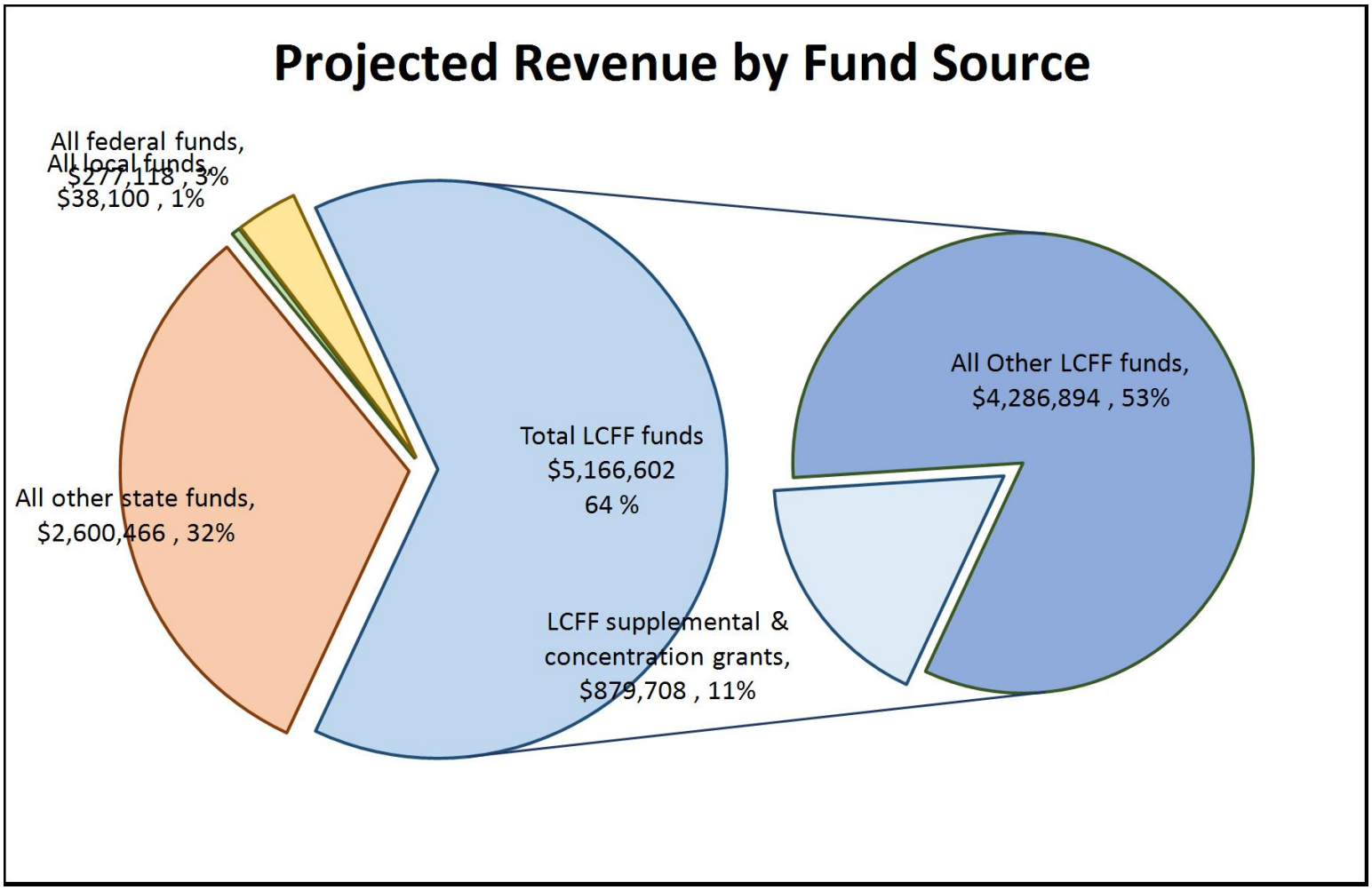
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Harriet Tubman Village Charter School
CDS Code: 37 68338 6040018
School Year: 2023-24

LEA contact information:
Ryan Woodard
CEO & Principal
rwoodard@tubmancharter.org
619.668.8635

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

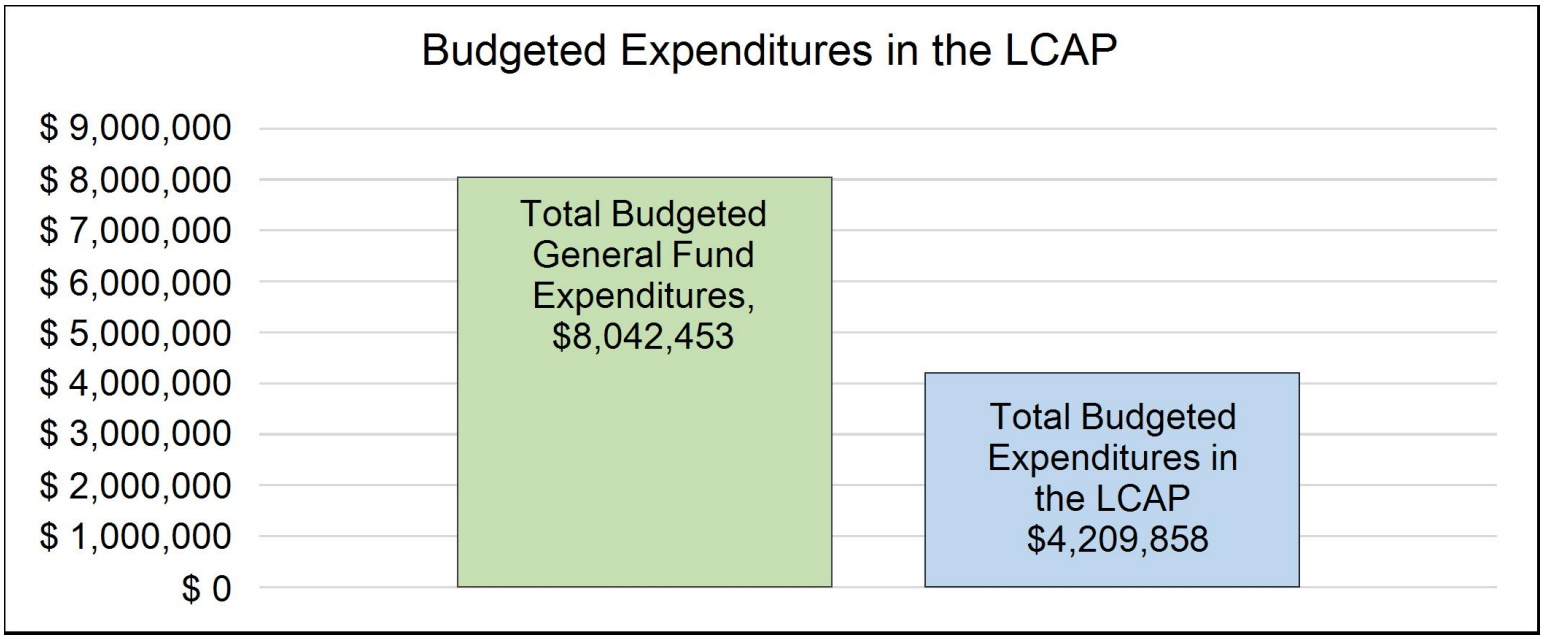


This chart shows the total general purpose revenue Harriet Tubman Village Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Harriet Tubman Village Charter School is $8,082,286, of which $5,166,602 is Local Control Funding Formula (LCFF), $2,600,466 is other state funds, $38,100 is local funds, and $277,118 is federal funds. Of the $5,166,602 in LCFF Funds, $879,708 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 Harriet Tubman Village 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: Harriet Tubman Village Charter School plans to spend $8,042,453 for the 2023-24 school year. Of that amount, $4,209,858 is tied to actions/services in the LCAP and $3,832,595 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

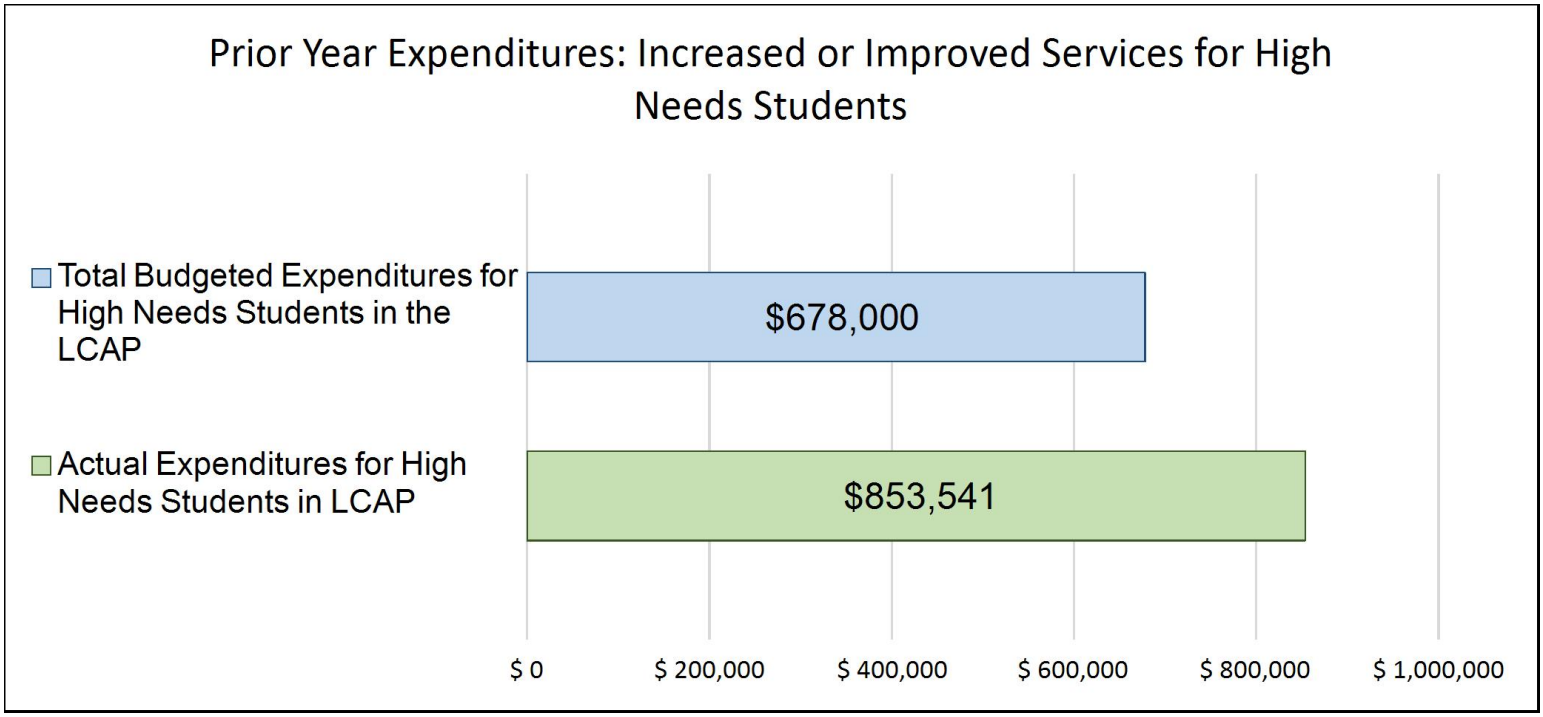
Business office expenses, legal and oversight fees, nutrition program, special education program costs, rent, equipment leases.

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

In 2023-24, Harriet Tubman Village Charter School is projecting it will receive $879,708 based on the enrollment of foster youth, English learner, and low-income students. Harriet Tubman Village Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Harriet Tubman Village Charter School plans to spend $1,168,687 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 Harriet Tubman Village 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 Harriet Tubman Village 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, Harriet Tubman Village Charter School's LCAP budgeted $678,000 for planned actions to increase or improve services for high needs students. Harriet Tubman Village Charter School actually spent $853,541 for actions to increase or improve services for high needs students in 2022-23.

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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
Harriet Tubman Village Charter School	Ryan Woodard CEO & Principal	rwoodard@tubmancharter.org 619.668.8635

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.

Harriet Tubman Village Charter School (HTVCS) is an independent TK-8 public charter school located in the College Area of San Diego, near La Mesa. We believe that an excellent and challenging education is available for all students at Tubman and that it is achieved through collaboration between the home, school, and community. This philosophy is a true wrap around service for every child. HTVCS supports an atmosphere of active engagement to ensure students grasp knowledge and skills through a common core/21st century aligned curriculum. Our school adheres to a data-driven culture, where all adults are held accountable for increasing student achievement. Technology is integrated into the curriculum to facilitate lifelong learning, inquiry-based instruction, research-based pedagogical strategies, critical thought and collaboration. Student safety and success remain our highest priorities, and we are committed to working with families to help all students achieve state, local and personal goals in a safe and positive school environment.

Vision- Building Leaders Together

Mission - Harriet Tubman Village Charter School, a San Diego TK-8 public school working in close partnership with our community, ensures that all children develop the skills and knowledge that will empower them to thrive in a rapidly changing world.

Key Strategy: To ensure high levels of academic achievement for all students, Harriet Tubman Village Charter School will thoroughly and consistently implement a high-quality, aligned instructional program that clearly defines rigorous grade level standards and resources, and uses research based instructional strategies, common assessments, data driven decision making, aligned professional development, and additional time and support for students who are not demonstrating mastery.

In 2022-23, HTVS served 440 students with diverse needs and backgrounds, an increase of 41 students from 2021-22: approximately 88% of students qualify for Free or Reduced Lunch; 23% of students are English Learners; and 5% of students are Reclassified Fluent English Proficient. In addition, about 67 (15%) students qualify for special education services. In the student population, 2 students (0.01%) are

homeless youth. Approximately, 51% of Harriet Tubman students identify as being African American, 36% as Hispanic or Latino, 2% as white, and 1% Asian. Additionally, 7% of students identify as having two or more races.

In the 2022-23 school year, our school was identified for Additional Targeted Support and Improvement (ATSI). This means that based on the data from the 2022 California School Dashboard, students with disabilities and students in the Two or More Races subgroup were in the lowest status level for all but one of the state indicators. This plan will address ways to improve our school and student outcomes for students with disabilities and students identifying as two or more races in particular, based on a needs assessment and identification of resource inequities. Each goal includes actions and services that address the needs of all students and significant subgroups, which include evidence-based strategies that provide opportunities for all children, methods and instructional strategies, and particular focus on students at risk of not meeting the State academic standards.

Reflections: Successes

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

Based on our review of the 2022 CA Dashboard we have identified the following successes:
English Learner Progress is at the medium status level with 47.2% of English learners progressing a level or maintaining at the highest level on the 2022 ELPAC. We attribute this success to the work of the reading specialist training the ELD teachers on best practices for language acquisition.

All local indicators on the CA Dashboard were met.

Local data indicates the following areas of success:
In 2022-23, HTVCS celebrates the wonderful staff and their commitment to students, as well as the pride the school community has for the strong academic program. This school year there was an intensive focus on improving reading instruction with the purchase of new curricula and a lot of professional development time devoted to best practices for curriculum implementation, as well as best practices for targeted reading instruction. The I-ready assessment data was successfully used to place students in intervention groups for targeted instruction to meet their specific needs. At the beginning of the school year, 50% of students were scoring Two or More grade levels below in Reading. During the Spring assessment, this decreased by 22 percentage points to 28%. Likewise, in math at the beginning of the year 54% of students were scoring two or more grade levels below, and by the spring assessment this decreased 22 percentage points to 32%. Overall, reading growth was much stronger than math growth with 62% of students improving a level in Reading and only 28% improving a level in math.

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.

Based on our review of the 2022 CA Dashboard we have identified the following successes:
The 2022 CAASPP data demonstrates the effects of the pandemic on our students. CAASPP data shows 32.83% of students met or exceeded standard for ELA compared to 39.51% in 2019 and 17.67% met standard for math compared to 29.47% in 2019. The English learner reclassification rate in 2020-21 was 8.2%, well below the target of 20%.

The 2022 CA School Dashboard for ELA and Math shows a Low status level for all students. For ELA and Math, English learners and Students with Disabilities performed at the Very Low level and Socioeconomically Disadvantaged, Hispanic, and African American students scored at the Low level. There is a greater need for instructional support for new teachers and to provide them with coaching, guidance, and practice opportunities. Returning teachers would also benefit from additional professional development on best practices for implementing the new curriculum. To address these different needs, the school plans to create more differentiated professional development offering for teachers, including specific sessions for new teacher needs, best practices for report cards, parent conferences, etc. Teachers will continue to attend whole group professional development for data analysis and professional learning communities, but opportunities for differentiated sessions will be built into the schedule. There will be a shift in focus to math instruction and developing targeted interventions, and best practices for differentiating instruction using the Amplify curriculum. We will also be looking at revising the master schedule to provide more instructional time devoted to math instruction. Parents and Teachers identify needs in student achievement and believe there should be continued additional staffing to support small group instruction both during and after the school day.

The 2022 CA School Dashboard shows Chronic Absenteeism at the Very High level for all students and all numerically significant subgroups. Suspension Rate is at a High level with African American, Two or More Races, and Socioeconomically Disadvantaged student subgroups at the Very High level. English Learners and Students with Disabilities are at the High level.

The 2022 CA Dashboard shows the Suspension rate at the high level with 5.8% of students suspended at least one day. This year, the suspension plan has been revised to use a more restorative approach with more behavior plans and more SSTs to mitigate behavior challenges in the classroom. There is also a more collaborative approach to student behavior with 4 or 5 people addressing behavior as a team rather than one individual making decisions. The school hired Interquest Canine Detection to ensure there are no drugs on campus and this has helped prevent a lot of issues. Installing Zeptive VapeSensors in every room has helped reduce vaping on campus. We anticipate with the continued high level of behavior intervention and supports with health and wellness services that the suspension rate will decrease this school year.

The school has had a large influx of new students with 133 students new to the school this year bringing enrollment to a total of 455. 2022 student survey data shows a reduced sense of school belonging compared to previous year due to the pandemic demonstrating the need for more arts, music, and enrichment to facilitate the growth and development of the whole child and a positive school culture. Parents and students also express the need for more sports programs for TK-5th grade students and more robust enrichment activities such as Engineering, Lego League, boxing, art, and computer coding.

LCAP Highlights

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

The 2021-24 LCAP provides our three-year plan for continued improvement and development. In 2023-24 we will continue the specific actions undertaken to address the varied academic and social-emotional needs of our students.

GOAL 1: Provide rigorous instruction that will meet the needs of all students to prepare them with 21st Century college and career ready skills. In terms of student achievement (Goal 1), we will continue providing a comprehensive standards-aligned instructional program in conjunction with a comprehensive assessment system. We will provide updated English Language Arts curricular resources to accelerate student reading growth and ensure teachers receive adequate professional development to support implementation of the new curriculum. We will use the results of assessments to differentiate instruction within classrooms and to inform our system of intervention. We will provide our students a broad course of study including Arts, Music,Physical Education, and Health. Highly qualified teachers will be recruited and will be supported through professional development to implement our curriculum and instructional model, including peer coaching and Action Impact Professional Learning Communities. We will provide systemic English Language Development for our English learners and a comprehensive Special Education program for our students with disabilities.

GOAL 2: Provide a safe, positive and secure school environment for all staff and students where students are empowered to become student leaders. In terms of our work to maintain a positive culture and climate (Goal 2), students are supported in Social Emotional Learning and leadership skill development through the Leader in Me program, as well as supportive practices in behavior, attendance, and student activities in addition to a clean and safe environment. We have added additional athletics and arts opportunities to enhance school culture and students' sense of belonging to the school community. We incorporate mental and physical health supports into our program to remove additional barriers to learning.

GOAL 3: Tubman will ensure parents are part of our school community through regular communication and family engagement activities. Families will be supported to participate actively in the life of the school and their child's education through frequent communications, events, family education and volunteer opportunities, as well as opportunities for input. These opportunities include Back to School Night, Monthly Coffee, Family Math Night, Spelling Bee, Family Literacy Night, as well as participation on our Governance Board and its subcommittees, the Student Success Team, and the PTC Parent Committee. We will use multiple methods of communication to keep parents informed, including Remind and School Messenger.

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.

Harriet Tubman Village Charter School is a single school LEA that is not eligible for comprehensive support and improvement.

Support for Identified Schools

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

Harriet Tubman Village Charter School is a single school LEA that is not eligible for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

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

Harriet Tubman Village Charter School is a single school LEA that is not eligible for comprehensive support and improvement.

Engaging Educational Partners

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

Harriet Tubman Village Charter School values the input of all educational partners in the decision-making process.

- Our School Site Council and the ELAC met regularly throughout the year on the following dates: 9/20/22, 10/18/22,12/6/22,1/24/23,3/21/23, 5/16/23, 6/6/23
- Our board meets monthly as a public hearing with the opportunity for public comment. We promoted parent participation in public meetings and public hearings. Virtual meetings conducted via video conference had telephone call-in access. A public hearing for the LCAP was held on 6/7/23, and the Board approved the LCAP on 6/21/23.
- Teachers, staff and school administrators provided feedback during regular weekly staff meetings and through surveys.
- Students had the opportunity to provide input during the monthly student lighthouse committee meetings.
- Parents had opportunities to provide input through monthly coffee talks and surveys.

Harriet Tubman Village Charter School evaluated its educational partner engagement opportunities and determined tribes, civil rights organizations, foster youth, and children who are neither present nor served by Harriet Tubman Village Charter School. Likewise, Harriet Tubman Village Charter School teachers and personnel are not represented by a local bargaining unit.

A summary of the feedback provided by specific educational partners.

Parents: Parents have expressed the need for more tutoring, more enrichment, and more counselor and behavior support.

Teachers/School Staff/Administrators: Teachers expressed the need for more aide support in the classroom and more differentiated professional development opportunities.

Students: Students would like to have more counseling support and more time for athletics and enrichment.

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

Parents: We will be adding more tutoring and enrichment opportunities. We will continue to provide a counselor and a CARE team to support positive behavior..
Staff: We have maintained some of the instructional assistant support in the classrooms, even though the pandemic relief funding has come to an end.
Students: We will look to continue to build on the enrichment and athletics program.

Goals and Actions

Goal

Goal #	Description
1	Provide rigorous instruction that will meet the needs of all students to prepare them with 21st Century college and career ready skills.

An explanation of why the LEA has developed this goal.

2022 CAASPP data demonstrates the effects of the pandemic on our students. CAASPP data shows 32.83% of students met or exceeded standard for ELA compared to 39.51% in 2019 and 17.67% met standard for math compared to 29.47% in 2019. The 2022 CA School Dashboard for ELA and Math shows a Low status level for all students. For ELA and Math, English learners and Students with Disabilities performed at the Very Low level and Socioeconomically Disadvantaged, Hispanic, and African American students scored at the Low level.

There is a greater need for instructional support for new teachers and to provide them with coaching, guidance, and practice opportunities. Returning teachers would also benefit from additional professional development on best practices for implementing the new curriculum. Parents and Teachers identify needs in student achievement and believe there should be continued additional staffing to support small group instruction both during and after the school day.

If the school provides Coaching and Professional Development, high-quality curriculum materials, data-based intervention, special education, and highly qualified teachers, student scores will increase on the CAASPP ELA and Math, CA Science Test, and iReady assessments.

Survey data shows a reduced sense of School Belonging due to the pandemic demonstrating the need for more arts, music, and enrichment to facilitate the development of the whole child and a positive school culture. We believe that if we go and and beyond providing a broad course of study, we will not only have 100% of students enrolled in a broad course of study, but we will also improve our school culture and students' sense of belonging which are also correlated with increased student achievement.

The English learner reclassification rate in 2020-21 was 8.2%, well below the target of 20%. The CA Dashboard shows Medium progress for English Learners. We believe that if we continue to provide data based English Language Development with the support of an EL Specialist, we will see an increase in both the EL Reclassification rate and the percent of students who make progress on the ELPAC each year.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP % meeting/exceeding ELA and Math standard for all students and all numerically significant subgroups	2018-19 ELA All students: 39.2% English Learners: 8.8% SED: 33% SWD: 5% African American: 31.6% Latino/Hispanic:42.1% Two or More Races: 46.7% White: 79% Math All students: 29.5% English Learners: 11.8% SED: 25.3% SWD: 5.1% African American: 21.4% Latino/Hispanic:38.6% Two or More Races: 20% White: 57.9% Data Year: 2018-19 Data Source: CA Dashboard	Not CAASPP tested in 2021	2021-22 ELA All students: 32.83% English Learners: 7.41% SED: 31.31% SWD: 9.61% African American: 34.35% Latino/Hispanic: 30.69% Two or More Races: 46.15% 2021-22 Math All students: 17.67% English Learners: 8.62% SED: 16.45% SWD: 3.85% African American: 18.18% Latino/Hispanic: 18.81% Two or More Races: 12.5% Data Source: Dataquest		ELA All students: 51% English Learners: 21% SED: 45% SWD: 17% African American: 44% Latino/Hispanic:54% Two or More Races: 59% White: 83% Math All students: 42% English Learners: 24% SED: 37% SWD: 17% African American: 33% Latino/Hispanic:51% Two or More Races: 32% White: 70% Data Year: 2022-23 Data Source: CA Dashboard
iReady: % of students in Tier I in Reading and Math	Winter 2020-21 Math: 25% Reading: 20%	Reading - 35% Math - 28% Data Year:	Reading - 41% Math 29% Data Year: 2022-23		Math 35% Reading 35% Data Year:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Data Year: 2020-21 Data Source: iReady	2021-22 Data Source: iReady	Data Source: iReady		2023-24 Data Source: iReady
% of total and EL teachers credentialed and properly assigned	85% of teachers fully credentialed 0 misassignments Data Year: 2019-20 Data Source: Local Indicators	0 misassignments Teacher credentialing data release from CDE delayed.	100% of teachers fully credentialed 0 misassignments Data Year: 2020-21 Data Source: SARC		100% of teachers fully credentialed 0 misassigments Data Year: TBD Data Source: SARC
% of students with access to their own copies of standards-aligned instructional materials for use at school and at home	100% Data Year: 2020-21 Data Source: Dashboard Fall 2021	100% Data Year: 2021-22 Data Source: SARC	100% Data Year: 2022-23 Data Source: CA Dashboard		100% Data Year: 2023-24 Data Source: SARC
% of students with access to, and are enrolled in, a broad course of study that includes core subjects, VAPA, PE, Health, and Foreign Language	100% Data Year: 2020-21 Data Source: Dashboard Fall 2021	100% Data Year: 2021-22 Data Source: SARC	100% Data Year: 2022-23 Data Source: CA Dashboard		100% Data Year: 2023-24 Data Source: SARC
% of CCSS, NGSS, ELD, and all state content standards are implemented.	100% Data Year: 2020-21	100% Data Year: 2021-22	100% Data Year: 2022-23		100% Data Year: 2023-24

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Data Source: Dashboard Fall 2021	Data Source: Dashboard Fall 2022	Data Source: CA Dashboard		Data Source: Dashboard Fall 2023
EL Reclassification Rates	2019-20: 14.8% Data Year: 2019-20 Data Source: DataQuest	2020-2021: 8.2% Data Year: 2020-21 Data Data Source: DataQuest	2021-22 % Data Source: Dataquest		>20% Data Year: 2022-23 Data Source: DataQuest
ELPAC % of students improving at least one level	2019: 41.3% Data Year: Spring 2019 & 2020 Data Source: Summative ELPAC	Level 3 or 4: 42.2% Proficient: 11.8% ELPI not provided for 2021 Data Year: Spring 2020 & 2021 Data Source: Summative ELPAC	47.2% Medium Progress Data Year: 2021-22 Data Source: CA Dashboard		55% Data Year: Spring 2022-2023 Data Source: Summative ELPAC
CA Science Test (CAST): % of all students and all numerically significant subgroups meeting/exceeding standards	All students: 10.35% English Learners: 0% SED: 8.77% SWD: 0% African American: 8.89% Latino/Hispanic:7.41% Two or More Races: N/A White: N/A Data Year: 2018-19	N/A Metric added in 2023	All students: 12.22% English Learners: 0% SED: 10.67% SWD: 9.52% African American: 15.79% Latino/Hispanic:8.57% Two or More Races: N/A White: N/A Data Year: 2021-22		>20% Data Year: 2022-23 Data Source: DataQuest

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Data Source: Test Results for CA Assessments: Science		Data Source: Test Results for CA Assessments: Science		

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	English Language Development	The school will provide a structured English immersion program for English learners to acquire English. The ELD teacher provides small group instruction to English learners in six-week intervention cycles based on i-Ready reading performance data. All teachers are provided with professional development to support use of SDAIE strategies across content areas.	$191,186.00	No
1.2	Coaching & Professional Development	Coaching and Professional Development • Provide release time, coaches and professional development for instructional strategies and curriculum/program implementation • Instructional Coaching provided by the Director of Curriculum and Instruction • Action Impact Teams PLC's	$125,000.00	No
1.3	Curriculum & Instructional Materials	The Director of Curriculum and Instruction supports implementation of standards-based curricula and instructional materials. • Ready Math TK-8 • Amplify Core Knowledge ELA • SIPPS for phonics instruction • Supplemental: Lexia, Accelerated Reader, IXL	$93,475.00	No

Action #	Title	Description	Total Funds	Contributing
		• Amplify and Mystery Science grades 6 -8 • Technology: Provide technological devices for student use outside of the school day		
1.4	Data-based Intervention	The school provides a robust intervention program for students using data from high-quality assessments, like I-ready to place students in appropriate intervention groups. The Director of Student Services supports the implementation of the Student Study Team (SST) process, Tier II interventions, and extended learning. Students also receive tutoring as part of the after school program and all students are enrolled in our extended school year that provides additional learning time to meet student needs.	$724,145.00	Yes
1.5	Highly Qualified Teachers	Tubman will recruit highly-qualified teachers and provide them a competitive salary in order to retain them.	$1,637,100.00	No
1.6	Special Education	The school will provide a special education program to all students with disabilities and ensure that all services/accommodations specified in IEP/504 plans are being implemented/provided. Services are provided to students by special education teachers, general education teachers, instructional aides, and external service providers. All general education teachers are provided with professional development on best practices for meeting the needs of students with disabilities.		No
1.7	Broad Course of Study	The school will provide a broad course of study to all students including Physical Education and Health, as well as Arts and Music. Additional opportunities will be provided for students to participate in Engineering, Lego League, boxing, art, and computer coding.	$284,215.00	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.

Overall the actions designed to support achievement of the goal were implemented as planned.
Implementation of our new curriculum and phonics program has been a success. Through targeted reading instruction combined with professional development and the new curriculum, we have seen improvements in reading scores (see above and below for analysis)

Our professional development has been very effective in targeting the needs of both teachers and students. Based on student data and classroom observation data, professional development has been tailored to address specific needs. Our formalized Professional Learning Communities (PLCs) have been established, and facilitators have been trained to work through a formal data-driven PLC cycle. Next year, we will be shifting our focus to math and the need to come up with targeted interventions. We plan to differentiate more within the Amplify curriculum and create more differentiated professional development, with options including job-embedded coaching, best practices for report cards and parent conferences. We will continue to conduct whole-school data analysis for reading and math interventions, but specific professional development sessions will be created to meet the needs of new teachers. We are grateful for the support provided by our aides in meeting student needs this year.

Our SIPPS program and intervention have been successful. We piloted the program over the summer to determine which grade levels needed the most support, focusing on K-3rd grade. Aides and ELOP staff have been implementing the program, working with students 1-2 grade levels below, and the program has been effective for grades 1-3. Our staff works with students in small groups 4-5 days a week. We are looking forward to the end-of-year data analysis, and we plan to continue the program into summer school with ELOP. We are also planning to revise the implementation of the program for next year without aides.

While we have seen many successes, we are still facing some challenges. We have been unable to hire an art or music teacher, and parents are requesting additional offerings during the school day. Math continues to be a challenge for us, and we need more instructional time to improve student outcomes. We are currently looking at revising our schedule to provide more time for math instruction.

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

There were material differences between budgeted expenditures and estimated actual expenditures in the following actions:
Action 1 English Language Development estimated actuals were less than budgeted due to shifting budget to support the overall intervention program (Action 4).
Action 2 Professional Development estimated actuals were less than budgeted due to staffing costs for this work being less than anticipated.
Action 3 Curriculum and Instructional Materials estimated actuals were less than budgeted due to not needing to make any major computer purchases this year.

Action 4 Data-based Intervention estimated actuals were higher than budgeted due to a huge investment in additional staff to support with student recovery from pandemic-related learning loss once the school realized additional enrollment and the available funding to invest in these staff members.
Action 6 Special Education estimated actuals were higher than budgeted due to increased costs for providing services, specifically hiring additional staff to provide services.
Action 7 Broad Course of Study estimated actuals were lower than budgeted due to not being able to provide activities at the Kroc Center this year.

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

This section will be updated when end of the year iReady data is available.

The actions of English Language Development were effective in achieving 47.2% of English learners improving at least one level or maintaining at the highest level on the ELPAC.

The actions of Highly Qualified Teachers were effective in hiring new qualified teachers this year and effective in achieving 0 misassignments.

The actions of the Broad Course of Study were highly effective in achieving 100% of students with access to, and are enrolled in a broad course of study that includes core subjects, VAPA, PE, Health, and Foreign Language.

The actions of Coaching and Professional Development, Curriculum and Instruction, Data-based Intervention, and Special Education were highly effective in achieving student growth on the i-Ready assessments in Reading and Math from Fall to Spring of the 2022-23 school year.

At the beginning of the school year, 50% of students were scoring Two or More grade levels below in Reading. During the Spring assessment, this decreased by 22 percentage points to 28%. Likewise, in math at the beginning of the year 54% of students were scoring two or more grade levels below, and by the spring assessment this decreased 22 percentage points to 32%. Overall, reading growth was much stronger than math growth with 62% of students improving a level in Reading and only 28% improving a level in math. While we are very proud of our students' growth from far below grade level to approaching or meeting grade level standards, the percentage of students meeting and exceeding standards on the CAASPP assessments in 2022 show there is still much work to be done to return students to pre-pandemic levels.

Our actions were highly effective in achieving 100% of students with access to their own copies of standards-aligned instructional materials for use at school and at home, as well as 100% of CCSS, NGSS, ELD, and all state content standards are implemented.

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

There are no changes being made to the planned goal, desired outcomes, or actions for the coming year that resulted from reflections on prior practice. The metric “CA Science Test (CAST): % of all students and all numerically significant subgroups meeting/exceeding standards” was added to ensure the school is tracking and communicating student progress in meeting/exceeding the science standards. Some of the actions descriptions have been modified to better reflect how services will be provided next year with decreased staffing.

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

Goals and Actions

Goal

Goal #	Description
2	Provide a safe, positive and secure school environment for all staff and students where students are empowered to become student leaders.

An explanation of why the LEA has developed this goal.

Students must feel safe and have a sense of well being in order to learn and become leaders. 2022 CA School Dashboard shows Chronic Absenteeism at the Very High level for all students and all numerically significant subgroups. Suspension Rate is at a High level with African American, Two or More Races, and Socioeconomically Disadvantaged student subgroups at the Very High level. English Learners and Students with Disabilities are at the High level.
The school has had a large influx of new students with 133 students new to the school this year bringing enrollment to a total of 455. 2022 student survey data shows a reduced sense of school belonging compared to previous year due to the pandemic demonstrating the need for more arts, music, and enrichment to facilitate the growth and development of the whole child and a positive school culture. Parents and students also express the need for more sports programs for TK-5th grade students and more robust enrichment activities such as Engineering, Lego League, boxing, art, and computer coding.
If the school implements the Leader and Me program, provides behavior intervention supports, health and wellness services, a staffed library program, student activities, and services to support regular attendance, then student survey results will demonstrate increased sense of safety and belonging. Also, these actions will create a positive school climate that will reduce the suspension, expulsion, middle school dropout and chronic absence rates and increase the average daily attendance rate.
If the school provides a safe and clean school facility, then school facilities inspection results will show that the facility is in good repair.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student MRA Survey School Belonging Score	Spring 2021: 53 Data Year: 2020-21 Data Source: Local Survey	65 Data Year: 2021-22 Data Source: Local Survey	74 Data Year: 2022-23 Data Source: Local Survey		70 Data Year: 2023-24 Data Source: Local Survey

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Staff and Student MRA Survey School Climate Score	Spring 2021: 67 Data Year: 2020-21 Data Source: Local Survey	67 Data Year: 2021-22 Data Source: Local Survey	69 Data Year: 2022-23 Data Source: Local Survey		70 Data Year: 2023-24 Data Source: Local Survey
MRA Survey: Staff Fulfillment Score	Spring 2021: 86 Data Year: 2020-21 Data Source: Local Survey	71 Data Year: 2021-22 Data Source: Local Survey	74 Data Year: 2022-23 Data Source: Local Survey		>75 Data Year: 2023-24 Data Source: Local Survey
Suspension Rate for all students and all numerically significant subgroups	All Students 2019-20: 8.8% English Learners: 8.9% SED: 9% SWD: 11.1% African American: 13.1% Latino/Hispanic: 3.5% Two or More Races: 5.9% White: 0% Data Year: 2019-20 Data Source: DataQuest	0% Data Year: 2020-21 Data Source: DataQuest	All students: 5.8% English Learners: 5.3% SED: 6.3% SWD: 3.6% African American: 7% Hispanic/Latino: 3% Two or More Races: 6.7% White: 12.5% Data Year: 2021-22 Data Source: Dataquest		All students: <5% English Learners: <5% SED: <5% SWD: 5% African American: 9% Hispanic/Latino: <3% Two or More Races: <3% White: <3% Data Year: 2022-23 Data Source: DataQuest
Daily Attendance Rate	95%	94%	90.54%		95%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Data Year: 2020-21 Data Source: P-2	Data Year: 2021-22 Data Source: P-2	Data Year: 2022-23		Data Year: 2023-24 Data Source: P-2
Expulsion Rate	0% Data Year: 2019-20 Data Source: DataQuest	0% Data Year: 2020-21 Data Source: DataQuest	0% Data Year: 2021-22 Data Source: DataQuest		0% Data Year: 2022-23 Data Source: DataQuest
Chronic Absence Rate for all students and all numerically significant subgroups	2018-19 All Students: 13.5% English Learners: 9% SED: 13.9% SWD: 24.5% African American: 13.7% Latino/Hispanic: 13.5% Two or More Races: 9.5% White: 15.4% Data Year: 2019-20 Data Source: CALPADS EOY 3	All Students: 1.1% English Learners: 0% SED: 0.9% SWD: 1.2% African American: 0.9% Latino/Hispanic: 1.2% Two or More Races: 0% Data Year: 2020-21 Data Source: CALPADS EOY 3	All Students: 24% English Learners: 22.5% SED: 25.1% SWD: 31.2% African American: 23% Latino/Hispanic: 23.9% Two or More Races: 17.9% White: 46.2% Data Year: 2021-22 Data Source: CA Dashboard		All Students: 9% English Learners: 5% SED: 10% SWD: 15.5% African American: 16% Latino/Hispanic: 10% Two or More Races: 5% White: 11% Data Year: 2023-24 Data Source: CALPADS EOY 3
Facilities in “good repair”	1/2021: Met Data Year: 2020-21 Data Source: Dashboard Fall 2021	Met Data Year: 2021-22 Data Source: Dashboard Fall 2022	Met Data Year: 2022-23 Data Source: Dashboard Fall 2023		Met Data Year: 2023-24 Data Source: Dashboard Fall 2023

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
MS Dropout Rate	0% Data Year: 2019-20 Data Source: CALPADS 8.1c	0% Data Year: 2020-21 Data Source: CALPADS 8.1c	0% Data Year: 2021-22 Data Source: CALPADS 8.1c		0% Data Year: 2022-23 Data Source: CALPADS 8.1c

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Leader in Me (Title I)	We will provide Leader in Me program materials and the Dean of Students will support schoolwide implementation of the Leader in Me program in order to empower our students to become student leaders.	$60,750.00	No
2.2	Behavior Interventions/Supports (Title I and LCFF S&C)	Our intervention team (CARE Team) and counselor will provide support to students who are struggling with behavior issues. Incentives are provided to reinforce positive behaviors. Social emotional learning lessons are implemented in classrooms using Second Step curriculum and the 7 Habits of Highly Effective People.	$160,750.00	Yes
2.3	Health and Wellness	We will provide added personnel to support students' mental and physical health needs.	$46,000.00	Yes
2.4	Library	We provide a physical library space staffed by our library technician and stocked with fiction and non-fiction books appropriate for all our students. Students can check out books to take home with them.	$105,000.00	Yes
2.5	Student Activities	The school provides a student activities program including thematic/cultural celebrations, a Spelling Bee, student achievement awards, and after school athletics and clubs supported by the Director	$335,050.00	No

Action #	Title	Description	Total Funds	Contributing
		of Extended Learning • Clubs (Art, Gaming, Dance, Academics, STEM) • Athletics (Basketball, Volleyball, Cheerleading, Track & Field, Football, Soccer) • Spelling Bee • Student Achievement Award Assemblies • Harriet Tubman Day, Leader in Me Day • Read Across American Week, Bully Free Week, Red Ribbon Week, College and Career Awareness Week • Black History Month • After School Program		
2.6	Safe & Clean Facilities	The campus is kept clean, neat and in good repair through the services of an outside custodial company and a daytime plant manager. Maintain campus facilities as needed. Follow public health recommendations to prevent the spread of Covid-19.	$246,260.00	No
2.7	Attendance Initiatives	The school will communicate about the importance of regular attendance to families and build relationships with families to support regular attendance. Student attendance will be monitored and any absent student's family will be contacted. The school will implement the tiered re-engagement plan for any students in danger of becoming chronically absent. .	$94,327.00	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.

Overall the actions designed to support achievement of the goal were implemented as planned.

Our campus is very clean, providing a safe and healthy environment for our students to learn and thrive. Additionally, our ELO-P program has been amazing, providing our students with the necessary support to succeed academically while providing additional enrichment opportunities. Parents would like to see the program transform to become STEAM focused, rather than STEM.

Our implementation of the Leader in Me program, Counseling, and Positive Behavioral Interventions and Supports (PBIS) have helped us create a more positive school culture. Our students have responded positively to these programs, and we have seen a decrease in negative behaviors. Our School Coordinator has been instrumental in supporting our STAR/PAL program, with law enforcement officers visiting classrooms to read aloud a picture book, focused on a character trait, followed by a question and answer session. These programs have helped us support our students' social and emotional growth. Attendance continues to be a challenge this year, with the majority of the absences due to illness. There are also some students who continue to elope in the younger grades.

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

There were material differences between budgeted expenditures and estimated actuals in the following actions that were due to fluctuations in staffing costs as responsibilities shifted with higher enrollment.
Action 1 Leader in Me
Action 2 Behavior Interventions/Supports
Action 3 Health and Wellness
Action 4 Library
Action 6 Safe and Clean Facilities

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

The action of Attendance Initiatives was somewhat effective in achieving a 90.54% Daily Attendance Rate. There is a need for additional outreach and relationship building with families around attendance. The Community Liaison will provide additional support in this area going forward. The action was also ineffective at addressing the Chronic Absence Rate of 24% for all students and all numerically significant subgroups in 2021-22 due to the pandemic circumstances. We anticipate a reduction in the rate for this year based on improved pandemic circumstances and increased outreach and communication with families and students about attendance. We plan to reinforce the independent study contract and hold students accountable for completing assignments while absent to ensure they continue learning even if they are not able to attend school. We also plan to increase communication with families about the importance of regular attendance.

The action of Safe & Clean Facilities was effective in achieving the status “Facilities in “good repair”.

The actions of Leader in Me, Behavior Interventions/Supports, Health and Wellness, Library, and Student Activities all contributed to being highly effective in achieving increases in the following survey metrics: 74 Student MRA Survey School Belonging Score, a 69 Staff and

Student MRA Survey School Climate Score, and a 75 MRA Survey: Staff Fulfillment Score. These actions were also highly effective in achieving a 0% Expulsion Rate and Middle School Dropout Rate in 2021-22. These actions were not as effective in supporting positive student behavior as evidenced by the 5.8% suspension rate. Students returned to school in 2021-22 with an unprecedented number of mental health and social emotional learning needs that manifested in an increase in negative student behaviors and an increased suspension rate. The suspension plan has been revised to use a more restorative approach with more behavior plans and more SSTs to mitigate behavior challenges in the classroom. There is also a more collaborative approach to student behavior with 4 or 5 people addressing behavior as a team rather than one individual making decisions. The school hired Interquest Canine Detection to ensure there are no drugs on campus and this has helped prevent a lot of issues. Installing Zeptive VapeSensors in every room has helped reduce vaping on campus. We anticipate with the continued high level of behavior intervention and supports with health and wellness services that the suspension rate will decrease this school year.

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

There were no changes made to this goal, expected outcomes, metrics, or actions.

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	Tubman will ensure parents are part of our school community through regular communication and family engagement activities.

An explanation of why the LEA has developed this goal.

The pandemic has greatly disrupted the schools' parent engagement efforts. To achieve our academic growth and achievement goals, we know that parents are critical partners in the endeavor. We know that parents of our socioeconomically disadvantaged students may benefit from additional opportunities that increase their ability to support their students' learning. Parents of English Learners benefit from additional outreach to support their students in English Language Development. We believe that if we provide parent communication services including translation, family events, Leader in Me program engagement, and family engagement in decision-making opportunities, we will see increase parent participation in the annual survey and an increase on the MRA Family Engagement rating.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of parents responding to annual family survey	75% Data Year: 2020-21 Data Source: Local Survey	78% Data Year: 2021-22 Data Source: Local Survey	100% Data Year: 2022-23 Data Source: Local Survey		75% Data Year: 2023-24 Data Source: Local Survey
Measurable Results Assessments (MRA) Family Involvement Overall Measure	2021: 80 Data Year: 2020-21 Data Source: Local Survey	2022: 82 Data Year: 2021-22 Data Source: Local Survey	86 Data Year: 2022-23 Data Source: Local Survey		85 Data Year: 2023-24 Data Source: Local Survey

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent Communication	• Provide funding for families to receive information and support in the appropriate language (Spanish and Somali) • Maintain Enhanced Communication Systems & Updated Website, Class Dojo, and PowerSchool Enrollment Express	$58,000.00	No
3.2	Family Events	Tubman will encourage and support families to participate in events at the school through with the support of our Community Liaison. • Back to School Night, Monthly Coffee, Family Math Night, Spelling Bee, Family Literacy Night • Student Led Conferences • Leader in Me Family Engagement Events	$14,800.00	No
3.3	Leader In Me Family Engagement	Engage families in the Leader in Me program with staff support time dedicated to this work.	$9,800.00	No
3.4	Parent Engagement in Decision-making	Parents and community members are encouraged to share ideas for program development and improvement through participation in: • Governance Board and its subcommittees • Student Success Team • PTC Parent Committee • Parent-Teacher Committee/Parent Volunteer Program • Principal Coffee Talks • School Site Council/English Learner Advisory Council	$24,000.00	No

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.

Overall the actions designed to support achievement of the goal were implemented as planned.
Our School Site Council (SSC) has been very engaged this year dedicating their time to ensure the school is successfully meeting the needs of all students. However, the ELAC group struggles to get more parents engaged with the decision-making around support for English learners.

Our Literacy and Math Nights have been a great success, allowing our students and families to come together and celebrate learning. Our Leadership Day was also a success, showcasing the talents and abilities of our students and staff.
Parents are happy that students are back at school in-person and learning. They appreciate the strong communication about events, schedule changes, and teacher communication. Our sports program, which includes ELO-P, has been particularly popular among parents, who are happy to see their children learning and growing in a supportive environment.

Our front office staff has also received high praise from parents, who feel heard, seen, and welcomed at our school. We are proud of the positive relationships we have built with our families and are committed to continuing our efforts to create a welcoming and inclusive school community.

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

There were material differences between budgeted expenditures and estimated actuals in the following actions:
Action 1 Parent Communication estimated actuals were less than budgeted because there were not any additional costs associated with our communication tools this year.
Action 2 Family Events estimated actuals were less than budgeted amount because we did not incur any costs hosting school events this year.

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

The actions of Parent Communication, Family Events, Leader In Me Family Engagement and Parent Engagement in Decision-making were all highly effective in achieving 100% of parents responding to the annual family survey and a 75 Measurable Results Assessments (MRA) Family Involvement Overall Measure.

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

There are no changes being made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

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

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$879,708	$22,222

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
20.78%	0.33%	$12,848.71	21.11%

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.

A- Academic Growth and Achievement
Needs, Conditions, Circumstances

The 2022 CA School Dashboard for ELA and Math shows a Low status level for all students. For ELA and Math, English learners performed at the Very Low level and Socioeconomically Disadvantaged students scored at the Low level. We had medium progress in 2022 on the English Learner Progress Indicator, with 47.2% of students making progress towards English language proficiency

Actions

Based on a review of data, we have designed the 21-24 LCAP to implement strategies that effectively address learning gaps where needed while promoting rigorous grade level instruction. We have selected a variety of curricular and instructional resources, supported by appropriate technology, that allow students to learn and practice both at grade level and with personalized content to fill gaps and advance skills. The academic intervention program is built upon a foundation of high quality assessment data. We have designed a comprehensive broad course of study to ensure students have access to the arts and other enrichment experiences to support development of a broad schema that will support with learning.

Data-based Intervention adds staffing and curriculum devoted to additional academic supports for our low income students, foster youth and English learners. By adding high-quality resources to ensure a broad course of study to our program, along with staffing and coaching to support its implementation, we are able to provide educational experiences and background knowledge that our low income students, foster youth, and English learners would not otherwise have access to.

Data-based Intervention

Broad Course of Study

Expected Outcomes

We will monitor progress for our Unduplicated students in iReady three times annually and grade data quarterly to ensure the actions are bringing the expected progress for these students. The school leadership team will review the annual academic outcomes such as SBAC, ELPAC, and a-g completion to ensure that our students make steady progress toward the measurable outcomes. By implementing the identified actions, we will ensure steady growth in our academic outcomes, such as SBAC ELA and Math, English Learner Progress, Reclassification rates. Current targets aim for at least approximately 12 points growth within the next three years for both ELA and Math (see expected outcomes in Goal 1), and 13 points' growth in the English Learner Progress Indicator and an increase of 2-3 points each year in our English Learner Reclassification rate.

B- Climate and Culture

Needs, Conditions, Circumstances

The 2022 CA School Dashboard shows Chronic Absenteeism at the Very High level for all students and all numerically significant subgroups. The Suspension Rate for the Socioeconomically Disadvantaged student subgroups at the Very High level. English Learners are at the High level.

Actions

Based on the data, we are implementing additional programs to foster a positive culture and climate in support of students both holistically and academically. Key components of these additional efforts include our attendance initiatives that celebrate regular student attendance and our Leader in Me program. We have also added an Intervention Team and Counselor to support at-risk students. A Health clerk and School Social Worker are also provided as a way to support the wellbeing of our students and remove additional barriers to learning and engagement. A library promotes literacy and love of reading for our low income students, English learners, and foster youth.

Our Leader In Me program adds a research-based and comprehensive social emotional learning approach to our program to complement our academic program and meet the needs of our low income students, English learners, and foster youth. Health and wellness provides support and wraparound services to meet student needs. Our library adds staffing to engage our students in literacy and develop their love

of reading. Our parent engagement action adds a high-quality service to our program that facilitates two-way communication with families to ensure that the families of our low income students, foster youth, and English learners have ease of communication, events for involvement, and opportunities to provide input in school decision-making.

Behavior Intervention/Supports

Health and Wellness

Library

Attendance Initiatives

Expected Outcomes

We will monitor progress for our Unduplicated students annually in student engagement (attendance, chronic absenteeism), climate (suspension and expulsion, climate survey) The school leadership team will review the data on these indicators to ensure that our students make steady progress toward the measurable outcomes. By implementing strategic actions in support of culture and climate, we hope to achieve our goals in academic growth and achievement, described above, and to maintain positive indicators that students feel safe and connected to the Harriet Tubman Village Charter School community. We will also measure progress toward high attendance and low suspensions, and chronic absenteeism (see above).

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

Harriet Tubman Village Charter School will increase services 27.61% through the following LEA-wide actions:

Data-based Intervention $609,145 = 14.39%
Broad Course of Study $214,215 = 5.06%
Behavior Intervention/Supports $100,000 = 2.36%
Health and Wellness $46,000 = 1.09%
Library $105,000 = 2.48%
Attendance Initiatives $94,327 = 2.23%

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.

Harriet Tubman Village Charter School is a single school LEA with a greater than 55% unduplicated pupil population that will use the additional concentration grant add-on funding to increase the number of staff providing direct services to students through the following action:
Goal 1, Action 4 Data Based Intervention provides additional staff to support with small group and individual instruction.

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	$3,517,322.00	$561,236.00		$131,300.00	$4,209,858.00	$3,685,137.00	$524,721.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	**1.1**	English Language Development	All		$191,186.00			$191,186.00
1	**1.2**	Coaching & Professional Development	All	$125,000.00				$125,000.00
1	**1.3**	Curriculum & Instructional Materials	All	$93,475.00				$93,475.00
1	**1.4**	Data-based Intervention	English Learners Foster Youth Low Income	$609,145.00	$115,000.00			$724,145.00
1	**1.5**	Highly Qualified Teachers	All	$1,637,100.00				$1,637,100.00
1	**1.6**	Special Education	Students with Disabilities					
1	**1.7**	Broad Course of Study	English Learners Foster Youth Low Income	$214,215.00	$70,000.00			$284,215.00
2	**2.1**	Leader in Me (Title I)	All				$60,750.00	$60,750.00
2	**2.2**	Behavior Interventions/Supports (Title I and LCFF S&C)	English Learners Foster Youth Low Income	$100,000.00			$60,750.00	$160,750.00
2	**2.3**	Health and Wellness	English Learners Foster Youth Low Income	$46,000.00				$46,000.00
2	**2.4**	Library	English Learners Foster Youth Low Income	$105,000.00				$105,000.00
2	**2.5**	Student Activities	All	$150,000.00	$185,050.00			$335,050.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	**2.6**	Safe & Clean Facilities	All	$246,260.00				$246,260.00
2	**2.7**	Attendance Initiatives	English Learners Foster Youth Low Income	$94,327.00				$94,327.00
3	**3.1**	Parent Communication	All	$58,000.00				$58,000.00
3	**3.2**	Family Events	All	$14,800.00				$14,800.00
3	**3.3**	Leader In Me Family Engagement	All				$9,800.00	$9,800.00
3	**3.4**	Parent Engagement in Decision-making	All	$24,000.00				$24,000.00

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
$4,232,829	$879,708	20.78%	0.33%	21.11%	$1,168,687.00	0.00%	27.61 %	**Total:**	$1,168,687.00
								LEA-wide Total:	$1,168,687.00
								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	**1.4**	Data-based Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$609,145.00	
1	**1.7**	Broad Course of Study	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$214,215.00	
2	**2.2**	Behavior Interventions/Supports (Title I and LCFF S&C)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$100,000.00	
2	**2.3**	Health and Wellness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$46,000.00	
2	**2.4**	Library	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$105,000.00	
2	**2.7**	Attendance Initiatives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$94,327.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,665,133.00	$3,031,660.00

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**	English Language Development	No	$280,000.00	$225,000
1	**1.2**	Coaching & Professional Development	No	$282,000.00	$207,000
1	**1.3**	Curriculum & Instructional Materials	No	$95,333.00	$35,819
1	**1.4**	Data-based Intervention	Yes	$130,000.00	$358,541
1	**1.5**	Highly Qualified Teachers	No	$500,000.00	$500,000
1	**1.6**	Special Education	No	$433,000.00	$650,000
1	**1.7**	Broad Course of Study	Yes	$206,000.00	$180,000
2	**2.1**	Leader in Me	Yes	$80,000.00	$118,000
2	**2.2**	Behavior Interventions/Supports	Yes	$135,000.00	$114,000
2	**2.3**	Health and Wellness	Yes	$74,000.00	$130,000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.4**	Library	Yes	$72,000.00	$100,000
2	**2.5**	Student Activities	No	$40,000.00	$40,000
2	**2.6**	Safe & Clean Facilities	No	$197,000.00	$239,000
2	**2.7**	Attendance Initiatives	Yes	$86,000.00	$91,000
3	**3.1**	Parent Communication	No	$9,500.00	$0
3	**3.2**	Family Events	No	$2,000.00	$0
3	**3.3**	Leader In Me Family Engagement	No	$21,650.00	$21,650
3	**3.4**	Parent Engagement in Decision-making	No	$21,650.00	$21,650

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)
$821,801	$678,000.00	$853,541.00	($175,541.00)	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	**1.4**	Data-based Intervention	Yes	$100,000.00	$358,541		
1	**1.7**	Broad Course of Study	Yes	$206,000.00	$180,000		
2	**2.1**	Leader in Me	Yes	$5,000.00	$5,000.00		
2	**2.2**	Behavior Interventions/Supports	Yes	$135,000.00	$114,000.00		
2	**2.3**	Health and Wellness	Yes	$74,000.00	$33,000.00		
2	**2.4**	Library	Yes	$72,000.00	$72,000		
2	**2.7**	Attendance Initiatives	Yes	$86,000.00	$91,000		

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)
$3,911,290	$821,801	1.14%	22.15%	$853,541.00	0.00%	21.82%	$12,848.71	0.33%

Instructions

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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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