

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Willow Grove Union Elementary School District

CDS Code: 35-67579-0000000

School Year: 2022-23

LEA contact information:

Linda Smith

Principal/Superintendent

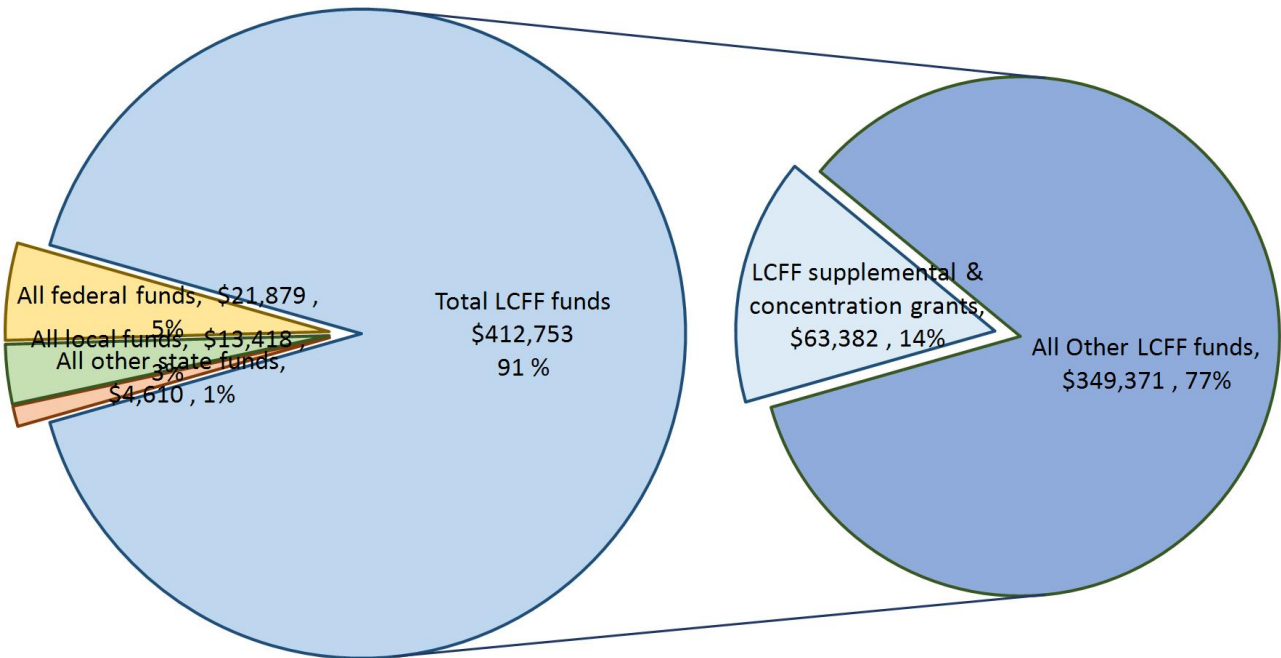
principalpaws4@yahoo.com

831-628- 3256

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

## Budget Overview for the 2022-23 School Year

### Projected Revenue by Fund Source



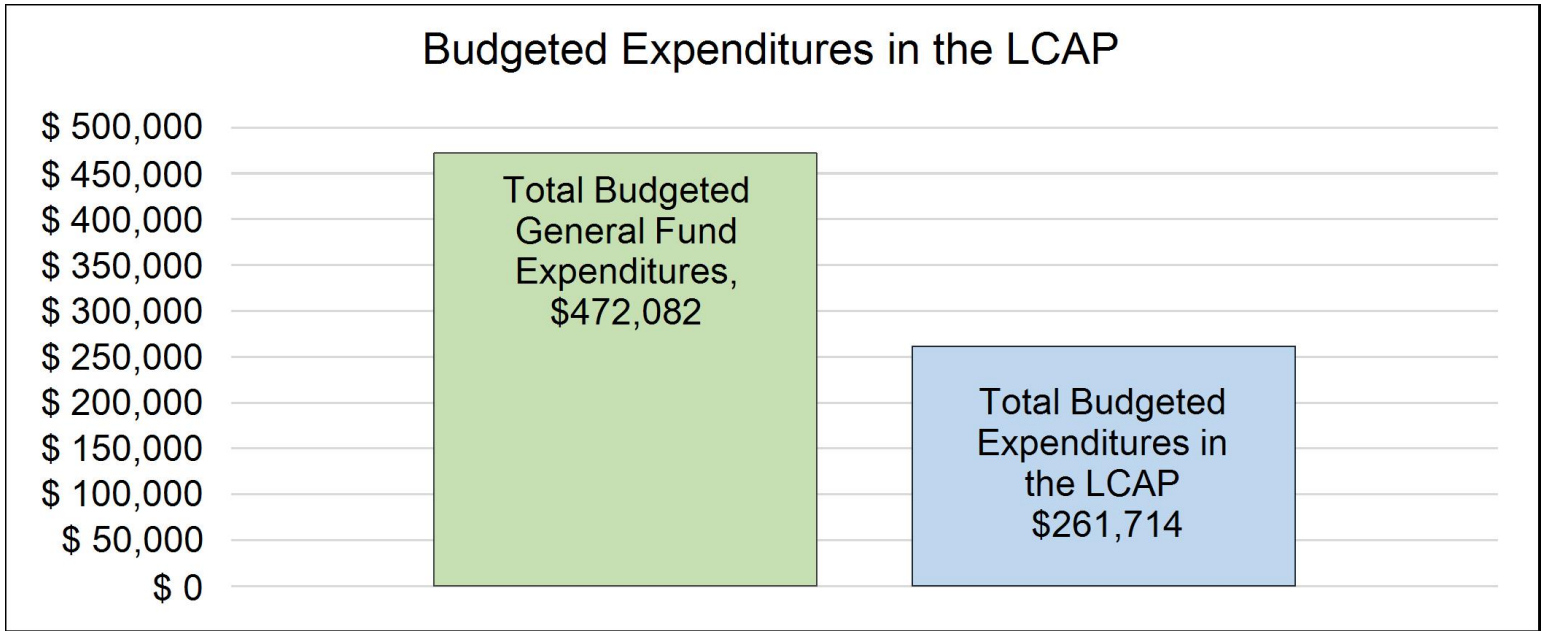
This chart shows the total general purpose revenue Willow Grove Union Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Willow Grove Union Elementary School District is \$452,660, of which \$412,753 is Local Control Funding Formula (LCFF), \$4,610 is

other state funds, \$13,418 is local funds, and \$21,879 is federal funds. Of the \$412,753 in LCFF Funds, \$63,382 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 Willow Grove Union Elementary School District plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Willow Grove Union Elementary School District plans to spend \$472,082 for the 2022-23 school year. Of that amount, \$261,714 is tied to actions/services in the LCAP and \$210,368 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

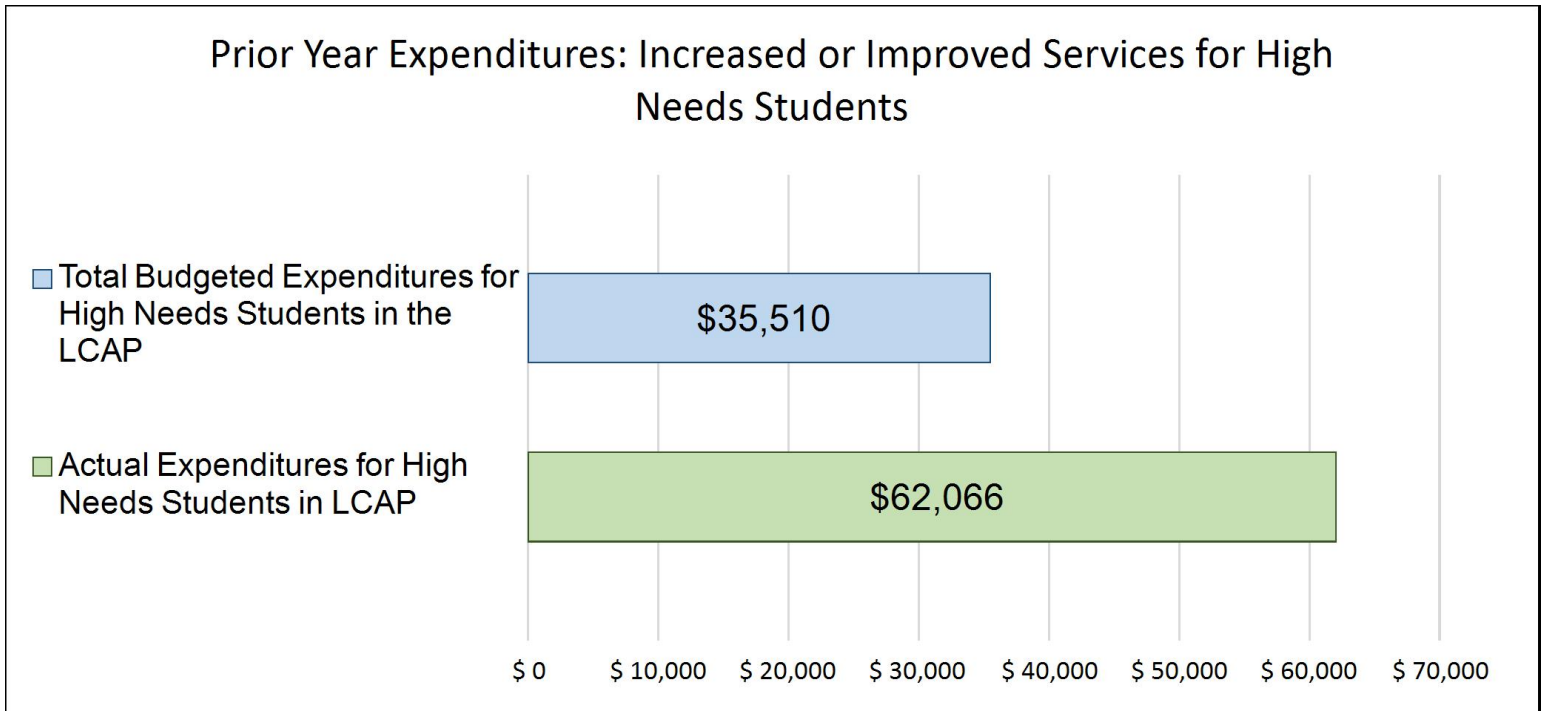
General operations of the district: housekeeping, maintenance, grounds, certificated staffing, administration, administrative operations, and other items to support student learning.

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

In 2022-23, Willow Grove Union Elementary School District is projecting it will receive \$63,382 based on the enrollment of foster youth, English learner, and low-income students. Willow Grove Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Willow Grove Union Elementary School District plans to spend \$65,801 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

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



This chart compares what Willow Grove Union Elementary School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Willow Grove Union Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021-22, Willow Grove Union Elementary School District's LCAP budgeted \$35,510 for planned actions to increase or improve services for high needs students. Willow Grove Union Elementary School District actually spent \$62,066 for actions to increase or improve services for high needs students in 2021-22.

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Willow Grove Union Elementary School District		

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

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

Willow Grove engaged with the parents and staff throughout the beginning of the year, continuing through the fall of 2021 to address the needs of students in learning loss and COVID safety protocols. Updates were provided to the governing Board on a regular basis.

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

The additional concentration grant funding was spent to increase the time working with students who were low-income and/or English learners on language Arts and/or math skills. This was done through additional intervention time and the needs were defined by teacher observations and academic assessments done periodically throughout the year. (We currently have no foster youth.). The funds were used to address the needs of lower grade students, particularly the Kindergarten students for more directed activities and instructional support. The funds were used to help address the need for more instructional aide time working individually with students. So each day the aide worked an additional 30 min to 2 hours beyond her 5 hour day depending on student schedules.

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

Willow Grove administration engaged parents and staff on the safety of students and staff during in-person instructional days. Weekly meetings with staff, county personnel and communication with the Public Health services contributed to the design of protocols being used on a regular basis daily at the school site. Regular briefings were provided to staff, parents and the governing Board on the most up-to-date procedures.

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

No ESSER funds were received.

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

Willow Grove is using the fiscal resources received for the 2021-22 school year to implement the requirements of applicable plans in a manner that is aligned with the goals, actions, and expenditures of the LEA's 2021-22 LCAP  
Funds received provided staff professional development on virtual instructional methods to further the support of students who are having to quarantine at home and work in tandem with students in the classroom. Funds received from the ELO Grant were designated for the use of mental health therapist(s) to support newly identified social-emotional health needs with students.

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

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

## Introduction

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

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

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

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

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

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

## Instructions

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

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

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

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

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

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

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

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

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

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

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

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

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

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the



continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

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

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

California Department of Education  
November 2021

# Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Willow Grove Union Elementary School District	Linda Smith Principal/Superintendent	principalpaws4@yahoo.com 831-628- 3256

## Plan Summary [2022-23]

### General Information

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

Willow Grove Union School District is a small, single-school, rural district in southern San Benito County. Our student population has ranged from 14-20 students over the past few years. For the 2021-22 school year, we started the year with 18 students attending the school. The school currently has grades TK through 8th. We will continue with the TK program which was started in 2019-2020. The total student body consists of 85% Hispanic and 15% White students. There are approximately 87% English language learners at Willow Grove. The school has two students who qualify as homeless and approximately 88% of the students who attend are low-income. The single school district currently employs two credentialed full time teachers, a part time intervention teacher, a part time aide, a part time administrative assistant and a part time Principal. Parents are very proud of Willow Grove School and are very involved with the Parent Nights, parent meetings, and their children's education.

All students have been coming to school during the last two years with COVID testing on site as needed. When students must be out due to illness, family COVID, or inclement weather, we use short term independent study with a combination of online work through Google meets and paper packets sent home. We are in a remote area and several of our families do not have internet service. Some of this is due to financial constraints and some due to the physical terrain of our area in which the students live. Some students still cannot access the internet all of the time from home because of multiple students in the same home needing to be online at the same time. We still have two students who are totally unable to access the internet due to the physical terrain. (Some land owners will not allow towers to be built on their property.) The school is in constant contact with the families to use the best options of learning available under the difficult circumstances. The LCAP supports the districts' vision of supporting students towards their individual student success in all areas of academics. A specific emphasis is placed on the ability of students to be at or above grade level in Reading/ Language Arts, and Math. Since there are less than five students at any one grade level, growth patterns and scores for grades and/or students are not shown on the California School Dash Board. Parents are seen as an important link in each students' success and the growth of the school in this rural community. Parent teacher meetings are held regularly where the needs of the school are discussed with possible solutions. The development of the LCAP goals and actions are discussed and developed after several types of meetings with staff and parents. Parent input is also garnered during special

school planned evening functions as well as individual conversations with parents during parent conferences, parent pick-up, and phone conversations.

The staff, parents and school board are very concerned about the emotional well-being of our students. They have experienced family illnesses and loss through the years of the pandemic. The school administrator is working with numerous agencies and county education departments to find counseling for some of our students.

## Reflections: Successes

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

The CAASPP was given at the end of 2021-2022 school year and the scores will be available later this summer (2022). Thus, the successes are a reflection of local data, the STAR-360 assessments, used throughout the year at Willow Grove. Students' Reading scores from July through April, are showing 81% of students are meeting or exceeding their grade level and 19% are approaching grade level. For Math, 88% are meeting or exceeding grade level and 13% are approaching grade level. The individual student improvements were shared with the parents at our parent conferences. These measures were a result of the focused individual instruction which we are able to provide our students throughout the school year. They are in direct alignment with our 2021-22 LCAP Goals and the educational program of instruction and intervention (as determined by academic need) for all students at Willow Grove.

Willow Grove is very proud of the partnerships we have made with the local SELPA mental health for counseling services for some of our students and parents. This has helped so much with their anxiety level, attendance, and coping ability in school and at home. We are looking forward to continuing this link with the SELPA and other partnerships in the community during 2022-23.

## 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.

For 2021-22, In an effort to assist the students with mitigating their learning loss, parents and staff were surveyed and engaged in conversations regarding the possible methods of assisting students to gain back their loss of skills. Outcomes included that the Willow Grove School Board continued to lengthen the school year and started school as promptly as possible in July for the 2021--22 school year. In addition, a paraprofessional was hired part-time to assist with the students, which had additional time added as a result of the additional funding.

The CAASPP scores (2020-21) showed 65% of students met or exceeded the ELA portion and 35% were approaching. The Math section showed that 24% of students met or exceeded and 76% were approaching. The learning loss is being improved upon during the 2021-22 school year by continuing the lengthened school year and keeping the paraprofessional, with more time added to the paraprofessional daily resulting in more time directly with the students. However, it is also clear that the students had a difficult time with the format and rigor of

the CAASPP. To assist the students with becoming more comfortable with this assessment piece, the school will be using the practice tests provided by the CAASPP on a regular basis from January 2022 through April 2022. This will help students be more familiar with the tools and format before the formal assessments are given in May. Additionally, social-emotional needs will be assessed for intervention by qualified therapist(s).

## LCAP Highlights

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

The key features of this LCAP are an individualized plan for each student's growth, ongoing formative assessment, and a positive climate for the school community where all voices are heard and honored. These keys to success for Willow Grove students are embedded in the main goals which are as follows:

1. Provide a high quality teaching and learning environment where all students have access to standards based instruction in a safe and well maintained physical environment.
2. All students will be provided with equitable support to increase their individual student achievement including programs and services developed for English learners, economically disadvantaged, homeless/foster youth, and individuals with exceptional needs.
3. Willow Grove School will continue to be supportive of its parents, students and staff in their efforts to maintain excellent attendance for their students, a positive climate and system of support for each member of the school community.

## 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.

NA

### ***Support for Identified Schools***

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

NA

**Monitoring and Evaluating Effectiveness**

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

NA

# Engaging Educational Partners

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

Willow Grove U.S.D. encourages open communication between all of the parents, staff, students, community and School Board. This school district/school is fortunate to be small enough that there are optimal opportunities for all parents to be very involved with the school daily throughout the school year. We have built a culture of trust and have been able to capitalize on the fact that the parents are all available at the beginning of school and at parent pick-up every day. The parents are also very responsive to coming to the school for parent meetings where we talk about the plans for the coming year, and solicit input from the parents regarding their interests and needs in regard to their child's school and education. We have found these meetings to be much more worthwhile, productive, and desirable by parents than sending home paper surveys and notices of things that require specific input or where general parent input is sought. Parents of homeless students, EL students and low income students were all included in meetings and discussions (2021-22); July 8, Aug. 12, Oct. 14, Dec. 16, Jan. 27, Mar. 31, April 21, May 3, 24, regarding parent support at home, nutrition, school schedules and parent conferences. Translations were made available to parents as needed.

Students talk individually or in groups with the teachers, staff, and with the principal. Although the Principal is open to having discussions with the students at impromptu moments for various topics or just to "check-in", there are formal/ scheduled sessions where students are brought into conversation with the principal for topics related to their school experiences and success. Student meeting dates of Sept. 16, Nov. 17, Jan. 27, Mar. 10, May 12 (2021-22) provided feedback regarding the process of completing student assessments throughout the year as well as intervention. It was determined that students are invested in observing their progress and in receiving the intervention assistance if needed. Other discussion items with the students involved playground changes and character building between students. Discussions have been held with teachers (2021-22): July 15, Aug. 26, Sept. 9, Oct. 21, Nov. 18, Jan. 27, Feb. 17, Mar. 10, 31, April 21, May 19, June 3 for assessing teacher stress and classroom instruction under the pandemic constraints, planning students' conferences, determining the beginning and ending of the school year, the TK program, importance of reading and activities to do at home to involve parents and children in extended learning, nutrition, the availability of counseling, and the school calendar for 2022-2023.

Board meetings are held monthly and meeting agendas are posted at the school, in town at the Post Office and in the monthly school calendar which is sent home with each student. The Board and all other stakeholders (parents, teachers, students, community members) drive the vision for the LCAP. The basis for the goals are discussed at Board meetings throughout the year and then developed together as the plan is being written (April, May, June). Board meetings are open forums for discussion and community members and parents are invited to attend. (Board meetings for 2021-22: July 20, Aug. 17, Sept. 21, Oct. 19, Nov. 16, Dec. 14, Jan. 18, Feb. 15, Mar. 15, April 19, May 17, June 14)

Formal consultation with the SELPA took place on May 12, 2022 with informal consultation taking place throughout the 2021-22 school year.

A summary of the feedback provided by specific educational partners.

The administration has worked with all of the families in scheduling the breaks for our year-round calendar. We have a few EL families who continue to want to travel to Mexico for extended vacations during the school year. As a result of our conversations, the school and parents

were able to work out a calendar of school days where the parents agreed to use the vacation time within the school calendar for their trips. The school reworked its calendar to accommodate the days off during the breaks with the days needed for the families. Decisions regarding the following issues have been included in the LCAP for 2022-2023. Students, teachers, administration, and paraprofessionals have been in discussion regarding the types of intervention and the determining academic factors that prompt the intervention for students. Teachers, parents, students and administration have discussed providing counseling for students and parents in need. All homeless, EL and low income students and parents have been included in discussions regarding attendance, mental health issues (anxiety), and interest in Science and Reading activities for students during the school year. Parents, staff and the students have reported positive feedback on the increased hours of the paraprofessional.

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

Parents value the intervention services used with students individually and in small group to help students reach their highest achievement level. The input from all groups (parents, staff, students and the Board) were adamant that these direct services to students, with identified needs from the periodic assessments given throughout the year, be continued in 2022-23. The staff and students were clear that the social-emotional well being of the whole school community has been affected by the past two years of the pandemic. Several of our families have been seriously impacted by the stress of this disruption to the normal school routine and family routines. The SELPA has been supportive in providing a therapist for Social Emotional Well-being for identified students. The school staff and administration see this as an important structure for the whole school community to be involved in during the ensuing years for the benefit of students, staff and parents. The inclusion of mental health counseling and Social Emotional activities in the LCAP for 2022-23 is a result of responses from the students, parents and teachers.

# Goals and Actions

## Goal

Goal #	Description
1	Provide a high quality teaching and learning environment where all students have access to standards based instruction in a safe and well maintained physical environment. (Priority 1 - Pupil Achievement), (Priority 2 - Implementation of State Standards), (Priority 7 - Course Access)

An explanation of why the LEA has developed this goal.

The metrics and actions described below will be implemented to ensure that the progress made within these priorities will be maintained over the coming three years. These areas will be evaluated on a regular basis to ensure maintenance of progress and legal obligations are being met. The accompanying actions have been selected because they are a continuation of a planning process and purchasing of materials. These goals reflect input from staff, students, site administrator, Board and parents.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Maintain 100 % highly qualified teachers who meet the California state credentialing requirements.	100% teachers who are appropriately credentialed and highly qualified (2020-21).	100% teachers who are appropriately credentialed and highly qualified (2021-22).			100% of teachers will be credentialed and highly qualified each year.
Standards aligned instructional material for Science	0% NGSS compliant Science materials in use ((2020-21)	Purchased a 100% NGSS compliant Science curriculum materials, school wide for grades K - 8th (Science Discovery from Houghton.)			100% of teachers and students will be using the new Science materials beginning the 2021-22 school year and each year thereafter.
Standards aligned instructional material	100% All students have access to use	100% All students have access to use			100% all students will have appropriate ELA



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
for ELA/ELD and Math.	appropriate ELA /ELD materials and Math materials (2020-2021). 100% Common Core aligned with ELA/Math	appropriate ELA /ELD materials and Math materials (2021-2022). 100% Common Core aligned with ELA/Math			/ELD and Math materials every year.
Provide a broad course of study aligned to the standards for History/Social Science, P.E., Health and the Arts.	100% of students had access to a cross curricular and stand alone units of study. (2020-2021)	100% of students had access to cross curricular and stand alone units of study. (2021-2022)			100% of teachers and students will have access to materials aligned with standards for a broad course of study. (i.e.History/Social Science, P.E., Health, and the Arts)
Maintain facilities in good repair and address any needs from Keenan or Fire Dept. walk-through, using the FIT results.	100% FIT results show a standing of "good" every year. (2020-21)	100% FIT results showed a standing of "good". (2021-22)			100% of facilities will receive a rating of Good or better on the FIT score yearly for Willow Grove School.
Implementation of state standards	100% of staff attend professional development every year. (2020-21)	100% of staff attended professional development. (2021-22)			100% of staff attend professional development every year.

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Recruit and maintain highly qualified teachers	Willow Grove Board will search and hire teachers for the students, to maintain a staff which is 100% highly qualified and appropriately credentialed.	\$131,413.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	Well maintained facilities	Willow Grove Board will assess current conditions, plan and purchase needed materials to ensure an equitable, safe and well maintained facility for all students, staff and parents.	\$25,000.00	No
1.3	Purchase and implementation of Standards based materials	Willow Grove USD will purchase of NGSS aligned Science curriculum and supporting materials for all students to ensure a deeper and more successful Science education for all students. In addition, purchase updates from the English Language Arts and Math materials as needed.	\$9,000.00	No

## Goal Analysis [2021-22]

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

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

All goals and actions were carried out and will continue as written into the 2022-2023 school year. After much investigation into different materials, our major success was the purchase of NGSS Science curriculum during the second half of the year. A major challenge for us this year was the fact that due to shipping issues and the time needed for staff development on the program, the materials will start to be used at the beginning of the 2022-23 school year. Staff development on this curriculum will continue into the 2022-23 school year. In addition, support kits will be purchased for all students and a TK kit will be purchased for our incoming TK. Another group of successes for us was our different staff development components. Current year staff development included several strands of SEL sessions to address the stresses that have affected the students since the onset of the COVID. In addition, the staff has received training in some intervention strategies for students needing more intense assistance with vocabulary development and beginning reading skills. Teachers have been involved in discussion, sharing, and assistance with some specific intervention strategies for SPED students. Our new teacher has been full engaged with the induction program and being coached on a regular basis.

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.

Due to the fact that we hired a new teacher rather than a teacher that was higher on the salary schedule, we spent less in Action #1

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

All actions were fully implemented and correctly geared towards the anticipated needs of the school and helped to meet the overarching Goal 1 and all its metrics. All actions will continue into the 2022-23 school year. The next year will see purchases for science support materials as part of the overall curriculum from Houghton as well as a TK component to ensure our NGSS curriculum will be 100% available to all students. Additionally, there will be weatherizing and upgrade work done to the classrooms from years of use as well as updating the condition of the field for P.E. and activities. This will ensure that the facilities remain safe and well maintained for all students, staff, and parents.

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.

Reflecting on this goal of this past year have shown that these actions were commensurate with the needs of the school and appropriately defined in the scope of their metrics, outcomes and actions for the next year.

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

# Goals and Actions

## Goal

Goal #	Description
2	All students will be provided with equitable support to increase their individual student achievement including programs and services developed for English learners, economically disadvantaged, homeless/foster youth, and individuals with exceptional needs. (Priority 5 - Pupil Engagement), (Priority 4 - Pupil Achievement), (Priority 7 -Course Access), (Priority 8 - Pupil Outcomes)

An explanation of why the LEA has developed this goal.

An analysis of available data and input received from stakeholders has identified the following as priorities which have been viewed as critical to the success of students at Willow Grove USD. The metrics and actions described below will be implemented to ensure that the progress is made within these priorities. Regular periodic assessments will be completed and will be evaluated on a regular basis with specific skill intervention assigned to ensure that every student has an equitable opportunity to develop and be successful in their academic goals.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
STAR-360 for Math and English Language Arts, Individual students will show growth throughout the school year as measured by the STAR-360 and achieve at or above grade level status by the end of the school year. Students on an IEP will use their goals as a measure of growth as well.	STAR 360 scores are posted in this document under the Annual Update in GOAL 1 * Students showed improvement in their Reading scores from July through February, showing 9 out of 9 students within or above grade level (100%). * Math scores, likewise for July	For 2021-22 based on the STAR 360 100% of the students are showing growth in both ELA and Math. ELA scores show 81% of students are meeting or exceeding their grade level and 19% are approaching grade level. For Math, 88% are meeting or exceeding grade level and 13% are approaching grade level.			100% of students will show growth on the STAR-360 for each planned testing session throughout the school year. Students will be at or above grade level on the ELA and Math portions of the STAR-360 assessment throughout the school year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	through February, showed improvement in Math scores, with 9 out of 9 students within or above grade level (100%).	Special Education students are meeting IEP goals.			
ELPAC assessment. Students will show at least one level of growth per school year in the ELAC testing. Scores are not posted to the Dashboard due to low numbers of students per grade level (less than 5).	ELPAC was not given in 2020. It is being given in 2021 but the scores will not be available until Summer of 2021. (25% of students advanced in at least one level in the Summative ELPAC 2021.) Baseline will be established this year.	25% of students advanced in at least one level in the Summative ELPAC 2021.  New scores will be available in the summer of 2022 and will be reported in Year 2.			100% of each EL student will show a growth of at least one level on the ELPAC.
Physical Education Test (PFT)- Students will show growth each year on their individual scores. Scores are not posted to the Dashboard due to low numbers of students per grade level (less than 5).	PFT was not given in 2020 or 2021 due to COVID concerns. The baseline will begin with the scores from 2022. (0% growth in 2020-2021) New baseline will be established next year.	For 2021-22 school year, 100% of the students participated in the PFT.			Adjusted metric: 100% of the students will participate in the PFT annually.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Middle School Dropout rate on SARC Report	Middle School Dropout Rate is 0%	For 2021-22, Middle School Dropout Rate is 0%			Maintain the Middle School Dropout rate at 0%
CAASPP assessments: SBAC for ELA and Math and the California Science test. Scores are not posted to the Dashboard due to low numbers of students per grade level (less than 5).	For 2021, 70% of students met or exceeded standards for ELA; 24% of students met or exceeded standards for Math.: 100% of students met or exceeded standards on the CAST.	For 2021, 70% of students met or exceeded standards for ELA; 24% of students met or exceeded standards for Math.  New scores will be available in the summer of 2022 and will be reported in Year 2.			For 2021-2022, 90% of students will meet or exceed standards for ELA; 80% of students will meet or exceed standards for math 100% of students will meet or exceed standards on CAST.
EL reclassification rate	15% of students were reclassified on the ELPAC in 2020-2021.	15% of students were reclassified on the ELPAC in 2020-2021. New rates will be available after the summer of 2022 when ELPAC is posted and will be reported in Year 2.			25% of students will be reclassified on the ELPAC.

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Provide ELA/math intervention	Staff will provide one-on-one or small group intervention focused on Reading, Writing, Language and Math for identified students to reach grade level standards.	\$40,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		In addition students with SPED goals will meet their goals in ELA/math. All students will show growth.		
2.2	Conduct periodic assessment of student progress	Approximately every 8 weeks, the staff will use the student assessment information from STAR-360 and the adopted/developed curriculum to assess the strengths and weaknesses of each student and design a plan of instruction so as to maintain formal reviews of student progress, using all data collected through programs or assessment.	\$1,565.00	Yes
2.3	Provide extended year round school program	All staff will increase their days worked from 180 to 192 days to assist with mitigating the learning loss from Spring of 2020.	\$14,736.00	Yes
2.4	Strengthen vocabulary skills	The staff will use academic vocabulary, student frames for questions, language extension activities and writing strategies that support access for all with a specific focus on unduplicated students.	\$2,500.00	Yes

## Goal Analysis [2021-22]

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

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

All goals and actions were carried out as planned and will continue as written into the 2022-2023 school year. We are very proud of the work that our staff does to focus on the individual students and their needs. This small rural school has experienced rewarding successes in the area of student achievement. Staff works continually on assessing and restructuring to meet the needs of each student. The only real challenge for us in this area is when students are out ill (which is too often the case during this pandemic time). Most of our students do not have internet at home and we know that the work they might do while being on a short term independent study does not fully meet their needs. Things seem to be returning back to a new normal with the students being absent less but it may be a slow process.

Our assessment process throughout the school year is a success for us because it gives the students and the staff information on how students are doing in both math and language arts. Students make goals for themselves, based on these reports from the assessment, for the next six weeks. Teachers, administration and intervention instructors use this diagnostic information in planning next steps for students.

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.

The funds of \$13,316 paid for more intervention time so as to extend the number of students and the time that they were included in intervention for language arts and/or math instruction. In addition, the \$11,440 was expended for extended year personnel rather than \$6,000. Both cases were just under budgeted.

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

Since the math scores from 2021 had not shown as much growth as expected, the staff made a special focus during 2022 on math teaching and activities. Due to the lower test scores for some students on the CAASPP assessments and the observations of students taking the STAR 360, the staff decided that students were not understanding the procedures and complexity of assessments, especially the state assessments. Thus, the staff spent specific time during the day twice a week (January through May) to help the students learn how to manage their information and tools on the computer assessments.

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.

Reflecting on the goals of this past year have shown that they were commensurate with the needs of the school and appropriately defined in the scope of their metrics, outcomes and actions for the next year. The bolstering of the computer assessment practices will continue to take place next year. The metrics for the PFT were changed to show the percentage of students participating in the assessment. The actual scores are now entered into the SARC yearly.

**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	Willow Grove School is supportive of its parents, students and staff in their efforts to maintain excellent attendance for their students, a positive climate and system of support for each member of the school community. (Priority 3 - Parental Involvement), (Priority 5 - Pupil Engagement), (Priority 6 - School Climate)

An explanation of why the LEA has developed this goal.

An analysis of parental participation, student surveys and observations, as well as periodic check-ins with staff have identified a need to provide support to all aspects of our school community (i.e. students, parents, staff) to support the social-emotional well-being of all individuals. The school will use behavioral data and survey data of students as well as survey data from parents and staff collected as part of a wellness check to monitor social emotional well-being of our school community. The attendance for several students has been adversely affected by the distance learning/independent study due to student/family illness and the mitigating effects of those times. The LEA will continue to build SEL competencies for staff, students and community and will deepen partnerships within the school community.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Different surveys for students, parents and for staff will be reviewed for use with this goal to determine social/emotional well-being and possible needs of each group within our school community, including feeling safe and connected at school. Use of school recording of	In July of 2021, 84% of students feel safe at school. 100% of parents feel their students are safe at school as per School Survey and recording of instances.	In the school year, 2021-2022, parents continue to feel that their children are safe at school (100%) as recorded from conversations with parents. According to the Willow Grove School Survey, 91% of students feel safe at school.			Yearly and periodic surveys regarding social-emotional well-being will be completed by parents, students and staff to determine needs within the school community which will drive programs for students, parents and staff. In 2021-22, 100% of students feel safe at

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
incidences and/or California Healthy Kids Survey results or equivalent.					school. 100% of parents feel their students are safe at school. Low incidence recordings of instances.
Chronic absenteeism and attendance rate for students	For 2018-19 attendance rate was 97% and 0% for chronic absenteeism.	Attendance rate for 2021-22 is: 84% of the students attended 94% of the time and 16% of the students attended 75% of the time.			Chronic absenteeism will be 0% and attendance rate will be 97% or above for the year.
Parent participation in school meetings, Family Nights, other school activities.	Observations showed that our parents participated nearly 100% during pre-pandemic.	Parent participation in conferences, our whole school meetings and performances was 100% during 2021-22			100% participation by parents
Suspension rate	Suspensions = 0%	Suspensions for 2021-22 = 0%			Suspension Rate = 0%
Expulsion rate	Expulsions = 0%	Expulsions for 2021-22 = 0%			Expulsion Rate = 0%

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Provide staff with SEL topics of learning	Staff will integrate student support into the regular instructional day and the daily interaction with students providing specific assistive	\$4,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		counseling or other forms of support provided as needed to students and parents.		
3.2	Community partnerships	The school will partner with community-based mental health providers for support to students and related parental issues.	\$5,500.00	Yes
3.3	Provide administrative support for school community	The school administrator will oversee school climate, attendance, SARB, system for truancy letters to assist with lower truancy rates, implementation and annual review of system for evaluating effectiveness of school programs and staff/student wellness, review systems and procedures for student encouragement, providing opportunities for parents to connect with the school programs of instruction, student culture and character building programs.	\$27,000.00	No
3.4	Staff Community Building	Staff will create community-building structures that strengthen staff relationships and peer supports (i.e. SEL informational sessions, support times together for meals, discussions and/or trainings) to continue to build a positive school climate.	\$500.00	No

## Goal Analysis [2021-22]

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

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

All goals and actions were carried out as planned and will continue as written into the 2022-2023 school year. Major success: Our school was fortunate to partner with the local SELPA and another community based non-profit who provided counseling for some of our students and parents. There was no cost to us for these services this year. The parents of Willow Grove students are very receptive to discussions and will come to the school for meetings, Open House, and conferences. We are fortunate that our attendance rate for these activities for parents is usually 100%.

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.

In Actions 3.1 and 3.2, there was \$10,000 appropriated for counseling and other SEL activities/materials. This money was not spent this year due to the partnerships which the administrator made with the SELPA for counseling services. The SEL trainings were all virtual and for no cost this year. These funds will continue to be listed for use during the 2022-23 school year.

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

The school partnered with community-based mental health providers for support to students and related parental issues. The teachers integrated student support into the regular instructional day with students where specific assistive counseling and other forms of SEL support were provided. Parents were included in the counseling sessions on a regular or scheduled basis. Administrative support was evident in the scheduling of community partners, meeting for COVID updates regularly, planning with each teacher, and meeting with teachers and counselors as needed. A positive school climate is maintained throughout the staff with staff meetings, ongoing communication with total staff, opportunities for SEL activities, and with planning sessions between teachers and administrator.

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.

Reflecting on the goals of this past year have shown that they were commensurate with the needs of the school and appropriately defined in the scope of their metrics, outcomes and actions for the next year.

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

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$63,382.00	\$13,140.00

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
33.60%	0.00%	\$0.00	33.60%

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

## Required Descriptions

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

Through a coordinated process of examining data, needs assessments, and stakeholder engagement Willow Grove School prioritized the needs of English Learners, foster youth and low-income students when allocating funding in the LCAP. 87% of students who are receiving increased and improved services through the LCAP are English Learners and 88% of the students are low income. Our metrics indicate that our evidence based practices are increasing student outcomes so we will continue with the actions listed below.

Goal 2: Actions 2.1 and 2.4 focus on targeted interventions and vocabulary skill building. These interventions are researched based and are proven effective to increase student outcomes for low income and English Learners.

English learners, economically disadvantaged, and homeless/foster youth will be provided with support to increase their individual student achievement through research based instruction.

Goal 2: Action 2.2 Students will show growth on the STAR-360 for each planned testing session throughout the school year. These assessments given regularly throughout the year will provide a structure to ensure that students are making growth. Students having

difficulty or not showing appropriate growth will be identified for further support. This will assist in facilitating that students will be at or above grade level on the ELA and Math portions of the STAR-360 assessment throughout the school year.

Goal 2: Action 2.3 Students will attend an extended year round school program. This will promote learning throughout the year without extended breaks where students can easily regress in their development of skills. This is especially critical for unduplicated students who may not have the opportunities at home to support further language development or other skills in school studies.

In summary,

Goal 3 provides social emotional learning through professional development (SEL topics) which will support staff, parents and students. Social emotional development is a key to developing positive outlook on life, knowing how to interact with others and building good character. Willow Grove School is supportive of its parents, students and staff in their efforts to maintain excellent attendance for their students, a positive climate and system of support for each member of the school community.

Goal 3: Action 3.1 Staff will integrate SEL student support into the regular instructional day and the daily interaction with students providing specific assistive counseling or other forms of support provided as needed to students and parents.

Goal 3: Action 3.2 Community partnerships and involvement will allow us to expand the support for mental health partnerships for students and parents.

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

The increased and improved services requirement for Willow Grove School is 33.6 %. This supplemental and concentrated portion of funding (\$63,382) is earmarked to support homeless (30%), English learner (87%), and low-income students (88%). Specific actions support increased and improved services for unduplicated students through supplemental and concentration funding and coordinated support from state and federal funding. The unduplicated student rate for Willow Grove is 90% and Local Control Funding Formula (LCFF) monies support this group. The following actions described below are increased or improved and meet and/or exceed the totality of the required percentage increase as compared to services for all students.

Currently the LEA is meeting the needs of all students including the ELL, low socio-economic, foster, homeless and students re-designated as fluent English proficient by providing a broad variety of instruction, targeted supplemental materials, and technology to enhance their learning experiences. Language, writing and reading instruction to the unduplicated students will continue to be increased by 30 minutes a

day, for that targeted population. All students participate in a formal writing program within the adopted Houghton - Mifflin Language Arts program.

To improve the language building through vocabulary and experiences, field trips, assemblies, and extra-curricular activities are provided to the school. In addition the longer school year (9 additional days to the usual 180) will be maintained. Instruction will include the use of curricular mapping and planning from the assessment (STAR-360, BPST) given every 6-8 weeks. These assessments assist the staff in watching the growth of each student on a regular basis throughout the year, adjusting instruction as necessary. This provides the targeted instruction and support in math and language arts to be current to all students' needs at all times.

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.

89.47% and \$27,559 for staffing.

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	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		3:18
Staff-to-student ratio of certificated staff providing direct services to students		3:18

## 2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$232,214.00	\$12,000.00	\$17,500.00		\$261,714.00	\$163,149.00	\$98,565.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Recruit and maintain highly qualified teachers	All	\$131,413.00				\$131,413.00
1	1.2	Well maintained facilities	All	\$25,000.00				\$25,000.00
1	1.3	Purchase and implementation of Standards based materials	All		\$9,000.00			\$9,000.00
2	2.1	Provide ELA/math intervention	English Learners Foster Youth Low Income	\$40,000.00				\$40,000.00
2	2.2	Conduct periodic assessment of student progress	English Learners Foster Youth Low Income	\$1,565.00				\$1,565.00
2	2.3	Provide extended year round school program	English Learners Foster Youth Low Income	\$14,736.00				\$14,736.00
2	2.4	Strengthen vocabulary skills	English Learners Foster Youth Low Income	\$2,500.00				\$2,500.00
3	3.1	Provide staff with SEL topics of learning	English Learners Foster Youth Low Income	\$3,500.00	\$1,000.00			\$4,500.00
3	3.2	Community partnerships	English Learners Foster Youth Low Income	\$3,500.00	\$2,000.00			\$5,500.00
3	3.3	Provide administrative support for school community	All	\$10,000.00		\$17,000.00		\$27,000.00
3	3.4	Staff Community Building	All			\$500.00		\$500.00





## 2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$188,628.00	\$63,382.00	33.60%	0.00%	33.60%	\$65,801.00	0.00%	34.88 %	<b>Total:</b>	\$65,801.00
								<b>LEA-wide Total:</b>	\$65,801.00
								<b>Limited Total:</b>	\$0.00
								<b>Schoolwide Total:</b>	\$65,801.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.1	Provide ELA/math intervention	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$40,000.00	
2	2.2	Conduct periodic assessment of student progress	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$1,565.00	
2	2.3	Provide extended year round school program	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$14,736.00	
2	2.4	Strengthen vocabulary skills	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$2,500.00	
3	3.1	Provide staff with SEL topics of learning	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$3,500.00	
3	3.2	Community partnerships	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$3,500.00	



## 2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
<b>Totals</b>	\$237,780.00	\$279,085.00

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	Recruit and maintain highly qualified teachers	No	\$143,970.00	178,514
1	1.2	Well maintained facilities	No	\$10,000.00	8,200
1	1.3	Purchase and implementation of Standards based materials	No	\$5,000.00	5,000
2	2.1	Provide ELA/Math Intervention	Yes	\$31,800.00	45,116
2	2.2	Conduct periodic assessment of student progress	Yes	\$3,010.00	3,000
2	2.3	Provide extended year round school program	Yes	\$6,000.00	11,440
2	2.4	Strengthen vocabulary skills	Yes	\$2,500.00	2,500
3	3.1	Provide staff with SEL topics of learning	Yes	\$4,500.00	0
3	3.2	Community partnerships	Yes	\$5,500.00	0
3	3.3	Provide administrative support for school community	No	\$25,000.00	24,928

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)
3	3.4	Staff Community Building	No	\$500.00	387

**2021-22 Contributing Actions Annual Update Table**

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$53,298.00	\$35,510.00	\$62,066.00	(\$26,556.00)	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)
2	2.1	Provide ELA/Math Intervention	Yes	\$17,000.00	\$45,116		
2	2.2	Conduct periodic assessment of student progress	Yes	\$3,010.00	\$3,010		
2	2.3	Provide extended year round school program	Yes	\$6,000.00	\$11,440		
2	2.4	Strengthen vocabulary skills	Yes	\$2,500.00	\$2,500		
3	3.1	Provide staff with SEL topics of learning	Yes	\$3,500.00	0		
3	3.2	Community partnerships	Yes	\$3,500.00	0		

**2021-22 LCFF Carryover Table**

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$176,018.00	\$53,298.00	0.00%	30.28%	\$62,066.00	0.00%	35.26%	\$0.00	0.00%

# Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

*For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto: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 <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> or when adding a new metric.

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

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

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

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

**Goal Analysis:**

Enter the LCAP Year.

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

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

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

### Purpose

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

### Requirements and Instructions

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

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

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

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

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

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

**Required Descriptions:**

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

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

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

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

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

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

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

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

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

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

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

## **For School Districts Only:**

### **Actions Provided on an LEA-Wide Basis:**

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

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

### **Actions Provided on a Schoolwide Basis:**

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

## Action Tables

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

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

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

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

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

## Data Entry Table

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

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

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

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

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

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



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

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

## Contributing Actions Table

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

## Annual Update Table

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

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

## Contributing Actions Annual Update Table

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

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

## LCFF Carryover Table

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

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

## Calculations in the Action Tables

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

### Contributing Actions Table

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

### Contributing Actions Annual Update Table

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

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

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

**LCFF Carryover Table**

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

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

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

California Department of Education  
January 2022