includes funds for field trips and vendors to provide enhanced learning opportunities through enriching life experiences.

Goal 3: Action 2 - Planned services for this action item include professional development for all staff members on strategies to meet the academic and social/emotional needs of our English learners, socioeconomically disadvantaged and Foster Youth.

Goal 3: Action 4 – Planned services for this action item include enhanced technology to customize and individualize instruction.

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

The Charter School has a detailed plan to increase services for foster youth, English learners, and low-income students. The Charter School staff will take on a “triage” approach to screen student need, apply appropriate tiered instruction, monitor student achievement, and revise application of instruction as needed. Based on the analysis of summative and formative assessments, targeted intervention and acceleration will be provided. Targeted instruction will be provided to students at their level and address student specific needs, focusing on skills needed to master grade level content in language arts, mathematics, and English language development. This accelerated instruction will take place during the instructional day and enable a wide range of services from general education teachers, special education teachers, support staff, and administration. A strategic instructional program requires a multi-tiered model of instructional delivery responding to the individual need of each child.

The Charter School has provided all English learners, foster youth and low-income students with an iPad and a Mobile WiFi Hotspot to engage in distance learning. Teachers have incorporated Universal Design for Learning (UDL) into their distance learning plans for synchronous and asynchronous instruction. Teachers planned and implemented synchronous lessons through a co-teaching format to provide small group support and designated ELD. Students are provided opportunities to engage in Designated and Integrated ELD Daily. All certificated and classified staff worked in harmony to meet the needs of English learners, foster youth and low-income students. The Charter School has established a repository of web pages, web-based services, and other resources for teachers to support English learners, foster youth and low-income students.

Mental Health and Well-Being of All: Teachers will continue to receive professional development on trauma informed teaching along with the tools and resources to move from a Learner Manager to a Learner Empowered.

- Incorporate welcoming/inclusion activities;
- Create learning teams and expectations;
- Use groups to get students talking;
- Set goals together;
- Core Priorities of Trauma-Informed Distance Learning
- Predictability
- Flexibility
- Connection
- Empowerment

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

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

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$11,288,817.00	\$125,000.00		\$492,901.00	\$11,906,718.00	\$10,656,998.00	\$1,249,720.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Supports to Increase Student Achievement	English Learners Foster Youth Low Income	\$2,619,895.00			\$492,901.00	\$3,112,796.00
2	2.1	Family Center Director	English Learners Foster Youth Low Income		\$125,000.00			\$125,000.00
2	2.2	Attendance Manager; School Nurse; 50% PBIS Admin Coordinator	English Learners Foster Youth Low Income	\$275,000.00				\$275,000.00
2	2.3	Student Activities	English Learners Foster Youth Low Income	\$114,491.00				\$114,491.00
3	3.1	Salaries and benefits		\$6,812,476.00				\$6,812,476.00
3	3.2	Professional Development	English Learners Foster Youth Low Income	\$82,885.00				\$82,885.00
3	3.3	Core Instructional Materials; Technology		\$986,374.00				\$986,374.00
3	3.4	Maintenance, Custodial, Security		\$331,726.00				\$331,726.00
3	3.5	Technology Enhancement	English Learners Foster Youth Low Income	\$65,970.00				\$65,970.00

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$6,632,386	\$3,157,191	47.60%	0.00%	47.60%	\$3,158,241.00	0.00%	47.62 %	Total:	\$3,158,241.00
								LEA-wide Total:	\$3,158,241.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$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	1.1	Supports to Increase Student Achievement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,619,895.00	
2	2.1	Family Center Director	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	2.2	Attendance Manager; School Nurse; 50% PBIS Admin Coordinator	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$275,000.00	
2	2.3	Student Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$114,491.00	
3	3.2	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$82,885.00	
3	3.5	Technology Enhancement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$65,970.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$9,708,852.00	\$9,990,280.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Supports to Increase Student Achievement	Yes	\$2,680,329.00	\$4,032,646
2	2.1	Parent Center Director	Yes	\$48,000.00	\$48,000
2	2.2	Attendance Manager; School Nurse; 50% PBIS Admin Coordinator	Yes	\$225,000.00	\$225,000
2	2.3	Student Activities	Yes	\$60,125.00	\$112,687
3	3.1	Salaries and benefits		\$6,067,792.00	\$4,463,784
3	3.2	Professional Development	Yes	\$10,300.00	\$63,044
3	3.3	Core Instructional Materials; Technology		\$256,374.00	\$656,374
3	3.4	Maintenance, Custodial, Security		\$308,220.00	\$323,796
3	3.5	Technology Enhancement	Yes	\$52,712.00	\$64,949

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$4,053,425	\$2,580,860.00	\$4,053,425.00	(\$1,472,565.00)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Supports to Increase Student Achievement	Yes	\$2,184,723.00	\$3,539,745		
2	2.1	Parent Center Director	Yes	\$48,000.00	\$48,000		
2	2.2	Attendance Manager; School Nurse; 50% PBIS Admin Coordinator	Yes	\$225,000.00	\$225,000		
2	2.3	Student Activities	Yes	\$60,125.00	\$112,687		
3	3.2	Professional Development	Yes	\$10,300.00	\$63,044		
3	3.5	Technology Enhancement	Yes	\$52,712.00	\$64,949		

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$6,339,972	\$4,053,425	0	63.93%	\$4,053,425.00	0.00%	63.93%	\$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

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

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

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

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

Data Entry Table

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

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